

THE TRANSITION FROM PRIMARY SCHOOL TO JUNIOR HIGH SCHOOL IN ISREAL AND THE INFLUENCE UPON SCHOOL ACHIEVEMENTS, ARAB SOCIETY

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clarifying the correlation between the factors related to transitions from elementary school to middle school and its impact on student academic achievement

The Pedagogical system (which includes school administration, teachers, school staff, local authority education department, etc.) and the ongoing work of the schools have a central role in formulating plans for dealing with transitions, along support services within and outside the school. In addition, the students family has a major role in improving the student's transition from a combination elementary school to junior high school.

To get a comprehensive picture of this process should be tested each of the components.

The main objectives of the experimental investigation are:

1. Impact frame transitions from elementary school to junior high school on the student's academic achievements.
2. To test the correlation between the various factors that influenced the academic achievements;
3. To determine the level of students' performance after the transition.

Preparing students to transfer from the Primary schools' education environment to the High schools environment is very sensitive issue and affects the students' academic achievements. Transition programs are of great importance for reinforcing the relations and contacts of the educational systems in order to be relevant and suitable for the development of pupils and their needs and to view Junior High School as a continuation for the foundations laid in Primary School and not just as a framework that prepares for High school.

The model aims to assure the positive relation between the transition program and the academic performance of pupils and their study sequence.

The model questions are:

- What the influence of the transition program from elementary school to Junior High School over academic achievement?
- What is the influence of the transition program on teaching methods and techniques in Science over the achievement of a pupil?
- What is the influence of the transition program over science subject from the point of view of 7th grader pupils?

The model hypothesis is:

There is a significant positive effect that can be attributed to a good intervention program over pupils' achievements and study sequence.

Conclusion

The model aimed to assure the positive relation between the transition program and the academic performance of pupils and their study sequence. Based on the quantitative data analysis, the researcher assured the positive relation between the transition program from elementary school to Junior High School over academic achievement and study sequences through both the main design study and the model.

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Factors of transfer:
 -Individual factors;
 -family factors;

Pupils that transfer from Primary School to Junior High School are being exposed to many changes as a result of the transition, including:

- A new school and Bigger school environment
- New teachers. Classes may be larger
- Independent travel to school
- New expectations.
- New educational climate.
- Social bonds (new friends, teacher-pupil relationships) .
- Subject specific teachers
- Homework – greater volume and expectation
- Belonging to an institution where older pupils study and which number greatly exceeds the number of pupils in the Primary school.
- Study programs and study sequence.
- Motivation and study achievements.
- Adolescence.

Transition outcomes:

- A decline in educational achievements
- A decrease in motivation and execution,
- Negative social functioning,
- Violence and aggressive behavior towards friends and school,

Principles: Junior High School must put less emphasis on academic achievement and pay more attention to the schools relations; relations between students, between parents and teachers and between teachers and the students. More coordination efforts are to be extracted between the primary

What happens? Results;
 Giving incoming students a strong start in the 7th grade helps to assure their continued success throughout junior school. Transition programs are investments in the future, not only for individual students but also for the schools involved. It positively affect on four levels:

OPERATIONAL OBJECTIVES:

- Elaborate a plan of action developing the influence of transition program
- is to determine the influence of preparing students to transfer from the Primary schools' education environment to the High schools environment.

Transition may cause:

- Lower academic achievements
- Mental problems
- Emotional problems
- Psycho – Social difficulties

Five main categories of activity which schools can incorporate into their transition programs.

- Administrative
- Social and
- personal

Challenges which must be addressed within the transition process are:

- on the individual level - identity, emotions and ability,
- on the interactional level – loss of and forming new relationships, social roles,

Intervention program.

The division has a frame orientation achievement, so aim to improve some key indicators of performance at the end of the intervention program for students requiring passages dealing with:
 A lot of first-class material.; Learning styles differ from those which are used to in elementary school.; Learning with varying groups;
 The need to form social bonds with new students from other

The aims of intervention program:

- 1 Strengthen the students to deal with transition
- 2 Prepare students for adolescence age
- 3 Encourage parents to accompany children in and during transition
- 4 Identify and support pupils with learning difficulties
- 5 Processing the separation from school, place, friends and teachers.
- 6 Impart immunity will include identifying the negative forces and acquiring appropriate response behavior and a sense of control and help to cope with stressful situations and difficults
- 7 Long-term preventive intervention include strengthening and support, in the right environment, Strengthening personal strengths
- 8 Strengthening social skills

Transition Program's activities

1. Strengthening the students to deal with transition and reinforcing his familiarity of the department.
2. Preparing the student for adolescence age
3. Professional coordination between sixth and seventh grade teachers in regards of core subjects
4. Initiating meetings with junior high school teams or other relevant factors, in order to acquaint them with the students..
5. Encouraging parents to accompany children in and during the transition
6. Identifying pupils with learning difficulties, behavioral and emotional ones as a means of responding correctly in junior high school.
7. Initiating conversations / meetings with Parents- holding talks on the subject of transition and its meaning, puberty etc., within the framework of personal conversations or in groups of parents..
8. Importance, summer camp to create a 'social network' to bring together children who intend to come to the same junior high

Methods:- quantitative method, (model questionnaires, closed structured questionnaire) , , qualitative data ,meeting with (Junior High Schools principals, Junior High Schools Educational Advisors, director of the educational department).

GENERAL CONCLUSIONS AND RECOMMENDATIONS

Conclusion

The results of this study indicate that pre-transition students appraise the impending move to secondary school as a positive experience overall. Although some aspects of transition were considered a concern (such as increasing homework demands, social hierarchy changes, organization discontinuities and making friends), students in this study indicated that there were a range of academic and social aspects of secondary school that they were looking forward to. Perceptions of these specific aspects of transition should be taken into account when designing content for transition support programs, in order to cater for the specific concerns of students. Post-transition results may confirm the notion of a decline in school grades and motivation immediately after the transition from primary to secondary school [3]. However, the cross-sectional nature of this study must be taken into account when analyzing these results. Further research in this area is required to investigate the specific aspects of transition that cause the more negative perception of transition, however other researchers have found that for most students the negative effects are temporary [1].

Potential protective factors were investigated in both pre-transition and post-transition students. This study confirmed that for pre-transition students, having an older sibling at the secondary school had a positive effect [2]. However, this effect was limited to reducing social threat scores only. These results can be used to guide transition support programming, although further research is required to confirm the value of targeted transition programs.

Challenges which must be addressed within the transition process are:

- on the individual level - identity, emotions and ability,
- on the interactional level – loss of and forming new relationships, social roles,
- on the environmental level - new surroundings, curricula, and learning experiences.

1.1 General conclusions

Careful understanding between primary and secondary school is essential in providing pupils with the belief that they can achieve the personal and interpersonal skills, and the academic transcript to be successful in life.

- The transition takes place in one of the most sensitive and transforming age periods in the life of a pupil"; adolescence", which is characterized by a multitude of mental turmoil, and various internal stresses on the part of an adolescent.
 - A good transition program help students transfer from primary school to junior high school smoothly while keeping their good educational performance.
1. 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.
 2. The achievements of Hebrew speaking pupils are higher than those of Arabic speaking pupils in Science & Technology from 2008 to 2013.
 3. In science and technology tests, among Arabic speaking pupils, in 5th grade, there is no real difference between the achievements of boys and of girls, however in 8th grade there is a slight gap in favor of girls.
 4. 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.
 5. The achievements of Hebrew speaking pupils are higher than those of Arabic speaking pupils in Science & Technology from 2008 to 2013 (Figure 1, 2).
 6. In science and technology tests, among Arabic speaking pupils, in 5th grade, there is no real difference between the achievements of boys and of girls, however in 8th grade there is a slight gap in favor of girls.
 7. The introduction of the new Horizon program to the Ministry of Education since 2008 gradually to schools, has an impact on the high rate on the science achievement over the years (2008-2013). Reform in Education "New Horizon" is one of the most important factors that gave way in front of teachers to meet their students individually period of time longer than the former, and gave them the opportunity to work with a few number of students groups, to help them and to improve their education, and their skills in the emotional social sphere. Subjects are taught determine in the light of the school and classroom results of the survey, which reflects the needs of students, and the school vision.

8. The new program obligates all faculty members of yearly updates that increase the professional staff permanently and provide mechanisms and compatible tools, methods and techniques and different ways of teaching with the technological development of the era of the evolving and changing rapidly and the use of methods of assessment and evaluation of different suitable to study the functions of the student.
9.
 - The difference between education achievements start in the seventh grade creating a gap in favor of the school where there is a preparation for the transition, and then note a rise in achievement level in the eighth and ninth grade with survival achievement gap between the two groups in favor of experimental school, This shows the importance of this program which facilitates communication and continuity between the two phases process
 - The difference between the marks achievements start in the seventh grade with a gap in favor of the school where there is a preparation for the transition, also shows rise in achievement level in the eighth and ninth grade with survival achievement gap between the two groups in favor of experimental school, and this shows the importance of this program, which facilitates communication and continuity between the two phases process and pave the educational climate to cope and adapt to the personality of the student's intellectual.

Based on the qualitative and quantitative data analysis, the researcher assured the positive relation between the transition program from Elementary School to Junior High School over academic achievement and study sequences.

GENERAL CONCLUSIONS AND RECOMMENDATIONS OF THE STUDY

For Manager:

- 1- Special needs pupils and slow learners must have their own transition programs that consider their cases individually.
- 2- More coordination efforts are to be extracted between the primary school and the junior high school principals, teachers, councils and pupils.
- 3- The summer camp is a very effective way in integrating the pupils into the new environment.
- 4- Students must have clear vision about Junior High School level and adopting strategies. The transition program must start from the first semester (not from the second semester as implemented now) to gain more time in favor of the desired impact.
- 5- Developing students' self-esteem and confidence to empower them enough to pass the transition period.
- 6- Junior High School can involve older pupils to help the 7th graders settle.

For parents:

1. The role of parents' councils must be activated. The parents must have a voice concerning the teaching techniques, transition requirements, curriculum and related topics that affect the academic performance of their child. Schools must work in collaboration with parents to design solutions for the problems facing the students.
2. Increasing parental involvement should be looked at when establishing a transition program.. Parents must attend meetings to discuss transfer arrangements and choices of schools.

For Local Community:

1. Establish a coordination committee that represents most of the stockholders to supervise the execution of the transition program and examine its relevance to the local needs.

2. the establishment of workshops and guidance and awareness for parents of the students in the sixth and seventh grades in collaboration with school counselors and the Department of counseling and social welfare services and psychological factor in the Council. Private sessions with students with special needs residents.
3. construction of a program of work for the people of seventh grade students in cooperation with the junior high school for workshops and courses on the difficulties faced by their children in the teenage generation, and strengthening social relationships between parents, students and school.

For Counselor

1. More counseling sessions are to be offered to the 7th graders. In some cases, in person counseling sessions are important in some cases.
2. School counselors must target families that may need additional help seems to be helpful in the areas where they have been used, but the initiative was not yet widespread.

For Ministry Of Education:

1. Regular meetings must best coordinated between the Junior High School department and the primary schools principals during the first semester. The meetings aims are to coordinate future plans and vision and prepare the customized action plan that respond to the community needs. These meeting must include. (The intakes Junior High Schools principals, The Primary Schools principals; Primary and Junior High Schools Educational Advisors; The schools counselors; The director of the educational department; Partners councils' members; 6th grade teacher).
2. The transition program must include extracurricular activities, remedial education program along with the regular classes.
3. The activities of the transition program must take place in the week end.
4. Curricula must be designed to indirectly transmit the culture of transition and infuses the knowledge about it.

5. Upgrade the skills and competences of the schools staff especially, school counselors, teachers and principals.
6. Gaps between students' needs and middle school characteristics must be addressed. The Junior High School must put less emphasis on academic achievement and pay more attention to the schools relations.
7. Curriculum in middle schools must reflect flexibility and compatibility with the students' needs. However, this flexibility is not necessarily channeled towards promoting students' learning.
8. The role and aims of middle school should be reexamined. In this sense, middle school should be seen as a continuation of the educational process which guides primary school, rather than as a preparatory educational framework for high school. Systematic and thorough investigation is needed to address the characteristics and influences of middle school. There is a large amount of available data on this topic which should be used and studied to answer questions regarding middle school.
9. There is a trend among educational policy makers (Ministry of Education and local authorities) to relate to middle school as part of an educational continuum that begins in elementary school and finishes in the high school stage. In this context, it is advisable to examine the nature of the relations and connections between educational systems today, in order to organize this sequence and make it relevant and appropriate to the development of the students and their needs [3, p. 5].
10. The survey clearly brought up that the reference to literacy must begin at an early age, when the students are at the elementary school. In order to promote students' literacy skills and achievements in this field intense activity over time is required. In this sense primary school should be seen as a continuation to the foundations of the middle school and not only as a preparing frame to high school [3, p. 5].
11. Testing the effect of transitions between adjacent middle school and independent junior high school and testing the educational achievements in high school. There is no reference to the distinction between adjacent junior middle school and the independent one. In this context, there is no work dealing with the effects of school structure on the processes and the educational outcomes. Middle school is a rich and varied educational area.

However, there is a gap between what the research literature shows and the field processes. In other words, in Israel there is a gap between what is actually done and what we know in terms of study on this issue [3, p. 5].

12. program must build a holistic approach from generation kindergarten through high school. To reduce the difficulties faced by students in the transition from one stage to another stage, down: psychological, intellectual, social, and educational. Stakeholder participation to build a vision for the future work plan and implement their participation to achieve the best image on the future vision, and work to improve it are always ongoing.
13. the establishment of updates for school teachers and breeders sixth students feeder students for junior high teachers and breeders grades seventh to the theme of preparation for the transition in ways that modern methods suitable for the 21st century concept of learning meaningful talk to keep up with the times in which the student lives in all aspects: psychological, intellectual, social, moral, educational. And the strengthening of relations between the school staff

For other New Researchers:

- Examine the academic achievements for both groups from Primary school to Junior high school (the experimental and control school) by preparing them to the transition program while the other school doesn't, which is the control school. and its influence appears by the
 - 1- Examination of the Ministry of Education at the start of the year 7th grade in native language and mathematics.
 - 2- Internal ratings during the 7th grade to 9th grade in the Junior high school.
 - 3- GEMS eighth grade exams grade in native language and mathematics.

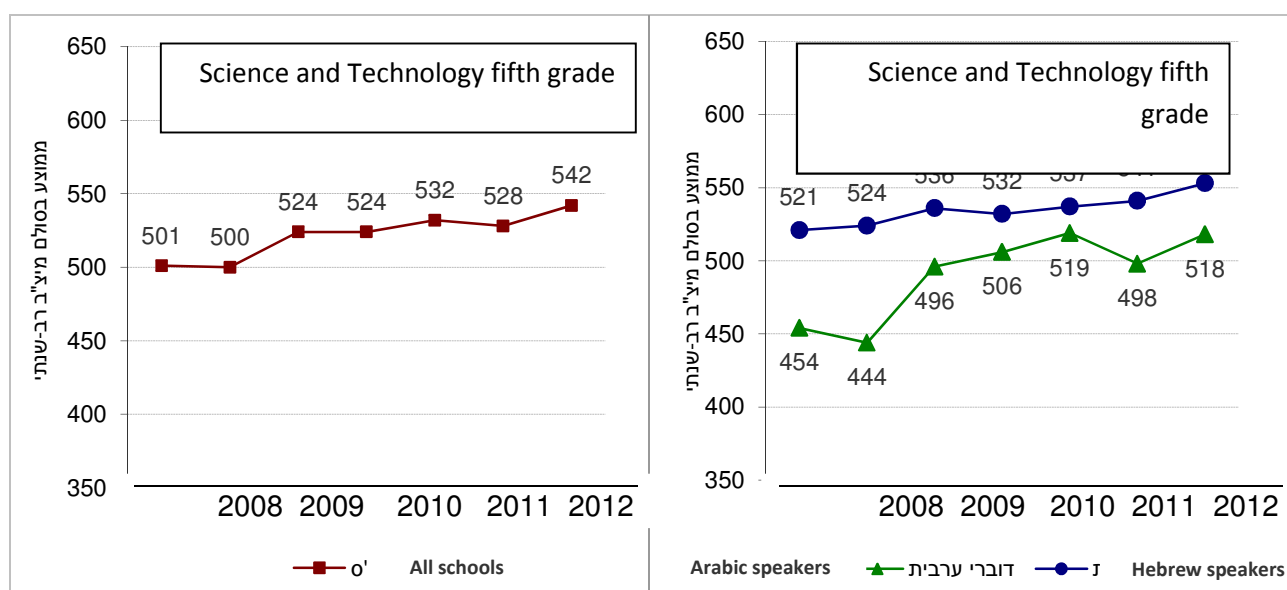
APPENDICES

APPENDIX A : TABLES & FIGURES

Achievement test GEMS in 2013 in Fifth grades tests in science and technology
Table 1: Averages and standard deviations in science and technology for Fifth grades including school and by segments of language

Science and Technology Fifth grades	All schools			Hebrew speakers			Arabic speakers					
	Year	N	Average	Standard deviation	Year	N	Average	Standard deviation	Year	N	Average	Standard deviation
	2007	18,684	501	102	2007	13,182	521	87	2007	5,502	454	118
	2008	21,407	500	100	2008	14,466	524	84	2008	6,941	444	111
	2009	20,644	524	91	2009	14,787	536	80	2009	5,857	496	106
	2010	19,165	524	86	2010	13,379	532	77	2010	5,786	506	101
	2011	19,631	532	76	2011	13,961	537	73	2011	5,670	519	81
	2012	20,222	528	77	2012	13,957	541	70	2012	6,265	498	82
	2013	20,089	542	71	2013	14,613	553	65	2013	5,476	518	77

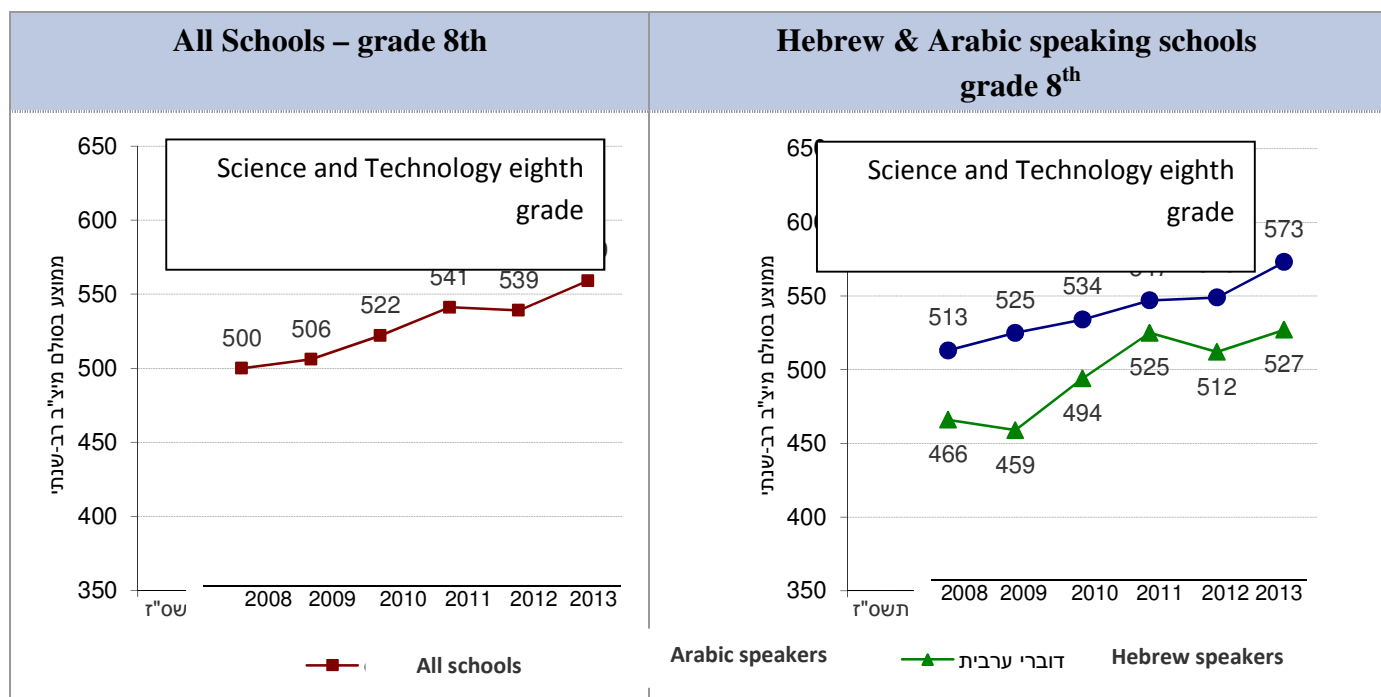
Figure 1: Average total score in science and technology for Fifth grades in all school and by segments of language



Achievement test GEMS in 2013 in Eighth grades tests in science and technology
 Table 2: Averages and standard deviations in science and technology for Eighth grades including school and by segments of language

Science and Technology Eighth grades	All schools			Hebrew speakers			Arabic speakers		
	Year	N	Average	Standard deviation	N	Average	Standard deviation	N	Average
2008	18,868	500	100	12,948	513	94	5,920	466	107
2009	18,588	506	106	13,501	525	99	5,087	459	106
2010	18,872	522	100	13,782	534	95	5,090	494	105
2011	17,249	541	102	13,339	547	97	3,910	525	112
2012	18,664	539	101	13,998	549	100	4,666	512	100
2013	19721	559	106	14410	573	104	5311	527	101

Figure 2: Average total score in science and technology for Eighth grades in all school and by segments of language



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