

Abstract

The ability of autoregulation of an individual is a process which moderates coping with social demands. The transition from family environment to a nursery school can be considered one of such developmental tasks. This transition may become one of the major challenges both for the child and family, and also for the pedagogues, since it does not involve solely one change, but rather functions in the interaction of various changes.

The aim of our research is to determine the development of resilience during one of the first significant transient moments in a child's life, such as admission to a nurser school, and also significance of autoregulation in this process.

Theoretical foundations of our research project consist of the concept of resilience based on social cognitive theory. Given the focus on the adaptation of a child to education system, the issue also includes the question of autoregulation, which in our cultural context is an important component of successful coping with social demands. Another important aspect involved in the successful adaptation is undoubtedly the psychological resilience of a child, in terms of the ability to effectively deal with stress and adversity.

The focus of our research are preschool children (three to six years), adapting to the new environment of a nursery school. Children typically come from their families into this environment. We consider the beginning of attending a nursery school and the associated developmental tasks the key factors involved in the process of socialization. What are the key personality qualities entering the adaptation process and how these qualities affect the process concerns us here.

We compare the data obtained at two times of measurement - at the beginning of the adaptation period (in September 2013), and after three months (i.e. the end of November), which is the time generally considered a milestone of successful adaptation. In our research, we obtain data by means of teacher's observations, using a prearranged observation sheets, and by means of the DECA-P2 (Devereux Early Childhood Assessment for Preschoolers) questionnaire method, filled in by teachers and parents.

First, we examined the reliability of the methods used, and performed a basic descriptive analysis of variables. Then, we proceeded to verify the research hypotheses using a t-test, variables correlation evaluation and multiple linear regression.