



Designing a suitable model for the effective transfer of primary to secondary students

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ABSTRACT

Background and Aim: Studies show that students who move from familiar schools to unknown areas may have problems in the learning process due to temporary disorders. This research aims to design a suitable model to transfer the effect of elementary school students to secondary school. **Method:** This research, which is considered to be a type of qualitative research, has been theorized with an inductive approach and using the research strategy of Foundation Data Theory and Strauss-Corbin Systematic Design. The community in the qualitative section includes experts, consultants and experts in the field of lesson planning who were interviewed. The sampling method was purposeful sampling and semi-structured interviews were conducted with 12 experts, consultants and experts to collect information and reach theoretical saturation. The key points of the interviews were analyzed during the three stages of open, central and selective coding. For the validity and reliability of the research, review by members, participation, triangulation and retest reliability were used. **Results:** Finally, a suitable model was designed to transfer the effect of primary to secondary students with 51 categories and 167 concepts. Therefore, the model obtained from this research can be used for education decision-makers, families and schools and help improve elementary school students' effective transition to secondary school. **Conclusion:** considering goals such as transfer advantages, student independence, reduction of bureaucracy in high school, reduction of inconsistencies, reduction of organizational barriers, reduction of educational barriers, reduction of personal barriers, reduction of environmental barriers, communication with peers, reduction of social barriers, recreational goals, flexible and not long classes can achieve results such as clarifying the dimensions of transition for students, relaxing high school environment, reducing fear, connecting with old friends, creating motivation, finding new friends.



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Introduction

Transitioning from elementary school to secondary school requires significant adaptation for teenagers who have not faced many changes. Adolescents during this transition period must adapt to physical changes caused by hormonal, emotional, and cognitive changes. Transitioning to a new school environment, which is larger and more efficient, can be difficult for students to adjust to. However, the transfer process provides new opportunities and challenges for students (Cristiana, 2018); Psychologists choose the students of this course as unique people. On the other hand, middle school teachers must have a distinct training program. Compton found that the special needs of middle school students required having a professional staff familiar with the needs of adolescents and often required special training to meet the needs of middle school students (Sirpa et al., 2020).

Students often experience difficulties when transitioning to a higher level. Many of these students face decreased academic performance on tests and negative attitudes from friends (Symonds, 2015). During adolescence, children experience rapid and significant physical, intellectual, spiritual, psychological, social, and emotional growth. Students often struggle to navigate the complexities of this transition. For some students, the transfer process has resulted in a significant decrease in student's academic progress. In this way, when this transition occurs, students' academic achievement motivation decreases (Parilla, Gallego, & Zhang, 2016).

Research consistently shows how the transition from elementary to high school can cause stress and anxiety in students. Although many students adapt to their new environment in a short period, some students need a better transition experience. From the student's point of view, several discontinuities occur simultaneously. First, high school represents new structures and approaches to learning and different relationships with teachers and new peer groups (Catherine et al., 2020); other problems related to formal structures (school), such as the built environment of the school, its size and the complexity of the building. Studies also show that, on the one hand, the transition can mean changing the early activity-based classroom to a more instructional approach in high school. Also, students understand the need for new learning and a heavier workload. Concerns about not fitting into a new school system are often accompanied by

concerns among students as former friendships change and students worry about the prospect of losing friends or the threat of losing them (Erin, 2018).

Investigations show that, firstly, research with this title has yet to be done in Iran, considering the design of a model. Secondly, the transition from primary to secondary school has been an area of particular concern. Children during adolescence (ages 10 to 15 years) experience a period of rapid and important changes in physical, intellectual, spiritual, spiritual, psychological, and social-emotional development (Caskey & Anfara, 2007). It is also during this time of rapid change and development that most students experience the transition from elementary school to secondary school. The themes emerging from this analysis will inform further discussions with elementary and high school students about the difficulties they experience during the transition (Arif, 2020).

Christina (2018) examined the role of students in the transition from elementary to secondary school and the role of the student in developing a transition plan. The purpose of this research is to investigate students' perceptions of the transition from elementary school to secondary school and provide an opportunity for students' role in developing a comprehensive transition program designed to help all students; The dimensions that were deduced from this analysis led to further discussions with elementary and high school students about the problems that the transition process creates. The results showed that the students played an appropriate role in the transfer programs. Spies (2018) studied students' perspectives on the procedures of transition to secondary school. This research aims to use phenomenological research methods to identify the components of middle school planning from the perspective of secondary school students. This study analyzed current transfer practices and their alignment with Schlossberg's transfer theory. Students participated in four 30-minute sessions in small focus groups. The students in this study believed that the quality of their transition from elementary to high school could be improved through strategic support. In general, there needs to be documented and systematic research related to the transfer of students from one level to another. Usually, schools, students, and parents face these problems that negatively affect the students'

morale and academic status. So the researcher intends to present a model by examining the indicators and components affecting the healthy transition of elementary school students to secondary school. Therefore, this plan aims to answer the question, what is the proposed model for transferring the effect of primary school students to first secondary school?

Method

This research, considered a type of qualitative research, has been theorizing with an inductive approach and using the research strategy of grounded theory and Strauss-Corbin systematic design. The community in the qualitative section includes experts, consultants, and experts in the field of lesson planning who were interviewed. The sampling method was purposive, and quasi-structured interviews were conducted with 12 experts, consultants, and professionals to collect information and reach theoretical saturation. The key points of the interviews were analyzed during the three stages of open, central, and selective coding. For the validity and reliability of the research, review by members, participation, triangulation, and retest reliability were used. Finally, the optimal model was designed to transfer the effect of primary to secondary students with 51 categories and 167 concepts

Tools

1. Semi-structured interview. The semi-structured interview form included open questions to examine the effective transition of students from primary to secondary by experts, consultants, and experts in the field of curriculum planning. For this purpose, the researcher first prepared the interview form. This form includes the title of the research project, the interview's time, and the interview's date and place. At the beginning of this form, a summary of the purpose of the research plan was mentioned. Then, the interviewer read it to the interviewee to inform him of the purpose of the research. After that, each of the interview questions was mentioned in order. The duration of the interviews was 30-45 minutes, according to the conditions and willingness of the participants. All interviews were digitally recorded and transcribed verbatim immediately after recording. To increase the validity and reliability, which is equivalent to the scientific strength of the findings in qualitative research, the long-term involvement of the researcher and his contact and communication with the participants with maximum diversity also increased the validity of the data. Also, data

acceptance methods were used by reviewing the manuscripts by the participants to resolve any ambiguity in the codings (Sidman, 2015).

Results

The mean and standard deviation of the interviewees was equal to 50.48 (6.68) years; among them, two people had a master's degree, 1 was a doctoral student, and 7 people had a doctoral degree. In this research, the grounded method, including three stages of coding, was used in the qualitative part. In the first stage, primary codes and concepts were extracted using the key points of the interviews. Then the main and subcategories were extracted.

In order to do the coding, after implementing the text of all the interviews, first, the key points of each interview were extracted. This way, by implementing the important points of 12 interviews, 155 codes were obtained as open codes. In the next step, by specifying the frequency of each of the extracted codes and considering their similarity, 167 concepts were recognized. Then, the concepts of the same family were placed in a more general class, and by doing this, 51 subcategories were formed.

Conclusion

This research, which is considered qualitative research, with an inductive approach and uses the foundation's data theory research strategy and Strauss-Corbin's systematic plan for theorizing to design an optimal model to transfer the effect of primary school students He attended high school. The key points of the interviews were analyzed during the three stages of open, central, and selective coding. For the validity and reliability of the research, review by members, participation, triangulation, and retest reliability were used. Finally, the optimal model was designed to transfer the effect of primary to secondary students with 51 categories and 167 concepts. The model obtained from this research can be used by education decision-makers, families and schools and help improve elementary school students' effective transition to secondary school. In the quantitative part, this research aims to validate the transfer model of the students' effect.

Movement is an explicit element of many educational transitions as individuals physically move between contexts, such as between early childhood settings and school, from elementary to high school, or from one grade to another. Some educational transitions (sometimes described as "transitions") are expected to occur

only once and reflect the expected progression of life experiences. In this sense, the transition to school—marked by the first day of school—is an age-related, once-in-a-lifetime experience that reflects the definition of transition as a "passage." Life course theory (Elder, 1998) posits such transitions as key points associated with changes in individuals' roles, status, and identities. From this point of view, transfers are considered sequential, one-way, and vertical movements. As for the educational transition, it is expected that the transition will occur in preschool. Followed by the transition to school, transition to junior high or high school, transition to university or work, etc. The time of vertical transitions is different in different social, cultural, economic, and political fields. The age at which children start school varies, with children starting school at different ages in different countries. This has implications for the nature of experiences and the expectations associated with that transition. Unlike vertical transitions, horizontal transitions, such as daily movements between home and school, or transitions between school-age care and school, occur regularly and connect different spheres of interaction and influence. While much international research on educational transitions focuses on vertical transfer—for example, starting school—and its importance for subsequent educational engagement, it is growing.

Considering goals such as transfer advantages, student independence, reduction of bureaucracy in high school, reduction of inconsistencies, reduction of organizational barriers, reduction of educational barriers, reduction of personal barriers, reduction of environmental barriers, communication with peers, reduction of social barriers, recreational goals, flexible classes and In no time, results such as clarifying the dimensions of the transition for students, relaxing high school environment, reducing fear, connecting with old friends, creating motivation, finding new friends can be achieved. In the meantime, strategies such as transferring friends together, big plans, getting to know the new school, focusing on non-curricular factors, and coordination of origin and destination schools, transfer programs, social media, transfer groups, and group participation were effective in this case. In the meantime, parental support, experiences of former students, reduction of contract teachers, and employment of a private coach and consultant to reduce lesson volume play a mediating role. In this regard, the fields

include the role of the school, the role of education, the relationship between parents and schools, familiarizing students with the new environment, financial factors, examining and analyzing the student's academic status, meeting parents and teachers, parents' relationship with each other, the role and participation of teachers and are mental factors.

Conflict of Interest

According to the authors, this article has no financial sponsor or conflict of interest.

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