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**Original
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Satisfaction of the first-grade teachers with children's readiness for school²

Extended summary

This paper investigates the level of satisfaction of the first-grade teachers with children's school achievements after attending the compulsory preschool curriculum. The research focuses on the analysis of the primary school teachers' perception of children's readiness for starting school, with a special emphasis on the assessment of the impact of the preschool curriculum on the development of the key competencies necessary for a successful start of school. The aim of the research is to determine, based on teachers' views, to what extent preschool programmes encourage the development of children's cognitive, social, emotional, and work competencies which are the foundation of their successful transition to the primary education system. In addition, the paper also examines the impact of various sociodemographic and professional variables, including: gender of teachers, years of work experience, and work environment (urban or rural) on the level of satisfaction with their preparedness.

The research sample comprised 46 first-grade teachers and an instrument composed of 14 items rated on a five-point Likert scale, was used to collect data. Factor analysis using the method of principal components (PCA method and Varimax rotation) confirmed the adequate

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metric characteristics of the instrument (KMO = 0.712; Bartlett's Test of Sphericity, $p = 0.000$), including validity and reliability, which enables a relevant interpretation of the obtained results.

The results of the research showed that first-grade teachers generally expressed satisfaction with the achievement of the children, especially in the domain of the developed social skills and verbal-graphomorphic competencies. However, the need for additional work on encouraging children's independence and developing critical thinking was identified in the research. The analysis of the variables revealed that teacher satisfaction decreases slightly with an increasing duration of work experience, while no significant differences were identified in relation to gender and the place of work.

The findings indicate the importance of continuous and high-quality preschool preparation as a fundamental factor in the successful inclusion of children in the first grade of primary school. They emphasise the need for improving cooperation between preschool institutions and schools, better harmonisation of the curricula, and provision of continuous professional support to primary school teachers. Based on the obtained results, it is recommended to introduce various forms of play into the teaching process, as well as continuous monitoring and assessment of children's development and progress. It is necessary to apply pedagogical approaches that encourage the development of cognitive, social, and emotional competencies. The presented conclusions are the basis for improving teaching practice in the lower grades of primary school and strengthening the impact of preschool education on children's readiness and preparedness for formal learning. Additionally, it is recommended to monitor children's developmental processes systematically and provide an ongoing professional support to preschool and primary school teachers to encourage pedagogical practices that enable an optimal child development.

Keywords: first-grade teachers, school readiness, preschool institution, school, work experience

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