

STUDENTS AND STAFF EVALUATIONS REPORT 1

Summer semester of the academic year 2019 to 2020

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1. INTRODUCTION:

Project Teacher focuses on the innovation and modernization of first cycle academic studies in preschool teacher education in BH through introducing competence-based curricula. It strives to identify what competences are needed at the labor market and are necessary to be introduced in the curricula and accordingly modernize the study courses and their learning outcomes. This project primarily targets teaching staff from partner institutions and their students. The project responds to the need to harmonize and modernize the heterogeneous preschool teacher education curricula and to decrease substantial differences in teaching methodology and training. In addition, the project tends to improve interactive teaching methodology and transversal skills of teaching staff necessary for modern day preschool education in the European context.

As the output of the Work package 2: Development of the competence-based curricula, each BH partner BH has innovated its first cycle preschool teacher curricula by integrating a set of agreed learning outcomes encompassing competences needed for their achievement. Therefore, the list of learning outcomes based on agreed competences resulting from the project Teacher was devised and as such used at each partner's University for the innovation of the study program.

2. METHODOLOGY:

In accordance with the Work package 6, Quality Plan, students' and professors' opinion and satisfaction with the innovated first cycle preschool teacher program should be evaluated at all six BH partner Universities. After consultation between partners, questionnaires for students and professors was devised and agreed upon by the QA&M Committee and finally adopted by the Steering Committee in June 2020. Questionnaires were made in Google forms in Bosnian, Croatian and Serbian language and sent to students and teachers by the Head of the study at each University. Questionnaires were to be filled in for the summer semester of the academic year 2019 to 2020 in a period from July 14-24 2020.

2.1. Questionnaire for students:

Questionnaire for students was devised in mutual consultation between BH partners and it was finally agreed at an online meeting. The questionnaire consisted of 37 questions divided into five sections:

1. Introductory section
2. Structure of the study program
3. Delivery of the study program
4. Evaluation of the learning outcomes
5. Overall evaluation of the study program

The „Introductory section“ gave an introduction describing the purpose of the questionnaire and required general data about students, such as the University a student attends, status, gender and a year of the study.

In section “Structure of the study program” students were asked to express their agreement with 9 statements regarding the structure of the study program. Grades with the following meanings were offered: 1 - fully disagree; 2 - mostly disagree; 3 - neither agree nor disagree; 4 - mostly agree; 5 - fully agree and 0 - can't evaluate. The offered statements were:

1. Contents of the study program courses are aligned with the occupation for which it is meant to train
2. Learning outcomes of each course are clearly linked to study program learning outcomes
3. I am satisfied with the offer of elective courses
4. Demand of each course fits the prior knowledge of students
5. Contents at different years of the study are linked in a way that they allow advancement of knowledge and skills
6. ECTS are assigned according to real workload of students
7. Quantity of the teaching material is aligned with the course hours
8. Ratio between lectures, exercises and seminars is aligned with the course demand
9. I am satisfied with the quality of the literature and teaching materials

Students were at the end asked to give an Overall study program structure grade where 1 meant the lowest grade and 5 the highest grade, and 0 can't evaluate.

In section “Delivery of the study program” students were asked to express their agreement with 7 statements regarding the delivery of the study program using the same grades as in the previous section:

1. Information about study schedule is on time
2. Information about exams and other test results is on time
3. Learning outcomes achievement is assessed adequately
4. Student's knowledge is checked continuously (colloquia, papers, different tasks)
5. I am satisfied with the organization of the student practice
6. Student practice is useful for students
7. Study program fully prepares students for the labor market

Students were at the end asked to give an Overall delivery of the study program grade where 1 meant the lowest grade, 5 the highest grade, and 0 can't evaluate.

In section “Evaluation of the learning outcomes” students were asked to judge to what extent the achievement of 9 outlined learning outcomes has been made through the delivery of the study program. Grades were offered between 1 and 5, with 1 meaning “not at all achieved” and 5 “fully achieved”. The offered learning outcomes were:

1. Independently and as a team plan, program and implement the program of preschool education, taking into account the developmental characteristics of children
2. Select and apply activities to meet the educational needs of children through the implementation of special and alternative programs, taking into account pedagogical and methodological achievements
3. Systematically assess and monitor children's development, and show interest in health care and care in relation to the needs and abilities of children
4. Create a safe and stimulating environment for development, learning and children's play while respecting the rights of preschool children and families
5. Create an inclusive environment respecting the cultural, social and emotional needs of children
6. Analyze and evaluate their own educational work and continuously improve their competencies through lifelong learning to ensure quality in the profession
7. Establish and develop close and confidential relationships with families and establish cooperation with the local community
8. Know the legal acts regulating the field of education, identify the importance of preschool education in the educational and social context and apply the principles of the code of ethics in educational policy
9. Manage pedagogical documentation; participate in the work and development of the preschool institution using modern information technologies.

In section „Overall evaluation of the study program” students were asked to write what are the advantages and disadvantages of the study program and suggest changes to it. Also, they were asked to answer Yes/No/Do not know to the following 5 questions:

1. Do you think that the organization of the study according to the 4+1 principle is useful for your occupation?
2. Was the study program you are studying at your first choice?
3. If you could choose again, would you enroll into the same study?
4. Based on your experiences, would you recommend this study to others?
5. Do you intend to enroll into the second cycle of the same study?

2.1.1. Description of the sample for students

As outlined in the project, the subject of the analysis were students of the first cycle of the preschool teacher education program at six BH partner universities (UNT, UNBI, SVEMO, UNTZ, NUBL, SVEHERC). It was decided to send the questionnaire to students of all four years of the first cycle studies at each BH university because the innovation of the program was not done at a specific year of the study at all universities. Questionnaire was filled in between July 14 - 24, 2020, data were collected and merged in a single excel document and then exported and analyzed in SPSS.

Table 1 The sample and the response rate per university

Sample of students			
University	Number of students	Number of respondents	%
University of Travnik (UNT)	46	27	58.70
University of Bihać (UNBI)	73	18	24.66
University of Mostar (SVEMO)	212	59	27.83
University of Tuzla (UNTZ)	72	27	37.50
Independent University Banja Luka (NUBL)	116	26	22.41
Herzegovina University (SVEHERZ)	15	6	40.00
Total	534	163	30.52

In total 163 students, or 30,52% of those a questionnaire was sent to from six BH partner universities, responded to the questionnaire regarding the evaluation of their study program. As shown in Table 1, the most, 58,70% of invited students from the University of Travnik, filled in the questionnaire, while the smallest share of students who responded to the questionnaire was at the Independent University of Banja Luka, 22,41. Therefore, judging from the response rates, it seems that students of NUBL, UNBI and SVEMO seemed less motivated to participate in the survey since not even a third of students responded to the questionnaire. On the other hand, looking at the total number of students who participated in the survey, more than a third of all respondents, 59 students, were students of the University of Mostar, while the smallest number of respondents was from Herzegovina University, 6 students, as it is shown in Figure 1.

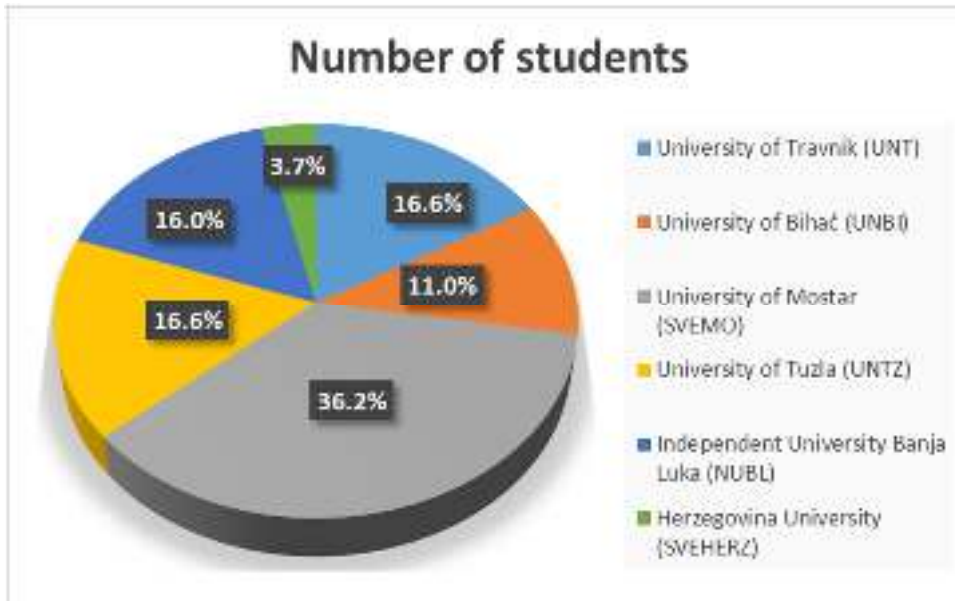


Figure 1 Number of students participating in the survey

General data about students who participated in the survey are shown in Table 2. Majority of students studied full time, 103 students (63,2%) and they predominantly paid for their study. More than third of students, 60 students (36,8%), studied part-time. Almost all students who participated in the evaluation were female, 151 (92,6%), while only 12 students (7,4%) were male. Most of students, 67 (41,1%), were students of the third year of study, 40 (24,5%) of the fourth year, while almost the same number of them studied at the first and the second year of the study. The biggest differences between student respondents are visible in their status. More than half of students from UNTZ and majority of students from UNBI studied full time without payment, which may be expected considering that those are public universities financed from the local ministries budget, unlike SVEMO which is also public university funded by the public grants and at which most of students who participated in the survey studied part-time. On the side of private universities (UNT, NUBL and SVEHERZ), overwhelming majority of student respondents from UNT and SVEHERZ studied part-time in comparison to 96,2% of respondents from NUBL who studied full-time with payment.

Table 2 General data about students participating in the survey

Students		BH partner universities													
		UNT		UNBI		SVEMO		UNTZ		NUBL		SVEHERZ		Total	
		n	%	n	%	n	%	n	%	n	%	n	%	n	%
status	full-time	1	3.7%	14	77.8%	1	1.7%	15	55.6%	0	0.0%	1	16.7%	32	19.6%
	full-time with payment	5	18.5%	4	22.2%	27	45.8%	10	37.0%	25	96.2%	0	0.0%	71	43.6%
	part-time	21	77.8%	0	0.0%	31	52.5%	2	7.4%	1	3.8%	5	83.3%	60	36.8%
gender	male	1	3.7%	2	11.1%	1	1.7%	3	11.1%	5	19.2%	0	0.0%	12	7.4%
	female	26	96.3%	16	88.9%	58	98.3%	24	88.9%	21	80.8%	6	100.0%	151	92.6%
year of study	1	4	14.8%	0	0.0%	14	23.7%	4	14.8%	4	15.4%	0	0.0%	26	16.0%
	2	7	25.9%	3	16.7%	11	18.6%	4	14.8%	4	15.4%	1	16.7%	30	18.4%
	3	10	37.0%	5	27.8%	24	40.7%	13	48.1%	10	38.5%	5	83.3%	67	41.1%
	4	6	22.2%	10	55.6%	10	16.9%	6	22.2%	8	30.8%	0	0.0%	40	24.5%
Total		27	100.0%	18	100.0%	59	100.0%	27	100.0%	26	100.0%	6	100.0%	163	100.0%

2.2. Questionnaire for Teachers (professors):

Questionnaire for teachers was devised in mutual consultation between BH partners and it was finally agreed at an online meeting. The questionnaire consisted of 25 questions divided into four sections:

1. Introductory section
2. Structure of the study program
3. Delivery of the study program
4. Recommendations for quality improvements of the study program

The „Introductory section“ gave an introduction describing the purpose of the questionnaire and required general data about teachers through 6 questions, such as the University at which he/she teaches, gender, employments status, years of work experience and a number of courses he/she teaches at the evaluated study program.

In section “Structure of the study program” students were asked to express their agreement with 9 statements regarding the structure of the study program. Grades with the following meanings were offered: 1 - fully disagree; 2 - mostly disagree; 3 - neither agree nor disagree; 4 - mostly agree; 5 - fully agree and 0 - can't evaluate. The offered statements were:

1. Contents of the study program courses are aligned with the occupation for which it is meant to train
2. Learning outcomes of each course are clearly linked to study program learning outcomes
3. I am satisfied with the offer of elective courses
4. Demand of each course fits the prior knowledge of students
5. Contents at different years of the study are linked in a way that they allow advancement of knowledge and skills

6. ECTS are assigned according to real workload of students
7. Quantity of the teaching material is aligned with the course hours
8. Ratio between lectures, exercises and seminars is aligned with the course demand
9. I am satisfied with the quality of the literature and teaching materials

Teachers were at the end asked to give an Overall study program structure grade where 1 meant the lowest grade, 5 the highest grade, and 0 can't evaluate.

In section "Delivery of the study program" students were asked to express their agreement with 7 statements regarding the delivery of the study program using the same grades as in the previous section:

1. Information about study schedule is on time
2. Information about exams and other test results is on time
3. Learning outcomes achievement is assessed adequately
4. Student's knowledge is checked continuously (colloquia, papers, different tasks)
5. Organization of the student practice is of good quality
6. Student practice is useful for students
7. Study program fully prepares students for the labor market

Teachers were at the end asked to give an Overall delivery of the study program grade where 1 meant the lowest grade and 5 the highest grade, and 0 can't evaluate.

In the final section "Recommendations for improvement of quality of the study program" teachers were kindly asked to write suggestions and recommendations for improvement of quality of the study program.

2.2.1. Description of the sample for teachers

As outlined in the project, the subject of the analysis were teachers of the first cycle of the preschool teacher education program at six BH partner universities (UNT, UNBI, SVEMO, UNTZ, NUBL, SVEHERC). It was decided to send the questionnaire to teachers of all four years of the first cycle studies at each BH university. Questionnaire was filled in between July 14 - 24, 2020, data were collected and merged in a single excel document and then exported and analyzed in SPSS.

Table 3 The sample of teachers and the response rate per university

Sample of teachers			
University	Number of teachers	Number of respondents	%
University of Travnik (UNT)	18	10	55.56
University of Bihać (UNBI)	41	18	43.90
University of Mostar (SVEMO)	54	16	29.63
University of Tuzla (UNTZ)	46	9	19.57
Independent University Banja Luka (NUBL)	17	12	70.59
Herzegovina University (SVEHERZ)	14	8	57.14
Total	190	73	38.42

In total 73 teachers from six BH partner universities participated in the survey or 38,42% of teachers a questionnaire was sent to, as it is shown in Table 3. Judging from response rates, it seems that teachers from NUBL were the most motivated to participate in the survey since more than 70% of invited teachers responded to the questionnaire, but the other two private universities as well (UNT and SVEHERZ), since more than half of their teachers participated in the survey. On the other hand, almost 20% or every fifth teacher the questionnaire was sent too at UNTZ, responded to the questionnaire, while almost 30% of SVEMO teachers and 44% of UNBI teachers had done the same.

Looking at the total number of teachers who participated in the survey, as presented in Figure 2, every fourth respondent was from the University of Bihać, since 18 teachers filled in the questionnaire and they were followed by the 16 teachers (21%) from the University of Mostar. The smallest number of respondents was from the Herzegovina University, 8 teachers (11%).

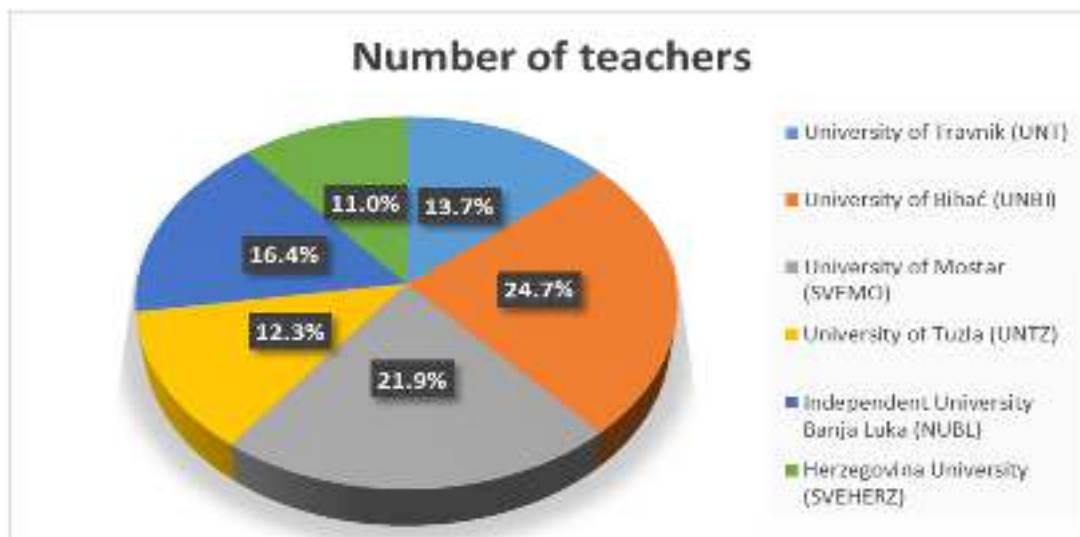


Figure 2. Number of teachers participating in the survey

As it can be seen in Table 3, the biggest number of teachers, 33 teachers (45,2%), held the academic title of an assistant professor. 16 respondents (21,9%) were associate professors and 12 (16,4%) were senior assistants. The smallest and equal number of teachers who participated in the survey were assistants and full-time professor, 6 teachers (8,2%). Two thirds of respondents were female and permanently employed by the universities, while one third was male and worked as external associates at universities. Almost 30% of respondents, 21 teacher, worked at universities between 7 and 10 years, 15 teachers worked 4-6 and 11-15 years, while just a bit over 10% of teachers worked longer than 15 years at universities. Half of respondents taught 1-2 courses on the evaluated study program, more than 30% 3-4 courses, and 16,4% more than 5 courses.

Table 4. General data about teachers participating in the survey

Teachers		BH partner universities													
		UNT		UNBI		SVEMO		UNTZ		NUBL		SVEHERZ		Total	
		n	%	n	%	n	%	n	%	n	%	n	%	n	%
scientific and artistic titles	assistant	0	0.0%	2	11.1%	0	0.0%	4	44.4%	0	0.0%	0	0.0%	6	8.2%
	senior assistant	1	10.0%	4	22.2%	4	25.0%	0	0.0%	1	8.3%	2	25.0%	12	16.4%
	lector	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	assistant professor	4	40.0%	7	38.9%	10	62.5%	1	11.1%	6	50.0%	5	62.5%	33	45.2%
	associate professor	5	50.0%	2	11.1%	2	12.5%	4	44.4%	3	25.0%	0	0.0%	16	21.9%
	full-time professor	0	0.0%	3	16.7%	0	0.0%	0	0.0%	2	16.7%	1	12.5%	6	8.2%
	nothing	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	gender	male	4	40.0%	7	38.9%	2	12.5%	3	33.3%	6	50.0%	0	0.0%	22
	female	6	60.0%	11	61.1%	14	87.5%	6	66.7%	6	50.0%	8	100.0%	51	69.9%
status	permanent employee	6	60.0%	18	100.0%	14	87.5%	5	55.6%	5	41.7%	4	50.0%	52	71.2%
	external associate	4	40.0%	0	0.0%	2	12.5%	4	44.4%	7	58.3%	4	50.0%	21	28.8%
working experience at university	1-3	1	10.0%	2	11.1%	1	6.3%	4	44.4%	3	25.0%	1	12.5%	12	16.4%
	4-6	3	30.0%	1	5.6%	3	18.8%	0	0.0%	3	25.0%	5	62.5%	15	20.5%
	7-10	5	50.0%	5	27.8%	8	50.0%	0	0.0%	1	8.3%	2	25.0%	21	28.8%
	11-15	1	10.0%	5	27.8%	3	18.8%	4	44.4%	2	16.7%	0	0.0%	15	20.5%
	16-20	0	0.0%	3	16.7%	1	6.3%	0	0.0%	2	16.7%	0	0.0%	6	8.2%
	21-25	0	0.0%	2	11.1%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	2	2.7%
	> 25	0	0.0%	0	0.0%	0	0.0%	1	11.1%	1	8.3%	0	0.0%	2	2.7%
number of courses taught	1-2	4	40.0%	8	44.4%	8	50.0%	7	77.8%	5	41.7%	5	62.5%	37	50.7%
	3-4	4	40.0%	6	33.3%	7	43.8%	1	11.1%	3	25.0%	3	37.5%	24	32.9%
	>5	2	20.0%	4	22.2%	1	6.3%	1	11.1%	4	33.3%	0	0.0%	12	16.4%
Total		10	100.0%	18	100.0%	16	100.0%	9	100.0%	12	100.0%	8	100.0%	73	100.0%

The results of the evaluation of the study program will be presented separately for each BH university as they refer to a specific program and its students and teachers.

3. RESULTS

3.1. University of Travnik (UNT) - Results

3.1.1. Students

In total 27 students of the undergraduate study in Preschool education at UNT participated in the evaluation. Overwhelming majority of them studied part time, were female and every third respondent was on the third year of the study. When it comes to the evaluation of the study program, students were firstly asked to rate their agreement with 9 statements related to the structure of the study program and give overall grade to the structure of the program. The results regarding the structure of the study presented in Table 5. show that more that 70% of students agreed in general with offered statements. Students agreed the most that there is continuous advancement of knowledge and skills through different years of the study and that learning outcomes of each subject are clearly linked to program learning outcomes. According to the results, the biggest number of students, 4 students (14,8%) disagreed that ECTS properly reflect the real workload of students and did not express specific opinion regarding the quality of literature, quantity of teaching material and ratio between lectures, exercises and seminars in relation to the course demand. Finally, as shown in Table 6 students of UNT were very satisfied with the structure of the study program in Preschool education since the mean score for the overall structure of the study program was $M=4,67$ ($SD= 0,87$).

Table 5 Students evaluation of the structure of the study program at UNT

Structure of the study program at UNT		Fully disagree	Mostly disagree	Neither agree nor disagree	Mostly agree	Fully agree	Can't evaluate	Total
1. Contents of the study program courses are aligned with the occupation for which it is meant to train	n	1	0	0	10	15	1	27
	%	3.7%	0.0%	0.0%	37.0%	55.6%	3.7%	100.0%
2. Learning outcomes of each course are clearly linked to study program learning outcomes	n	1	0	1	5	18	2	27
	%	3.7%	0.0%	3.7%	18.5%	66.7%	7.4%	100.0%
3. I am satisfied with the offer of elective courses	n	1	1	1	7	16	1	27
	%	3.7%	3.7%	3.7%	25.9%	59.3%	3.7%	100.0%
4. Demand of each course fits the prior knowledge of students	n	2	0	2	7	14	2	27
	%	7.4%	0.0%	7.4%	25.9%	51.9%	7.4%	100.0%
5. Contents at different years of the study are linked in a way that they allow advancement of knowledge and skills	n	1	0	0	6	20	0	27
	%	3.7%	0.0%	0.0%	22.2%	74.1%	0.0%	100.0%
6. ECTS are assigned according to real workload of students	n	2	2	1	4	16	2	27
	%	7.4%	7.4%	3.7%	14.8%	59.3%	7.4%	100.0%
7. Quantity of the teaching material is aligned with the course hours	n	1	1	3	4	17	1	27
	%	3.7%	3.7%	11.1%	14.8%	63.0%	3.7%	100.0%
8. Ratio between lectures, exercises and seminars is aligned with the course demand	n	1	2	3	3	16	2	27
	%	3.7%	7.4%	11.1%	11.1%	59.3%	7.4%	100.0%
9. I am satisfied with the quality of the literature and teaching materials	n	1	1	4	6	14	1	27
	%	3.7%	3.7%	14.8%	22.2%	51.9%	3.7%	100.0%

Table 6 Students satisfaction with the structure of the study program at UNT

Overall study program structure grade	Number of students						M	SD
	1	2	3	4	5	0		
	1	0	0	4	19	3		

Similar results can be observed in Table 7. regarding the evaluation of the delivery of the study program. More than half of students agreed in general with all offered statements related to the delivery of the study program. Almost all students, 24 out of 27, fully agreed that their knowledge is checked continuously. Although 17 students agreed that they were satisfied with student practice, 4 students disagreed to some extent and 5 students were not able to evaluate this statement, probably as they were students of the first or the second year when student practice is not organized yet. Finally, judging from the grades given to the overall study program delivery and mean score of $M=4,69$ ($SD .87$) as presented in Table 8, students of UNT were pretty satisfied how the study program was delivered.

Table 7. Students evaluation of the delivery of the study program at UNT

Delivery of the study program at UNT		Fully disagree	Mostly disagree	Neither agree nor disagree	Mostly agree	Fully agree	Can't evaluate	Total
1. Information about study schedule is on time	n	1	1	0	2	23	0	27
	%	3.7%	3.7%	0.0%	7.4%	85.2%	0.0%	100.0%
2. Information about exams and other test results is on time	n	1	0	0	10	15	1	27
	%	3.7%	0.0%	0.0%	37.0%	55.6%	3.7%	100.0%
3. Learning outcomes achievement is assessed adequately	n	1	0	1	5	18	2	27
	%	3.7%	0.0%	3.7%	18.5%	66.7%	7.4%	100.0%
4. Student's knowledge is checked continuously (colloquia, papers, different tasks)	n	1	0	0	2	24	0	27
	%	3.7%	0.0%	0.0%	7.4%	88.9%	0.0%	100.0%
5. I am satisfied with the organization of the student practice	n	3	1	1	4	13	5	27
	%	11.1%	3.7%	3.7%	14.8%	48.1%	18.5%	100.0%
6. Student practice is useful for students	n	1	0	1	1	21	3	27
	%	3.7%	0.0%	3.7%	3.7%	77.8%	11.1%	100.0%
7. Study program fully prepares students for the labor market	n	1	1	0	8	14	3	27
	%	3.7%	3.7%	0.0%	29.6%	51.9%	11.1%	100.0%

Table 8 Students satisfaction with the delivery of the study program at UNT

Overall delivery of the study program grade	Number of students						M	SD
	1	2	3	4	5	0		
	1	0	0	6	18	2		

In the next section "Evaluation of the learning outcomes" students were asked to use grades from 1 to 5 in order to judge to what extent the achievement of 9 outlined learning outcomes has been made through the delivery of the study program. According to the results in Table 9, more than 66,7% of students, or at least 18 out 27 students responded that those learning outcomes were fully achieved. Learning outcome which scored the lowest, but it was still considered as achieved to the large extent

was “knowing the legal acts regulating the field of education, identify the importance of preschool education in the educational and social context and apply the principles of the code of ethics in educational policy”.

Table 9 Students evaluation of the learning outcomes at UNT

Evaluation of the learning outcomes at UNT		Grade						M	SD
		1	2	3	4	5	0		
1. Independently and as a team plan, program and implement the program of preschool education, taking into account the developmental characteristics of children	n	1	0	0	7	18	1	4.58	0.86
	%	3.7%	0.0%	0.0%	25.9%	66.7%	3.7%		
2. Select and apply activities to meet the educational needs of children through the implementation of special and alternative programs, taking into account pedagogical and methodological achievements	n	1	0	1	4	20	1	4.62	0.90
	%	3.7%	0.0%	3.7%	14.8%	74.1%	3.7%		
3. Systematically assess and monitor children's development, and show interest in health care and care in relation to the needs and abilities of children	n	1	0	3	3	20	0	4.52	0.98
	%	3.7%	0.0%	11.1%	11.1%	74.1%	0.0%		
4. Create a safe and stimulating environment for development, learning and children's play while respecting the rights of preschool children and families	n	1	0	2	3	21	0	4.59	0.93
	%	3.7%	0.0%	7.4%	11.1%	77.8%	0.0%		
5. Create an inclusive environment respecting the cultural, social and emotional needs of children	n	1	0	2	4	20	0	4.56	0.93
	%	3.7%	0.0%	7.4%	14.8%	74.1%	0.0%		
6. Analyze and evaluate their own educational work and continuously improve their competencies through lifelong learning to ensure quality in the profession	n	1	0	1	2	23	0	4.70	0.87
	%	3.7%	0.0%	3.7%	7.4%	85.2%	0.0%		
7. Establish and develop close and confidential relationships with families and establish cooperation with the local community	n	1	0	2	2	22	0	4.63	0.93
	%	3.7%	0.0%	7.4%	7.4%	81.5%	0.0%		
8. Know the legal acts regulating the field of education, identify the importance of preschool education in the educational and social context and apply the principles of the code of ethics in educational policy	n	1	0	2	3	18	3	4.54	0.98
	%	3.7%	0.0%	7.4%	11.1%	66.7%	11.1%		
9. Manage pedagogical documentation; participate in the work and development of the preschool institution using modern information technologies	n	1	0	2	2	21	1	4.62	0.94
	%	3.7%	0.0%	7.4%	7.4%	77.8%	3.7%		

Results of the final section, related to the Overall evaluation of the program reveal that more than 88% of students think that organization of the study program as 4 years of the undergraduate program and one year of the graduate program is useful in terms of their occupation, which means that it offers them the needed qualifications for the full access to the job market. Almost all students, 25 out of 27, would have chosen the same program again and would also recommend it to other students as well, although the Preschool education was not the first choice for 10 students. Nevertheless, 15 out of 27 students intend to enroll into second cycle and 11 of them did not know whether they will continue their study at the time of the survey as they were probably the students of the first and the second year. Students were also asked to write advantages, disadvantages and recommendation for improvements of the study program. Almost all students outlined some advantages of the study program. They predominantly mentioned that they were satisfied with

teachers and assistants and the organization of online classes and that they were given the knowledge and skills they can use in practice and find employment easily. When it comes to disadvantages, 9 have written that they do not have them, 4 did not write any comment while 2 wrote that they do not now. Out of 12 written comments, 4 were asking for more student practice, while others mentioned online classes as disadvantage and opted for asking more contact with teachers and smaller number of subjects. Among recommendations that were written, majority of them suggested that the practice hours should be increased and should start already on the first and the second year of the study. Also several recommendations were made to allow students to choose elective subjects for themselves and that some subject should be removed or separated from other studies.

3.1.2. Teachers

In total 10 teachers of the undergraduate study at UNT participated in the survey. Five were associate professors, 4 assistant professors and one senior assistant. Six of them were female and permanently employed while 4 were male and external associates. Five of them had between 7 and 10 years of working experience at the university and three of them tween 4 and 6 years. Equal number, 4 teacher taught 1-2 courses as well as 3-4, while two teachers taught more than five courses.

Table 10 Teachers evaluation of the structure of the study program at UNT

Structure of the study program at UNT		Fully disagree	Mostly disagree	Neither agree nor disagree	Mostly agree	Fully agree	Can't evaluate	Total
1. Contents of the study program courses are aligned with the occupation for which it is meant to train	n	0	0	0	3	6	1	10
	%	0.0%	0.0%	0.0%	30.0%	60.0%	10.0%	100.0%
2. Learning outcomes of each course are clearly linked to study program learning outcomes	n	0	0	1	3	5	1	10
	%	0.0%	0.0%	10.0%	30.0%	50.0%	10.0%	100.0%
3. I am satisfied with the offer of elective courses	n	0	0	1	3	5	1	10
	%	0.0%	0.0%	10.0%	30.0%	50.0%	10.0%	100.0%
4. Demand of each course fits the prior knowledge of students	n	0	0	0	5	4	1	10
	%	0.0%	0.0%	0.0%	50.0%	40.0%	10.0%	100.0%
5. Contents at different years of the study are linked in a way that they allow advancement of knowledge and skills	n	0	0	0	3	5	2	10
	%	0.0%	0.0%	0.0%	30.0%	50.0%	20.0%	100.0%
6. ECTS are assigned according to real workload of students	n	0	0	1	2	5	2	10
	%	0.0%	0.0%	10.0%	20.0%	50.0%	20.0%	100.0%
7. Quantity of the teaching material is aligned with the course hours	n	0	0	0	4	5	1	10
	%	0.0%	0.0%	0.0%	40.0%	50.0%	10.0%	100.0%
8. Ratio between lectures, exercises and seminars is aligned with the course demand	n	0	0	1	3	5	1	10
	%	0.0%	0.0%	10.0%	30.0%	50.0%	10.0%	100.0%
9. I am satisfied with the quality of the literature and teaching materials	n	0	0	1	4	4	1	10
	%	0.0%	0.0%	10.0%	40.0%	40.0%	10.0%	100.0%

Results presented in Table 10 show that teachers agreed in general with all statements related to the structure of the program. Six out of ten teachers fully agreed that contents of the study program courses are aligned with the occupation for which it is meant to train and at least half of them fully

agreed with 6 out of 9 statements. Although 7 out of 9 teachers agreed in general that ECTS are assigned according to real workload of students, two teachers could not evaluate that statement and one neither agreed nor disagreed with it. Finally, as shown in Table 11 teachers of UNT were very satisfied with the structure of the study program in Preschool education since the mean score for the overall structure of the study program was $M=4,44$ ($SD= 0,73$).

Table 11 Teachers satisfaction with the structure of the study program at UNT

Overall study program structure grade	Number of teachers						M	SD
	1	2	3	4	5	0		
	0	0	1	3	5	1	4.44	0.73

When it comes to the evaluation of the study program delivery, results in table 12 show that 9 out of 10 teachers fully agreed that information about study schedule, exams and other results is on time and that student's knowledge is checked continuously. Although 9 of the agreed in general that student practice is useful for students, only 5 out of 10 teachers agreed in general that they are satisfied with the organization of the student practice. Nevertheless, as shown in table 13 teachers of UNT were quite satisfied with the overall delivery of the study program since the mean score was $M= 4,10$ ($SD=1,29$)

Table 12. Teachers evaluation of the delivery of the study program at UNT

Delivery of the study program at UNT		Fully disagree	Mostly disagree	Neither agree nor disagree	Mostly agree	Fully agree	Can't evaluate	Total
1. Information about study schedule is on time	n	1	0	0	0	9	0	10
	%	10.0%	0.0%	0.0%	0.0%	90.0%	0.0%	100.0%
2. Information about exams and other test results is on time	n	1	0	0	0	9	0	10
	%	10.0%	0.0%	0.0%	0.0%	90.0%	0.0%	100.0%
3. Learning outcomes achievement is assessed adequately	n	1	0	0	2	7	0	10
	%	10.0%	0.0%	0.0%	20.0%	70.0%	0.0%	100.0%
4. Student's knowledge is checked continuously (colloquia, papers, different tasks)	n	1	0	0	0	9	0	10
	%	10.0%	0.0%	0.0%	0.0%	90.0%	0.0%	100.0%
5. I am satisfied with the organization of the student practice	n	1	0	2	2	3	2	10
	%	10.0%	0.0%	20.0%	20.0%	30.0%	20.0%	100.0%
6. Student practice is useful for students	n	1	0	0	3	6	0	10
	%	10.0%	0.0%	0.0%	30.0%	60.0%	0.0%	100.0%
7. Study program fully prepares students for the labor market	n	1	0	1	5	3	0	10
	%	10.0%	0.0%	10.0%	50.0%	30.0%	0.0%	100.0%

Table 13 Teachers satisfaction with the delivery of the study program at UNT

Overall delivery of the study program grade	Number of teachers						M	SD
	1	2	3	4	5	0		
	1	0	1	3	5	0	4.10	1.29

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In the final section, teachers were asked to write suggestions and recommendation for improvement of the study program and all of them mentioned that students practice should be improved, either by increasing the number of hours and introducing it earlier in the study. Also they mentioned that better didactic and methodic materials should be acquired in order to teach students more practically and that teacher should follow more field specific trainings and seminars.

3.2. University of Bihać (UNBI) - Results

3.2.1. Students

In total 18 students of the undergraduate study in Preschool education at UNBI participated in the evaluation. Overwhelming majority of them studied full time, were female and more than half of them were on the fourth year of the study.

The results regarding the structure of the study program presented in Table 14. reveal that more than half of students agreed in general with offered statements. Students agreed the most that there is continuous advancement of knowledge and skills through different years of the study, that learning outcomes of each subject are clearly linked to program learning outcomes and that the contents of the study courses are aligned with the occupation for which it is meant to train.

Table 14 Students evaluation of the structure of the study program at UNBI

Structure of the study program at UNBI		Fully disagree	Mostly disagree	Neither agree nor disagree	Mostly agree	Fully agree	Can't evaluate	Total
1. Contents of the study program courses are aligned with the occupation for which it is meant to train	n	2	2	1	9	3	1	18
	%	11.1%	11.1%	5.6%	50.0%	16.7%	5.6%	100.0%
2. Learning outcomes of each course are clearly linked to study program learning outcomes	n	1	3	2	8	4	0	18
	%	5.6%	16.7%	11.1%	44.4%	22.2%	0.0%	100.0%
3. I am satisfied with the offer of elective courses	n	4	2	5	3	4	0	18
	%	22.2%	11.1%	27.8%	16.7%	22.2%	0.0%	100.0%
4. Demand of each course fits the prior knowledge of students	n	1	5	3	6	3	0	18
	%	5.6%	27.8%	16.7%	33.3%	16.7%	0.0%	100.0%
5. Contents at different years of the study are linked in a way that they allow advancement of knowledge and skills	n	1	3	2	11	1	0	18
	%	5.6%	16.7%	11.1%	61.1%	5.6%	0.0%	100.0%
6. ECTS are assigned according to real workload of students	n	1	2	4	9	1	1	18
	%	5.6%	11.1%	22.2%	50.0%	5.6%	5.6%	100.0%
7. Quantity of the teaching material is aligned with the course hours	n	1	4	2	8	3	0	18
	%	5.6%	22.2%	11.1%	44.4%	16.7%	0.0%	100.0%
8. Ratio between lectures, exercises and seminars is aligned with the course demand	n	2	4	5	6	1	0	18
	%	11.1%	22.2%	27.8%	33.3%	5.6%	0.0%	100.0%
9. I am satisfied with the quality of the literature and teaching materials	n	3	4	3	5	3	0	18
	%	16.7%	22.2%	16.7%	27.8%	16.7%	0.0%	100.0%

According to the results, the biggest number of students, 4 students (22,2%) seemed to be the most unsatisfied with the offer of elective courses. Apart from this, one third of students were not satisfied with the quality of literature and teaching materials and disagreed that demand of each course fits the prior knowledge of students and that ration between lectures, seminars and exercises is aligned with the course demand. Judging from the mean score given to the overall study program structure, $M=3,35$

(SD=1,22) UNBI students were moderately satisfied with the structure of their study program in preschool education as it is presented in Table 15.

Table 15 Students satisfaction with the structure of the study program at UNBI

Overall study program structure grade	Number of students					M	SD	
	1	2	3	4	5			0
	1	3	6	3	4	1	3.35	1.22

Regarding the evaluation of the delivery of the study program, students seemed to be a bit less satisfied with it than with the structure of the study program, since the mean score given to the overall program delivery was M=3,19 (SD 1,52) as shown in Table 17. According to the results in Table 16, more than half of students fully agreed that student practice is useful for them while they generally agreed that the study program prepares them for the labor market. Nevertheless, the biggest number of students, 8 students (44,4%) seemed to be very unsatisfied with the organization of the student practice and almost half of them disagreed in general that information about exams and other test results is on time and that learning outcomes achievement is assessed adequately. Almost 40 % of students did not have a clear opinion on whether students' knowledge was checked continuously through papers, colloquia or different tasks.

Table 16. Students evaluation of the delivery of the study program at UNBI

Delivery of the study program at UNBI		Fully disagree	Mostly disagree	Neither agree nor disagree	Mostly agree	Fully agree	Can't evaluate	Total
1. Information about study schedule is on time	n	0	4	4	5	5	0	18
	%	0.0%	22.2%	22.2%	27.8%	27.8%	0.0%	100.0%
2. Information about exams and other test results is on time	n	4	5	3	5	1	0	18
	%	22.2%	27.8%	16.7%	27.8%	5.6%	0.0%	100.0%
3. Learning outcomes achievement is assessed adequately	n	4	5	1	5	3	0	18
	%	22.2%	27.8%	5.6%	27.8%	16.7%	0.0%	100.0%
4. Student's knowledge is checked continuously (colloquia, papers, different tasks)	n	1	2	7	4	4	0	18
	%	5.6%	11.1%	38.9%	22.2%	22.2%	0.0%	100.0%
5. I am satisfied with the organization of the student practice	n	8	1	3	3	3	0	18
	%	44.4%	5.6%	16.7%	16.7%	16.7%	0.0%	100.0%
6. Student practice is useful for students	n	2	1	0	1	11	3	18
	%	11.1%	5.6%	0.0%	5.6%	61.1%	16.7%	100.0%
7. Study program fully prepares students for the labor market	n	5	1	3	3	6	0	18
	%	27.8%	5.6%	16.7%	16.7%	33.3%	0.0%	100.0%

Table 17. Students satisfaction with the delivery of the study program at UNBI

Overall delivery of the study program grade	Number of students					M	SD	
	1	2	3	4	5			0
	3	3	2	4	4	2	3.19	1.52

In the section “Evaluation of the learning outcomes” students seemed to be inclined to judge the achievement of the mentioned learning outcomes quite favorably. As it can be seen in Table 18 more than half of students rated 7 out of 9 learning outcomes as fully achieved, while one third of students did that for the remaining two. Students seemed to be more inclined to judge several learning outcomes as moderately achieved and those relate to systematical assessment and monitoring of children’s development and selection and application of activities to meet their needs as well as to establishing and developing close and confidential relationship with families.

Table 18. Students evaluation of the learning outcomes at UNBI

Evaluation of the learning outcomes at UNBI		Grade						M	SD
		1	2	3	4	5	0		
1. Independently and as a team plan, program and implement the program of preschool education, taking into account the developmental characteristics of children	n	1	1	3	4	7	2	3.94	1.24
	%	5.6%	5.6%	16.7%	22.2%	38.9%	11.1%		
2. Select and apply activities to meet the educational needs of children through the implementation of special and alternative programs, taking into account pedagogical	n	1	0	4	5	6	2	3.94	1.12
	%	5.6%	0.0%	22.2%	27.8%	33.3%	11.1%		
3. Systematically assess and monitor children's development, and show interest in health care and care in relation to the needs and abilities of children	n	1	0	5	2	10	0	4.11	1.18
	%	5.6%	0.0%	27.8%	11.1%	55.6%	0.0%		
4. Create a safe and stimulating environment for development, learning and children's play while respecting the rights of preschool children and families	n	1	0	3	4	9	1	4.18	1.13
	%	5.6%	0.0%	16.7%	22.2%	50.0%	5.6%		
5. Create an inclusive environment respecting the cultural, social and emotional needs of children	n	1	0	2	4	10	1	4.29	1.10
	%	5.6%	0.0%	11.1%	22.2%	55.6%	5.6%		
6. Analyze and evaluate their own educational work and continuously improve their competencies through lifelong learning to ensure quality in the profession	n	1	0	3	2	11	1	4.29	1.16
	%	5.6%	0.0%	16.7%	11.1%	61.1%	5.6%		
7. Establish and develop close and confidential relationships with families and establish cooperation with the local community	n	1	0	4	3	9	1	4.12	1.17
	%	5.6%	0.0%	22.2%	16.7%	50.0%	5.6%		
8. Know the legal acts regulating the field of education, identify the importance of preschool education in the educational and social context and apply the principles of the	n	1	2	2	3	9	1	4.00	1.32
	%	5.6%	11.1%	11.1%	16.7%	50.0%	5.6%		
9. Manage pedagogical documentation; participate in the work and development of the preschool institution using modern information technologies	n	0	2	2	2	10	2	4.25	1.13
	%	0.0%	11.1%	11.1%	11.1%	55.6%	11.1%		

In the final section related to the Overall evaluation of the program 12 out of 18 students of the UNBI considered the organization of the study as 4 +1 useful for the future occupation. It is interesting that that Preschool education was the first choice for studying for exactly half of students, but it was not the first choice for 8 of them. Less than half of students, or 8 of them, would have enrolled into the same study again, while equal number of them would not do it or do not know. It is

pretty interesting that 7 out of 18 students would not recommend the study to others, while 5 would do so and 6 did not know. Exactly half of students do not know whether they would enroll into the second cycle, while one third intend to do so and 3 out of 18 do not. When asked to mention advantages of the study program, most of the students mentioned that it gives a wide range of knowledge and serves as a good foundation for further professional development. Majority of comments related to disadvantages and recommendations referred to the lack of and consequently the need for more student practice which was mostly asked for immediately from the first year of the study.

3.2.2. Teachers

In total 18 teachers involved in the undergraduate program of Preschool education at UNBI participated in the survey. Seven of them were assistant professors, 4 senior assistants, 3 full-time professors and 2 and equal number were associate professors and assistants. All were permanently employed and 11 out of 18 were female. Equal share of them, 27,8% had working experience between 7-10 years and 11-15 years, as it was the equal share, 11,2%, of those who worked between 1-3 year and 21-25 years. Eight teachers taught 1-2 courses.

Results presented in Table 19 show that at least half of teachers fully agreed with offered statements related to the structure of the study program, while almost all in general agreed with them. Only one teacher mostly disagreed that he/she is satisfied with the offer of elective courses and 2 teachers neither agreed nor disagreed if the demand of each course fits the prior knowledge of students and if contents at different years of the study are linked in a way that they allow advancement of knowledge and skills. Finally, teachers were very satisfied with the overall structure of the study program as the mean score was $M=4,56$ ($SD=0,62$) as shown in Table 20.

Table 19 Teachers evaluation of the structure of the study program at UNBI

Structure of the study program at UNBI		Fully disagree	Mostly disagree	Neither agree nor disagree	Mostly agree	Fully agree	Can't evaluate	Total
1. Contents of the study program courses are aligned with the occupation for which it is meant to train	n	0	0	1	5	12	0	18
	%	0.0%	0.0%	5.6%	27.8%	66.7%	0.0%	100.0%
2. Learning outcomes of each course are clearly linked to study program learning outcomes	n	0	0	1	3	12	2	18
	%	0.0%	0.0%	5.6%	16.7%	66.7%	11.1%	100.0%
3. I am satisfied with the offer of elective courses	n	0	1	0	7	10	0	18
	%	0.0%	5.6%	0.0%	38.9%	55.6%	0.0%	100.0%
4. Demand of each course fits the prior knowledge of students	n	0	0	2	7	9	0	18
	%	0.0%	0.0%	11.1%	38.9%	50.0%	0.0%	100.0%
5. Contents at different years of the study are linked in a way that they allow advancement of knowledge and skills	n	0	0	2	4	12	0	18
	%	0.0%	0.0%	11.1%	22.2%	66.7%	0.0%	100.0%
6. ECTS are assigned according to real workload of students	n	0	0	1	4	13	0	18
	%	0.0%	0.0%	5.6%	22.2%	72.2%	0.0%	100.0%
7. Quantity of the teaching material is aligned with the course hours	n	0	0	0	4	11	3	18
	%	0.0%	0.0%	0.0%	22.2%	61.1%	16.7%	100.0%
8. Ratio between lectures, exercises and seminars is aligned with the course demand	n	0	0	0	7	10	1	18
	%	0.0%	0.0%	0.0%	38.9%	55.6%	5.6%	100.0%
9. I am satisfied with the quality of the literature and teaching materials	n	0	0	0	6	10	2	18
	%	0.0%	0.0%	0.0%	33.3%	55.6%	11.1%	100.0%

Table 20 Teachers satisfaction with the structure of the study program at UNBI

Overall study program structure grade	Number of teachers						M	SD
	1	2	3	4	5	0		
	0	0	1	6	11	0	4.56	0.62

Similar results are presented in Table 21 related to the teacher evaluation of the delivery of the study program. 17 out of 18 teachers fully agreed that student practice is useful for students while 11 out of 18 fully agreed they are satisfied with the organization of student practice. The least number of teachers (10) fully agreed that the study program fully prepares students for the labor market, 7 mostly agreed and one teacher mostly disagreed with this statement. Taking into account all previously mentioned and judging from the results in Table 22, teachers very satisfied with the overall delivery of the study program since the mean score was $M=4,50$ ($SD=0,71$).

Table 21. Teachers evaluation of the delivery of the study program at UNBI

Delivery of the study program at UNBI		Fully disagree	Mostly disagree	Neither agree nor disagree	Mostly agree	Fully agree	Can't evaluate	Total
1. Information about study schedule is on time	n	0	0	1	6	11	0	18
	%	0.0%	0.0%	5.6%	33.3%	61.1%	0.0%	100.0%
2. Information about exams and other test results is on time	n	0	0	1	3	13	1	18
	%	0.0%	0.0%	5.6%	16.7%	72.2%	5.6%	100.0%
3. Learning outcomes achievement is assessed adequately	n	0	0	1	3	12	2	18
	%	0.0%	0.0%	5.6%	16.7%	66.7%	11.1%	100.0%
4. Student's knowledge is checked continuously (colloquia, papers, different tasks)	n	0	0	1	4	13	0	18
	%	0.0%	0.0%	5.6%	22.2%	72.2%	0.0%	100.0%
5. I am satisfied with the organization of the student practice	n	0	0	1	4	11	2	18
	%	0.0%	0.0%	5.6%	22.2%	61.1%	11.1%	100.0%
6. Student practice is useful for students	n	0	0	0	0	17	1	18
	%	0.0%	0.0%	0.0%	0.0%	94.4%	5.6%	100.0%
7. Study program fully prepares students for the labor market	n	0	1	0	7	10	0	18
	%	0.0%	5.6%	0.0%	38.9%	55.6%	0.0%	100.0%

Table 22 Teachers satisfaction with the delivery of the study program at UNBI

Overall delivery of the study program grade	Number of teachers						M	SD
	1	2	3	4	5	0		
	0	0	2	5	11	0	4.50	0.71

Only four teachers did not write any suggestions and recommendations for improvement of the study program, while three had written they have nothing to add and that they are satisfied with it as it is. Five teachers suggested that student practice should be introduced earlier, with more hours and it should be better monitored and evaluated. Also the need for continuing renewal of the didactic and methodic equipment was suggested. One teacher suggested that more teaching hours for German language should be introduced.

3.3. University of Mostar (SVEMO)

3.3.1. Students

Questionnaire for students filled in 59 students of the undergraduate study in Preschool education at University of Mostar (SVEMO). Half of them studied part time and almost the same number full time with payment, all but one, were female and 40,7% were students of the third year and 23,7% of the first year of the study.

As results in Table 23 show more than half of students in general agreed with almost all statements describing the structure of the program, and one third of all students fully agreed with 7 of 9 offered statements related to structure. Students seemed to be the least satisfied with the offer of elective courses and the quality of the literature. It is also interesting that at least 20% of students did not have a specific opinion about 8 out of 9 given statements describing the structure of the program. Nevertheless, according to the results in Table 23 SVEMO students were satisfied with the structure of the study program as the mean score given to overall study structure was $M= 3,81$ ($SD 1,07$).

Table 23 Students evaluation of the structure of the study program at SVEMO

Structure of the study program at SVEMO		Fully disagree	Mostly disagree	Neither agree nor disagree	Mostly agree	Fully agree	Can't evaluate	Total
1. Contents of the study program courses are aligned with the occupation for which it is meant to train	n	1	6	11	25	15	1	59
	%	1.7%	10.2%	18.6%	42.4%	25.4%	1.7%	100.0%
2. Learning outcomes of each course are clearly linked to study program learning outcomes	n	1	6	15	18	18	1	59
	%	1.7%	10.2%	25.4%	30.5%	30.5%	1.7%	100.0%
3. I am satisfied with the offer of elective courses	n	1	12	13	12	17	4	59
	%	1.7%	20.3%	22.0%	20.3%	28.8%	6.8%	100.0%
4. Demand of each course fits the prior knowledge of students	n	5	6	14	12	18	4	59
	%	8.5%	10.2%	23.7%	20.3%	30.5%	6.8%	100.0%
5. Contents at different years of the study are linked in a way that they allow advancement of knowledge and skills	n	0	5	15	16	21	2	59
	%	0.0%	8.5%	25.4%	27.1%	35.6%	3.4%	100.0%
6. ECTS are assigned according to real workload of students	n	4	8	12	9	23	3	59
	%	6.8%	13.6%	20.3%	15.3%	39.0%	5.1%	100.0%
7. Quantity of the teaching material is aligned with the course hours	n	3	4	15	15	18	4	59
	%	5.1%	6.8%	25.4%	25.4%	30.5%	6.8%	100.0%
8. Ratio between lectures, exercises and seminars is aligned with the course demand	n	2	6	13	13	20	5	59
	%	3.4%	10.2%	22.0%	22.0%	33.9%	8.5%	100.0%
9. I am satisfied with the quality of the literature and teaching materials	n	4	10	12	13	18	2	59
	%	6.8%	16.9%	20.3%	22.0%	30.5%	3.4%	100.0%

Table 24 Students satisfaction with the structure of the study program at SVEMO

Overall study program structure grade	Number of students						M	SD
	1	2	3	4	5	0		
	1	6	15	17	19	1	3.81	1.07

According to the results in Table 26 students seemed to be satisfied with the delivery of the study program too, since the mean score given to the delivery of the study program was $M=3,98$ ($SD .97$). As it can be seen from the Table 25 majority of students fully agreed that student practice is useful for them and at least half of them agreed to some extent with all but one statement, the one related to the information about study schedule being on time, which in turn is the statement almost 25% of all students fully disagreed with. Students were the most undecided about information being on time about study schedule, exams and other test as well as learning outcomes achievement being assessed adequately and students' knowledge checked continuously.

Table 25. Students evaluation of the delivery of the study program at SVEMO

Delivery of the study program at SVEMO		Fully disagree	Mostly disagree	Neither agree nor disagree	Mostly agree	Fully agree	Can't evaluate	Total
1. Information about study schedule is on time	n	14	8	11	16	7	3	59
	%	23.7%	13.6%	18.6%	27.1%	11.9%	5.1%	100.0%
2. Information about exams and other test results is on time	n	10	9	9	20	10	1	59
	%	16.9%	15.3%	15.3%	33.9%	16.9%	1.7%	100.0%
3. Learning outcomes achievement is assessed adequately	n	3	8	11	20	17	0	59
	%	5.1%	13.6%	18.6%	33.9%	28.8%	0.0%	100.0%
4. Student's knowledge is checked continuously (colloquia, papers, different tasks)	n	3	8	9	19	19	1	59
	%	5.1%	13.6%	15.3%	32.2%	32.2%	1.7%	100.0%
5. I am satisfied with the organization of the student practice	n	5	6	4	14	27	3	59
	%	8.5%	10.2%	6.8%	23.7%	45.8%	5.1%	100.0%
6. Student practice is useful for students	n	0	0	0	11	42	6	59
	%	0.0%	0.0%	0.0%	18.6%	71.2%	10.2%	100.0%
7. Study program fully prepares students for the labor market	n	1	6	9	21	22	0	59
	%	1.7%	10.2%	15.3%	35.6%	37.3%	0.0%	100.0%

Table 26 Students satisfaction with the delivery of the study program at SVEMO

Overall delivery of the study program grade	Number of students						M	SD
	1	2	3	4	5	0		
	0	5	12	19	21	2	3.98	0.97

Results presented in Table 27 related to the evaluation of the learning outcomes reveal that most of SVEMO students agreed that those learning outcomes are achieved by the delivery of the study program and for more than half of learning outcomes they agreed fully. It is interesting that between 11,3% and 20.3% of students could not have evaluated offered learning competences which can be expected considering that almost 25% of respondents were students of the first year of study.

Table 27. Students evaluation of the learning outcomes at SVEMO

Evaluation of the learning outcomes at SVEMO		Grade						M	SD
		1	2	3	4	5	0		
1. Independently and as a team plan, program and implement the program of preschool education, taking into account the developmental characteristics of children	n	2	5	7	11	22	12	3.98	1.21
	%	3.4%	8.5%	11.9%	18.6%	37.3%	20.3%		
2. Select and apply activities to meet the educational needs of children through the implementation of special and alternative programs, taking into account pedagogical and methodological achievements	n	2	3	8	9	30	7	4.19	1.14
	%	3.4%	5.1%	13.6%	15.3%	50.8%	11.9%		
3. Systematically assess and monitor children's development, and show interest in health care and care in relation to the needs and abilities of children	n	2	3	5	14	28	7	4.21	1.09
	%	3.4%	5.1%	8.5%	23.7%	47.5%	11.9%		
4. Create a safe and stimulating environment for development, learning and children's play while respecting the rights of preschool children and families	n	1	2	7	9	32	8	4.35	1.00
	%	1.7%	3.4%	11.9%	15.3%	54.2%	13.6%		
5. Create an inclusive environment respecting the cultural, social and emotional needs of children	n	1	2	7	9	32	8	4.35	1.00
	%	1.7%	3.4%	11.9%	15.3%	54.2%	13.6%		
6. Analyze and evaluate their own educational work and continuously improve their competencies through lifelong learning to ensure quality in the profession	n	2	2	7	7	33	8	4.31	1.10
	%	3.4%	3.4%	11.9%	11.9%	55.9%	13.6%		
7. Establish and develop close and confidential relationships with families and establish cooperation with the local community	n	3	3	3	13	28	9	4.20	1.18
	%	5.1%	5.1%	5.1%	22.0%	47.5%	15.3%		
8. Know the legal acts regulating the field of education, identify the importance of preschool education in the educational and social context and apply the principles of the code of ethics in educational policy	n	2	2	5	11	28	11	4.27	1.09
	%	3.4%	3.4%	8.5%	18.6%	47.5%	18.6%		
9. Manage pedagogical documentation; participate in the work and development of the preschool institution using modern information technologies	n	2	5	2	11	30	9	4.24	1.17
	%	3.4%	8.5%	3.4%	18.6%	50.8%	15.3%		

Results related to the Overall evaluation of the study program reveal that 50,8% of students consider the organization of the study program as 4+1 useful for the future occupation. Undergraduate program in Preschool education was the first choice for 69,5% of students and 84,7% of students would have enrolled into it again, while 78% of students would have recommended it to others. More than half of students intend to enroll into the second cycle of the study, 15,3% do not intend, while 28,8% of students do not know that, which could have been expected because more than 40% of students were on the first and second year of the study. When asked to write what are the advantages of the study program students were mainly writing it is the possibility to find employment, students practice and generally providing them with knowledge and skills to build from. On the other hand, insufficient amount of student practice was frequently mentioned as a disadvantage of the study, next to

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comments about the lack of proper organization on the side of teachers related to the start of the COVID-19 pandemic which preceded this questionnaire and delays in answering to e-mails. There were also comments on the need learn more about children with special needs and to organize more practice with them. As recommendation students mainly mentioned improvements of the mentioned disadvantages and in addition to it they asked for lower tuition fees and more terms for exams.

3.3.2. Teachers

In total 16 teachers from the undergraduate study of Preschool education at SVEMO participated in the survey. Ten of them were assistant professors, 4 senior assistants and 2 associate professors. Two teachers were male and worked as external associates and 14 were female and permanently employed. Half of teachers worked between 7 and 10 years at the university, equal number of them, 3 teachers, worked 4-6 and 11-15 year while one teacher worked 1-3 years and one 16-20 years at the university. Half of teachers, 8 (50,0%) taught 1-2 courses, 8 teachers (43,8%) taught 3-4 courses and one taught more than 5 courses.

Table 28 Teachers evaluation of the structure of the study program at SVEMO

Structure of the study program at SVEMO		Fully disagree	Mostly disagree	Neither agree nor disagree	Mostly agree	Fully agree	Can't evaluate	Total
1. Contents of the study program courses are aligned with the occupation for which it is meant to train	n	0	0	2	2	11	1	16
	%	0.0%	0.0%	12.5%	12.5%	68.8%	6.3%	100.0%
2. Learning outcomes of each course are clearly linked to study program learning outcomes	n	0	0	1	6	8	1	16
	%	0.0%	0.0%	6.3%	37.5%	50.0%	6.3%	100.0%
3. I am satisfied with the offer of elective courses	n	1	0	2	5	6	2	16
	%	6.3%	0.0%	12.5%	31.3%	37.5%	12.5%	100.0%
4. Demand of each course fits the prior knowledge of students	n	0	1	3	4	6	2	16
	%	0.0%	6.3%	18.8%	25.0%	37.5%	12.5%	100.0%
5. Contents at different years of the study are linked in a way that they allow advancement of knowledge and skills	n	0	1	0	5	9	1	16
	%	0.0%	6.3%	0.0%	31.3%	56.3%	6.3%	100.0%
6. ECTS are assigned according to real workload of students	n	1	1	2	7	3	2	16
	%	6.3%	6.3%	12.5%	43.8%	18.8%	12.5%	100.0%
7. Quantity of the teaching material is aligned with the course hours	n	1	0	2	6	6	1	16
	%	6.3%	0.0%	12.5%	37.5%	37.5%	6.3%	100.0%
8. Ratio between lectures, exercises and seminars is aligned with the course demand	n	0	0	2	4	7	3	16
	%	0.0%	0.0%	12.5%	25.0%	43.8%	18.8%	100.0%
9. I am satisfied with the quality of the literature and teaching materials	n	0	0	2	3	9	2	16
	%	0.0%	0.0%	12.5%	18.8%	56.3%	12.5%	100.0%

Results regarding the structure of the study program, presented in Table 28, show that more than half of teachers agreed in general with offered statements. At least half of them fully agreed with 4 out of 9 statements, primarily those related to the content of the courses and learning outcomes as

well as the quality of the literature. It is interesting that overall 30% of teachers neither agreed nor disagreed or couldn't evaluate if the demand of each course fits the prior knowledge of students and if the ratio between lectures, exercises and seminars is aligned with the course demand. The same answers were given by the overall 25% of teachers to the statements related to the ECTS, elective courses and quality of the literature. Finally, it seems that SVEMO teachers were pretty satisfied with the overall structure of the study program since the mean score was $M=4,38$ ($SD=0,72$).

Table 29 Teachers satisfaction with the structure of the study program at SVEMO

Overall study program structure grade	Number of teachers						M	SD
	1	2	3	4	5	0		
	0	0	2	6	8	0	4.38	0.72

Judging from the results in Table 30, more than 10 out of 16 teachers fully agreed with five out of 7 statement related to the delivery of the study program. All teachers fully agreed that students practice is useful for students, but only 68,8% of them fully agreed that they are satisfied with its organization, although almost all agreed with it in general. Only one teacher fully disagreed that study program fully prepares students for the labor market and that learning outcomes achievement is assessed adequately. Nevertheless, the overall delivery of the study program scored a bit lower than the structure, but it still indicated teachers were pretty satisfied with the delivery of the study program as the mean score was $M=4,20$ ($SD=0,94$).

Table 30. Teachers evaluation of the delivery of the study program at SVEMO

Delivery of the study program at SVEMO		Fully disagree	Mostly disagree	Neither agree nor disagree	Mostly agree	Fully agree	Can't evaluate	Total
1. Information about study schedule is on time	n	0	0	1	5	10	0	16
	%	0.0%	0.0%	6.3%	31.3%	62.5%	0.0%	100.0%
2. Information about exams and other test results is on time	n	0	0	0	3	10	3	16
	%	0.0%	0.0%	0.0%	18.8%	62.5%	18.8%	100.0%
3. Learning outcomes achievement is assessed adequately	n	1	0	2	5	6	2	16
	%	6.3%	0.0%	12.5%	31.3%	37.5%	12.5%	100.0%
4. Student's knowledge is checked continuously (colloquia, papers, different tasks)	n	0	0	2	1	12	1	16
	%	0.0%	0.0%	12.5%	6.3%	75.0%	6.3%	100.0%
5. I am satisfied with the organization of the student practice	n	0	1	0	3	11	1	16
	%	0.0%	6.3%	0.0%	18.8%	68.8%	6.3%	100.0%
6. Student practice is useful for students	n	0	0	0	0	16	0	16
	%	0.0%	0.0%	0.0%	0.0%	100.0%	0.0%	100.0%
7. Study program fully prepares students for the labor market	n	1	0	2	5	7	1	16
	%	6.3%	0.0%	12.5%	31.3%	43.8%	6.3%	100.0%

Table 31 Teachers satisfaction with the delivery of the study program at SVEMO

Overall delivery of the study program grade	Number of teachers						M	SD
	1	2	3	4	5	0		
	0	1	2	5	7	1	4.20	0.94

All teachers offered some suggestions and recommendations for improvement of the study program. Most of them suggested that student practice should be increased and more elective courses introduced to link the study program better to the labor market. There were few comments that nothing should be changed, while few other mentioned the need for regular evaluation and innovation of the program.

3.4. University of Tuzla (UNTZ)

3.4.1. Students

In total 27 undergraduate students of Preschool education at University of Tuzla participated in the survey. More than 90% of them studied full time and more than one third paid for their study. 24 students were female and 3 were male. Almost half of respondents were students of the third year and almost equally of other years of the study.

Table 32 Students evaluation of the structure of the study program at UNTZ

Structure of the study program at UNTZ		Fully disagree	Mostly disagree	Neither agree nor disagree	Mostly agree	Fully agree	Can't evaluate	Total
1. Contents of the study program courses are aligned with the occupation for which it is meant to train	n	0	3	5	11	8	0	27
	%	0.0%	11.1%	18.5%	40.7%	29.6%	0.0%	100.0%
2. Learning outcomes of each course are clearly linked to study program learning outcomes	n	0	3	5	11	8	0	27
	%	0.0%	11.1%	18.5%	40.7%	29.6%	0.0%	100.0%
3. I am satisfied with the offer of elective courses	n	3	1	4	8	11	0	27
	%	11.1%	3.7%	14.8%	29.6%	40.7%	0.0%	100.0%
4. Demand of each course fits the prior knowledge of students	n	0	1	9	8	8	1	27
	%	0.0%	3.7%	33.3%	29.6%	29.6%	3.7%	100.0%
5. Contents at different years of the study are linked in a way that they allow advancement of knowledge and skills	n	0	2	2	9	13	1	27
	%	0.0%	7.4%	7.4%	33.3%	48.1%	3.7%	100.0%
6. ECTS are assigned according to real workload of students	n	1	1	5	8	11	1	27
	%	3.7%	3.7%	18.5%	29.6%	40.7%	3.7%	100.0%
7. Quantity of the teaching material is aligned with the course hours	n	0	3	7	9	8	0	27
	%	0.0%	11.1%	25.9%	33.3%	29.6%	0.0%	100.0%
8. Ratio between lectures, exercises and seminars is aligned with the course demand	n	0	1	3	12	11	0	27
	%	0.0%	3.7%	11.1%	44.4%	40.7%	0.0%	100.0%
9. I am satisfied with the quality of the literature and teaching materials	n	2	1	2	13	9	0	27
	%	7.4%	3.7%	7.4%	48.1%	33.3%	0.0%	100.0%

As it can be seen from results in Table 32 students agreed to a major extent with statements describing the structure of the program in particular that the contents at different years of the study are linked in a way to allow advancement of knowledge and skills and that ration between lectures, seminars and exercises is well aligned with course demand. Students did not have the tendency to disagree with offered statements, but they did have the tendency not to give a clear answer. It is interesting that 33,3% of them could not clearly answer whether the demand of each course fits the prior knowledge of students and 25,9% whether the quantity of the teaching material is aligned with the course hours. Judging from results in Table 33 and the mean score of $M=4,04$ ($SD .90$) given to the overall structure of the study, students of UNTZ were quite satisfied with it.

Table 33 Students satisfaction with the structure of the study program at UNTZ

Overall study program structure grade	Number of students						M	SD
	1	2	3	4	5	0		
	0	2	4	12	9	0	4.04	0.90

Students were pretty satisfied with the delivery of the study program as the mean score given to the overall delivery of the study program was $M=4,37$ ($SD,79$) as results in Table 35 show. According to the results in Table 34, students agreed to the largest extent that student's knowledge is checked continuously and that student practice is useful for students, but they disagreed the most that they are satisfied with the organization of that student practice. Almost one third of students did not elicit clear opinion on whether the learning outcomes achievement was assessed adequately and one fourth if the study program fully prepares them for the labor market.

Table 34. Students evaluation of the delivery of the study program at UNTZ

Delivery of the study program at UNTZ		Fully disagree	Mostly disagree	Neither agree nor disagree	Mostly agree	Fully agree	Can't evaluate	Total
1. Information about study schedule is on time	n	3	2	2	9	11	0	27
	%	11.1%	7.4%	7.4%	33.3%	40.7%	0.0%	100.0%
2. Information about exams and other test results is on time	n	0	4	5	6	12	0	27
	%	0.0%	14.8%	18.5%	22.2%	44.4%	0.0%	100.0%
3. Learning outcomes achievement is assessed adequately	n	0	1	8	6	12	0	27
	%	0.0%	3.7%	29.6%	22.2%	44.4%	0.0%	100.0%
4. Student's knowledge is checked continuously (colloquia, papers, different tasks)	n	0	1	1	5	20	0	27
	%	0.0%	3.7%	3.7%	18.5%	74.1%	0.0%	100.0%
5. I am satisfied with the organization of the student practice	n	6	1	5	6	8	1	27
	%	22.2%	3.7%	18.5%	22.2%	29.6%	3.7%	100.0%
6. Student practice is useful for students	n	1	0	3	3	20	0	27
	%	3.7%	0.0%	11.1%	11.1%	74.1%	0.0%	100.0%
7. Study program fully prepares students for the labor market	n	0	2	7	10	8	0	27
	%	0.0%	7.4%	25.9%	37.0%	29.6%	0.0%	100.0%

Table 35 Students satisfaction with the delivery of the study program at UNTZ

Overall delivery of the study program grade	Number of students						M	SD
	1	2	3	4	5	0		
	0	0	5	7	15	0	4.37	0.79

According to the results in Table 36, more than half of students at UNTZ evaluated the offered learning outcomes as fully achieved by the delivery of the study program. More than 90% of them agreed to a larger extent that after this study program they will be able to create a safe and stimulating environment for development, learning and children's play respecting the rights of preschool children and families as well as to establish and develop close and confidential relationships with families and communities and systematically assess and monitor children's development.

Table 36. Students evaluation of the learning outcomes at UNTZ

Evaluation of the learning outcomes at UNTZ		Grade						M	SD
		1	2	3	4	5	0		
1. Independently and as a team plan, program and implement the program of preschool education, taking into account the developmental characteristics of children	n	0	0	7	3	15	2	4.32	0.90
	%	0.0%	0.0%	25.9%	11.1%	55.6%	7.4%		
2. Select and apply activities to meet the educational needs of children through the implementation of special and alternative programs, taking into account pedagogical and methodological achievements	n	0	0	4	2	19	2	4.60	0.76
	%	0.0%	0.0%	14.8%	7.4%	70.4%	7.4%		
3. Systematically assess and monitor children's development, and show interest in health care and care in relation to the needs and abilities of children	n	0	0	4	2	20	1	4.62	0.75
	%	0.0%	0.0%	14.8%	7.4%	74.1%	3.7%		
4. Create a safe and stimulating environment for development, learning and children's play while respecting the rights of preschool children and families	n	0	0	2	4	20	1	4.69	0.62
	%	0.0%	0.0%	7.4%	14.8%	74.1%	3.7%		
5. Create an inclusive environment respecting the cultural, social and emotional needs of children	n	0	0	4	1	21	1	4.65	0.75
	%	0.0%	0.0%	14.8%	3.7%	77.8%	3.7%		
6. Analyze and evaluate their own educational work and continuously improve their competencies through lifelong learning to ensure quality in the profession	n	0	0	2	3	20	2	4.72	0.61
	%	0.0%	0.0%	7.4%	11.1%	74.1%	7.4%		
7. Establish and develop close and confidential relationships with families and establish cooperation with the local community	n	0	0	2	4	20	1	4.69	0.62
	%	0.0%	0.0%	7.4%	14.8%	74.1%	3.7%		
8. Know the legal acts regulating the field of education, identify the importance of preschool education in the educational and social context and apply the principles of the code of ethics in educational policy	n	0	0	6	2	17	2	4.44	0.87
	%	0.0%	0.0%	22.2%	7.4%	63.0%	7.4%		
9. Manage pedagogical documentation; participate in the work and development of the preschool institution using modern information technologies	n	0	0	4	4	18	1	4.54	0.76
	%	0.0%	0.0%	14.8%	14.8%	66.7%	3.7%		

Every fourth students judged that they moderately achieve to independently and as a team plan, program and implement program of preschool education and know the legal acts regulating the field of education and be able to identify the importance of preschool education in the educational and social context and apply the principles of the code of ethics in educational policy.

In the section about the Overall program evaluation, 66,7% of students considered the present organization study in two cycles, according to the 4+1 principle, useful for the future occupation. Preschool education was the first choice for 85,2% of students and almost all would have enrolled into it again, while exactly the same number would have recommended it to others, which clearly confirms previously presented satisfaction with other elements of the study program. What is surprising is the fact that only 18,5% of students intend to enroll into the second cycle, while almost 60% of them did not know. When asked about advantages of the study program students mostly wrote that it gives

them good foundation for the future work and equips them for their occupation. On the other hand, as disadvantage they predominantly mentioned the lack of practice, but few comments were related to the need to have more elective subjects. As it could be expected, majority of recommendation referred to the need for more practice earlier in the study program and with more visit to the kindergartens. In several comment students expressed the need for more elective subjects and improvement of the relation between students and teachers.

3.4.2. Teachers

In total 9 teachers from the UNTZ Preschool education undergraduate study program participated in the survey. Equal number of them, four, were associate professors and assistants and one was assistant professor. Six teachers were female and 3 were male. Five teachers were permanently employed and four worked as external associates. Equal number of them, 4, had 1-3 and 11-15 years of working experience, while one teacher worked more than 25 years at the university. Seven out of nine teachers taught 1-2 courses and equal number of them, one, 3-4 and more than five courses.

Overwhelming majority of teachers agreed in general with all statements regarding the structure of the study as results show in Table 37. Seven out of nine teachers fully agreed that contents of the study program courses are aligned with the occupation for which it is meant to train, while one teacher fully disagreed with all other statements. The biggest number of teachers, two, seemed to be the most undecided if the quantity of the teaching material is aligned with the course hours. Finally, teachers were quite satisfied with the overall structure of the study program as the mean score was $M=4,13$ ($SD=1,36$) as shown in Table 38.

Table 37 Teachers evaluation of the structure of the study program at UNTZ

Structure of the study program at UNTZ		Fully disagree	Mostly disagree	Neither agree nor disagree	Mostly agree	Fully agree	Can't evaluate	Total
1. Contents of the study program courses are aligned with the occupation for which it is meant to train	n	0	0	0	2	7	0	9
	%	0.0%	0.0%	0.0%	22.2%	77.8%	0.0%	100.0%
2. Learning outcomes of each course are clearly linked to study program learning outcomes	n	1	0	0	5	3	0	9
	%	11.1%	0.0%	0.0%	55.6%	33.3%	0.0%	100.0%
3. I am satisfied with the offer of elective courses	n	1	0	0	3	5	0	9
	%	11.1%	0.0%	0.0%	33.3%	55.6%	0.0%	100.0%
4. Demand of each course fits the prior knowledge of students	n	1	0	1	2	5	0	9
	%	11.1%	0.0%	11.1%	22.2%	55.6%	0.0%	100.0%
5. Contents at different years of the study are linked in a way that they allow advancement of knowledge and skills	n	1	0	0	4	4	0	9
	%	11.1%	0.0%	0.0%	44.4%	44.4%	0.0%	100.0%
6. ECTS are assigned according to real workload of students	n	1	0	0	4	4	0	9
	%	11.1%	0.0%	0.0%	44.4%	44.4%	0.0%	100.0%
7. Quantity of the teaching material is aligned with the course hours	n	1	0	2	1	5	0	9
	%	11.1%	0.0%	22.2%	11.1%	55.6%	0.0%	100.0%
8. Ratio between lectures, exercises and seminars is aligned with the course demand	n	1	0	0	4	4	0	9
	%	11.1%	0.0%	0.0%	44.4%	44.4%	0.0%	100.0%
9. I am satisfied with the quality of the literature and teaching materials	n	1	0	0	5	2	1	9
	%	11.1%	0.0%	0.0%	55.6%	22.2%	11.1%	100.0%

Table 38 Teachers satisfaction with the structure of the study program at UNTZ

Overall study program structure grade	Number of teachers						M	SD
	1	2	3	4	5	0		
	1	0	0	3	4	1	4.13	1.36

Similar results are presented in Table 39 regarding the evaluation of the delivery of the study program. At least seven out of nine teachers in general agreed with all statements and fully agreed with three statements, those related to the information on the study schedule and exams and other test results being on time and that student's knowledge is checked continuously. It is interesting that that teachers not only agreed to a large extent that students practice is useful, but they were also satisfied to a large extent with its organization. One teacher could not agree nor disagree about four statements, while one teacher as well fully disagree with all offered statement. Finally, it can be concluded that teachers were quite satisfied with the delivery of the study program since the mean score was $M=4,11$ ($SD=1,27$) as shown in Table 40.

Table 39. Teachers evaluation of the delivery of the study program at UNTZ

Delivery of the study program at UNTZ		Fully disagree	Mostly disagree	Neither agree nor disagree	Mostly agree	Fully agree	Can't evaluate	Total
1. Information about study schedule is on time	n	1	0	1	0	7	0	9
	%	11.1%	0.0%	11.1%	0.0%	77.8%	0.0%	100.0%
2. Information about exams and other test results is on time	n	1	0	1	0	7	0	9
	%	11.1%	0.0%	11.1%	0.0%	77.8%	0.0%	100.0%
3. Learning outcomes achievement is assessed adequately	n	1	0	1	3	4	0	9
	%	11.1%	0.0%	11.1%	33.3%	44.4%	0.0%	100.0%
4. Student's knowledge is checked continuously (colloquia, papers, different tasks)	n	1	0	0	1	7	0	9
	%	11.1%	0.0%	0.0%	11.1%	77.8%	0.0%	100.0%
5. I am satisfied with the organization of the student practice	n	1	0	1	3	4	0	9
	%	11.1%	0.0%	11.1%	33.3%	44.4%	0.0%	100.0%
6. Student practice is useful for students	n	1	0	0	3	5	0	9
	%	11.1%	0.0%	0.0%	33.3%	55.6%	0.0%	100.0%
7. Study program fully prepares students for the labor market	n	1	0	0	3	5	0	9
	%	11.1%	0.0%	0.0%	33.3%	55.6%	0.0%	100.0%

Table 40 Teachers satisfaction with the delivery of the study program at UNTZ

Overall delivery of the study program grade	Number of teachers						M	SD
	1	2	3	4	5	0		
	1	0	0	4	4	0	4.11	1.27

Regarding the suggestions and recommendation for the improvement of the study program it can be summarized that more than half of teachers in fact opted for more practical work for students and in particular one suggested that a sort of a “practice room for preschool children should be introduced at the faculty, for practice and methodical preparation”. Also, the need for continuous modernization of the study plan according to the modern trends was emphasized as well as the need to improve the system of permanent professional development of teaching staff.

3.5. Independent University of Banja Luka (NUBL)

3.5.1. Students

In total 26 students of the Independent University of Banja Luka (NUBL) participated in the survey. All students but one studied full time with payment, 80,8% were female and majority of them were on the third and the fourth year of the study.

According to the results in Table 41 more than half of NUBL students fully agreed with 7 out of 9 offered statements while majority agreed in general with all statements. Students were in fact the most undecided whether they were satisfied with the quality of literature and teaching material and whether the demand of each course fits the prior knowledge of students. The statement the most students, 5 students, disagreed with was that the ration between lectures, exercises and seminars is aligned with the course demand. Finally, it can be concluded that NUBL students were quite satisfied with the structure of the study program since the mean score was $M=4,15$ ($SD=1,01$) as shown in Table 42.

Table 41 Students evaluation of the structure of the study program at NUBL

Structure of the study program at NUBL		Fully disagree	Mostly disagree	Neither agree nor disagree	Mostly agree	Fully agree	Can't evaluate	Total
1. Contents of the study program courses are aligned with the occupation for which it is meant to train	n	0	3	2	8	13	0	26
	%	0.0%	11.5%	7.7%	30.8%	50.0%	0.0%	100.0%
2. Learning outcomes of each course are clearly linked to study program learning outcomes	n	0	3	3	5	15	0	26
	%	0.0%	11.5%	11.5%	19.2%	57.7%	0.0%	100.0%
3. I am satisfied with the offer of elective courses	n	2	2	2	2	17	1	26
	%	7.7%	7.7%	7.7%	7.7%	65.4%	3.8%	100.0%
4. Demand of each course fits the prior knowledge of students	n	1	1	5	7	12	0	26
	%	3.8%	3.8%	19.2%	26.9%	46.2%	0.0%	100.0%
5. Contents at different years of the study are linked in a way that they allow advancement of knowledge and skills	n	0	1	2	10	13	0	26
	%	0.0%	3.8%	7.7%	38.5%	50.0%	0.0%	100.0%
6. ECTS are assigned according to real workload of students	n	0	2	1	7	15	1	26
	%	0.0%	7.7%	3.8%	26.9%	57.7%	3.8%	100.0%
7. Quantity of the teaching material is aligned with the course hours	n	1	1	4	4	16	0	26
	%	3.8%	3.8%	15.4%	15.4%	61.5%	0.0%	100.0%
8. Ratio between lectures, exercises and seminars is aligned with the course demand	n	1	4	1	3	17	0	26
	%	3.8%	15.4%	3.8%	11.5%	65.4%	0.0%	100.0%
9. I am satisfied with the quality of the literature and teaching materials	n	1	1	6	8	10	0	26
	%	3.8%	3.8%	23.1%	30.8%	38.5%	0.0%	100.0%

Table 42 Students satisfaction with the structure of the study program at NUBL

Overall study program structure grade	Number of students						M	SD
	1	2	3	4	5	0		
	0	2	5	6	13	0		

Similar results are shown in Table 43 regarding the delivery of the study program. At least 21 out of 27 students agreed in general with all offered statements regarding the delivery of the study program. Five out of 26 students disagreed in general that study program fully prepares them for the labor market, while the biggest number of students, but only 4 students, were the most undecided about whether the information about study schedule is given on time. As results in Table 44 show, NUBL students were quite satisfied with the delivery of their study program of Preschool education as the mean score given to it was $M=4,27$ ($SD=1,00$).

Table 43. Students evaluation of the delivery of the study program at NUBL

Delivery of the study program at NUBL		Fully disagree	Mostly disagree	Neither agree nor disagree	Mostly agree	Fully agree	Can't evaluate	Total
1. Information about study schedule is on time	n	1	0	4	2	19	0	26
	%	3.8%	0.0%	15.4%	7.7%	73.1%	0.0%	100.0%
2. Information about exams and other test results is on time	n	1	2	2	4	17	0	26
	%	3.8%	7.7%	7.7%	15.4%	65.4%	0.0%	100.0%
3. Learning outcomes achievement is assessed adequately	n	0	3	2	7	14	0	26
	%	0.0%	11.5%	7.7%	26.9%	53.8%	0.0%	100.0%
4. Student's knowledge is checked continuously (colloquia, papers, different tasks)	n	1	0	3	6	16	0	26
	%	3.8%	0.0%	11.5%	23.1%	61.5%	0.0%	100.0%
5. I am satisfied with the organization of the student practice	n	1	3	0	10	11	1	26
	%	3.8%	11.5%	0.0%	38.5%	42.3%	3.8%	100.0%
6. Student practice is useful for students	n	0	2	1	4	19	0	26
	%	0.0%	7.7%	3.8%	15.4%	73.1%	0.0%	100.0%
7. Study program fully prepares students for the labor market	n	2	3	3	6	12	0	26
	%	7.7%	11.5%	11.5%	23.1%	46.2%	0.0%	100.0%

Table 44 Students satisfaction with the delivery of the study program at NUBL

Overall delivery of the study program grade	Number of students						M	SD
	1	2	3	4	5	0		
	0	2	4	5	15	0		

Results presented in Table 45 and related to the achievement of the learning outcomes, show that at least half of students judged that offered learning outcomes are fully achieved with the delivery of the study program, while the overwhelming majority of students judged they are achieved to a large extent. Learning outcome which scored slightly lower than others was "Manage pedagogical documentation; participate in the work and development of the preschool institution using modern information technologies".

Table 45. Students evaluation of the learning outcomes at NUBL

Evaluation of the learning outcomes at NUBL		Grade						M	SD
		1	2	3	4	5	0		
1. Independently and as a team plan, program and implement the program of preschool education, taking into account the developmental characteristics of children	n	1	0	2	8	15	0	4.38	0.94
	%	3.8%	0.0%	7.7%	30.8%	57.7%	0.0%		
2. Select and apply activities to meet the educational needs of children through the implementation of special and alternative programs, taking into account pedagogical	n	1	1	2	7	15	0	4.31	1.05
	%	3.8%	3.8%	7.7%	26.9%	57.7%	0.0%		
3. Systematically assess and monitor children's development, and show interest in health care and care in relation to the needs and abilities of children	n	1	0	3	4	18	0	4.46	0.99
	%	3.8%	0.0%	11.5%	15.4%	69.2%	0.0%		
4. Create a safe and stimulating environment for development, learning and children's play while respecting the rights of preschool children and families	n	1	1	3	5	16	0	4.31	1.09
	%	3.8%	3.8%	11.5%	19.2%	61.5%	0.0%		
5. Create an inclusive environment respecting the cultural, social and emotional needs of children	n	1	1	2	6	16	0	4.35	1.06
	%	3.8%	3.8%	7.7%	23.1%	61.5%	0.0%		
6. Analyze and evaluate their own educational work and continuously improve their competencies through lifelong learning to ensure quality in the profession	n	1	0	3	9	13	0	4.27	0.96
	%	3.8%	0.0%	11.5%	34.6%	50.0%	0.0%		
7. Establish and develop close and confidential relationships with families and establish cooperation with the local community	n	1	2	0	6	17	0	4.38	1.10
	%	3.8%	7.7%	0.0%	23.1%	65.4%	0.0%		
8. Know the legal acts regulating the field of education, identify the importance of preschool education in the educational and social context and apply the principles of the	n	1	0	1	8	16	0	4.46	0.90
	%	3.8%	0.0%	3.8%	30.8%	61.5%	0.0%		
9. Manage pedagogical documentation; participate in the work and development of the preschool institution using modern information technologies	n	1	0	5	6	14	0	4.23	1.03
	%	3.8%	0.0%	19.2%	23.1%	53.8%	0.0%		

NUBL students who participated in the survey seemed to be pretty undecided when it comes to the questions in the section Overall program evaluation. 57,7% of students did not know if they will enroll into the second cycle, 46,2% of students did not know whether the organization of the study according to the 4+1 principle is useful for their occupation and if they would recommend it to others and finally 42,3% of them did not know if the study program of Preschool education was their first choice and if they would enroll into it if they were to choose again. It is interesting that more students answered that study program of Preschool education wasn't their first choice (34,6%) than those to which it was the first choice (23,1%), but more than half of students (53,4%) would have enrolled in to the same study program if they could choose again. Students were the most inclined to write about the advantages of the study program. They predominantly mentioned modern approach to the study, good prelateship between students and teachers and that it fits the labor market. On the other hand, disadvantages were written by a third of students and they complained about lack of interaction with teachers and asked for more practice. Consequently, in recommendations students wrote that there

is a need to improve relation between students and teachers, organize more practice and round tables and meetings.

3.5.2. Teachers

In total 12 teachers involved in the undergraduate program of Preschool education at the Independent University of Banja Luka participated in the survey. Half of them were assistant professors, three were associate professors, two full-time professors and one was senior assistant. Equal share of them were male and females. Seven out of twelve worked as external associates while five were permanently employed. Equal number of teachers, three teachers, had 1-3 and 4-6 years of working experience and two teachers, 11-15 and 16-20 years of the working experience at the university. Five teachers taught 1-2 courses, four taught more than five course and three taught 3-4 courses at the undergraduate program of Preschool education at NUBL.

Table 46 Teachers evaluation of the structure of the study program at NUBL

Structure of the study program at NUBL		Fully disagree	Mostly disagree	Neither agree nor disagree	Mostly agree	Fully agree	Can't evaluate	Total
1. Contents of the study program courses are aligned with the occupation for which it is meant to train	n	0	0	0	3	9	0	12
	%	0.0%	0.0%	0.0%	25.0%	75.0%	0.0%	100.0%
2. Learning outcomes of each course are clearly linked to study program learning outcomes	n	0	0	1	6	5	0	12
	%	0.0%	0.0%	8.3%	50.0%	41.7%	0.0%	100.0%
3. I am satisfied with the offer of elective courses	n	0	0	0	4	7	1	12
	%	0.0%	0.0%	0.0%	33.3%	58.3%	8.3%	100.0%
4. Demand of each course fits the prior knowledge of students	n	0	0	2	2	7	1	12
	%	0.0%	0.0%	16.7%	16.7%	58.3%	8.3%	100.0%
5. Contents at different years of the study are linked in a way that they allow advancement of knowledge and skills	n	0	0	0	8	4	0	12
	%	0.0%	0.0%	0.0%	66.7%	33.3%	0.0%	100.0%
6. ECTS are assigned according to real workload of students	n	0	0	0	5	7	0	12
	%	0.0%	0.0%	0.0%	41.7%	58.3%	0.0%	100.0%
7. Quantity of the teaching material is aligned with the course hours	n	0	0	1	2	8	1	12
	%	0.0%	0.0%	8.3%	16.7%	66.7%	8.3%	100.0%
8. Ratio between lectures, exercises and seminars is aligned with the course demand	n	0	0	1	4	6	1	12
	%	0.0%	0.0%	8.3%	33.3%	50.0%	8.3%	100.0%
9. I am satisfied with the quality of the literature and teaching materials	n	0	0	0	7	5	0	12
	%	0.0%	0.0%	0.0%	58.3%	41.7%	0.0%	100.0%

According to the results on the evaluation of the structure of the study program shown in Table 46. NUBL teachers agreed in general with all offered statements while at least half of them fully agreed with six out of nine statements. Nine teachers fully agreed that "contents of the study program courses are aligned with the occupation for which it is meant to train" while only four of them fully agreed that

“contents at different years of the study are linked in a way that they allow advancement of knowledge and skills”. The biggest number of teachers, two teachers, neither agreed nor disagreed if the “demand of each course fits the prior knowledge of students” while one teacher answered the same for three more statements. Also, one teacher could not have evaluated four statements. Nevertheless, NUBL teacher were very satisfied with the structure of the study program since the mean score was very high $M=4,50$ ($SD=0,52$) as presented in Table 47.

Table 47 Teachers satisfaction with the structure of the study program at NUBL

Overall study program structure grade	Number of teachers						M	SD
	1	2	3	4	5	0		
	0	0	0	6	6	0	4.50	0.52

Results in Table 48 shows that NUBL teachers seemed to be even more satisfied with the delivery of the study program. At least nine out of twelve teachers agreed in general with all statements and at least five out of twelve fully agreed with all statements. All teachers fully agreed that “information about exams and other test results is on time” while the least number of them, five teachers, fully agreed that “study program fully prepares students for the labor market”. Also, just half of teachers were fully satisfied with the organization of the student practice although ten of them fully agreed that it is useful for students.

Table 48. Teachers evaluation of the delivery of the study program at NUBL

Delivery of the study program at NUBL		Fully disagree	Mostly disagree	Neither agree nor disagree	Mostly agree	Fully agree	Can't evaluate	Total
1. Information about study schedule is on time	n	0	0	0	1	11	0	12
	%	0.0%	0.0%	0.0%	8.3%	91.7%	0.0%	100.0%
2. Information about exams and other test results is on time	n	0	0	0	0	12	0	12
	%	0.0%	0.0%	0.0%	0.0%	100.0%	0.0%	100.0%
3. Learning outcomes achievement is assessed adequately	n	0	0	0	4	7	1	12
	%	0.0%	0.0%	0.0%	33.3%	58.3%	8.3%	100.0%
4. Student's knowledge is checked continuously (colloquia, papers, different tasks)	n	0	0	0	4	8	0	12
	%	0.0%	0.0%	0.0%	33.3%	66.7%	0.0%	100.0%
5. I am satisfied with the organization of the student practice	n	0	0	2	3	6	1	12
	%	0.0%	0.0%	16.7%	25.0%	50.0%	8.3%	100.0%
6. Student practice is useful for students	n	0	0	0	1	10	1	12
	%	0.0%	0.0%	0.0%	8.3%	83.3%	8.3%	100.0%
7. Study program fully prepares students for the labor market	n	0	0	1	5	5	1	12
	%	0.0%	0.0%	8.3%	41.7%	41.7%	8.3%	100.0%

Judging from the mean score $M=4,58$ ($SD=0,51$) presented in Table 49, NUBL teachers were very satisfied how the study program was delivered.

Table 49 Teachers satisfaction with the delivery of the study program at NUBL

Overall delivery of the study program grade	Number of teachers						M	SD
	1	2	3	4	5	0		
	0	0	0	5	7	0	4.58	0.51

When asked about suggestions and recommendations for improvement of the study program, one teacher had written he/she has none and another he/she is satisfied with it. Most of suggestions were about the need to introduce more practical training and one specifically proposed to “organize a special cabinet for practical teaching within the faculty”. They also suggested that the literature and study materials should be modernized and that content of different subjects should not overlap. One teacher even suggested that 25% of the teaching should be done online.

3.6. Herzegovina University (SVEHERZ)

3.6.1. Students

In total 6 students of the undergraduate study of Preschool education participated in the survey. All of them were female and five of them studied part-time and were on the third year of the study.

According to the results in Table 50, 3 out of 6 students fully disagreed with three statements related to the structure of the study program. Therefore, they thought that that contents of the study program were not aligned with the occupation for which it is meant to train, that quantity of the teaching material is not aligned with the course hours and that ration between lectures, exercises and seminars also was not aligned with the course demand. On the other hand, 5 out of 6 students agreed in general that demand of each course fits the prior knowledge of students and that they are satisfied with the quality of the literature and teaching material, while 4 students fully agreed that that learning outcomes of each course are clearly linked to study program learning outcomes and that they are satisfied with the literature.

Table 50 Students evaluation of the structure of the study program at SVEHERZ

Structure of the study program at SVEHERZ		Fully disagree	Mostly disagree	Neither agree nor disagree	Mostly agree	Fully agree	Can't evaluate	Total
1. Contents of the study program courses are aligned with the occupation for which it is meant to train	n	3	1	0	1	1	0	6
	%	50.0%	16.7%	0.0%	16.7%	16.7%	0.0%	100.0%
2. Learning outcomes of each course are clearly linked to study program learning outcomes	n	1	0	0	0	4	1	6
	%	16.7%	0.0%	0.0%	0.0%	66.7%	16.7%	100.0%
3. I am satisfied with the offer of elective courses	n	1	2	0	1	2	0	6
	%	16.7%	33.3%	0.0%	16.7%	33.3%	0.0%	100.0%
4. Demand of each course fits the prior knowledge of students	n	1	0	0	3	2	0	6
	%	16.7%	0.0%	0.0%	50.0%	33.3%	0.0%	100.0%
5. Contents at different years of the study are linked in a way that they allow advancement of knowledge and skills	n	1	0	2	1	2	0	6
	%	16.7%	0.0%	33.3%	16.7%	33.3%	0.0%	100.0%
6. ECTS are assigned according to real workload of students	n	1	0	2	1	1	1	6
	%	16.7%	0.0%	33.3%	16.7%	16.7%	16.7%	100.0%
7. Quantity of the teaching material is aligned with the course hours	n	3	0	0	0	2	1	6
	%	50.0%	0.0%	0.0%	0.0%	33.3%	16.7%	100.0%
8. Ratio between lectures, exercises and seminars is aligned with the course demand	n	3	0	0	2	1	0	6
	%	50.0%	0.0%	0.0%	33.3%	16.7%	0.0%	100.0%
9. I am satisfied with the quality of the literature and teaching materials	n	1	0	0	1	4	0	6
	%	16.7%	0.0%	0.0%	16.7%	66.7%	0.0%	100.0%

Two out of six students were undecided if ECTS were assigned according to real workload of students and whether contents at different year of the study are linked in a way they allow advancement of knowledge and skills. Nevertheless, when asked to give the overall grade to the structure of the study

program, 5 out of 6 students gave it the highest mark 5, which meant that they were very satisfied with the overall structure of the study program since the mean score was $M=4,33$ ($SD=1,63$) as it is shown in Table 51.

Table 51 Students satisfaction with the structure of the study program at SVEHERZ

Overall study program structure grade	Number of students						M	SD
	1	2	3	4	5	0		
	1	0	0	0	5	0	4.33	1.63

When asked to rate their agreement with statements related to the delivery of the study program, results presented in Table 52 show that SVEHERZ students were polarized about two statements: information about exams and other test results is on time and learning outcomes achievement is assessed adequately, because 3 students fully disagreed and 3 fully agreed with those statements. Also, they were quite polarized when it comes to the opinion on whether the study program fully prepares students for the labor market, as 3 students fully disagreed with that, while 3 agreed in general. It is interesting that students also remained quite undecided about whether the information about study schedule is on time. These results are further reflected in Table 53 presenting the overall grade given to the delivery of the study program, which even as a mean score of $M=3,00$ ($SD=2,19$) clearly shows how polarized students were on this matter.

Table 52. Students evaluation of the delivery of the study program at SVEHERZ

Delivery of the study program at SVEHERZ		Fully disagree	Mostly disagree	Neither agree nor disagree	Mostly agree	Fully agree	Can't evaluate	Total
1. Information about study schedule is on time	n	1	1	2	0	2	0	6
	%	16.7%	16.7%	33.3%	0.0%	33.3%	0.0%	100.0%
2. Information about exams and other test results is on time	n	3	0	0	0	3	0	6
	%	50.0%	0.0%	0.0%	0.0%	50.0%	0.0%	100.0%
3. Learning outcomes achievement is assessed adequately	n	3	0	0	0	3	0	6
	%	50.0%	0.0%	0.0%	0.0%	50.0%	0.0%	100.0%
4. Student's knowledge is checked continuously (colloquia, papers, different tasks)	n	1	0	0	3	2	0	6
	%	16.7%	0.0%	0.0%	50.0%	33.3%	0.0%	100.0%
5. I am satisfied with the organization of the student practice	n	1	0	0	1	3	1	6
	%	16.7%	0.0%	0.0%	16.7%	50.0%	16.7%	100.0%
6. Student practice is useful for students	n	1	0	0	2	3	0	6
	%	16.7%	0.0%	0.0%	33.3%	50.0%	0.0%	100.0%
7. Study program fully prepares students for the labor market	n	3	0	0	1	2	0	6
	%	50.0%	0.0%	0.0%	16.7%	33.3%	0.0%	100.0%

Table 53 Students satisfaction with the delivery of the study program at SVEHERZ

Overall delivery of the study program grade	Number of students						M	SD
	1	2	3	4	5	0		
	3	0	0	0	3	0	3.00	2.19

When students were asked to judge to what extent the achievement of 9 outlined learning outcomes has been made through the delivery of the study program, results in Table 54 show 4 out of 6 students thought they fully achieve to manage pedagogical documentation, participate in the work and development of the preschool institution using modern information technologies. In addition to that half of the students judged 3 out of 9 learning outcomes as fully achieved and those are: create an inclusive environment respecting the cultural, social and emotional needs of children those related to creating an inclusive environment, analyze and evaluate their own educational work and continuously improve their competencies through lifelong learning to ensure quality in the profession and establish and develop close and confidential relationships with families and establish cooperation with the local community. Half of the students also thought that following two learning outcomes were not at all achieved: systematically assess and monitor children's development, and show interest in health care and care in relation to the needs and abilities of children and Create a safe and stimulating environment for development, learning and children's play while respecting the rights of preschool children and families.

Table 54. Students evaluation of the learning outcomes at SVEHERZ

Evaluation of the learning outcomes at SVEHERZ		Grade						M	SD
		1	2	3	4	5	0		
1. Independently and as a team plan, program and implement the program of preschool education, taking into account the developmental characteristics of children	n	1	0	0	2	2	1	3.80	1.64
	%	16.7%	0.0%	0.0%	33.3%	33.3%	16.7%		
2. Select and apply activities to meet the educational needs of children through the implementation of special and alternative programs, taking into account pedagogical and	n	1	0	0	2	2	1	3.80	1.64
	%	16.7%	0.0%	0.0%	33.3%	33.3%	16.7%		
3. Systematically assess and monitor children's development, and show interest in health care and care in relation to the needs and abilities of children	n	3	0	0	0	2	1	2.60	2.19
	%	50.0%	0.0%	0.0%	0.0%	33.3%	16.7%		
4. Create a safe and stimulating environment for development, learning and children's play while respecting the rights of preschool children and families	n	3	0	0	0	2	1	2.60	2.19
	%	50.0%	0.0%	0.0%	0.0%	33.3%	16.7%		
5. Create an inclusive environment respecting the cultural, social and emotional needs of children	n	1	0	2	0	3	0	3.67	1.63
	%	16.7%	0.0%	33.3%	0.0%	50.0%	0.0%		
6. Analyze and evaluate their own educational work and continuously improve their competencies through lifelong learning to ensure quality in the profession	n	1	0	2	0	3	0	3.67	1.63
	%	16.7%	0.0%	33.3%	0.0%	50.0%	0.0%		
7. Establish and develop close and confidential relationships with families and establish cooperation with the local community	n	1	0	2	0	3	0	3.67	1.63
	%	16.7%	0.0%	33.3%	0.0%	50.0%	0.0%		
8. Know the legal acts regulating the field of education, identify the importance of preschool education in the educational and social context and apply the principles of the code of ethics in	n	1	2	0	1	2	0	3.17	1.72
	%	16.7%	33.3%	0.0%	16.7%	33.3%	0.0%		
9. Manage pedagogical documentation; participate in the work and development of the preschool institution using modern information technologies	n	1	0	0	1	4	0	4.17	1.60
	%	16.7%	0.0%	0.0%	16.7%	66.7%	0.0%		

In the final section related to the Overall program evaluation, it can be observed that 4 out of 6 students did not think that organization of the study program according to the 4+1 principle is useful. For the same number of students this study program was the first choice and equal number of them would recommend it to others. Half of students answered they do not intend to enroll in the second cycle, while equal number of students answered Yes/No/Do not know to the question if they would have enrolled into the same study, if they could choose again. Four out of six students mentioned good communication and cooperation with teachers and administration as the advantage of the study. When asked to write what are the disadvantages of the study program, two students wrote that there are none, two that the tuition fee is high and one suggested the organization of a field specific seminar. As recommendations for the improvement of the study program two students suggested that coffee and sandwich machines should be put in the cantina, one suggested additional exam terms, one wrote it should just continue as it is and one had written there are none.

3.6.2. Teachers

In total 8 teachers involved in the realization of the undergraduate study of Preschool education at the Herzegovina University, participated in the survey. All teachers were female. Five of them were assistant professors, two were senior assistants and one was full-time professor. Half of them were permanently employed and half were external associates. Five had 4-6 years of the working experience at the university, two of them 7-10 years and one teacher 1-3 years. Five taught 1-2 courses on the study program, while three taught 3-4 courses.

Results in Table 55 show that at least five out of eight SVEHERZ teachers agreed in general with all statements and at least half of teacher fully agreed with seven out of nine statements. They did not disagree with any statements, but they seemed to be the most undecided if the “demand of each course fits the prior knowledge of students” since three out of eight teachers answered they neither agree nor disagree with this statement and two teachers answered in the same way on whether “learning outcomes of each course are clearly linked to study program learning outcomes”. Finally, as it can be judged from results in Table 56, SVEHERZ teachers were very satisfied with the structure of the study program as the mean score was $M=4,50$ ($SD=0,53$).

Table 55 Teachers evaluation of the structure of the study program at SVEHERZ

Structure of the study program at SVEHERZ		Fully disagree	Mostly disagree	Neither agree nor disagree	Mostly agree	Fully agree	Can't evaluate	Total
1. Contents of the study program courses are aligned with the occupation for which it is meant to train	n	0	0	0	5	3	0	8
	%	0.0%	0.0%	0.0%	62.5%	37.5%	0.0%	100.0%
2. Learning outcomes of each course are clearly linked to study program learning outcomes	n	0	0	2	2	4	0	8
	%	0.0%	0.0%	25.0%	25.0%	50.0%	0.0%	100.0%
3. I am satisfied with the offer of elective courses	n	0	0	1	2	5	0	8
	%	0.0%	0.0%	12.5%	25.0%	62.5%	0.0%	100.0%
4. Demand of each course fits the prior knowledge of students	n	0	0	3	3	2	0	8
	%	0.0%	0.0%	37.5%	37.5%	25.0%	0.0%	100.0%
5. Contents at different years of the study are linked in a way that they allow advancement of knowledge and skills	n	0	0	0	2	6	0	8
	%	0.0%	0.0%	0.0%	25.0%	75.0%	0.0%	100.0%
6. ECTS are assigned according to real workload of students	n	0	0	0	2	6	0	8
	%	0.0%	0.0%	0.0%	25.0%	75.0%	0.0%	100.0%
7. Quantity of the teaching material is aligned with the course hours	n	0	0	0	4	4	0	8
	%	0.0%	0.0%	0.0%	50.0%	50.0%	0.0%	100.0%
8. Ratio between lectures, exercises and seminars is aligned with the course demand	n	0	0	0	2	6	0	8
	%	0.0%	0.0%	0.0%	25.0%	75.0%	0.0%	100.0%
9. I am satisfied with the quality of the literature and teaching materials	n	0	0	0	4	4	0	8
	%	0.0%	0.0%	0.0%	50.0%	50.0%	0.0%	100.0%

Table 56 Teachers satisfaction with the structure of the study program at SVEHERZ

Overall study program structure grade	Number of teachers						M	SD
	1	2	3	4	5	0		
	0	0	0	4	4	0	4.50	0.53

When asked to evaluate seven statements related to the delivery of the study program, at least half of SVEHERZ teachers fully agreed with four of them, although at least five of them agreed with all of them in general. All teachers agreed to the largest extent that information about exams and other test results is on time and that student practice is useful for students. Two teachers mostly disagreed that learning outcomes achievement is assessed adequately. It is interesting that teachers were undecided about four of seven offered statements. Three teachers neither agreed nor disagreed if they are satisfied with the organization of the students practice and if the study program fully prepares students for the labor market. Two teachers were undecided if the study schedule information was on time and if student's knowledge is checked continuously. Nevertheless, SVEHERZ teachers seemed pretty satisfied with the overall delivery of the study program as the mean score was $M = 4.38$ ($SD = 0.52$) as it is presented in table 58.

Table 57. Teachers evaluation of the delivery of the study program at SVEHERZ

Delivery of the study program at SVEHERZ		Fully disagree	Mostly disagree	Neither agree nor disagree	Mostly agree	Fully agree	Can't evaluate	Total
1. Information about study schedule is on time	n	0	0	2	1	5	0	8
	%	0.0%	0.0%	25.0%	12.5%	62.5%	0.0%	100.0%
2. Information about exams and other test results is on time	n	0	0	0	3	5	0	8
	%	0.0%	0.0%	0.0%	37.5%	62.5%	0.0%	100.0%
3. Learning outcomes achievement is assessed adequately	n	0	2	0	1	4	1	8
	%	0.0%	25.0%	0.0%	12.5%	50.0%	12.5%	100.0%
4. Student's knowledge is checked continuously (colloquia, papers, different tasks)	n	0	0	2	3	3	0	8
	%	0.0%	0.0%	25.0%	37.5%	37.5%	0.0%	100.0%
5. I am satisfied with the organization of the student practice	n	0	0	3	3	2	0	8
	%	0.0%	0.0%	37.5%	37.5%	25.0%	0.0%	100.0%
6. Student practice is useful for students	n	0	0	0	1	7	0	8
	%	0.0%	0.0%	0.0%	12.5%	87.5%	0.0%	100.0%
7. Study program fully prepares students for the labor market	n	0	0	3	2	3	0	8
	%	0.0%	0.0%	37.5%	25.0%	37.5%	0.0%	100.0%

Table 58 Teachers satisfaction with the delivery of the study program at SVEHERZ

Overall delivery of the study program grade	Number of teachers						M	SD
	1	2	3	4	5	0		
	0	0	0	5	3	0	4.38	0.52

Six out of eight SVEHERZ teachers had written some suggestion and recommendation for the improvement of the study program. Five of them opted for more student practice and suggested that all courses should be aligned in a way to provide them with modern knowledge and train them in more

practical way. One teacher even suggested that in the period of COVID-19 pandemic some way of online visit to preschool education facilities should be organized if the on-site practice would not be possible due to epidemiological restrictions. Also, one teacher suggested that some methodological subjects could be extended to a longer period of study than a semester, since students usually do not have previous knowledge about it.