

Managing Transition and adjustment from junior high school to high school the Arab sector in Israel

Writer : IMAN YUSEF

Email : imanyusef@walla.com

During the course of life, people experience many transitions: from home to preschool, from preschool to elementary school, from elementary school to junior high school, and from junior high school to high school

Transition: A Process Not an Event. This sentiment is echoed by Nancy Mizelle (2005)(1), who stated that transition to high school “is an extended process that involves middle and high school administrators, teachers, parents, and students. . Students on that stage have to exert adjustment skills to these changes. (Maya Waltz-Wasukie, 2001)..

This **article aims to** highlight light on Managing transition ,and examine the relationship between adjustment during transition from junior high school to high school in the Arabic sector in Israel.

research method :In my research I chose the **Quantitative research** 450 pupils have participated in the research study. They initially have been questioned in 9th grade, being pupils in 4 schools. The study design was a short-term longitudinal study in which Junior High school pupils – 9th graders have been asked regarding their expectations of High school and asked again regarding their adjustment to High school in the 10th grade.

Questionnaires :Feeling of adjustment to High school Cowen, Goodenow (1996).

Expected adjustment to high school Goodenow (in Gilboa, 1994),

Teachers' evaluation of student adjustment to high school Twina Krib, (2000).

I got important **findings** positive relations have been found between teachers' evaluation of pupils' adjustment to High school and between pupils' expectations in Junior High school regarding the feeling of belonging to High school and teachers' evaluation of adjustment to High school.

1. www.amle.org/portals/0/pdf/.../transitioning_hs_4.pdf

Conclusions

A general tendency to a positive weak relation have been found between class teachers' evaluation of pupils' adjustment to High school and the feeling of adjustment of the pupils themselves. Pupils' adjustment to High school, according to class teachers' evaluation and also the feeling of pupils, has been generally found to be explained by adjustment to Junior High school and expected adjustment to High school.

Key words: Management, Transition, Transition to high school, Adjustment.

Management

One of the definitions of management, put into words by Gross in his book *The Managing of Organization: The Administrative Struggle*,¹ - is as follows:

"Management is the process of bringing people, of different interests, to joining efforts in order to achieve defined goals ". This definition has two main axes: the first is setting goals, which is mostly a thought process, and the second is bringing people to work together, which is mostly an ability to sustain inter-personal relationships (Kfir, 2006). The term "management", as used when the aim is to fulfill the goals of the education ministry while preserving the current situation, was perceived as operating, maintaining, planning and organizing the available resources in school (Oplatka, 2007, 2009).

Transition

Transition is a process of moving from the known (Green, 1997 in K, Ganeson, 2006), students go through transitions when they start school, when they leave their primary school to go to high school and when they leave school to go tertiary institutions or to work place. Transition is therefore, experienced by all students.

Transitions from primary school to high school is also considered to be a key milestone, while experiencing adolescence, children undergo more developmental changes include physical, cognitive, emotional and psychological changes.

During the course of life, people experience many transitions: from home to preschool, from preschool to elementary school, from elementary school to junior high school, and from junior high school to high school. The current research focuses on managing the transition and from junior high school to high school.

Managing the transition to high school is perceived as a normative transition with stress-potential, which requires reorganization of the individual from the academic and social perspective. The individual is required to reorganize his self-perception and redefine his duties, find a new social network or expand an existing one by taking initiative and creating new social contacts with students that he is not familiar with. At the same time, the adolescent student goes through developmental changes that together with the abovementioned difficulties expand the difficulty of the transition.

Transition to high school in Israel:

The transition into high school is marked by increased disengagement and declining motivation, particularly for low-performing youth (National Research Council, 2004).

Increased disengagement and declining motivation Although moving from middle school to high school can be a very exciting time for students, the transition is filled with great anxiety and stress for many adolescents (National Highschool Center, 2007).(3)

It may be due to proximity of the entrance to high school and the developmental transition to adolescence, (which both usually involve development of new skills and resources, and which are dragging other social tasks), that difficulties of controlling transition tasks which are resulting from one or both of them are intensifying (Felner et al., 1993).

Transition into high school coincides with adolescents' development making this study important. The socialization process is an important aspect of all transitions. Yet, successful transition into high school can result in students finding school a satisfying expediences , increasing school retention rates, acquiring the necessary competencies, for life after school and coping better with future transitions to the work place.(Ganeson,2009)

Adjustment

Adjustment (or adaptation) means the accommodation of the individual to the requirements of the environment. It is a process of arousal and fulfilling the physical and psychological needs (Twina, 2002). Adjustment is a process by which the organism accommodates itself to the environment, and it entails changes in the repertoire of responses of the cognitive structure and an effective use of it. The tendency to stand against innovation and complexity is a constant challenge.

Adaptation refers to changes (Aviva Gross, 1995) aimed to provide the requirements and human needs, to form relationship between a person to his environment Grossman (2005) defined adaptation as to the efficiency level in which an individual meets the standards of personal independence and responsibility as expected from his age and culture.

Normative school transitions, like moving from elementary school to junior high school, or from junior high school to high school, are among the most important ecological transitions to teenagers.

Many researchers (Eccles, Lord, Roeser, Barber, & Jozefowicz, 1997; Erikson, 1968; Roeser, 1996)(4) consider adjustment school's requirements as central mission of youth and such as one that contributes to their sense of well-being. (Maya Waltz, 2002).

Adaptive learning:

Transitions between institutions can serve as turning points for youth

(Seidman and French 2004; Weiss and Bearman 2007in LANGENKAMP, 2009).

Students who make a successful transition from middle school to high school are better.

Prepared for the challenges facing them throughout their high school years.

One of the most important elements of a successful school transition is academic performance.

Student adjustment to school is also reflected in his views towards his classmates, his teachers and other school experiences. Students who have successful adjustment will

appreciate what they learn, and are involved in classroom activities (Berndt & Miller, 1990; Wentzel, 1993).

Social adjustment

Creating a relationship with peers is important to normal development and good adaptation to school (Kupersmidt, Buchele, Voegler, & Sedikides, 1996).(2)

Student's relationship with his classmates can be source of support or as a source of pressure in his attempts to adapt to the requirements of the new school. It was found that students involved in positive relationships with classmates feel comfortable at school and could probably take advantage of social and learning opportunities in the environment.

Objectives

The first research hypothesis stated that the better is **adjustment** to High school and the higher are **expectations of adjustment** to High school in 9th grade, the better will be adjustment to High school and the **feeling of adjustment** to High school in 10th grade.

The hypothesis has been examined by means of multiple hierarchical regressions of the dependent research variables (adjustment to High school and feeling of adjustment to High school) on adjustment to Junior High school, involvement in Junior High school and expected adjustment to High school. As the first step, a control variable was introduced that defined schools and also gender of pupils and the independent research variables as a second step.

Results

Tables #1 and 2 present the multiple regressions of adjustment to High school and feeling of adjustment to High school on adjustment to Junior High school, involvement in Junior High school and expected adjustment to High school.

The findings in above table show that all the regressions are significant, although the level of explained variance of class teachers' evaluation of pupils' adjustment to High school is not high (10-16%). 13% of the variance in High school academic adjustment evaluation are explained by class teachers' evaluation of pupils' adjustment to High

school and pupil's expected feeling of belonging to High school. The higher was academic adjustment in Junior High school evaluated and the higher were expected feeling of belonging to High school, the higher the expected academic adjustment in High school was evaluated by class teachers.

Similarly, 10% of the variance in High school social adjustment evaluation are explained by class teachers' evaluation of pupils' functioning in Junior High school and pupil's expected feeling of belonging to High school (beyond the differences between schools). The higher was academic adjustment in Junior High school evaluated and the higher were expected feeling of belonging to High school, the higher social adjustment to High school was evaluated.

16% of the variance in adjustment to school system in High school are explained by class teachers' evaluation of pupils' academic adjustment in Junior High school (beyond the differences between schools). The higher was academic adjustment in Junior High school evaluated the higher was adjustment to school system evaluated. Thus, the evaluation of study performance in Junior High school explains positively the dimensions of adjustment to High school by means of class teachers' evaluation. Additionally, pupils' expected feeling of belonging to High school explains the evaluation of social adjustment to High school and adjustment to the High school system.

The findings in above table illustrate that all the regressions are significant and the level of explained variance of pupils' feeling if adjustment to High school is between 24 and 33%. 33% of the variance of total score of feeling of adjustment to High school are explained by pupil's gender, class teachers' evaluation of social adjustment to Junior High school, involvement in Junior High school and pupils' expected feeling of belonging to High school.

The higher was social adjustment to Junior High school evaluated by class teachers, the higher was social involvement in Junior High school, the higher was expected feeling of belonging to High school and for the girls, thus was the feeling of total adjustment of pupils to High school also higher. The findings regarding social aspect of feeling of adjustment to High school are explained similarly to the total score,

whereas the explained variance is 24%. The higher was social adjustment to Junior High school evaluated by class teachers, the higher was social involvement in Junior High school, the higher was expected feeling of belonging to High school and for the girls, thus was the social aspect of feeling of adjustment also higher.

29% of the variance in evaluation of the performance aspect of feeling of adjustment to High school, and 27% of the variance of evaluation of the cognitive aspect of adjustment to High school are explained by pupil's gender, class teachers' evaluation of social adjustment to Junior High school and involvement in Junior High school.

The higher social adjustment in Junior High school was evaluated by class teachers, the higher was the involvement in Junior High school and for the girls, thus the cognitive aspect and the performance aspect in pupils' feeling of adjustment to High school were evaluated higher.

Thus, the level of evaluation of social adjustment in Junior High school and the level of involvement in Junior High school, positively explain the dimensions of feeling of adjustment to High school according to pupils' evaluation. Additionally, all dimensions were evaluated as higher by girls than they were by boys. Pupils' expected feeling of belonging to High school, explain the total score of feeling of adjustment and its social aspect.

Therefore, the first research hypothesis is hereby confirmed to a large extent. In general, it was found that the better is the adjustment to Junior High school and the higher is expected adjustment to Junior High school, the better are adjustment and the feeling of adjustment to High school. More specifically, the evaluation of study performance in Junior High school was found to positively explain all dimensions of class teachers' evaluation of adjustment to High school. Pupils' expected feeling of belonging to High school explains the evaluation of social adjustment to High school and the adjustment to the High school system. The evaluation of social adjustment to Junior High school and the level of involvement in Junior High school were found positively explaining all dimensions of pupils' feeling of adjustment to High school. Pupils' expected feeling of belonging to High school were found explaining the overall score of feeling of adjustment and its social aspect. Finally, all dimensions of adjustment to High school were found higher among girls than among boy.

Conclusions

Averages of dependent variables of class teachers' evaluation of pupils' adjustment to High school and the feeling of adjustment of the pupils themselves have been found higher than mid-scale.

The higher was academic adjustment evaluated in Junior High school by class teachers, the higher was High school adjustment with all its dimensions evaluated by class teachers.

In the present study, a general tendency to the existence of weak positive relations between the estimations of the adaptation of the students done by the homeroom teachers to the feeling of adaptation of the students themselves was found. This finding may be partially explained by the adaptation to junior high school and the expectations from the adaptation to high school. The better the academic functioning was estimated by the junior high school homeroom teachers, the higher the adaptation to high school, on all its aspects, was assessed by the high school homeroom teachers. The homeroom teachers who filled out the questionnaires concerning the adaptation of the students had referred only to the academic aspect.

Table #1: multiple hierarchical regressions of adjustment to High school on adjustment to Junior High school, involvement in Junior High school and expected adjustment to High school. (N=340).

	HS Teacher evaluation								
	Academic			Social			Adjustment		
	B	SE	β	B	SE	β	B	SE	β
Step 1									
School	0.17	0.10	.09	0.31	0.10	.17*	0.34	0.09	.21**
Gender	-	0.10	-	-	0.10	-.10	-	0.09	-
	0.25		.14*	0.18			0.26		.16**
R ²	.03**			.04**			.07***		
Step 2									
School	0.08	0.10	.04	0.24	0.10	.13*	0.28	0.08	.18**
Gender	-	0.10	-.07	-	0.10	-.04	-	0.09	-.08
	0.12			0.07			0.13		
JH Teacher evaluation-academic	0.25	0.06	.28**	0.16	0.06	.17*	0.23	0.05	.28**
JH Teacher evaluation- social	-	0.07	-.08	-	0.07	-.01	-	0.06	-.05
	0.09			0.01			0.05		
JH Teacher evaluation-adjustment	0.03	0.07	.03	0.06	0.07	.06	0.03	0.06	.03
Belonging to JH	-	0.06	-.04	0.01	0.06	.01	0.06	0.05	.07
	0.03								
Expected HS adjust-ment- self efficacy	0.05	0.09	.04	-	0.09	-.08	-	0.08	-.02
				0.11			0.02		

Expected HS adjust-ment- belonging	0.23	0.11	.15*	0.23	0.11	.14*	0.07	0.10	.05
ΔR^2	.10***			.06**			.09***		
R^2	.13			.10			.16		
F (8, 331)	5.90***			4.44***			7.95***		

* $p < .05$, ** $p < .01$, *** $p < .001$ JH- Junior High School, HS- High School.

Table #2: multiple hierarchical regressions of feeling of adjustment to High school on adjustment to Junior High school, involvement in Junior High school and expected adjustment to High school (N=340).

	Perception of adjustment to HS											
	Total score			Functional			Social			Cognitive		
	B	SE	β	B	SE	β	B	SE	β	B	SE	β
Step 1												
School	0.01	0.05	.01	-	0.05	-.05	0.02	0.07	.02	0.06	0.08	.04
Gender	-	0.06	-	-	0.06	-	-0.33	0.07	-	-0.43	0.08	-.30***
	0.32		.31***	0.29		.28***			.26**			*
R^2	.09***			.08***			.07***			.09***		
Step 2												
School	-	0.05	-.04	-	0.05	-.08	-0.01	0.06	-.01	0.02	0.07	.01
Gender	-	0.05	-	-	0.05	-	-0.23	0.07	-	-0.30	0.07	-.21***
	0.21		.20***	0.20		.19***			.18**			*
JH Teacher evaluation-	0.02	0.03	.04	-	0.03	-.08	0.03	0.04	.06	0.03	0.04	.04

academic												
JH Teacher evaluation-social	0.08	0.04	.13*	0.09	0.04	.14*	0.11	0.05	.15*	0.12	0.05	.14*
JH Teacher evaluation-adjustment	-0.02	0.03	-.03	0.03	0.04	.05	-0.04	0.04	-.06	-0.04	0.05	-.05
Belonging to JH	0.21	0.03	.39***	0.20	0.03	.39***	0.19	0.04	.29** *	0.25	0.05	.35***
Expected HS adjustment-self efficacy	-0.02	0.04	-.02	0.02	0.04	.03	-0.07	0.06	-.07	-0.06	0.06	-.05
Expected HS adjustment-belonging	0.12	0.05	.13*	0.04	0.06	.05	0.17	0.07	.16*	0.13	0.08	.11
ΔR^2	.24***			.21***			.17***			.18***		
R^2	.33			.29			.24			.27		
F (8, 331)	20.33***			16.48***			13.12***			15.08***		

* $p < .05$, ** $p < .01$, *** $p < .001$ JH- Junior High School, HS- High School.

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