



## FACTORS INFLUENCING TRANSITION TO JUNIOR HIGH SCHOOL

### *FACTORI CE INFLUENȚEAZĂ TRANZIȚIA DE LA CICLUL GIMNAZIAL LA CEL LICEAL*

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**Rezumat:** *Tranziția de la ciclul gimnazial la ciclul liceal afectează aspectul psiho-social al elevilor și cauzează multiple dificultăți cum ar fi: stresul, impulsivitatea, lipsa atenției, incapacitatea de concentrare, hiperactivitatea, reducerea respectului de sine etc. Articolul de față reflectă factorii cu impact asupra tranziției de la ciclul gimnazial la cel liceal și propune unele soluții pentru facilitarea ei.*

**Cuvinte-cheie:** *tranziție, gimnaziu, liceu, comportament, adaptare.*

Studies show that transition to Junior High school affects the psycho-social aspect of pupils and can cause various difficulties, such as sense of stress, helplessness, dissatisfaction and a rise in attention disorders symptoms such as lack of concentration, hyper-activeness, impulsiveness and dropping of self-esteem [1].

A transition to Junior High school is accompanied by an important developmental transition which is the transition to adolescence or its continuity, accompanied, as well, by difficulties and anxieties. Transition to a Junior High school forces the adolescent to cope with psychological tasks, such as: the "separation" from familiar friends and getting to know new friends in a heterogeneous class [2]. After completing the transition to Junior High school, many pupils meet pupils whom they have not known before, and others are forced to separate from their friends who have transferred to a different school. The pupils, first and foremost, are concerned about getting to

know new friends, about the fact that they will not have friends at all, and, consequently, integration in a new atmosphere could have a violent nature [3]. When the relation between transition to Junior High school and the difficulties of adjustment of an adolescent are examined, it seems that there is no prevalent opinion regarding the intensity of impact of transition on the mental health of an adolescent. Several studies discuss the changes in psychological adjustment, in self-image and the faith of an adolescent in his abilities. Other studies have shown that transition to Junior High school brings along negative effects upon adjustment and behaviour of the adolescent as well as a decrease in academic achievements and social adjustment. It seems that if the child is equipped with strong mental resources, his vulnerability from the transition would decrease. Additionally, there is a hypothesis that the more established and educated an adolescent's family is, the better is

the adjustment of an adolescent in times of crises [2].

School must be a safe, warm and protecting place for all those who come and stay at its premises. Teachers and pupils spend in the kindergarten and school a significant part of their time and they are entitled to stay in a welcoming and safe place. Pupils' behaviour in a school is to a much degree a function of its climate. Nurturing the physical environment of a school as a place that respects all who are in it, a creation of an atmosphere of acceptance, true interest in and attentiveness to pupils, development opportunities for a significant concourse between a teacher and a pupil, alongside with a fair and consistent upholding of binding principles and proper behaviour, guarantee, in most cases, a pleasant conduct of teachers and pupils. Schools have to be evaluated in addition to their educational and study achievements, also by the level of security, mental welfare, emotional and social support they grant those who are in it, as well as according to the level of pupils and parents' satisfaction with the treatment, the social climate and the quality of the environmental life [1]. Parents' involvement in Junior High school in Arab education as compared to Jewish education is lower and different in its intensity: in Jewish education, more than in Arab education, teachers report that there is an over-involvement of parents in the work of teachers and school activity. The higher is parents' involvement, the higher are the study achievements of their children. The participation of parents in educational activity is based upon the recognition that true partnership and

quality cooperation between the educational institution and home will allow the realization of the educators and parents' main goal – the success of children. Participation of parents in the education of their children, both as individual parents and parents' community, constitutes a significant opportunity for citizen participation in the design of education in the country. There is a great opportunity in parents' participation in education, but there is also a hidden risk. The partners must understand the limits of partnership – their right to influence, but they cannot dictate moves unilaterally. The pedagogical authority lies in the hands of school staff, parents and education staff must understand that the key to educational success is in their ability to cooperate, while maintaining the professional authority of the teaching staff in a kindergarten and a school and the authority and responsibility of parents.

Regarding the familial characteristics that affect transition to Junior High school, another study has shown that an adolescent who has experienced less difficulties in his life and who feels a deep emotional relation to his family, will feel less harm to his self-esteem and academic capability during transition to a new school. The more supportive an adolescent's family is, the better is the communication within the family as well as their ability to resolve problems, the more chance there is for better adjustment of the adolescent during the transition to a Junior High school. On the other hand, other studies have shown that there have been no changes in emotional adjustment to Junior high school, and there

even has been a rise in self-esteem and faith of adolescents in their abilities. Additionally, Schiller [4] claims that the advantage of transition to a new school in general and to High school in particular, is that weak pupils, who have had difficulties in excelling in study assignments in their previous school, had an opportunity for a change ahead of them. As to the good pupils, whose achievements in Primary school have been prominent, such a transition will not be significant for them.

The nature of perceiving Junior High school and the level of parents'

agreement are factors that might facilitate or encumber transition from pupils' standpoint. An accompaniment program of adolescents who have experienced the transition to Junior High school could be extremely helpful. A familial environment can supply opportunities for personal autonomy, high self-esteem, a bigger amount of satisfaction regarding the relationships of school-teacher-pupil, a better integration in a school and a better orientation of problem solving inside classes.

### References

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