

STUDENTS AND STAFF EVALUATIONS REPORT 2

Winter semester of the academic year 2020 to 2021

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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 for the first report were collected for the summer semester of the academic year 2019/2020 and a report was written, while questionnaires for this report were filled in for the winter semester of the academic year 2020 to 2021 in a period 22 to 29 January 2021.

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, 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. Students filled in the questionnaires between January 22-29, 2021, 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)	53	31	58.49
University of Bihać (UNBI)	60	25	41.67
University of Mostar (SVEMO)	231	70	30.30
University of Tuzla (UNTZ)	70	32	45.71
Independent University Banja Luka (NUBL)	100	32	32.00
Herzegovina University (SVEHERZ)	15	11	73.33
Total	529	201	38.00

In total 201 students, or 38% of those a questionnaire was sent to at six BH partner universities, responded to a questionnaire regarding the evaluation of their study program. As shown in Table 1, 73,33% of invited students of the Herzegovina University filled in questionnaire, while only a third of students of the University of Mostar decided to participate in the survey. Therefore, judging from the response rates, it seems that students of the SVEMO and NUBL were the least motivated to participate in the survey. On the other hand, when we look at the total number of students who participated in the survey, more than a third of all respondents, 70 students, were students of the University of Mostar, while the smallest number of respondents was from Herzegovina University, 11 students, as it is shown in Figure 1.

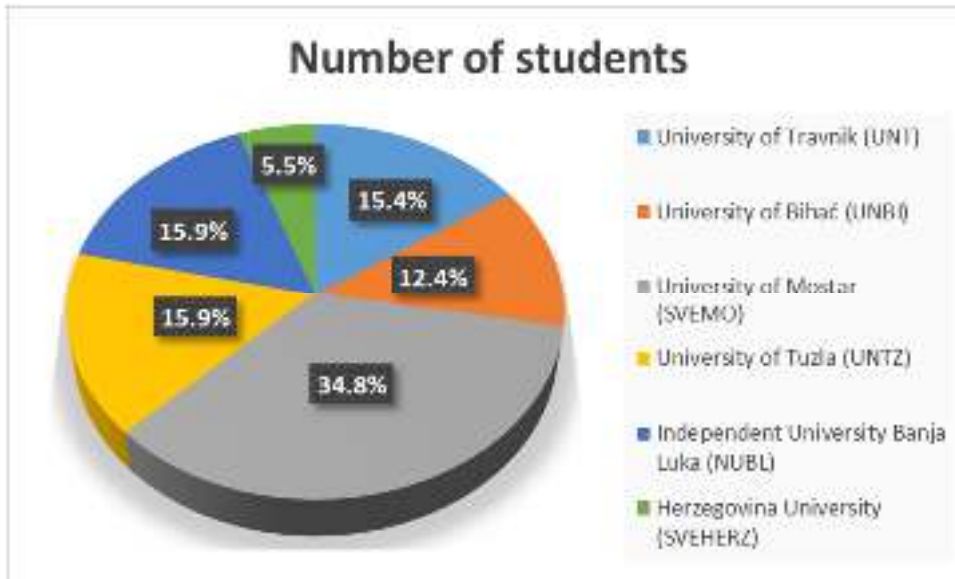


Figure 1 Number of students participating in the survey

General data about students who participated in the survey are presented in Table 2. Majority of students studied full time, 130 students (64,7%) and more than half of them paid for their study. More than third of students, 71 students (35,3%), studied part-time. Almost all students who participated in the evaluation were female, 187 (93,0%), while only 14 students (7,0%) were male. Majority of students were on the third and the fourth year of the study, 131 students (65,2%), while the least number of them were on the first year of the study, 28 students (13,9%). The biggest differences between student respondents are visible in their status. Almost 60% of students from UNTZ and 80% 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 exactly half of students who participated in the survey studied part-time. On the side of private universities (UNT, NUBL and SVEHERZ), almost 75% of UNT students and 91% of SVEHERZ students studied part-time in comparison to 96,9% of students 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	3.2%	20	80.0%	2	2.9%	19	59.4%	0	0.0%	1	9.1%	43	21.4%
	full-time with payment	7	22.6%	5	20.0%	33	47.1%	11	34.4%	31	96.9%	0	0.0%	87	43.3%
	part-time	23	74.2%	0	0.0%	35	50.0%	2	6.3%	1	3.1%	10	90.9%	71	35.3%
gender	male	1	3.2%	2	8.0%	2	2.9%	3	9.4%	6	18.8%	0	0.0%	14	7.0%
	female	30	96.8%	23	92.0%	68	97.1%	29	90.6%	26	81.3%	11	100.0%	187	93.0%
year of study	1	4	12.9%	0	0.00%	14	20.0%	4	12.5%	4	12.5%	2	18.2%	28	13.9%
	2	8	25.8%	5	20.0%	14	20.0%	6	18.8%	6	18.8%	3	27.3%	42	20.9%
	3	11	35.5%	8	32.0%	26	37.1%	13	40.6%	10	31.3%	3	27.3%	71	35.3%
	4	8	25.8%	12	48.0%	16	22.9%	9	28.1%	12	37.5%	3	27.3%	60	29.9%
Total		31	100.0%	25	100.0%	70	100.0%	32	100.0%	32	100.0%	11	100.0%	201	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, 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

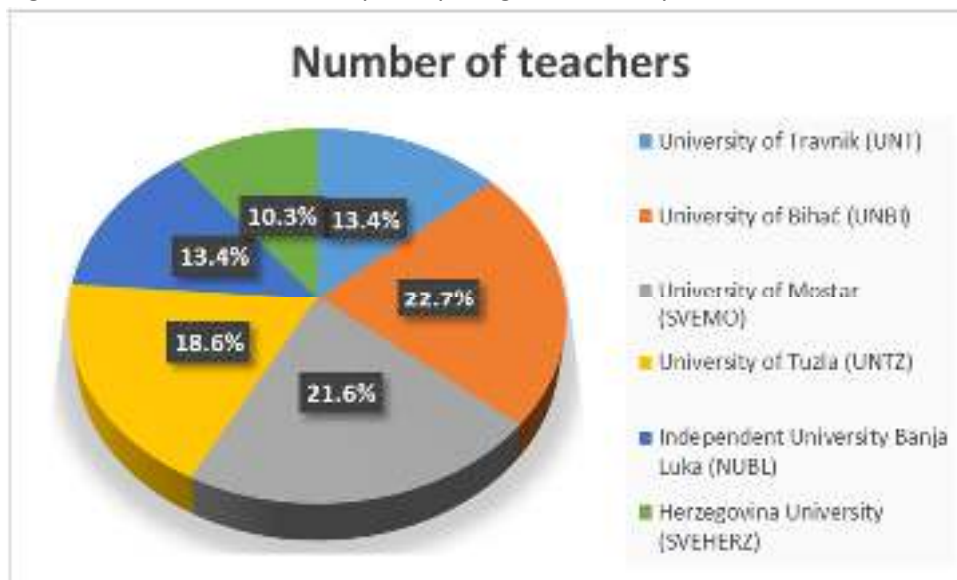
As outlined in the project, the subject of the analysis were teachers of the first cycle of the preschool teacher education program at six BH partner universities (UNT, UNBI, SVEMO, UNTZ, NUBL, SVEHERC). It was decided to send the questionnaire to teachers of all four years of the first cycle studies at each BH university. Teachers filled in the questionnaire between January 22-29, 2021, 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	13	72.22
University of Bihać (UNBI)	43	22	51.16
University of Mostar (SVEMO)	54	21	38.89
University of Tuzla (UNTZ)	41	18	43.90
Independent University Banja Luka (NUBL)	17	13	76.47
Herzegovina University (SVEHERZ)	14	10	71.43
Total	187	97	51.87

In total 97 teachers from six BH partner universities participated in the survey. As shown in Table 3, 51,87% of teachers a questionnaire was sent to, participated in the survey. Judging from response rates, it seems that teachers of private universities (UNT, NUBL and SVEHERZ) were more motivated to participate in the survey since more than 70% of invited teachers filled in the questionnaire. On the side of the public universities (UNBI, SVEMO and UNTZ), more than half of invited teachers at UNBI participated in the survey while the smallest percentage of invited teachers filled in the questionnaire at SVEMO. Nevertheless, looking at the total number of teachers who participated in the survey as presented in Figure 2., almost equal and the biggest number of teachers who participated in the survey was from UNBI and SVEMO, 22 (22,7%) and 21 (21,6%) teachers respectively, while the least number of them was from SVEHERZ, 10 teachers (10,3%).

Figure 2. Number of teachers participating in the survey



General data which describe the sample of teachers participating the survey and are presented in Table 3, show that the biggest number and more than a third of teachers, 34 teachers (35,1%), held the academic title of an assistant professor, 17 (17,5%) were associate professors and the smallest number of teachers, 6 (6,2%) were full-time professors. A bit more that 40% of teachers were assistants, among them 24 (24,7%) senior assistants and 16 (16,5%) assistants. Two thirds of teachers were female and almost 65% of all teachers were permanently employed by the universities. Equal number of teachers, 25 teachers (25,8%), worked at universities between 4 and 6 and 7 and 10 years, 21 teacher worked between 1 and 3 years and 15 teachers between 11 and 15 years. In total 11 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 13,4% more than 5 courses.

Table 4. General data about teachers participating in the survey

Teachers		BH partner universities													
		UNT		UNBI		SVEVO		UNTZ		NUBL		SVEHERZ		Total	
		n	%	n	%	n	%	n	%	n	%	n	%	n	%
scientific and artistic titles	assistant	0	0.0%	4	18.2%	3	14.3%	7	38.9%	0	0.0%	2	20.0%	16	16.5%
	senior assistant	3	23.1%	6	27.3%	6	28.6%	3	16.7%	4	30.8%	2	20.0%	24	24.7%
	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	30.8%	7	31.8%	10	47.6%	4	22.2%	4	30.8%	5	50.0%	34	35.1%
	associate professor	6	46.2%	2	9.1%	2	9.5%	4	22.2%	3	23.1%	0	0.0%	17	17.5%
	full-time professor	0	0.0%	3	13.6%	0	0.0%	0	0.0%	2	15.4%	1	10.0%	6	6.2%
	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	30.8%	8	36.4%	2	9.5%	4	22.2%	7	53.8%	0	0.0%	25	25.8%
	female	9	69.2%	14	63.6%	19	90.5%	14	77.8%	6	46.2%	10	100.0%	72	74.2%
status	permanent employee	8	61.5%	19	86.4%	17	81.0%	8	44.4%	7	53.8%	4	40.0%	63	64.9%
	external associate	5	38.5%	3	13.6%	4	19.0%	10	55.6%	6	46.2%	6	60.0%	34	35.1%
working experience at university	1-3	1	7.7%	3	13.6%	3	14.3%	8	44.4%	3	23.1%	3	30.0%	21	21.6%
	4-6	5	38.5%	2	9.1%	5	23.8%	3	16.7%	5	38.5%	5	50.0%	25	25.8%
	7-10	6	46.2%	6	27.3%	9	42.9%	2	11.1%	0	0.0%	2	20.0%	25	25.8%
	11-15	1	7.7%	5	22.7%	3	14.3%	4	22.2%	2	15.4%	0	0.0%	15	15.5%
	16-20	0	0.0%	4	18.2%	1	4.8%	0	0.0%	2	15.4%	0	0.0%	7	7.2%
	21-25	0	0.0%	2	9.1%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	2	2.1%
	> 25	0	0.0%	0	0.0%	0	0.0%	1	5.6%	1	7.7%	0	0.0%	2	2.1%
number of courses taught	1-2	6	46.2%	10	45.5%	11	52.4%	13	72.2%	6	46.2%	7	70.0%	53	54.6%
	3-4	4	30.8%	7	31.8%	9	42.9%	4	22.2%	4	30.8%	3	30.0%	31	32.0%
	>5	3	23.1%	5	22.7%	1	4.8%	1	5.6%	3	23.1%	0	0.0%	13	13.4%
Total		13	100.0%	22	100.0%	21	100.0%	18	100.0%	13	100.0%	10	100.0%	97	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

3.1.1. Students

In total 31 student 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 than 70% of students agreed in general with offered statements. 24 out of 31 students fully agreed that there is continuous advancement of knowledge and skills through different years of the study and 29 out of 31 agreed in general that contents of the study program courses are aligned with the occupation for which it is meant to train. According to the results, the biggest number of students, 4 students (13,0%) disagreed that ECTS properly reflect the real workload of students and the same number of them 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 $M=4,71$ ($SD= 0,81$).

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	19	1	31
	%	3.2%	0.0%	0.0%	32.3%	61.3%	3.2%	100.0%
2. Learning outcomes of each course are clearly linked to study program learning outcomes	n	1	0	1	6	21	2	31
	%	3.2%	0.0%	3.2%	19.4%	67.7%	6.5%	100.0%
3. I am satisfied with the offer of elective courses	n	1	1	1	7	20	1	31
	%	3.2%	3.2%	3.2%	22.6%	64.5%	3.2%	100.0%
4. Demand of each course fits the prior knowledge of students	n	3	0	2	10	14	2	31
	%	9.7%	0.0%	6.5%	32.3%	45.2%	6.5%	100.0%
5. Contents at different years of the study are linked in a way that they allow advancement of knowledge and skills	n	1	0	0	6	24	0	31
	%	3.2%	0.0%	0.0%	19.4%	77.4%	0.0%	100.0%
6. ECTS are assigned according to real workload of students	n	2	2	2	5	18	2	31
	%	6.5%	6.5%	6.5%	16.1%	58.1%	6.5%	100.0%
7. Quantity of the teaching material is aligned with the course hours	n	1	1	3	7	18	1	31
	%	3.2%	3.2%	9.7%	22.6%	58.1%	3.2%	100.0%
8. Ratio between lectures, exercises and seminars is aligned with the course demand	n	1	2	4	4	18	2	31
	%	3.2%	6.5%	12.9%	12.9%	58.1%	6.5%	100.0%
9. I am satisfied with the quality of the literature and teaching materials	n	1	1	4	7	17	1	31
	%	3.2%	3.2%	12.9%	22.6%	54.8%	3.2%	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	23	3		

Similar results can be observed in Table 7. regarding the evaluation of the delivery of the study program. More than half of students fully agreed with all offered statements related to the delivery of the study program. Almost all students, 30 out of 31, fully agreed that their knowledge is checked continuously. Although 26 students agreed in general that students practice is useful for them, 20 of them agreed that they were satisfied with the student practice, 4 students disagreed to some extent and 6 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 $M=4,66$ ($SD 0.81$) 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	2	0	2	26	0	31
	%	3.2%	6.5%	0.0%	6.5%	83.0%	0.0%	100.0%
2. Information about exams and other test results is on time	n	1	0	0	12	17	1	31
	%	3.2%	0.0%	0.0%	38.7%	54.8%	3.2%	100.0%
3. Learning outcomes achievement is assessed adequately	n	1	0	1	6	21	2	31
	%	3.2%	0.0%	3.2%	19.4%	67.7%	6.6%	100.0%
4. Student's knowledge is checked continuously (colloquia, papers, different tasks)	n	1	0	0	2	20	0	31
	%	3.2%	0.0%	0.0%	6.5%	60.3%	0.0%	100.0%
5. I am satisfied with the organization of the student practice	n	3	1	1	4	16	6	31
	%	9.7%	3.2%	3.2%	12.9%	51.6%	19.4%	100.0%
6. Student practice is useful for students	n	1	0	1	2	24	3	31
	%	3.2%	0.0%	3.2%	6.5%	77.4%	9.7%	100.0%
7. Study program fully prepares students for the labor market	n	1	1	0	9	16	4	31
	%	3.2%	3.2%	0.0%	29.0%	51.6%	12.9%	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	22	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 64,5% of students, or at least 20 out 31 students responded that those learning outcomes were fully achieved. Learning outcomes which scored the lowest, but were still considered as achieved to the large extent

were: “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 an inclusive environment respecting the cultural, social and emotional needs of children”.

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	8	20	2	4.59	0.82
	%	3.2%	0.0%	0.0%	25.8%	64.5%	6.5%		
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	5	23	1	4.63	0.85
	%	3.2%	0.0%	3.2%	16.1%	74.2%	3.2%		
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	23	0	4.55	0.93
	%	3.2%	0.0%	9.7%	12.9%	74.2%	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	0	2	4	24	0	4.61	0.88
	%	3.2%	0.0%	6.5%	12.9%	77.4%	0.0%		
5. Create an inclusive environment respecting the cultural, social and emotional needs of children	n	1	0	2	6	22	0	4.55	0.89
	%	3.2%	0.0%	6.5%	19.4%	71.0%	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	1	2	27	0	4.74	0.82
	%	3.2%	0.0%	3.2%	6.5%	87.1%	0.0%		
7. Establish and develop close and confidential relationships with families and establish cooperation with the local community	n	1	0	2	2	26	0	4.68	0.87
	%	3.2%	0.0%	6.5%	6.5%	83.9%	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	4	20	4	4.56	0.93
	%	3.2%	0.0%	6.5%	12.9%	64.5%	12.9%		
9. Manage pedagogical documentation; participate in the work and development of the preschool institution using modern information technologies	n	1	0	2	2	25	1	4.67	0.88
	%	3.2%	0.0%	6.5%	6.5%	80.6%	3.2%		

Results of the final section, related to the Overall evaluation of the program reveal that 27 students thought 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. 28 out of 31 students would have chosen the same program again and 29 would also recommend it to other students as well, although the Preschool education was not the first choice for 19 students. Nevertheless, 18 out of 31 students intend to enroll into second cycle and 12 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. Students were more motivated to write about advantages than disadvantages and give recommendations. Students mostly outlined they were satisfied with teachers and assistants and the

organization of online classes and that they can find employment easily. When it comes to disadvantages, students mostly have written they do not have them, but they also didn't want to write anything or they didn't know. Out of written disadvantages, the most mentioned were related to the lack of practice and online classes. Consequently, majority of recommendations suggested that more practice should be introduced and opted for more hours in the classroom in comparison to online which is probably related to COVID-19 pandemic and increased number of classes online.

3.1.2. Teachers

In total 13 teachers of the undergraduate study at UNT participated in the survey. Six teachers were associate professors, four assistant professors and three senior assistants. Nine of them were female and four were male. Eight teachers were permanently employed while five were external associates. Six of them had between 7 and 10 years of working experience at the university and five between 4 and 6 years. Six teachers taught 1-2 courses, four teachers taught 3-4 courses while three 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	4	8	1	13
	%	0.0%	0.0%	0.0%	30.8%	61.5%	7.7%	100.0%
2. Learning outcomes of each course are clearly linked to study program learning outcomes	n	0	0	1	5	6	1	13
	%	0.0%	0.0%	7.7%	38.5%	46.2%	7.7%	100.0%
3. I am satisfied with the offer of elective courses	n	0	0	1	4	7	1	13
	%	0.0%	0.0%	7.7%	30.8%	53.8%	7.7%	100.0%
4. Demand of each course fits the prior knowledge of students	n	0	0	0	7	5	1	13
	%	0.0%	0.0%	0.0%	53.8%	38.5%	7.7%	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	0	0	5	6	2	13
	%	0.0%	0.0%	0.0%	38.5%	46.2%	15.4%	100.0%
6. ECTS are assigned according to real workload of students	n	0	0	1	2	8	2	13
	%	0.0%	0.0%	7.7%	15.4%	61.5%	15.4%	100.0%
7. Quantity of the teaching material is aligned with the course hours	n	0	0	0	5	7	1	13
	%	0.0%	0.0%	0.0%	38.5%	53.8%	7.7%	100.0%
8. Ratio between lectures, exercises and seminars is aligned with the course demand	n	0	0	1	4	7	1	13
	%	0.0%	0.0%	7.7%	30.8%	53.8%	7.7%	100.0%
9. I am satisfied with the quality of the literature and teaching materials	n	0	0	1	7	4	1	13
	%	0.0%	0.0%	7.7%	53.8%	30.8%	7.7%	100.0%

Results presented in Table 10 show that teachers agreed in general with all statements related to the structure of the program and they didn't disagree with a single one. The biggest number of teachers, 8 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. It is interesting that teachers did not disagree with any of the statement, but 2 out of 9

teachers could not evaluate whether contents at different years of the study are linked in a way that they allow advancement of knowledge and skills and if 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 $M=4,33$ ($SD= 0,78$).

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	2	4	6	1	4.33	0.78

When it comes to the evaluation of the study program delivery, results in Table 12 show that 12 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 12 of them agreed in general that student practice is useful for students, only 5 out of 13 teachers agreed in general that they are satisfied with the organization of the student practice, while 3 teachers neither agreed nor disagreed and 3 couldn't evaluate. 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 $M= 4,08$ ($SD=1,19$)

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	12	0	13
	%	7.7%	0.0%	0.0%	0.0%	92.3%	0.0%	100.0%
2. Information about exams and other test results is on time	n	1	0	0	0	12	0	13
	%	7.7%	0.0%	0.0%	0.0%	92.3%	0.0%	100.0%
3. Learning outcomes achievement is assessed adequately	n	1	0	0	2	10	0	13
	%	7.7%	0.0%	0.0%	15.4%	76.9%	0.0%	100.0%
4. Student's knowledge is checked continuously (colloquia, papers, different tasks)	n	1	0	0	0	12	0	13
	%	7.7%	0.0%	0.0%	0.0%	92.3%	0.0%	100.0%
5. I am satisfied with the organization of the student practice	n	1	0	3	2	4	3	13
	%	7.7%	0.0%	23.1%	15.4%	30.8%	23.1%	100.0%
6. Student practice is useful for students	n	1	0	0	4	8	0	13
	%	7.7%	0.0%	0.0%	30.8%	61.5%	0.0%	100.0%
7. Study program fully prepares students for the labor market	n	1	0	1	7	4	0	13
	%	7.7%	0.0%	7.7%	53.8%	30.8%	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	2	4	6	0	4.08	1.19

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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 more students practice is needed for students. Also they mentioned the need for better didactic and methodic materials.

3.2. University of Bihać (UNBI)

3.2.1. Students

In total 25 students of the undergraduate study in Preschool education at UNBI participated in the evaluation. All of them studied full time and only 0% paid for their study, 23 of them were female and almost half of them were on the fourth year of the study and one third of them on the third 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 7 out of 9 offered statements. Students agreed the most that learning outcomes of each subject are clearly linked to program learning outcomes, that the contents of the study courses are aligned with the occupation for which it is meant to train and that there is continuous advancement of knowledge and skills through different years of the study.

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	2	13	5	1	25
	%	8.0%	8.0%	8.0%	52.0%	20.0%	4.0%	100.0%
2. Learning outcomes of each course are clearly linked to study program learning outcomes	n	1	3	2	11	8	0	25
	%	4.0%	12.0%	8.0%	44.0%	32.0%	0.0%	100.0%
3. I am satisfied with the offer of elective courses	n	4	3	6	4	8	0	25
	%	16.0%	12.0%	24.0%	16.0%	32.0%	0.0%	100.0%
4. Demand of each course fits the prior knowledge of students	n	1	6	3	9	6	0	25
	%	4.0%	24.0%	12.0%	36.0%	24.0%	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	1	4	2	17	1	0	25
	%	4.0%	16.0%	8.0%	68.0%	4.0%	0.0%	100.0%
6. ECTS are assigned according to real workload of students	n	1	3	4	15	1	1	25
	%	4.0%	12.0%	16.0%	60.0%	4.0%	4.0%	100.0%
7. Quantity of the teaching material is aligned with the course hours	n	1	5	2	11	6	0	25
	%	4.0%	20.0%	8.0%	44.0%	24.0%	0.0%	100.0%
8. Ratio between lectures, exercises and seminars is aligned with the course demand	n	2	6	6	9	2	0	25
	%	8.0%	24.0%	24.0%	36.0%	8.0%	0.0%	100.0%
9. I am satisfied with the quality of the literature and teaching materials	n	3	5	4	6	7	0	25
	%	12.0%	20.0%	16.0%	24.0%	28.0%	0.0%	100.0%

According to the results, the biggest number of students, 4 students (16,0%) fully disagreed they are satisfied with the offer of elective courses. Apart from this, one third of students were not satisfied in general with the quality of literature and teaching materials and they disagreed that the ratio between lectures, seminars and exercises is aligned with the course demand. Judging from the mean score given

to the overall study program structure, $M=3,46$ ($SD=1,18$) 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	6		
	1	4	8	5	6	1	3.46	1.18

Regarding the delivery of the study program, results presented in Table 16 show that more than half of UNBI students agreed in general with 5 out of 7 statements related to the delivery of the study program. Majority of students, 17 students (68,0%), fully agreed that students practice is useful for them while one third of students fully agreed that study program prepares them for the labor market. On the other hand, the biggest number of students, 10 students (40,0%), fully disagreed that they are satisfied with the organization of the student practice and every fourth student fully disagreed that study program fully prepares them for the labor market. Almost half of students disagreed in general that information about exams and other test results is on time and that learning outcomes achievement is assessed adequately. One third of students did not have a clear opinion on whether students' knowledge was checked continuously through papers, colloquia or different tasks, while 4 students (16%) couldn't evaluate whether student practice is useful for them or not, probably being students of the second year of the study. Nevertheless, students seemed to be moderately satisfied with the delivery of the study program, since the mean score given to the overall program delivery was $M=3,45$ ($SD 1,57$) as shown in Table 17.

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	5	7	9	0	25
	%	0.0%	16.0%	20.0%	28.0%	36.0%	0.0%	100.0%
2. Information about exams and other test results is on time	n	5	7	4	7	2	0	25
	%	20.0%	28.0%	16.0%	28.0%	8.0%	0.0%	100.0%
3. Learning outcomes achievement is assessed adequately	n	5	6	1	8	5	0	25
	%	20.0%	24.0%	4.0%	32.0%	20.0%	0.0%	100.0%
4. Student's knowledge is checked continuously (colloquia, papers, different tasks)	n	1	3	8	6	7	0	25
	%	4.0%	12.0%	32.0%	24.0%	28.0%	0.0%	100.0%
5. I am satisfied with the organization of the student practice	n	10	1	5	4	5	0	25
	%	40.0%	4.0%	20.0%	16.0%	20.0%	0.0%	100.0%
6. Student practice is useful for students	n	2	1	0	1	17	4	25
	%	8.0%	4.0%	0.0%	4.0%	68.0%	16.0%	100.0%
7. Study program fully prepares students for the labor market	n	6	1	4	6	8	0	25
	%	24.0%	4.0%	16.0%	24.0%	32.0%	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		
	4	3	2	5	8	3	3.45	1.57

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 shown in Table 18 more than half of students rated 8 out of 9 learning outcomes as fully achieved, while 11 students (44,0%) did that for the remaining one. Every fifth student judged as moderately achieved the learning outcome related to systematical assessment and monitoring of children’s development, while up to 3 students (12%) could not have evaluated whether they could create an inclusive environment, know the legal acts and manage pedagogical documentation.

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	14	2	4.26	1.14
	%	4.0%	4.0%	12.0%	16.0%	56.0%	8.0%		
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	0	4	7	11	2	4.17	1.03
	%	4.0%	0.0%	16.0%	28.0%	44.0%	8.0%		
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	5	2	17	0	4.36	1.08
	%	4.0%	0.0%	20.0%	8.0%	68.0%	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	5	15	1	4.38	1.01
	%	4.0%	0.0%	12.0%	20.0%	60.0%	4.0%		
5. Create an inclusive environment respecting the cultural, social and emotional needs of children	n	1	0	2	4	15	3	3.92	1.75
	%	4.0%	0.0%	8.0%	16.0%	60.0%	12.0%		
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	2	17	2	4.48	1.04
	%	4.0%	0.0%	12.0%	8.0%	68.0%	8.0%		
7. Establish and develop close and confidential relationships with families and establish cooperation with the local community	n	1	0	4	5	13	2	4.26	1.05
	%	4.0%	0.0%	16.0%	20.0%	52.0%	8.0%		
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	2	2	3	14	3	4.23	1.23
	%	4.0%	8.0%	8.0%	12.0%	56.0%	12.0%		
9. Manage pedagogical documentation; participate in the work and development of the preschool institution using modern information technologies	n	0	2	2	2	16	3	4.45	1.01
	%	0.0%	8.0%	8.0%	8.0%	64.0%	12.0%		

In the final section related to the Overall evaluation of the program 17 out of 25 UNBI students (68%) considered the organization of the study as 4 +1 useful for the future occupation, unlike 5 of them (20%) who didn't not think so, and 3 students (12%) who didn't know. It is interesting that that Preschool education was the first choice for studying for 13 students (52%), but it was not the first choice for 11 of them. More than half of students, 14 students (56%), would have enrolled into the same study again, while 5 students (20%) would not do it and 6 of them (24%) did not know. It is pretty interesting that exactly the same number students, 7 students (28%) would and would not recommend the study to others, while 11 of them (44%) did not know. Majority of students, 15 students (60%) did not know whether they would enroll into the second cycle, while almost one third of them, 7 students, intended to do so, and 3 students did not intend. 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. Also they mentioned they can find employment easily and that teachers were very cooperative. 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 or the second year of the study. Also, there were recommendation on the need to improve the interaction and communication between teachers and students.

3.2.2. Teachers

In total 22 teachers involved in the undergraduate program of Preschool education at UNBI participated in the survey. Seven of them were assistant professors, 6 senior assistants, 3 full-time professors and 2 associate professors and 4 assistants. majority of teachers were female, 14 out of 22 (63,6%) and overwhelming majority of teachers were permanently employed (86,4%), while only 3 teachers (13,6%) were external associated mostly working at kindergartens. Almost one third of teachers, 6 of them (27,3%), had working experience between 7-10 years and 5 teachers (22,7%) between 11-15 years. Almost 20% of teachers, 4 teachers, worked between 16-20 years and 3 teachers (13,6%) between 1-3 years, while equal share of them, 9,1%, worked between 4-6 years and 21-25 years. Ten teachers taught 1-2 courses, seven 3-4 courses and 5 of them more than 5 courses.

Results presented in Table 19 show that at least half of teachers fully agreed with all offered statements related to the structure of the study program, while almost all teachers in general agreed with all statements. 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. It is interesting that 3 teachers (13,6%) could not evaluate if the quantity of the teaching material is aligned with the course hours. Finally, teachers were very satisfied

with the overall structure of the study program since the mean score was $M=4,55$ ($SD=0,60$) 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	8	15	0	22
	%	0.0%	0.0%	4.5%	27.3%	68.2%	0.0%	100.0%
2. Learning outcomes of each course are clearly linked to study program learning outcomes	n	0	0	1	6	14	2	22
	%	0.0%	0.0%	4.5%	22.7%	63.6%	9.1%	100.0%
3. I am satisfied with the offer of elective courses	n	0	1	0	9	12	0	22
	%	0.0%	4.5%	0.0%	40.9%	54.5%	0.0%	100.0%
4. Demand of each course fits the prior knowledge of students	n	0	0	2	9	11	0	22
	%	0.0%	0.0%	9.1%	40.9%	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	6	15	0	22
	%	0.0%	0.0%	9.1%	22.7%	68.2%	0.0%	100.0%
6. ECTS are assigned according to real workload of students	n	0	0	1	8	15	0	22
	%	0.0%	0.0%	4.5%	27.3%	68.2%	0.0%	100.0%
7. Quantity of the teaching material is aligned with the course hours	n	0	0	0	8	13	0	22
	%	0.0%	0.0%	0.0%	27.3%	59.1%	13.6%	100.0%
8. Ratio between lectures, exercises and seminars is aligned with the course demand	n	0	0	0	8	13	1	22
	%	0.0%	0.0%	0.0%	36.4%	59.1%	4.5%	100.0%
9. I am satisfied with the quality of the literature and teaching materials	n	0	0	0	9	11	2	22
	%	0.0%	0.0%	0.0%	40.9%	50.0%	9.1%	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	8	13	0	4.55	0.60

Similar results are presented in Table 21 related to the teacher evaluation of the delivery of the study program. 21 out of 22 teachers fully agreed that student practice is useful for students while 12 out of 22 fully agreed they are satisfied with the organization of student practice, which is in fact the statement the least number of teachers fully agreed with. Only one teacher mostly disagreed that the study program fully prepares students for the labor market, while interestingly 3 teachers could not evaluate if they are satisfied with the organization of the students practice. Taking into account all previously mentioned and judging from the results in Table 22, teachers were very satisfied with the overall delivery of the study program since the mean score was $M=4,55$ ($SD=0,67$).

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	7	14	0	22
	%	0.0%	0.0%	4.5%	31.8%	63.6%	0.0%	100.0%
2. Information about exams and other test results is on time	n	0	0	1	4	16	1	22
	%	0.0%	0.0%	4.5%	18.2%	72.7%	4.5%	100.0%
3. Learning outcomes achievement is assessed adequately	n	0	0	1	4	15	2	22
	%	0.0%	0.0%	4.5%	18.2%	68.2%	9.1%	100.0%
4. Student's knowledge is checked continuously (colloquia, papers, different tasks)	n	0	0	1	5	16	0	22
	%	0.0%	0.0%	4.5%	22.7%	72.7%	0.0%	100.0%
5. I am satisfied with the organization of the student practice	n	0	0	2	5	12	3	22
	%	0.0%	0.0%	9.1%	22.7%	54.5%	13.6%	100.0%
6. Student practice is useful for students	n	0	0	0	0	21	1	22
	%	0.0%	0.0%	0.0%	0.0%	95.5%	4.5%	100.0%
7. Study program fully prepares students for the labor market	n	0	1	0	8	13	0	22
	%	0.0%	4.5%	0.0%	36.4%	59.1%	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	6	14	0	4.55	0.67

Five teachers did not write any suggestions and recommendations for improvement of the study program, three had written they have no suggestions and two have written that study program is well prepared. Most of teachers suggested that student practice hours should be increased and theory better linked with the practice. Also, some teachers suggested practice should be introduced earlier in the study and 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 foreign languages should be introduced and another that more elective courses should be introduced.

3.3. University of Mostar (SVEMO)

3.3.1. Students

Questionnaire for students filled in 70 students of the undergraduate study in Preschool education at University of Mostar (SVEMO). Half of them, 35 students, studied part time, while 32 students studied full-time with payment and only 2 students full-time without payment. Only two students were male, while other 68 students were female. The biggest number of students, 26 (37,1%) were on the third year of the study, 16 (22,9%) on the fourth year of the study, while equal number of students, 14 were on the first and the second year of the study.

As results in Table 23 show, more than half of students in general agreed with 8 out of 9 statements describing the structure of the program, and one third of all students fully agreed with 7 of 9 offered statements related to structure. Every fourth student in general disagreed that they are satisfied with the quality of the literature and that ECTS are assigned according to real workload of students, while every fifth disagreed in general that they are satisfied with the offer of elective courses. It is also interesting that at least 20% of students did not have a specific opinion about 7 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	8	12	28	19	2	70
	%	1.4%	11.4%	17.1%	40.0%	27.1%	2.9%	100.0%
2. Learning outcomes of each course are clearly linked to study program learning outcomes	n	1	8	18	19	22	2	70
	%	1.4%	11.4%	25.7%	27.1%	31.4%	2.9%	100.0%
3. I am satisfied with the offer of elective courses	n	1	13	16	15	21	4	70
	%	1.4%	18.6%	22.9%	21.4%	30.0%	5.7%	100.0%
4. Demand of each course fits the prior knowledge of students	n	6	7	16	14	22	5	70
	%	8.6%	10.0%	22.9%	20.0%	31.4%	7.1%	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	6	16	19	26	3	70
	%	0.0%	8.6%	22.9%	27.1%	37.1%	4.3%	100.0%
6. ECTS are assigned according to real workload of students	n	5	12	14	10	26	3	70
	%	7.1%	17.1%	20.0%	14.3%	37.1%	4.3%	100.0%
7. Quantity of the teaching material is aligned with the course hours	n	3	6	19	19	19	4	70
	%	4.3%	8.6%	27.1%	27.1%	27.1%	5.7%	100.0%
8. Ratio between lectures, exercises and seminars is aligned with the course demand	n	2	8	16	15	24	5	70
	%	2.9%	11.4%	22.9%	21.4%	34.3%	7.1%	100.0%
9. I am satisfied with the quality of the literature and teaching materials	n	5	13	13	14	23	2	70
	%	7.1%	18.6%	18.6%	20.0%	32.9%	2.9%	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	8	17	20	23	1	3.81	1.07

As it can be seen from the Table 25 majority of students, 50 (71,4%), fully agreed that student practice is useful for them and almost half of them, 32 (45,7%), fully agreed they are satisfied with the organization of the student practice. On the other hand, every fourth student fully disagreed that the information about study schedule is on time and more than a third of students disagreed in general that information about schedule and exams and other test is on time. Also, 14 students, or every fifth student, did not have a clear opinion whether learning outcomes achievement is assessed adequately and if student's knowledge is checked continuously. Nevertheless, 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 $M=3,94$ ($SD=1,00$).

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	18	8	13	20	8	3	70
	%	25.7%	11.4%	18.6%	28.6%	11.4%	4.3%	100.0%
2. Information about exams and other test results is on time	n	12	13	10	22	12	1	70
	%	17.1%	18.6%	14.3%	31.4%	17.1%	1.4%	100.0%
3. Learning outcomes achievement is assessed adequately	n	5	9	14	23	19	0	70
	%	7.1%	12.9%	20.0%	32.9%	27.1%	0.0%	100.0%
4. Student's knowledge is checked continuously (colloquia, papers, different tasks)	n	4	9	14	21	21	1	70
	%	5.7%	12.9%	20.0%	30.0%	30.0%	1.4%	100.0%
5. I am satisfied with the organization of the student practice	n	6	8	6	15	32	3	70
	%	8.6%	11.4%	8.6%	21.4%	45.7%	4.3%	100.0%
6. Student practice is useful for students	n	0	0	0	12	50	8	70
	%	0.0%	0.0%	0.0%	17.1%	71.4%	11.4%	100.0%
7. Study program fully prepares students for the labor market	n	2	8	9	25	26	0	70
	%	2.9%	11.4%	12.9%	35.7%	37.1%	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	7	14	22	24	3	3.94	1.00

Results presented in Table 27 related to the evaluation of the learning outcomes reveal that at least half of SVEMO students rated those learning outcomes as achieved to a large extent by the delivery of the study program, while they rated as fully achieved 4 out of 9 learning outcomes. Two learning outcomes which received the lowest scores were to create a safe and stimulating

environments for development respecting the cultural, social and emotional needs of children and to independently and as a team plan, program and implement the program of preschool education. It is interesting that between 10,0% and 20,0% of students could not have evaluated offered learning competences which can be expected considering that 40% of all respondents were students of the first and the second 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	3	7	10	12	25	13	3.86	1.26
	%	4.3%	10.0%	14.3%	17.1%	35.7%	18.6%		
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	3	4	11	9	36	7	4.13	1.20
	%	4.3%	5.7%	15.7%	12.9%	51.4%	10.0%		
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	3	4	7	16	32	8	4.13	1.15
	%	4.3%	5.7%	10.0%	22.9%	45.7%	11.4%		
4. Create a safe and stimulating environment for development, learning and children's play while respecting the rights of preschool children and families	n	2	3	8	11	37	9	4.28	1.08
	%	2.9%	4.3%	11.4%	15.7%	52.9%	12.9%		
5. Create an inclusive environment respecting the cultural, social and emotional needs of children	n	2	4	8	10	37	9	3.70	1.77
	%	2.9%	5.7%	11.4%	14.3%	52.9%	12.9%		
6. Analyze and evaluate their own educational work and continuously improve their competencies through lifelong learning to ensure quality in the profession	n	3	3	9	8	38	9	4.23	1.17
	%	4.3%	4.3%	12.9%	11.4%	54.3%	12.9%		
7. Establish and develop close and confidential relationships with families and establish cooperation with the local community	n	4	4	5	15	31	11	4.10	1.23
	%	5.7%	5.7%	7.1%	21.4%	44.3%	15.7%		
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	3	2	7	13	31	14	4.20	1.13
	%	4.3%	2.9%	10.0%	18.6%	44.3%	20.0%		
9. Manage pedagogical documentation; participate in the work and development of the preschool institution using modern information technologies	n	3	5	3	13	34	12	4.21	1.20
	%	4.3%	7.1%	4.3%	18.6%	48.6%	17.1%		

Results related to the Overall evaluation of the study program reveal that 36 students (51,4%) consider the organization of the study program as 4+1 useful for the future occupation, 15 students (21,4%) do not think so, while 19 students (27,1%) do not know. Undergraduate program in Preschool education was the first choice for 70,0% of students and 82,9% of students would have enrolled into

it again, while 74,3% of students would have recommended it to others. More than half of students intend to enroll into the second cycle of the study, 39 students (55,7%), 9 students (12,9%) do not intend, while 22 students (31,4%) do not know. 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 interesting courses and a good foundation for future work. On the other hand, many students had written the lack of student practice as a disadvantage of the study, but they also frequently mentioned the lack of proper organization on the side of teachers and communication with them. There were also some comments on the need learn more about children with special needs and prepare students better for the student practice. As recommendation students mainly mentioned improvements of the previously outlined disadvantages, therefore, more student practice and improvement in organization and communication of teachers with students.

3.3.2. Teachers

In total 21 teachers from the undergraduate study of Preschool education at SVEMO participated in the survey. Ten of them were assistant professors, 6 senior assistants, 3 assistants and 2 associate professors. Two teachers were male and 19 were female. Majority of teachers, 17 (81,0%) were permanently employed and 4 worked as external associates. Almost half of teachers, 9 (42,9%) worked between 7 and 10 years at the university, 5 teachers (23,8%) worked 4-6 and equal number of them, 3 teachers, worked 11-15 years and 1-3 years, while one teacher worked 16-20 years at the university. Half of teachers, 11 (52,4%) taught 1-2 courses, 9 teachers (42,9%) taught 3-4 courses and one taught more than 5 courses.

Results regarding the structure of the study program, presented in Table 28, show that at least 13 out of 21 teachers agreed in general with offered statements. At least half of them fully agreed with 3 out of 9 statements, primarily those related to the content of the study program courses being aligned with the occupation for which it is meant to train, contents at different years of the study being linked to allow advancement of knowledge and skills and the quality of the literature. It is interesting that almost every fifth teacher neither agreed nor disagreed if the demand of each course fits the prior knowledge of students, while almost 10% could not evaluate that statement. It is also interesting that almost 15% of teachers neither agreed nor disagreed with statements related to the ECTS, ratio between lectures, exercises and seminars being aligned with the course demand 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 $M=4,43$ ($SD=0,68$).

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	3	15	1	21
	%	0.0%	0.0%	9.5%	14.3%	71.4%	4.8%	100.0%
2. Learning outcomes of each course are clearly linked to study program learning outcomes	n	0	0	1	9	10	1	21
	%	0.0%	0.0%	4.8%	42.9%	47.6%	4.8%	100.0%
3. I am satisfied with the offer of elective courses	n	1	0	3	6	9	2	21
	%	4.8%	0.0%	14.3%	28.6%	42.9%	9.5%	100.0%
4. Demand of each course fits the prior knowledge of students	n	0	2	4	5	8	2	21
	%	0.0%	9.5%	19.0%	23.8%	38.1%	9.5%	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	6	13	1	21
	%	0.0%	4.8%	0.0%	28.6%	61.9%	4.8%	100.0%
6. ECTS are assigned according to real workload of students	n	1	1	3	9	5	2	21
	%	4.8%	4.8%	14.3%	42.9%	23.8%	9.5%	100.0%
7. Quantity of the teaching material is aligned with the course hours	n	1	0	3	8	8	1	21
	%	4.8%	0.0%	14.3%	38.1%	38.1%	4.8%	100.0%
8. Ratio between lectures, exercises and seminars is aligned with the course demand	n	0	0	3	6	9	3	21
	%	0.0%	0.0%	14.3%	28.6%	42.9%	14.3%	100.0%
9. I am satisfied with the quality of the literature and teaching materials	n	0	0	2	5	12	2	21
	%	0.0%	0.0%	9.5%	23.8%	57.1%	9.5%	100.0%

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	8	11	0	4.43	0.68

Judging from the results in Table 30, at least 14 out of 21 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 71,4% 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. It is interesting that four teachers (19%) could not evaluate if the information about exams and other test results is on time and that 3 teachers (14,3%) neither agreed not disagreed if the study program fully prepares students for the labor market. Nevertheless, the overall delivery of the study program mean score $M=4,32$ ($SD=0,89$) indicates teachers were pretty satisfied with the delivery of the study program.

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	6	14	0	21
	%	0.0%	0.0%	4.8%	28.6%	66.7%	0.0%	100.0%
2. Information about exams and other test results is on time	n	0	0	0	3	14	4	21
	%	0.0%	0.0%	0.0%	14.3%	66.7%	19.0%	100.0%
3. Learning outcomes achievement is assessed adequately	n	1	0	2	7	9	2	21
	%	4.8%	0.0%	9.5%	33.3%	42.9%	9.5%	100.0%
4. Student's knowledge is checked continuously (colloquia, papers, different tasks)	n	0	0	2	1	17	1	21
	%	0.0%	0.0%	9.5%	4.8%	81.0%	4.8%	100.0%
5. I am satisfied with the organization of the student practice	n	0	1	0	4	15	1	21
	%	0.0%	4.8%	0.0%	19.0%	71.4%	4.8%	100.0%
6. Student practice is useful for students	n	0	0	0	0	21	0	21
	%	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	3	7	9	1	21
	%	4.8%	0.0%	14.3%	33.3%	42.9%	4.8%	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	6	10	2	4.32	0.89

Majority of teachers offered some suggestions and recommendations for improvement of the study program. Majority 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 about the need to continuously monitor and improve study program, follow the occupational standards and support professional advancement of teachers.

3.4. University of Tuzla (UNTZ)

3.4.1. Students

In total 32 undergraduate students of Preschool education at University of Tuzla participated in the survey. Almost all students studied full time, while only 2 students studied part-time, 19 out of 32 students studied full time without payments and 11 full time with payments. 29 students were female and 3 were male. 13 students (40,0%) were students of the third year, 9 students (28,1%) of the fourth year of the study, 6 students (18,8%) were on the second year and 4 on the first year 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	7	13	9	0	32
	%	0.0%	9.4%	21.9%	40.6%	28.1%	0.0%	100.0%
2. Learning outcomes of each course are clearly linked to study program learning outcomes	n	0	4	6	12	10	0	32
	%	0.0%	12.5%	18.8%	37.5%	31.3%	0.0%	100.0%
3. I am satisfied with the offer of elective courses	n	3	2	5	10	12	0	32
	%	9.4%	6.3%	15.6%	31.3%	37.5%	0.0%	100.0%
4. Demand of each course fits the prior knowledge of students	n	0	1	11	9	10	1	32
	%	0.0%	3.1%	34.4%	28.1%	31.3%	3.1%	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	11	18	1	32
	%	0.0%	6.3%	6.3%	34.4%	50.0%	3.1%	100.0%
6. ECTS are assigned according to real workload of students	n	1	1	6	11	12	1	32
	%	3.1%	3.1%	18.8%	34.4%	37.5%	3.1%	100.0%
7. Quantity of the teaching material is aligned with the course hours	n	0	4	9	11	8	0	32
	%	0.0%	12.5%	28.1%	34.4%	25.0%	0.0%	100.0%
8. Ratio between lectures, exercises and seminars is aligned with the course demand	n	0	1	5	13	13	0	32
	%	0.0%	3.1%	15.6%	40.6%	40.6%	0.0%	100.0%
9. I am satisfied with the quality of the literature and teaching materials	n	2	2	2	15	11	0	32
	%	6.3%	6.3%	6.3%	46.9%	34.4%	0.0%	100.0%

As it can be seen from results in Table 32, at least 19 out of 32 students agreed in general with statements describing the structure of the program and they seemed to agree to the largest extent that 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. The statement the most students disagreed with in general, 5 out of 32 students, was that they are satisfied with the offer of elective courses. Nevertheless, it is interesting that much more students did not have a clear opinion on certain statements. More than a third of students, 11 out of 32, neither agreed nor disagreed whether demand of each course fits the prior knowledge of student. Almost one third of them, 9 out of 32 (28,1%) also nether agreed not disagreed if the ration between lectures, exercises is and seminars is aligned with the course demand, while 7 out of 32 students could not clearly

answer if contents of the study program courses are aligned with the occupation for which it is meant to. Judging from results in Table 33 and the mean score of $M=4,06$ ($SD=0,88$) 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	5	14	11	0	4.06	0.88

UNTZ students seemed pretty satisfied with the delivery of the study program as the mean score given to the overall delivery of the study program was $M= 4,34$ ($SD=0,83$) as results in Table 35 show. According to the results in Table 34, overwhelming majority of students fully agreed that student practice is useful for students and that student's knowledge is checked continuously. More than half of them agreed in general with all offered statements. Nevertheless, every fourth student fully disagreed they are satisfied with the organization of the student practice, while 4 out of 32 students fully disagreed that information about study schedule is on time. More than one third of students or 11 out of 32 students, did not have a clear opinion on whether the learning outcomes achievement was assessed adequately, while 9 out of 32 students (28,1%) neither agreed not disagreed 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	4	2	2	12	12	0	32
	%	12.5%	6.3%	6.3%	37.5%	37.5%	0.0%	100.0%
2. Information about exams and other test results is on time	n	0	5	6	8	13	0	32
	%	0.0%	15.6%	18.8%	25.0%	40.6%	0.0%	100.0%
3. Learning outcomes achievement is assessed adequately	n	0	1	11	7	13	0	32
	%	0.0%	3.1%	34.4%	21.9%	40.6%	0.0%	100.0%
4. Student's knowledge is checked continuously (colloquia, papers, different tasks)	n	0	1	1	6	24	0	32
	%	0.0%	3.1%	3.1%	18.8%	75.0%	0.0%	100.0%
5. I am satisfied with the organization of the student practice	n	8	1	5	9	8	1	32
	%	25.0%	3.1%	15.6%	28.1%	25.0%	3.1%	100.0%
6. Student practice is useful for students	n	1	0	3	3	25	0	32
	%	3.1%	0.0%	9.4%	9.4%	78.1%	0.0%	100.0%
7. Study program fully prepares students for the labor market	n	0	2	9	13	8	0	32
	%	0.0%	6.3%	28.1%	40.6%	25.0%	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	7	7	18	0	4.34	0.83

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.

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	8	4	18	2	4.33	0.88
	%	0.0%	0.0%	25.0%	12.5%	56.3%	6.3%		
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	0	0	4	3	23	2	4.63	0.72
	%	0.0%	0.0%	12.5%	9.4%	71.9%	6.3%		
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	4	23	1	4.61	0.72
	%	0.0%	0.0%	12.5%	12.5%	71.9%	3.1%		
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	5	24	1	4.71	0.59
	%	0.0%	0.0%	6.3%	15.6%	75.0%	3.1%		
5. Create an inclusive environment respecting the cultural, social and emotional needs of children	n	0	0	4	1	25	2	4.41	1.34
	%	0.0%	0.0%	12.5%	3.1%	78.1%	6.3%		
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	4	24	2	4.73	0.58
	%	0.0%	0.0%	6.3%	12.5%	75.0%	6.3%		
7. Establish and develop close and confidential relationships with families and establish cooperation with the local community	n	0	0	2	5	24	1	4.71	0.59
	%	0.0%	0.0%	6.3%	15.6%	75.0%	3.1%		
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	3	19	4	4.46	0.84
	%	0.0%	0.0%	18.8%	9.4%	59.4%	12.5%		
9. Manage pedagogical documentation; participate in the work and development of the preschool institution using modern information technologies	n	0	0	4	5	22	1	4.58	0.72
	%	0.0%	0.0%	12.5%	15.6%	68.8%	3.1%		

One fourth of students judged that they moderately achieve to independently and as a team plan, program and implement program of preschool education, while almost 20% of them judge to the same level the knowledge of legal acts regulating the field of education.

In the section about the Overall program evaluation, 23 students (71,9%) considered the present organization study in two cycles, according to the 4+1 principle, useful for the future occupation, 3 students (9,4%) did not, while 6 of them (18,8%) didn't know. Preschool education was the first choice for 28 students (87,5%), 27 students (84,4%) would have enrolled into it again and 26 students (81,3%) would have recommended it to others, which clearly confirms previously presented satisfaction with other elements of the study program. What is interesting is that 19 students (59,4%) do not know whether they will enroll into the second cycle, while 7 of them (21,9%) would have enrolled and 6 (18,8%) would not. As advantages of the study program students mostly wrote that it gives them a theoretical and wide knowledge and a good foundation for the future work. As disadvantage, majority of them mentioned the lack of practice, but few comments were related to the need to have more elective subjects. and better interaction with students. As it could be expected, majority of recommendation consequently 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 18 teachers from the UNTZ Preschool education undergraduate study program participated in the survey. Equal number of them, 4 (22,2%), were associate professors and assistant professors, 3 (16,7%) were senior assistant and 7 (38,9%) were assistants. Majority of teachers were female, 14 /77,8%) and 4 (22,2%) were male. More than half of teachers, 10 (55,6%) worked as external associates and 8 (44,4%) were permanently employed. Eight teachers had 1-3 years of working experience, 4 teachers had 11-15 year, 3 teachers between 4 and 6, 2 from 7 to 10 years, while one teacher worked more than 25 years at the university. Majority of teachers, 13 (72,2%) taught 1-2 courses, 4 taught 3-4 courses and one taught more than 5 courses.

Overwhelming majority of teachers agreed in general with all statements regarding the structure of the study as results show in Table 37. 13 out of 18 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 offered statements. The biggest number of teachers, 3, 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 $M=4,38$ ($SD=1,03$) 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	5	13	0	18
	%	0.0%	0.0%	0.0%	27.8%	72.2%	0.0%	100.0%
2. Learning outcomes of each course are clearly linked to study program learning outcomes	n	1	0	0	12	5	0	18
	%	5.6%	0.0%	0.0%	66.7%	27.8%	0.0%	100.0%
3. I am satisfied with the offer of elective courses	n	1	0	0	7	10	0	18
	%	5.6%	0.0%	0.0%	38.9%	55.6%	0.0%	100.0%
4. Demand of each course fits the prior knowledge of students	n	1	0	2	4	10	1	18
	%	5.6%	0.0%	11.1%	22.2%	55.6%	5.6%	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	9	8	0	18
	%	5.6%	0.0%	0.0%	50.0%	44.4%	0.0%	100.0%
6. ECTS are assigned according to real workload of students	n	1	0	0	8	9	0	18
	%	5.6%	0.0%	0.0%	44.4%	50.0%	0.0%	100.0%
7. Quantity of the teaching material is aligned with the course hours	n	1	0	3	3	11	0	18
	%	5.6%	0.0%	16.7%	16.7%	61.1%	0.0%	100.0%
8. Ratio between lectures, exercises and seminars is aligned with the course demand	n	1	0	0	11	6	0	18
	%	5.6%	0.0%	0.0%	61.1%	33.3%	0.0%	100.0%
9. I am satisfied with the quality of the literature and teaching materials	n	1	0	0	12	2	3	18
	%	5.6%	0.0%	0.0%	66.7%	11.1%	16.7%	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	6	9	2	4.38	1.03

Similar results are presented in Table 39 regarding the evaluation of the delivery of the study program. At least 15 out of 18 teachers agreed in general 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 teachers not only agreed to a large extent that students practice is useful, but they were also quite satisfied with its organization. Two teachers could neither agree nor disagree with four statements. Finally, it can be concluded that teachers were quite satisfied with the delivery of the study program since the mean score was $M=4,22$ ($SD=0,94$) 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	2	0	15	0	18
	%	5.6%	0.0%	11.1%	0.0%	83.3%	0.0%	100.0%
2. Information about exams and other test results is on time	n	1	0	2	0	15	0	18
	%	5.6%	0.0%	11.1%	0.0%	83.3%	0.0%	100.0%
3. Learning outcomes achievement is assessed adequately	n	1	0	2	9	6	0	18
	%	5.6%	0.0%	11.1%	50.0%	33.3%	0.0%	100.0%
4. Student's knowledge is checked continuously (colloquia, papers, different tasks)	n	1	0	0	2	15	0	18
	%	5.6%	0.0%	0.0%	11.1%	83.3%	0.0%	100.0%
5. I am satisfied with the organization of the student practice	n	1	0	2	9	6	0	18
	%	5.6%	0.0%	11.1%	50.0%	33.3%	0.0%	100.0%
6. Student practice is useful for students	n	1	0	0	6	11	0	18
	%	5.6%	0.0%	0.0%	33.3%	61.1%	0.0%	100.0%
7. Study program fully prepares students for the labor market	n	1	0	0	8	9	0	18
	%	5.6%	0.0%	0.0%	44.4%	50.0%	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	10	7	0	4.22	0.94

Regarding the suggestions and recommendation for the improvement of the study program it can be summarized that majority of teachers in fact opted for more practical work for students and suggested that didactic and methodic equipment should be available for better education. Also, several teachers mentioned that more elective courses should be introduced to facilitate learning about modern trends in preschool education and that competences of teachers should continuously be improved.

3.5. Independent University of Banja Luka (NUBL)

3.5.1. Students

In total 32 students of the Independent University of Banja Luka (NUBL) participated in the survey. Only one student studied part-time while other 31 studied full time with payment. Majority of students were female, 26 (81,3%), while 6 (18,8%) were male. Majority of students was on the fourth year of the study, 12 (37,5%) and the third year of the study, 10 (31,3%), while 6 students (18,8%) were on the second year and 4 students (12,5%) on the first year of the study.

According to the results in Table 41 more than half of NUBL students fully agreed with 5 out of 9 offered statements while majority of them agreed in general with all statements. 29 out of 32 students agreed in general that contents at different years of the study are linked in a way that allow advancement of knowledge and skills. The statement the most students, 5 students, disagreed with in general was that the ration between lectures, exercises and seminars is aligned with the course demand. Students were in fact the most undecided whether they were satisfied with the quality of literature and teaching material and if the demand of each course fits the prior knowledge of students as well as if the quantity pf the teaching material is aligned with the course hours. Finally, it can be concluded that NUBL students were quite satisfied with the structure of the study program since the mean score was $M=4,22$ ($SD=0,94$) 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	12	15	0	32
	%	0.0%	9.4%	6.3%	37.5%	46.9%	0.0%	100.0%
2. Learning outcomes of each course are clearly linked to study program learning outcomes	n	0	3	4	7	18	0	32
	%	0.0%	9.4%	12.5%	21.9%	56.3%	0.0%	100.0%
3. I am satisfied with the offer of elective courses	n	2	2	2	3	22	1	32
	%	6.3%	6.3%	6.3%	9.4%	68.8%	3.1%	100.0%
4. Demand of each course fits the prior knowledge of students	n	1	1	6	9	15	0	32
	%	3.1%	3.1%	18.8%	28.1%	46.9%	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	14	15	0	32
	%	0.0%	3.1%	6.3%	43.8%	46.9%	0.0%	100.0%
6. ECTS are assigned according to real workload of students	n	0	2	2	11	16	1	32
	%	0.0%	6.3%	6.3%	34.4%	50.0%	3.1%	100.0%
7. Quantity of the teaching material is aligned with the course hours	n	1	1	6	6	18	0	32
	%	3.1%	3.1%	18.8%	18.8%	56.3%	0.0%	100.0%
8. Ratio between lectures, exercises and seminars is aligned with the course demand	n	1	4	1	5	21	0	32
	%	3.1%	12.5%	3.1%	15.6%	65.6%	0.0%	100.0%
9. I am satisfied with the quality of the literature and teaching materials	n	1	1	8	11	11	0	32
	%	3.1%	3.1%	25.0%	34.4%	34.4%	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	9	16	0	4.22	0.94

Similar results are shown in Table 43 regarding the delivery of the study program. At least 23 out of 32 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, 5 students, were the most undecided about whether the information about study schedule is given on time. As result 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 $M=4,31$ ($SD=0,93$).

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	5	2	24	0	32
	%	3.1%	0.0%	15.6%	6.3%	75.0%	0.0%	100.0%
2. Information about exams and other test results is on time	n	1	3	2	5	21	0	32
	%	3.1%	9.4%	6.3%	15.6%	65.6%	0.0%	100.0%
3. Learning outcomes achievement is assessed adequately	n	0	3	2	11	16	0	32
	%	0.0%	9.4%	6.3%	34.4%	50.0%	0.0%	100.0%
4. Student's knowledge is checked continuously (colloquia, papers, different tasks)	n	1	0	4	6	21	0	32
	%	3.1%	0.0%	12.5%	18.8%	65.6%	0.0%	100.0%
5. I am satisfied with the organization of the student practice	n	1	3	0	14	13	1	32
	%	3.1%	9.4%	0.0%	43.8%	40.6%	3.1%	100.0%
6. Student practice is useful for students	n	0	2	1	6	23	0	32
	%	0.0%	6.3%	3.1%	18.8%	71.9%	0.0%	100.0%
7. Study program fully prepares students for the labor market	n	2	3	4	10	13	0	32
	%	6.3%	9.4%	12.5%	31.3%	40.6%	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	8	18	0	4.31	0.93

Results presented in Table 45 and related to the achievement of the learning outcomes, show that more than half of students judged 7 out of 9 offered learning outcomes as fully achieved with the delivery of the study program, while the overwhelming majority of students judged they are achieved to a large extent. Learning outcomes which scored slightly lower were to manage pedagogical documentation; participate in the work and development of the preschool institution using modern

information technologies and to analyze and evaluate their own educational work and continuously improve their competencies through lifelong learning to ensure quality in the profession.

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	12	17	0	4.38	0.87
	%	3.1%	0.0%	6.3%	37.5%	53.1%	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	2	2	10	17	0	4.25	1.05
	%	3.1%	6.3%	6.3%	31.3%	53.1%	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	5	5	21	0	4.41	0.98
	%	3.1%	0.0%	15.6%	15.6%	65.6%	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	1	4	8	18	0	4.28	1.02
	%	3.1%	3.1%	12.5%	25.0%	56.3%	0.0%		
5. Create an inclusive environment respecting the cultural, social and emotional needs of children	n	1	1	2	9	19	0	4.38	0.98
	%	3.1%	3.1%	6.3%	28.1%	59.4%	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	4	14	13	0	4.19	0.90
	%	3.1%	0.0%	12.5%	43.8%	40.6%	0.0%		
7. Establish and develop close and confidential relationships with families and establish cooperation with the local community	n	1	2	0	9	20	0	4.41	1.01
	%	3.1%	6.3%	0.0%	28.1%	62.5%	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	n	1	0	1	11	19	0	4.47	0.84
	%	3.1%	0.0%	3.1%	34.4%	59.4%	0.0%		
9. Manage pedagogical documentation; participate in the work and development of the preschool institution using modern information technologies	n	1	0	6	10	15	0	4.19	0.97
	%	3.1%	0.0%	18.8%	31.3%	46.9%	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. 13 out of 32 students (40,6%) did not know whether the organization of the study according to the 4+1 principle is useful for their occupation, while 14 students (43,8%) thought it was useful, while 5 students (15,6%) didn't consider it useful. For the biggest number of students, 12 (37,5%) the study program of Preschool education was not their first choice, while it was the first choice for 9 students (28,1%) and 11 students (34,4) did not know. More than half of students, 18 (56,3%) would enroll into the same study program if they were to choose again, while 13 students (40,6%) did not know. Exactly half of students, 16 (50,0%), did not know if they would recommend the study to others, but 13 students (40,6%) would have done it based on their experience. Finally, it is interesting that more than half of students did not know whether they

intend to enroll into the second cycle, 18 students (56,3%), while the equal number of students, 7 (21,9%), planned to enroll and did not plan to do so. Students were the most inclined to write about the advantages of the study program than disadvantages and give recommendations. They predominantly mentioned that it gives them the opportunity to find employment, that it has a modern approach to the study, and that teachers have a good relationship with students. On the other hand, disadvantages were written by a third of students and they mostly mentioned that interaction with teachers should be improved and that more practice is needed. Consequently, in recommendations students wrote they need more practice hours and that the relation between students and teachers should be improved.

3.5.2. Teachers

In total 13 teachers involved in the undergraduate program of Preschool education at the Independent University of Banja Luka participated in the survey. Equal share of teachers, 4 (30,8%), were assistant professors and senior assistants, 3 (23,1%) were associate professors and 2 (15,4%) full-time professors. Equal number of teachers, 7 (53,8%), were male and permanently employed, while 6 teachers were female (46,2%) and worked as external associates. Five teachers (38,5%) had 4-6 years of working experience, 3 teachers (23,1%) 1-3 years, while equal number of teachers, 2 (15,4%), had 11-15 and 16-20 years of the working experience at the university and only one worked more than 25 years. Six teachers taught 1-2 courses, four taught 3-4 courses and three taught more than five courses at the undergraduate program of Preschool education at NUBL.

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, or almost 70%, fully agreed with 4 out of nine statements regarding the structure of the program. The biggest number of teachers, 3 (23,1%), neither agreed nor disagreed if the "demand of each course fits the prior knowledge of students", while 2 teachers (15,4%) did not have a clear opinion whether the quantity of the teaching material is aligned with the course hours and if the ratio between lectures, exercises and seminars is aligned with the course demand. Nevertheless, NUBL teachers were very satisfied with the structure of the study program since the mean score was very high $M=4,54$ ($SD=0,52$) as presented in Table 47.

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	4	9	0	13
	%	0.0%	0.0%	0.0%	30.8%	69.2%	0.0%	100.0%
2. Learning outcomes of each course are clearly linked to study program learning outcomes	n	0	0	1	6	6	0	13
	%	0.0%	0.0%	7.7%	46.2%	46.2%	0.0%	100.0%
3. I am satisfied with the offer of elective courses	n	0	0	0	4	9	0	13
	%	0.0%	0.0%	0.0%	30.8%	69.2%	0.0%	100.0%
4. Demand of each course fits the prior knowledge of students	n	0	0	3	2	8	0	13
	%	0.0%	0.0%	23.1%	15.4%	61.5%	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	9	4	0	13
	%	0.0%	0.0%	0.0%	69.2%	30.8%	0.0%	100.0%
6. ECTS are assigned according to real workload of students	n	0	0	0	4	9	0	13
	%	0.0%	0.0%	0.0%	30.8%	69.2%	0.0%	100.0%
7. Quantity of the teaching material is aligned with the course hours	n	0	0	2	2	9	0	13
	%	0.0%	0.0%	15.4%	15.4%	69.2%	0.0%	100.0%
8. Ratio between lectures, exercises and seminars is aligned with the course demand	n	0	0	2	4	7	0	13
	%	0.0%	0.0%	15.4%	30.8%	53.8%	0.0%	100.0%
9. I am satisfied with the quality of the literature and teaching materials	n	0	0	0	7	6	0	13
	%	0.0%	0.0%	0.0%	53.8%	46.2%	0.0%	100.0%

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	7	0	4.54	0.52

Results in Table 48 shows that NUBL teachers seemed to be even more satisfied with the delivery of the study. At least 10 out of 13 teachers agreed in general with all statements and majority of teachers fully agreed with 5 out of 7 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, less than half of teachers were fully satisfied with the organization of the student practice although 12 out of 13 fully agreed that it is useful for students. Finally, 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 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	12	0	13
	%	0.0%	0.0%	0.0%	7.7%	92.3%	0.0%	100.0%
2. Information about exams and other test results is on time	n	0	0	0	0	13	0	13
	%	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	9	0	13
	%	0.0%	0.0%	0.0%	30.8%	69.2%	0.0%	100.0%
4. Student's knowledge is checked continuously (colloquia, papers, different tasks)	n	0	0	0	4	9	0	13
	%	0.0%	0.0%	0.0%	30.8%	69.2%	0.0%	100.0%
5. I am satisfied with the organization of the student practice	n	0	0	3	4	6	0	13
	%	0.0%	0.0%	23.1%	30.8%	46.2%	0.0%	100.0%
6. Student practice is useful for students	n	0	0	0	1	12	0	13
	%	0.0%	0.0%	0.0%	7.7%	92.3%	0.0%	100.0%
7. Study program fully prepares students for the labor market	n	0	0	2	6	5	0	13
	%	0.0%	0.0%	15.4%	46.2%	38.5%	0.0%	100.0%

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	8	0		

When asked about suggestions and recommendations for improvement of the study program, two teachers gave none, two had written he/she have none and one had written 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 be modernized.

3.6. Herzegovina University (SVEHERZ)

3.6.1. Students

In total 11 students of the undergraduate study of Preschool education participated in the survey. All of them were female and 10 of them studied part-time and only one students studied full-time. Equal number of students, 3 (27,3%) were on the second, third and the fourth year of the study, while 3 students (18,2%) were on the first year of the study.

According to the results in Table 50, 3 out of 11 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, 6 out of 11 students fully agreed that contents of the study program courses are aligned with the occupation for which it is meant to train, that they are satisfied with elective courses and that the demand of each course fits the prior knowledge of students. At least 6 out of 11 students agreed in general with 7 out of 9 offered statements regarding the structure of the study program.

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	6	0	11
	%	27.3%	9.1%	0.0%	9.1%	54.5%	0.0%	100.0%
2. Learning outcomes of each course are clearly linked to study program learning outcomes	n	1	0	1	2	5	2	11
	%	9.1%	0.0%	9.1%	18.2%	45.5%	18.2%	100.0%
3. I am satisfied with the offer of elective courses	n	1	2	0	2	6	0	11
	%	9.1%	18.2%	0.0%	18.2%	54.5%	0.0%	100.0%
4. Demand of each course fits the prior knowledge of students	n	1	0	0	4	6	0	11
	%	9.1%	0.0%	0.0%	36.4%	54.5%	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	3	1	4	2	11
	%	9.1%	0.0%	27.3%	9.1%	36.4%	18.2%	100.0%
6. ECTS are assigned according to real workload of students	n	1	0	4	1	4	1	11
	%	9.1%	0.0%	36.4%	9.1%	36.4%	9.1%	100.0%
7. Quantity of the teaching material is aligned with the course hours	n	3	0	1	4	2	1	11
	%	27.3%	0.0%	9.1%	36.4%	18.2%	9.1%	100.0%
8. Ratio between lectures, exercises and seminars is aligned with the course demand	n	3	0	1	6	1	0	11
	%	27.3%	0.0%	9.1%	54.5%	9.1%	0.0%	100.0%
9. I am satisfied with the quality of the literature and teaching materials	n	1	0	0	6	4	0	11
	%	9.1%	0.0%	0.0%	54.5%	36.4%	0.0%	100.0%

It is interesting that 4 out of 11 students (36,4%) neither agreed nor disagreed if ECTS are assigned according to the real workload of students, while 3 students (27,3%) did not have a clear opinion on

whether contents at different years of the study are linked in a way that they allow advancement of knowledge and skills. Nevertheless, when asked to give the overall grade to the structure of the study program, 9 out of 11 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 $M=4,55$ ($SD=1,21$) 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			
	1	0	0	1	9	0	4.55	1.21

When asked to rate their agreement with statements related to the delivery of the study program, results presented in Table 52 show that at least 7 out of 11 SVEHERZ students fully agreed with 5 out of 7 offered statements. 10 out of 11 students agreed in general that student practice is useful for students and that student's knowledge is checked continuously. on the other hand, 3 out of 11 students fully disagreed that information about exams and other test results is on time, that learning outcomes achievement is assessed adequately and that study program fully prepares them for the labor market. Two students neither agreed nor disagreed if the information about study schedule is on time, while the same number of students could not evaluate if they are satisfied with the organization of the student practice and if the study program prepares the fully for the labor market, since they were students of the first year of the study. Finally, it seems that SVEHERZ students were less satisfied with the delivery of the study program than its structures, since the mean score for the overall delivery of the study program was $M=3,91$ ($SD=1,87$).

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	7	0	11
	%	9.1%	9.1%	18.2%	0.0%	63.6%	0.0%	100.0%
2. Information about exams and other test results is on time	n	3	0	0	0	8	0	11
	%	27.3%	0.0%	0.0%	0.0%	72.7%	0.0%	100.0%
3. Learning outcomes achievement is assessed adequately	n	3	0	0	0	8	0	11
	%	27.3%	0.0%	0.0%	0.0%	72.7%	0.0%	100.0%
4. Student's knowledge is checked continuously (colloquia, papers, different tasks)	n	1	0	0	3	7	0	11
	%	9.1%	0.0%	0.0%	27.3%	63.6%	0.0%	100.0%
5. I am satisfied with the organization of the student practice	n	1	0	1	4	3	2	11
	%	9.1%	0.0%	9.1%	36.4%	27.3%	18.2%	100.0%
6. Student practice is useful for students	n	1	0	0	2	8	0	11
	%	9.1%	0.0%	0.0%	18.2%	72.7%	0.0%	100.0%
7. Study program fully prepares students for the labor market	n	3	0	0	1	5	2	11
	%	27.3%	0.0%	0.0%	9.1%	45.5%	18.2%	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	8	0	3.91	1.87

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 8 out of 11 students thought they fully achieve to analyze and evaluate their own educational work and continuously improve their competencies through lifelong learning to ensure quality in the profession and manage pedagogical documentation and participate in the work and development of the preschool institution using modern information technologies.

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	2	2	6	1	4.09	1.30
	%	9.1%	0.0%	18.2%	18.2%	54.5%	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	1	3	4	2	4.00	1.32
	%	9.1%	0.0%	9.1%	27.3%	36.4%	18.2%		
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	1	1	0	6	1	3.45	1.86
	%	27.3%	9.1%	9.1%	0.0%	54.5%	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	1	2	4	1	3.40	1.78
	%	27.3%	0.0%	9.1%	18.2%	36.4%	9.1%		
5. Create an inclusive environment respecting the cultural, social and emotional needs of children	n	1	0	3	1	6	0	4.00	1.34
	%	9.1%	0.0%	27.3%	9.1%	54.5%	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	2	0	8	0	4.27	1.35
	%	9.1%	0.0%	18.2%	0.0%	72.7%	0.0%		
7. Establish and develop close and confidential relationships with families and establish cooperation with the local community	n	1	0	3	0	6	1	4.00	1.41
	%	9.1%	0.0%	27.3%	0.0%	54.5%	9.1%		
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	4	0	1	5	0	3.45	1.63
	%	9.1%	36.4%	0.0%	9.1%	45.5%	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	8	1	4.50	1.27
	%	9.1%	0.0%	0.0%	9.1%	72.7%	9.1%		

In addition to that more than half of the students judged 6 out of 9 learning outcomes as fully achieved. Almost a third of students, 3 (27,3%), judged two learning outcomes as not at all achieved and those

were: 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. 4 out of 11 students (36,4%), thought they mostly do not achieve to 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, while one students thought this learning outcome was not achieved at all.

In the final section related to the Overall program evaluation, 6 students (54,5%) thought that organization of the study program according to the 4+1 principle is useful, while 5 (45,5%) did not think so. For 8 students (72,7%) the study program was the first choice, but it was not for 3 students (27,3%). Half of students, 6 (54,5%), would have enrolled into the same study, if they could choose again, 2 students (18,2%) would not and 3 students (27,3%) did not know. Five students (45,5%) would recommend the study program to others, 2 (18,2%) would not and 4 students (36,4%) did not know. When asked if they intend to enroll into the second cycle, 2 students answered they intend to do so, 4 do not and 5 did not know. Students were the most motivated to write about advantages of the study, since 9 out of 11 had written some comments. They mostly mentioned the good communication and cooperation with professors and student service. One student had written it is an “excellent study, especially for those who work”. Only five students had written a comment on disadvantages. Three of them complained about the tuition fee, one asked for more practice and one mentioned that the study should be shorter. As recommendations, three students suggested that more student practice should be organized, and two suggested the reduction of the tuition fee, while one had written that it the study should continue as it is.

3.6.2. Teachers

In total 10 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, two assistant sand one was full-time professor. Four teachers were permanently employed and six were external associates. Five had 4-6 years of the working experience at the university, three 1-3 years and two teachers 7-10 years of working experience. Seven teachers taught 1-2 courses on the study program, while three taught 3-4 courses.

Results in Table 55 show that at least 7 out of 10 SVEHERZ teachers agreed in general with all statements and at least half of teachers fully agreed with seven out of nine statements. Teachers 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 3 out of 10 teachers answered they neither agree nor

disagree with this statement, while two teachers had the same opinion 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	6	4	0	10
	%	0.0%	0.0%	0.0%	60.0%	40.0%	0.0%	100.0%
2. Learning outcomes of each course are clearly linked to study program learning outcomes	n	0	0	2	2	6	0	10
	%	0.0%	0.0%	20.0%	20.0%	60.0%	0.0%	100.0%
3. I am satisfied with the offer of elective courses	n	0	0	1	3	6	0	10
	%	0.0%	0.0%	10.0%	30.0%	60.0%	0.0%	100.0%
4. Demand of each course fits the prior knowledge of students	n	0	0	3	4	3	0	10
	%	0.0%	0.0%	30.0%	40.0%	30.0%	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	8	0	10
	%	0.0%	0.0%	0.0%	20.0%	80.0%	0.0%	100.0%
6. ECTS are assigned according to real workload of students	n	0	0	0	3	7	0	10
	%	0.0%	0.0%	0.0%	30.0%	70.0%	0.0%	100.0%
7. Quantity of the teaching material is aligned with the course hours	n	0	0	0	5	5	0	10
	%	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	8	0	10
	%	0.0%	0.0%	0.0%	20.0%	80.0%	0.0%	100.0%
9. I am satisfied with the quality of the literature and teaching materials	n	0	0	0	4	6	0	10
	%	0.0%	0.0%	0.0%	40.0%	60.0%	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	5	5	0	4.50	0.53

When asked to evaluate seven statements related to the delivery of the study program, all SVRHERZ teachers agreed in general with all statements, while 6 out of 10 SVEHERZ teachers fully agreed with four of them. All teachers agreed to the largest extent that student practice is useful for students and that information about exams and other test results is on time. Two teachers mostly disagreed that learning outcomes achievement is assessed adequately. It is interesting that teachers were undecided about four of seven offered statements. Four teachers neither agreed nor disagreed if they are satisfied with the organization of the students practice, while the same answer was given by three teachers on whether the study program fully prepares students for the labor market. Also, two teachers did not have a clear opinion on whether 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 $M= 4.40$ ($SD=0,52$) 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	7	0	10
	%	0.0%	0.0%	20.0%	10.0%	70.0%	0.0%	100.0%
2. Information about exams and other test results is on time	n	0	0	0	3	7	0	10
	%	0.0%	0.0%	0.0%	30.0%	70.0%	0.0%	100.0%
3. Learning outcomes achievement is assessed adequately	n	0	2	0	1	6	1	10
	%	0.0%	20.0%	0.0%	10.0%	60.0%	10.0%	100.0%
4. Student's knowledge is checked continuously (colloquia, papers, different tasks)	n	0	0	2	4	4	0	10
	%	0.0%	0.0%	20.0%	40.0%	40.0%	0.0%	100.0%
5. I am satisfied with the organization of the student practice	n	0	0	4	3	3	0	10
	%	0.0%	0.0%	40.0%	30.0%	30.0%	0.0%	100.0%
6. Student practice is useful for students	n	0	0	0	1	9	0	10
	%	0.0%	0.0%	0.0%	10.0%	90.0%	0.0%	100.0%
7. Study program fully prepares students for the labor market	n	0	0	3	3	4	0	10
	%	0.0%	0.0%	30.0%	30.0%	40.0%	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	6	4	0	4.40	0.52

Eight SVEHERZ teachers had written some suggestion and recommendation for the improvement of the study program. Seven of them opted for more student practice. One teacher suggested that “methodology hours should also be increased”, while other had written that “teaching in methodology and scientific work should be improved” too. In addition to the need for more practice, two teachers also mentioned the need for more professional education and continuous monitoring and improvement of the study program.