TRANSITION ISSUES AMONG STUDENTS

by:
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The time period of school transition mark when students move from one school environment into another. Students often experience problems adjusting to changes in educational environments; consequently, teachers got to receive professional development training to help students in making successful school transitions.

Although transitions can occur at many different time periods, several periods are typical. The transition into kindergarten is the first major school transition; however, for some children, who already have attended childcare or preschool, the transition into kindergarten may be much easier than for other children, who have stayed at home until just prior to kindergarten. Consequently, for most children, the transition into kindergarten is not the first time they have been out of the home.

The second major transition for most students is the transition from elementary school into middle or junior high school. Much research has been conducted examining the consequences of this transition on a spread of outcomes. Research generally indicates that the transition into secondary school often is problematic for early adolescents because the educational practices of the many middle schools don't meet the developmental needs of early adolescents (e.g., Blyth, 1987). Many students subsided motivated and start to lose interest in class after this transition.

Transitions are extremely important because they represent major shifts in the daily contexts in which children and adolescents interact. For some students, the transition is smooth and peaceful, whereas for others it is stressful.

School transitions are related to a variety of behavioral and psychological changes. Research indicates that across transitions, students often experience changes in
relationships with peers, parents, and teachers. In addition, behavioral problems often become evident after a school transition, which is particularly true when students interact with new peer groups after the transition. Much research has examined changes in academic variables after transitions; many transitions are related to notable changes in students' motivation to learn, academic performance, and attitudes toward school.

It is very important for educators to be well prepared to assist students during transitional periods. Teachers cannot assume that students will naturally adjust to new learning environments with little difficulty. Educators must attend to the developmental needs of children and work collaboratively with parents, school counselors, and administrators to ease transitions for students of all ages. Programmatic efforts to facilitate such transitions are growing in number.

References: