

Abstract

This thesis focuses on the effect of behavioral characteristics in preschool age on school success in school age children. The aim of the theoretical part was to define the concept of school achievement, to describe the behavioral characteristics of preschool age children and to summarize the results of previous studies regarding the relationship between school achievement and behavioral characteristics. The aim of the empirical part was to find out, whether the behavioral characteristics of preschool children influence later school achievement. The role of parent involvement as a moderator was verified in the relationship between behavioral characteristics and school achievement. Data from the validation of the Cumulative Risk Index (IKR) were used for this analysis. Data from the IKR and the School Success Scale, which were created as a part of the index, were used to measure behavioral characteristics and school success. A regression analysis was used to verify the effect of behavioral characteristics on school achievement. The results show that behavior problems in preschoolers have a negative impact on school success. The effect of parent involvement was not confirmed. The results of this work point to the possibility of capturing children at risk of school failure even before starting school.

Key words: school achievement; behavioral characteristics; school age; preschool age; Cumulative Risk Index (IKR)

