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**THE TRANSITION FROM PRIMARY SCHOOL TO JUNIOR HIGH SCHOOL AND
ITS INFLUENCE UPON SCHOOL ACHIEVEMENTS**

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CONTENTS	ERROR! BOOKMARK NOT DEFINED.
CONCEPTUAL HIGHLIGHTS OF THE RESEARCH.....	4
THE CONTENT OF THE THESIS	7
CHAPTER 1, EPISTEMOLOGICAL FOUNDATIONS OF TRANSITION TO THE JUNIOR HIGH SCHOOL.....	7
CHAPTER 2, METHODOLOGY OF TRANSITION TO JUNIOR HIGH SCHOOL FOR ENSURING SCHOOL ACHIEVEMENTS	10
CHAPTER 3, THE VALORISATION OF THE PEDAGOGICAL MODEL OF TRANSITION TO THE JUNIOR HIGH SCHOOL FOR ENSURING SCHOOL ACHIEVEMENTS	15
BIBLIOGRAPHY.....	26
ANNOTATION.....	32

CONCEPTUAL HIGHLIGHTS OF THE RESEARCH

Theme actuality and importance of the problem addressed. In Israel, the transition from primary to junior high school coincides with the period of puberty, which comes with a series of challenges at the psychophysiological and social level: physiological changes, cognitive and social changes generated by the consolidation of the feeling of belonging to a group of colleagues, emotional changes with impact on emotional adjustment and mood, independence and personal identity formation [12], [32], [26]. In addition, the transfer from primary to junior high school involves several challenges: new teachers, new expectations, new friends, a new contingent of pupils, whose number exceeds that in the primary school [14]. A different school structure may create the impression of a larger school structure than the one the students are previously used to. Students must also adjust to new instructional techniques and a higher degree of competitiveness [18], [35]. All these changes occur at the moment when egocentrism and criticism towards oneself and towards others manifests itself very intensely. In Israel, the transition from elementary to middle school demands the teenager to deal with new psychological, social, and physical challenges, such as acquiring new behaviors that are typical of the new educational setting [50], [41].

The aforementioned aspects *negatively affect the pupils' school performance*, invoking the need *to develop holistic programs*, which would facilitate the transition from primary to junior high school under the aspect of school achievements, with the active involvement of school managers, teachers, pupils, parents and stakeholders [62].

The effect of the transition from primary to junior high school in terms of school success, marks our communities in a special way. This research examines the differences in student achievement between schools that prepare students for transition and those that do not, and it demonstrates the significant positive impact of transition programs on overall student achievement [46], [60]. In other words, the transition program benefits both individual students and the Arab community in Israel as a whole.

In this context, **the actuality of studying** *the transition* from primary to junior high school, in terms of school achievements, stems from: the inadequacy of exploring the process of transition from primary to high school [44],[49]; from the responsibility to optimize the involvement of educational factors in the process of students' transition from primary to junior high school [48], from the interest of facilitating pupils adaptation to the junior high school stage in psycho-emotional and academic terms [52, p.134].

The problem of school success is amplified during the transition period from primary to secondary school, when school challenges overlap with preadolescent psycho-physiological and social challenges.

The social community evaluates the school based on the school success of its students, with school success becoming a benchmark of the quality of all those involved in this educational process (students, teachers, parents, school institutions, and social communities), with school failure leading to the depreciation of the student, the school, and the family and, often, becoming synonymous with failure in life. Failure is no longer only a pedagogical issue; it is also a social one [3], [4], [7], [16].

Description of the situation in the research field. Due to the complexity of the phenomenon of transition to the junior high school level, there are various studies in the specialized literature that tangentially address this problem: pre-adolescents and the transition to the junior high school level (R. Ashton [48], A. Frey, A. Martin and Schwab-Stone [59], Spicer A. [74], etc.);

crisis and change (R. Amiram, E. Katzenelson [46]), pedagogical support in transition (L. Anderson [47], E. Bru, T. Stornes, E. Munthe și E. Thuen [51]); the parent-school partnership (W. Chen and A. Gregory [53], R. Crosnoe [43, p.210-234]); academic vulnerability and resistance during the transition (R.D.Harold, J.Eccles [57], A.G. Langenkamp [68, pp. 69-97]), social support and socioemotional adjustment in the school transition process (R.S.Martinez, O.T.Aricak, M.N.Graves, J.Peters-Myszak [70], etc.).

The Romanian scientist S. Cristea studied the school transition from the perspective of continuity between school levels. In his opinion, the transition from one level to another level of education is a fundamental criterion for the evaluation of the system quality, proven by the continuity of objectives, the contents of training and the teaching-learning-evaluation methodology, applied in open organizational contexts, favorable to individualization or differentiation of the educational process [5, p.485].

In Israel, the problem of school transition was addressed by the researchers R. Amiram, E. Katzenelson [46], etc., who studied the symptomatic behaviors characteristic of the school transition: decline of school results, decrease of satisfaction with school, reduction of pupils' motivation for learning, and self-confidence diminution etc.

In the Republic of Moldova the importance of the problem of school transition is confirmed by a series of researches related to the phenomenon approached, focused on certain directions: educational management (V.Gh.Cojocari [10], V. Cojocaru [11], D.Patrașcu [33]), emotional intelligence (M.Cojocaru [9], E.Rusu [38], N.Silistraru [40]), intellectual development (I.Lupu [25], V.Panico [32], V.Botnari [6], P.Jelescu [18]), school adaptation (V.Mîslițchi [27]), creativity as a development factor of creative thinking (D.Antoci [3]), organizational communication (V.Andrițchi [2]), etc.

In this context, V. Botnari considers that the insertion and existence of any person in a certain environment requires adaptation, which represents a permanent exchange of "substance" between subject and environment, the appropriate modification of functions and structures in accordance with the quantitative and qualitative changes of the environment [6].

According to V. Mîslițchi, *adaptation* manifests itself at all the structural and functional levels whose synergistic dynamics constitutes the human condition, as a process of change, developed voluntarily or involuntarily, in order to place the person in a more advantageous position towards his internal environment or the surrounding one, this assuming his ability to learn and progress [27].

Taking into account the complexity of the problem of school transition to the junior high school level from the perspective of ensuring school achievements, results the necessity of approaching from the *contradictions* between: (a) the psychophysiological and social characteristics of pupils in the process of transition to the junior high school and their insufficient knowledge by the educational factors; (b) the educational needs of pre-adolescent pupils in the process of transition to the junior high school and their inappropriate approach; (c) insufficient concern of school managers and teachers for extending educational activities to support pupils during the transition period and the demands of the current paradigm of education ideally supported by the need to focus on pupils' individual needs.

The identified contradictions led to the identification of the **research problem**: *What are the prerequisites and mechanisms for achieving the transition from primary to junior high school and their influence on school success?*

The research purpose is to establish the psychopedagogical highlights of transition from primary to junior high school, to elaborate the Pedagogical model of transition to junior high school for ensuring pupils' school achievements.

The objectives of the research are:

- studying the theoretical framework of the transition from primary to junior high school;
- revealing the methodology of approaching transition to the junior high school;
- stabilirea particularităților învățării raportate la elevii de vârstă școlară mică și medie;
- determinarea factorilor și condițiilor de tranziție de la treapta primară la treapta gimnazială;
- elaborating, implementing and validating the Pedagogical model of transition to the junior high school for ensuring pupils' school achievements;

The methodology of scientific research includes: scientific documentation, generalization and systematization, analytical method, descriptive method, as well as experimental methods: the pedagogical experiment, the survey, the questionnaire, the quantitative and qualitative analysis of the experimental data, as well as and statistical-mathematical methods.

The novelty and scientific originality of the research are argued by updating the significance of the phenomenon of school transition and the concept of school success of students; identifying the components of school achievements associated to transition to the junior high school; developing the *Pedagogical model of transition to the junior high school* for ensuring pupils' school achievements.

The important scientific problem solved in the paper consists in the conceptual and praxiological substantiation of the Pedagogical model of transition to the junior high school through *the valorization of the methodological program for transition* support, fact that ensured pupils' school achievements.

The theoretical significance of the investigation lies in establishing the particularities of the transition phenomenon from primary to secondary school under the aspect of psychosocial and pedagogical dominants; reasoning the importance of the transition program from primary to junior high school for ensuring school success; updating the concept of school success, revealing the dimensions of learning in elementary and middle school students, and determining research priorities.

The applicative value of the research is argued by the establishment of the methodological directions supporting the transition from primary to secondary school; the development of the transition program to ensure school success expressed by good learning results, motivation for learning, low school anxiety and decent school behavior; the development and experimental validation of the Pedagogical Model of transition from primary to secondary school and their influence on school success.

The main scientific results submitted for defense are reflected in the theses:

1. In order to ensure students' school success, the transition from primary to junior high school involves specific psycho-pedagogical dimensions that require an appropriate approach at the managerial and methodological levels as a motivational premise for learning toward school success.

2. The efficiency of transition to the junior high school level is ensured by the optimal establishment, description and exploration of the theoretical and applicative foundations, structured in the *Pedagogical Model of transition to the junior high school for ensuring pupils' school achievements* that was developed and validated in the present research.

3. The functionality of the *Pedagogical Model of transition to the junior high school for ensuring pupils' school achievements* creates premises for increasing the quality of educational performance in pre-university institutions in Israel, the Arab sector.

The approval and validation of scientific results is ensured by the theoretical investigations and the comparative analysis of the experimental results. The results of the research were presented within the meetings of the *Department of Pedagogy and General Psychology of TSU in Chişinău*, at national and international conferences in the Republic of Moldova, and were approved by publications in scientific journals: *Factors influencing transition to junior high school*. În: *Artă și Educație artistică*, nr. 2 (22), 2013, p. 99-101 & *Categories of transition from primary school to junior high school vs school achievements in Israel*. in: *Materialele conferinței cu participare internațională Educația din perspectiva valorilor*, UPS “Ion Creangă”, 2013; *Psychosocial dimensions of transition from primary school to junior high school*. in: *Materialele conferinței științifice internaționale Eficientizarea învățământului-vector al politicilor educaționale modern*, 11 – 12 decembrie 2014, IȘE, p.484-488; *Aspects of transition from primary school to junior high school in Israel*; in: *Materialele conferinței științifice internaționale Educația pentru dezvoltare durabilă: inovație, competitivitate, eficiență*, 18-19 octombrie, 2013, IȘE Chişinău, p.461-466; *Junior high school climate and its impact upon transition*. in: *II Международная научно-практическая интернет-конференция Актуальные научные исследования в современном мире*, 4-5 июля 2015 г., p.9-14; *Intervention programs for transition facilitation*. in: *Materialele conferinței științifice Prerogativele învățământului preuniversitar și universitar în contextul societății bazate pe cunoaștere*, 7-8 noiembrie 2014, p.191-197, *Modelul pedagogic de tranziție de la treapta primară la treapta gimnazială pentru asigurarea succesului școlar*, in: *Univers Pedagogic*, p.62-75, 2016.

Publications on the theme of the thesis: 8 scientific works, including 3 articles in specialized scientific journals and 5 communications at national and international scientific conferences.

Dissertation volume and structure: introduction, 3 chapters, general conclusions and recommendations, bibliography of 181 titles, 140 basic text pages, 20 tables, 6 figures, annexes, annotation (in Romanian, Russian and English).

Key concepts: transition, primary school, high school, pupils, pre-adolescents, school achievements, learning, adaptation, educational factors, pedagogical model, methodological program.

List of abbreviations used in the thesis and the abstract: (a) in Romanian: EE-eșantion experimental, EC-eșantion de control; (b) in English: EG-experimental group, CG-control group, AE-ascertaining experiment, VE-validation experiment.

THE CONTENT OF THE THESIS

The **Introduction** shows the relevance and importance of the research theme, reflects the research problem, purpose and objectives, highlights the epistemological benchmarks of the research, as well as its scientific and praxiological value, which theoretically and methodologically support the novelty and scientific originality of the investigation.

Chapter 1, Epistemological foundations of transition to the junior high school, exposes the characteristics of school transition in general and to the junior high school in particular, examines the learning dominants in primary school pupils and junior high school pupils and analyzes the concept of school achievements as indicators of school adaptation in the context of transition to the junior high school.

The epistemology of the concept of school transition was based on theories, investigations, ideas and experiences that demonstrate the need to involve educational factors: school managers, teachers, parents in the process of transition from one school stage to another, to ensure the quality of school success and education respectively. [26], [45].

According to the dictionary of pedagogical terms, the term *school transition* refers to the three major transfers that occur within the educational system: from primary to junior high school, from junior high school to senior high school, and from senior high school to university, college, adult life, etc. Researchers R. Amiram and E. Katzenelson revealed several key transitions occurring in the education system. *Transition is a natural process, characterized by confusion and oriented towards the search for a new direction, a change that marks a turning point during development* [25]. The transition from one educational environment to another involves tension, given the new norms of behavior and learning, as well as the physiological, cognitive, psychological, and social changes that occur [49, p.19-50]. Notable, in this context, *change affects the student's concept of the world in behavioral, emotional, and cognitive terms, causing fear and anxiety in most cases* [58]. Transition stressors can impede school adjustment and, as a result, affect learning. They can also amplify other factors that impede learning.

According to S. Cristea, a fundamental criterion for evaluating the quality of the system is the continuity of the objectives, the content of the training, and the teaching-learning-evaluation methodology, applied in open, favorable organizational contexts individualization and differentiation of the educational process [14, p. 61]. This implies that *continuity is a fundamental requirement of the transition from one school level to another. Ensuring continuity requires assisting students in adapting to the conditions of planning, organization, realization, and development of instruction that are unique to a new level of education* [14]. A crisis occurs when an individual is unable to cope with a situation using known coping mechanisms [35]. Stress and anxiety increase in crisis situations, leaving the individual feeling helpless and unable to act on his own. A recent study on the school transition conducted in Quebec revealed negative effects such as: worsening of social relationships, increased risk of dropping out, isolation, anxiety, decreased school performance, decreased motivation to learn, decreased level self-esteem, intensification of stress and depression symptoms [66, p.128-130].

In the Republic of Moldova, the transition from the primary school to the secondary school occurs after the graduation of the 4th grade, at the age of 10-11 years. This transfer is a turning point in the students' lives, given the overlap with the beginning of preadolescence, a stage marked by multiple psychophysiological, emotional and intellectual transformations. Furthermore, with the transition to secondary school, students face new challenges, such as: a large number of teachers; diversification of teaching methods - evaluation; changing the scoring system; increasing the number of subjects, the amount of information that the student must assimilate, and so on. Adaptation difficulties may have the following consequences: a decrease in school motivation; a negative change in academic performance; an increase in absenteeism; resorting to risky behaviors (smoking, alcohol); deterioration of family relations, communication difficulties with adults; an increase in stress and anxiety; a decrease in tolerance to frustration; isolation.

In Israel, the primary level comprises the 1st - 6th grades. At the time of the transition from primary to junior high school, students are between 12-13 years old, an age period that coincides with preadolescence, a stage characterized by a multitude of psycho-emotional disorders. The researcher Akos, P. [45] claims that during this period the student easily transfers his preferences from one discipline to another, from one project to another, without an effective achievement, a situation accompanied by opposition to the adults' demands. The child refuses everything that is imposed on it, resulting from this a certain superficiality which, by a circular effort, leads to

increasing instability, since no real satisfaction is obtained by passing indiscriminately from one interest to another. Instability results from the fact that new psychic and spiritual possibilities progress at unequal speeds and in different directions. While for the 7-9 (10) year old schoolboy it is a state, for the 12-13 year old schoolboy it is a style of behavior, an ever renewed exploration, a need to know new activity horizons. So, what the 7-9-year-old student perceives as a recession, the 12-13-year-old student perceives as an unplanned but beneficial advance [14]. They exhibit high levels of intellectual growth throughout this time, including depth, quickness, and independence in thinking, as well as a critical spirit that does not tolerate mistakes.

Also, it was discovered that social concerns are obviously significant at the preadolescent stage and, respectively, during the period of transition. According to research done by J. M. Langberg, J.N. Epstein, and M. Altaye [67], the transition to secondary school has an impact on students' psychosocial development and can lead to a number of issues, including stress, self-dissatisfaction, attention disorders, lack of concentration, hyperactivity, impulsivity, and lowered self-esteem. At this point, according to Marlett D. M. [69], students are mostly focused on making new friends.

Taking into account the aforementioned, *we assume that the change from primary to junior high school is a difficult process with significant psycho-physiological repercussions that necessitates greater flexibility and psycho-emotional stability on the part of the student to adjust to the new learning environment* [65]. Early preparation, in collaboration and cooperation with the primary and junior high school, as well as with the parents of the students, enables the pupils to successfully adapt to the new educational environment before and during the transition.

School success is defined by Romanian researcher C. Cucuș [15] as what the student actually accomplishes in a given scenario as a result of the use of their abilities. Academic success, according to C. Stan [41], is *the level of effectiveness attained by the student's mobilization of their cognitive and affective-volitional resources when faced with a certain task*. Performance displays current results in clearly defined contexts. Regarding the pupils' academic performance, *it is objectified in their behaviour and manifests as academic achievement*.

I.T.Radu [36, p. 184] lists the following as school results: acquired knowledge, aptitude for applying knowledge (skills and habits), intellectual ability, character qualities, attitudes, and behaviors. According to researchers C. Crețu and V. Negovan [13], [29], school success is measured by grades that reflect learning outcomes and by performance in exams, competitions, and olympiads. This is the highest level of school adaptability. Therefore, since *success expresses the agreement between the student's possibilities and school requirements, school failure expresses "the student's situation whose results do not satisfy the school's norms"*, a situation created by the fact that the school imposes basic programs and identical rhythms for all children. School failure represents a poor level of learning performance and can take two forms: a) falling behind in class or being academically retarded; and b) school failure, which can appear in dropout or repetition [19]. The highest level of school quality represents *high-quality school performance. Providing students in transition with psycho-emotional tools will lessen their susceptibility during this time and prevent academic failure, being a big problem in this environment*. It is possible to find these psychoemotional resources by responding to each student's unique needs. *Preadolescent students have specific requirements that must be met, according to the American Association for General Education* [52]: *academic, social, physical, emotional and psychological, and moral demands* [59]. The Carnegie Council on Youth Development promotes the notion that a school's organizational structure, curriculum, and failure to address students' intellectual, social, physical, emotional, psychological, and moral requirements are all major contributors to academic failure.

In the same chapter, *the dominant aspects of learning for students of primary and secondary school age* were outlined. The psychopedagogical aspects of learning specific to students in these age categories can be found in the works of several researchers in the field: J. S. Bruner [7], Martinez D. M. [69], A. Spicer, B. Friedman [74], I. Nicola [30], J.M. Langberg, J.N. Epstein, M. Altaye [57], I. Neacșu [28], V. Panico [32], P. Jelescu [18], N. Silistraru [40], V. Botnari [6], M. Druță [7], etc.

Table 1.1. Learning dominants at the primary and junior high school level

Learning at the primary	Learning at junior high school level
observational, perceptive	relatively conceptual, with ascertainment and evaluation judgments
uniform, group, situational interactivity	relative autonomy, personalization
corrective, with immediate feedback	corrective, with delayed feedback
based on certainties, alternatives and limited arguments	elements of uncertainty arguments in multiple alternatives
global standards, focused on explicit tasks	standards on disciplines and some connections
epistemic motivation	personalized epistemic motivation, on preferred disciplines
there is group and individual symbiosis	the scope of mono and interdisciplinary skills
reflects the distinction between cognitive, motor, and emotional; weak methodological, ethnic aspect.	it has an obvious technological and methodological aspect
general orientation, undifferentiated	preferential orientation, disciplinary interests
informal learning style	the first forms of the learning style appear
evaluation of the results through qualifications, approximate, general	the evaluation by docimological system, more rigorous, but heterogeneous for interpretation
Assessment is based on closed answers, or less often multiple choice; the cognitive-emotional unit dominates. The evaluation of the results is sometimes separated from the moment of learning, the student rarely participates, especially indirectly, in his own learning.	The evaluation of learning aims at the construction, the elaboration of effective personal responses; cognitive dominates, reflectivity also appears. The evaluation of the results is integrated into the actual learning, the student can participate directly, in various situations, in his own evaluation.

Using the approaches of the aforementioned researchers, it was discovered that the child's need for exploration, information, and documentation is at its peak during the early school years (6-10/11 years). Despite being burdened with numerous and difficult responsibilities, the personality is undergoing growth. Unlike the previous stages, learning occurs during the early school years on the basis of *meticulously segmented and rigorously chained actions*. The young schoolchild learns that these actions can have very different contents, that some have a very broad applicability, while others have a narrower scope. It also stands out for *bringing the students in front of the need for control-related behaviors*, confrontation, and comparison of the outcomes with the appropriate models. *Early school learning* expands the system of infantile thinking's cognitive structures and restructures infantile thinking in various ways [51].

Chapter 2, Methodology of transition to junior high school for ensuring school achievements, presents the methodological directions of transition approach from the perspective of ensuring pupils' school achievements in transition to junior high school; defines the factors and strategies aimed to support the transition process and exposes the *Pedagogical model of transition to junior high school*.

Specialized studies present the school transition as a major pedagogical challenge, insofar

as the difficulties that it involves manifest themselves at the entrance to each of the levels of education [49], [40], [52]. The proposed solution is the integration of steps in each level of education. S. Cristea proposes the following steps: (1) *adaptation to the new level of education*; (2) *development within the level*; (3) *orientation at the end of each level*. Thus, from the perspective of this paradigm, the transition from primary to secondary school should start with the *orientation stage* at the end of primary level and continue with *the adaptation to the new level of education* and *development within the level* [14, p.580]. According to researchers Dockett and Perry [56], orientation has a procedural focus because parents and students get to know each other as well as the staff members of the new school while getting familiar with various aspects of the curriculum. While these activities help students adjust to the new learning environment as they move from one school level to another, it is important to remember that at this time, children have different requirements, and the educational system must be able to meet each one of them.

The requirements of the Ministry of Education of Israel [37] list four important transition stages: *preparation, transfer, induction in secondary school and consolidation*. Most researchers in the field note that transition support programs should start in the 5th grade, or even earlier, in order to create an environment that promotes a safe transition from primary school to secondary school.

The researcher Schiller, K. S., underlined the necessity to personalize the transitional activities to each student's unique needs. She proposed five categories of activities that primary and secondary schools should integrate into their transitional programs: administrative activities, social and individual activities, curricular activities, pedagogical activities, and self-regulation stimulation activities [73, p. 216]. The secondary school transition is managed by the students, who are also encouraged to develop in their ability for independent study and self-analysis.

Facilitating factors of the school transition are: *socio-pedagogical, family, intellectual and non-intellectual biopsychological* [32].

The socio-pedagogical, familial, intellectual, and non-intellectual biopsychological factors are those that help students transition to school [32].

Hawk and Hill stress the significance of leadership and school culture in the process of transition and point out that the decisions made by adults (parents and teachers) are crucial. According to them, *a successful school transition necessitates consistency in how students' well-being and academic performance are handled*.

The following strategies are effective when used in the classroom: *making decisions together with students, valuing their cultural heritage, employing interactive techniques, and developing a shared vision and agenda for the advancement of educational excellence*. Parents' responsibilities for assisting with the transition from primary to secondary school include things like *setting up an environment where students can focus on their studies, making an activity schedule to help students stay organized, and organizing various activities with their children* [52].

The following *initiatives and activities were identified as effective in assisting the transition from the primary cycle to the secondary cycle*: drawing the school map; photographing the site, classrooms and teachers; visiting junior high school by parents; prompt establishment of the schedule; encouraging older students and teachers to support new students; assessment of students in order to avoid knowledge gaps; familiarization with new teaching-learning methods; providing support in the organization of learning; early introduction of the mentor/tutor; allocating extra time for homework; building the partnership between school-parents-students; the introduction of the school uniform; student stimulation, etc.

Researchers Cox and Pianta R.C. identified 12 aspects that speak about the quality of school transition: students participate in school activities, are in good relations with colleagues and teachers; teachers show interest in students, know their interests, learning needs and strengths, students are understood and valued as culturally identified persons, understand the purpose of being in school, show commitment and understanding regarding the schooling process within and outside of school they progress; learning is constructive, interesting, relevant and fun; families participate in decision-making; students are physically and emotionally safe; show a willingness to try new and interesting things and/or expand their specific skills/interests (e.g. through extracurricular activities) [71].

Primary and secondary school administrators play an important role in the school transition process, since they have to: to inform about the available transition programs and to distribute the information, to explain the benefits of the program to all participants, to provide the necessary resources, to be the link person between the school and the program, parents, by organizing orientation and adaptation sessions for teaching staff and parents, by following the evolution of student performance, etc. [61].

These achievements emphasized the importance of customising activities to students' individual needs during the transition from primary to secondary school, and identified five categories of activities that primary and secondary schools should include in their transition programs: *administrative, socio-individual, curricular, pedagogical, and learning management. Educational factors*, which serve as school transition facilitators, play an important role in the management of this process. Table 1.2. reflects some of the strategies for ensuring school success as a learning outcome from the standpoint of the factors and conditions of school success as a learning outcome.

Table 1.2. Strategies for ensuring school achievements from the perspective of school success factors

Factors	Family	Psychosocial and physiological	Pedagogic
Strategies for ensuring school achievements	Coagulated family group. Family relationships based on understanding, respect and mutual help. Constant concern of parents for the quality education of the child etc. Favorable living conditions. Favorable conditions for learning. Child implication in household activities. Stimulating the spirit of independence. Support in solving difficult problems. Use of free time for school and professional guidance.	-Ensuring a well-developed, healthy body. -Ensuring a balanced psychic, capable of developing a volitional learning activity. -Ensuring valuable human and social relationships.	-Quality of school organization at all levels. -Quality of education content (curriculum) and other school documents. -Quality of teachers, in the sense of specialized training. - Technical and material basis needed in the instructional and educational processes.

In the same context, the following qualitative indices of the transition to the secondary school level were highlighted: the pupils participate in school activities, they are in good relations with their colleagues and teachers; teachers express interest in pupils, know their interests, learning needs and strengths, pupils are understood and valued as culturally identified people, understand

the purpose of being at school, show commitment and understanding of the schooling process in and outside school; progress, learning is constructive, interesting, relevant and fun; families participate in decision making; pupils are physically and emotionally confident; express the desire to try new and interesting things and / or to expand their specific skills / interests (for example, through extra-curricular activities) [14].

Taking into account the epistemological aspects of transition to the junior high school, it was developed the Pedagogical model of transition to the junior high school for ensuring school achievements (Fig. 2.1), which has a theoretical and praxiological character.

The conceptual framework of the model summarizes factors, conditions and principles of facilitating the transition to the junior high school, as well as *the components of school achievements*, approached through the challenges of transition to the junior high school, in turn intensified by the psychophysiological particularities specific to targeted students.

Table 1.3. Psychological peculiarities of early school age and preadolescent age

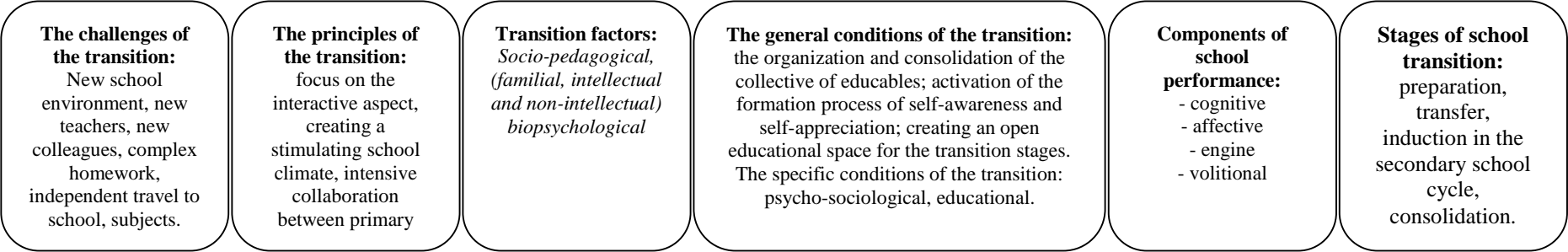
Early school period (6-11 years):	Middle school period/ preadolescent period (11-15 years):
<ul style="list-style-type: none"> - the beginning of schooling, the dominant activity is learning; - reporting to other peers, comparing with them; - an important role is played by the appreciations, criticisms made by the teacher, the grades given; - at the beginning of the period, the grade has extrinsic value, the students are not aware of its value. 	<ul style="list-style-type: none"> - states of uncertainty, frustration, indecision appear; - the preadolescent's cultural concerns intensify, his interest going towards self-education, towards self-training; - the epistemological need develops intensively; - preadolescents interpret the value of the assessments made by the teacher, of the grades given by him.

The objectives of the Pedagogical model of transition to the junior high school were: to develop an integrated educational program for facilitating adaptation to the junior high school level; participatory, informative and counseling approach aimed at parents of pupils in a position to foster the development of a pro-education mentality and sustainable partnerships between school-parents-community; the professionalization of the teaching staff that will participate in the implementation of the transition methodological program; elaboration of methodologies, tools and procedures adapted to the needs of transition from the primary to the junior high school, in order to reduce the discrepancies of curricular approach; elaboration, implementation and validation of the transition program [8].

The procedural framework includes the Methodological Program for supporting the transition to the junior high school, organized on the basis of transition stages: preparation, transfer, induction and consolidation, and the managerial directions for tackling transition to the junior high school: administrative, social, individual, curricular, pedagogical; and oriented towards meeting the needs of pupils in the process of transition: improving school results, combating and preventing school anxiety of pupils in the process of transition to the junior high school; intensifying their motivation for learning; preventing deviant behaviors specific to the puberty stage by valorizing a set of specific methodological tools. The format of activities included in the program was chosen based on the objectives of the formative program, the psycho-pedagogical profile of the pupils and the available resources: meetings, workshops, group work, visits etc.

TRANSITION FROM PRIMARY TO JUNIOR HIGH SCHOOL FOR ENSURING SCHOOL ACHIEVEMENTS

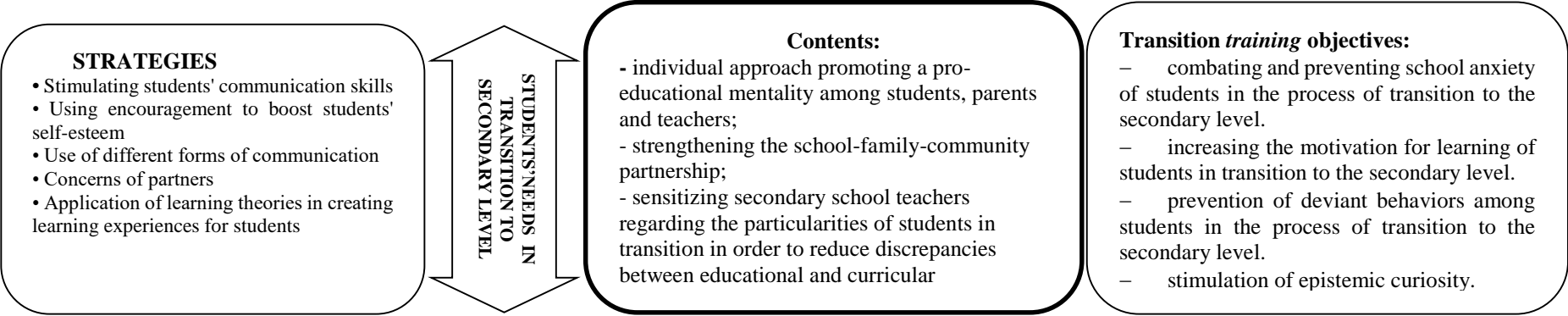
CONCEPTUAL FRAMEWORK



Effects of the transition: fear, anxiety, nervousness, low self-esteem for learning, deviant behavior.

PROCEDURAL FRAMEWORK

Managerial directions: administrative, social, individual, curricular, pedagogic



FEEDBACK AND ASSESSMENT

Indicators of the quality of school transition: academic achievement, motivation to learn, reduced school anxiety and school behavior of students in transition to secondary school

Fig. 2.1. Pedagogical model of transition to junior high school for ensuring school achievements

The suggested training topics are focused on reducing the deconstructive effects of the transition from a psycho-pedagogical perspective and, respectively, on encouraging mobilizing educational practices with a positive impact on learning motivation and school behavior, which exploits the opportunity for students who have difficulty adjusting to secondary school to benefit from multiple services, in an effective and well-coordinated framework.

Chapter 3, The valorisation of the pedagogical model of transition to the junior high school for ensuring school achievements, contains the pedagogical experiment organized according to the classical model in three stages: ascertaining stage (March-May 2018), formative stage (September 2018 - February 2019) and control stage (March-May 2019) starting from the following premises: - *school success refers to the degree of efficiency resulting from the mobilization of the student's cognitive and affective-volitional resources in the situation of confronting a certain workload*" [33], [13]; - *school transition means change, and change, by definition, affects the student's concept of the world in behavioral, emotional and cognitive aspects, in most cases, generating fear and anxiety* [64].

Table 3.1. Research variables

Independent variable	Intermediary variables	Dependent variables
The methodological program for supporting transition to the junior high school.	1. School anxiety of pupils in transition to the junior high school. 2. School behavior of pupils in transition to the junior high school.	1.School results expressed in marks. 2.Motivation for learning

The research methodology included: *theoretical* methods (synthesis, generalization, comparison, systematization, etc.), *empirical* methods (test, questionnaire, ascertaining, formative and control experiment etc.) and *statistical* methods (Cronbach's alpha, t-Test – student, analysis of variance, etc.).

The research tools included: (1) Meitzav National Test for Evaluation of School Outcomes [65]; (2) Survey for determining motivation for learning [67]; (3) The Anxiety Scale (Filipps) [67], (4) School and I Survey [67].

The survey group included: 108 pupils (6th grade) from two primary schools in northern Israel.

1	Ascertaining experiment	108 students
2	Formative experiment	50 students
3	Control experiment	108 students

The ascertaining experiment had the following *aim*: *evaluating the school results of the students at the pre-transition stage*, the following *objectives* being expected: evaluate the school results of the 6th grade pupils based on the national Meitzav test; examine the level of pupils' motivation for learning at the pre-transition stage; determine the level of anxiety of pupils in transition from primary to the junior high school; reveal the behavioral characteristics of pupils at the pre-transition stage; analyze the quality of school climate at primary level based on Meitzav surveys.

We note that the transition programs from the primary cycle to the secondary cycle have a significant impact on the school success of the students, reduce the anxiety of the students in the process of transition, improve their behavior in general and within the school, in particular, intensify the motivation for learning and, as a result, it contributes to improved school results.

Since the pupils' school results represent the basic quality indicator of the transition from the primary to the junior high school, in this context, to give objectivity to the research, were used the pupils' results of the Meitzav national assessment tests.

Average and standard deviation of 6th grade students' scores on national assessment tests

Assessed discipline	Control group				Formative group			
	Nr.	Average	%	Standard deviation	Nr.	Average	%	Standard deviation
Mathematics	58	521	57	87	50	545	65	118
Mother tongue	58	524	58	84	50	444	31,3	111
English language	58	536	62	80	50	496	49	106
Science	58	532	61	77	50	556	65,6	101

The data of the National Test reflect the effectiveness and indices of school results, with the primary objective of examining the extent to which primary and secondary school students succeed in mastering the school program in four basic subjects: mathematics, mother tongue, English and science. According to the results reflected in Table 3.2, the results of the 6th grade students in the control group do not show a significant gap between the points accumulated in the evaluated subjects, the difference being only 15 points between the minimum average (521) and the maximum average (536). The experimental group, unlike the control group, shows very large differences between the averages of the basic subjects, the minimum score being certified in the mother tongue, and the maximum in mathematics, with a difference of approximately 100 points between them. Despite this gap, the results presented in the table reflect a high level of academic achievement at the pre-transition stage in the control group and an average level in the experimental group.

To measure the level of *school motivation at pre-transition stage*, it was used the *Survey for determining the level of pupils' motivation for learning* developed by M. P. Ghinzburg [67]. The survey contains some unfinished statements for which pupils have to choose 3 variants of answer. The proposed options reflect various reasons that determine pupils' motivation for learning: external, playful, notation, classroom status, social reasons, gnoseological reason.

Table 3.3. Statistical differences concerning motivation for learning at ascertaining stage

Motivational options	Control group		Formative group	
	%	No of pupils	%	No of pupils
External	13,3	8	14,3	7
Ludic	16,7	10	16,3	8
Marks	20,0	12	20,4	10
Positional Motives	15,0	9	16,3	8
Social motives	25,0	15	22,4	11
Gnoseological motives	10,0	6	10,3	5

The statement *I'm trying to learn better for ...* was mostly filled with the options *... to get a good mark, ... to be loved and praised by the teacher and the parents*. Although there are differences between the two groups, however, the dominant aspects are the same, reflecting age peculiarities and the role of extrinsic motivation in triggering the learning process.

The statement *I can not learn well because ...* was developed by the majority of pupils with the options *... I have more interesting chores and ... I can not impose myself to do this*, both from the category of positional motives, fact denoting the specifics of pupils' will at this age, still controlled by the playful aspect.

In the case of marks, positional and social aspects predominate. *When I take a good mark, I like the fact that ...* was continued by most pupils with the following three options: *... mother will be pleased, the teacher will be happy and my comrades will be happy with me.* The cognitive reason is still little visible. Pupils show the need for recognition and acceptance by colleagues, fact that confers them a certain status within the class and among friends.

This concern is also reflected in the following statement *When I take a small mark, I do not like the fact that ...* most often completed with: *... I will be considered a bad pupil, my mother will get angry, the teacher will be dissatisfied.* Only 11 pupils out of 108 chose the option *... I know badly the study material.*

The results of the survey reflect the intensity of pupils' social concerns, especially the need for recognition and relationship, which determine their activity during preadolescence.

Starting from the postulate that any change generates a high level of anxiety and anxiety reduces the effectiveness of any activity, to reveal the level of school anxiety amongst the 5th grade pupils who are on the verge of transition from the primary school to the junior high school, both groups were applied the *School Anxiety Identification Questionnaire (Fillips)*. Table 3.4. contains the content characteristics of the assessed anxiety parameters. By applying the questionnaire, it was intended to identify those school issues that generate anxiety and, respectively, influence the quality of t transition from the primary to the junior high school. The questionnaire includes 40 items to which the students answered with "Yes" or "No".

Table 3.4. Statistic differences concerning school anxiety

Anxiety parameters	Ascertaining Experiment	
	Average	
	Formative group	Control group
General School Anxiety	3.608	3.119
Social stress	4.891	3.942
Frustrating the need for success	2.660	2.173
Fear of self-disclosure	3.817	3.166
Fear of homework verification	2.911	2.606
Fear of not meeting the expectations of others	4.895	3.084
Low physiological resistance to stress	2.837	2.637
Problems and fears in the relationship with the teacher	5.64	4.087

Analyzing the data presented in Table 3.4, we notice that the level of school anxiety in both groups is generally quite high. Of the eight parameters of school anxiety, five (*Problems and fears in the relationship with the teacher, Fear of not meeting the expectations of others, Fear of self-disclosure, Social stress, School general anxiety*) show very high values in both groups. These data confirm the findings of literature data on school anxiety in the context of transition from the primary to the junior high school, and are explained by the fact that during preadolescence, which overlaps with transition, pupils face multiple psychoemotional and physical transformations that cause dissatisfaction, complex, frustration, to which adds the change of the environmental factor that intensifies the situation.

As a result, the data provided by the *Questionnaire to determine the level of school anxiety* reflect the need to develop and implement a transition program that meets the needs of students, reduces the intensity of problems related to school transition, and reduces school anxiety in general.

In order to reveal the behavioral particularities of pupils in transition from the primary to the junior high school, it was applied the survey *School and I*, which had the following objectives: *evaluation of behavioral situations within the school; identifying the causes of deviant behavior.*

The questionnaire data indicate verbal violence as the most common form of deviant behavior among pupils, only a small number indicating physical violence or theft. Also, most cases of violent behavior in which pupils were witnesses or victims relate to verbal violence. Out of 20 pupils who responded affirmatively to the question "Have you ever been bullied by a classmate?", only 3 pupils specified the name of the aggressor, and the others refused to do so. A very large number of pupils consider that the most effective measures to reduce inadequate school behaviors are the educational ones (school work, additional educational activities). A large number of pupils indicate a nonviolent attitude in response to a possible aggression (I would not respond to the challenges, I would try to settle the conflict). Teachers' acts of violence against students are extremely rare and consist primarily of verbal abuse. The majority of students identify classroom indiscipline and impudence as the primary forms of student violence against teachers. The students' behavior is relatively violent, but it does not reach alarming proportions. During the transition period, a lack of adequate educational measures may increase the incidence of indecent behavior among students. In this context, effective measures must be implemented to prevent and combat inappropriate behaviors in schools, resulting in their reduction, with the active participation of teachers, students, and parents.

The data from the ascertainment experiment show that after graduating from the primary level, the school results are relatively high, but some aspects that could negatively influence them are already visible: the students' school motivation is primarily determined by external factors. Given the age-related psychophysiological and social changes, the desire for self-affirmation, and the negative effects of the transition to secondary school, there is a risk of developing deviant school behaviors, which can have a negative impact not only on the individual, but also on colleagues. Therefore, it is necessary to develop a training program focused on these variables, so that positive manifestations are stimulated and negative manifestations are fought and prevented, ensuring *school success, which sums up the quality of school results expressed in grades, motivation for learning, as well as affective-volitional aspects, which in our research are represented by school anxiety and student behavior during the transition to secondary school.*

The methodological transition program, developed on the basis of *the Pedagogical Model of Transitions from the Primary Cycle to the Secondary Cycle*, was implemented through various formal and non-formal activities with the support of the administration of the schools involved in the experiment.

The program's principles were as follows: emphasis on the interactive aspect; creation of a stimulating school climate; and intensive collaboration between primary and secondary schools. In this context, the school and parents' mission was to help students become independent individuals, characterized by: "I can do" attitude, inventiveness, flexibility, ability to face challenges, independence, cooperation skills with peers, and potential contributions to school and community. The program was implemented by integrating the experimental group's (50 students) classes into the curriculum and extracurricular activities, with the involvement of several specialists from primary and secondary schools, in collaboration with parents and the local community, through which the correlation of the study goals with educational activities, adapted to the psycho-emotional particularities and individual needs of students, was achieved.

Objectives of the formative experiment:

1. preventing and reducing the level of school anxiety in the targeted subjects;
2. intensifying students' motivation for learning in the transition to secondary school through active training of teachers and parents;
3. combating and preventing deviant behaviors in students in the transition to secondary school;
4. stimulating epistemic curiosity and creativity to enhance school success.

Table 3.5. Methodological program of transition from primary to junior high school

Variables	Contents	Objectives	Responsible	Targeted subjects	Form of organization
Anxiety	1. Combating and preventing school anxiety of students in the process of transition to secondary school	- Familiarization with secondary school regulations; - Understanding the psychophysiological and pedagogical peculiarities of students in the process of transition to secondary school. - Approaching strategies and techniques to combat and prevent school anxiety: modeling, cognitive-behavioral techniques, etc.	Secondary school manager, class teacher, school psychologist, program coordinator.	secondary school teachers, the parents, students of 6th-7th forms	Seminar, parents meeting, workshop with students.
Motivation for Learning	2. Intensification of motivation for the learning of preadolescent students in the process of transition to high junior school	- The interdependence between learning motivation and social success; - Motivational strategies and techniques for learning of preadolescent students;	the educational advisor, the class teacher, the program coordinator	students; teachers; parents	-workshop -meetings with successful people from the region, meeting with parents
School behavior	3. Combating deviant school behavior.	- Causes of deviant school behavior; - Preventing and combating deviant behaviors among students in the process of transition to secondary school.	the school psychologist, the class teacher, the educational counselor, the local policeman, the volunteer from the Youth Organization.	parents; teachers, students	meeting with parents, methodological seminar with teachers, workshop with students and the local policeman.
School results	Stimulating epistemic curiosity	- Understanding multiple intelligences. - The creative personality	the class teacher, the school psychologist, the program coordinator	teachers, students	

The infusion route to support the transition from primary to junior high school aimed at the introduction of educational activities aimed at addressing the specific problems of the transition

from primary to junior high school identified during the ascertainment experiment (motivation for learning, school behavior, school anxiety, school results).

A methodological seminar with secondary school teachers was initially organized to *combat and prevent school anxiety among students making the transition to junior high school*. Bishop's recommendations for constructive teacher-student interaction were valued during the seminar: the need to establish partnership relationships with students so that they, as well as students, share common educational visions; to value the students' cultural heritage; to confer interactivity to the educational process; to be connected to the activities of students and the community, to share a common vision of promoting educational excellence in the community [64].

Some thematic activities were carried out during the class hours of the mentioned period: "My mirror"; "What's different?"; "I had fears too..." To carry out the activity "*And I had fears...*", the class teacher invited some 8th grade students to share their experiences with their younger colleagues about the transition to secondary school. The *modeling technique* was used in this context.

Modeling is an intervention strategy in which a child observes another person successfully interacting with an aversive situation or object, demonstrating that the child's *fear is unjustified*. *Role plays* were also used to provide the students with a functional model of managing the situation and to help them *overcome their fears and frustrations related to the new school environment: The Psychologist, The Manager, and The Math Teacher*.

In order to *intensify the motivation for learning of preadolescent students in the process of transition to junior high school and to understand the role of learning for social success*, a meeting was organized during the leadership class with the therapist and two economic agents, who spoke about the role of learning in training, adaptation and social success. The visitors spoke with the students about their school experiences and how they influenced their careers and social status.

During the methodological seminar for teachers and the parent meeting, the program coordinator updated the strategies for motivating students to learn, the most relevant of which are:

1. *Establishing objectives*. Setting goals optimizes motivation for learning and involves the following approach:

- Clear definition of the objective (for example, "I want to study better in mathematics"); Identifying behaviors that allow the achievement of the goal (for example: I do extra math exercises, read the theory, go to extra classes); Creating a plan to achieve the goal in which to specify the sequence of behaviors necessary to achieve it; Implementation of the plan and evaluation of progress.

2. *Time management* refers to a set of strategies that allow optimal use of study time. Thus, it is necessary:

- Analysis of how time is used (which are the main activities that the child performs during the day, how are they distributed); Developing a time management system (for example: Scheduling daily activities in the form of a schedule, doing some study activities in advance, doing less pleasant activities before pleasant ones, 5-10 minute breaks every study hour, setting goals For study).

3. *Controlling distractions*. It represents a management strategy of the learning environment, which aims to identify and eliminate sources that may be responsible for concentration difficulties.

4. *Learning strategies* are defined as a set of skills that allow the organization, understanding and updating of material. These strategies are divided into:

- Strategies that facilitate the development and understanding of the material (making analogies between new and old knowledge, making comparisons and identifying similarities/differences between learned concepts, monitoring through questions - what did I read - a definition, a classification, an example?, " did I understand what the problem was about?); Strategies for organizing the learning material (identifying the main ideas, summarizing, representing the material in the form of a map, graph, matrix, network, table). In order for learning strategies to be as effective as possible, it is advisable to identify the dominant learning style of the child - visual, auditory, kinesthetic.

5. *Management of emotional reactions and effort.* Emotional states frequently influence decisions regarding engagement, avoidance/postponement of learning tasks or the amount of effort expended to achieve them.

To learn deeply and sustainably, you don't need evaluations and grades, but rather motivation, passion, and curiosity. The primary role of the teacher is obvious from this point: to stimulate curiosity, motivation, and the enjoyment of learning.

Given the importance of school behavior in the development of the learning process, several specialists were trained in *combating deviant school behavior*: the school psychologist, therapist, and local police officer. Behavioral deviations during the transition to secondary school can be found in the following areas:*the relational sphere, the affective sphere, the intellectual development sphere, and the volitional sphere.*

In this context, an initial meeting with parents was organized on the topic of *Preventing and combating deviant behavior in adolescents*. Through the lens of behavioral laws, parents were informed about the causes of deviant behaviors in adolescents and were familiarized with various strategies to prevent and combat them. Parents were involved in practical activities after each law was explained.

- *The consequences of a behavior either strengthen or weaken it.* What happens immediately following the behavior determines the likelihood of it happening again at some point later. Learning happens as a result of the consequences of one's actions. The rewarded behavior will continue. *Based on their own experiences, parents worked in groups to suggest ways to reward positive behaviors.*

- *Positive consequences have the greatest impact on behavior.* A rise in the frequency of one behavior is accompanied by a fall in the frequency of the opposite behavior.

Activity

How many words of appreciation did you say to your child yesterday? _____

How many approving looks did you give your child yesterday? _____

How many hugs did you give your child yesterday? _____

How much criticism did you give your child yesterday? _____

How many accusing looks did you give your child yesterday? _____

Compare appreciative words/looks with critical ones.

Whether a behavior has been reinforced or punished can only be seen in time.

- Parents often say: "I punished the child, I did everything possible, and he continues to behave the same way!". The truth is that the parent does not punish the child's behavior, but on the contrary, reinforces it.

- Behavior is largely a product of the environment in which it occurs. A disciplined child is a product of a disciplined environment. A certain behavior occurs in a certain environment. In this context, various experiences regarding the modification of the child's environment in order to

change the behavior were analyzed. Children's reactions to change and the consequences of change were discussed.

The control experiment. At the end of 6th grade, students in both groups were administered the same experimental trials as in the constation phase. Therefore, the purpose of the control experiment was to validate the functionality of the training program and the Pedagogical Model of transition from secondary school to high junior school, the objectives being:

1. the comparative evaluation of the school results of students from EG and CG;
2. determining the level of motivation for learning;
3. establishing the anxiety level of the 7th grade students;
4. revealing the behavioral characteristics of the 7th grade students.

The annual averages in the initially evaluated subjects of mathematics, mother tongue, English, and science were compared to reveal differences in the school results of the students in the two groups.

Table 3.6. Statistical differences in school achievement of 7th grade students

School subjects evaluated	Control Group (CG)						Experimental Group (EG)					
	Average				Standard deviation		Average				Standard deviation	
	Constation		Validation		Constation	Validation	Constation		Validation		Constation	Validation
	p	%	p	%	p	p	p	%	p	%	p	p
Mathematics	521	57	51	54	87	100	54	65	54	66	118	100
Mother tongue	524	58	49	48	84	105	44	31,3	52	58	111	99
English	536	62	52	58	80	112	49	49	54	65,7	106	97
Science	532	61	45	36	77	106	55	65,6	53	61	10	95

When the results of the Meitzav test at the primary level are compared to the school results at the end of the 7th grade of the secondary school cycle, the experimental group shows an increase in the average in all of the evaluated subjects. The most significant difference is in mother tongue discipline, where there is an increase of 81 points compared to primary level and 29 points compared to control group. A significant improvement is also observed in the English language and science subjects, which is due to the students' awareness of motivation for learning, epistemic curiosity, and creativity during the training experiment.

The Meitzav test results at the primary stage and the school results at the end of the seventh grade show a downward trend in the control group, with the overall average falling by 30.7 points, from 528.25 (primary stage) to 497.5 (secondary school cycle, class 7).

The same Questionnaire for determining the level of motivation for learning developed by M. P. Ghinzburg was used to measure *the level of school motivation at the post-transition stage*.

Table 3.7. Statistical differences in motivation to learn at the validation stage

Motivational options	Control Group				Experimental Group			
	Constation		Validation		Constation		Validation	
	%	No.	%	No.	%	No.	%	No.
External	13,7	8	18,9	11	14	7	16	8

Ludic	16,8	10	18,9	11	16	8	10	5
Marks	20,6	12	17,2	10	20	10	22,9	12
Positional reasons	15,5	9	15,5	9	16	8	18	9
Social reasons	25,8	15	22,4	13	22	11	20	10
Gnoseologic reasons	10,3	6	12	7	10	5	16	8

Given that motivation for learning develops over time, the effects of the formative experiment on it are easily visible. Analyzing Table 3.7, we notice small differences in motivational learning options. Within the control group dominate the external and ludic motivational choices. 18% of CG pupils learn to be respected and praised by their colleagues, to be bought beautiful clothes or not to be punished. In the control group, there is a tendency to increase gnoseological and positional options. Thus, 15% (5% vs. control and 5% more than CG) of the formative group (FG) pupils learn to know and be able to do more, to know better the material or to be useful to people, 22% learn to get a good mark, so as not to negatively influence the results of the whole class, and in 10% of FG pupils still predominate ludic motivation, as they mention to have other things more interesting than learning to do, or simply don't want to learn. At this age stage, pupils are in the process of psychophysiological maturation, and some pupils do not understand still the value of long-term learning, but the situation may evolve over time.

Another situation presents the results of the *School Anxiety Identification Questionnaire (Fillips)*. Table 3.8. exposes the content characteristics of anxiety parameters evaluated pre- and post-experimentally in both groups.

Table 3.8. Statistic differences regarding school anxiety pre- and post experiment

Anxiety parameters	Average (A)			
	Formative group		Control group	
	ascertaining	validation	ascertaining	validation
General School Anxiety	3.608	3.107	3.119	3.207
Social stress	4.891	3.902	3.942	4.107
Frustrating the need for success	2.660	2.605	2.173	2.267
Fear of self-disclosure	3.817	3.102	3.166	3.102
Fear of homework verification	2.911	2.805	2.606	2.706
Fear of not meeting the expectations of others	4.895	3.678	3.084	3.598
Low physiological resistance to stress	2.837	2.904	2.637	1.902
Problems and fears in the relationship with the teacher	5.64	4.895	4.087	3.265

Table 3.8 shows the level of school anxiety in both the pre- and post-experimental student groups. The eight school anxiety parameters of EG students continue to show high values, but noticeable changes have already been observed in the majority of them, with the most noteworthy being *general school anxiety*, *social stress*, and *fear of self-disclosure*, with their values being the highest at both experimental stages, but also with the most intense rate of improvement. The CG test results reflect the opposite situation. *Fear of self-expression*, which is explained by the intense desire for self-expression specific to preadolescence, and *problems and fears in the relationship with the teacher* - due to the principal's educational activity - are the only parameters with a positive evolution. The other parameters, on the other hand, show a negative evolution. CG students have a *low physiological resistance to stress* (2.637-1.902), as well as a *high fear of failing to meet the expectations of others* (3.084-3.598). Homework, a large number of school subjects, as well as high expectations from parents and teachers, all contribute to school-related frustrations.

The students were given the same questionnaire as in the assessment stage in order to determine the impact of the training program on the school behavior of students in EG as well as students in CG. Table 3.9 summarizes the findings.

Table 3.9. Comparative values regarding the educational climate

Indices	Formative group	Control group
	CE—VE	CE—VE
Satisfaction with school		
Positive attitude towards school	85%-77%	74%-71%
Relations between pupils and teachers		
Relations based on care and mutual help	82%-80%	73%-72%
Positive relations between pupils and teachers	85%- 77%	71%-59%
Teaching, learning and evaluation		
Feedback from teachers	93%- 84%	89%-73%
Pupils' behavior		
Adequate behavior during classes	60%- 92%	46%-86%
School effort to ensure school security	82%-80%	77%-61%
Implication in violent acts	9%-14%	15%- 27%
Lack of security feeling	9%-12%	11%-66%
Positive attitude towards school	85%-77%	74%-60%

Questionnaire data from the post-training stage also show an improvement in overall school behavior. Offensive language remains the most common form of deviant behavior among students. The number of students in EG who believe that lowering the behavior mark (from 18 to 32) is a good way to reduce deviant behavior is growing, whereas students in CG do not. The option of expulsion remains unchanged in both groups, indicating the students' firm position on this subject. In the same context, students express a desire to be advised by specialists, which is especially evident in EG, where students have benefited from professional assistance and recognized the positive impact of professionals. In terms of reaction to aggressive behavior, the situation is also in a positive dynamic. EG students prefer not to respond to challenges, attempt to resolve conflicts, or inform the school's administration. CG students have more limited options, preferring to respond to aggression with aggression, seek help from peers, or call the police.

The comparative results of the subjects of the experimental and control groups reflect the effectiveness of the Pedagogical Model of Transition from Primary to Secondary School and confirm the purpose and objectives of the research by demonstrating how the implementation of the methodological program of Transition from Primary to Secondary School contributes to ensuring school success and student adaptation in the secondary education environment.

GENERAL CONCLUSIONS AND RECOMMENDATIONS

Understanding the differences between the primary and junior high school levels is essential in providing pupils with the conviction that they can complete their personal, interpersonal and academic skills to succeed in life. Therefore, supporting pupils in the process of transition from one school stage to another is a moral obligation for all educational factors, as school failure can mark the entire life of the future adult.

The results of the research confirmed the theme relevance, its hypothesis and objectives, validated the scientific innovation, the theoretical and practical value, as well as the theses submitted for defense. The conceptual and praxiological substantiation of the *Pedagogical model of transition to the junior high school through the valorization of the methodological program for transition support*, that ensured pupils' school achievements, determining their successful

adaptation in the junior high school educational environment constituted **the important scientific problem solved** in our research. The summary of the investigation highlights the following important issues:

1. In Israel, the transition from primary to junior high school matches with one of the most critical periods of human personality development, *preadolescence*, characterized by multiple transformations at the psychological and physiological level. Therefore, the work of the educational system must be guided by the principle of responsibility and commitment to the development of each student, which is achieved more meaningfully when taking into account the unique difficulties, needs or abilities of students.

2. School support, challenges generated by new school procedures, new types of learning activities, sense of success and confidence, homework, and teacher support were identified as school factors of the transition from primary to secondary school [62].

3. The concept of school success has been updated to include students' cognitive, emotional, and volitional traits. It has been demonstrated that the transition to school intensifies the changes unique to preadolescence, creates psychosocial challenges, causes states of stress, impulsivity, dissatisfaction, hyperactivity, lack of concentration, and undermines self-esteem, all of which have a significant impact on students' school performance [62], [63].

4. It has been demonstrated that transition programs are more effective if they begin in the sixth grade of primary school and continue until the seventh grade, the first year of high junior school, following the stages: preparation, transfer, inclusion in the secondary school cycle, and consolidation.

5. It was argued that transition program implementation strategies with an impact on school success must respond to the cognitive and affective-volitional needs of students in the transition process and include the following categories of activities: administrative, socio-individual, pedagogical, curricular, and managerial, which will enhance the support offered to students at the individual, interactional, and ambietal levels [65].

6. The pedagogical model of transition to junior high school is based on the epistemological aspects of the transition and includes factors, conditions, principles, strategies and a methodological program aimed at ensuring school success.

7. The implementation of the *Pedagogical model of transition to the junior high school* through the training program, valorized within the training intervention, confirmed the need to respect the principles of the transition: focusing on the interactive aspect; creating a stimulating school climate; intensive collaboration between primary and high junior school; as well as the need to initiate these support programs at the level of the 6th grade, in order to ensure the students' school success in the secondary school cycle.

The directions for solving the research problem are:

- conceptualizing the phenomenon of transition from primary to junior high school in Israel;
- elaborating the *Pedagogical model of transition from the primary to junior high school*;
- identifying the principles and factors supporting the transition from primary to junior high school for ensuring school achievements;
- elaborating and implementing the methodological program of transition to junior high school for ensuring school achievements

The results of the investigation substantiate the following **methodological recommendations**:

for managers:

- to intensify collaboration between the primary and the junior high school administration;
- to develop clear strategies for supporting transition from the primary to the junior high school, focusing on individual, interactive and environmental aspects.
- to monitor the implementation of transition programs.

for parents:

- to participate in the development of transition programs;
- to provide information about the individual needs of their children;
- to engage in pupil's life during transition from the primary to the junior high school.

for educational counselors:

- to plan individual meetings and seminars for 5-6-7th grade pupils.
- to identify and support families that require additional support in dealing with pupils in transition from the primary to the junior high school.

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1. Articles in scientific journals

Category C:

1.1. JARAMNA, R. Factors influencing transition to junior high school. În: Revista de cultură, știință și practică educațională Artă și Educație artistică. Bălți: 2013, nr. 2 (22). pp. 99-101. ISSN 1857-0445.

1.2. JARAMNA, R. Analysis of learning dominants in elementar versus junior high school pupils. În: Acta et Commentationes. Științe ale educației. Revistă științifică. Chișinău: UST 2019, nr. 2 (16), pp. ISSN-1857-0623 (în curs de apariție).

Category B:

1.3. JARAMNA, R. Valorificarea modelului de tranziție de la treapta primară la treapta secundară în școala din Izrael. În: „Studia Universitatis Moldaviae” seria științe ale educației, Revista științifică a Universității de Stat din Moldova, 2019, nr. 5 (125), pp. ISSN1857-2103 (în curs de apariție).

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1.4. JARAMNA, R. Junior high school climate and its impact upon transition. În: Актуальные научные исследования в современном мире, II Международная научно-практическая интернет-конференция I-Science, 4-5 июля 2015 г., pp. 9-14. УДК-001.891 (100)20.

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1.5. JARAMNA, R. Aspects of transition from primary school to junior high school in Israel. În: Educația pentru dezvoltare durabilă: inovație, competitivitate, eficiență. Materialele conferinței științifice internaționale. Chișinău: IȘE, 18-19 octombrie, 2013, pp.461-466. ISBN 978-9975-48-066-6.

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1.7. JARAMNA, R. Psycho-social dimensions of transition from primary school to junior high. În: Eficientizarea învățământului – vector al politicilor educaționale moderne. Materialele conferinței științifice internaționale. Chișinău: IȘE, 11-12 decembrie 2014, pp.484-488. ISBN 978-9975-48-066-6.

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ADNOTARE

Jaramna Raid,

Tranziția de la treapta primară la treapta gimnazială și influența asupra succesului școlar, teză de doctor în științe ale educației, Chișinău, 2023

Structura tezei: introducere, 3 capitole, concluzii generale și recomandări, bibliografie din 181 titluri, 140 pagini text de bază, 20 tabele, 6 figuri, anexe, adnotare (în limbile: română, rusă și engleză).

Publicații la tema tezei: 8 lucrări științifice, dintre care 3 articole în reviste științifice de profil și 5 comunicări la conferințe științifice naționale și internaționale.

Concepte-cheie: tranziție, treapta primară, treapta gimnazială, elevi, succes școlar, factorii tranziției, Modelul pedagogic de tranziție de la treapta primară la treapta gimnazială pentru asigurarea succesului școlar, program metodologic.

Scopul cercetării rezidă în stabilirea reperilor psiho-pedagogice, elaborarea și implementarea Modelului pedagogic de tranziție de la ciclul primar la ciclul gimnazial și influența acestora asupra succesului școlar.

Obiectivele cercetării vizează: studierea cadrului teoretic al tranziției de la treapta primară la treapta gimnazială; relevarea direcțiilor metodologice de susținere a tranziției de la treapta primară la treapta gimnazială; stabilirea particularităților învățării raportate la elevii de vârstă școlară mică și medie; determinarea factorilor și condițiilor de tranziție de la treapta primară la treapta gimnazială; elaborarea, implementarea și validarea experimentală a Modelului pedagogic de tranziție de la ciclul primar la ciclul gimnazial și influența acestora asupra succesului școlar.

Noutatea și originalitatea științifică a cercetării sunt argumentate de actualizarea semnificației fenomenului tranziției școlare și conceptului de succes școlar al elevilor; identificarea etapelor de tranziție, stabilirea factorilor și condițiilor de tranziție, elaborarea Modelului pedagogic de tranziție de la treapta primară la treapta gimnazială pentru asigurarea succesului școlar.

Rezultatele științifice obținute ce au contribuit la soluționarea unei probleme științifice importante în cercetare constă în fundamentarea conceptuală a tranziției de la treapta primară la treapta gimnazială în baza factorilor și condițiilor pedagogici de asigurare a succesului școlar. Demersul pedagogic al tranziției de la treapta primară la treapta gimnazială implică dimensiuni psiho-pedagogice specifice, presupune analiza etapelor de tranziție pentru asigurarea succesului școlar și necesită o abordare adecvată la nivel managerial și metodologic. Funcționalitatea *Modelului pedagogic de tranziție de la treapta primară la treapta gimnazială pentru asigurarea succesului școlar* creează premise pentru sporirea calității prestanței educaționale în instituțiile preuniversitare din Izrael, sectorul arab.

Semnificația teoretică a investigației rezidă în stabilirea particularităților fenomenului tranziției de la treapta primară la treapta gimnazială sub aspectul dominantelor psihosociale și pedagogice; argumentarea importanței programului de tranziție de la treapta primară la treapta gimnazială pentru asigurarea succesului școlar; actualizarea conceptului de succes școlar, relevarea dimensiunilor învățării la elevii de vârstă școlară mică și medie, precum și determinarea instrumentelor de cercetare.

Valoarea aplicativă a cercetării este argumentată de stabilirea direcțiilor metodologice de susținere a tranziției de la treapta primară la treapta gimnazială; elaborarea programului de tranziție pentru asigurarea succesului școlar exprimate prin rezultate bune la învățatură, motivație pentru învățare, anxietate școlară scăzută și comportament școlar decent; elaborarea și validarea experimentală a Modelului pedagogic prin Programul metodologic de tranziție de la treapta primară la treapta gimnazială pentru asigurarea succesului școlar.

Implementarea rezultatelor științifice s-a realizat în cadrul școlilor implicate în experiment, în perioada anilor 2016-2017, prin intermediul programului de tranziție, prin seminariile metodologice pentru învățători și profesorii de la treapta gimnazială.

ANNOTATION

Jaramna Raid

The transition from primary school to junior high school and its influence upon school achievements, PhD thesis in educational sciences, Chisinau, 2023

Structure of the thesis: introduction, 3 chapters, general conclusions and recommendations, bibliography from 181 titles, 140 pages of basic text, 20 tables, 6 figures, annexes, annotations (in Romanian, English and Russian).

Publications on the thesis: 8 scientific papers, including 3 articles in scientific journals and 5 papers at national and international scientific conferences

Key concepts: transition, primary school, junior high school, pupils, preadolescents, school achievements, transition factors, learning, adaptation, educational factors, pedagogical model, methodological program.

The research purpose is to establish the psychopedagogical highlights of transition from primary to junior high school, to elaborate the Pedagogical model of transition to junior high school for ensuring pupils' school achievements.

The objectives of the research are:

- defining the significance of basic concepts: school transition and school achievements;
- analyzing the learning dominants in primary school pupils vs junior high school pupils;
- revealing the methodology of approaching transition to the junior high school;
- elaborating the Pedagogical model of transition to the junior high school for ensuring pupils' school achievements;
- implementing and validating the Pedagogical model of transition to the junior high school by means of the Methodological program for transition support.

The novelty and scientific originality of the research consist in delimiting the psychopedagogical and social implications of transition to the junior high school in the context of overlapping with the pre-adolescence stage; identifying the components of school achievements associated to transition to the junior high school; determining the stages of transition to the junior high school; establishing the factors of transition and the methodological directions of approaching it within the educational process; developing the *Pedagogical model of transition to the junior high school* for ensuring pupils' school achievements.

The important scientific problem solved in the paper consists in the conceptual and praxiological substantiation of the *Pedagogical model of transition to the junior high school* through the valorization of the methodological program for transition support, fact that ensured pupils' school achievements, thus determining their successful adaptation in the junior high school educational environment.

The theoretical significance of the investigation consists in specifying the research basic concepts: school transition and school achievements; determining junior high school pupils' learning dominants; delimiting the variables of school achievements in the context of transition to the junior high school; revealing the peculiarities of Israeli Educational System; substantiating the theoretical aspect of the *Pedagogical model of transition to the junior high school* for ensuring pupils' school achievements.

The applicative value of the research is argued by the elaboration and the experimental validation of the *Pedagogical model of transition to the junior high school for ensuring pupils' school achievements* by means of the Methodological program for transition support. The methodological program for supporting transition, constituted of a series of didactic tools for pupils, parents and teachers, contributes to ensuring the quality of pupils' school achievements, due to the concentration of practical activities on the problems of pre-adolescent pupils related to low school results, lack of motivation for learning, deviant school behavior, increased school anxiety.

The implementation of scientific results was achieved by means of publications and communications at national and international conferences and the validation of the Pedagogical model in the experimental schools throughout the methodological program during 2012-2017, as well as within methodological seminars for primary and junior high school teachers.

АННОТАЦИЯ

Жарамна Раид

Преимственность при переходе учащихся из начальной школы в основную и его влияние на школьный успех

Диссертация на соискание учёной степени доктора педагогических наук, Кишинэу, 2023

Объем и структура диссертации. Диссертация состоит из: введения, трех глав, общих выводов и рекомендаций, основной текст - 140 страниц, библиография - 181 источников, 20 таблиц, 6 рисунков и приложения. Полученные результаты опубликованы в 8 научных работах, из которых 3 в научных журналах по специальности и 5 в сборниках статей национальных и международных конференций.

Ключевые слова: преимственность, начальная школа, основная школа, гимназия, ученики, качество знаний учащихся, школьный успех, принципы, условия, факторы преимственности, педагогическая модель, методологическая программа.

Цель исследования состоит в определении психолого-педагогических основ преимственности при переходе из начальной школы в основную, школу и разработка педагогической Модели и программы, которая бы обеспечила школьный успех учащихся.

Задачи исследования: теоретический анализ научной литературы относящейся к проблеме преимственности при переходе из начальной школы в основную школу, анализ предпочтений в обучении у учащихся младшего школьного возраста и определение концептуальных основ термина «школьный успех», определение основных факторов и условий преимственности при переходе из младшей школы в основную, разработка и апробация через педагогический эксперимент педагогической Модели и Программы по реализации преимственности при переходе из начальной школы в основную, которая обеспечивает достижения школьного успеха.

Новизна и научная оригинальность исследования заключается в теоретическом и методологическом анализе процесса преимственности при переходе из начальной школы в основную и определение термина «школьный успех», реализация поэтапного перехода от одной ступени к другой, определение факторов и условий преимственности, разработке педагогической Модели по преимственности при переходе из начальной школы в основную, которая обеспечивает достижение школьного успеха.

Теоретическая значимость исследования подтверждается анализом и установлением особенностей преимственности при переходе из начальной школы в основную и определение доминанты психологического и педагогического характера, доказана практическая значимость программы по преимственности при переходе из начальной школы в основную, которая обеспечивает школьный успех, выявлены основные аспекты обучения у учащихся младшего школьного возраста, а также определены инструменты исследования,

Прикладное значение исследования заключается в определении основных методических направления по поддержке преимственности при переходе из начальной школы в основную, разработке и утверждении педагогической модели преимственности и обеспечении условий для достижения школьных успехов, формирование когнитивных мотивов, снижение школьной тревожности и улучшение поведения учащихся, разработка и апробация педагогической Модели по преимственности посредством Программы по переходу из начальной школы в основную, которая обеспечивает достижение школьного успеха.

Внедрение научных результатов исследования было реализовано через публикации и сообщения на национальных и международных научных конференциях и в процессе реализации Педагогической модели в школах, которые принимали участие в эксперименте в период с 2012 по 2017гг, а также в процессе проведения методологических семинаров для учителей начальной школы и гимназии.

JARAMNA RAID

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