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PROVJERA METRIJSKIH KARAKTERISTIKA ŠVICARSKE SKALE PROCJENE KOMPETENCIJA KAO POKAZATELJA SPREMNOSTI ZA ŠKOLU PREDŠKOLSKE DJECE

Sažetak

Kompetencija je »sposobnost na djelu«, sposobnost koja se prepoznaje u određenoj aktivnosti, dok formiranje kompetentnog pojedinca započinje već u predškolskoj dobi. Glavni cilj istraživanja bio je utvrditi metrijske karakteristike Skale procjene kompetencija (SPK), nastale na temelju praktičnih iskustava u švicarskom kantonu Glarus, koja opisuje pripremljenost djece za polazak u školu. Ispitan je uzorak od djece polaznika četiri dječja vrtića u Zagrebu, Splitu i Ivanić Gradu, prosječne dobi $6,26 \pm 0,42$ godine, od toga 112 djevojčica i 146 dječaka. Karakteristike ponašanja djece primjenom SPK procjenjivalo je 60 odgojiteljica djece iz 30 odgojnih skupina svih dječjih vrtića. Postoji pozitivna, iako niska do srednje visoka povezanost između procijenjene razine dječjih kompetencija. Sve čestice svih supskala SPK zadovoljavajuće saturiraju pripadne glavne komponente. Međutim, SPK pokazuje nešto lošiju osjetljivost. Preliminarna provjera SPK pokazala je da njena primjena na uzorku predškolaca u Hrvatskoj daje valjane i pouzdane rezultate te kao takva može pomoći procjeni spremnosti pojedinog djeteta za školu. Skala je osjetljivija u području nižih razina kompetencija, što omogućuje identifikaciju djece sa slabije razvijenim kompetencijama, ali ne i u procjeni najkompetentnije djece.

Ključne riječi: odgovornost, predškolska djeca, socijalne i obrazovne kompetencije

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EXAMINATION OF THE METRIC CHARACTERISTICS OF A SWITZERLAND COMPETENCE ASSESSMENT SCALE AS AN INDICATOR OF SCHOOL READINESS OF PRESCHOOL CHILDREN

Abstract

Competence is “ability at work”, ability that is recognized in a certain activity, while the formation of a competent individual begins as early as preschool. The main objective of this research was to determine the psychometric properties of the Competence Assessment Scale, based on practical experience in the Swiss canton of Glarus, and to describe readiness of children to attend school. The sample of children that involved four kindergartens in Zagreb, Split and Ivanić Grad was examined, with a mean age of 6.26 ± 0.42 years, of which there was 112 girls and 146 boys. Behavioral characteristics of children using the Competence Assessment Scale have been evaluated by 60 children educators from 30 school groups of all kindergartens. There was a positive, although low to medium-high correlation between the estimated level of children's competencies. All items of all SPK subscales were satisfactorily saturated corresponding to principal components. However, SPK shows somewhat lower discriminability. Preliminary testing showed that SPK, applied to a sample of preschool children in Croatia provides a valid and reliable results, and as such can help in assessment of each child for school. Scale is more sensitive at lower levels of competencies, which allows for identification of children with less developed competencies, but not in assessing the most competent children.

Keywords: *responsibility, preschool children, social and educational competences*

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