"ION CREANGĂ" STATE PEDAGOGICAL UNIVERSITY

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

531.01 - General Theory of Education

PhD thesis in Educational Sciences

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TRANZIȚIA DE LA CICLUL PRIMAR LA CICLUL GIMNAZIAL ȘI INFLUENȚA ASUPRA SUCCESULUI ȘCOLAR

531.01. - Teoria generală a educației

Teză de doctor în științe ale educației

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CHIȘINAU, 2023

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ANNOTATION
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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 schoolfor 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;
- implementating 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; establising 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 pecualiarities 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 achievemen*ts 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 exprimental schools throughout the methodological program during 2012-2017, as well as within methodological seminars for primary and junior high school teachers.

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 cercetăriirezidă 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 gimnazialăpentru asigurarea succesului școlar.

Rezultatele științifice obținute ce au contribuit la soluționarea unei probleme științifice importante în cercetare care constă în fundamentarea conceptuală a tranziție 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 învățătură, 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.

АННОТАЦИЯ
Жарамна Раид
Преемственность 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: преемственность, начальная школа, основная школа, гимназия, ученики, качество знаний учащихся, школьный успех, принципы, условия, факторы преемственности, педагогическая модель, методологическая программа.

Цель исследования состоит в определении психолого-педагогических основ преемственности 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 преемственности 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 преемственности при переходе из младшей школы в основную, разработка и апробация через педагогический эксперимент педагогической Модели и Программы по реализации преемственности при переходе из начальной школы в основную, которая обеспечивает достижения школьного успеха.

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

Теоретическая значимость исследования подтверждается анализом и установлением особенностей преемственности при переходе из начальной школы в основную и определение доминанты психологического и педагогического характера, доказана практическая значимость программы по преемственности 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 преемственности при переходе из начальной школы в основную, разработке и утверждении педагогической модели преемственности и обеспечении условий для достижения школьных успехов, формирование когнитивных мотивов, снижение школьной тревожности и улучшение поведения учащихся, разработка и апробация педагогической Модели по преемственности 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.

LIST OF FIGURES

LIST OF ABBREVIATIONS

RAMA (Hebrew acronym)– National Authority for Measurement and Assessment in Education

Meitzav(Hebrew acronym)– Measures for increase and efficiency in Education

FG - Formative group

CG - Control group

O - objective

KA, WA-S, SO, NE, KF-M - Hebrew acronyms for the primary schools (North Israel) involved in the experiment.

BO – AL - Hebrew acronym for the junior high school (North Israell) enrolling pupils from the primary schools of the region.

INTRODUCTION

Theme actuality and importance of the problem addressed. During school time the educational path of pupils is frequently marked by various stressors caused by the transfer from one institution to another, from one class to another or from one school level to another. The transition from one school level to another is referred to in the literature as school transition. School transition is a complex process, which involves substantial changes at the psychosocial level, with unpredictable impact on pupils' school evolution, fact that justifies the interest for this phenomenon in terms of ensuring school success.

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.

The school grades, the status of "good pupil", or "poor pupil", the success or failure at exams determine the position of the pupil in the family, in the group of friends, but also the prestige of the family, its social perception, the quality of education in the family. The school itself is evaluated by the social community in terms of the school success of its pupils, the school success becoming, by extension, a quality standard of all those involved in this educational process (pupils, teachers, parents, school institutions and social communities). While school failure leads to the depreciation of the pupil, school and family, it is often, associated with failure in life. In this conditions, school failure is not only a pedagogical problem, but also a social one (C. Crețu [14], N. Silistraru [39], C. Cucoș [16], V. Botnari [4], V. Cojocaru [11] etc.).

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], [6].

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 [129], [138], [143]. 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 [139]. Pupils need to adapt to independent travel to school, the large number of teachers and various teaching methods, as well as an increased level of competition [149, [151], which implies new psychological, social and physical tasks, such as the adoption of some new behaviors typical of the new educational environment [157], communication and communication skills with new colleagues and teachers, emotional resistance and motivation for learning.

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 [177, p.68].

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 [43], [75]. 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 in Israel; pupils' psycho-pedagogical and social difficulties in the process of transition to the junior high school; from the responsibility to stimulate the involvement of educational factors in the process of transition to the junior high school [86], [88]; from the responsibility to optimize the involvement of educational factors in the process of students' transition from primary to junior high school [45], from the interest of facilitating pupils adaptation to the junior high school stage in psycho-emotional and academic terms [79].

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: school continuity (S. Cristea [15]), pre-adolescents and the transition to the junior high school level (R.Ashton [45], A. Frey, A. Martin și Schwab-Stone [71]); adaptation, crisis and change (J. Piaget [34], R. Amiram, E. Katzenelson [43]), pedagogical support in transition (L. Anderson [44], R. C. Pianta, M. Cox, L. Taylor, D. Early [106]; the parent-school partnership (W. Chen, A. Gregory 56], R. Crosnoe [58]).

A significant contribution to understanding the concept of school adaptation was served by the research of the Swiss psychologist J. Piaget [34]. Transition, in its essence, means change, and any change requires adaptation. According to J. Piaget, adaptation exists when the body changes according to environment. The scientist identified two stages characteristic of adaptation: *the assimilation of new information* based on the operative schemes and the cognitive experience of the subject and *the accommodation*, as restructuring of the old information in the light of the new information, which implies the modification of old knowledge models and overcoming the previous cognitive state [ibidem, p.108].

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 [15, p.485].

In Israel, the problem of school transition was addressed by the researchers R. Amiram, E. Katzenelson [43], I. Katz, B. Mervorach, A. Horkin [137], L. Anderson , J. Jacob, S. Schramm [44] 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.

K. Ganeson and L. Ehrich [75] studied the role of colleagues and school climate in the process of transition to junior high school.

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: school adaptation (V. Botnari [4], V. Mîslițchi [26]), intellectual education (V. Panico [30], P. Jelescu [19]), educational management (V. Gh. Cojocari [12], V. Cojocaru [11], D. Patrașcu [32]), emotional intelligence (M. Cojocaru [10], E. Rusu [38], N. Silistraru [39-40]), motivation (D. Antoci [3]), self-education skills (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 [4].

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 [26].

The problem of transition to junior high school corresponds to the provisions of several national and international documents regarding the support of pupils along their educational path, so as to ensure the formation of a complete personality, independent and able to face the challenges of the current society: Recommendation of the European Parliament and of the European Union Council 2006/962 / EC on key competences for lifelong learning, Israeli Education Law (1988), New Horizon Reform (Israel, 2002), National Education Program: Every child deserves more (Israel, 2005); Education Law (R. of Moldova, no. 547/1995), Education-2020, National Development Strategy of the Republic of Moldova 2012-2020, etc.

The problem of school transition is also in the attention of the General Directorate for Education of the European Commission, which has elaborated a policy document on the role

of continuity and transitions in pupil development [57, p.3]. The document mentioned that pupils' educational path is disrupted by multiple fragmentation, which can lead to various risk situations: academic subrealization and a possible drop out of the school [ibidem].Transitions between levels and types of schools are periods of risk in which multiple problems arise, or symptoms of other problems that are about to manifest. Under these conditions, collaboration between teachers and school leaders should be accompanied by appropriate mechanisms for generating and exchanging data within and between system levels, and by appropriate support geared to the individual needs of all pupils [ibidem].

Appreciating the scientific-practical value of the above mentioned researches, we should mention that some aspects of school transition to junior high school level, in particular the impact of transition on school achievements, have not been studied.

Thus, taking into account the complexity of the problem of school transition to the junior high school level from the perspective of ensuring school achievements, the necessity of approaching it results from the **contradictions** between:

- 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;

- the educational needs of pre-adolescent pupils in the process of transition to the junior high school and their inappropriate approach;

- 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 schoolfor 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;

- implementating and validating the Pedagogical model of transition to the junior high school by means of the Methodological program for transition support.

Research hypothesis: The quality of school pupils' school achievements during transition to the junior high school can be ensured through the valorization of preadolescents' particularities and educational needs associated with their cognitive, affective and volitional components.

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

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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 schoolfor 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 schoolfor 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, symposiums in the Republic of Moldova and Israel, and were approved by publications in scientific journals:

*Factors influencing transition to junior high school.*In: Artă şi Educaţie artistică, nr. 2 (22), 2013, p. 99-101; *Categories of transition from primary school to junior high school vs school achievements in Israel.*In: *Educaţia din perspectiva valorilor*, Materialele conferinţei cu participare internaţionalăUPS "Ion Creangă",2013; *Psycho-social dimensions of transition from primary school to junior high school.*In**:** *Eficientizarea învăţământului-vector al politicilor educaţionale modern,* Materialele conferinţei ştiinţifice internaţionale11 – 12 decembrie 2014**,** IŞE**,**p.484-488;*Aspects of transition from primary school to junior high school**;** In:Educaţia pentru dezvoltare durabilă: inovaţie, competitivitate, eficienţă,* 18-19 octombrie, Materialele conferinţei ştiinţifice internaţionale2013, IŞE Chişinău, p.461-466; Junior *high school climate and its impact upon transition.* In: *Актуальные научные исследования в современном мире**,** II Международная научно-практическая интернет-*конференция4-5 июля 2015 г., p.9-14; *Intervention programs for transition facilitation.* In: *Prerogativele învăţământului preuniversitar şiuniversitar în contextual societăţii bazate pe*

cunoaştere, Materialeleconferinţei ştiinţifice*7-8 noiembrie 2014, p.191-197, Modelul pedagogic de tranziţie de la treapta primară la treapta gimnazială pentru asigurarea succesului şcolar, In: Univers Pedagogic, p.62-75, 2016; Valorificarea modelului de tranziţie de la treapta primară la treapta secundară în şcoala din Israel.* In: Studia Universitatis Moldaviae, 2019, nr.5 (125), p.33-39; *Analysis of learning dominants in elementar versus junior high school pupils.* In: Acta et Commentationes. Ştiinţe ale educaţiei. Revistă ştiinţifică. Chişinău: UST 2019, nr. 2 (16).

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.

Summary of thesis compartments

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 [14], [17], [20].

Aspects of school transition are reflected in the work of researchers in various fields: pedagogy, psychology and sociology (L. Anderson [44], P. Akos [42], R. Amiram, E.

Katzenelson [43], W. Chen, A. Gregory [56], C. Graham, M. Hill [77], S. Dockett, B. Perry [63], S. Cristea [15], C. Cucoș [16], N. Silistraru [39], [40], V. Panico [30], V. Botnari [4], T. Callo [7], V. Mîslițchi [26] etc.

The transition from primary to junior high school is a real challenge for pupils. The increase of intellectual requirements, the passage from a teacher to several teachers can cause poor adaptation of the pupils to the junior high school stage, generating reluctance to learning, and consequently low school achievements. In addition, the difficulties of transition to junior high school are influenced by biological and social maturation, intellectual abilities, motivation and interest, involvement and the method of self-regulation adopted.

The same chapter approaches the *learning dominants* of primary and junior high school pupils, as well as the specifics of school achievements. The quality of learning has long-term effects on the life and career of the developing personality. After all, the fundamental purpose of education is the acquisition of intellectual autonomy, the incorporation of self-teaching behavior [16, p.60], knowing that the illiterate of today and tomorrow is not the one who does not know, but the one who does not know how to learn. It has been shown that pre-adolescent pupils in the process of transition show a high level of development of intellectual qualities, namely depth, speed and independence in thinking, originality, but also critical spirit, which does not admit errors. Also, at this stage the passion for certain fields (mathematics, art, sports, etc.) crystallizes, which allows, subsequently, to establish the field of professional and vocational interest.

It has been established that school achievements are defined by training in pupils, in accordance with the requirements of school programs, of cognitive (knowledge systems), operational (skills, abilities, abilities), psychomotor (skills), affective-motivational and socio-moral (attitudes, traits of will and character) structures, hence the need to approach it from the perspective of obtaining a higher school performance, which will generate a better social and professional integration and the achievement of a productive personality, receptive to changes, intelligent, creative, able to make decisions and adapt quickly to new conditions.

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], [45], [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 junior high 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 [15, p.280].

Given the particularities of the structure of the education system in Israel, where the primary stage closes at the end of the 6th grade, the Ministry of Education of Israel [177] proposes four stages: preparation, transfer, induction in junior high school and consolidation. In our study we adhere to this approach, considering the unquestionable role of preparing pupils for transfer to the junior high school. This idea is supported by most international researchers, who say that transition support programs should start in 5th grade, or even earlier, to create an environment that promotes a safe transition from primary school to junior high school.   Researchers M. Galton, J. Gray and J. Ruddock. [74] emphasized the need to guide transition activities towards pupils' individual needs, and identified 5 categories of activities that primary and junior high schools should include in their transition programs: *administrative, socio-individual, curriculum, pedagogy and learning management.*

A special role in the management of this process lies with the educational factors, which act as facilitators of school transition. They refer to individual, family, school and community factors.C. Graham and M. Hill [77], stress the importance of *leadership and school culture* in the transition process and note that adults' actions (parents and teachers) make a difference. In their opinion, a successful school transition implies coherence in addressing pupils' well-being and school results by all educational factors.

In the same context, the strategies to facilitate the school transition to junior high school level were established. At the *classroom level*, the following *strategies* are beneficial: making decisions jointly with pupils, enhancing pupils' cultural heritage, using interactive methods, forming a vision and common agendas regarding the promotion of educational excellence.

An important role in the school transition process lies with the *primary school and junior high school managers*, who have the following responsibilities: to inform about the available transition programs and to distribute the information, to explain the benefits of the

program for all participants, to provide the necessary resources, to be the link person between the school and the program, parents, by organizing orientation and guidance sessions for the teaching staff and parents, by monitoring the evolution of pupils' performances [38, p. 267] etc.

As for *parents*, their role in supporting the transition from primary to junior high school consists of: creating a favorable environment for a better focus on studies, creating a calendar of activities, which will make pupils more organized, planning different activities in common with children, communication etc. [71].

There have been identified multiple aspects that speak about the quality of transition to junior high school: pupils participate in school activities, 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 the schooling process in and outside school. pupils are progressing; learning is constructive, interesting, relevant and fun; families participate in decision making; pupils are physically and emotionally confident; pupils express the desire to try new and interesting things and / or to expand their specific skills / interests (for example, through extra-curricular activities) [51].

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 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 pre-adolescence.

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 [18].

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.

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], [14]; - *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* [86].

The development and implementation of the pedagogical experiment based on the following premises:

• *School transition means change, and change, by definition, affects the pupil's concept of the world in a behavioral, emotional and cognitive aspect, in most cases, generating fear and anxiety [14];*

• *School achievements refer to the degree of efficiency resulting from the mobilization of pupil's cognitive and affective-volitional resources while confronting a certain work task "(C. Stan, apud. C. Cucoş)*[63].

The ascertaining experiment had the following *objectives*:

(O1) evaluate the school results of the 5th grade pupils based on the national Meitzav test;

(O2) examine the level of pupils' motivation for learning at the pre-transition stage;

(O3) determine the level of anxiety of pupils in transition from primary to the junior high school;

(O4) reveal the behavioral characteristics of pupils at the pre-transition stage; analyze the quality of school climate at primary level based on Meitzav surveys.

The data provided by the ascertaining experiment show that upon the primary stage end, pupils' school results are at a relatively high level, but some aspects with a potential negative influence on them are already visible, since pupils' school motivation is mainly determined by external factors. Given the age-specific psychophysiological and social changes, the desire for self-assertion, as well as the negative effects of the transition to junior high school, there is a risk of developing deviant school behaviors, with negative individual impact, but also on colleagues. Therefore, it is necessary to elaborate a formative program focused on these variables, so that the positive manifestations are stimulated, and the negative-prevented and combated, and as a result to ensure school achievements, which summarize the quality of the school results expressed in marks, motivation for learning, as well as the affective-volitional aspects, in our research being represented by school anxiety and behavior of the pupils in the process of transition to the junior high school stage.

The general *objectives* of the ***formative experiment*** were:

(O1) prevent and reduce the level of school anxiety of pre-adolescent pupils during the transition to the junior high school;

(O2) combat and prevent deviant behaviors in pupils in the process of transition to the junior high school;

(O3) intensify the motivation for learning of the pupils in transition to the junior high school through the active involvement of teachers and parents;

(O4) stimulating epistemic curiosity and creativity for enhancing school achievements.

The Methodological Program of transition to the junior high school (for pupils, teachers and parents), as part of the *Pedagogical Model of transition to the junior high school* for ensuring pupils' school achievements, was implemented with the support of the administration of the schools involved in the experiment, through different formal and non-formal activities: workshops, seminars, meetings, visits etc.

The principles of the formative experiment were: enhance the interactional aspect; create a stimulating school climate; stimulate self-regulation; focus on pupils' individual characteristics.In this context, the mission of the school and parents was to support pupils to become independent, characterized by: "can do" attitude, inventiveness, flexibility, ability to face challenges, independence, ability to cooperate with peers, such as they would be: active listening, indulgence and mutual help, potential contributions within the school and in the community.

The program was implemented by incursion into the classes of the formative sample (50 pupils) in the curricular and extracurricular path, with the involvement of several specialists from primary and junior high school, in partnership with parents and the local community, and pursued the correlation of study goals with the educational activities, adapted to the pupils' psycho-emotional particularities and individual needs.

Validation stage. At the end of the 7th grade, the pupils in both groups were given the same experimental tests as in the ascertaining stage. Therefore, the purpose of *validation experiment* was to validate the functionality of the Methodological Program for supporting transition to the junior high school, *the objectives being*: O(1) comparatively evaluate the school results of pupils from the FG and CG; O(2) determine their level of motivation for learning; O(3) establish the level of anxiety in the pupils of the 7th grade; O(4) highlight the behavioral characteristics of the 7th grade pupils; O(5) analyze the quality of school climate within the junior high school based on Meitzav surveys.

The compared results of the subjects from the formative and control samples reflect the effectiveness of the *Pedagogical model of transition to the junior school* and confirms the research hypothesis whereby the implementation of the methodological program of transition from the primary to the junior high school level contributes to ensuring pupils' school achievements and adaptation within the junior high school environment.

The general conclusions and recommendations clarify the possibilities to enhance educational experience and practice, family-school-community partnership in the process of supporting pre-adolescent pupils' transition to the junior high school. According to the results obtained in the investigation, there have been formulated a series of recommendations regarding perspective research, implementation of methodological tools, of the pedagogical model, which can be subsequently used by the educational factors involved in the transition process.

CHAPTER 1. EPISTEMOLOGIC FOUNDATIONS OF TRANSITION TO THE JUNIOR HIGH SCHOOL

1.1. Psycho-pedagogical implications of transition to 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. [34], [37], [39]. Aspects of the school transition are reflected in the works of researchers from different fields: pedagogy, psychology, sociology (P. Akos [42], R. Amiram[43], D. Brooks [52], W. Chen, A. Gregory [56], W. Griebel [78], S. Dockett, B. Perry [63], M. Evangelou, B.Taggart, K. Sylva, M. Melhuish [68], T. Farmer, J. Hamm, R. Petrin, D. Robertson, R. Murray, [70], C. Graham, M. Hill [77], Y. Harel, M. Molho, A. Tilinger [80], P. Hsieh, Y. Cho, M. Liu [83], R. Nahmias, R. Zozavski [105], S. Cristea [15], C. Cucoș[16], N. Silistraru [39], [40], V. Panico [30], V. Botnari [4], V. Mîslițchi [26], M. Druță [17]etc.).

From an anthropological perspective, transition is a complex process, with multiple social, economic, psychological, educational and cultural implications. The explanatory dictionary of the Romanian language defines transition as a "transition from one state, situation to another, etc." [153].

In his research, the *Transition as a state of normalcy of the contemporary world,* C. Ciurlău defines transition as "a change, that is, the passage of a multitude of intermediate states between two states of relative equilibrium, identified by experience, knowledge or project". From this perspective, the world, since its emergence, has been, is and will be in a continuous transition according to multiple criteria of appreciation or judgment [150].

In general, any transition process involves challenges, difficulties, crises, and recessions, at times. Transition is an intermediate process of progressive transformation, which ends with the installation of a constructive change, with a higher degree of stability [151], [128], [121].

Transition, in general, is a stressful condition, which makes adaptation difficult. The term "stress" is defined in the psychological literature as a condition that determines the individual to put in place a response system to overcome and adapt to the new situation [76], [78]. When the individual fails to cope with problems with known coping mechanisms, he or she becomes in crisis. Lord [100] describes "the crisis as a condition of imbalance between the seriousness

of a problem and between the resources available for solving it." In this situation, anxiety intensifies, the individual feels helpless and unable to operate on his own.

According to the dictionary of pedagogical terms [15], the term school transition refers to the three major transfers operated within the education system: from the primary to the junior high school, from the junior high school to the high school and from the high school to university, college / adult life etc.

Researchers R. Amiram and E. Katzenelson [43] revealed several key transitions that occur in the education system: the transition from family to kindergarten, from kindergarten to school, from primary to junior high school, from junior high school to high school, from high school to university or army and then to adult life.

Basically, transition is a natural process, characterized by confusion and oriented towards the search for a new direction, which marks a turning point during development [49]. The transfer from one educational environment to another implies tension, given the new norms of behavior, learning, as well as the changes that occur at the physiological, cognitive, psychological and social level [52].

Significant, in this context, we find the idea that *change*, by definition, *affects the pupil's concept of the world from a behavioral, emotional and cognitive point of view, in most cases, generating fear and anxiety [64].* Transition stressors can be obstacles to school adaptation and can affect learning, respectively. They may also exacerbate other factors that interfere with learning. Such stressors can cause pupils and their families, especially those who are particularly vulnerable, to behave in a counterproductive manner, thus missing opportunities to promote healthy pupil development, to address learning barriers, and prevent behavioral and emotional problems.

In the *school context, transition* is associated with the following concepts: *transfer, adaptation, continuity*. The most well-known motives for change are crisis phenomena and learning. Crisis and learning, in turn, generate development. Therefore, pupils need to be supported in times of crisis in order to stimulate learning.

According to the researcher S. Cristea [15, p.601] the transition from one level to another level of education is a fundamental criterion for the evaluation of education system quality, proven by continuity: the continuity of objectives, contents of training and of teaching-learning-evaluation methodology, applied in open organizational contexts, favorable to the individualization or differentiation of the educational process. 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* [64].

The school transition from one step to another ends with the adaptation and integration within the next stage of education. According to Piaget [34], *school adaptation* results from the balancing of two processes: *assimilation* and *accommodation*. Through *assimilation*, new environmental information is integrated into existing cognitive structures. By *accommodation*, structural changes are made according to the assimilated information. If one of the two processes is disproportionate to the other, adaptation does not occur. In the same context, *J. Piaget mentioned that there is adaptation when the organism transforms itself according to the environment, and this transformation results in a balance of changes between the environment and the organism, favorable to its conservation [ibidem].*

Therefore, the human psychic system can only ensure its internal unity and harmony with the outside world unless it proves behavioral plasticity: on the one hand, a synchronization with the demands of the environment within the limits of the individual resources, respectively a change of the person's behavior according to the demands of the social and cultural environment (accommodation), and on the other hand, a transformation of environmental conditions according to the individual goals and aspirations of the person (assimilation). These two interdependent modes of action, combine endlessly to maintain the state of equilibrium at the most stable level.

In the psycho-pedagogical literature, three types of adaptation are delimited: *psychological, pedagogical and relational.*

Adaptation of psychological type, therefore, implies the assimilation of new knowledge and values, but also renunciations of personal attitudes or values, which prove to be non-functional. Thus, we say that a person is well suited, if he shows balanced interpersonal relationships with the others around and with different factors of the social environment. In other words, the adaptive behavior reflects, from the psychological perspective, "the degree to which the individual reaches the standards of personal independence and social responsibility required by the social group to which he belongs" (Grossman, 1973).

In the school context, *adaptation* is done according to the same algorithm and presents the mutual adjustment of the education process, on the one hand, and personality characteristics, on the other. Therefore, the pedagogical adaptation would involve the

appropriate response of the pupil to the demands and requirements of an instructional level, respectively his availability to acquire the information transmitted and to operationalize them in an efficient and creative way [96].

According to S. Cristea [15], **school adaptation** represents a complex process designed and directed by the teacher in order to achieve optimal relations between the pupil and the educational / didactic environment.

V. Botnari [4] and V. Mîsliţchi [26] define **school adaptation** as "the process of achieving the balance between the personality and the evolution of the pupil and the demands of the surroundings, or school environment. Therefore, *school adaptation involves an action of modification, adjustment and transformation of the pupil to become able to meet the instructional and educational requirements and to be compatible with the norms and rules required by the school syllabus.*

Synthesizing the above, we believe that we will be able to talk about a successful school transition if pupils manage to adapt themselves to the new educational environment, both pedagogically and socially, the basic condition being to connect the new environment to the needs of the pupils in transition, so that they could meet the pedagogical and social demands. Otherwise, the maladaptation will occur.

From the Piagetian perspective [34, p.58], *maladaptation* refers to the inability of the person to perform, in a balanced way, the processes of "assimilation" and "accommodation". Characteristic of the maladjusted person is the constant ignorance or willful rejection of the external demands and demands, instead overloading the individual desires and needs. But it can be the reverse situation, present more in the pathological cases, when the person becomes so disappointed with himself that he ignores any personal options or preferences leaving himself "in the will of fate."

Therefore, a person is better adapted, the more frequent, profound and balanced interpersonal exchanges with others or with different factors of the social environment he has. In other words, the adaptive behavior expresses, from the psychological perspective, "the efficiency or the degree to which the individual reaches the standards of personal independence and of the social responsibility required by the social group to which he belongs" [17, p.49].

In evaluating the adaptation of the pedagogical type, the following indicators should be considered:

- the degree of operationalization of the acquired knowledge;

- the level of skills development;

- the discrepancy between the performance level and the aspiration level;

- subjective experience of failure in education.

Relational adaptation refers to the pupil's ability to interact with teachers and other pupils, to internalize school rules and accepted social norms. In other words, relational adaptation expresses the orientation and stability of pupils' attitudes towards the school environment. The maladaptive child is the one whose behavior, whatever the cause, prevents him from benefiting from the usual educational and social experiences, both at school and at home. Any conduct of school deviance implies by default a form of maladaptation. It is very difficult to establish a specific difference between the two terms. If we consider that the most powerful predictor of school adaptation are school achievements and that there are some well-adapted pupils who exhibit deviant behaviors, then "school deviance" implies a broader acceptance than the concept of "school maladjustment". Adaptation difficulties could have the following repercussions [144]:

- decrease of school motivation;

- negative change in school performance;

- increasing absenteeism;

- resort to risk behaviors (smoking, alcohol);

- the worsening of family relationships, the difficulty of communication with adults;

- increasing the level of pupils' stress and agitation;

- lowering the level of tolerance to frustration;

- anxiety, solitude.

The interpersonal relationships formed by the pupil determine the relational school adaptation, the position or status of the child in the group, the "emotional comfort" and the predominant affective state, the psychological climate in the group. The pupil who is well adapted relationally trusts his own strengths, feels integrated in the group, perceives the school group (class) positively, establishes favorable interpersonal relations with peers, is accepted, sympathized by colleagues and responds by mutual appreciation and esteem. All of this contributes to reducing the frustrations and fears associated with the school, to increasing self-confidence and the motivation for learning.

Therefore, *our scientific opinion on the school adaptation* is that, the *school adaptation as a whole implies accommodating to the demands of the school community (teacher group,*

class of pupils, micro-groups formed, etc.), to the ability of the child to interact with teachers and colleagues, to internalize school rules and accepted social norms.

In a synthesis research on the transition from primary to junior high school, researchers Anderson L.W., Jacobs J., Schramm S. and Splittgerber F. [44] point out that all pupils are, to some extent, affected by the access to a new stage of schooling. The authors list multiple symptomatic behaviors characteristic of this stage, of which the worsening of school results, the decline of satisfaction with school, the diminishing of positive attitudes towards school disciplines, the negative reactions towards teachers, the decrease of self-confidence, etc.

Researchers McGeed, Ward, Gibbons [apud. 68] from New Zealand identified eight aspects of school transition*: school achievement, social adjustment, collaboration between schools, organizational problems, pupils' perceptions, cultural factors, socio-economic factors and gender differences, and their associated problems:*

School achievement. After entering the junior high school, pupils' academic performance decreases. The academic attitude in the first year in the secondary education seems to be related to the decrease of pupils' interest for the academic activities and to the increase of the interest for the social aspects.
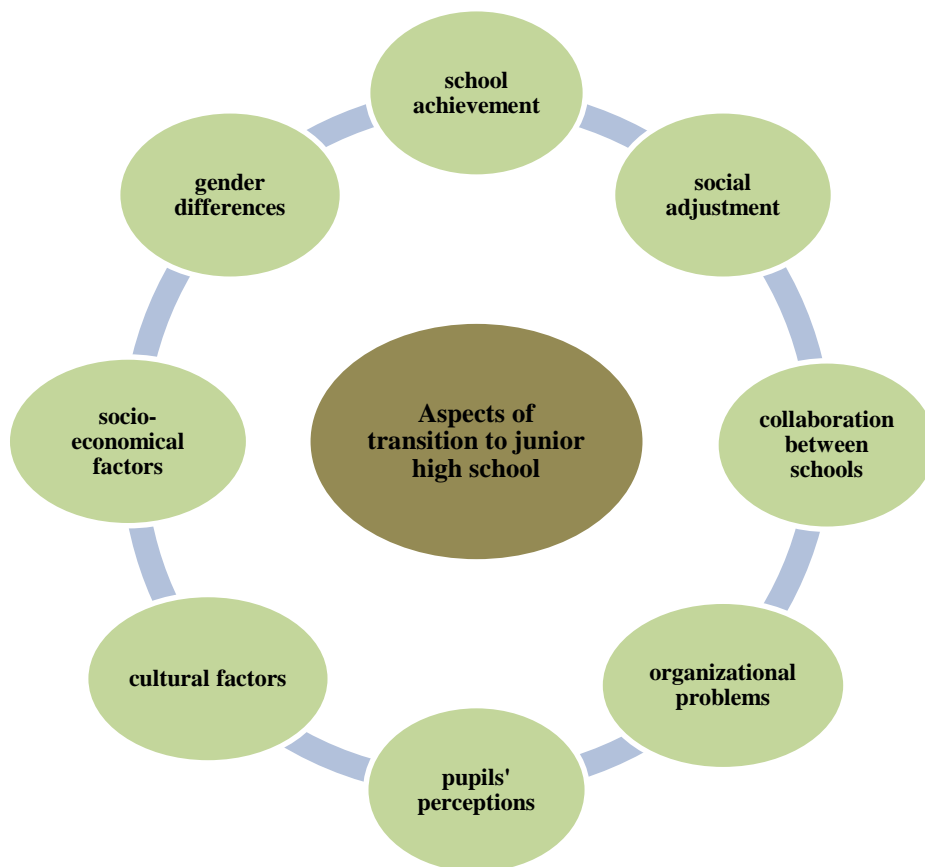
Fig. 1.1. Aspects of transition to junior high school

Social adjustment. Transition is stressful - the existence of adequate information and social support activities that help pupils form friendship networks are crucial factors for successfull coping with transition. Also, increasing self-esteem can stimulate academic motivation.

Collaboration between schools. Ensuring curricular continuity is disrupted during the transition period. Few junior high schools have sustained arrangements focused on the evolution of learning at the individual level. Teaching expectations often differ between primary and junior high schools. Previous experiences or achievements are often ignored by junior high schools.

Organizational problems. The difficulties of some of the spupils in the transition from primary school to junior high school are temporary. Prior to the transition, pupils need to be more accountable to learning, be familiar with learning strategies, and be offered a more challenging curriculum with clear academic achievement goals.

Pupils' perceptions. As a rule, pupils have vague perceptions about transition. In this context it is necessary the intervention of the educational factors in order to find those pupils who would have certain educational need.

Cultural factors. Transition can cause problems for pupils who do not belong to the majority culture. Teachers and pupilshave different perceptions about the origin of the problems. Pupils tend to believe that there is a problem in program delivery, and teachers tend to believe that pupils bring problems from the previous step.

Socio-economic factors. The socio-economic situation has a significant impact on transition. Junior high schools with many pupils from families with poor socio-economic status must have support programs for themselves and their families.

Gender difference. At the time of transition, the attitudes of girls towards teachers and learning are different from those of boys. The tendency to draw more attention to boys in the training process because they would need more help is considered unfair by researchers McGee, Ward, Gibbons and Harlow [ibidem]. Priority in providing educational support should begiven to the individual needs of the pupils.

A recent school transition study in Quebec highlighted the following negative consequences of the school transition from primary to junior high school: worsening social relationships, increasing school dropout risk, isolation, anxiety, lowering school performance,

motivation for learning and self-esteem decrease, intensification of stress and depression symptoms [143], [148], [158].

If for most pupils these effects are short-lived and of relatively small magnitude, for some of them the problems may become chronic and, consequently, more difficult to solve.

In Israel, unlike the Republic of Moldova, where the transition to junior high school occurs after graduation of the fourth grade, at the age of 10-11 years, the transfer to the junior high school occurs after the graduation of the sixth class, the transition being made two years later, in full process of psycho-physiological maturation of the pupils. In these conditions, the process itself is more intense, with profound repercussions on the pupil's personality, but also on the educational process. This transfer is a turning point in the pupils' lives, given the overlap with the pre-adolescence period, a stage marked by multiple psychophysiological, emotional and intellectual transformations. In addition, with the transition to junior high school, pupils are confronted with new elements, which intensify the difficulties of adaptation, such as: the large number of teachers; diversification of teaching - evaluation methods; scoring system; increasing the number of subjects, the large amount of information that the pupil must assimilate, etc.

Unlike primary school, the junior high school implies a more competitive educational environment, with a pronounced academic focus and varied teaching methods, in addition to the large number of school disciplines and their complexity, the detached relationships between teachers and pupils and the minimal involvement of parents. The Ministry of Education of Israel refers to the junbior high school and the high school as a single educational sequence. Thereby, the educational processes in the junior high school are carried out according to the high school model, the junior high school being more concerned with preparing the pupils for the high school than by ensuring the continuity between the primary and secondary levels [175].

Table 1.1. The differences between primary school and junior high school

THE PRIMARY SCHOOL	THE JUNIOR HIGH SCHOOL
Generally small buildings	Large spread out buildings
Generally one teacher teaches a range of subjects	Subject specialists teach their own subject only. Many contact members of staff.

Pupils usually have a good knowledge of everybody in their class and of the teacher and vice versa.	Pupils cannot have a sound knowledge of all others in their groups or the teachers that teach them and vice versa, especially in the early stages of transition
Parents and teachers meet readily.	Parents and teachers generally meet at parents evenings only.
Pupils in 6th grade are the oldest in the school	Pupils in 7th grade are the youngest in the school
Levels of responsibility in the school are generally given to 6th grade pupils.	Levels of responsibility in the school are Generally given to the higher year groups.
Children generally come from the immediate local community. The modernising schools agenda may influence this.	Pupils come from a wider community and often are bussed to school.
Opportunities for enhancing self-esteem are enhanced when there are fewer pupils to target for such things as musical productions and sports teams.	Opportunities to be involved in school representation are often less, when there is a larger number of a pupil to choose from. Esteem may not be enhanced as readily.
Learning difficulties can be easily identified when there are fewer contact staff.	Pupils who have learning difficulties may not be identified as readily When there are more contact staff.

Within the junior high school, the complexity of the school disciplines such as mathematics instead of arithmetic (occasionally, mathematics studies are divided into algebra and geometry), biology, physics and chemistry instead of science, language and Hebrew literature increases, each constituting individual study disciplines. There are also differences in teacher training and, as a result, in teachers' attitudes towards pupils. In primary schools, teachers are usually college graduates, with an emphasis on teaching in primary school. On the other hand, in junior high schools, those who teach are university graduates [142]. The teachers in the junior high school pay minimal attention and personal support, the pupils being supposed to adapt to the new teaching methods, to identify their own study methods, appropriate to the discipline, to get used to the newassessmentmethod and increased competition between the pupils, that was not so obvious in the primary school.

All these changes occur when the pupil's self-centeredness, self-criticism and external criticism intensify, the difficulties listed above being enhanced by the psycho-physiological and social characteristics that lead to a significant reduction of self-esteem, intensification of anxiety, depression, low school resultsand even drop out of school [144].

Table 1.2. Protection and risk factors associated to school dropout

Protection factors	Risk factors
Individual factors	
Confidence in one's own strengths Self-efficacy; Self-esteem; Effective adaptation strategies; Rich repertoire of social skills.	Lack of self-confidence; Profitable inefficient adaptation strategies (stress management); Difficult relationships with other colleagues; Negative vision of the school; Behavioral disorders (internalized and externalized); Difficult relationships with adults; Low school motivation; Reduced involvement in school activities.
Family factors	
Affective support from parents during stress; Quality relationships with a significant adult in the child's life; Parental supervision; Structured rules; Support in school activity; Positive family climate; Democratic parental style; Encouraged autonomy.	Lack of family organization: activities and responsibilities; Lack of parents' interest in the child's school career; Difficult, conflicting family climate; Authoritarian or permissive parental style; Poor socio-economic situation.
School factors	
Good relationships with teachers; Participation in extracurricular activities; Pleasant school environment (positive	Negative attitude of the teacher towards the pupil; Omnipresent rules in the functioning mechanism

climate in and outside the classroom)	of the class;
School institutions that promote the partnership between the primary school and the junior high school (visits, joint activities, Open Doors Days, etc.)	Too much control exercised by the teacher with negative effect on the attention, Occurrence of behavioral disorders; Unclear rules, chaotically applied; Inefficient school structure and organization.

In this sense, school dropout can be considered as a consequence of school maladjustment, being a multidimensional phenomenon, caused by a variety of factors that can influence the pupil to gradually move away from school, until he leaves school altogether, as an effect of the frustrations accumulated over time. The specialized literature divides the factors - risk and protection - into three categories, as can be seen from Table 1.2.

Another important aspect in adapting to the junior high *school environment in Israel is social belonging or well-being*. Pupils from vulnerable families with a lower social status may feel isolated and rejected at school [91].

Social connection and well-being were investigated by Martinez, Aricak, Graves, Peters-Myszak, and Nellis [103], who identified a close correlation between perceived social support and socio-emotional functioning at the end of the primary stage. The study revealed differences related to the support and socio-emotional functioning at gender level. Thus, the girls mentioned that the support of close friends and the school support decreased during transition, while the boys reported an increase in school problems during that period. This suggests that the transition period is a bigger challenge for boys than it is for girls in school, while girls try to form new friendships that often have a negative impact on them. In the same context the researcher Hines established that girls in divorced families face the academic challenges of transition more easily, but are less likely to connect friends than boys [81]. These realities emphasize the need to intensify communication channels by encouraging and deepening familiarity between pupils as well as between pupils and teachers. Therefore, researchers recommend parents and education professionals to be more sensitive and responsive to pupils, so that they feel valued and supported during the transition period [95], [93].

In addition, pupils must be informed about the acceptable regulations in the new educational unit and establish with them the rules of behavior in the classroom. The process of familiarization and the mutual determination of the rules will be the basis for the creation

of a new social structure, will lower the fears of the unknown and instill a sense of control over the challenges [85, p. 87].

Also, it was found that at the pre-adolescence stage and, respectively, during the transition period, social concerns are of major importance.D.Marlett [102, p. 25] mentions that at this stage pupils are primarily concerned with making new friends. The same idea is also supported by the researchers S. Pratt, George R. [108], who further adds that understanding the importance of social relations within the school, especially as it pertains to the group of pupils, would have a constructive effect on the academic function of the school. R. Thompson [120] mentions that relationships with colleagues, teachers and school have a strong impact on pupil learning motivation, commitment to school, attendance, which influence their well-being as pupils and their learning performance.

The significance of the *relationship with colleagues* was confirmed by Ashton [45], who investigated the feelings of pupils from primary school on the transition threshold and found that concerns about friendship were the most important, while academic outcomes were rarely mentioned. Acceptance, number of friends, quality of friendship, loneliness, depression, self-esteem and involvement before transition to junior high school predicted loneliness, low self-esteem, poor school involvement and post-transition academic achievement. Young people with relevant social skills connected high quality friends before and after transition. Subsequently, these positive relationships contributed to their successful adaptation in the new school environment.

Teachers can also play an important role in supporting pupil relationships. The teachers who harmonized with the affiliations between the pupils promoted more productive contexts and contributed essentially to improving their vision on the school social climate and to adapting in the junior high school environment [46]. The ability of teachers to support pupils is a crucial element of quality learning environments. Pupils who feel supported by teachers have a positive motivational orientation on school activity. In addition, given that many of the problematic aspects of the transition stem from the differences between the primary and junior high schools, it is recommended to reduce these differences by becoming familiar with the new school environment [63].

The heterogeneous class specific to the junior high school represents the most important social framework for pupils, where they spend a significant part of the study and social hours, and where they will be organizational and social members for three years. In this context, a

very important role rests with the class teacher. The Israeli Ministry of Education [146] recommends that a class teachers should accompany the same class during all three years of study.

Studies by J. M. Langberg, J.N. Epstein, M. Altaye [94] have shown that the transition to junior high school affects the psychosocial aspect of the pupils and can cause different difficulties, such as: stress, self-satisfaction, attention disorders, lack of concentration, hyperactivity, impulsivity and reduced self-esteem.

According to the report of the National Task Force [166], in the socio-economic reality of Israel, the educational system must reduce the gaps arising from pupils' socio-economic environment, this being the main objective of each subject participating in the educational process. Each child must be given real developmental opportunities to expand their social and emotional abilities. "We must act in order to limit the effects of deprivation on education and knowledge, which result from family conditions, residential conditions and the character of the community to which they belong" [166].

Reducing the gaps between Israel's administrative sectors and the socio-economic ones will result in increased achievement, provide real opportunities for social mobility and improve the moral image of the education system. In the long term, they will also contribute to improving the standard of living, reducing poverty and unemployment, creating social mobility and improving the quality of life of the entire population. Reducing gaps and developing personal skills must be the guiding principles in all social fields: in education, insetting priorities, in allocating resources for both infrastructure and current budgets, etc. [132].

Thus, the activity of any education system should be guided by the principle of responsibility and commitment to the development of each pupil, which is most significant when the pupil has special problems, difficulties and unique needs or special abilities. Children who have abandoned the primary environment, immigrant pupils, pupils with special needs, gifted pupils are groups that need special attention.

Achieving a successful transition to high school is the most important step in ensuring a successful school experience. For this reason, the modalities of approaching the school transition from one stage to another reflect the particularities of the educational policy of each country. For instance, Sweden and Finland offer a continuous and undifferentiated education program, which does not have a primary / secondary division. The children from these

countries remain on the same campus for the entire duration of the transition to junior high school [146]. In France, the UK and Ireland, the transfer takes place around the age of 11/12, sometimes involving substantial travel between home and school. Transfer is basically an automatic process.In Spain and Italy a certificate of completion of the primary stage is required. In the past, pupils who did not promote primary school completion tests were detained for another year, but more recently, this practice has been eliminated in favor of recovery classes for those with special educational needs, as they have proven to be less psychologically harmful. It is worth mentioning that, if the transfer is automatic, the role of primary school reports is limited. Indeed, parents may choose not to send reports to the new school or, in some cases, junior high school assigns them so little importance that they do not request them. Some high schools offer a form for primary school teachers that must be completed before transition.

In Japan, the primary school submits SHIDOYORUKU, a cumulative legal record of the child's school attendance and learning during grades 1 through 6, which is annually updated. This includes information on pupils' knowledge and understanding, results and performances, rated with grades from A to C for each subject. Teachers evaluate speech, listening, reading and writing, as well as children's behavior and attitude.

Conducting more research in the field of school transition, researchers Dockett and Perry [63] summarized the main aspects of successful school transition as follows:

• positive school start is associated with good school results, expressed in grades and social skills;

• the image of the pupil status is influenced by his / her school experiences;

• pupils who encounter academic and social difficulties in the early school years are likely to continue to have problems throughout the school path and throughout their adult lives;

• pre-adolescent pupils bring with them a wide range of experiences. As a result, they experience school transition in different ways;

• pupils facing similar backgrounds and expectations at home and school can cope with the transition more easily.

According to the ecological perspective "the development of the child's personality is also influenced by the level of environnmen connection in terms of practices, activities and systems to pupils' needs [156]. Therefore, an early training, in full coordination and

cooperation with the primary and junior high school, before and during the transition, allows a better adjustment of the pupils.

In ***conclusion***, in the key of the ideas stated above, we consider that the transition from the primary to the junior high school is a complex process, with intense psychophysiological and social implications, which require from the pupil flexibility and increased psycho-emotional balance for adaptation to the new education environment. For this purpose, the activities to support the transition to the junior high school stage must be focused on: the needs of the pupils from the perspective of their pedagogical, psychological and social adaptation; intense collaboration between primary school and junior high school, organizational problems, cultural and socio-economic factors.

1.2. Analysis of learning dominants in primary school pupils and junior high school pupils

The psycho-pedagogical aspects of learning specific of pupils in these age categories are found in the works of several researchers in the field: J. S. Bruner [6], J. Frey [71], R. Bate-Marom[129], E. Frydenberg [72], K. Ganeston [75], J. M. Langberg [94], V. Botnari [4], M. Druță [17], P. Jelescu [19],V. Mîslițchi [26], I. Neacșu [27], I. Nicola [29],V. Panico [30], N. Silistraru [39], etc.

Learning is the basic factor that favors the formation and development of the human personality. It is an individual process that involves the person's participation in the construction and deconstruction, destruction and restructuring, integration and reintegration of cognitive and operational structures [151].

J. Bruner [6, p. 32] emphasized that our specialization as a species is specialization in learningand education,as a human's invention , makes the learner go beyond simple learning."

In the European Qualifications Framework-2005, learning capacity is approached as a cumulative process, whereby a person gradually assimilates increasingly complex and abstract notions (concepts, categories and types of behavior or models) and/or acquires skills and general competencies. This process takes place in an informal context, through recreational activities, as well as in formal learning contexts, which include the workplace.

The main explanations and solutions regarding learning are found within theories regarding the conditions of existence and development of the human being: *behaviorism, cognitivism, constructivism*, orientations that are added to other older ones: *naturalism,*

realism, idealism, pragmatism and existentialism. The classification of these theories can be made according to the emphasis on:

• external factors of the individual (social and contextual-situational variables): the behaviorist school; sociology of education;

• internal factors of the individual (cognitive-motivational variables): ineistic models (psychology of form, «universal grammar» (N. Chomsky), heredity of intelligence (Eysenck, Jensen);

• pedagogies of autonomy (new school, selfdidacticism, self-training, self-organized learning);

• cognitivists (metacognitivists, differential pedagogy, concrete approaches);

• dynamic fusion of internal and external factors (interactionist approaches): genetic epistemology (J. Piaget), social development of intelligence (socioconstructivism and culture psychology, Vygotsky), social learning (by observation and self-modeling, see Bandura);

• a theory focused on the importance of teachers' "expectations", on the image that teachers creates about the pupil and how the pupil intuits this image, conforming in an unconscious way, the "Pygmalion effect" in learning, after Rosenthal and al).

The recorded theories reveal the complexity of learning, which involves: creating habits (W. James); changing the meaning we give to one's own experience (Chevrier s.a.); behaving (B.F. Skinner); anticipating and internalizing, acting (P.L. Galperin, A.N. Leontiev); adapting (E. Durkheim); succeeding and understanding, owning cognitive schemes or structures (J.Piaget); raising awareness (J.Bruner); interacting with others, with the environment, with the teacher (L.Allal); owning higher mental processes (B.S.Bloom); owning cognitive processes (J.Bruner); o owning concepts (L.S.Vygotski); owning forms (W. Kohler); forming representations (G. Bachelard); making connections (G. Tiberghien); possessing relational knowledge (conceptual networks) and procedural knowledge (action schemes) (J.F. Richard).

In the opinion of C. Cucoş *learning* is an evolutionary process of informative-formative essence, consisting of the acquisition (reception, storage, internal valuation) by the living being - in an active, exploratory way - of life experience and, on this basis, of the selective and systematic modification of his behavior, of behavior continuous and controlled improvement under the influence of environment variable actions [16, p.34].

Therefore, learning is a complex phenomenon, which involves the assimilation of different cognitive structures, their awareness and understanding, as well as their application in practice.

As a form of specific human learning, *school learning* is defined as a systematic activity, organized, institutionalized, specific to the younger generation and oriented towards the assimilation of knowledge and the formation of psychic and personality structures. This process aims at precise objectives and involves designing, anticipating, directing, controlling and decision. Thus, in addition to the processes mentioned above, school learning also involves listening to rules; attending school; being part of a system of organized influences; allowing oneself to be led by an older and wiser adult; exploring environments [29, p.56].

I. Neacșu defines school learning as an "activity with psychological and pedagogical value, led and evaluated directly or indirectly by the educator, which consists in acquiring, transforming, accommodating, improving, reconstructing, fixing and reproducing consciously, progressively, voluntarily and relatively, interdependence of knowledge, skills and attitudes "[27, p.24].

In the conception of the researchers P. Popescu-Neveanu, M. Zlate and Crețu, [35, p.243] *school learning* is characterized by the following elements: "it is carried out in an institutionalized framework, by human agents, in concrete conditions, with a vertical aand horizontal relationship; it is an externally directed process that tends to become self-directed; it is a conscious approach, organized according to a clear conception (plans, programs), having aims and a sequential, gradual development; it has a formative and informative character; depends on motivation; it has resources, content, ways of organizing (through specific strategies, methods, procedures, techniques), it takes time (allocated, necessary, planned, consumed), it respects psycho-pedagogical norms, it uses evaluation criteria and feedback possibilities.

In the specialized literature [21], [30], [67], three levels of intellectual conduct organization are distinguished:

1. the end of the first childhood (18 months-7 years), when the space of action is organized in the sense of concrete extent and as an ensemble of relations that coordinate the movement of objects and of the subject himself.

2. the period between 7-10 years, when it develops a system of concepts that constitute a logic of order structures, applied to the multiple sectors of experience (number, space, time, etc.)

3. the period between 11-12 years, when the logic of the puber integrates and coordinates the previous structures in more general systems, constituting a source of new operating models and of much more subtle and refined notions that go beyond the immediate experience.

School-type learning has its roots in the forms of spontaneous experience of preschool age, which are intertwined with the manipulation of objects, with play, with some elementary forms of work. The smaller the child, the greater the role of sensory processes and practical actions in learning and knowledge. Detached from the game practical-action circle and the stories saturated by relationships and concrete emotional senses, the child is projected on the orbit of formal, abstract, often arid constructions, which take the form of information and knowledge that are regularly transmitted through the lesson and which must be learned, reproduced, demonstrated by the child.

From a structural perspective, learning is made up of a series of situations and learning tasks that, for small school children, call for actions that will respond to complete practical tasks. For example, reading learning contributes to speech development and prepares the pupil for reading, solving mathematical tasks, and responds to the need to keep track of expenses in practice.

The school learning, starting with the first classes, places the child in the situation to look for general, common resolution procedures for a whole category of concrete, practical tasks. It starts from practice, from life, reaches general notions and knowledge, which will prepare the child's subsequent contacts with other practical tasks, which are becoming more and more complex.

The small school age, 6-10 years, coincides with the last phase of childhood. The interest for the school, manifested by the significant adults for the child (parents, grandparents, etc.) creates a "psychological expectation" for the preschool child who will reach the threshold of the first class. When the child enters the school system, learning becomes the fundamental type of activity. From the general inclination and aptitude for learning, new elements of specialized skills such as mathematical, literary, plastic, musical skills are developed.

In the process of skills training, not only the child's successes matter, but also how the surrounding ones react to these successes. Hence the need for a positive external appreciation to be combined with the child's demanding attitude towards his own activity in the education of skills.

As regards the specificity of the *psychic processes*, the attention of the small child is still fluctuating, being attracted especially by concrete events in the environment. *Intelligence* is involved in establishing concrete relationships and less in abstract reasoning. *Memory* is more visual than verbal. The tendencies towards the game are important during this period, through

the game being made the passage towards the learning activity. *Affectivity* gains some stability, compared to the preschool period, but is still fluctuating and contextual. The child begins to pay more and more attention to the rules imposed by the pupil status requirements [27, p.85].

In the second school sub-stage (3rd and 4th grade), the child begins to be interested in the knowledge in different fields, in sports competitions, in artistic activities, in the life of the class to which he belongs. The attitude towards rules changes slightly, control and self-control of their observance begins to be tested: he says when his colleagues are wrong, but also "omits" to attract the teacher's attention when the rules are violated [26]. The child progresses in the activity of writing-reading, acquires intellectual learning techniques. Thinking is organized around fundamental notions: time, number, cause, movement, etc. Thus it can be stated that children's thinking at this age is no longer influenced only by sensory perceptions and that there is a much more systematic logic that influences the thought process. The ability to coordinate two perspectives forms the basis of thinking in both the social and cognitive fields.

J. Piaget sees the eight-year-old child much more stable, realistic and organized in comparison with the one who has not reached this age yet [apud., 150]. At the level of thinking, a new element emerges: the shift from intuitive, perceptive to operative thinking, which consists of organizing structures with criteria, classifications, reciprocities, symmetries, forms of reversibility and negation. For Piaget this change is not the result of repression of dangerous emotions and desires, but a result of intellectual development, marked by the stage of concrete thinking operations. Now the pupil can distinguish the real from the imaginary, he can see different aspects of the problems and he can work logically and systematically on the tasks he has. So, from an intellectual point of view, he is in a state of balance with the surrounding world and this contributes to his overall stability and tranquility. The pace of activity becomes more lively, more alert and intellectual activity is more intense. The capacity for understanding develops, the intellectual and cultural horizon widens.

Also at this age, Vygotsky observed the development of what he called *inner language*. According to his studies, the pupils use the internal language as a thinking tool. The early egocentric discourse specific to the first stages is internalized and functions as a means of self-regulation. In terms of instincts and starts, the child begins to focus on them, perceiving them as parts of a larger social order beyond their family.

According to E. Erikson [67, p. 25] this period is remarkable in terms of psychological development. Children already possess important cognitive and social skills. For the eight,

nine and ten year old child, life is a crisis between his efforts to do something and inferiority. Now, the child is advancing in society to learn the skills and tools of a wider culture. Children learn to do something meaningful, and they develop ego qualities, such as increased attention and patience. Therefore, the activity of the small school can be supported not only by an external motivation, but also by an internal motivation, which activates the process of assimilation of knowledge in a continuous way; the child's behavior is permeated with a note of intentionality and planning, and the school status, with its new demands, increases the social importance of what the child achieves and undertakes, leaving a strong imprint on his personality, both in terms of its internal organization, as well as in terms of external conduct.

Although the psychic profile of children is similar during the period of small schooling, it cannot be said that psychic development is identical. The content, direction and rhythm of psychic development may differ from child to child, either due to hereditary inheritance or to the intervention of various environmental and educational factors. Two small school children may be alike in terms of general age characteristics, but extremely different in their concrete manifestation. In this way, on the general background of age particularities, psycho-individualities peculiarities begin to speak.

In general, *psychic development* differs from one child to another by *rhythm* (accelerated or slow), *speed* (high or low), *content* (rich, simple, diversified or poor and limited), *energy consumption* (high or low, rational, balanced or unbalanced, based on harmony or energy waste), *resonance* (strong or weak), *meaning* (ascending or syncopated), *duration* (normal or delayed), *effects* (positive or negative) [170].

At this stage the *competition game becomes exciting*. The child shows interest in team games and actively participates in the lives of the teams he is a part of. At the same time, other changes occur, the attitude towards work is formed, which is revealed by the ability to complete a started task and to obtain a result. The schoolchild likes the action, his activity is very varied; he shows practical interests, such as those for technique, manual work, gardening, etc. The games stimulate and organize the motor coordination and influence the integration of actions in group objectives. The precision and skill of gestures highlight the desire for success. Initially, the child's motivation for school is constituted as a synthesis of external and internal factors, supported by the multiple knowledge about school and school occupation. Particularly important for the establishment of school motivation is the dynamics of the processes of *appreciation and self-assessment [ibidem].*

Between six and ten years of age, the need for exploration, information and documentation of the child is in progress. The teacher must take advantage of this "openness" of the pupil's personality to the need of knowing, in order to cultivate his attachment to school and teaching, the love and interest for knowledge.

Thus, during the period of small schooling, the personality of the pupil, although loaded with relatively numerous and difficult responsibilities, goes through a period of expansiveness. The physical and mental forces of the child begin to express themselves and to cause the child to self-disclose the possibilities, a situation that satisfies the child and *creates the consciousness of a great independence.*

In contrast to the previous stage, the learning at the small school age is also distinguished by the fact that it is now carried out on the basis of meticulously segmented and closely linked actions. The pupil understands that these actions may have very different contents, that some may have a very wide applicability, others a narrower sphere. The learning process places the children in front of the need to control, confront and compare his action results with correct models, it restructures the infantile thinking in numerous points and it changes its appearance, broadening the system of cognitive structures. The already acquired knowledge and skills are deepened, become more systematic, the notional structures and the logical schemes are consolidated, creating the premise of acquiring new skills, skills and abilities, which go beyond the limits of what the immediate learning situations offer. There is an increasing generalization of the thinking activity, the pupil's inclination towards the reflective approach of his own mental activity gaining a strong impulse.

We can say that learning at small school age sets in motion the internal paths of development, drives it to new stages, introduces changes in it, increasing the child's mental age level and the possibility of realizing new accumulations in order to acquire the knowledge taught to him. The particularities of the pupils' psychic processes directly involved in the learning act can be more easily appreciated by their manifestations in various situations. Thus, pupils' attitude towards teaching can be appreciated after manifestations such as: diligence, participation during lessons, the systematic character of carrying out homework, etc. [8, pp. 143-150], [17].

The pupil's work capacity can be judged by the changes in attention and spirit of activity during the lesson: signs of fatigue, distraction, drowsiness, nervousness, increase in the number of mistakes in oral or written expression may be indications of low work capacity. Some

qualities of memory can be appreciated by the speed of learning the poems, the text fragments, the definitions, the fidelity of reproducing some knowledge, the kind of answers to questions etc. The development of some features of thought, such as the ability to grasp the essential, can be revealed by the ease of briefly reading a text read, formulating the plan of an exposition, formulating conclusions and teachings based on the readings or teacher's explanations. The pupil's verbal creativity can be appreciated following the use of speech in the sense of fluidity, flexibility and originality of expression, according to his ability to construct verbal expressions, to ascribe meanings to expressions and to combine them in rich constructions, appropriate to the message, following the ease with which the child builds a story based on a presented picture, etc. [78].

Pre-puberty period (10-12 years) is characterized by the fact that it marks the end of childhood and the beginning of maturation. The prepuberty stage is expressed mainly through numerous biological changes seconded by some psychic phenomena with resonance in the social conduct. Although the psychological development is accelerated, there is a relative continuity, a movement that takes place in the directions started in the childhood years. The general conduct acquires characteristics of alternation between moments of viciousness and then of laziness.

From the perspective of the classical stages (Erikson, Piaget, Kohlberg), the respective stage presents the following frames:

• The stage of psychosocial development.

• The stage of cognitive development.

• The stage of moral development.

The stage of psychosocial development: diligence vs. inferiority. It is important to offer children a constructive activity, limiting the comparisons between the best and the weakest in learning.

The stage of cognitive development: concrete operations of thought and the beginning of formal operations. Some pupils may be able to work with abstractions, but most of them need generalizations starting from concrete experiences. In terms of the operability of thinking, it is of two kinds: non-specific (in the sense that the rule of thought applies in any situation) and specific (the rule of thought is valid only for some problems). It is present especially the non-specific operability (abstracting, synthesis, generalization, analysis, comparison, etc.), but also the specific operability (The ability to use algorithms. The algorithm is a suite of rules that we must follow to solve a problem). More complex judgments and reasonings are being formed,

including probability. A thinking style is also structured, that is, a personal way by which the individual acts intellectually on one aspect or another of reality. There are three thinking styles that refer to: simple-complex, intuitive-abstract, primary-secondary (immediate or opposite reaction, deliberate, postponed). At this stage, a significant intellectual curiosity manifests, and against the background of the contestation aspect, the critical character of thought is structured [147].

The stage of moral development: transition from the morality of coercion to the morality of cooperation. Piaget concluded that between the ages of 10 and 12, children are in a process of exceeding the limits of moral realism. Now the rules are perceived as mutual agreements, but obeying the official rules is done out of respect for authorities or to impress the others [ibidem]. The children enjoy games and didactic activities organized in the form of play, in small groups, often monopolized by the observance of rules or team spirit, task focusing being on the second plane.

The differences based on the gender variable at the level of special abilities and school performance are beginning to emerge. Girls can perform better in terms of verbal fluency, spelling, reading, mathematical calculation. Boys get high scores on mathematical reasoning, spatial orientation and problem solving and discovery. There may now be differences in typical errors. Boys are more inclined to make mistakes, while girls can make interpretation errors, given the nature of the associations - beyond the text of the problem - which they make. As girls attract a hyperprotective system from their parents, they are considered to have greater difficulties in developing their cognitive autonomy and independence [10].

According to researcher J. Kogan, what is beginning to be clear in this period is the difference between cognitive styles. This concept denotes the tendency to respond to the variety of intellectual tasks and problems in a particular way. Researches targeting cognitive styles make the distinction between *impulsive* styleversus *reflexive* style and *analytical* style versus t*hematic* style. From the point of view of the efficiency of these cognitive styles, *impulsive children* give better results in tasks that require global interpretations. The reflexive ones have higher performances in analytical tasks. The problem of style does not arise in terms of superiority or inferiority [10, p.46].

In these conditions, the pupil status changes, with the involvement in extracurricular activities. This is the stage of the changes, from the interest is cultivated the passion, the detection of the special aptitudes with the help of some tests for mathematics, sports, fine arts etc. The high level of development of intellectual qualities, namely the depth of thought, its

speed, the independence of thought, originality, but also the critical spirit, which does not admit errors,

The psycho-pedagogical particularities of middle school pupils require a great deal of tact and certain methodological considerations when organizing school activities. The increased possibilities of the knowledge process, the richness of the knowledge acquired within the school and outside it determine restructuring in the teaching methodology. It is the age when one can learn the technique, from different fields: chemistry, physics, by explaining the elements and implications of each act specific to the field of activity. Pupils'curiosity can be explored for the thorough acquisition of knowledge, but the behavior must be tactful, because the fear to appear ridiculous in front of the group is clearly expressed, and therefore it is necessary to encourage, praise, stimulate with tact. A psychological indication valid for all ages is to conduct the whole activity in an atmosphere of optimism.

This stage is characterized by the unequal character in the involuntary effort, the attention decreases, the concentration, the states of boredom appear, the self-control capacity of which a preteen is capable is diminished. In this context, the problem of school competition also arises. In order to prevent unequal competitions as level of preparation and age, individual procedures, tips and suggestions in the orientation to different fields, towards which they show real aptitudesare applied.

The pre-adolescent goes through an intense period of complete shaping of his personality as a result of all his psychophysical forces resctructuring. An important place is occupied by the crystallization of neuropsychic stability, as well as the problem of neuropsychic effort and resistance to mental fatigue. Pupils are able to put into operation their mechanisms of self-defense to stress, but sometimes they need the intervention of the psychological hygiene service to prevent the overloading of the nervous system and the study of the conditions and mechanisms of adaptation to psychic stress, strong emotions.

In the pre-adolescence period, communication is considered the dominant activity of the pupil, being not only a source of new interests, but also of establishing rules of conduct, for there appear certain requirements in friendship relations regarding the ability to keep secrets, to understand and sympathy with. In the school context, communication with peers has several functions:

- learning the norms and patterns of behavior;
- elaborating the criteria of appreciation for oneself and others;
- obtaining information tabooed by adults;
- training and practicing social interaction skills;

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• developing the capacity to respect the common discipline and to defend their own interests;

• forming and developing social empathy through group reporting and mutual support, which contributes to maintaining emotional comfort.

The same particularities prevail in communicating with adults: pre-adolescents express the need for support and require the authority of the adult. At the same time, new tendencies are observed: the tendency towards freedom, the need for respect and serious attitudes of the adult towards his rights and personal life [31].

In shaping the personality of the pre-adolescent, the school has a basic role. Each school year requires a new adjustment, which is made easier as the pupil has more coherent intellectual skills and a strong personal or family motivational force. The complexity of studies increases as the pupil gets older. The greater number of teachers, the diversity of disciplines, the way the school is organized can lead to an increase in the pupil's anonymity.

However, the *school setting* is not the only factor that can influence the pupil's schooling. His intellectual aspect depends also on the *material frame and the affective support of the family*. The deficiencies of this affective environment are responsible for the school maladaptation of 50% of pupils aged 10-11 years [17, p.12].

Likewise *temperament* traits have a significant impact on intelligence. Highly emotional pupils support an inhibition of intelligence, and daily observations point out that anxiety causes a decrease in intellectual performance in unstable, anxious, and overly motivated subjects. In this case, as M.E. Druță [17] states, demotivation intervenes rapidly. Examination failure, repetition often lead to the statement "I'm not good at anything", which causes a dangerous inferiority complex.

There is also a certain level of *instability in school interests*, as they do not always correspond to his abilities and the lessons seem lifeless. The pupil easily transfers his preferences from one discipline to another, from one project to another, without achieving them to the end, a situation accompanied by opposition to the observations and advice of adults, thus resulting in a certain superficiality which, through a circular effort, leads to an increased instability, because no real satisfaction is obtained through the indifferent passage from one interest to another.

Table 1.3. 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 needfor 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].

Instability stems from the fact that the new psychic and spiritual potentials progress at uneven speeds in different directions. What at the age of 7-9 (10) it is a state, at the age of 10-12 - it is a style of behavior, a renewed exploration, a need to know new horizons of activity. Thus, what in the 7-9 year old pupil is a recession, in the 10-12 year old pupil is a somewhat non-reflexive but unconsciously constructive progression [17, p. 13], [23].

The analysis of Table 1.1, as well as the synthesis of the literature allows us to conclude that school learning is deeply marked by the phenomena specific to the development of the personality of the small and medium school age, being directly determined by the prevalence of biopsychological and sociopedagogical factors. On this basis, it is imperative to create favorable conditions for developing the biopsychological aspects of the pupils by capitalizing on the appropriate sociopedagogical instruments, which also imply the active involvement of all educational factors.

1.3. Conceptual delimitations of school achievements

The pedagogy of achievement is constituted as a study of all situation of success in school activity: successful school results, teacher success, educational success, teaching methods / strategies, school as such, school reforms, etc. In the specialized literature, the term school achievements is often used in parallel with the terms school performance, school results, school success.

School schievements refer to the totality of pupils' results, both in terms of the training plan (the level of scientific training, the accumulation of knowledge and the training of their application skills), as well as the plan of personal development (the development of intellectual capacities, the formation of personality traits, interest and motivation for learning, the ability self-training etc). In accordance with this meaning, two criteria for assessing school achievements are outlined: one of internal evaluation regarding the extent to which the objectives of the didactic activity are met; another of external evaluation, which involves the

assessment of pupils' preparation through the competences and the behavior that they prove in the next stages of education, in the professional activity or in the social life.School progress expresses the appreciation of pupil's obtained results and evolution by referring them to previous performances. Correlated with the school progress, *achievement* does not imply a limit level of school performance, but has a process character, it is constantly improving, which means that the results obtained by the pupil refer, at any time, to both the set goals and the possibilities at a time of his development [174].

After C. Crețu the school achievement is reflected in obtaining a higher efficiency in the education activity, corresponding to the requirements of the program and the purposes of education; it represents the optimal positive form of performance, called also successful schooling. The school achievements are also expressed by grades ranging from 7 to 10, obtained in the didactic activities by pupils, as well as by special results obtained in the scientific, technical, practical, cultural - artistic, sporting activities, etc. obtained at different school or pupil competitions, domestic or international. Secondly, school achievements may refer to certain personality qualities: intellectual abilities (thinking, memory, language, creativity, imagination, flexibility of thought, higher motivation for learning, higher character and behavioral traits, etc.) [14, p.251].

In T. Kulcsar's conception, school achievements presuppose a state of conformity established between the abilities and interests of the learner and the school demands presented to him through different instructional and educational methods [148].

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.

According to C. Stan [41] "school achievements refer to the degree of efficiency that results from the mobilization of the cognitive and affective-volitional resources of the pupil in the situation of confronting a certain work task".

Unlike school achievements, school performance refers to updated school results in well-defined learning contexts. The Romanian researcher C. Cucoş [16, p. 377] defines school

performance as what the pupil actually achieves situationally, as a result of mobilizing his abilities. This idea is also supported by the researchers Simpson and Weiner, who define performance as the observable or measurable behavior of a person in a particular situation, usually experimental. The academic performance of a pupil can be his observable and measurable behavior in a certain learning situation such as adding and subtracting fractions, understanding a text, determining the geographical coordinates of a locality, etc

From the perspective of pedagogical theory and of school practice, pupils' school results are effects of the didactic activity, different by their nature, performances that can be measured and appreciated. They relate to the pedagogical objectives and the level of performance in achieving these objectives. I.T.Radu [36, p.183] describes as school results: the accumulated knowledge; ability to apply knowledge (skills and abilities), intellectual abilities, personality traits, attitudes, behaviors.

After C. Stan [16], pupils' school results are objectified in pupil's behavior and take the form of school success. School achievements are specified by referring to pupils' results in terms of intellectual education level, accumulation of new information and training of skills to apply it, formation of personality traits, interest and motivation for learning, training capacity and personal growth. Therefore, school achievement is a confirmation, an acknowledgment, a social reward of a good conduct in learning, it is the expression of pupils' performance at the level of school standards in the school preparation and, implicitly, in the development of the personality. Thus, the success of the school implies that the pupil manages to form a repertoire of competences within a certain time period (semester, school year, level of schooling) at the highest level of school evaluation standards.

The researcher V. Negovan [28, p.169] affirms that school achievement appreciated by grades (expressing the quality of learning) and by results of exams, competitions, Olympics, represents a maximum level of school adaptation.

Taking into account the ideas set out above, we emphasize that school achievement relates to the school activity as a whole, determined by the pupil's abilities, attitude, aspiration level and interests, as well as the school's requirements or norms.

 I. T. Radu distinguishes two categories of factors relatd to school success (as well as of failure, otherwise), one that is related to the pupil's inner peculiarities, another that is related to the external environment. The internal, subjective factors that support the success in the school activity telate to the social psycho maturation, the intellectual capacity, the abilities, the

motivation for learning and the motivation for success. As external factors of school success are listed: socio-cultural environment, family, group of friends, school policy, pedagogical organization, structure, content, teacher competence, competence of school management [36, p. 184].

N. Silistraru emphasizes that in school performance an important role also comes from the character traits, these sometimes being decisive in terms of the influence on the school performance, among them being highlighted: perseverance, tenacity, discipline, etc. Others, such as dropping out, inertia and laziness, will have a negative impact on school performance and performance, and therefore on school success in general [40, p.136].

At the opposite end, school failure represents the pupil's inability to meet the educational and behavioral demands imposed by the school environment. School failure can manifest through partial inability to cope with the demands of training, to school dropout. The problem of school failure is wide, referring not only to the educational field, but also to the cultural, economic, political, social spaces, to the fundamental options of a society. From a pedagogical point of view, school failure has different acceptances, being largely a problem of attitude and a way of evaluating pupils' school results, performance, it is a problem of educational programs, of implicit or explicit existence of norms regarding school achievement.

School failure expresses poor learning performance and manifests itself in two aspects: a. Lagging behind or school delay, b. School failure which manifests itself in two forms: drop out and repetition [14].

Therefore, if *school achievement* is characterized by: (1) high percentage of promotability; (2) good and very good grades; (3) real competence; *school failure* is characterized by: (1) large number of corrections, examinations and re-examinations; (3) large number of sanctioned pupils; (4) poor results; (5) poor socio-professional integration.

The maladaptive child is the one whose behavior, whatever the cause, prevents him from benefiting from the common educational and social experiences, both at school and at home. Any conduct of school deviance implies by default a form of maladaptation. It is very difficult to establish a specific difference between the two terms. If we consider that the most powerful predictor of school adaptation is school success and that there are some well-adapted pupils who exhibit deviant behaviors, then "school deviance" implies a broader acceptance than the concept of "school maladjustment", which goes beyond the problem of this research.

If school achievement expresses the agreement between the pupil's possibilities and the school requirements, then school failure expresses the situation of a pupil whose results do not meet the rules of the school, a situation created by the fact that the school imposes basic programs and identical rhythms for all children.

In these circumstances, the non-fulfillment of the individual needs of the pupils who have school difficulties can lead to school dropout. In recent years, the dropout rate among high school pupils in Israel has substantially increased. There were identified four categories of risk factors which cause school dropout in Israel: individual, family, educational and community [18]. The *individual factors* are psychoemotional in nature, given the age particularities, but also of social nature, taking into account the fact that, in adolescence, young people tend to associate themselves with groups and to conform to the internal norms that often have a negative character. *Family factors* are mainly related to parents' attitude towards education and general human values [39], [20], [24], [60]. *School factors* relate to the school climate, the pupil contingent, disciplinary practices and norms, etc .; and the last category of factors includes the *specificity of the community* in which the school is located: demographic particularities, type [48].

In the complex matrix of academic achievements, the factors that determine school success have a different weight depending on the pupils' age, the socio-cultural environment and certain personality traits [34]. Despite the fact that the pupils are about the same age, they exhibit different developmental characteristics, given the unequal prevalence of *biopsychological factors* (biological: physical health, physical development, physiological balance; cognitive psychology: thinking, language, imagination, attention, memory, creativity etc.; non-cognitive: motivation, aspiration, interest, will, self-control, self-esteem, etc.) and *sociopedagogical* (social: family, school group, friends; pedagogical: organization, design and conduct of the educational process) [158] ones in each particular case.

The cognitive factors of success refer to the pupil's knowledge capabilities: the level at which his cognitive and perceptual-logical, memory, imaginative, verbal, and action functions and processes take place. These factors can be evaluated from the perspective of general intelligence (factor **g)** and specific intelligence (factor **s**). As a form of specific intelligence, school intelligence is synonymous with the pupil's ability to adapt to the specific demands of the learning activity.

Noncognitive or differential factors include: emotional experiences, interests, motivations, attitude towards school, teachers, colleagues, which may be catalysts or inhibitors of cognitive factors. In addition to these, self-esteem is very important in building one's own experience of school success or failure. Therefore, the pupil must have a correct model of appreciation of results, which he can take from the family, from the school group or from the group of friends.

Cognitive failure refers to pupils' failure to achieve pedagogical goals. They attest to the low level of pupil's competence, explained by delays in intellectual development or by deficiencies in motivational, volitional and operational level. In the category of individual factors that can cause school failure are also included: the existence of diseases, physical or sensory deficiencies, particular psychological characteristics or specific to a certain period of development (hyperexcitability, fragility, emotional instability, etc.).

Relational factors can lead to a non-cognitive school failure, which refers to the pupil's incapacity to adapt to the demands of the school environment, to the rigors of a pupil's life, to the rules imposed by the school environment. The maladaptive pupil uses absenteeism, school dropout in favor of a more permissive school environment. Sometimes, the root causes of this maladaptation can be emotional in nature (fear or rejection of school).

The factors related to the *school environment* include: learning rhythms rigidity, the significant differences existing between teachers and even schools, factors regarding the nature and level of cognitive demands from pupils, type of educational actions, size of the class of pupils, heterogeneity of the class, deficient teaching style. , deficiencies regarding school resources and general management of education.

 The factors related to the family climate refer to the situations in which the pupils do not benefit from the support of the family intellectually, materially and emotionally.

In the correct evaluation of the school failure, the persistence and the extent with which it manifests itself must be taken into account: failure can have an episodic character limited to a conflict situation, or on the contrary, it can take the form of a lasting phenomenon when it is based on a social severe problem. When school failure concerns all aspects of school life, all education matters, it acquires a generalized character and can manifest through serious knowledge gaps, unmotivated absenteeism, aversion to teaching, contempt for school authority in general, makingbuffoonery or stupid jokes, etc.

The taxonomy of school success factors is supported by the researcher C. Crețu [14, pp. 151-152], who stresses that the conditions for the manifestation of school success are of triple nature, in interaction: family, psychosociophysiological, pedagogical.

The strategies and conditions of family origin refer to:

- the active presence of a close family group;
- family relationships based on mutual understanding, respect and help;
- the constant concern of parents for the education of the child-pupils, for a dignified behavior, civilized in the family and outside it;
- training the child-pupils in carrying out certain household activities, without prejudice to their preoccupations for teaching;
- favorable conditions of life, food, clothing, footwear, hygiene, health, etc .;
- favorable conditions of education and culture - place of study, sources of information, including necessary requisites;
- conditions of active and profitable use of free time;
- stimulating the spirit of independence and initiative;
- support in solving some learning difficulties;
- direct relations and contacts of parents with the school, with the teachers, with the head teacher, to know their needs and to contribute to their fulfillment, especially those related to teaching, the use of free time, school and professional guidance, etc.

Table 1.4. Strategies for ensuring school achievements from the perspectiveof school success factors

Factors	Family	Psyhosocial 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.	-Ensuring a well-developed, healthy body. -Ensuring a balanced psychic, capable of developing a	-Quality of school organization at all levels. -Quality of education content (curriculum) and other school documents.

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		volitional learning activity.	-Quality of teachers, in the sense of specialized training.
	• 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 valuable human and social relationships.	- 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.

Parents have the essential role to play in supporting, guiding and stimulating the motivation of the child-pupil to get involved, to lead an active and formative way of life, to analyze his activities from the perspective of their educational importance and to self-regulate.

The strategies and conditions of psycho-sociophysiological nature are:

• ensuring a well-developed, healthy, strong and balanced body.

• ensuring a normal, balanced psychic, capable of developing an intellectual, affective, volitional activity, etc., favorable to a high and efficient learning activity;

• providing valuable human and social relationships.

The strategies and conditions of pedagogical nature of school achivement include:

- the quality of school organization at all levels (class of pupils, school, school inspectorates, Ministry of National Education, etc.);

- the quality of education content (curriculum) and of school documents in which it is objectified (curricula, analytical programs, school textbooks, etc.);

- the quality of teachers, in the sense of specialized, general, pedagogical, methodical, moral-civic training, etc .;

- modern technico-material base required for instructional and educational activities;

- modern use of active-participatory and heuristic strategies, to ensure the connection between theory and practice and the accessibility of knowledge;

- the individual and differentiated approach of pupils, aiming to capitalize on the individual possibilities of the young people (intellectual capacities, aptitudes, interests, aspirations, etc.);

- systematic cooperation between teachers of different educational disciplines, ensuring the scoring unit, avoiding annoying parallels and loading pupils;

- democratic relations between pupils, between teachers and pupils, between the head teacher and the pupils of the class, between the management of the educational unit and the pupils;

- developing the capacities necessary for efficient and creative socio-professional integration;

- the contribution of the mass media and other educational factors (commercial companies, youth associations, cultural, etc.) in raising awareness of the role of education;

- the favorable appreciation of the society towards education as a field of national and social priority [ibidem].

Taking into consideration the strategies mentioned above, the problem of providing pupils in transition to the junior high school with psychoemotional resources is raised. This would reduce their vulnerability during this period and prevent school failure. These psycho-emotional resources can be found by meeting pupils'individual needs:

• physical needs (pre-adolescent pupils mature rapidly and irregularly, which leads to embarrassing and uncoordinated movements);

• social needs (pupils feel the need to belong and be accepted by their colleagues, being concerned about finding their own place in the world);

• intellectual needs (pre-adolescent pupils are curious, motivated to succeed when exposed to challenges, and able to solve problems that require complex thinking skills);

• emotional and psychological needs (pre-adolescent pupils are vulnerable, self-aware and prone to unforeseen changes in disposition);

• moral needs (pre-adolescent pupils are idealistic and willing to make the world better) [65].

Adaptation to environment is not always solved through a superior modality that will at the same time ensure its acceptance by the group and the sociometric evolution. Often, adaptation is made to lower levels of coexistence by camouflaging and inhibiting the skills that differentiate them from others. Loneliness, long isolation, refusal to attend school are most often constant for pupils who go through different stages of school failure, from its installation to school failure. These consequences are determined by the hostile reactions from colleagues who schow incomprehension, disagreement, intolerance to ideas, preferences and feelings of other peers. The complexity of their thinking isolates them from their colleagues and attracts them in various forms of persecution.

Often parents also express anxiety when it comes to the imminent development of their children, which in turn entails the need for their active involvement in the process of adapting their children, initially through informative and formative seminars and subsequently through educational commitments towards the child.

Another important mechanism in triggering pupil success is the teacher. The whole range of pedagogical desires related to school success / failure carries the stamp of its personality. The teacher can diagnose certain adaptation and learning difficulties encountered by the pupils, together with the intervention to mitigate or remove them. Only by knowing the correct profile of the pupil can be developed an appropriate intervention plan. He has the opportunity to evaluate the possibilities of the pupils, to understand the knowledge to be transmitted to the pupils or the skills that the pupils can train, can anticipate following systematic observations, the specific training and development profile of each pupil, supporting him constantly and *giving him chances of personal success.*

The exercise of the teaching profession implies the acquisition of three categories of specific *competences:scientific competences (*the specialized culture, in the scientific preparation that the teacher has in a strict field of reality or in a curricular area), *psycho-pedagogical competences*, related to "pedagogical mastery"; and *relational skills* (the ability

to maintain satisfactory relationships with the upper echelons of hierarchy but also with the" beneficiaries "- pupils, parents, community). Among the dimensions of the teacher's personality that put the mark on the efficiency of his educational interventions we highlight:

1.   The professional competence, which brings together the specialized culture, the ability to transmit knowledge and the ability to correctly evaluate the pupils.

2.   The psycho-moral and cultural profile, as a result of the characteristic features, but also of the accumulated cultural experience.

3.   The cultural experience involves all the specialized knowledge and a broad cultural horizon.

4.   The psychophysical profile, given by the physical presence and presence, as well as by mimicry and gestures;

5.   The psycho-pedagogical component or the pegagogical attitude, expression of some qualities such as: humanism and love towards children, awareness of their own responsibility, interest towards each pupil in particular, interest towards the continuous improvement of their preparation.

6.   The pedagogical aptitude, the set of those traits of the teacher that mediates and models both the contents of education and learning (the teacher's ability to predominantly focus on teaching, training and; the ability to adequately plan learning tasks; organizational skills; abilities as well as their formal aspects (the ability to know and understand the psychological particularities of the pupils; empathic skills; the spirit of observation; the pedagogical tact, as a "sense of measure" in behavioral manifestations; flexibility and ability to adapt quickly to concreter situations, emotional stability.

The teacher's responsibilities derive from the complexity of this functions within the school:

• to discover the most suitable methods and procedures, to develop the organization of learning, it involves designing stimulating, attractive training situations for pupils, problem solving strategies and conflict resolution, creating an atmosphere conducive to study.

• the function of educator (trainer): to educate, alongside training, implies the pupil formation, the discipline of independent study, the development of their social skills and the stimulation of the potential and the personality of each one.

• As a partner in education, the teacher is related to other educational factors, especially parents.

• As a member of the faculty, the teacher is in collaborative relationships with all his colleagues, which implies a consensus of the attitudes and actions of all educational factors [132], [135].The above-mentioned factors, as well as their responsibilities, form the educational ecosystem of the pupils.

The quality of the educational ecosystem is determined by the capacity to mobilize, take responsibility and involve the educational factors in assuming the educational act as well as to ensure the following conditions:

• positive school climate, which encourages strong relationships in the community;

• social and emotional learning, which fosters the skills, habits and mentalities that allow academic progress and productive behavior;

• productive training strategies that support motivation, competence, self-efficacy and self-directed   learning;

• individualized supports that allow healthy development, respond to the needs of the pupils and address the learning barriers.
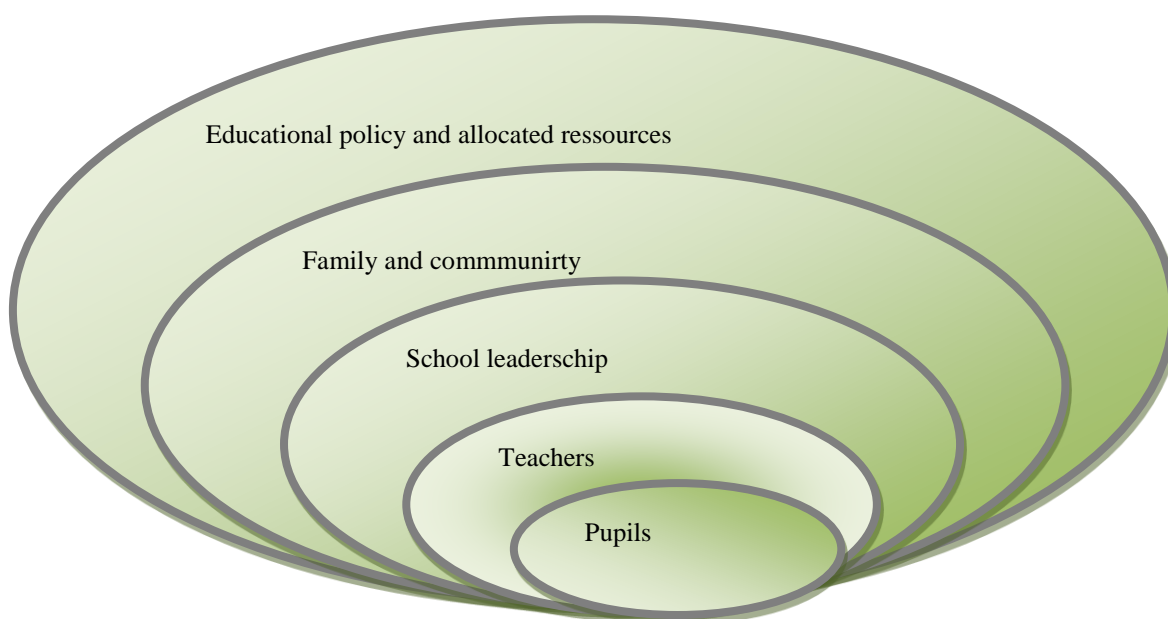
Fig.1.2. Educational ecosystem

In conclusion, we point out the following important ideas for ensuring school success:

1. School success implies a two-way adaptation: on the one hand the child to the school activity, and on the other side of the school to its internal factors.

2. The optimal development of the child's intellect is modeled by warm and consistent relationships; empathic communication and modeling of productive behaviors. The capacity of the brain develops most when children feel emotionally and physically safe; when they feel

connected, supported, engaged and challenged; and when they have rich opportunities to learn, with materials and experiences that allow them to explore the world around them. Variability of human development is the norm, not the exception.

3. The rhythm and development profile of each child are unique. As each child's experiences create a unique trajectory for growth, there are many ways to effective learning. Instead of assuming that all children will respond to the same teaching approaches as well, effective teachers personalize support for different children and effective schools avoid prescribing learning experiences around a mythical environment. When schools try to fit all children in a rhythm and sequence, the opportunity to reach every child is lost and children are determined to adopt counter-productive views about themselves and their own learning potential, which undermines progress.

4. Supportive relationships are essential for healthy development and learning. When adults raise awareness, show empathy and cultural competence to appreciate and understand children's experiences and needs, they can promote the development of positive attitudes and behaviors and support learning.

5. Adversity affects learning and the way schools respond to problems. Every year millions of children are exposed to violence, crime, abuse or psychological trauma, homelessness and food insecurity. These adverse childhood experiences create toxic stress that affects attention, learning and behavior. Schools can cushion the effects of stress, facilitating adult-child support relationships that extend over time; teaching social and emotional skills that help children cope with adversity; and creating useful routines for classroom management and checking pupil needs.

6. Learning is social, emotional and academic. Emotions and social relationships affect learning. Positive relationships, including teacher confidence and positive emotions, such as interest and emotion, open the mind to learning. Negative emotions, such as fear of failure, anxiety, and self-doubt reduce the brain's ability to process information and learn. Learning is modeled both by intrapersonal awareness, including the ability to manage stress and direct energy in productive ways, as well as through interpersonal skills, including the ability to interact positively with others, resolve conflicts and work in teams. These skills can be learned.

7. Pupils actively build knowledge based on experiences, relationships and social contexts. Pupils dynamically shape their own learning. They compare new information with what they already know. This process works best when pupils engage in active learning and

can connect new knowledge to topics and experiences they have personally experienced. Effective teachers draw on those connections, create coaching tasks, track and guide children's efforts, and provide constructive feedback with opportunities to practice and review work. Also, teachers offer pupils opportunities to set goals and evaluate their own work and that of their peers, so that they become more self-aware, confident and independent. This relationship is the basis of school success, and school failure indicates rather the "inadequacy" of the school, family and community to the pupil than its failure to meet the demands of the education system

1.4. Conclusions to Chapter 1

1. In the scientific literature, transition is defined as an intense process of change, accompanied by a crisis that, through sustained efforts, activates the mechanisms of development and adaptation. In the educational context, the term transition is used in parallel with that of transfer, continuity and adaptation. Our view is that transition is a complex phenomenon, involving transfer, continuity and adaptation. For a successful school transition it is necessary for it to occur on a psychological, pedagogical and relational levels.

2. The transition from primary to junior high school is a challenge for the pupils, and to overcome it, it's necessary the joint action of all the factors involved in education. Intellectual overload, passing from one teacher to several teachers, individual travel to school, inhomogeneity of the group of colleagues and fierce school competition are the basis of a difficult adaptation of the pupils within junior high school level, generating their reluctance to study, their acdemic results diminishing considerably. In addition, the difficulties of transitioning to junior high school are exacerbated by the problems specific to pre-adolescence: psychophysiological and social maturation.

3. The quality of learning has long-term effects on the life and career of the developing personality, which is why ensuring school success is an inherent necessity for every pupil. School achievement is defined by training pupils, in accordance with the requirements of the school programs, of the cognitive-operational (knowledge systems, skills, abilities, abilities), affective-motivational and socio-moral (attitudes, willpower and character) structures. School achievements must be analyzed from the perspective of the pupils capacity to reach a higher school performance, allowing the formation of a productive, intelligent, creative personality, capable for socio-professional integration, decision making and quick adaptation to new situations.

4. The transition to junior high school, as well as the quality of school achievements are determined primarily by three categories of factors: family, individual (psychophysiological) and pedagogical, as well as by the strategies used to meet the expectations of pre-adolescent pupils in transition to junior high school associated with their intellectual, social, physical, emotional, psychological and moral needs or, in other words, to prevent depression, vulnerability and psycho-emotional instability, to eliminate deviant behaviors, which can involve the pre-adolescent pupil in various destructive activities, affiliations with negative impact on the behavior in general, as well as on school success in particular.

CHAPTER 2. METHODOLOGY OF TRANSITION TO JUNIOR HIGH SCHOOL FOR ENSURING SCHOOL ACHIEVEMENTS

2.1. An overview of Israeli System of Education

In Israel, schooling is compulsory from the age of 6 to 16 and free from the age of 18. Formal education begins in primary school (grades 1 - 6), continues with secondary education (grades 7 - 9) and high school education (grades 10 - 12). About 9 percent of the school population aged 13-18 attends boarding schools [177].

The multicultural character of Israeli society is also reflected by the particularities of the education system. Therefore, the schools are divided into four categories: *state schools*, attended by most pupils; *religious state schools*, which emphasize Jewish studies and traditions; *Arab and Druze schools*, teaching Arabic and focusing on Arab, Druze history, culture and religion; and *private schools*, operating under different religious and international auspices. In recent years, given the concern of parents regarding the orientation of their children's education, new schools have been established that reflect the philosophies and beliefs of specific groups of parents and educators [ibidem].

The complete national program of studies in Israel is organized in disciplinary clusters. According to NTFPEI [138], these clusters include elements from different disciplines, reflecting the unique structure of each one. The program also includes ideological-conceptual aspects from several related domains, based on key terminologies, abilities, values, phenomena and existential problems. The composition of clusters and school disciplines changes according to the age of the pupils and is based on developmental, social, emotional and behavioral considerations.

The linguistic cluster aims at developing language skills - written and oral - and allows the pupil to live an independent life, in a multi-informative era, providing him with the thinking tools needed for his intellectual development. The cluster includes: mother tongue (Hebrew / Arabic), including literature and English; another language (Hebrew for Arabs, Arab for Jews, and other languages).

The mathematics, science and technology cluster addresses questions and assumptions about the world we live in - phenomena, topics and problems, as well as skills in the field of exact sciences and their relation to technological fields in development, their social contribution, as well as moral issues. The cluster includes: mathematics, biology, chemistry, physics, science and technology (kindergarten-grades 1-9), science and technology in society

and technology subjects - post-primary school. To these two basic clusters are added: the cluster of heritage and spirit, the societal cluster, the cluster of arts and physical abilities, and the cluster of personal and social abilities.

The primary objective of the Israeli school is to promote school success. It has been claimed that the Jewish education system receives more resources than the Arab one. According to the Monitoring Committee for Arab Education, the Israeli government spends an average of $ 192 per year for each Arab pupil and $ 1,100 for each Jewish pupil. Also, it has been determined that the dropout rate among Israeli-Arab pupils is twice as high as that of their Jewish counterparts (12% versus 6%). According to a 2012 report by the Arab Monitoring Committee, there is a shortage of 6,100 classrooms and 4,000 teachers in Arab communities. It has also been found that Christian Arabs tend to have the highest success rates on graduation exams, compared to both Muslims and Druze, and compared to all pupils in the Jewish education system. Arab Christians were also at the forefront of eligibility for higher education and obtained a bachelor's degree and higher academic standing than their fellow Jews.

According to Taub Center investigations [140], enrollment rates in Arab primary and junior high schools increased considerably between 1990 and 2015. The number of girls in the Arab education system is also significant: from 59% to 94% during this period. In addition, there has been an increase in the percentage of Arab Israelis admitted to higher education institutions in Israel and the share of all Israeli degree holders who are Israeli Arabs.

Despite these advances, it is important to note that in 2015, only 36% of young Israeli Arabs (25-34 years) had more than 13 years of schooling, compared with 72% among Jewish peers.

Although divided according to the ethnic criterion, from a structural point of view, the education system in Israel provides 3 levels of education for each ethnic subgroup: primary, secondary and high school.

In general, the junior high school is an educational environment focused on intensifying the academic results, with a prominent academic level, compared to the primary school, based on free and less sustained relationships between staff members (management, teachers), pupils and parents, which somehow explains the unsatisfactory school results of the pupils finishing the junior high school, fact confirmed by the Meitzav national evaluation Test, which is also the most representative for the country.

The Meitzav National Assessment is a set of surveys and exams, which assesses the school success rate of pupils in Israel in the basic disciplines: mathematics, science, Hebrew, English and Arabic. The evaluation provides important statistical data to the decision makers who, subsequently, based on them, take the appropriate measures at the level of individual schools, or at the system level. The Meitzav evaluation is carried out by the National Authority for Statistics and Evaluation in Education, an institution affiliated with the Ministry of Education. The results obtained in the last years indicate a positive trend in mathematics, science and technology, very important in a strong economic climate based on the hi-tech industry, but the results in the linguistic disciplines continue to decrease: Hebrew, Arabic, English [175].

However, there is no coherence in the impact of high school studies on pupils' school outcomes. Given that previously the education system in Israel was divided into only two school stages: primary (1-8) and secondary (9-12), the junior high school is a relatively new one. At present, more research is underway regarding the impact of this administrative approach on the school success of the pupils, which also concerns the distinction between the educational sectors.

The Meitzav tests show that the results of primary school pupils are consistently higher in all fields of knowledge than those of junior school pupils. This situation is explained by: the low motivation for learning; loose relationships between pupils and teachers; limited resources available to the junior school high compared to the primary school; lack of investment in junior high school education; total transfer of responsibility for studies to pupils [147]. Another reason would be the financial resources allocated to the Arab sector, which are smaller compared to those allocated to Jewish schools.

The results of the fifth-grade Meitzav exams show a substantial increase in the mathematical average and a moderate increase in the average in English among Arabic speakers between 2007 and 2016, which reduced the discrepancies between the two education streams on these subjects. At the Meitzav exams of the eighth grade in the same period, the gap between the average narrowed to science and technology, and to mathematics it increased, while to English it remained unchanged. The percentage of those who take the graduation exams in the Arab education sector is similar to that of the Hebrew sector, and the difference between the percentage of Jewish and Israeli Arab pupils who qualify for a graduation certificate has reduced from 17% in 2000 to 12% in 2015.

Although there have been some improvements in the mathematics, chemistry and biology graduation exams for Israeli Arab pupils, the differences are still high in the graduation exams in English: in the Hebrew education stream 58% support the exam in English, and in Arab education stream - 14%.

In contrast to the achievements mentioned above, the gap between pupils in the two sectors has narrowed to a smaller extent in international exams, and in some cases has remained unchanged - even among pupils from similar socio-economic backgrounds.

Among the relevant International Assessments is the TIMSS (Trends in International Mathematics and Science Study) - an international assessment that measures the level of fourth and eighth grade pupils in mathematics and science.

The International Association for the Evaluation of pupils' School Outcomes (IEA-International Association for the Evaluation of Educational Achievement / International Association for the Evaluation of Pupils' School Outcomes) was founded in 1958 and conducts comparative transnational studies, whose results often become the basis of new educational policies and reforms for the participating countries. The most important projects, in progress in the international educational field, are the result of the TIMSS and PIRLS studies, carried out in over 60 countries [147].

TIMSS runs every four years, since 1995. In the evaluation, the focus is to assess the capabilities and mechanisms of learning, namely:

• the knowledge that the pupil must possess;

• the competences (skills, abilities) that he must acquire and be able to use;

• the context in which the pupils will be confronted with daily life problems to which they will have to respond.

As a result of the changes in the study program in 2009, the pupils' achievements in the TIMSS test in 2011 improved. Israel ranked 9th in science out of 42 countries, with a 5% rate of talented pupils and 13% of eminent pupils [147]. The rate of Israeli pupils eminent in science and mathematics was only 6%, according to statistics from international data from 2007 [141].

The gaps persist, however, in the 2011 PIRLS exam (primary school) and the PISA 2015 exam (high school) and were not reduced even when pupils were ranked on socioeconomic backgrounds. However, the difference between the math scores on the 2015 TIMSS exam (middle school) becomes much smaller if the socio-economic profile of the pupils is taken into account. The fact that, for the most part, the discrepancies between the Arab and Jewish

education systems are smaller when comparing pupils with a similar socioeconomic position, shows that the disparities in school outcomes of Jewish pupils and Israeli Arab pupils can be explained to a large extent by measuring their socio-economic environments. To reduce this gap, it is important for the state to focus on addressing the socio-economic problems between the two sectors.

Currently, the Ministry of Education of Israel is concerned with adjusting the programs of junior high schools in order to satisfy the principles of continuity and adaptability of the pupils to the new stage of education, as a solution to the gaps existing between the primary and junior high school levels, as well as at the level of ethnic subgroups.

Another problem of the education system is the erosion of the status and authority of the teachers in front of their pupils, in all age groups. This erosion stems from a general erosion of adult authority in society and the destabilization of the "knowledge hierarchy" in which a teacher is an authoritative and almost exclusive source of knowledge for pupils and parents. In recent years, the deterioration of the status of teacher is increasing due to parents. Unlike the full support that teachers have had in the past, constant criticism from parents at the moment severely reduces their authority and status vis-à-vis pupils. Added to this is the low organizational culture of the school, which prevents teachers from concentrating on the main processes: teaching, learning and evaluation processes.

In this difficult social context, violence, drugs, alcohol abuse and school dropout have increased significantly among pupils in Israel over the last decade. Of these scourges, violence has a devastating effect on school culture and climate, as well as on pupils' sense of safety. R. Berkovitz argues that school dropout leads directly to perversion and crime [149]. Teens who drop out of school are more likely to become adolescent parents, to have children outside of marriage, than young people who finish the junior high school. Civic engagement is also weaker among young people who drop out of junior high school. With a past rich in failures and deceptions, this category of young people usually does not vote, does not engage in public activities, considering that no one can help them change their social status [157].

Intergenerational mobility is also determined by school dropout. The history of school dropout in the family, as well as the parents' impassivity towards the education of the children increase the probability that they will inherit the social status of the parents. It has been shown that economic privilege and well-being are passed down from one generation to another, the family having an important role in the transmission of income, occupational status and prestige

between generations. The family is also responsible for the transfer of economic and social inequality to future generations, thus, children born to poor families are five times more at risk of being poor at maturity than those born to wealthy families [38].

Usually, at the socio-economic level, young people who have not graduated from high school have a low level of participation in the labor market and impede economic growth. As a result, pupils who drop out of school will receive lower salaries than their more educated peers, will pay lower taxes and will need more social assistance services, which is a burden for the state. In Israel, the tax consequences of dropout are substantial, as the costs for the national health insurance system are very high, and it is the state that must take responsibility for the young people who drop out of school. Crime and prison expenses are additional fiscal burdens for the government. In general, young people who have dropped out of high school are contagious and negatively affect their colleagues, family and community [ibidem]. In the absence of concentrated efforts to support the academic achievements of pupils at risk of dropout, formal schooling, professional skills, and cumulative work experience, their prospects in the labor market, in the long and immediate term, are likely to be quite dark. To anticipate these dramatic results, the family, school and community should work together to help young people at risk of dropping out to understand the need for sound education for better employment opportunities in the future, helping them set clear educational goals and achieve them, thus reducing retention and subsequently dropping out.

In Israel, the practices of preventing school failure are focused on surveillance of risk cases; implementation of different programs for prevention of dropout, support for pupils with learning difficulties and risk of dropping out, improvement of school climate, combating violence, providing support services in and out of school [177]. Most programs are developed and implemented under the aegis of the Ministry of Education and the Ministry of Labor and Social Protection. There are professional development programs for teachers, with the aim of improving the teaching methods.

There are also implemented programs to stimulate pupils' thinking skills, such as the Community Services for Youth Support program, aimed at young people who are learning, but exhibit behavioral deviations or have a criminal record, which places them in the category of pupils at risk of school dropping out [85].

Miftan programs are aimed at young people who have already dropped out of school and risk committing various delinquent acts, or causing other social problems. This approach

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involves the employment of young people in production activities, which also involve theoretical hours.

Youth Education Centers are usually monitored by local authorities and include several educational networks [84]. These are usually alternative schools, oriented to the vocational training of young people. Despite the efforts made, school dropout still remains a vulnerable point for Arab society in Israel, hence the need to develop broader prevention programs that would meet the individual needs of pupils at high risk of school dropout.

In the Republic of Moldova, in order to prevent school dropout, the Ministry of Education ensures free feeding of all children in grades I-IV and children in grades V-IX from disadvantaged families. These measures reduce abandonment to some extent, but they are not sufficient. There is a need for collaboration between specialists at the local level, because each case of school dropout must be considered individually. At the high school level, the situation is more tense. Given the precarious economic situation, the reforms recently implemented and the low rate of promotion of the capacity examination, few young people follow the high school level. After graduating from the junior high school, some of them enroll in vocational schools, usually those with mediocre success, and others, for financial reasons, are employed as unskilled workers. Reintegration into the system occurs later, often at maturity, when some of those who have dropped out of high school realize the importance of studies for their stability and for a future outlook. As a rule, this category of people choose to do high school in the country's evening schools, which, in fact, are not so numerous (only 3 in number), but nonetheless represent an alternative to obtain the high school diplom   a.

In the United States, several programs and projects for the prevention of school dropout and re-enrollment in the educational system of young people who have already abandoned the system are implemented, including: the WAY scholarship program, the CRAFT project, JOBSTART, Youth Build, JAG (Jobs for America's Graduates), Career Beginnings, New Chance. Job Corps etc. The programs are meant to promote the professional career by: awareness of the relationship between learning and the development of work skills throughout the career; reducing crime; work ethic development; formation of life skills; integration of young offenders into society; securing vocational training. Following the analysis of the aforementioned programs, we have revealed four basic characteristics that determine and model the components proposed by them: completeness, youth guidance, individual approach, capitalization of young people's competences [95].

Unlike the US, whose programs are aimed at promoting employment, Denmark, Austria and Japan give priority to complex support systems, called "safety nets", multi-professional and multi-organizational programs, which aim to prevent school dropout among at-risk pupils, developing an alternative personal plan for those who are already outside the educational systems and coordinating its implementation [62]. These educational systems act so that the vast majority of pupils have the opportunity to acquire high-level skills, regardless of personal and socio-economic circumstances.

In Cyprus, a program funded by the European Social Fund provides support to disadvantaged pupils, regardless of the education cycle they follow, so that they do not face a school failure. This program offers psychosocial support, specific training of teachers and technical and material support in the school.

For the support and social integration of young people, the European Commission launched, in June 2016, the New Agenda for Skills in Europe, an initiative on the skills updating course, which recommends that Member States offer adults over 25 years of age flexible travel, so that they can go back to school and / or obtain qualifications equivalent to the upper cycle of secondary education. The initiative could involve the recognition and validation of informal and non-formal learning, for example of the skills acquired in the workplace.

According to a 2013 study [156] on newly arrived migrant children in the EU, inclusive education systems are better equipped to successfully integrate migrant children and to provide more effective support throughout school, through the adoption of three related policy measures:

• Comprehensive strategies: involving companies in the learning process at work, counseling young people at risk of early school leaving and facilitating the transition from school to work.

• Policies developed on the basis of concrete data. However, few countries collect qualitative information that may help to understand the reasons determining the young people to leave the education and training system early and their subsequent course.

• Prevention and early intervention. At the system level, the most efficient preventive measures concern: the problems of segregation according to the type of school; the negative effects of repetition; lack of support for groups at risk of early school leaving and lack of attractiveness of vocational education and training systems [ibidem].

According to the European Commission, reducing the Early School Leaving phenomenon to less than 10 percent by 2020 is a major target for achieving a number of key objectives of the European education strategy and at the same time, one of the five benchmarks of the strategic framework for European cooperation in the field of vocational education and training (ET 2020). Europe 2020 [162] highlights three mutually supportive priorities: "smart growth", based on knowledge and innovation, "long-term growth" promoting an ecological economy and "inclusive growth" stimulating employment and social cohesion. The high rates of the Early School Leaving phenomenon are detrimental to the goal of making lifelong learning a reality and a constraint for a smart growth, favourable to inclusion in Europe.

The European Council Recommendation of December 2012 urges Member States to continue validating non-formal and formal learning as this type of learning plays an important role in increasing professional insertion and mobility, especially in the case of socially and economically disadvantaged persons, with a poor level of qualification [ibidem].

The ongoing tensions and misunderstandings between the two sides and the poor results of the PISA tests have led the ministry to introduce a comprehensive reform of the education system. This included: structural measures, including the recognition of parents as significant factors in the formal education of children, the commitment to communicate openly with parents, on a regular, coordinated and structured basis. The new policy of family-school collaboration introduced by the Israeli Ministry of Education in the mid-1990s generated tensions between teachers and parents, as teachers did not feel sufficiently empowered and supported by local and central authorities. [169] .

Thus, given the complexity of ensuring school success at the junior high school level, in order to prevent school dropout and, subsequently, the serious social consequences on the developing person, according to RAMA [175], in the 2007/8 school year, the Israeli government decided to implement the Ofek Chadash (New Horizon) reform- a national program to strengthen education in Israel. The "New Horizon" program was developed and launched with the aim of improving the pupils' school results and reducing the gaps between the primary and secondary levels, thus providing a basis for developing physical, emotional, social and cognitive skills, in order to enhance the educational level of all pupils.The reform has the following basic objectives:

• Improving the status of teachers and increasing their salaries.

• Providing equal opportunities for each pupil and improving school outcomes.

• Strengthening and extending the authority of the school principal.

• Professional development and promotion of teachers.

• Creating a standard system for evaluating teachers, vice-directors, directors.

• Improving the activity environment of the teaching staff, in particular the allocation of adequate work spaces.

Currently, the reform is highly appreciated by teachers and principals, given the positive impact on pupil outcomes in different areas of school activity. In particular, individual hours with pupils are perceived as a significant tool in their school progress. Most of those involved in the programs promoted under the reform are interested in it being further implemented, despite the difficulties involved: about half of the teachers mention that the individual hours with the pupils are carried out during the school, and the pupils, to whom they are assigned to offer assistance, miss the basic classes. At the same time, teachers report intellectual overload and inadequate conditions to their teaching needs, and principals report lack of autonomy.

In addition, teachers' responsibilities are very complex and not only aim to assume the tasks of the teaching / training process, by ensuring the formation of a final product for integration into the current society, but also the competence to interpret with other teachers the pupils' results and the progress, to draw up evaluation portfolios based on plans, projects, concrete products aimed at improving real, authentic, efficient learning processes. In the so-called "collaborative schools", the entire teaching staff works in cooperation in order to obtain superior results in the training of pupils.

Based on the above, we can conclude that the education system in Israel has gaps in educational performance at the level of ethnic subgroups of pupils. In order to close these gaps, it is necessary to address the ethnic groups from equal positions: equitable financing of all the school institutions in the country, settlement of discrepancies between the educational policies targeting the Jewish educational system and those targeting the minority education systems, supporting the pupils from vulnerable social environments, as well as the elaboration and implementation of supplementary educational programs to support these pupils.

Although the Ministry of Education aims to meet the individual needs of pupils, school choice practices can increase inequalities and generate social segregation of pupils, if not well managed. To improve the transition to the labor market, Israel needs to expand and strengthen its provision of vocational education and training. Also, quality education must be ensured in a school system that has significantly expanded, with changes in the composition of the pupil

population. In the absence of qualified teachers in all subjects, Israel must attract quality candidates into the profession and further improve teaching conditions.

Just reinforcing the value of learning, creating educational performance conditions, improving relationships between teachers and pupils, and strengthening the school-family-community partnership would lead to the reform of the school as an educational institution, to the promotion of studies, social and behavioral achievements of each pupil. The maximum pedagogical, managerial and budgetary autonomy of the school, with the active involvement of the school managers as leaders in the educational activity, will allow the schools to realize the commitment towards a quality educational activity, a reality valid for all the educational systems.

2.2. Methodological directions for approaching transition to junior high school

The problems of transition to the junior high school stage can be considered as having originating factors related to the environment, to the person or both. Many schools pay little attention to supporting school transitions from one step to another. In this case, opportunities for promoting healthy development, addressing barriers to learning and emotional issues are missed.

The methodological approach of the school transition presents a management way for the sustainable development of education. This involves a conceptual approach to long-term structural change, an operational management model, which aims at learning sustainability through practice and daily learning. The need to approach the school transition from a methodological point of view arises from the fact that most of the educational systems face social problems of such complexity and magnitude that the existing approaches are not sufficient.

One of the main goals of the education system is to ensure that the whole system is organized so that there is an efficient provision of educational services and support for all pupils who are facing learning obstacles, especially during the transition from one to the next.

A promising strategy for addressing the school transition is the implementation of educational programs anchored on the educational needs of pupils in transition at the junior high school level.

According to the researcher Ganeson [75], the purpose of educational programs is to answer certain educational needs. Starting from this postulate, the researcher M. Barak [46]

proposes an operational approach to define and analyze the educational needs composed of three stages:

(1) Analysis and statement of the desired situation;

(2) Analysis and statement of the current situation;

(3) Comparison of the two situations and detection of the discrepancy between them.

The idea that the success and quality of an educational program depends on its management is emphasized. The efficient management of educational programs represents the basic factor that favors the change of the educational institution's vision towards a certain phenomenon (the transition from primary to junior high school) and ensures the achievement of the proposed strategic objectives.

Synthesizing the references in the specialized literature [52], [41] and the related fields [39], it was established that educational programs are a fundamental working method, through which several activities of planning, organizing, coordinating, monitoring, evaluating take place, considering the available resources in achieving the expected objectives (strategic, tactical and operational, contributing to the continuous improvement of the educational process and achieving the expected effect.

Therefore, a well-defined educational program aimed at facilitating the transition to the junior high school is the main solution in eradicating the problems of the pupils in transition.

A transition program involves a number of well-planned activities, which a group of schools agree to support pupils in transition from primary school to junior high school. Planning a smooth and successful transition requires careful analysis and a structured approach. Supporting a pupil in difficulty during the transition to high school means ensuring continuous success throughout the schooling period. Transition programs mean investments in the future, not only for certain individual pupils, but also for the schools involved.

A comprehensive approach to support during the transition period stipulates interventions within classrooms and at the school level, as well as between primary schools and junior high schools. The immediate objectives are to prevent and solve the transition problems: school anxiety, school adaptability, risk of school dropout, school behavior, etc. In addition, apart from solving the problems associated with the transition, such an approach would have other advantages: opportunities to promote healthy development, safety, positive attitudes towards school; to address systemic and personal barriers of pupils reengagement in learning and of the families disconnected from the problems of the pupils related to school.

Due to the complexity of the situation in Israel, the Israeli Ministry of Education has identified the needs of pupils in transition at the junior high school level and has developed a series of support programs that address social, emotional and family issues. Also, programs of academic support to various school disciplines are offered to pupils during transition. The positive impact on the pupils speaks about their usefulness and, respectively, about the need to continue their implementation based on the pupil's needs.

The specialized studies present the school transition as a major pedagogical challenge, insofar as the difficulties that they involve manifest themselves at the entrance to each of the levels of education [ibidem]. The proposed solution is the integration of steps in each level of education. S. Cristea [15] 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.

From the perspective of this paradigm, the transition from primary to junior high 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 the development within the level [14, p.580]. the researchers Dockett and Perry [63] mention that *orientation* has a procedural focus, because during it pupils and parents become familiar with the new school environment, meet with school staff, become acquainted with the aspects of the school program, etc. Although these activities contribute to the adaptation of pupils to the new educational environment during the transition from one school stage to another, it must nevertheless be taken into account that during the transition pupils have different needs and the education system must be able to respond to them individually.

The provisions of the Ministry of Education of Israel [177] outline four important stages of the school transition:

Preparation. Carefully planned activities during primary school can prepare pupils for secondary education. These activities provide pupils and parents with information about the nature of secondary education and the available options.

Transfer. The transfer refers to that period of time, when there is an increased level of direct interaction between the pupils completing primary school and their new junior high school. The most common transfer activities include meetings with teachers and pupils from the high school and visits to the high school.

Induction in the junior high school. Upon entering 7th grade, g junior high school usually offer a variety of programs designed to guide pupils toward school expectations and activity. The programs also provide support for learning and the social and personal aspects of transition.

Consolidation. The transition activities, finally, lead to the integration in the junior high school, therefore, towards the end of the 7th grade and at the beginning of the 8th grade, it is recommended to introduce activities that will familiarize the pupils with the means of managing the individual process of learning [65, p. 13].

Most researchers in the field argue that transition support programs should start in 5th grade, or even earlier, to create an environment that promotes a safe transition from primary to junior high school.
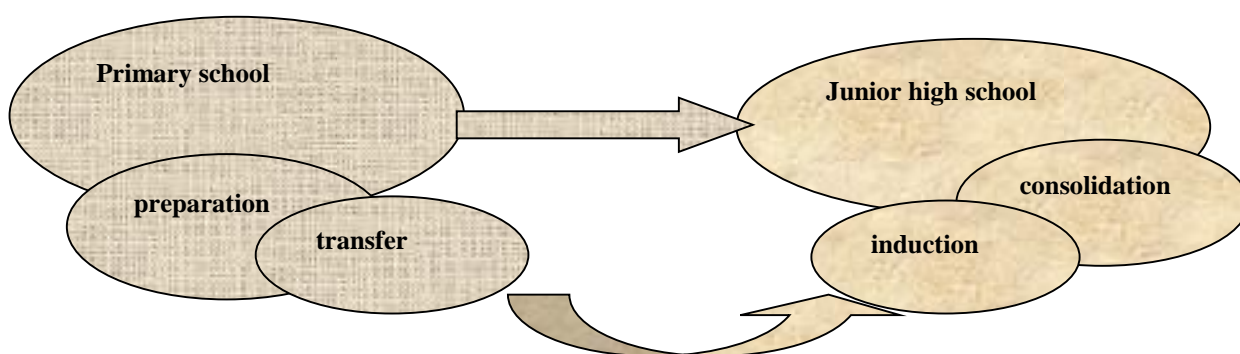
Fig.2.1.Stages of transition to junior high school

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* [113, 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* [30].

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* [55].

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) [106].

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

The researchers Galton, Gray and Ruddock. [74] emphasized the need to guide activities to support the transition from primary to junior high school to pupils' individual needs, and identified 5 categories of activities that primary and junior high schools should include in their transition programs:

1. Administrative activities;

2. Social and individual activities;

3. Curriculum;

4. Pedagogical activities;

5. Self-regulation stimulation activities.

(1) Administrative activities focus on collaboration and exchange of information between primary and junior high schools. Formal links and exchanges of information between primary school and high school should include:

• meetings at the level of management and working sessions of teachers in order to coordinate the transition activities;

• dissemination of information regarding the particularities of junior high school among the pupils in the 5th grade, as well as the promotion of schools with special results;

• transfer of certain pupils, based on accurate information.

(2) Social and individual activities oriented towards strengthening the relationships within the group in transition, extending the pupils' knowledge about the high school level. Parents, guardians and teachers must contribute to the development of interpersonal relationships. Also, it is necessary to know the personal and social needs of the pupils in order to reduce their level of stress and anxiety caused by the change of the school / class / teachers etc. The actions aim to develop social relations between the pupils involved in the school transition process, to familiarize the pupils with the particularities of the junior high school and to strengthen their self-confidence.

(3)Curriculum. Teachers from primary and junior high schools must exchange information and plans at curricular content level at the end of the primary stage and the beginning of the junior high school stage. The fundamental objective must be to respect curricular principles, continuity and progression.

(4) Pedagogical activities. Teachers in primary and junior high schools must develop a common understanding of how pupils learn and what constitutes an effective pedagogical practice. Connecting the teaching practices at the end of the primary stage to the teaching practices specific to the junior high school reduces the possibility of decline in the results of the pupils in the 7th and 8th grade.

Table 2.1. Categories of activities recommended during transition

Administrative activities	Social and individual activities	Curriculum	Pedagogical activities	Self-regulating activities
1. Joint meetings with primary and junior high school teachers. 2. Dissemination of information regarding the high school level. 3. Stimulation of pupils with special merits.	• Excursions • Visits • Contests • Individual counseling • Volunteer activities	• Ensuring the principle of continuity between the school steps. • Ensuring the principle of didactic progression, from simple to complex. • Correlation of the new material with the material assimilated within the primary stage.	• Application of interactive methods. • The gradual introduction of more complex teaching methods. • Individual approach of pupils	1. Self-monitoring the cognitive processes, the actual learning activity and the way of organizing the knowledge; 2. Planning the learning behavior; 3. Reflection on one's own way of learning / understanding; 4. Generation of personal meanings, which constitute filters for interpreting the study material (Crotty, 1995)

(5) Self-regulation activities. Pupils are encouraged to manage their transition from primary to junior high school and to develop their individual learning and self-reflection skills. Each pupil must have information about what it means to "learn" (including "how to learn") and be able to confidently express their individual learning needs in the new educational environment.

Zimmerman [apud.68] states that the repertoire of self-regulated learning strategies that pupils make in school will be used mostly later in the professional field. Among the skills most frequently claimed by the current labor market, we can mention: flexibility in solving

problems, generating dynamic solutions, alternatives, creative thinking and teamwork. Unfortunately, the school is not yet ready for such challenges.

In the same vein, the Directorate General of the European Commission for Education, Youth, Sport and Multilingualismhas drafted in 2016 a European document on Continuity and Transition in the educational environment [57, p.15], which addresses the continuity of the curriculum and the teaching methods as being one of the three sets of efficient factors associated with school transitions along with social and institutional adjustments. The document highlights the need to maintain sufficient flexibility in the curriculum to develop the interests of the educators and to provide meaningful feedback on their progress. Therefore, unsuccessful transitions may occur as a result of "system failure" - if two otherwise functioning systems suffer from a lack of synchronization, to the detriment of the pupil's experience.

In order to ensure a successful school transition, some basic principles are put forward:

1. Early education.
2. Support and advice in making decisions.
3. Inter-institutional collaboration.
4. Pedagogical and curricular continuity.
5. Access and inclusion.
6. Data sharing.
7. Data diversity.
8. Appropriate learning contexts.
9. Social and emotional support.
10. Assistance of pupils in the risk category.

1. Early education: High quality learning experiences should be available to all early childhood children as a basis for lifelong learning. There is substantial evidence that investments in the early years of life have a higher return than at any other educational stage, although the size and sustainability of benefits vary considerably between programs. High-quality early childhood education and care (EITC) is associated with the healthy social and emotional development of children and the acquisition of speech, language and literacy skills, as well as creativity and critical thinking skills.

2. Support and guidance in decision making: pupils and families should be counseled and supported in participatory decision making, during the transition between levels and types of school education, between school and future education and employment. The "voice of the

educable" is a necessary condition for the creation of a school culture in which the young people feel appreciated and able to make a difference. Effective participation requires the availability of school leaders to share with young decision-makers about significant issues related to school management and to provide adequate infrastructure in the form of school boards or other decision-making bodies. Also, there is a need for adequate mechanisms for monitoring, evaluating and feeding the results of the participation of educators, so that they can see that their opinions are taken seriously and matter. The ability to exercise choice requires a degree of flexibility in education systems to meet the individual needs and aspirations of pupils and to balance this with the needs of the labor market and the skills required by employers. The degree of choice exercised by educators can be changed along the educational path.

The 1989 UN Convention on the Rights of the Child enshrined the right of children to express and listen to their views on all issues affecting their lives, in accordance with their age and maturity. The child's right to be heard ismentioned by Article 24 of the Charter of Fundamental Rights of the EU. It is important to recognize the competence of parents, as well as the competence of educators to promote solid results for all children. European countries have developed a variety of approaches to support parent and pupil choices by providing information, counseling and guidance at different stages of the education system:

• In Greece, a multi-stakeholder approach to the development and dissemination of national career programs was adopted. This involves collaboration between school units, other career and counseling centers, universities, research institutes and NGOs.

• In Spain, emphasis has been placed on measures to simplify the curriculum and make learning paths more transparent. Similar steps have been taken in the UK (EN) to substantially strengthen the number of courses and to cancel the previous credit-based system, which was considered to be confusing.

• In Malta, there is a relatively different focus on the guidance offered at each transition point. In the first years the emphasis is placed on emotional security.

In our opinion, emotional security is crucial in the transition, as any disturbance at this level negatively affects the entire educational process.

3. *Inter-institutional collaboration*: Systems should have structures and mechanisms that support collaboration between institutions and between actors, focusing on transitions between levels and types of education. Effective collaboration requires strong mechanisms to ensure

that there is an information flow between educational institutions and a clear mutual understanding of responsibilities. The "sending" institution holds key information about what is educational and is often best placed to plan the transition, although shared responsibility is essential to ensure that the process runs smoothly and that information flows are in both directions. The structure and geographical organization of educational institutions may facilitate or hinder collaboration. Transition occurs most rapidly if school levels are grouped within the same or similar institutional framework.

4. Pedagogical and curricular continuity: Adequate education programs and teachers' pedagogical approaches should contribute to empowering pupils to develop their own skills and life in society. School systems require flexibility to ensure continuous relevance of teaching methods for pupils at different stages and to ensure that the learning content is inspired and accessible to pupils with a diverse range of needs. In addition to subject knowledge, teachers need adequate conflict resolution skills, diversity awareness, and bullying prevention approaches to maintain a positive school climate. It is important that the activity in this field provide continuity through the use of a common language and concepts of child development, which are relevant and appreciated by the educational staff at all levels.

5. Access and inclusion: Systems should provide sufficient flexibility to include and integrate pupils entering or leaving at different stages or having difficulty accessing formal education. Although it is important to ensure continuity of pupil development between levels of education, individual paths are often nonlinear and may be subject to disruption at any stage. This may include missed schooling periods for health or family reasons or when young people leave institutional care. Mobile or transient populations, such as Roma and migrant families, also have distinct needs stemming from their inclusion in school education systems at ad hoc points. It is important that the systems are sufficiently flexible and responsive to all pupils in these "moments" of risk.

6. Data sharing: Relevant pupil data should be shared between institutions in both directions as part of an ongoing dialogue to ensure continuity and progress in learning and ongoing support for skills development. Data exchange between educational institutions takes place for several purposes. Although the main focus is on sharing information on "difficult" cases, other developmental and contextual information may also be valuable for understanding and guiding the transition of educators. Many European countries have legislated to ensure

that schools receive a minimum level of standardized information about individual pupils at the end of each schooling phase.

7. Data diversity: Information on quantitative and qualitative assessment and reporting mechanisms should be used to build a holistic understanding of pupil development and evolution. At the national level, many European countries use the data obtained from international comparative studies to understand educational trends and to make references: TIMSS, PIRLS and PISA. Monitoring and evaluation at European level, including with regard to ECEC, is also an important source of data to understand the strengths and weaknesses of the system. However, the data provided by standardized tests cannot be used as the basis for effectiveness judgments, most countries using this data together with evidence from school inspections, school self-assessment, special project evaluations, and surveys for teachers and pupils to provide a more nuanced understanding of how the system works. Longitudinal data are often needed to identify potential system bottlenecks and to understand trigger points for under-achievement or dropout [57].

Primary research involving teachers, parents, or guardians is often needed to explain data trends - especially if this requires an understanding of the motivations or behaviors of parents or pupils that determine school involvement.

Small-scale personalized tests, pilot tests can be of real use for testing the relative effectiveness of different tools or levers, such as funding mechanisms, incentives or information, tips and guidance (eg. career guidance). Trust and openness, along with the desire to independently evaluate policy decisions and disseminate results are essential to creating a culture of self-improvement at all levels of the system. To this end, ministries in some European countries have commissioned their own research to better understand the specific issues related to transition.

8. Appropriate learning contexts: Various learning environments and contexts relevant to the developmental stage and the school stages should be created and reviewed. The school climate can present risks, as well as opportunities, where there are problems related to the organization of the school, as well as discipline, access and inclusion. There is evidence that bullying and discrimination can become institutionalized, where social norms are unchallenged or inadvertently reinforced by the teacher's attitudes. Often, episodes of bullying involve viewers and participants, and its psychological effects are often underestimated. Pupil development is not limited to the classroom environment, hence an effective collaboration is

needed in partnership to ensure their access to appropriate creative, cultural and civic learning opportunities outside the school. This implies "real world" experience, through study visits and informal or non-formal education. Early familiarization with various concepts of life, work and career education can also be beneficial.

Measures to consider in order to support continuity in the development of pupils by focusing on learning environments include:

• Encouraging inclusive school policies for building a positive and supportive school climate, zero tolerance for bullying and discrimination, and creating opportunities for developing pupil-teacher relationships. The latter could include summer school transition schemes, residential visits and teacher involvement in extracurricular educational activities.

• Develop a broad partnership basis for partnerships between schools and local communities, to maximize activities within the local community, so that pupils benefit from civic and cultural educational experiences appropriate for out-of-school development.

9. Social and emotional support. Schools should have the capacity to engage with different stakeholders in providing social and emotional support to pupils, including during the transition period between school levels. The development of social and emotional skills has a direct impact on teaching and learning. Pupils are more receptive to learning when they are able to control their emotions, empathize and interact with their peers and teachers, while high levels of academic pressure, bullying and negative peer influences can hinder pupil progress.

European countries have developed a variety of mechanisms to support social and emotional development and to plan continuity of delivery at different levels or stages of education. The role of educational counselors is particularly well developed in Scandinavian countries, where all young people have access to social and psychological support alongside academic support in schools, usually starting from the primary stage.

10. Assistance of pupils in the risk category. Various educational strategies and resources should be implemented to identify and support vulnerable pupils, which will provide regional / national feedback for policy development and strategic investment allocation for at-risk pupils. Inclusive educational policies highlight the need to update the initial training of teachers and educational programs, in order to provide teachers with resources to support pupils with learning difficulties.

In our opinion, an effective transition program from primary to junior high school cannot stand a chance if it is not based on the correlation between the four phases of transition, the five areas of action presented above, and the principles of school transition suggested by the General Directorate of the European Commission for Education, Youth, Sport and Multilingualism. We also consider that one of the keys to the success of such an initiative lies in the involvement and availability of partners, in the duration and variety of collaborations within specific projects proposed by practitioners, but also in the openness to collaboration of stake holders.

2.3. Configuring the Pedagogical Model of Transition to junior high school for ensuring school achievements

The mobilization of all educational factors in supporting pre-adolescent pupils in transition to the junior high school is the cornerstone of the pupils' school success. In this context, the ability of teachers to support pupils is the essential element for quality learning environments. It has been found that pupils, who are supported by teachers and parents, show a positive motivational orientation towards school activity and enjoy tailored social and emotional experiences "[64], [71].

Researchers Graham and Hill [77] support this idea and emphasize the importance of leadership and school culture in the transition process. In their opinion, a successful school transition implies coherence in approaching the well-being of the pupils and their school results. This consistency can be achieved by:

• developing a school system to support pupils from the moment they enter school and during the promotion from one class to another, from one step to another;

• involving pupils and the community in making decisions and implementing transition initiatives;

• the inclusion of transitional practices in the curriculum, teaching and learning programs;

• creating a synergy between the transition and the school's global approach to learning and activities to maintain the health and well-being of pupils.

At class level, the following strategies are beneficial:

- making decisions in common with pupils

- valorisation of pupils'cultural heritage

- use of interactive methods, forming a common vision and agendas for promoting educational excellence.

Regarding the role of parents in supporting the transition from primary to junior high school, they can resort to the following strategies: creating a favorable environment for focusing on studies, creating a calendar of activities that will make pupils more organized, planning different activities in common with children and so on .The participation of parents in the educational activity is based on the idea that the partnership between school and family ensures the school success of the pupils [79].

Researchers U. Sirsch [115], P. West [125] identified the following issues that speak to the quality of school transition [102]:

- the pupils participate in the 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 persons;

- the pupils show commitment and understanding regarding the schooling process within the school and beyond, they are progressing;

- learning is constructive, interesting, relevant and fun;

- families participate in decision making;

- pupils are physically and emotionally confident;

- expresses the desire to try new and interesting things and / or to extend their specific skills / interests, for example, through extra-curricular activities

Taking into account the epistemological aspects of transition to the junior high school, it was developed a *Pedagogical model of transition to the junior high school* (Fig. 2.1), which has a theoretical and praxiological character, and includes a Methodological program for supporting transition through a set of strategies aimed at ensuring pupils' school achievements in transition to the junior high school.

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 pre-adolescence.

Table 2.2. Psychological peculiarities of early school age and preadolescent age

Early school period (6-11 years):	Middle school period/ preadolescent period (11-15 years):
- 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.	- 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:

- development of 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 components of school success exhibited in the model (cognitive, affective and volitional component) were selected as a result of studying the literature on the interaction of cognitive-affective and volitional acts. According to the scientist M. Zlate, knowledge results from the multiple relations of the human subject with reality, and the impetus for their assimilation and valorization is due to the emotion, which through the energetic mobilization of the whole organism determines the conduct [41, p.172].

All the psychic processes are activated in the learning activity. On the one hand, learning involves all processes and psychic functions, thinking and memory, motivation and affectivity, especially language, volition and attention. On the other hand, learning, especially in its intensive forms, contributes to the modeling, structuring and constitution of the psychic processes, because, enriching their content, it also requires the construction of new means operating special restructuring or organization within the whole human psychic. We adhere to these concepts and underline that in the context of the transition to junior high school, the goal of school success is to capitalize on all these processes in the service of learning, and learning in the service of psychic processes. However, appreciating their contribution to ensuring school success during the transition to high school, as well as the intensity of their manifestation during pre-adolescence, we consider it imperative to develop and capitalize on the volitional, cognitive and affective aspects, which, in our opinion, can be addressed as components. of school success.

Volition is a function that results from the integrity and unity of the personality, which involves in a specific phase the participation of all psychic functions. R. Baumeister [8, p.241-242] defines volition as "an educable muscle". In its acceptance, volition represents a limited resource, and its components include attention, self-control and perseverance. The modern society with all its elements of distraction and stimulation tests our volitional qualities.

Baba Shiv, a marketing professor at Standford Graduate School of Business, said that people who are distracted are more likely to give in to temptations. When the mind is concerned, choices will be guided by impulses, not by long-term goals [25, p. 34]. Among the signs of poor volition, the following can be identified: low attention span, tendency to be distracted, lack of perseverance, impulse control problems, hyperactivity, chronic tendency to delay (poor time planning), disorganization, impulse to delay and others.

Upon entering the junior high school, pre-adolescents will reach a new level of willpower, which is expressed in the following aspects: the ability to set goals and to select and choose the most significant and appropriate for one situation or another. As this stage progresses, pre-adolescents will be able to conduct themselves more and more following established projects and goals, being less influenced by moments temptations. Pre-adolescence has a significant contribution to the general development of volition as a basic condition of integration in complex learning and other more difficult activities in the next stage [28, p. 150-151].

Psychoemotional changes that affect the life of the pre-adolescent pupil may, in their turn, have decisive repercussions on his behavior. With the a mirror effect, behavior reflects the inner world of the pupil, transmitting eloquent messages about possible disturbances and their pressing needs, which take the form of different socio-moral and school transgressions, respectively. In the specialty literature, a variety of terms with close meanings are used: indiscipline, juvenile delinquency, school maladjustment, behavioral disorder, deviation from conduct. The sociological approach claims that school deviance is a normal phenomenon; behaviors that violate school rules are unacceptable, but are normal forms of behavior, in the sense that they represent pupils' attempts to resist / face the specific school circumstances in which they are located [155].

Thus, inappropriate school behavior allows for various interpretations and explanations; pupils are undisciplined because: they seek to gain the attention of the adult, they are bored, they feel they are being treated unfairly, they do not trust the adult and / or other colleagues, they feel humiliated by their school failures, they are treated inappropriately with their abilities and age, they try to acquire power and control over others, they want to show something to their colleagues, they feel frustrated or rejected, they are afraid, they have neurological disorders etc.

In school, an act of indiscipline occurs when a pupil's behavior prevents others from participating in the learning process or disrupts the teacher's activity, but can cover a wide range of behavioral manifestations, of extreme diversity, in terms of severity, clinical description, of stability and structuring of deviant reactions, of intensity, of etiological factors weight, among which: copying, escape from school, absenteeism, school dropout, vandalism, violent conduct and addiction and even suicide.

The concern of psycho-pedagogues is primarily to prevent behavioral deviations, that is more effective than their therapy. In order to prevent it, the teacher needs to know the pupils, their family environment (for example, to detect early orphans, abandoned children, those with divorced parents, those with neuropsychiatric disorders, etc.), in order to be able to take corresponding measures.Specifically, in the classroom, the teacher can use different strategies to avoid or resolve conflict situations resulting from pupils' deviant behaviors. According to Saunders, [154] , the teacher can use:

- *Avoidance strategies*. The teacher is tolerant, makes jokes, to avoid the conflict. These strategies cannot be used often because the teacher will lose credibility. They are only a momentary solution, not always the best.

- *Mitigation strategies*. By deferral actions, tangential responses, deliberately ignoring the main sources of conflict. Nor do these strategies resolve the conflict.

- *Confrontation strategies*.They include: force or negotiating strategies. Force strategies are guided by the principle "Divide et impera", ie the division of the group of pupils engaged in conflict or the conflict situation. There can also be made threats that will never be put into practice. Also, rewards can be promised or school tradition can be appealed. The negotiating ones are those whe the pupils involved in the conflict seem willing to accept a rational solution. Three procedures can be used: compromise, appeal to affiliation or pseudo-compromise.

Motivation for learning is a key factor in the learning process and substantially influences its results. It refers to the set of motives that cause the pupil to come to school and learn. In the psycho-pedagogical literature, two types of motivation for learning are addressed: *extrinsic motivation* (desire to affirm, normative tendencies, fear of consequences, ambition) and *intrinsic motivation* (curiosity, desire to learn as much). Intrinsic motivation is more important and more effective in learning than extrinsic, but at an early age, this ratio is reversed [155].

The student group is the first challenge in the transfer to secondary school. The teacher became a family to the students in the early levels. The same collectives will not be maintained in the sixth grade; instead, new groups made up of children from other schools will be formed. Joint activities like vacations and sporting events where mixed teams (from two to three classes) can compete are advised to help them bond and get to know one another. It is crucial that these teams not only compete in the competition but also prepare for it.

Team lessons (teacher-teacher) help narrow the "gap" between the two educational levels. To determine what concepts the students have learned and what skills and talents they have developed, teachers of various specializations must ask the teacher for performance descriptors for each subject of study. This is the level from which they start to broaden the scope of concepts in each discipline. The teachers will test the pupils' use of the concepts they learned in primary grades throughout the first few weeks of the seventh grade. The test results will serve as a roadmap for the teacher to modify their approach. Students will become accustomed to writing their notes schematically by the sixth grade. Another drawback of

secondary school in comparison to primary education is that students are no longer required to attend lessons as frequently, which causes them to lose interest in the relevant subject. Teachers must highlight participative approaches in order to give students the feeling that new horizons of knowledge are opening up and to capitalize on their natural curiosity and desire to learn. As a result, the learner will develop a bond with both the instructor and the item.

The intrinsic motivation is the foundation of training logical-mathematical thinking skill and of the use of operational and formal reasoning strategies, but for this to be successful this is not enough, the pupil must have the motivation to determine him to use the acquired skills.

The main theories of motivation were divided into three categories, depending on the answer to the key questions:

1. "Can I solve this task?" (where the issue of ability / capacity matters);

2.   "Do I want to solve this task?" (where the value that the pupils bestow on the learning task and their interest in the activity matters);

3. "What should I do to successfully complete this task?" (about how pupils get to monitor and adjust their learning).

To be motivated, one needs to have a strong volition, they are in a relationship of mutual dependence. Motivation and volition are the basis of life, fulfillment, spiritual and material fulfillment, hence the need to develop these aspects throughout schooling, especially during vulnerable period.

TRANSITION FROM PRIMARY TO JUNIOR HIGH SCHOOL FOR ENSURING SCHOOL ACHIEVEMENTS

CONCEPTUAL FRAMEWORK

The challenges of the transition: New school environment, new teachers, new colleagues, complex homework, independent travel to school, subjects.

The principles of the transition: focus on the interactive aspect, creating a stimulating school climate, intensive collaboration between primary

Transition factors: *Socio-pedagogical, (familial, intellectual and non-intellectual) biopsychological*

The general conditions of the transition: the organization and consolidation of the collective of educables; activation of the formation process of self-awareness and self-appreciation; creating an open educational space for the transition stages. The specific conditions of the transition: psycho-sociological, educational.

Components of school performance:
- cognitive
- affective
- engine
- volitional

Stages of school transition: preparation, transfer, induction in the secondary school cycle, consolidation.

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

PROCEDURAL FRAMEWORK

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

STRATEGIES
- Stimulating students' communication skills
- Using encouragement to boost students' self-esteem
- Use of different forms of communication
- Concerns of partners
- Application of learning theories in creating learning experiences for students

STUDENTS' NEEDS IN TRANSITION TO SECONDARY LEVEL

Contents:
- individual approach promoting a pro-educational mentality among students, parents and teachers;
- strengthening the school-family-community partnership;
- sensitizing secondary school teachers regarding the particularities of students in transition in order to reduce discrepancies between educational and curricular

Transition *training* objectives:
- combating and preventing school anxiety of students in the process of transition to the secondary level;
- increasing the motivation for learning of students in transition to the secondary level;
- prevention of deviant behaviors among students in the process of transition to the secondary level;
- stimulation of epistemic curiosity.

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

The procedural framework includes the managerial directions for tackling the transition to the junior high school level: administrative, social, individual, curricular, pedagogical, the objectives and principles of the methodological program for transition elaborated according to pupil' needs: combating and preventing pupils' school anxiety in the transition process; intensifying the motivation for learning; preventing deviant behaviors among pupils in the process of transition to junior high school; stimulating epistemic curiosity.

The training topics included in the program are focused on diminishing the deconstructive effects of transition in the psycho-pedagogical aspect and, respectively, on the promotion of mobilizing educational practices, with a positive impact on motivation for learning and the school behavior, which maximize the opportunity of the pupils with difficulties of adaptation to the jumior high school to benefit of multiple servicesin an efficient and well-coordinated environment which, consequently, leads to school achievemnt. For this purpose, a set of educational strategies and methods were selected, capable of mobilizing pupils' intellectual and emotional resources in order to overcome the difficulties and crises of school adaptation: self-regulation, modeling, exercise, role-playing, conversation, brain-storming, debate and so on.

The format of the activities included in the program was chosen based on the objectives of the training program, the psycho-pedagogical profile of the pupils and the resources available: meetings, workshops, group work, visits, etc.

The relevance of the *Pedagogical model of transition to the junior high school for ensuring school achievements* is mainly objectified at the level of the conscious and progressive adequacy of the educational reality and at the level of addressing the needs of pre-adolescent pupils in transition to the junior high school, so as to maximally valorize their psycho-pedagogical potential and to ensure school achievements.

2.4. Conclusions to Chapter 2

1. The commitment of the educational system towards each pupil consists in ensuring a continuous educational sequence, based on the particularities of age, content, values and standards required. Israeli society, like others, is deeply marked by global social phenomena: migration, intensification of socio-economic differences, diversity of religions, violence, unemployment. Under these conditions, negative consequences are felt in all areas, especially in education. Learning, year by year, seems to be losing value, and pupils are becoming less motivated to learn, more emotionally unstable, which presents a huge risk to the future of the

country and human society in general. The moral duty of adults is to prevent this human collapse by implementing effective strategies to support pupils in difficulty, which will generate constructive behaviors, psycho-emotional stability, motivation for learning and, respectively, school success, which is a prerequisite for the successful social integration of developing adults.

2. Among the most effective strategies to support the school transition are the transition education programs elaborated based on the specific educational needs of the pupils concerned and on their physical and psycho-emotional particularities. In order to ensure the functionality of transition programs, all the decision-makers, as well as the parents of the pupils, must be involved in the process. The functionality and efficiency of transition programs is determined by the connection to the stages of the transition: preparation, transfer, induction and consolidation, and by the educational tools selected in order to support the transition to the junior high school stage. In this perspective, they must target different areas: administrative, social and individual, curricular, methodological and metacognitive, which will ensure connection, responsibility and involvement at the level of school institution, class or group of pupils, family and individual pupil.

3. The pedagogical model of transition to the junior hig school has a theoretical-practical character and includes: factors, conditions and principles of school transition to the junior high school level, as well as the components of school achievement (cognitive, affective and volitional), approached inaccordance withh the challenges of transition to the junior high school school, in turn, intensified by the psychophysiological particularities of the pre-adolescent pupils; and the Methodological Program for supporting transition, which involves the use of a set of strategies and methods meant to ensure the school achievement of the pupils during school transition.

CHAPTER 3. THE VALORISATION OF THE PEDAGOGICAL MODEL OF TRANSITION TO THE JUNIOR HIGH SCHOOL FOR ENSURING SCHOOL ACHIEVEMENTS

3.1. Pedagogical experiment design and research tools

In the psycho-pedagogical literature, the transition to the junior high school is a turning point in the development of the pupil's personality, given the multiple challenges associated with the psychophysiological transformations: intense growth, sexual maturation, the manifestation of the critical spirit towards oneself and with colleagues, the manifestation of freedom tendency in thinking. etc .; and social: broadly social communication, consolidation of friendships, interests and passions for various activities, consolidation of status within the group of colleagues, to which are added the challenges of the new educational environment: unknown educational space, new colleagues, teachers and various teaching methods, sophisticated and complex study disciplines. In this context the pupils find themselves totally disarmed. As a result, the psychophysiological frustrations intensify, the pupils show a high level of anxiety about the new school environment, which affects the learning. Initial school failures disorient them and pupils begin to develop interests for activities that allow them to manifest, even negatively. Thus,there crystallize friendships, groups of non-qualitative interests which frequently lead to total school failure.

In Israel, where the transition to secondary school occurs after the 6th grade, at the age of 12-13, the process is very difficult. The junior high schools are located in common buildings with the high schools, in larger localities, and the pupils are usually transported or move independently. In the new educational environment the pupils of the 7th grade have lower class status and are somehow less accountable, compared to the previous school environment, where the upper class status of the primary stage presupposes and assumes many responsibilities, which strengthens confidence, self-efficacy and self-esteem. Therefore, the transfer to the secondary school implies a statutory regression for the 7th grade pupils, in addition to the above mentioned psychophysiological and social challenges: vulnerability, high level of school anxiety, inadequate school behavior, pupils showthe first signs of behavioral deviance: frequent absenteeism, copying, refusal to complete homework, verbal, sometimes physical aggression, low motivation for learning and unsatisfactory school results. In recent years, in the Arab sector of Israel there have been numerous cases of school dropout at the secondary school level. Within this dramatic reality, the instructive-educational activity becomes almost

impossible to achieve. On the one hand the pupils feel misunderstood and helpless, on the other hand the teachers find themselves in the inability to cope with the created situation.

This harsh truth specific to the situation in Israel, is the premise of our experimental research, meant to facilitate the transition to the junior high school stage, through a formative approach to the mentioned aspects.

The research hypothesis is that the implementation of a transition program from primary to junior high school has a significant impact on pupils' school achievement: reduces anxiety, improves their behavior in general and at school in particular, enhances motivation for learning and, as a result, contributes to the improvement of school outcomes.

The pedagogical experiment was organized according to the classical model in three stages:

1. the ascertaining stage (March-May 2018),

2. the formative stage (September 2018 - February 2019)

3. the control stage (March-May 2019)

The research tools included:

(1) Meitzav National Test for Evaluation of School Outcomes;

(2) Survey for determining motivation for learning (M. P. Ghinzburg) [159];

(3) The Anxiety Scale (Filipps) [159];

(4) School and I Survey(A. Petrișor)[159];

(5) Meitzav survey on school climate.

1. The Meitzav national evaluation test - School efficiency and growth indices - is a system of educational indicators that aims to provide information to managers and pedagogical teams on school functioning from the perspective of school performance in certain disciplines. Meitzav includes tests of school effectiveness, which reflect the pupils' cognitive aspect, as well as questionnaires, which reveal the quality of the educational climate. This information provides data on the socio-emotional school environment in which learning takes place. The Meitzav format combines a standard external evaluation (external Meitzav) and a qualitative internal evaluation (internal Meitzav). External evaluation is important for considerations regarding accountability, transparency and monitoring of changes in the education system at all levels. Instead, internal evaluation is important for the internal evaluation of schools, regarding the processes that take place in the unique context of the school and for pedagogical interventions.

2. Survey for determining motivation for learning (M. P. Ghinzburg).

The survey was developed by the researcher M. P. Ghinzburg and was initially planned to determine the level of school motivation at transition to the secondary school level. The investigation includes some unfinished statements. Pupils are encouraged to choose 3 possible answers to exclude random choices and to achieve objective results. Each answer option has a certain number of points, depending on the reason it reflects:

• External reason - 0 points.

• Ludic resaon - 1 point.

• Obtaining a grade - 2 points.

• Psitional reason - 3 points.

• Social reason - 4 points.

• Learning Reason - 5 points

Information on the success and effectiveness of the educational process is provided by the prevalence of cognitive and social reasons in pupils' choices. Thus, the evaluation of the effectiveness of the educational process at this testing stage is performed according to the following group indicators:

• the number of pupils with a high and very high level of educational motivation development, expressed as a percentage of the total number of subjects;

• the number of pupils with an average level of educational motivation, expressed as a percentage of the total number of subjects;

• the number of pupils with a low level of educational motivation, expressed as a percentage of the total number of subjects.

3. The Anxiety Scale (Filipps) includes a set of questions that reveal various aspects of anxiety: general school anxiety, withdrawal of social stress, frustration about the need for success, fear of self-assertion, fear of knowledge verification, fear not to correspond with the appreciation of the others, the low physiological resistance to stress, difficulties and fears in relations with teachers. When interpreting the test, there are highlighted the questions whose answers do not correspond with the key of the test. Answers that do not coincide are manifestations of anxiety. When interpreting, the following are taken into account: (a) the total number of non-coincidences throughout the test: <50% - norm,> 50% - increased anxiety,> 75% - high anxiety. (b) the number of coincidences for each of the 8 factors. The level of anxiety is determined as in the first case.

4. School and I Survey (A. Petrişor) was applied to evaluate aspects of pupil behavior within the school and to identify phenomena related to school violence. The survey comprises 10 questions with answer variants to which pupils answered "yes" and "no", and reflects the following aspects: causes of deviant school behavior, forms of deviant school behavior, measures to prevent deviant behavior, forms of manifesting violent behavior towards teachers, etc. The results of the questionnaire were interpreted according to the prevalence of negative and positive responses to each of the selected options.

5. Meitzav surveys on the school climate and pedagogical framework are a standardized tool of the Ministry of Education of Israel, developed to provide a detailed picture of the school climate and pedagogical processes. Surveys provide comprehensive and relevant information on important dimensions in this area, including: pupil motivation level; the relationship between teachers and pupils; school violence and pupils' feelings of safety. The surveys are administered every year in the fifth and ninth grades.

In our research, to confirm the data provided by the other research instruments, the synthesized data of the Meitzav report on the school climate were used based on the results of the samples involved in the experiment.

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

Table 3.1. The survey group

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

The formative group (50 pupils) included: 2 primary schools, identified in the country by the abbreviations **{(KA) + (WA-S)}**, that enroll the pupils from 5 villages in the Arab sector, Northern Israel, who continue at the **SAL** regional junior high school; control sample (58 pupils): 3 primary schools, **{(SO) + (NE) + (KF-M)},** that enroll the pupils from 4 villages in the Arab sector, Northern Israel, who continue their studies at the regional junior high school **(BO-AL).**

3.2.Ascertaining the level of pupils' school achievements at pre-transition stage

The development of ascertaining experiment based on the following premises:

• school transition means change, and change, by definition, affects the pupil's concept of the world from a behavioral, emotional and cognitive point of view, in most cases, generating fear and anxiety [120].

• school success refers to the degree of efficiency that results from the mobilization of pupil's cognitive and affective-volitional resources in the situation of confronting with a certain work task".

[13], [35];

These premises allowed the selection of the following variables of the research: motivation for learning, school results, school behavior, school anxiety, the methodological program for supporting transition to the junior high school.

Table 3.2. 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 of pupils in transition to the junior high school expressed in marks. 2.Motivation for learning of of pupils in transition to the junior high school. 3. School climate.

The ascertaining experiment had the following *aim*: *evaluating the school results of the students at the pre-transition stage.*

The ascertaining experiment had the following *objectives*:

1. evaluate the school results of the 5th grade pupils based on the national Meitzav test;

2. examine the level of pupils' motivation for learning at the pre-transition stage;

3. determine the level of anxiety of pupils in transition from primary to the junior high school;

4. reveal the behavioral characteristics of pupils at the pre-transition stage;

5. analyze the quality of school climate at primary level based on Meitzav surveys.

(O1) Since the pupils' school results represent the basic quality indicator of the transition from the primary to the junior high school, the primary objective of the ascertaining experiment was to evaluate pupils' school results in the pre-transition stage. Table 3.3 shows the average of the results of the 5th grade pupils in the Meitzav national assessment tests.

Table 3.3. The average of 5-th grade pupils' results in the Meitzav national assessment tests (2013)

Assessed discipline	Formative group (FG)		Control group (CG)	
	Score	%	Score	%
Arabic language	**588**	71	**586**	69
Mathematics	**511**	54	**532**	57
English language	**561**	73	**518**	62

The Meitzav data reflect the efficiency and the indexes of school results, having as primary objective the examination of the extent to which the pupils of the primary and the junior high schools manage to acquire the school program in three basic disciplines: mathematics, high school, English. According to the results reflected in Table 3.3, the results of the 5th grade pupils in the training sample show a difference of 71 points between the maximum score, accumulated in Arabic (588) and the minimum score accumulated in (511) mathematics. The control sample, unlike the experimental one, shows 68 points difference between the maximum score accumulated in the Arabic language (586) and the minimum score accumulated in the English language (518). Relevant differences are observed in mathematics (21 points), in favor of the control sample, and in English (43 points), in favor of the formative sample. Despite this gap, the results presented in the table reflect a high level of academic success at the pre-transition stage in both samples. Despite this gap, the results presented in the table reflect a high level of academic success at the pre-transition stage in both sample

(O2) - 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. The questionnaire 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 3.4. Statistical differences concerning motivation for learning at ascertaining stage

Motivational options	Control group		Formative group	
	%	No of pupils	%	No of pupils
External	13,7	8	14	7
Ludic	16,8	10	16	8
Marks	20,6	12	20	10
Positional Motives	15,5	9	16	8
Social motives	25, 8	15	22	11
Gnoseological motives	10,3	6	10	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 questionnaire reflect the intensity of pupils' social concerns, especially the need for recognition and relationship, which determine their activity during preadolescence.

(O3) 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 3.5. 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.

Table 3.5.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 3.5, 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 samples. 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.

Therefore, the data provided by the *School Anxiety Identification Questionnaire* reflects the need to develop and implement a transition program that would meet pupils' needs, reduce the intensity of school transition issues, and reduce overall school anxiety.

(O4)- In order to reveal the behavioral particularities of pupils in transition from the primary to the junior high school, it was applied the *surveySchool and I,* which had the following objectives: evaluation of behavioral situations within the school; identifying the causes of deviant behavior.The answers were the following:

Table 3.6. Differences in pupils' school behavior at ascertaining stage

1.Have you ever received remarks from teachers or colleagues because of your inadequate behavior?		
Group	**EG-50**	**CG-58**
1.yes	18	20
2.no	32	38
2.What do you think are the most common forms of deviant behavior among pupils?		
Indecent language (insults, nicknames, jiggies, teasing)	34	26
physical violence (beating, hitting)	14	10
quarrels, conflicts	6	10
theft between pupils	5	3
Have you ever assisted at scenes of violence at school?		
1.yes	24	20
2.no	26	38
4. Have you ever been the victim of an aggressive behavior at school?		
1.yes	7	13
2.no	43	45
5. Have you ever beenbullied by a classmate?		
1yes	12	8
2.no	38	50
6. Which 3 measures do you think would be most effective in reducing deviant behaviors in school?:		

decrease the marks at behavior	18	27
psychological counseling	20	24
Expulsion	18	22
re-education activities (work for the benefit of the school)	28	27
fine imposed on the parents	14	10
additional educational activities to explain the causes and consequences of violence	27	36
teachers should pay more attention to pupils with violent manifestations	4	8
more supervision by parents	4	6
installation of video cameras within the school	3	8
class colleagues should take a prompt and firm attitude (guilty to be marginalized)	4	6
7. If you were a victim of aggressive behavior in school, how would you act?		
I woul also respond with aggressiveness	4	6
I woul announce the class teacher	5	8
I would announce the school principal	7	10
I would tell my parents	5	3
I would announce police	7	8
I would not respond to challenges	8	8
I would ask colleagues for help	4	6
I would try to settle the conflict	10	9
8.What do you think are the most common causes of inappropriate behavior among pupils?		
Envy	3	6
age specificity	4	5
lack of education, culture	7	5
media that induce indecent behavior	8	8
lack of parents' love	5	8
aggressiveness, innate nervousness	5	7
the desire to be the focus of attention	6	8

various personal frustrations (loneliness, lack of friends, material deprivation)	7	6
aggression and the aggressions they face in the family	5	4
9. Have you ever been bullied (physically or verbally) by teachers?		
a. yes	12	8
b. no	38	50
10. What are the most common forms of inappropriate pupil behavior in your classroom?		
indiscipline during classes	8	12
damage to the classroom and furniture	12	10
refusal to complete school tasks	15	17
injuries, jiggings	10	12
Effrontery	5	7

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). There are very few manifestations of teacher violence against pupils and consist exclusively of verbal violence. Most of the pupils indicate indiscipline at times and abuses as the main forms of manifestation of pupil violence against teachers. Pupil behavior is relatively inadequate, but it does not reach worrying proportions. The lack of adequate educational measures during the transition period could increase the incidence of indecent behaviors among pupils. In this context, it is necessary to take effective measures to prevent and combat inadequate behaviors in school, leading to their diminution, with the active involvement of teachers, pupils and parents.

(O5) In order to determine the quality of school climate, the results of the Meitzav educational climate surveys were analyzed.

Table 3.7. Differences concerning school climate quality (according to Meitzav)

	Control group				Formative group		
	ȘP-1 (KF-M)	ȘP-2 (SO)	ȘP-3 (NE)	Media (KF-	ȘP-1 (ZA)	ȘP-2 (WAS)	Media (ZA) (WJ)
Satisfaction with school							
Positive attitude towards school	92%	63%	66%	**74%**	77%	93%	**85 %**
Relations between pupils and teachers							
Relations based on care and mutual help	84%	69%	65%	**73%**	75%	88%	**82 %**
Positive relations between pupils and teachers	90%	61%	63%	**71%**	79%	91%	**85 %**
Teaching, learning and evaluation							
Feedback from teachers	89%	73%	70%	**89%**	87%	99%	**93 %**
Pupils' behavior							
Adequate behavior during classes	81%	30%	27%	**46%**	50%	70%	**60 %**
School effort to ensure school security	88%	71%	73%	**77%**	78%	86%	**82 %**
Implication in violent acts	4%	23%	18%	**15%**	16%	2%	**9%**
Lack of security feeling	2%	20%	12%	**11%**	16%	1%	**9%**
Positive attitude towards school	92%	63%	66%	**74%**	77%	93%	**85 %**

Table 3.7. reflects the synthesized data of the Meitzav surveys on the school climate in the educational institutions involved in the research, presenting the values of the indicators in each of the schools evaluated, as well as the sample-level average. As we can see in the table,

the behavioral indicators have the lowest values. The indicator adequate *behavior during classes* shows very high values in the PS-1 within CG -81%, and in the PS-2 within FG-70%. However, given the low values of the indicator in the other 2 schools within the CG (30% and 27%), the average of the CG is lower by 14% as compared to the average of the FG. For these reasons, the effort of the school to promote the feeling of security is quite high in all educational entities, the highest level being attained in PS-1 of the CG. In this school the involvement in violent activities is the lowest - 4%, compared to 20% in PS-2 (CG), where about 23% of the pupils are involved in violent behavior, and the general average indicates a difference of 6% in FG favor.

As for the indicator *Lack of feeling of security in the school*, the best value is found in PS-2 of FG -1% and PS-1 of CG-2%, which has also the highest value of the indicator *Positive attitude towards school* PS-2 (FG) -93%, PS-1 (CG) -92%. The comparative values of the investigated indicators present a relatively satisfactory overview, but they attest to the presence of disturbing factors, of demographic origin, a fact confirmed by the statistics of the schools involved in the experiment: large families, vulnerable families, single-parent families, parents with criminal records, pupils with behavior disorders etc.

According to the results of ascertaining experiment, we conclude that at the end of the primary stage, the school results are at a relatively high level, but there can be already observed some negative aspects that could demotivate pupilss. The gnoseological reason predominates only in 11% (EC) and 10% (EF) of pupils, a percentage that could diminish in the context of the high level of generalized school anxiety, manifested through various frustrations, fear of relationship with the teacher, verification of homework, not meeting the expectations of teachers, colleagues, etc. In addition, the school results can also be influenced by pupils' deviant school behavior. Given the desire for self-assertion, as well as the negative effects of transition to secondary school, there is the risk of developing deviant school behaviors, with individual negative impact, as well as on colleagues.

The data of the Meitzav national assessment system, as well as those obtained by applying the instruments for measuring the level of school anxiety, motivation for learning, and school behavior prove the need to develop a formative program focused on these variables, so that the positive manifestations can be stimulated, and the negative ones-prevented, and as a result to ensure school achievements, which sum up the quality of school results expressed in marks, motivation for learning, as well as the affective-volitional aspects,

represented in our research by school anxiety and school behavior of pupils in transition to the junior high school.

3.3. Implementing the Methodological program of transition for supporting transition to junior high school

The formative experiment was carried out by means of the Methodological program for supporting transition (for pupils, teachers and parents) as part of the *Pedagogical Model of transition to the junior high school* for ensuring pupils' school achievements. The program was implemented with the support of the administration of the schools involved in the experiment, through different formal and non-formal activities: workshops, seminars, meetings, visits etc.

The general *objectives of the formative experiment* were:

(O1) prevent and reduce the level of school anxiety of pre-adolescent pupils during the transition to the junior high school;

(O2) combat and prevent deviant behaviors in pupils in the process of transition to the junior high school;

(O3) intensify the motivation for learning of the pupils in transition to the junior high school through the active involvement of teachers and parents;

(O4) stimulating epistemic curiosity and creativity for enhancing school achievements.

The principles of the formative experiment were:

- enhance the interactional aspect;
- create a stimulating school climate;
- stimulate self-regulation;
- focus on pupils' individual characteristics.

In this context, the mission of the school and parents was to support pupils to become independent persons, characterized by: "can do" attitude, inventiveness, flexibility, ability to face challenges, independence, ability to cooperate with peers, such as would be: active listening, tolerance and mutual help, involvement in the school community. The program was implemented by incursion into the classes of the formative group in the curricular and extracurricular path, with the involvement of several specialists from primary and secondary school, in partnership with the parents and the local community, through which the correlation

of the study aims with the educational activities, adapted to the pupils' psycho-emotional particularities and individual needs was pursued.

The infusion path for supporting transition from primary to the junior high school aimed at introducing educational activities directed to solving specific problems of transition from primary to junior high school, revealed at the stage of ascertaining experiment (low motivation for learning, deviant behavior, anxiety and low school results.).

The activities included in the program were organized according to the stages of transition (preparation, transfer, induction and consolidation), but aimed at the general objectives set out above.

Table 3.8. Methodological program for supporting transition to the junior high school (for pupils)

stages	Formative sessions	Specific objectives	Didactic tools	Responsable	Organization form
Preparation	1. Self-awareness - the premise of a successful school transition. 2. Social empathy.	1. Identifying and recognizing one's own emotions and feelings, needs and values, as well as one's own strengths and limits. 2. Forming and developing social empathy through group reference and mutual support, which contributes to maintaining emotional comfort.	-My mirror. -I also had fears. -Modeling -Meditation - Watching the movie "Wanted dead or alive".	The primary school manager, the class teacher, the school psychologist, the program coordinator	Seminar, workshop, group work, meeting with pupils from the secondary school, meeting with successful local people.
Transfer	3. The junior high school - expectations and realities. 4. My partners in transition.	3. Forming a positive attitude towards the junior high school level. 4. Familiarity with the educational staff responsible for adapting the pupils to the secondary school.	-converstion -debates - demonstration	Program coordinator, high school manager, the educational counselor	Excursion to the junior high school, meeting with the educational staff in the gymnasium and with the future class teacher

Induction to the junior high school	5. Behavioral management. 6. Active listening and prevention of interpersonal conflicts.	5. Developing perseverance in achieving one's goals associated with discipline and self-organization. 6. Develop skills of active listening, communication and prevention of interpersonal conflicts.	-brainstorming -debates -activity,, My story is about...” -explanation	the school psychologist, the principal, education counselor	workshop with the pupils and local policeman, joint meeting with the pupils and their parents, meeting with the local policeman and volunteers from the Youth Organization
Consolidation	7.Motivated to learn- motivated for success.	7.Forming and maintaining motivation for learning at the junior high school level; raising awareness of the interdependence between school success and social success	-modeling, -argumentation -exposition	Class teacher from the junior high school, the educational counselor, the mathematics teacher	-workshop, group work, debates, experiments etc.

To reach *objective (O1)* prevent and reduce the level of school anxiety of pre-adolescent pupils during the transition to the junior high school, 4 training sessions were held:

Session 1. The self-awareness - premise of a successful school transition had the objective of identifying and recognizing one's own emotions and feelings, needs and values, as well as strengths and limits. During the meeting there were carried out several activities: My Mirror; And I too had fears etc.

My Mirror activity was conducted during several sessions. The purpose of this activity was to stimulate the ability of self-observation, self-reflection and self-knowledge.

Learning Objectives. Following the activity the participants will be able to:

- Be aware of one's own character.

- To analyze critically and completely their own behavior.

- To become more aware of their own emotions, thoughts, actions.

- To exercise self-discipline in keeping a personal journal.

Pupils were proposed to use a self-observation journal for a few meetings in order to reach a better self-knowledge. At the beginning of the exercise, the idea of self-observation during several activities was presented, in order to carefully analyze their behavior, their reaction to others, their body language, preferences, feelings and so on. and write in the journal exactly what he observes. Pupils kept this diary confidential, noting all kinds of important observations, such as circumstances, people involved, etc. The following questions were asked for processing / debriefing:

• How was it to keep a self-observation journal? What was the most difficult?

• What new things did you discover about yourself keeping this diary? Is there anything about you that surprised you?

• In what way do you think this journal will help you to get to know yourself and your character better? What have you discovered about your character?

• Has the keeping of this diary changed you in a way?

• Will you still keep it? How do you think it can help you?

• Is this something that, after this experience, you think you could improve?

• Have you identified any character traits that you want to work on? What exactly do you intend to do in this direction?

The pupils were quite receptive and objective in noting the observations, despite the fact that they often found character traits, habits and negative habits that do not emphasize them. Following the debridement of the pupils' activity, they understood that they are not the only ones facing such problems and they need to be more careful, pleased and balanced in their action.

In order to carry out the activity *I too had fears* ... the class teacher invited some 8th grade pupils to share with their younger colleagues about their experiences in transitioning to junior high school. In this context, the modeling technique was used.

Modeling is an intervention strategy in which the child observes another person who successfully interacts with the aversive situation or object, thus demonstrating that fear is not justified. Modeling can be done using a real model or a symbolic model by watching a movie or presenting pictures.

In addition to the special purpose techniques, the meditation technique was applied at the beginning of all the training sessions, for 5 minutes, being led by the program coordinator.

Meditation is a perfect way to get rid of anxiety, tension andto induce a state of inner peace. It constantly trains the mind, develops the concentration of attention, memory, but also patience. It is enough 5-10 minutes of meditation a day to reduce stress and anxiety. Three types of meditation were applied:

• *Meditation for concentration* - by focusing attention on the breath, image or sound in order to allow for greater awareness and clarity.

• *Meditation on an object* - by focusing on an object and reconstructing its details. It is carefully observed the shape of the object, the differences of color, texture, temperature. It builds an environment as realistic as possible and stimulates the imagination not only from a visual point of view, but also through tactile, olfactory and auditory sensations associated with personal purpose.

• *Meditation on a feeling*, a positive feeling that has been experienced and schould be reactivated.Over time the mind calms, gets rid of negative thoughts, lust, worry, stress, fear disappear and are replaced by those with a positive character.

Session 2. Social empathy had as a purpose the formation and development of social empathy through group reporting and mutual support, which contributes to maintaining emotional comfort. Carl Rogers defines empathy as the ability to accurately perceive the inner world of another person, both emotionally and rationally, as if you were the other person; without losing the "as if" condition. Developing the social empathy of pupils in transition is important both for ensuring emotional comfort and for developing constructive relationships, based on compassion and mutual help within the group of pupils. During the meetings was carried out the activity *Recognize the emotions of the characters*.

The pupils watched the movie "Wanted daed or alive", based on the novel by the same name written by Ann Hartley, and then analyzed in group the emotions of different characters: Stan - an old man getting prison because of a stolen bread, Barry - a dangerous prisoner, who rescued Stan in prison from the anger of his cellmates, Jamie the farmer's boy, who hosted Stan after prison and Kep-Stan's dog, accidentally found after long years of separation.

The pupils were deeply impressed by the depth of the film's message and were actively involved in analyzing the emotions and experiences of each of the characters. In conclusion, the pupils realized that through mutual support, they can overcome multiple difficulties, improve self-esteem and increase the feeling of self-efficacy.

Sessions 3-4. The junior high school-expectations and realities and **my Partners in transition** were unfolded within the same day, given that the pupils visited the local gymnasium. The objectives of the visit were to develop a positive attitude towards the junior high school level and to familiarize them with the educational staff responsible for adapting the pupils to the high school level. The pupils visited the junior high school site, they met with the teachers and educational staff responsible for adapting the pupils to the junior high school stage: the educational counselor, the school psychologist, the future class teacher, the principal. The pupils were read the rules of the junior high school, they were presented with the rules of behavior and the possibilities of involving the pupils in the management activity of the junior high school through the pupil senate.

In order to reach **the objective 2. combat and prevent deviant behaviors in pupils in the process of transition to the junior high school,** two sessions were held: *Behavioral Management* and *Active Listening.*

Session 5. The behavioral management aimed to develop perseverance in achieving goals associated with discipline and self-organization.Given the role of the school behavior in carrying out the learning process, several specialists were trained to combat the deviant school behavior: the school psychologist, the medical therapist and the local police officer.

Behavioral deviations during transition to the junior highschool can be located: in the *relational sphere* (Pupils refuse communication, they are selfish, capricious, rejected by the collective. They are either too spoiled or emotionally neglected in the family and display a pessimistic or critical attitude); in the *affectivity sphere* (pupils are irascible or totally passive); in the *intellectual sphere* (Pupils are hostile to learning, without curiosity for new, with intellectual retardation and with slow pace of evolution. They frequently have conflicts with parents, for these reasons, but also with teachers and colleagues; they are used to chatting, lying, to steal, to consume alcohol and drugs); in the *volitional sphere* (stubborn, capricious, indisciplined, disordered) etc. These might be consequences of excessive guardianship or child neglect.

Teachers are usually faced with mild behavioral disorders, which do not fall within the scope of the law, but in recent times, severe behavioral misconduct has spread, which is much more difficult to cure, such as: repeated theft, vagueness, acts of robbery, systematic consumption of alcohol, drugs, prostitution and so on.

In this context, *a meeting* was initially organized with the theme *Preventing and combating deviant behaviors in adolescents*. The school psychologist and doctor from the local medical office, the local policeman and a volunteer from the local Youth Organization were present at the meeting. The session was led by the school psychologist who initiated discussions on various deviant school behaviors: copying, school bullying, delaying, failure to do homework, verbal insults to colleagues.

The *policeman* informed them about the provisions of the penal code, presented them with a video material about serious misconduct and answered pupils' questions, and the doctor spoke to pupils about various risk behaviors: alcohol consumption, drug use, serious consequences of early sexual life etc.

The volunteer presented the local Youth Organization and urged the pupils to become involved as volunteers in carrying out the activities of the organization focused both on educating the young generation and on supporting the socially vulnerable individuals and families in partnership with the local town hall.

Session 6.*Active listening for the prevention of interpersonal conflicts* was focused on developing the skills of active listening, communication and the prevention of interpersonal conflicts. Pupils were informed of some *recommendations for being active listeners*:

1. Be careful. Give your interlocutor maximum attention so you can fully understand his message, look directly at your interlocutor, do not be distracted by other thoughts or external factors.

2. Look like you're listening. Use gestures and messages from your body to convey to the other that you are careful, occasionally nodding, smiling.

3. Provide feed-back. To make sure you understand the message perfectly, ask questions, you can ask for further clarification through questions like: do you mean ...? to understand that ..., occasionally, make a brief summary of what your interlocutor tells you.

4. Avoid criticism. Any person will feel frustrated and offended if interrupted during a speech, allow the interlocutor to finish the idea.

5. Answer properly. Active listening involves a dose of respect and understanding from both participants in the communication act, expressing your point of view and opinions respectfully[9, p.32].

Active listening, through the techniques it involves and especially through the attitude that is required to be adopted, allows to overcome important communication barriers, to defuse conflicts and to establish positive relationships with others.

Given the role of active listening in conflict avoidance, it was used the technique *"My story is about ..."*. A pupil presents a story for 3-5 minutes with reference to a person or event that marked him, and colleagues must listen to him and then ask him appropriate questions.

Subsequently, two conflict situations were selected, and the pupils proposed argued solutions for their resolution.

In order to reach objective **3 intensify the motivation for learning of the pupils in transition to the junior high school through the active involvement of teachers and parents**, it was held the session Motivated to learn-motivated for success.

Session 7.Motivated to learn - motivated for successhad as a specific objective the formation and maintenance of motivation for learning in the junior high school; raising awareness of the interdependence between school success and social success. In order to understand the role of learning for social success, it was organized a meeting with two economic agents, who spoke about the role of learning in the formation, adaptation and social success. The guests spoke to the pupils about their school experience, how it influenced their career and social status.

During a supplementary session the program coordinator updated the *motivation strategies for learning,* among which the most relevant are:

1. Setting goals. Setting goals optimizes motivation for learning and involves the following steps:

• Clear and accurate definition of purpose / objective (for example, "I want to learn better in mathematics");

• Identifying behaviors that allow the achievement of the goal (for example: Do additional exercises in mathematics, read the theory, go to extra hours);

• Drawing up a plan to achieve the purpose of specifying the sequence of behaviors required to achieve it;

• Implementation of the plan and evaluation of progress.

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

• to analyze the use of time (what are the main activities that I have to carry out during a day, as they are distributed);

• to develop a time management system (for example: Scheduling daily activities in the form of a schedule, carrying out study activities in advance, carrying out less pleasant activities before the pleasant ones, breaks of 5-10 minutes per study hour, establishing study objectives).

3. Distractor control. It represents a strategy for managing the learning environment, which aims to identify and eliminate the sources that may be responsible for concentration difficulties. For example, establishing an adequate workspace, controlling the noise level, scheduling study activities after lunch and / or after sleep, to prevent fatigue, alternating subjects to avoid boredom, identifying sources of information that may serve to learning.

4. Selecting appropriate learning strategies that allow material organization, understanding and updating. These strategies are divided into:

• Strategies that facilitate the elaboration and understanding of the material (making analogies between new and old knowledge, making comparisons and identifying similarities/differences between the concepts learned, monitoring through questions - what have we read - a definition, a classification, an example?, did I understand what the problem is?).

• 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 to render the learning strategies as effective as possible, it is advisable to identify the dominant learning style - *visual, auditory, kinesthetic.*

5. Management of emotional reactions and effort. Emotional states frequently influence decisions regarding the involvement, respectively the avoidance / delay, of the learning tasks or the amount of effort in accomplishing them. The so-called "inner monologue" influences the child's motivation either in a positive or negative sense. Thus, the child should be helped to identify the inner monologue, which tells him when he succeeds / fails to succeed, to replace the negative statements ("I can't", "my colleague is smarter") with some positives, which will increase the level of motivation.

In order to learn deeply and sustainably, assessments and grades are not compulsory, the most important are motivation, passion and curiosity. The main role of the teacher here is quite obvious: to stimulate curiosity, motivation and the pleasure of learning. Of great help to pupils

is the discernment of choosing the people who can help them on their way, a path that can only be guided by their own desire for knowledge and evolution [156].

Parallel to the formative program for pupils,it was also developed a program for parents and teachers as educational factors (table 3.9.), who were involved in activities to stimulate positive behavior and motivation for learning of pre-adolescent pupils.

Table 3.9. Methodological program for supporting transition to the junior high school (teachers and parents)

Formative activities	Specific objectives	Responsable	Didactic tools
Teachers			
1.The psycho-pedagogical peculiarities of pre-adolescent pupils. 2. Pedagogical strategies to stimulate motivation for learning and creativity at the junior high school level. 3.Solving conflict situations between pupils, pupils and teachers in the school environment.	1.Updating the knowledge regarding the psycho-pedagogical particularities of the pre-adolescent pupils and the practices of approaching them in school context. 2. Establishing and applying effective motivational strategies for learning at the junior high school level. 3.Identifying situations of conflict between pupils, pupils and teachers in the school environment and the ways of solving them.	he school psychologist the program coordinator the school psychologist	brain storming conversation debate brainstorming debate
	Parents		
4. What Should I know about my preteen? 5. Stimulating positive behavior in preteens. 6. The junior high school - difficulties and successes.	4. Familiarize parents with preteens' particularities and the strategies of developing effective relationship with them. 5. Recognizing the risk behaviors specific to pre-adolescents and the methods of preventing and fighting them. 6. Informing and counseling parents regarding pupil's individual achievements.	School psychologist Program coordinator Class teacher	Discussion brain-storming, modeling discussion

The mobilization of educational factors presented some difficulties, given the difficulties of synchronization in time. Therefore, for both teachers and parents, 3 training sessions were

organized, whose task was to strengthen the training impact of the methodological program for pupils.

Session 1. The psycho-pedagogical peculiarities of pre-adolescent pupils. During a roundtable, the teachers discussed the problems of pre-adolescents and the difficulties of adapting to the gymnasium stage. The teachers expressed their willingness to support and encourage the pupils, by applying age-appropriate teaching methods, through individual approach and empathy.

Session 2.*Pedagogical strategies to stimulate motivation for learning and creativity at the high school level.* Also, in order to stimulate the motivation for learning, within a pedagogical seminar, the program coordinator presented to the teachers various strategies to stimulate epistemic curiosity, having valorized some ways to stimulate epistemic curiosity:

• *Surprise.* A simple experiment: slip a ball through a metal ring. Warming up the ball and trying the ball again will not work.

• *The unusual.*Pupils talk about their own learning problems, the teacher, in turn, may begin to expose his own dilemmas related to this topic. Through this approach he presents his human side, which will bring him closer to the pupils. If, usually, the teacher tests the pupils, they may in turn be challenged to administer a test to the teacher. Taking a provisional distance from what is expected of the pupils, in order to develop naturally in the classroom can have the *following implications: capturing pupils' attention and involving them in a higher degree in the learning activity.*

• *Perplexity occurs when there are a number of possible solutions for solving a problem, but none of them seems correct.*

• *Doubt or conflict* between two opposing beliefs. For example, "I copy" and "copy is a fraud"

• *Contradiction.* A discovery can be invoked, which seems to contradict certain universally valid principles and laws. For example, in a non Euclidean space two parallel lines intersect.

• *Presentation of incomplete* elements (figures, bodies) facilitates the generative capacity.

• *Use of familiar materials* for examples. Instead of the boring variables X and Y, one can resort to the name of a teacher, or a pupil. Book titles that they have read can be used to

teach them how to read the files in the library. When using figures for various calculations, for example, the price of tickets for a concert can be used [153].

In order to stimulate **creativity**, several creative strategies were used, which based on the defining elements of creativity: *fluency, flexibility, originality*.

1. Developing the fluency of ideas. The fluency of ideas is about the ability to generate as many responses to a given problem, in a limited / unlimited time. The production of ideas can be achieved by: building meaningful sentences, consisting of two or more words, for which the initial syllables of words can be given, for example, the syllables *-ter-* and *-gar-* etc. *Word play* involves finding as many *pairs of rhyming words* as possible, *words* that have *a given ending* or *beginning* (list of 30 words starting with "ra", 30 flower names, etc.); sequence of short sentences or sentences, which can be generated starting from a certain theme. For example, we can ask pupils to list all the things that come to mind and have certain properties: they are solid, flexible and have angles. For this it is important for the pupil to identify the relationships between concepts, to find *words with similar / opposite meaning,to expand the meaning of words, to select the irrelevant words, to invent new words.*

Another type of fluency is the so-called "*associative fluency*". For example, pupils may be suggested to name five words that are *opposite* or *partially opposite* of the word "predictable" or to list as many *similarities between the concepts* "hurricane" and "spiral". Another type of thinking that facilitates creativity is *associative thinking*.

Associative thinking involves the production of new ideas and solutions starting from *combiningdifferent images* or *seemingly independent concepts*. This can be done through associations. Associations can be of two types: (a) language associations and (b) imaginary associations. *Image associations* apply when several groups of pupils work in parallel. Each group is given the task of sketching an abstract drawing of the succession of ideas they generate at a given time. At the end of the discussions the drawings will be presented, without being explained and motivated. Each member of the group will give a title to the drawing. Titles can be fancy abstract descriptions, such as: "remote control map", "packable machine".

2. Flexibility. Flexibility refers to the subject's ability to rapidly change his ideational flow in order to find new uses of common products. There are two types of flexibility: (*a) spontaneous flexibility based on the person's initiative* and *(b) adaptive flexibility*, which is directed from the outside. *Adaptive flexibility requires abandoning conventional methods of solving problems in favor of finding original solutions*. Some activities that can be used to

develop flexibility: identifying by the pupils different solutions to a given problem, for example, it may be required to list the various uses for a "clip"; the request to make new endings for fables, stories (humorous, moralizing, sad, etc.); offering contorted episodes from the history of mankind, asking pupils to describe the possible consequences they would have produced. For example: what would have happened if it had not been World War II?

3. Originality. Originality represents the subject's ability to provide unusual answers to the issues raised. We offer a series of exercises, which can be used to develop originality: *improving aproduct* (for example, improving a teaching method); *unusual uses of some things* (for example, unusual uses for a "can opener" or "sponge"); *the consequences exercise or the exercise*: **"What if ..."** (for example, what would happen if we no longer had feelings / imagination, if we lived in a two-dimensional universe, if we knew our biological clock); *storytelling* (different words can be offered and pupils are asked to compose some stories that are of interest to the subject matter, endings and number of composite scenarios).

Therefore, in order to enhance school success, it is important to stimulate pupils' curiosity, encouraging them to ask the question "why?", rather than the submissive "yes, I understood". The school should not only limit itself to transmitting knowledge and making pupils avoid school failure, but it must also take on the role of helping pupils discover their own abilities.

Session 3. Resolving conflict situations between pupils, pupils and teachers in the school environment. Given the frequency of conflict situations between pupils, between pupils and teachers, it was considered necessary to organize a meeting to eradicate these cases. Through the brainstorming technique it was defined the term conflict and were analyzed several strategies for its prevention, including:

Avoidance: I'll think about it later. Diplomatic mode to avoid discussion, withdrawal from a threatening situation. Consequences: Risk of rupture, because important stakes are ignored.

Conciliation: I accept everything you want. The purpose is to give inthe tendency to sacrifice their own interests for the benefit of others. Consequences: Promotes a harmonious environment. It can cause the person to give up the feeling of dissatisfaction and weirdness. The conflict may recur later.

Compromise: Let's make a deal. Looking for a solution that would satisfy both parties; mutual concessions. Consequences: Rapid finding of the "golden middle". Compromise is

useful when the parties have equal power and totally different goals. Everyone will have to win, but also lose, to a negligible extent. However, it offers less creative solutions; it causes market relations.

Collaboration: Two minds judge better than one. The desire to work with the opposite side; the search for solutions, when the stakes are too important, to accept a compromise. Collaboration is the best solution for all and involves a high degree of training. Consequences: More creativity in problem solving; strengthens the team and improves the relationship. However, it consumes time and energy.

The parents of the pupils in the training sample were trained in three sessions (4-6):

Session 4. What I need to know about my pre-adolescent child ... was aimed at familiarizing parents with the particularities of adolescents and the strategies of effective relationship with them. Parents were acquainted with the particularities of pre-adolescent age, and then were invited to discuss their experiences.

To *prevent communication bottlenecks*, the following will be used:

• Descriptive messages - describing behavior, emotion and consequence, instead of evaluative messages. Ex. Instead of 'please be more responsible' - which is a vague message that does not describe the desired behavior, messages will be used that explicitly express this behavior: 'please do your homework and clean the room' ;

• Problem oriented messages, which help the preteen to identify the alternatives of the problem, to offer advice and solutions;

• Spontaneous expression of opinions without trying to impose a personal point of view;

• Empathic communication: indifference in communication transmits the message to the child that it is not valuable and does not deserve attention;

• Communication from positions of equality and respect, not superiority;

• The language of responsibility, both for communicating positive feelings and situations that bother us;

• Communicating emotions without blaming the preteen; ex: instead of 'look what happened to you because of ...' we use 'I was very upset that ...';

• Counseling the preteen in setting goals for the future and ways to achieve them [152].

The parents' relationship with the preteen child is crucial at this stage of development. This is the basis of communication and relationship between them, so it is recommended to maintain trusting relationship, to offer the preteen support and affection.

Session 5. Stimulating positive behavior in preteens. The parents were informed about the situations that can generate deviant behaviors and were familiar with various strategies for preventing and combating them through the behavioral laws. After each law was explained, the parents were involved in practical activities.

Behavioral laws:

(1) A behavior is reinforced or weakened by its consequences. What happens immediately after the behavior manifests will determine the likelihood of future repetition. Learning occurs as a result of the consequences of behavior. Reward behavior will continue to occur. Parents worked in groups and suggested ways to reward positive behaviors based on their own experience.

(2) Behavior responds best to positive consequences. Increasing the frequency of a particular behavior is accompanied by a decrease in the frequency of the opposite behavior. A child cannot lie and tell the truth at the same time. He cannot speak politely and swear at the same time. The behavior that has been rewarded will most often manifest itself. The best and safest way is to take advantage of the daily opportunities to associate a positive consequence to a behavior. These consequences can take the form of words of praise, smiles, verbal encouragement, hugs, a star that can be changed for a certain amount of money, positive behavior can be written on a list, etc.

Activity with the parents

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

How many approving glances did you address your child yesterday? _____

How many hugs did you give your child yesterday? _____

How many criticisms did you give your child yesterday? _____

How many accusatory glances did you throw your child yesterday? _____

Compare appreciative words / looks with critical ones.

3) If a behavior has been reinforced or punished, it can be seen on the run. Parents often say, "I punished the child, I did everything I could, and he continues to behave the same!" The truth is that the parent does not punish the child's behavior, but on the contrary, it strengthens it. S. Bijou, one of the greatest researchers in human behavior, says: "Research has shown that the most effective way to reduce behavioral problems in children is to strengthen the desired behavior through positive reinforcement rather than trying to weaken the unwanted behavior by using aversive and negative means ". It is important to understand that sometimes, before

an improvement in behavior occurs, it may even worsen. This is why we need to be consistent before giving up the intervention and looking for another solution to the problem. Sometimes parents give up the consistent application of consequences and problem behavior returns.

4) Behavior is largely the product of the environment in which it manifests. A disciplined child is a product of a disciplined environment. A certain behavior occurs in a certain environment. There are children who have behavioral problems at home, but not at school, and vice versa. We need to make changes in the child's environment in order for it to work well. Questions like "what is the problem with this child?" should be replaced by: "what is the problem with the child's environment?" *Repair the environment and you will also repair the behavior.* Some parents hardly accept this explanation. We have become so used to looking for the problem in the child that it is hard for us to believe that changing the child's environment would lead to changes in his behavior. In this context, various experiences regarding the change of the child's environment were analyzed in order to change the behavior. There were also discussed children's reactions to the change and the consequences of the change.

Session 6. The junior high school-difficulties and successes was held individually. Each parent had a meeting with the class teacher during which he was informed about the pupil's academic situation, successes, difficulties and possible solutions.

Special attention was paid to self-regulation during the training experiment. Given that at this stage the pupils manifest a high level of awareness of the cognitive and psycho-emotional processes they are experiencing, after each activity the feedback procedure was applied to activate and consolidate the decisions regarding individual self-motivation strategies for learning, efficient learning,time organization etc.

During the formative experiment all participants were open for collaboration, expressed their concerns objectively, spoke without fear about the difficulties and frustrations related to the junior high school stage, and towards the end of the formative experiment the pupils became more active, asked frequently questions and openly discussed various problematic situations.

3.4. Validating the model of transition to junior high school for ensuring school achievements

At the end of the 7th grade, the pupils in both groups were given the same experimental tests as in the ascertaining stage. Therefore, the purpose of the control experiment was to validate the functionality of the Methodological Program for supporting transition to the junior high school, *the objectives being*:

- comparatively evaluate the school results of pupils from the FG and CG;
- determine their level of motivation for learning;
- establish the level of anxiety in the pupils of the 7th grade;
- highlight the behavioral characteristics of the 7th grade pupils;
- analyze the quality of school climate within the junior high school based on Meitzav survey**s.**

(O1) *In order to reveal the differences between the school results of the pupils in the two samples,* there were compared the annual averages in the initially evaluated disciplines: mathematics, Arabic and English.

Table 3.10. Statistic differences related to 7th grade pupils' school results

Evaluated school subjects	Formative group				Control group			
	Average				Average			
	Ascertaining		Validation		Ascertaining		Validation	
	P	%	P	%	P	%		%
Arabic language	588	71	550	65	**586**	69	494	51
Mathematics	511	54	506	45	**532**	57	416	22
English language	561	73	532	72	**518**	62	429	39

Comparing pupils' results in the national Meitzav test and their school results at the end of the 7th grade, changes are observed in both samples.
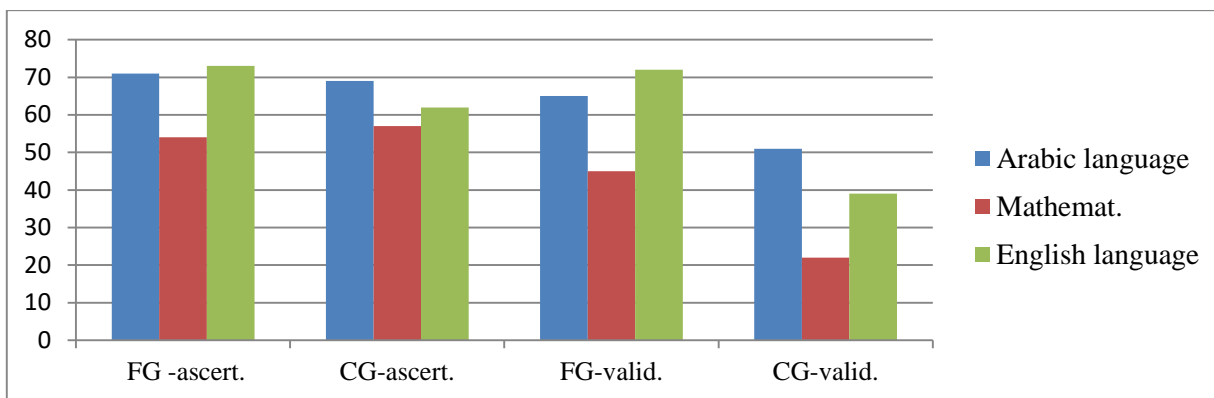
Fig. 3.1. Compared values regarding school results in Meitzav tests

School results in both samples have clearly decreased. This can be explained by the difficulty of school subjects, the complexity of homework, the diversity of teaching styles etc.

However, in the experimental sample, the difference between the score accumulated at the primary school level and the one accumulated at the end of the 7th grade is not so great: Arabic - 38 points, mathematics - 5 points, English - 29 points. In the control sample, on the contrary, the difference is very large: Arabic - 92 points, mathematics - 116 points, English - 89. Therefore, for the pupils in theformative sample, the impact of transition was not so severe, meanwhile the positive dynamics of their school results, compared with those of the pupils in the control sample, allows a positive prospective estimation of their academic evolution during the secondary school stage.

The use of motivational strategies for learning, the stimulation of epistemic curiosity, the implementation of strategies to reduce school anxiety have had an important impact on the school results of the pupils in the formative sample. Therefore, for the pupils in the formative sample, the effect of transition was not so severe, and the positive dynamics of their school results, compared with those of the pupils in the control sample, allows a positive prospective estimation of their academic evolution during the secondary school stage.

(O2) To measure the level of motivation for learning at post-transition stage, it was used the same Questionnaire for determining the level of motivation for learning developed by M. P. Ghinzburg.

Table 3.11. Statistical differences in motivation to learn at the validation stage

Motivational options	Control Group		Experimental Group	
	Constatation	**Validation**	**Constatation**	**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 3.11, 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.

(O3) Another situation presents the results of the School Anxiety Identification Questionnaire (Fillips). Table 3.12.exposes the content characteristics of anxiety parameters evaluated pre- and post-experimentally in both groups.

Table 3.12. 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 3.12 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.

(O4) In order to reveal the impact of the formative program on the school behavior of FG pupils aswell as in relation to CG pupils, the pupils were given the same questionnaire as at the ascertaining stage. The results are shown in Table 3.13. The data of the post-transition questionnaire indicate improvement in school behavior in general. Indecent language continues to be considered the most common form of deviant behavior among pupils. In the FG there is an increasing number of pupils who consider the fall in the behavioral mark (from 18 to 32) as a means of reducing deviant behavior, while CG pupils do not see this as a solution. The expulsion option remains unchanged in both groups, which shows a firm stance of pupils towards this subject. In the same context, pupils express the need to be counseled by specialists, this being more evident in FG, those who have benefited from support and have felt the positive impact of professionals. The situation shows a positive dynamic in the reaction to aggressive behavior.

Table 3.13. Differences regarding pupils' school behavior (pre and post experiment)

Have you ever received remarks from colleagues or mates?				
Group	EG-50		CG-58	
Experimental stages	ascertaining	control	ascertaining	control
1.yes	18	15	20	26
2.no	32	35	38	22
2.What do you think are the most common forms of deviant behavior among pupils?				
Indecent language (insults, nicknames, jiggies, teasing)	34	20	26	30
physical violence (beating, hitting)	14	20	10	15
quarrels, conflicts	6	7	10	5
theft between pupils	5	3	3	8
3. Have you ever witnessed bullying?				
1.da	24	20	20	28
2.nu	26	30	38	30
4. Have you ever been the victim of an aggressive behavior at school?				
1.yes	7	13	13	12
2.no	43	37	45	46
5.Have you ever been bullied by a classmate?				
1.yes	12	10	8	10
2.no	38	40	50	48
6. Which 3 measures do you think would be most effective in reducing deviant behaviors in school?:				
decrease the marks at behavior	18	32	27	23
psychological counseling	20	20	24	26
Expulsion	18	18	22	22
re-education activities (work for the benefit of the school)	28	19	27	20
fine imposed on the parents	14	10	10	15

additional educational activities to explain the causes and consequences of violence	27	19	36	30
teachers should pay more attention to pupils with violent manifestations	4	8	8	6
more supervision by parents	4	7	6	16
installation of video cameras within the school	3	4	8	7
class colleagues should take a prompt and firm attitude (guilty to be marginalized)	4	3	6	9

7. If you were a victim of aggressive behavior in school, how would you act?

I woul also respond with aggressiveness	4	3	6	8
I woul announce the class teacher	5	6	8	6
I would announce the school principal	7	9	10	7
I would tell my parents	5	3	3	6
I would announce police	7	5	8	10
I would not respond to challenges	8	10	8	6
I would ask colleagues for help	4	2	6	8
I would try to settle the conflict	10	12	9	7

8.What do you think are the most common causes of inappropriate behavior among pupils?

Envy	3	5	6	8
age specificity	4	3	5	6
lack of education, culture	7	6	5	4
media that induce indecent behavior	8	11	8	9
lack of parents' love	5	2	8	6
aggressiveness, innate nervousness	5	4	7	5
the desire to be the focus of attention	6	8	8	12

various personal frustrations (loneliness, lack of friends, material deprivation)	7	4	6	5
aggression and the aggressions they face in the family	5	7	4	3
9. Have you ever been bullied (physically or sau verbally) by teachers?				
a.yes	12	8	8	10
b. no	38	42	50	48
10. What are the most common forms of inappropriate pupil behavior in your classroom?				
indiscipline during classes	8	10	12	7
damage to the classroom and furniture	12	8	10	11
refusal to complete school tasks	15	10	17	14
injuries, jiggings	10	12	12	16
Effrontery	5	10	7	10

The pupils from the CG prefer not to respond to challenges, to settle the conflict or announce the direction of the school. Pupils in the CG are more categorical in choices, they prefer to respond to aggression aggressively, ask for help from colleagues or notify the police. Generally speaking, educational interventions on pupil behavior require a longer time, given the multitude of factors impacting on this variable and the multilateral interventions that are needed. Taking into account the fact that in the present research the school behavior is approached in relation to school results, we can conclude that the formative intervention had a positive influence on the behavior of the pupils in FG, the positive values of the other variables being a proof.

O(5) The data of the national evaluation system Meitzav were used to evaluate the impact of the formative program on the school climate at the junior high school level. The data included in table 3.14. reveal some changes in the measured indicators. Despite the destabilizing factors, at the junior high school level the pupils in both samples show a good attitude towards school. Although the indicators slightly fall, the pupils improve their behavior during classes, fact explained by pupils' psychological maturation, the crystallization of interests towards certain study subjects, as well as by a more obvious competition among pupils.

Table 3. 14. Compared values related to school climate

Indicators	Formative group	Control group
	ascertaining-validation	ascertaining - validation
Satisfaction with school		
Positive attitude towards school	85%-77%	74%-71%
Relations between teachers and pupils		
Relations based on care and mutual help	82%-80%	73%-72%
Positive relations between pupils and teachers	85%- 77%	71%-59%
Teaching , learning, evaluation		
Feedback from teachers	93%- 84%	89%-73%
Pupils' behavior		
Adequate behavior during classes	60%- 92%	46%-86%
School effort in ensuring 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%

However, the indicator *the relations between teachers and pupils* shows a negative dynamic. At this stage conflicts between teachers and pupils are more frequent, given the intense development of the ego, the exaggeration and the tendency to manifest at any price and through any behavior, even negative. In spite of the negative dynamics, this indicator does not have such high proportions in the formative sample, from 85% it drops to 77%, while in the control sample the values decrease from 71% to 59%.

Interpretation of figure 3.2. allows us to conclude that the formative impact of the methodological program is very eloquent, as the values of specific indicators in the formative sample denote a positive dynamic, especially in the behavioral aspect, where the difference between the samples is 13% in favor of the formative sample. A worrying value shows the index *Lack of security feeling* in the control sample, where 66% of the pupils of the 7th grade feel insecure at school, this being a direct consequence of the deviant behavior index value increase from 15% at the primary level to 27 % at the junior high school level.
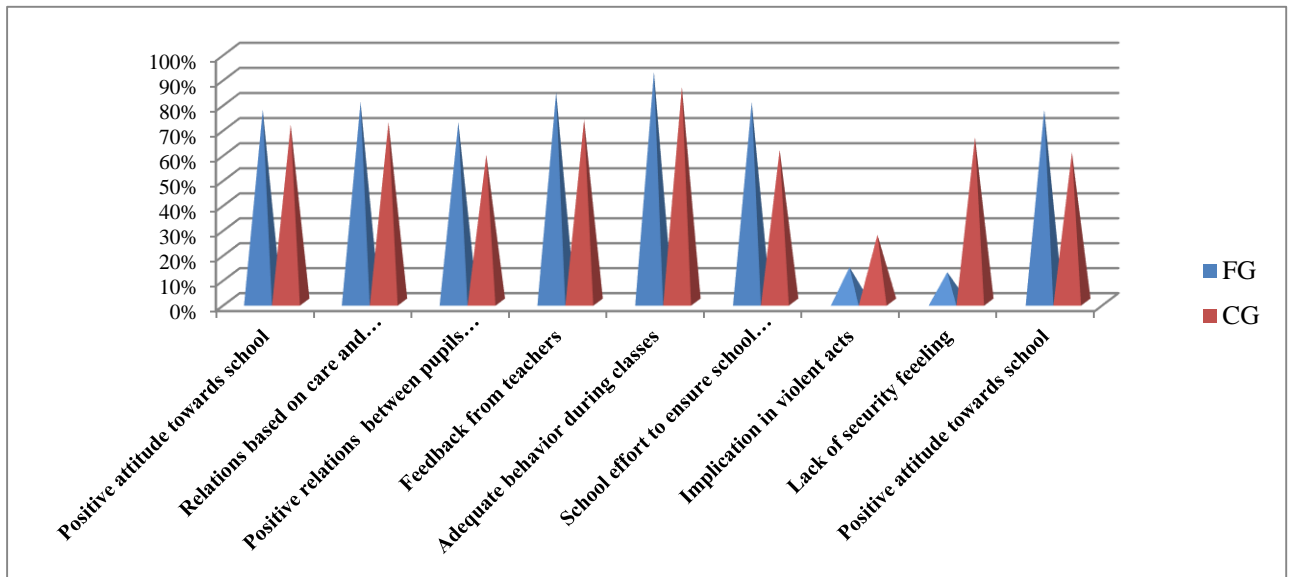
Fig.3.2. Statistic differences regarding school climate

The results of the validation experiment confirm that school achievements decrease in the groups where no transition programs are implemented. Transition programs provide support at the level of cognitive and affective-volitional resources and maintain the upward path of school achievements expressed in high school results, motivation for learning, low school anxiety, and appropriate school behavior. The comparative results of the subjects from the formative and control groups reflect the effectiveness of the pedagogical model of transition from primary to junior high school and confirms the research hypothesis whereby the implementation of methodological programs of transition from primary to junior high school contributes to ensuring school achievement and adaptation.

3.5. Conclusions to Chapter 3

1. In order to select the variables of the research, it was taken as a scientific basis the thesis that school achievements result from the mobilization of pupils' cognitive, affective and volitional resources in the situation of confronting a certain work task "[13], [35]. As a result, the following variables were selected: school outcomes expressed in grades, motivation for learning, school anxiety, and school behavior. The values of the educational climate indicators at the primary level: the satisfaction with the school, the quality of the relations between pupils and teachers, the educational feedback and the behavioral aspects of the pupils in the investigated areas (appropriate behavior during the hours, involvement in violent activities, involvement in violent activities, lack of feeling of security , positive attitude towards the school) were processed with the purpose of identifying the formative impact of the methodological program on the educational climate.

2. The formative experiment, carried out on the basis of the Methodological Program for supporting transition to junior high school, was focused on the implementation of a set of training activities, aimed at the pupils in the formative sample, their parents and the teachers from the junior high school involved in the experiment. Awareness-raising activities regarding the challenges of pre-adolescence and the transition to junior high school had the effect of increasing pupils' self-regulation capacity, with a positive impact on their behavior and emotional stability, by reducing the level of anxiety.

3. The educational factors' involvement in the methodological program stimulated the responsible involvement in the ididactic process. Therefore, the teachers updated their teaching methods according to pupils' needs, from the perspective of continuity principle and motivation for learning development, by using different strategies for stimulating epistemic curiosity and creativity.

4. The involvement of parents in the training experiment laid the foundations of a constructive partnership between pupils-school-family. Only through collaboration, communication, support and continuous counseling offered to children can parents solve many problems related to learning and behavior, can contribute to the harmonious development of children, thus ensuring their school success and, subsequently, integration into adult life.

5. The results of the validation experiment confirmed the functionality of the Methodological Program for supporting transition in the plan of ensuringpupils' school achievements.

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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Methodology for studying the motivation of pupil learning at the transition from primary to secondary school (M. P. Ghinzburg)

Carefully read each unfinished sentence and the proposed answers. Choose for the completion of the sentence 3 variants of the answers proposed, the most true and correct for you. Check the chosen answers.

1. I try to learn better because ...

a) I want to receive a good grade;

b) our class is the best;

c) I want to be useful to people;

d) I want to earn later a lot of money;

e) I want to be respected and praised by my colleagues;

f) I want to be loved and praised by the teacher;

g) I want to be praised by my parents;

h) I want to be bought beautiful clothes;

i) I don't want to be punished;

j) I want to know and be able to learn more.

2. I can't learn well because ...

a) I have more interesting tasks to do;

b) I can learn badly and then earn well;

c) I have no conditions of study at home;

d) at school I am often challenged;

e) I simply do not want to learn;

f) I cannot force myself to do this;

g) I find it difficult to assimilate the study material;

h) I do not manage to work (learn) together.

3. When I take a good mark, I really like the fact that ...

a) I know the study material well;

b) my comrades are pleased with me;

c) I am considered a good pupil;

d) the mother will be satisfied;

e) the teacher will be happy;

f) myparents will buy me a nice thing;

g) I will not be punished;

h) I will not draw the class behind.

4. When I take a small mark, I mostly don't like the fact that ...

a) I badly know the study material;

b) this was the case;

c) I will be considered a bad pupil;

d) colleagues will laugh at me;

e) the mother will become ill;

f) the teacher will be dissatisfied;

g) I draw the whole class behind;

h) I will be punished at home;

i) I will not be bought a nice coat.

Questionnaire The school and I (A. Oprişor)

1. Have you ever received feedback from teachers or colleagues because of inappropriate behavior?

a. yes

b. No

If yes, what was the inappropriate behavior?

2. What do you think are the most common forms of violent behavior among pupils?

a. verbal violence (insults, mockery, offenses, teasing)

b. physical violence (beating, hitting)

c. conflicts

d. theft among pupils

3. Have you ever witnessed scenes of violence in school?

a. yes

b. no

If so, what did they look like?

How did you react?

4. Have you ever been the victim of aggressive behavior in school?

a. yes

b. no

If so, what did it look like?

5. Have you ever been bullied by a classmate?

a. yes

b. no

If so, by whom? In what way have you been assaulted?

6. Which 3 measures do you consider to be most effective in reducing violent behavior in school:

a. decrease of the mark for behavior

b. psychological counseling

c. expulsion

d. education activities (work for the community, the school)

e. fine imposed on the parent

f. additional educational activities to explain the causes and consequences of violence

g. teachers pay more attention to pupils with violent manifestations

h. more parental supervision

i. installation of video cameras in the school premises

j. the class collective to take a prompt and firm attitude (tomarginalize the guilty for a while

7. If you are the victim of aggressive behavior in school, how do you proceed?

a. I also respond aggressively

b. I inform the manager

c. I announce the school management

d. I notify my parents

e. I announce the police

f. I do not respond to challenges

g. I ask my colleagues for help

h. I try to resolve the conflict

8. What do you think are the most common causes of violent behavior among pupils?

a. envy

b. age-specific terrorism

c. lack of education, culture

d. television and films that present and induce violence

e. lack of parental love

f. aggressiveness, innate nervousness

g. the desire to be the center of attention

h. various personal frustrations (loneliness, lack of friends, material shortages)

i. consumption of alcoholic beverages or drugs

j. the quarrels and aggressions they are subjected to in the family

9. Have you ever been harassed (physically or verbally) by teachers?

a. yes

b. no

If so, in what way?

10. What are the most common forms of violent behavior of pupils towards teachers in your class?

a. indiscipline during classes

b. deterioration of the classroom and furniture

c. refusal to perform school tasks

d. insults, offenses

e. naughtiness.

Identification of school anxiety level (Fillips)

Instruction: This questionnaire includes questions about how you feel in school. Answer honestly. There are no right and wrong answers. Don't think too much about the questions. Answer the questions with "+", if you agree and "-", if you do not agree.

1.   Is it hard for you not to lag behind the whole class in learning?

2.   Do you feel anxious when the teacher says that he is preparing to control you as you know the material?

3.   Is it difficult for you to work in the classroom as the teacher wishes?

4.   Do you sometimes dream that the teacher is angry because you do not know the lesson (homework)?

5.   Did anyone in your class beat or hit you?

6.   Do you often want the teacher not to hurry with explaining the new material, until you understand what he is talking about?

7.   Do you feel uneasy when you answer or fulfill any assignment?

8.   Do you happen to be afraid to express yourself in the lesson because you are afraid you will make mistakes?

9.   Do your knees tremble when you are called?

10.   Do your classmates often laugh at you when playing different games?

11.   Does it happen to you to get a lower mark than you expected?

12.   Do you ever wonder if they'll promote you?

13.   Do you strive to avoid games in which yo must make choices, because you usually do not choose?

14.   Do you sometimes feel that you are shaking when you are called?

15.   Do you often have the feeling that no one wants from your colleagues wants to do what you want?

16.   Do you feel anxious long before you begin a task?

17.   Is it difficult for you to receive the marks that the parties expect from you?

18.   Are you sometimes afraid that you will be hurt in the classroom?

19.   Will your colleagues laugh at you if you make a mistake when you answer?

20.   Do you resemble your classmates?

21.   Completing a task, do you bother yourselves if you did it well?

22. When you work in class, are you convinced that you will memorize everything well?

23. Do you sometimes dream that you are in school and cannot answer the teacher's question?

24. Is it fair that most of your colleagues are friendly to you?

25. Do you work more diligently if you know that the results of your work will be compared to the results of your classmates?

26. Do you often want to become less anxious when asked?

27. Do you sometimes fear being involved in a conflict?

28. Do you feel your heart strongly beating when the teacher says he has to control how you are prepared for the lesson?

29. When you get good grades, does any of your friends think you want to show up?

30. Do you feel good about those colleagues to whom all children pay special attention?

31. Do some pupils in your class happen to talk about something that would irritate you?

32. How do you think, do mediocre pupils lose others' confidence?

33. Is it fair that most of your colleagues do not draw your attention?

34. Do you often fear to lookstupid?

35. Are you satisfied with the teachers' attitude towards you?

36. Does your mother help with organizing different parties, holidays?

37. Have you ever been worried about what others think about you?

38. Do you hope that in future you will learn better than before?

39. Do you think that you dress as well as your colleagues at school?

40. In answering the lesson, do you often think about what others think about you right now?

41. Do the most capable pupils have any special rights that other pupils in the class do not have?

42. Do some of your colleagues get upset when you manage to be better than them?

43. Are you satisfied with the attitude your colleagues have towards you?

44. Do you feel good when you stay with the teacher one by one?

45. Do your colleagues sometimes laugh at your outward and behavior?

46. Do you think that you are worried about school work more than other colleagues?

47. When you are asked and you cannot answer, do you feel that you will start crying?

48. When you are in bed, do you sometimes worry about what will be at school tomorrow?

49. Solving a complicated problem, do you sometimes feel like you forgot things you knew well before?

50. Do you shake your hand a little when working on a task?

51. Do you feel that you are starting to have emotions when the teacher intends to assign a task to the class?

52. Are you scared to be checked the knowledge at school?

53. When the teacher gives the class a task, are you afraid that you will not beable to carry it out?

54. Do you sometimes dream that your colleagues can do what you cannot?

55. When the teacher explains the material do you think your colleagues understand him better than you do?

56. On the way to school, are you worried that the teacher can give you a test paper?

57. When you perform the task, do you usually feel that you are doing this wrong?

58. Do you shake your hand a little when the teacher asks you to solve the problem in front of the whole class?

Identification of school anxiety level (Fillips)

Date _____ class _____ age _____ year

Name, Surname _____

No	Answer	No	Answer	No	Answer
1		21		41	
2		22		42	
3		23		43	
4		24		44	
5		25		45	
6		26		46	
7		27		47	
8		28		48	
9		29		49	
10		30		50	
11		31		51	
12		32		52	
13		33		53	
14		34		54	
15		35		55	
16		36		56	
17		37		57	
18		38		58	
19		39			
20		40			

General anxiety _____/58/x100=_____%

General schoolanxiety   - 1- _____/22/x100=____%

Ssocial   stress -2- _____/11/x100=____%

Frustrating the need for success -3- _____/13/x100=____%

Fear of self disclosure -4- _____/6/x100=____%

Fear of homework verification-5- _____/6/x100=____%

Fear not meeting others' expectations-6- _____/5/x100=____%

Low physiological resistance to stress-7- _____/5/x100=____%

Difficulties and fears in relating with teachers -8- _____/8/x100=____%

Interpretation of results

When interpreting the test, there are highlighted the questions whose answers do not correspond with the key of the test. Answers that do not coincide are manifestations of anxiety.

When interpreting, the following are taken into account:

a) the total number of inconsistencies throughout the test.

<50% - standard

> 50% - increased anxiety

> 75% - high anxiety.

b) the number of coincidences for each of the 8 factors. The level of anxiety is determined as in the first case

Factors	Question no	E
General School Anxiety	2, 4, 7, 12, 16, 21, 23, 26, 28, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58	22
Social stress	5, 10, 15, 20, 24, 30, 33, 36, 39, 42, 44	11
Frustrating the need for success	1, 3, 6, 11, 17, 19, 25, 29, 32, 35, 38, 41, 43	13
Fear of self-disclosure	27, 31, 34, 37, 40, 45	6
Fear of homework verification	2, 7, 12, 16, 21, 26	6
Fear of not meeting the expectations of others	3, 8, 13, 17, 22	5
Low physiological resistance to stress	9, 14, 18, 23, 28	5
Problems and fears in the relationship with the teacher	2, 6, 11, 32, 35, 41, 44, 47	8

Common behavioral problems in pre-adolescence
(information material for parents)

Pre-adolescence is fraught with a lot of changes in the child's life, on the physical, mental, cognitive, emotional or social level. His body and mind are beginning to prepare for the delicate period of adolescence. By definition, children at this age exhibit inconsistent behaviors: now they are happy, and in the next moment, they cry; now, they are loving, then they reject their parents; suddenly they feel invincible, so that afterwards they feel invisible. Parents need to prepare for this period with great patience, empathy and continuous support, despite all the behaviors of the preteen.

As with parents of younger children, preteens' parents who do not always accept and negotiate their child's flourishing independence, invite him to rebellion or, even worse, to deception. He is developing a new independence and may even want to see how far he can push the boundaries set by his parents. What he may not know is that he needs you as much as ever, because the strong parent-child relationship can create a beneficial scene for a less turbulent adolescent. But it will not be easy, because you, as a parent, must respect the child's need for greater autonomy to create a successful relationship with this "updated" version of your child.

The preteen behaviors that may surprise you are:

• *aggression and conflict.* The pre-adolescent can manifest physical violence in resolving conflicts due to the desire for independence or emancipation.

• *dependence on the virtual environment and television.* In preteenhood, modern gadgets are a bigger danger than ever; the child is more cognitively developed, learns to use state-of-the-art electronic devices quickly and is eager to have them too; there is the danger of falling prey to dependence on the virtual environment, a rich environment in danger for his physical and emotional safety and health.

• *problems at school and low school performance.* In transition from childhood to pre-adolescence and in the effort to adapt to the changes that occur in his or her life, the child may record poor results at school and may conflict with other colleagues, which may result in low grades for his school behavior or other forms of punishment.

• *refusal to communicate.* Sometimes, because of the difficult time he is going through and the fact that he does not understand everything that is going on with him, the child may refuse to communicate with you or his loved ones; it is one of the most delicate, and at the same time heartbreaking, problems for parents, who sometimes feel helpless in the face of defiance or isolation of the child.

Source: https://www.copilul.ro/copii-adolescenti/adolescenta/Comportamentul-copilului-in-preadolescenta-si-cum-sa-i-faci-fata-a13893.html

How to communicate with a pre-adolescent?(information material for parents)

Here are some ideas for creating a successful relationship with your preteen:

Do not feel rejected by his new independence. It is normal for children at this age to begin to detach a few from parents and spend time with friends of their age from time to time. Parents often consider the withdrawal of the preteen as a rejection and take everything too personal.

Avoid controlling everything, knowing everything, because these things will further alienate your preteen.

Spend special time together. It is often difficult for pre-teens to open up and talk about their emotions or the things they are experiencing. It would be ideal once or twice a week to make time to go somewhere with your preteen, to give him unlimited attention, not to work or send messages.

Try an indirect approach. Try the indirect approach and position yourself as a listener. If you sit down without asking questions, you are more likely to get the information you want to find out. This approach sends the message to the children that "this is a place where they can come and talk and I have permission to say what they think or feel". Sometimes you will be able to help or give him advice - but do not try to press him or solve all his problems. Other times you will be there just to empathize with the weight that is being encountered at those times.

Don't judge him. At this age, your child is following you very closely to hear how rational or critical you are. From the way you talk about other people's children; in particular, children who get into trouble - how that girl dresses or if the boy has good manners or bad habits; from here he gets his clues as to what to share or what to hide from you. From here he decides whether you are severe or critical.

Watch TV shows, youtube videos or whatever else you like. A great opportunity to connect with your preteen is to watch with him what he likes; laugh together; talk about what you saw.

Don't be afraid to start talking about sex and drugs. The unfortunate reality is that many of the children are starting to experience drugs and alcohol from the age of 10-12. At this age, sexuality also develops, which is why it is important to build with the pre-adolescent a solid foundation and to provide him with information appropriate to his development.

Do not overreact. Do not make a tragedy of what happens to your child, help him find solutions or be with him until he exceeds the moment that caused him suffering.

Don't be surprised if your daughter or son develops some degree of anxiety or addiction. It is normal for pre-teens to be afraid of all the changes in their body, peer pressure or fear of separating from mom and dad. This is most often expressed as separation or separation anxiety, and if you leave him the space he needs, if you empathize with him, it probably won't take long. *Changes in*

mood and irritability are common in the preteen years, especially in the family. Increased pressures at school and within age groups, along with confusion and anxiety about puberty, are often reasons for increased pre-adolescent emotionality.

Maintain limits on acceptable ways to interact and express emotions, including by giving children time alone, with music, books or sports; to reassure you and gain perspective; it will help your child learn how to manage their emotions. Allowing adequate outputs is important. At this age, physical or creative expressions are encouraged.

Communicate with kindness and respect. Pre-teens can say or do things that are outrageous or scary or both. No matter how hard the child presses your buttons, it is better to respond calmly.

The self-respect and self-control that you display in your discussions with your child may one day be reflected in his conversations with others.

Communicating respectfully also means avoiding talking to pre-teens. They are becoming more and more aware of society and aware of the events in the world and appreciate the conversations carefully. It is natural for parents to want to save their children from mistakes. But in the long run, letting them do it from time to time will do them a favor

Source : https://tikaboo.ro/cum-comunicam-cu-un-preadolescent/

What is empathy?

Empathy is the ability to understand and experience the feelings of others. Empathy helps us to understand the feelings of others, to help them, to encourage them. It is also an important skill in terms of how to react, depending on the people around you and the situation: We name the emotions we feel; We recognize personal and other emotions, etc

10 signs that you are an empathetic person

1. You can feel the emotions of others.
2. You can take the energy of others.
3. When others are happy, you are happy too.
4. Negative people quickly drain you of energy.
5. Colleagues ask for your advice.
6. Your intuition is very precise.
7. Feel an attraction in helping others.
8. You can feel things before they happen.
9. The weather affects your mood.
10. Listen more to people's energy, not to their words (A. Gucciardi).

The link between need and behavior
(information material for parents)

The child's behavior is always motivated by a need. The adult's task is to identify the needs that generate the unwanted behavior of the child and to look for more appropriate ways to meet these needs and to eliminate the unwanted / inappropriate behaviors. Inappropriate behaviors should not change the parent's perception of the child, love and respect for the child. Unwanted behaviors are those considered to occur too often, in too many numbers or at an inappropriate time. Situations in which the child's behavior may concern us:

• Behaviors that continue after a certain age, when we expect the child to respond in a different way;

• Behaviors that are repeated too often and interfere with the child's ability to learn or limit the child's ability to develop properly;

• Behaviors which in another context are appropriate, but which in a certain situation may represent a risk to himself or others or may violate the rights of others.

• When determining whether or not a behavior is appropriate, we must take into account several factors, eliminating the following situations:

1. It is a behavior specific to that age.

2. It appeared in a certain environment that facilitates behavior manifestation. Behavior often occurs only in a certain context, its occurrence being facilitated by the characteristics of environment (the presence of significant people for the child) or changes in environment (changing places of living or departing parents, and carers frequently changing). We can also mention a few external factors: family stress, family conflicts, parental style, etc .;

3. Individual characteristics of the child. Each child is unique in terms of: activism level, sensitivity, emotional expression, curiosity, tolerance for frustration and delaying reward, concentration, etc.

4. Behavioral standards of the family. It is acceptable behavior in other families, but does not correspond to the behavioral standards of the family of which the child is a part. (everyone leaves their shoes at the entrance, bedtime is 21.00, etc.

Source:

file:///C:/Users/Admin/Desktop/ьфкя%202020/suport%20usaid%20metode%20si%20strategii%20de%20educatie.pdf

Maslow's hierarchy of needs

(information material for educational factors)

Source: (pinterest.com)

How to teach the child to learn?

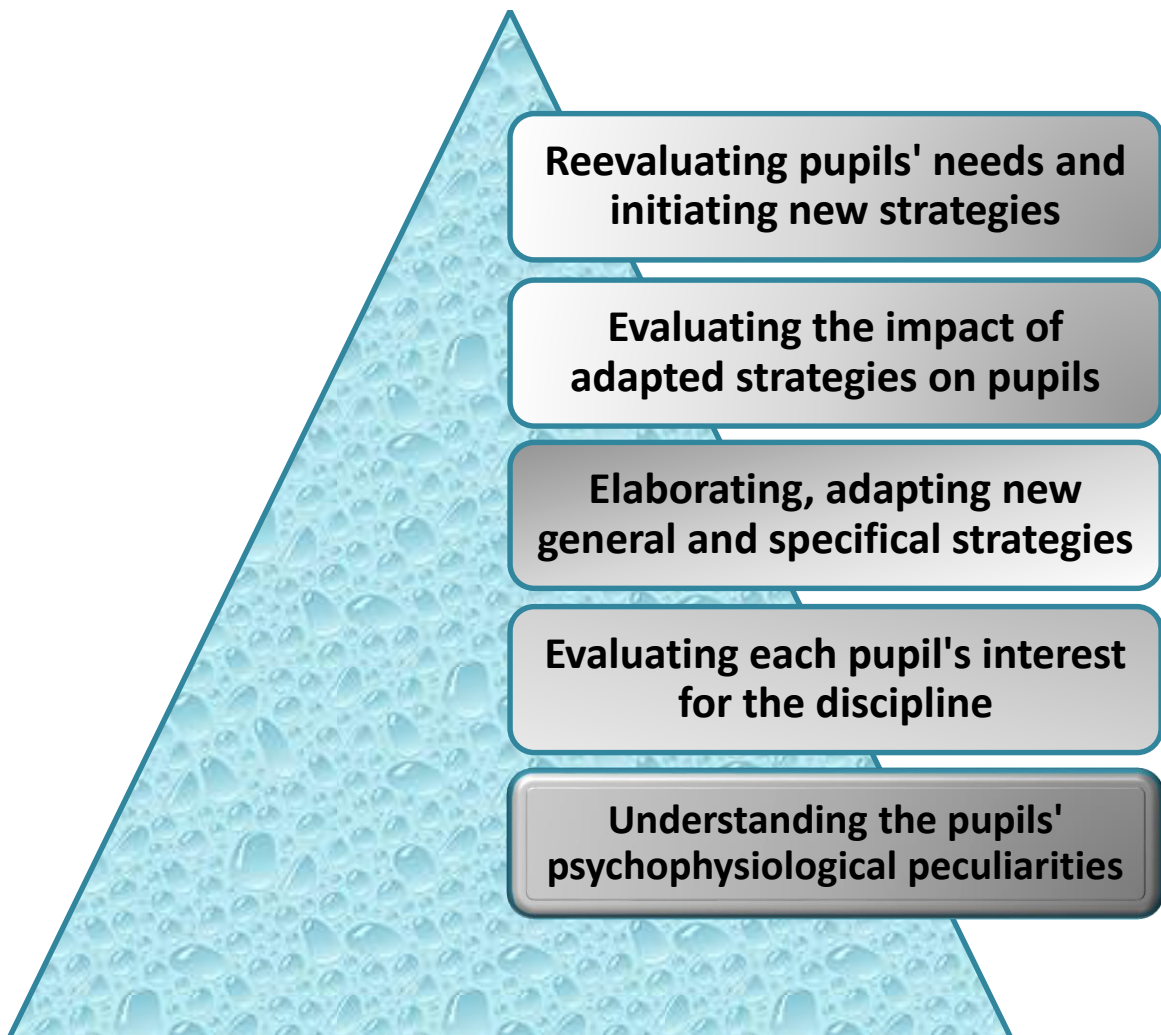**(information material for parents)**

Yes

- Maintain close and open relationships with your child.
- Discover his/her trouble.
- Show trust.
- Encourage him/her to descover vocation.
- Help him/her to set a purpose and follow it.

No

- Offer material rewards for good grades.
- Label as lazy, irresponsible, reluctant.
- Apply punishments.
- Control all the time.
- Threaten or use other forms of violence.

Reevaluating pupils' needs and initiating new strategies

Evaluating the impact of adapted strategies on pupils

Elaborating, adapting new general and specific strategies

Evaluating each pupil's interest for the discipline

Understanding the pupils' psychophysiological peculiarities

STATEMENT

I, the undersigned, declare on my own responsibility that the materials presented in the present doctoral thesis are the result of my own researches and scientific achievements. I confirm this fact; otherwise, I will bear the consequences in accordance with the law in force.

Sincerely,

Raid Jaramna   Signature

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1.   Articles in scientifical journals

Category C:

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