



SHIFTING GEARS IN SECONDARY SCHOOL LEVELS: A VIEW ON THE TEACHERS' CLASSROOM MANAGEMENT IN JUNIOR HIGH SCHOOL

Stephen Dale B. Palle¹

¹Student, Graduate School, Rizal Memorial Colleges, Inc.

Article DOI: <https://doi.org/10.36713/epra23108>

DOI No: 10.36713/epra23108

ABSTRACT

The purpose of this phenomenological study is to explore the transition of secondary education level teachers to another year level as assigned during the beginning of the school year. The study involved a total of seven (7) participants, who were selected from the secondary teachers in Panabo City District Schools, Davao del Norte. All participants must have a minimum of three to five (3-5) years of experience as secondary school teachers. Qualitative analyses typically require a smaller sample size than quantitative analyses. Qualitative sample sizes should be large enough to obtain feedback for most or all perceptions. According to the findings of the thematic analysis of the study participants' responses, the following conclusions and related topics emerged: Adaptation to new teaching assignments, challenges in transitioning to a different year level, professional growth and development and emotional and psychological adjustments. The coping mechanisms of the secondary school teachers were: Developing a positive mindset, practicing effective time management and enhancing social and institutional support. The educational management insights were focused on two factors: adopting managing curriculum differences and overcoming challenges in familiarization.

KEYWORDS- *Shifting Gears, Secondary School Levels, View on The Teachers' Classroom Management, Junior High School*

INTRODUCTION

Transitioning from one high school level to another level can be a challenging task for all teachers as they face a host of new academic, social, and emotional challenges. This academic level is also accompanied by increased academic demands and a gear shift from the usual teaching courses to a new set of teaching subjects. Transferring from one high school level to another year level demands more time for the teachers to learn new subject matter as well as new teaching techniques as demanded by the topics being introduced to the class. The change in year-level teaching typically involves a more rigorous academic curriculum with advanced coursework, larger class sizes, and higher expectations for performance. Teachers may struggle to adapt to the increased workload and complexity of their new assignments.

Vanlaar, Reardon and Kalogrides (2019) pointed out that most research on the middle school transition focuses on developmental and psychological changes around the age of the transition, and investigates or discusses the impact of such changes on academic performance, motivation and behavior in schools. In addition to intrapersonal developmental changes that middle-school students experience, they also experience significant changes in school context and school experiences. In middle schools, students typically have different teachers for different subjects, go to larger schools, make new friends, have to change rooms in between classes, are expected to work more independently.

Amanda (2023) detailed that the transition to secondary school is one of the biggest transitions a student will face in their lives. Whilst some children find the process very easy, many more can find this time quite daunting and stressful, and then you have others who are somewhere in between. For some students, they are going off to secondary school on their own, and not with other students from their primary school and this in particular image of 3 girls at school around transition to secondary school is a concern to them. Reassurance is needed that they are not the only ones and it is useful to remind them that they actually already know how to make friends and can do it again. The children are currently used to being the bigger ones at primary school usually in both age and size. So, thinking about going to secondary school this will be flipped on its head again. Even though by now these children have often had one or two visits to the secondary school they will go to next year they are still concerned about not knowing where things are. The size of the school will probably be double or triple in both size and numbers of students to what they are currently used to. These concerns around new surroundings are normal even though it won't take them long when they are there every day to become familiar.

The transition from elementary school to high school is a critical time for eighth graders. Several studies have shown that ninth grade academic performance can predict on-time and college-ready graduation (Allensworth & Easton). Ample evidence shows that family engagement is linked to positive high school student outcomes (Epstein & Sheldon, 2018). However, there has been a lack of attention by schools and districts on engaging families in



secondary schools, especially those from diverse and low SES backgrounds, and family engagement tends to decline once adolescents enter high school (Mac Iver et al., 2018).

Galton, et al (2023) cited that historically in Ontario, students move from elementary to secondary school, either directly or via a middle school system. The feature of making the transition from one to another school culture has been long standing in the country and province. Although some variations occur, most students leave some form of elementary school and move into a secondary school at some point in their early adolescence. This transition has been recognized as a stumbling point for most students, and particularly for those who are at risk of early school leaving. For example, the movement is commonly associated with a dip in academic achievement and the experience of social anxiety.

In the Philippines, Trecene, Negros, Paler and Cornilles Jr (2021) revealed that the transition to secondary school from the accustomed environment of primary school was found to have several challenges being met by most of the grade seven students. Students experience different milieu of relationships; inferiority complex due to bullying and unruly classmates; school location, and other different barriers that are beyond student's control. Study shows that the experience could be enjoyable for some and could be problematic to others if not given enough understanding and support.

In the local scenario, specifically in Panabo City National High School School, various high school levels have different demands not only to the learners but also for the secondary school teachers. Many secondary school teachers have experienced several reassignments of classes in different year levels, thus, this brings a lot of adjustments to make to fit to the new year level assignment for a particular school year. Most often, secondary school, teachers are reassigned to different year levels after a few years of service. These are inevitable moves and transitions while being an active classroom teacher forms part of the active service of teachers throughout their teaching career. This transition also means changes in classroom management styles as each year level demands a different approach of dealings with the learners. It is in this premise that I, as a researcher would like to find out how these secondary school teachers adjust and cope with their class and year level assignments within the span of their teacher careers.

LITERATURE REVIEW

Teaching students in the modern school setting requires a continuously evolving skill set, allowing educators to create an environment in which every student can grow. Building and maintaining a firm but adaptable plan to guide the learning process, from individual lesson plans to a year-long curriculum, is essential to ensuring student achievement.

The Professional Development Course (2020) theorized that teaching students in the modern school setting requires a continuously evolving skill set, allowing educators to create an environment in which every student can grow. Building and maintaining a firm but adaptable plan to guide the learning process, from individual lesson plans to year-long curriculum, is essential to ensuring student achievement. But what do you do when your classroom doesn't function according to plan? How can you make sure your students are keeping up with what they need to learn? Whether it is a disruptive student or a snow day, variables that throw the education process off course can come out of the blue at any time.

Effective Classroom Management Strategies for the 21st Century Classroom teaches the process behind developing, creating, and implementing classroom management plans in theory and practice. Course enrollees will learn about the appropriate procedures and documents needed to create their own classroom management plan so every student can learn and thrive in their online, face-to-face, or blended classroom environment. Completion of this course provides teachers with a flexible skill set that is relevant and useful for any grade level or school setting, so if you're looking to gain a firsthand understanding of classroom management plans.

Akpan (2020) defined classroom management as methods and strategies an educator uses to maintain a classroom environment that is conducive to student success and learning. Although there are many pedagogical strategies involved in managing a classroom, a common denominator is making sure that students feel there are in an environment that allows them to achieve. The psychology learning environment covers the cognitive environment which means the information and skills to be learnt and the emotional environment which includes emotions and motivation.

Bluestein (2019) explained that uncooperative student behavior is only one of several reasons why so many teachers are leaving the profession. Of all the reasons mentioned in research surveys and interviews, however, this one consistently appears at the top of the list and is mentioned as a significant source of frustration for many people in the field.

Another factor in our difficulty with classroom management is the dissonance between the rapid pace of change in our culture—socially, technologically, and economically, for a start—and the decades-old curriculum, instruction, and management techniques that still form the foundation of our educational systems. For example, consider the rapid shift we have made from the uniformity inherent in an industrial society to the very different needs of one built to deliver information and services. Although assembly-line jobs have all but disappeared from the United States



and many other developed countries, the factory-era notion of standardization, especially in curriculum and assessment, remains an intractable cornerstone of how we push kids through school (Bluestein, 2018).

The American Psychological Association (APA) created a learning module about classroom management that defined it as “the process by which teachers and schools create and maintain appropriate behavior of students in classroom settings.” Through some combination of school policy, student behavior, and our own preferences within the learning environment, the classroom has become less about learning and more about management. After all, there are still school administrators who see a classroom of quiet students sitting in rows and immediately think an educator is good at what they do because of it. Teachers are guilty of it, too - grades are often just as much a reflection of behavior and effort as content mastery. And not without reason - one study from 2018 found that a single disruptive peer in a classroom of 25 students can hurt the entire class, reducing students’ earning potential by 3-4%, even from elementary school (Du Preez, 2023).

Bluestein (2019) theorized that Classroom management may be the hardest part of being a teacher: fraught with power struggles, it often leaves teachers feeling stressed and drained and students feeling mutinous or powerless. Most familiar classroom management practices reflect a dissonance between the rapid pace of change in our culture and the decades-old instruction and management techniques that still form the foundation of our educational system.

Research Questions

1. What are the views of secondary school teachers on their transitions of year-level assignments?
2. What are the coping mechanisms of secondary school teachers as they manage their class in a new year-level assignment?
3. What educational management insights are drawn from the views of the secondary school teachers on their experiences in various year levels?

METHODOLOGY

Research Design

This study used qualitative research employing phenomenology. Interviews were conducted with a group of individuals who have first-hand knowledge of an event, situation, or experience. The interview(s) attempt to answer two broad questions (Moustakas, 1994). The data was then read and reread and culled for like phrases and themes that were then grouped to form clusters of meaning (Creswell, 2013). Through this process, the researcher constructed the universal meaning of the event, situation or experience and arrived at a more profound understanding of the phenomenon.

In this study, phenomenology attempts to extract the purest, untainted data, and in some interpretations of the approach, bracketing is used by the researcher to document personal experiences with the subject to help remove him or herself from the process. One method of bracketing is memoing (Maxwell, 2013).

Research Participants

The study involved a total of seven (7) participants, who were selected from the secondary teachers in Panabo City District Schools, Davao del Norte. All participants must have a minimum of three to five (3-5) years of experience as secondary school teachers. The participants were chosen from the district's secondary school, without regard to their age, gender, or marital status.

Qualitative analyses typically require a smaller sample size than quantitative analyses. Qualitative sample sizes should be large enough to obtain feedback for most or all perceptions. Obtaining most or all of the perceptions will lead to the attainment of saturation. Saturation occurs when adding more participants to the study does not result in additional perspectives or information. Glaser and Strauss (1967) recommend the concept of saturation for achieving an appropriate sample size in qualitative studies. For phenomenological studies, Creswell (1998) recommends five (5) to 25, and Morse (1994) suggests at least six (6). There are no specific rules when determining an appropriate sample size in qualitative research. Qualitative sample size may best be determined by the time allotted, resources available, and study objectives (Patton, 1990).

Data Analysis

The study thoroughly examined and analyzed all the collected data with care and thoughtfulness. The researcher initially recounted personal experiences related to the phenomenon being studied. The researcher commenced by providing a comprehensive description of his own encounter with the phenomenon in an effort to separate his personal experiences from the focus on the participants. A list of important statements was compiled by the researcher. The researcher then identified statements that reflected how individuals experienced the topic, assigning equal importance to these statements, and worked on creating a list of non-repetitive and non-overlapping statements.

The researcher took the significant statements and then grouped them into larger units of information, called “meaning units” or themes. He wrote a description of “what” the participants in the study experienced with the phenomenon. Next, he wrote a description of “how” the experience happened. This was called “structural description,” and the inquirer reflects on the setting and context in which the phenomenon was experienced. Finally, he wrote a composite description of the phenomenon incorporating both the textural and structural descriptions. This passage is the “essence” of the experience and represents the culminating aspect of a phenomenological study.



RESULTS AND DISCUSSION

This chapter presents an overview of the study's findings, from which I derived the implications and future directions. My study's goal was to determine the views of the secondary teachers in Panabo District, Davao del Norte, by listening to them tell their stories.

I used the qualitative phenomenological approach in conjunction with thematic analysis to accomplish the research goals. Following Creswell's (2006) recommendations, open-ended interview questions were used to gain a genuine grasp of the participant's experiences. Additionally, by using this interviewing technique, I encouraged my participants to talk candidly and completely about their personal experiences or the significance of the phenomenon under investigation—in this case, their experiences as they were transitioned from a year level to another year level in the secondary school.

According to the findings of the thematic analysis of the study participants' responses, the following conclusions and related topics emerged: Adaptation to new teaching assignments, challenges in transitioning to a different year level, professional growth and development and emotional and psychological adjustments. The coping mechanisms of the secondary school teachers were: Developing a positive mindset, practicing effective time management and enhancing social and institutional support. The educational management insights were focused on two factors: adopting managing curriculum differences and overcoming challenges in familiarization.

Implications

The experiences of the secondary teachers in Panabo District, Davao del Norte revealed several facts in terms of their involvements as teachers.

Adaptation to New Teaching Assignments. Transitioning to a new teaching assignment requires secondary teachers in Panabo City to familiarize themselves with different curricula, teaching strategies, and student learning needs. They must quickly adapt to new subjects or grade levels, which often means revising lesson plans, adjusting instructional methods, and integrating new assessment techniques. This adaptation process may also involve collaboration with colleagues, attending training sessions, and seeking mentorship to ensure they effectively meet the academic expectations and developmental needs of their students.

Challenges in Transitioning to a Different Year Level. Moving to a different year level presents various challenges, including adjusting to students' cognitive abilities, behavior, and engagement levels. Teachers may struggle with managing classroom dynamics, modifying their teaching pace, and ensuring alignment with educational standards. Additionally, they must address varying levels of student preparedness and motivation, which can impact instructional delivery. Overcoming these challenges requires patience, flexibility, and continuous professional learning to develop strategies that suit the new year level effectively.

Professional Growth and Development. Transitioning to a new level of teaching offers an opportunity for professional growth, as it exposes educators to new methodologies, pedagogical approaches, and subject matter expertise. Teachers may pursue additional certifications, attend workshops, or engage in peer learning to refine their instructional skills. This experience enhances their versatility and resilience, making them more effective educators. Embracing change fosters lifelong learning and allows teachers to expand their teaching repertoire, ultimately benefiting both their careers and their students.

Emotional and Psychological Adjustments. Teachers undergoing transition experience emotional and psychological adjustments as they navigate unfamiliar teaching environments and expectations. Feelings of anxiety, self-doubt, and stress are common, especially when adapting to new student behaviors and performance demands. Establishing a support system, practicing self-care, and developing a growth mindset can help educators manage these emotional shifts. Over time, gaining confidence in their new role and seeing positive student outcomes contribute to a sense of accomplishment and job satisfaction.

On the coping mechanisms of the participants, it revealed three themes.

Developing a Positive Mindset. Secondary teachers undergoing transition levels, such as adapting to new curricula, shifting teaching methodologies, or handling administrative changes, benefit greatly from fostering a positive mindset. By focusing on the opportunities that change brings rather than the challenges, teachers can build resilience and maintain motivation. Embracing a growth mindset allows them to see difficulties as chances for personal and professional development, helping them stay engaged and effective in their roles. Additionally, self-affirmation and reflective practices enable teachers to maintain confidence and reduce stress, ultimately enhancing their overall job satisfaction.

Practicing Effective Time Management. Managing time efficiently is crucial for secondary teachers experiencing transitions, as they must balance lesson planning, grading, professional development, and personal responsibilities. Prioritizing tasks, setting realistic goals, and using digital tools or planners help them stay organized and reduce feelings of being overwhelmed. Allocating specific time slots for preparation, self-care, and collaboration with colleagues ensures they remain productive without experiencing burnout. By mastering time management strategies, teachers can maintain their performance levels while adapting to new challenges in their profession.



Enhancing Social and Institutional Support. A strong support system is vital for secondary teachers navigating transitions, as it provides emotional reassurance, professional guidance, and resources for coping. Seeking mentorship from experienced colleagues, participating in professional learning communities, and engaging in peer discussions help teachers gain insights and strategies for handling change. Institutional support, such as access to training programs, counseling services, and administrative backing, further strengthens their ability to adapt. When teachers feel supported by their peers and institutions, they are more likely to experience reduced stress, improved job satisfaction, and a greater sense of belonging within their professional environment.

There were two educational management insights drawn from the participants of this study.

Adopting and Managing Curriculum Differences. Secondary teachers transitioning to a new curriculum level often face the challenge of adapting to different educational frameworks, learning objectives, and instructional methodologies. The shift may require them to redesign lesson plans, integrate new teaching strategies, and align their approaches with the expected competencies at the transition level. Managing these differences effectively involves professional development, collaboration with colleagues, and continuous self-assessment to ensure that their teaching remains effective and responsive to student needs. By embracing flexibility and innovation, teachers can bridge curriculum gaps and provide a seamless learning experience for their students.

Overcoming Challenges in Familiarization. Transitioning teachers must navigate a learning curve as they familiarize themselves with new subject content, assessment methods, and student expectations. This process can be overwhelming, especially when adjusting to unfamiliar topics or teaching styles that differ from their prior experience. To overcome these challenges, teachers often engage in self-directed learning, seek mentorship from experienced colleagues, and participate in workshops or training sessions. Through persistence and adaptability, they gradually gain confidence in delivering the new curriculum effectively, ensuring that students receive quality instruction despite the initial hurdles.

Finally the findings of this study validates with the propositions of Horner et al. (2017) on the School-wide Positive Behavioral Interventions and Supports (SWPBIS) which is a framework for implementing evidence-based practices that designs and organizes educational environments to support desired behavior and prevent challenging behavior for every student, including students with disabilities. It establishes a social culture and the behavior supports needed to improve social, emotional, behavioral, and academic outcomes for all students.

Future Directions

According to the study's findings, it is critical that the essential individuals for whom this research was designed appropriately communicate and use the findings.

For School Principals. School principals play a crucial role in facilitating a smooth transition for secondary teachers moving to another year level. It is recommended that they implement structured mentorship programs and provide professional development opportunities tailored to the specific needs of teachers adjusting to new year levels. By fostering a supportive and collaborative school culture, principals can ensure that transitioning teachers receive adequate guidance, reducing stress and enhancing instructional effectiveness.

For secondary teachers. Secondary teachers who transition to secondary education should be equipped with strategies to adapt to the different academic demands and learners expectations of higher grade levels. Schools should offer transition workshops and peer collaboration initiatives to help teachers refine their teaching methods, classroom management skills, and content delivery. Encouraging interdisciplinary discussions among secondary educators can also bridge gaps in pedagogical approaches, ensuring continuity in student learning.

For Learners. The learners may experience challenges when their teachers transition to a different year level, especially if they are accustomed to a particular teaching style. To support learners, schools may implement orientation sessions that introduce them to new instructional approaches and expectations. Additionally, fostering an open communication system where learners can provide feedback on their learning experiences can help teachers adjust their methods to better meet learners needs.

For Stakeholders. Educational stakeholders, including parents, community members, and policymakers, may actively support teachers transitioning to new year levels by advocating for continuous training and resource allocation. Schools and local education authorities should collaborate with stakeholders to establish policies that provide financial and institutional support for professional development programs. Strong stakeholder involvement ensures that teachers receive the necessary tools and assistance to maintain high-quality education.

For Future Researchers. Future research should explore the long-term effects of teachers transitioning to different year levels, including its impact on instructional quality, learners performance, and teacher retention. Conducting longitudinal studies and comparative analyses across different educational institutions can provide deeper insights into best practices for managing teacher transitions. Further research can also examine how curriculum alignment, mentorship models, and professional training programs influence teacher adaptability and overall effectiveness.



REFERENCES

1. Afzal-os-sadat Hossieni (2011) *Explanation of creativity in postmodern educational ideas*. *Procedia, social and Behavioral Sciences*
2. Akos, P. (2020). *Extracurricular participation and the transition to middle school*. *Research in Middle Level Education Online*, 29, 9, 1-9
3. Akpan (2020) *21ST Century Classroom Management Skills*. <https://www.linkedin.com/pulse/21st-century-classroom-management-skills-akpan-m-sc-ed-m-a-caie>
4. Allensworth, E. (2013). *The use of ninth grade early warning indicators to improve Chicago schools*. *Journal of Education for Students Placed at Risk*, 18, 68–83.
5. Amanda (2023) *common concerns around transition to secondary school*. <https://organisingstudents.com.au/2016/11/transition-to-secondary-school-2/>
6. Bandura, A. (1960) *The Social Cognitive Theory*. <https://sphweb.bumc.bu.edu/otlt/mph-modules/sb/behavioralchangetheories/behavioralchangetheories5.html>
7. Becker, CS (1992), *Living and relating: An introduction to phenomenology*. 2019 American Psychological Association. 750 First Street NE, Washington, DC
8. Bergin, C., Tsai, C.-L., Prewett, S., Jones, E., Bergin, D. A., & Murphy, B. (2024). *Effectiveness of a Social-Emotional Learning Program for Both Teachers and Students*. *AERA Open*, 10. <https://doi.org/10.1177/23328584241281284> (Original work published 2024).
9. Black, K. (2024) *Time Management Tips and Tricks*. <https://www.letsgetlearn.com/education-reform/teacher-time-management-tips-and-tricks/>
10. Bluestein, J. (2018). *The win-win classroom: A fresh and positive look at classroom management*. Thousand Oaks, CA: Corwin.
11. Bluestein, J. (2019). *Becoming a win-win teacher: Survival strategies for the beginning educator*. Thousand Oaks, CA: Corwin
12. Bluestein, J. (2019) *Managing 21st Century Classrooms: How do I avoid ineffective classroom management practices?* (ASCD Arias). <https://www.ascd.org/books/managing-21st-century-classrooms?variant=sf114046E4>
13. Bosch, M., Konermann, J., de Wit, C., Rutten, M., & Amsing, M. (2018). *Passende Overgang. Een verkenning naar de stand van zaken rond de overgang tussen primair en voortgezet onderwijs*. 's Hertogenbosch: KPC Groep.
14. Bronfenbrenner's (1979) *The Ecology of Human Development*. <https://www.hup.harvard.edu/catalog.php?isbn=9780674224575>
15. Bunn, H., & Boesley, L. (2019). *My new school: Transition to high school for children with special educational needs in England – findings and ideas for practice*. *Support for Learning*, 34(2), 128-147. <https://doi.org/10.1111/1467-9604.12244>.
16. CIOMS (2016) *Council for International Organizations of Medical Sciences, 'International Ethical Guidelines for Health-related Research involving Humans'*.
17. Chen, W. B., & Gregory, A. (2019). *Parental involvement as a protective factor during the transition to high school*. *The Journal of Educational Research*, 1003, 53–62.
18. Chouinard, R., N. Roy, I. Archambault & J. Smith (2020). "Relationships with Teachers and Achievement Motivation in the Context of the Transition to Secondary School." *Interdisciplinary Education and Psychology*, 2(1), 1–15.
19. Creswell, J.W. (2012). *Qualitative Inquiry & Research Design: Choosing Among the Five Approaches*. Thousand Oaks, CA: SAGE Publications, Inc. (pp. 77-83)
20. Creswell, J. (2013). *Research design: Qualitative, quantitative and mixed methods approaches* (2nd ed.). Thousand Oaks, CA: SAGE Publications Foster & Newman, (2005) "Going going....." *Why are Males Underrepresented in Pre-Service Primary Education Courses at University?*
21. Cueto, S., Guerrero, G., Sugimaru, C., and Zevallos, A.M. (2021) *Sense of belonging and transition to high schools in Peru*. *International Journal of Educational Development* .30, 277-287.
22. Davidson (2000) and Jones (2011). *Approach-withdrawal and cerebral asymmetry: emotional expression and brain physiology*. *Journal of Personality and Social Psychology* 58
23. Denzin and Lincoln (2000) *The discipline and practice of qualitative research*. Denzin, N.K. and Lincoln, Y.S., Eds., *Handbook of Qualitative Research*, Sage, Thousand Oaks
24. Ding, C.S. (2018). *Variations in academic performance trajectories during high school transition: Exploring change profiles via multidimensional scaling growth profile analysis*. *Educational Research and Evaluation*. 14, 4, August. 305-319.
25. Du Preez, S. (2023) *Rethinking Classroom Management in the 21st Century*. <https://www.modernclassrooms.org/blog/rethinking-classroom-management-in-the-21st-century>.
26. Dweck, C. (2024) *The Mindsets*. <https://advantage.com/wp-content/uploads/2023/02/Mindset-The-New-Psychology-of-Success-Dweck.pdf>
27. Eccles, J. S. (2020). *Families, Schools, and Development Achievement-Related Motivations and Engagement*. In J. E. Grusec, P. D. Hastings (Eds.), *Handbook of Socialization: Theory and Research* (pp 665–691). New York: Guilford.
28. Eccles, J. S., & Roeser, R. W. (2021). *Schools as Developmental Contexts during Adolescence*. *Journal of Research on Adolescence*, 21, 225-241. <https://doi.org/10.1111/j.1532-7795.2010.00725.x>
29. Elias, M. J. (2021). *Middle school transition: It's harder than you think. Making the transition to middle school successful*. *Middle Matters*, 1-2
30. Epstein J. L., & Sheldon, S. B. (2018). *Moving forward: Ideas for research on school, family, and community partnerships*. In C. F. Conrad & R. Serlin (Eds.), *SAGE handbook for research in education: Engaging ideas and enriching inquiry* (pp. 117–137). Thousand Oaks, CA: Sage.
31. *Early School Leavers: Understanding the Lived Reality of Disengagement from School*. Ferguson, Tilleczek, Boydell, Rummens, & Roth-Edney (2020) <http://www.edu.gov.on.ca/eng/policyfunding/reports.html>
32. Evangelou, M., Taggart, B., Sylva, K., Melhuish, E., Sammons, P., & Siraj-Blatchford, I. (2018). *What makes a successful transition from primary to secondary school?* London: Institute of Education, University of London.



33. Felmlee, D., McMillan, C., Rodis, P. I., & Osgood, D. W. (2018). *Falling behind: Lingering costs of the high school transition for youth friendships and grades*. *Sociology of Education*, 91(2), 159–182.
34. Future Learn.Com (2023) *What is classroom management?* <https://www.futurelearn.com/info/blog/what-is-classroom-management#:~:text=Classroom%20management%20encompasses%20a%20variety,materials%20and%20activities%20promote%20learning.>
35. Frenzel, A. et al (2021) *Teacher emotions in the classroom and their implications for students*. <https://www.tandfonline.com/doi/full/>
36. Galton, M., Gray, J.M., & Ruddock, J. (2023). *“Transfer and Transitions in the Middle Years of Schooling (7-14)”*. Continuities and discontinuities in learning. Cambridge: Queen’s Printer.
37. Gasson, S. (2004). Rigor in grounded theory research: An interpretive perspective on generating theory from qualitative field studies. In M. E. Whitman & A. B. Wozzyczynski (Eds.), *The handbook of information systems research* (pp. 79–102). Hershey, PA: Idea Group.
38. Gelbar, N. (August 13, 2018). *Helping Your Student Make the Transition from Middle to High School*. Retrieved from <https://infoaboutkids.org/blog/helping-your-student-make-the-transition-from-middle-to-high-school>.
39. Giorgi, Amadeo (2007) *Concerning the phenomenological methods of Husserl and Heidegger and their application in psychology*. http://www.cirp.uqam.ca/documents%20pdf/Collection%20vol.%201/5.Gio_rgi.pdf
40. Glaser, B. G. & Strauss, A. L. (1967). *The discovery of grounded theory: Strategies for qualitative research*. Piscataway, New Jersey: Transaction.
41. Graham, C. & Hill, M. (October 2023). *The SCRE Centre website. Negotiating the Transition to Secondary School*. Retrieved May 20, 2004 from <http://www.scre.ac.uk/spotlight/spotlight89.html>.
42. Grecu, Y. (2022) *Overcoming Obstacles to Differentiate Instruction When Implementing Prepared*. *Anatolian Journal of Education. Curricular Resources in a Diverse Classroom*
43. Guba, E. G., & Lincoln, Y. S. (1994). *Competing paradigms in qualitative research*. In N. K. Denzin & Y. S. Lincoln (Eds.), *The handbook of qualitative research* (pp. 105–117). Thousand Oaks, CA: Sage.
44. Haas, R. (2024), *20 Differentiated Instruction Strategies and Examples*. <https://www.prodigygame.com/main-en/blog/differentiated-instruction-strategies-examples-download/>
45. Hagrass HM, Ibrahim SAE, Anany RIE, El-Gazar HE (2023) . *Effect of an educational program about mentorship competencies on nurse mentors' performance: a quasi-experimental study*. *BMC Nurs*. 2023 Nov 14;22(1):429. doi: 10.1186/s12912-023-01597-y. PMID: 37964275; PMCID: PMC10644446.
46. Hanewald, R. (2020). *Transition between primary and secondary school: Why it is important and how it can be supported*. *Australian Journal of Teacher Education*, 38(1), 62–74.
47. Harris (2021) *Primary-Secondary School Transition: Impacts and Opportunities for Adjustment*. <https://clok.uclan.ac.uk/36602/1/36602%20JESS-2008205.pdf> American Psychological Association. 750 First Street NE, Washington, DC
48. Harris et al. (2024) *Intersecting Identities and Adjustment to the Primary-to Secondary School Transition: An Integrative Review*. <https://scholarworks.waldenu.edu/cgi/viewcontent.cgi?article=1759&context=xt=jerap>
49. Hascher, T., Beltman, S., & Mansfield, C. (2021). *Teacher wellbeing and resilience: towards an integrative model*. *Educational Research*, 63(4), 416–439. <https://doi.org/10.1080/00131881.2021.1980416>
50. Hoover, M. (2020). *Transition of high functioning students with autism spectrum disorder from primary to secondary school*. ProQuest Dissertations Publishing.
51. Horner, R. H., Kincaid, D., Sugai, G., Lewis, T., Eber, L., Barrett, S., Johnson, N. (2014). *Scaling up school-wide positive behavioral interventions and supports: Experiences of seven states with documented success*. *Journal of Positive Behavior Interventions*.
52. Hu, Y. (2023) *Examining the effects of teacher self-compassion, emotion regulation, and emotional labor strategies as predictors of teacher resilience in EFL context*. <https://pmc.ncbi.nlm.nih.gov/articles/PMC10401064/>
53. Joanne Harris, Rebecca Nowland, and Megan Todd (2024) *Intersecting Identities and Adjustment to the Primary-to Secondary School Transition: An Integrative Review*. <https://scholarworks.waldenu.edu/cgi/viewcontent.cgi?>
54. Johnson et al (2020) *Curriculum Alignment After Reforms: A Systematic Review with Considerations for Queensland Pre- and In-service Teachers*. <https://files.eric.ed.gov/fulltext/EJ1289131.pdf>
55. Juwonen, J. (2019). *“Reforming Middle Schools: Focus on Continuity, Social Connectedness, and Engagement.”* *Educational Psychologist*, 42(4), 197– 208
56. Kalof and Dietz (2008), *Essentials of social research*. McGraw-Hill Education, 1 Oct 2008 - Social Science
57. Kelly et al (2019), *Early career teachers’ intentions to leave the profession: The complex relationships among preservice education, early career support, and job satisfaction*. <https://files.eric.ed.gov/fulltext/EJ1211673.pdf>
58. Kirkpatrick, D. (2018). *Making the Change: Students’ Experiences of the Transition to 49 Transitions from Elementary to Secondary School: A Literature Review Primary School*. Retrieved May 20, 2004 from <http://edoz.com.au/educationaustralia/archive/features/make.html>.
59. Kvalsund, R. (2000). *“The Transition from Primary to Secondary Level in Smaller and Larger Rural Schools in Norway: Comparing Differences in Context and Social Meaning”*. *International Journal of Educational Research*, Vol. 33, Issue 4, p401-424.
60. MacGee, C., Ward, R., Gibbons, J., & Harlow, A. (2023). *Transition to Secondary School: A Literature Review*. Ministry of Education, New Zealand Queen’s Printer.
61. Manly, J. (2023) *Time Management Tips for Teachers*. <https://www.edutopia.org/article/time-management-tips-teachers/>
62. McGee, C., Ward, R., Gibbons, J., & Harlow, A. (2024). *Transition to secondary school: A literature review*. Hamilton: Waikato institute for research in learning curriculum school of education, University of Waikato.
63. Mac Iver, M. A., Sheldon, S., Epstein, J., Rice, E., Mac Iver, D., & Simmons, A. (2018). *Engaging families in the high school transition: Initial findings from a continuous improvement initiative*. *The School Community Journal*, 28(1), 37–66.



64. Marston, J. L. (2018). *Perceptions of students and parents involved in primary to secondary school transition programs*. Brisbane, QLD: Australian Association for Research in Education, International Education Research Conference, 30 November–4 December.
65. Martinez, R. S., Aricak, O. T., Graves, M. N., Peters-Myszak, J., & Nellis, L. (2019). *Changes in perceived social support and socioemotional adjustment across the elementary to junior high school transition*. *Youth Adolescence*, 40, 519–530.
66. Maxwell, Joseph Alex (2013), *Qualitative research design : an interactive approach* J.A. Maxwell.
67. Mendeleev, (2025) *The role of STEM teachers' emotional intelligence and psychological well-being in predicting their artificial intelligence literacy*. <https://www.sciencedirect.com/science/article/pii/S0001691825000216>
68. Mohan et al (2024), *Enhancing Psychological Well-being: The Role of Social Support Among School Teachers*. <https://www.ijnrd.org/papers/IJNRD2405786.pdf>
69. Moustakas, (1995) *Phenomenological research methods*
70. Morrissey & Higgs, (2006), *Phenomenological research and adolescent female sexuality: discoveries and applications*
71. Patton, Michael (2000) *Two decades of developments in qualitative inquiry: a personal, experiential perspective*. <https://journals.sagepub.com/doi/10.1177/1473325002001003636>
72. Pellegrini, A., & Long, D. (2022). *A longitudinal study of bullying, dominance and victimization during the transition from primary school through secondary school*. *British Journal of Developmental Psychology*, 20(2), 259–280.
73. Professional Development Course (2020) *Effective Classroom Management Strategies: 21st Century Classroom*. https://www.pdcourses.net/pdc-news.php?b_id=28&u=classroom-management-strategies
74. Reach Out (2023) *Transition to high school for teenagers*. <https://parents.au.reachout.com/common-concerns/everyday-issues/transition-to-high-school-for-teenagers>
75. Rice et al., (2018) *he Relation Between Research Priorities and Societal Demands: The Case of Rice*. <https://www.researchgate.net/publication/>
76. Richards and Schwartz (2002) *Ethics of qualitative research: are there special issues for health services research?*,
77. Roffey, S. (2024) *ASPIRE to wellbeing and learning for all*. <https://www.bps.org.uk/psychologist/aspire-wellbeing-and-learning-all>
78. Roggers C. (2022) <https://www.azquotes.com/quote/249189?ref=educational-change>.
79. Sanjari, M. et al (2014) *Ethical challenges of researchers in qualitative studies: the necessity to develop a specific guideline*. *Journal of medical Ethics and History of Medicine*.
80. Schaefer et al., (2018) *A Meta-Analysis of Factors Influencing the Development of Trust in Automation: Implications for Understanding Autonomy in Future Systems*. <https://journals.sagepub.com/doi/10.1177/0018720816634228>
81. Sims, S., Fletcher-Wood, H., O'Mara-Eves, A., Cottingham, S., Stansfield, C., Van Herwegen, J., Anders, J. (2021). *What are the Characteristics of Teacher Professional Development that Increase Pupil Achievement? A systematic review and meta-analysis*. London: Education Endowment Foundation. The report is available from:
82. Sirsch, U. (2023). *The impending transition from primary to secondary school: Challenge or threat?* *International Journal of Behavioral Development*, 27(5), 385–395.
83. Stanage, S. M. (2017). *Adult education and phenomenological research: New directions for theory, practice and research*. Malabar, FL: Robert E. Krieger.
84. Suttles (2024) *Teacher Voices: Stress and Coping Mechanisms among the Teaching Profession* . <https://scholar.dominican.edu/cgi/viewcontent.cgi?article=1083&context=education-masters-theses>
85. Tenny's School (2019) *Transitioning to Middle School: Common Problems*. <https://tenneyschool.com/transitioning-to-middle-school-common-problems/>
86. Tilleczek and Ferguson (2007) *Transitions and Pathways from Elementary to Secondary School: A Review of Selected Literature*. https://www.educationleadershipontario.ca/application/files/6114/9876/0450/Transition_and_Pathway_from_Elementary_to_Secondary_School_-_A_Review_of_Selected_Literature.pdf
87. Tracey Carlyon and G. Falloon (2024) *Teacher transition between year levels: An argument for professional learning*. <https://www.nzcer.org.nz/nzcerpress/set/articles/teacher-transition-between-year-levels-argument-professional-learning>
88. Trecene, Negros, Paler and Cornilles Jr (2021) *Exploring the primary to secondary transition experiences of year seven students*. https://www.researchgate.net/publication/357079364_Exploring_the_primary_to_secondary_transition_experiences_of_year_seven_students
89. Tur-Kaspa, Hana. (2022) *"The Socio-emotional Adjustment of Adolescents with LD in the Kibbutz During High School Transition Periods"*. *Journal of Learning Disabilities*; Jan/Feb2022, 35 (1), p87.
90. Uka and Uka (2020) *The Effect of Students' Experience with the Transition from Primary to Secondary School on Self-Regulated Learning and Motivation*. <https://www.mdpi.com/2071-1050/12/20/8519>
91. Vanlaar, Reardon and Kalogrides (2019) *How Does Transition from Elementary to Middle School Affect the Racial Achievement Gap?* <https://files.eric.ed.gov/fulltext/ED562765.pdf>
92. Van Rens et al (2019) *Facilitating a Successful Transition to Secondary School: (How) Does it Work? A Systematic Literature Review*. <https://link.springer.com/article/10.1007/s40894-017-0063-2>
93. Winter, R. (2023) *Transition into Secondary School*. <https://cpdonline.co.uk/knowledge-base/safeguarding/transition-into-secondary-school/#what-is-the-transition-to-secondary-school>
94. Waters, S., Lester, L., Wenden, E., & Cross, D. (2022). *A theoretical grounded exploration of the social and emotional outcomes of transition to secondary school*. *Australian Journal of Guidance and Counselling*, 22(2), 190–205.
95. Zeedijk, M. S., Gallacher, J., Henderson, M., Hope, G., Husband, B., & Lindsay, K. (2023). *Negotiating the transition from primary to secondary school. Perceptions of pupils, parents and teachers*. *School Psychology International*, 24(1), 67–79.