

Chapter 1

Introduction

Transition is the process or a period of change from one domain to another. This word has milestone importance in the educational sector. During education, students face many transitional levels. Their level of transition may be from primary to secondary level or secondary to higher level. The level of transition from primary to secondary level is a turning point of the academic life of students but the said level has not been addressed by the teachers, students and parents in a proper manner while many others will present different views in this regard. (Grabel & Niesel 2004).

Moreover, transition is an intricate process. According to Topping (2011) in the educational sector, transition may occur from public to private educational system, from primary to middle, from middle to higher education level and from rural to urban schools.

According to (Greibel & Berwanger 2006), transition has both positive and negative aspects. Transition affects the academic achievements of students, so transition impact should be given priority by the educational reformers, teachers and parents.

During transition, students move from a known to an unknown system. Almost every student passes through the process of transition. They encounter a number of school issues and distinctive situations that create many problems for them. This transition can be the main cause of many social and psychological problems for students. O'Neil revealed that up to 25% of students experienced a decrease in psychological health. They feel insecurity in a new environment. They also face problems like lack of motivation and emotional intelligence. These problems vary from student to student. Each student tackles these problems in a different way. In new secondary schools, students meet new children. They have to understand them, moreover, students also meet new teachers. However, their new teachers do not understand the difficulties of new students. Furthermore, new students have to learn the rules of a new school. They have to understand the way of teaching of new teachers. So, overall, students have to cope with many issues.

Boys tackle these problems in a more better way than girls. Further trend is that teachers give more attention to boys than girls which is nasty. (McGee, Ward, Gibbons and Horlow 2004) So we can say that there are also gender differences during transitions. Boys have an advantage

over girls in manual and mechanical abilities and also have more brain power whereas girls attain the level of maturity earlier as compare to boys. Girls are more emotionally and socially mature. (Terman) .

Mackenzie, McMaugh, and O'Sullivan (2012) defined that the primary to secondary school transition refers to the period during which students move from the final year of primary school to embark on their secondary schooling career. It is a milestone in educational life, however about half of children and their parents make the transition without appreciable problems, i.e., stressful and challenging, exhibiting their responses in study by Bronfenbrenner (1994) established a relationship between changes in student's educational settings and their achievement and the concept of ecological transition, because change in student's environment led to disruption in student's role expectations and overall surroundings, thus impacting academic performance, motivation level and emotional intelligence.

Brackett, Rivers and Salovey (2011) defined emotional intelligence (EI) as 'the ability to monitor one's own and others' feelings and emotions, to discriminate among them and to use this information to guide one's thinking and actions'. Emotional intelligence plays major role in mental health and life skills training, and could be viewed as a bridge relating to emotional intelligence and mental health (Lolaty, Ghahari, Tirkari, and Fard, 2012). Similarly, Topping (2011) viewed that transition to secondary school can result in anxiety which is associated with some emotional and social consequences. Such as creating new relationships, changing past relationships with family and friends, and learning new study habits according to the new learning environment. Perhaps the best evidence of students' problem with stressful factors is a student's failure to achieve graduation. In short, students' learning performance could suffer, with accompanying social, emotional and behavioral difficulties.

Transitions can lead to disengagement, negative attitudes towards school, reduced self-confidence, and reduced levels of motivation towards education (Attard, 2010). Because the changes that student experience during a transition are numerous ; few of them are school facilities, academic expectations, class schedules different teachers, increased independence, peer group, family involvement etc. During transition student may encounter a significant change or increase in academic expectations and these variables decrease

motivation level and emotional intelligence level. In this proposal we specially discuss about motivation and emotional intelligence in the context of transition.

1.1 Motivation

Motivation is an act or process of giving someone a reason for doing something. It is literally a desire to do something. (Merriam-Webster dictionary) it is a force that guides our behaviours. Motivation is a theoretical construct used to explain behaviour. It represents the reasons for people's actions, desires, and needs. Motivation can also be defined as one's direction to behaviour or what causes a person to want to repeat behaviour and vice versa. A motive is what prompts the person to act in a certain way, or at least develop an inclination for specific behaviour. (According to Wikipedia- The free encyclopaedia) Motivation is of particular interest to **educational psychologists** because of the crucial role it plays in student learning. Motivation in education can have several effects on how students learn and how they behave towards subject matter. It can:

1. Direct behaviour toward particular goals
2. Lead to increased effort and energy
3. Increase initiation of, and persistence in activities
4. Enhance cognitive processing
5. Determine what consequences are reinforcing
6. Lead to improved performance.

Because students are not always internally motivated, they sometimes need *situated motivation*, which is found in environmental conditions that the teacher creates.

If teachers decided to extrinsically reward productive student behaviour, they may find it difficult to extricate themselves from that path. Consequently, student dependency on extrinsic rewards represents one of the greatest detractors from their use in the classroom.

The majority of new student orientation leaders at colleges and universities recognize that distinctive needs of students should be considered in regard to orientation information provided at the beginning of the higher education experience. Research done by (Whyte in 1986) raised the awareness of counsellors and educators in this regard. In 2007, the National Orientation Directors Association reprinted **Cassandra B. Whyte's** research report allowing readers to ascertain improvements made in addressing specific needs of students over a quarter of a century later to help the academic success.

Generally, motivation is conceptualized as either *intrinsic* or *extrinsic*.

1-Intrinsic motivation occurs when people are internally motivated to do something because it either brings them pleasure, they think it is important, or they feel that what they are learning is significant. It has been shown that intrinsic motivation for education drops from grades 3-9 though the exact cause cannot be ascertained. Also, in younger students it has been shown that contextualizing material that would otherwise be presented in an abstract manner increases the intrinsic motivation of these students.

2-Extrinsic motivation comes into play when a student is compelled to do something or act a certain way because of factors external to him or her (like money or good grades). Motivation level declines after every type of transition. It may cause decline in self-perception and self-confidence. So it is very important to keep in mind motivational factors for smooth transitional process. Transitions are extremely important because they represent major shifts in the daily contexts in which children and adolescents interact. For some students, the transition is smooth and peaceful, whereas for others it is stressful. School transitions are related to a variety of behavioural and psychological changes. Research indicates that across transitions, students often experience changes in relationships with peers, parents, and teachers. In addition, behavioural problems often become evident after a school transition, which is particularly true when students interact with new peer groups after the transition. Much research has examined changes in academic variables after transitions; many transitions are related to notable changes in students' motivation to learn, academic performance, and attitudes toward school.

Academic motivation has been found to be significantly correlated with smooth academic transition. People with academic motivation are high achievers. They always set high levels of aspirations. So achievement motivation is a strong predictor of high academic performance and efficient schooling.

1.2 Emotional intelligence

“It is with the heart that one sees rightly what is essential is invisible
to the eye.” **Antoine De Saint-Exupéry**

We are living in the world where we have to face many challenges. We have to manage our emotions as well as relationships with others. Capacity to adopt oneself with the changing circumstances/environment is a skill. So we have to play many roles in our

lives. We have to handle our own emotions as well as others. So, intelligence help for our actions.

According to Emotional intelligence (EI) or emotional quotient (EQ) refers specifically to the cooperative combination of intelligence and emotion (Mayer, Salovey & Caruso, 2004). The term of EI was firstly used in 1960s in literary criticism and later employed more extensively in dissertations. According to Mayer and et al., before to address the concept of EI, it is important to understand both 'intelligence' and 'emotion'. According to same authors, 'intelligence can be viewed as representing primarily, the capacity to carry out abstract thought, as well as the general ability to learn and adapt to environment'. While, emotions were defined as: 'emotions govern, and often signal, motivated responses to situation'. Thus, EI is the capacity of individuals to recognize their own, and other people's emotions, to discriminate between different feelings and label them appropriately, and to use emotional information to guide thinking and behaviour. Emotional intelligence is the ability to identify and manage your own emotions and the emotions of others. The emotionally intelligent person is skilled in four areas: Identifying, using, understanding, and regulating emotions (Mayer and Salovey, 1993). According to Goleman (1995) emotional intelligence consists of five components: Knowing our emotions (self-awareness), managing them, motivating ourselves, recognizing emotions in others (empathy), and handling relationships. It is generally said to include three skills: (1) Emotional awareness, including the ability to identify your own emotions and those of other, (2) The ability to harness emotions and apply them to tasks like thinking and problems solving, (3) The ability to manage emotions, including the ability to regulate your own emotions, and the ability to cheer up or calm down another person.

In 1920 Thorndike has divided the intelligence into three types i.e Abstract, visual and social intelligence. Wayne Payne (1986) has used the term emotional intelligence in his dissertation entitled, "A study emotion ; developing emotional intelligence; Self integration; related to fear, pain and desire ." In 1995 Danniel Goldman has also written a famous book named; "Emotional intelligence-why it matter more than IQ".

Emotional intelligence is also defined as subset of social intelligence that involves the ability to monitor one's own or others feelings and emotions to discriminate among them and to use this information to guide ones thinking or actions. Simply stated, emotional

intelligence is a learnt ability to identify and understand experience and express human emotion in a healthy and productive way. emotional experience and expressions are unique to each teacher and student. No one else can think, expresses feelings and choose behaviour in a same way. It is confluence of developed abilities to (1) know and value self (2) build and maintain a variety of strong, productive and healthy relationship (3) get along and work well with others in achieving positive result (4) and effectively deals with pressures and demand of daily life and work. Effective learning requires a person-centered process for teachers and students growth and development. When motivation and emotional intelligence are focus of learning teachers and students build human development behaviour and that are intricately related to positive outcome of achievement and personal wellbeing.

1.3 Purposes of the Study

The present study focused to find out the causes of educational transition and its effect on student's motivation and emotional intelligence and there is also a provision of suggestion and measures to improve the student's motivational and emotional intelligences. The study was also focus on gender differences in the process of transition from primary to secondary level. This study sought to extend understanding of the transition experience beyond the existing surface level descriptions in order to provide and appreciation of the reasons why some students did not maintain previous levels of achievement in the secondary context. Measures of student achievement were gathered before and after the complete description of motivation and emotional intelligence dealt in this study and a comprehensive focus on educational transition. The other main objective was the realization to the guardians to clean up the causes which are a great hurdle in the student's motivation and emotions. It is necessary to develop the mentality of the students through the basis of their educational capacity whom are transited. The imbalance treatment of educators and educational institutes make the students frustrated and they do not perform well.

1.3.1 Research Questions

Answers of the following research questions will required to investigate;

1. How do students perceive the primary to secondary school transition?

2. What changes occur in the academic achievement of students when they make the transition from primary to secondary schools?
3. What are the effects of educational transition from primary to secondary on both variables (a) motivation and (b) emotional intelligence on students' learning?
4. What are the gender wise effects of educational transition from primary to secondary on both variables (a) motivation and (b) emotional intelligence on students' learning?
5. What are the difference between the effects of educational transition from primary to secondary on both variables (a) motivation and (b) emotional intelligence on students' learning?
6. What are the difference between the effects of educational transition on the students of class 6th and 7th ; 6th and 8th and 7th to 8th on both variables (a) motivation and (b) emotional intelligence on students learning ?
7. What are the difference between the effects of educational transition on the students of class 6th and 7th ; 6th and 8th and 7th to 8th in term of their academic achievement?
8. Whether students of class 8th are prepared for their transitions to higher educational level.
9. Whether female students of class 8th are prepared for their transitions to higher educational level .

1.4 Hypothesis

Following assumptions were made to test the hypotheses;

H1: Learning is not possible without motivation.

H2: Emotional attachment with teachers and schools could improve students' academic achievement.

H3: Transition has not significant impact on motivation and emotions.

H4: No significant difference exist b/w male and female students on basis of motivation or emotions.

1.5 Significance of the Study

Any betterment in educational transition motivation and emotions has possible effect on the behavior of students. There is a need of taking steps to resolve the issues by the moral support and by doing some positive activities in the educational institutes to readjust their brains. A country like Pakistan which is in its developing stage and has poor economic conditions, which leads to demolish the society as well the motivational and emotional levels of students. There is a sure need to introduce reforms regarding educational transition and moral values must be uplifted through the positive approach. The significance of this research is also how it can be measured and modified to make conditions better than the previous. This research also shows the way to calculate, analyze and overcome the problems through different techniques for the future.

To improve secondary outcomes of students is important to better understand the relationship between high school transition experiences academic self-efficacy, and academic adjustment in determining their overall impact on academic performance. Understanding the effectiveness of transition experiences could serve as a basis for developing and implementing transition activities that contribute to secondary academic success. In addition, results of this study may assist to understand motivational factors and EI in secondary and postsecondary settings. These efforts may increase retention rates in further educational stages.

Other professionals such as teachers, transition specialists, rehabilitation counselors, school administrators, school counselors and postsecondary disability professionals will have information to promote educational goals, personal growth, and student adjustment. Many studies and articles have been put forth in this regard but surely this study will be the merger of scientific and social values. This merger helps us to understand what type problems of students face during transition. This research is also drying the attention of educational.

Exploration and probing of the thoughts of target students during the experience of primary-secondary transition will support to construct a detailed view of the experience through the eyes of key participants. This student understanding of the situation along with student belief systems, lines of reasoning, implicit personal theories, and generic understandings, when combined with observational data, provided the means of developing a "characterization" of students who will successfully and less successfully adjust in the new academic demands of the secondary school environment.

1.6 Delimitations

The study was delimited to the children and students from class 6th to 8th. The students from eight secondary schools of Multan district were involved in the study. On account of a large population of targeted students, only those schools were selected that were available within the residential areas and easy to approach regarding the collection of the required data. The student's academic record of class 5th was selected from the administration of selected schools through which it can be found which students have been transitioned from primary to secondary level. Moreover, only the standardized EI and motivational scales for secondary school students were utilized to collect the required data.

1.7 Literature Review

The services of education are tangible and it is a difficult task to measure it. Because it is a process of knowledge transformation, learner's modification in their behaviour and life skills (Tsinidou, Gerogiannis, & Fitsilis, 2010) so there is not at all any one agreed on it that there is any quality definition which is applicable to the field of education. The quality definition on education is different from area to area (Michael, 1998). The academic success depends upon the learner himself and the environment plays a key role in it. A student for his academic performance quality requires help and support of his family members, communities and school personnel. These kind of social supports have a vital role for his achievements and accomplishment of his goals (Goddard, 2003). Except this the involvement of parents enhances the chances of their child's success in his education (Furstenberg & Hughes, 1995).

There is also an issue of relationship between academic achievement of students and gender has been widely discussed for several decades (Eitle, 2005). There is a gap found between boys and girls in their achievements. Most of the time girls have been shown better results

and performances than boys (Chambers & Schreiber, 2004). There are some other factors which are directly related with the psyche of students like their ethnicity, gender and occupation of father (McCoy, 2005; Peng & Hall, 1995).

An experience of continuous reconstruction through living process is called education (Carazo, M.Capraro, & Wiggins, 2000). In this way an individual develops those capacities which are helpful to him to grip the environment and fulfilment of his possibilities (Miller, Linn and Gronlund, 2009). There are to active participants in the process of teaching and learning but the most active one is student because as he enters into the institution and he makes himself groomed with his contact with teachers but know it is the duty of teacher to enrich him with knowledge according to the skills and techniques or methods of his teaching and try to impact on the student's motivation and emotional intelligence through his attitudes (Cavanagh & Waugh, 2011).

The education ladder is not same for every student because every student has been grown up in a different environment and having different attitude towards his future but when he enters in the class room he has a wish of becoming 1st in the class but this is only possible if the student is having the ability to do something hard, new and different. There is a great responsibility of the teacher to take the class in such a manner that different type of students feel themselves same. For this the teacher would have to play a key role and have to make his impact on student's motivation and emotions through his motivational techniques and he will only be able to do so if he has facilities, environment, skill, knowledge and experience (Hambleton et al., 2005).

The students feel satisfaction in the shape of recognition of fulfilling their achievements as a reward and they want to live in high degree of independence and also want to seek their challenges (Downing & Haladyna, 2006). When a student achieve a goal he feels himself motivated and this self-motivation leads him for further success and it is the time for his teacher to motivate him further by practising some extraordinary techniques in his academic life for his further achievements so that the teacher student combination provides a gate way to face the challenges and make the achievements achieve able through motivational and emotional aspects and a student is successful through motivation and emotional intelligence which is the most wanted technique in this regard to generate best outcomes (Pier Angelo & Giuliani, 2009).

The main factors found by the researchers are atmosphere, motivation, environment and emotions in which a student achieved his goals and this is just because of skilled and experience teachers which are mostly available in public sector rather than in private sector. The main reason is that the teachers in public sectors are properly qualified against private sector teachers so that they can carry the class in a better way and a plus point is that they have more facilities than private sector (Cavanagh & Waugh, 2011).

The use of computer and scientific techniques among students is also a powerful technique to boost the knowledge of student. The public schools are having these kinds of facilities at a huge level while the private schools are at the shorter side in this regard. The history is evident in this response that the scientific techniques are more motivational than any other technique (Miller et al., 2009).

Though the family and environmental factors have significant effect on students but the motivational and emotional attitude of student plays an important role in student's life to make his achievements up to mark. The students are always in state of competition as they enter in the class room and they are motivated through their emotions, they pick the things positively or negatively if the behaviour and attitude of teacher is harsh then it will produced negative results and if the behaviour and attitude of teacher is encouraging, cooperative and polite then it will have a positive effect on student's emotions and he will produce positive results (Mccartney, 2007).

Teachers always play a key role in the achievements of students. The unskilful and untrained teachers have never been successful to convert the abilities of their students in such a manner that they are not able to achieve the required desires while on the other hand skilful, trained and active teachers whom are properly qualified can make full use of the emotions of their students which is quite helpful for students to remain motivational for running in the race of this modern age (Rogoff, 2003).

Different studies have shown that the methodology of teaching is most synergistic tool among that entire experience, how a teacher takes his students and how he motivates them to uplift their morale. The different techniques have been used by the teachers in the class room which plays a key role to uplift the motivational and emotional attitude of the students for his success (Carter, 2009).

Among all these factors there are so many other factors which are related to student lives but the impact on the performance of student with the motivation and emotional intelligence have been discussed in this study that how the teacher are equipped to perform in the class room and how they create the sense of competition through the use of different techniques to utilize the emotions of students and their motivational attitude either public or private.

Educational Productivity Theory by **Welberg (1981)**. He described in his theory that there are nine factors which are involved in learning process and affect the academic performance quality. Basic assumption of the study is that there are fewer possibilities for the transited students without motivation and emotions. It is also based on the assumption that how they adopted the method to conduct and how motivation and emotions make impact on the student's carrier. Here in this study it is briefly described that how educational transitions happens and how it effects on the student's motivation and emotional intelligence.

Motivation is a tool which provides direction towards success. Hamer (1988) in his book "English Language Teaching" quoted from Johes, Jennifer, George that motivation pushes the person to achieve his aim. Motivation has a psychological effect on a person which helps him to determine his efforts, behaviour, emotions and persistency to handle the obstacles.

1.8 Definitions of terms

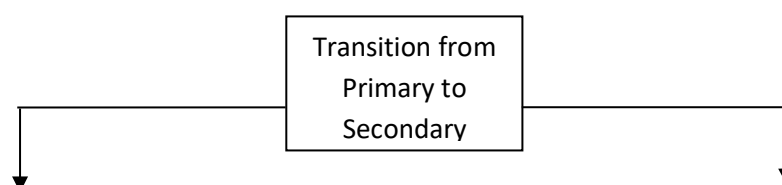
ET=Educational transition

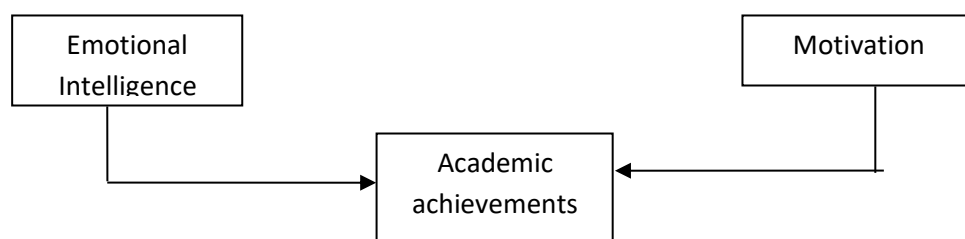
SM= Student's motivation

SEI= Student's emotional intelligence

E= Experiences

Conceptual Research Model





1.9 Research Design

That was longitudinal but multiphase study by nature which was conducted during the years 2017 – 19 in the sampled secondary schools. Contemporary students enrolled in the class 6th, 7th and 8th in these years were observed and examined accordingly. Therefore, there were 3 phases in that study. First phase of the study began when the students were transited from primary to class 6th. The second phase of the study was started from class 7th to class 8th and in the third phase students of class 8th were finally investigated regarding their perceptions and motivation to the higher education.

In that study two type of schools i.e., government and private secondary schools were involved. Due to the importance and requirement of the research four government secondary schools (two for male and two for female) and four private secondary schools (two for male and two for female) were focused to keep tracking of the sampled students during the research. The uniqueness and importance of the study was that the sample students were selected once from class 6 from the sampled schools and then were continuously engaged and examined throughout the study.

As depicted from the literature reviewed, that transition from primary to secondary schools has major impact on students' lives and their academic performance. Therefore, those students, which were transformed recently from 5th class to 6th were focused in the start of the study. After that, researcher kept engaged and observed the same students of the selected schools to understand the effects of transitions in terms of emotionally intelligence and motivationally inclined towards learning during their educational – experiences from class 6th to 8th.

1.10 Research Methodology

The starting point for the study was desired to understand if there were any significant difference in teaching and learning environment in primary and secondary schools and if so whether this could provide another part of the explanation for why some students find it difficult to make a successful transition into secondary schools. Secondly, it was targeted that what students perceived about their transition from class one to another. Therefore, the study was longitudinal and was conducted in 3 different phases. The methodology employed (grounded theory) was derived from a brief literature review which facilitated to understand the impacts of transitions on motivation and emotions and further their impact on student's academic achievement which was the mixture of qualitative and quantitative data and was analyzed in order to gain a better understanding of the situation and to explore underlying attitudes, assumptions and beliefs which influence practice.

1.11 Sampling and Method

According to Leedy(1989) “the population for the study must be carefully chosen,clearly defined and specifically delimited in order to set precise parameters for ensuring discreteness to the population.” (p.142). The secondary school focus for this study were selected because it supported to observe students in critical time of their transition from one class/stage /level to another. This study was conducted in Multan district's metropolitan area.Targeted students were selected from classes 6th to 8th from secondary schools within the district. Sample of the study might be different . All the students in all the sampled school were considered as targeted sampled students which were enrolled in class 6th at the time of study.After that all those students who were promoted to class 7th of the same class and same school were the population of the next phase of the study and so on.The reason for selecting secondary schools within the Multan district as the target of this study was the large size population and was approachable.The student population was drawn from eight secondary schools in present study.Four secondary schools were from government sector and four were from private sector.All schools used in the study were located in residential areas, drawing from upper working class and middle class socio-economic area.

1.12 Ethical consideration

The study was conducted by keeping all the research ethics in view. With the help of a permission letter, researcher was demonstrated the purpose of the study to the principals

and teachers of the targeted secondary schools. The permission of principal was obtained in advance to interact with the participation. All data was kept secret and reported anonymously. Any information which may identify school or individuals was not further reported.

References

- Attard, C. (2010). Students' experiences of mathematics during the transition from primary to secondary schools. Retrieved from <http://files.eric.ed.gov/fulltext/ED520866.pdf>
- Bracket, M. A., Rivers, S. E. and Salovey, P. (2011). Emotional Intelligence: implications for personal, social academic and workplace success. *Social and Personality Psychology Compass*, 5(1), 88-103. DOI: 10.1111/j.1751-9004.2010.00334.x
- Bronfenbrenner, U. (1994). Ecological models of human development. In *International Encyclopedia of Education*, volume 3, 2nd Ed. Oxford: Elsevier. Retrieved from <http://www.psy.cmu.edu/~sieglar/35bronfenbrenner94.pdf>
- Carter, P. (2009). Test Your EQ: with 22 Questionnaires. Delhi, India: Kogan Page.
- Cavanagh, R. F., & Waugh, R. F. (Editor) (2011). Application of Rash Measurement in Learning Environments. The Netherlands: Sense Publishers.
- Chambers, E. A., & Schreiber, J. B. (2004). Girls' academic achievement: Varying associations of extracurricular activities. *Gender and Education*, 16(3), 327-346.
- Goddard, R. D. (2003). Relational networks, social trust, and norms: A social capital perspective on students' chances of academic success. *Educational Evaluations & Policy Analysis*, 25, 59-74.
- Griebel, W. and Berwanger, D. (2006). Transition from primary school to secondary school in Germany. *International Journal of Transitions in Childhood*, vol. 2, 32-39.
- Harmer, J. (1988). *The Practice of English Language Teaching*. Edinburgh gate Harlow, England. Longman, P.51
- Hodgkin, K. G. (2014). Schooling, physical education and the Primary – Secondary Transition. An Un-Published Thesis submitted to Cardiff Metropolitan University in partial fulfillment for the degree of Doctor of Philosophy. Retrieved from <https://repository.cardiffmet.ac.uk/>
- Lolaty, H. A., Ghahari, S., Tirgari, A. and Fard, J. H. (2012). The effects of life skills training on emotional intelligence of the medical sciences students in Iran. *Indian Journal of Psychological Medicine*, 34(4), 350-354.

- Mackenzie, E., McMaugh, A., and O'Sullivan, K. A. (2012). Perceptions of primary to secondary school transitions: challenge or threat? *Issues in Educational Research*, 22(3), 298-314.
- Miller, M. D., Linn, R. L., & Gronlund, N. E. (2009). *Measurement and Assessment in Teaching*. Upper Saddle River, New Jersey: Pearson Education Inc.
- O'Neil, S. (Director General) (2013). Transition from primary to secondary school: an initiative of the Director General's Classroom First Strategy. Retrieved from <https://www.education.wa.edu.au>
- Pierangelo, R., & Giuliani, G. (2009). *Understanding Assessment in the Special Education Process*. Thousand Oaks: Corwin Press, A sage Company.
- Powell, R., Smith, R., Jones, G. and Reakes, A. (2006). Transition from primary to secondary school: Current arrangements and good practice in Wales. A Research Project by National Foundation for Educational Research, retrieved from <https://www.nfer.ac.uk/publications/WTN01/WTN01.pdf>
- Tsinidou, M., Gerogiannis, V., & Fitsilis, P. (2010). Evaluation of the factors that determine quality in higher education: an empirical study. *Quality Assurance in Education*, 18(3), 227-244. US Department of Education. (2003). Confidence: Helping your child through early adolescence. Retrieved from <http://www.ed.gov/parents/academic/help/adolescence/part8.html>
- Topping, K. (2011). Primary – secondary transition: differences between teachers' and children's perceptions. *Improving Schools*, 14(3), 266-285. DOI: 10.1177/1365480211419587