CHAPTER 5

SUMMARY, MAJOR FINDINGS, CONCLUSIONS AND RECOMMENDATIONS FOR FURTHER STUDY

5.1 SUMMARY

Education is inevitable in life. Every human being has to pass through its dynamic process. Its lifelong journey proceeds from womb to tomb. There are various modes for transaction of education to individuals like: informal, Non-formal and Formal way. The society emphasized more on the formal way of education. The formal way of education includes systemic process of getting education.

When students getting education from formal way of education they experience numerous transition as they move through the education system. In the India, there are typically four major educational transitions including home to pre-primary school, pre-primary to secondary school, a secondary school to high school, and high school to college. In every summer thousands of children leave their primary schools to the next stage of their secondary schools. Most of these children approach transition with excitement and look forward to new challenges and experiences. However, some are more nervous about the move and may find it daunting both academically and personally, experiencing feeling of inadequacy, insecurity and alienation.

In the majority of primary schools throughout the India, children are taught in self-contained classrooms with a familiar set of peers and one or two teachers. The traditional secondary school environment, however, differs significantly from that of the primary school environment, as secondary schools are relatively larger, less personal, and more formal than elementary schools. Students experience differences in grading practices, multiple sets of behavioural and classroom rules and expectations, and are surrounded by unfamiliar students and school staff. Once children reach secondary school they must interact with more peers and more teachers. Primary education is characterised by group centric activities while secondary school requires individual learning skills, with more testing and examination, and there are greater demands in terms of academic performance and individual responsibility. Hence some students face difficulties in adapting to the new environment. In addition to organisational differences and structural
differences in education, students also experiences a change in their academic position in the school. In the last year of primary school or in the 8th standard students considered as most senior, most responsible, most well-known pupils in their school. Then they transfer to secondary school they become most junior and the least known members of the new school.

The increased academic demands and social challenges that come along with this new school environment can lead to stress and adjustment problems for some early adolescents (Eccles et al; Elias et al., 1992). In India when students transit from primary to secondary school they are between the age group of 12 to 14 years. It is not only the period of educational transition for these students but also the period of transition from childhood to adolescent at this time. Not all students will react unfavourably to these changes, but for some there may be negative effect relation to behaviour, confidence, academic performance and attitudes towards school and new environment.

The results from a survey of students who were undergoing the transition to middle level schools indicate that students experience high levels of stress at the start of their transition year (Arowosafe & Irvin, 1992). The stress is a result of the need to grow accustomed to the changes evident between elementary and middle level schools (Blyth, Simmons, & Carlton-Ford, 1983; Perkins & Gelfer, 1995).

Researchers have discovered evidence of decline in student self-perception and self-esteem related with the transition from elementary school to middle school (Seidman, Allen, Aber, Mitchell, & Feinman, 1994). A high sense of belonging, the feeling of social connection and being socially connected may lead to higher motivation and grades. Students with a low sense of belonging may feel alienated at school, which in turn may cause poor achievement and their eventually dropping out of school (Cueto, Guerrero, Sugimaru & Zevallos, 2010).

A student’s transition can be complicated by the social, emotional and physiological changes that can negatively impact on their learning. Teachers that understand how these changes impact on their students are better placed to help students make positive adjustments to their new school. The main purpose of the present research is to study the school engagement, self-esteem and well-being during the transition from primary to secondary school in Anand, so that appropriate educational implication will
be suggested according to obtained result to school administrator, teachers, parents and students.

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**School engagement**

Student engagement is frequently used to, "depict students' willingness to participate in routine school activities, such as attending class, submitting required work, and following teachers' directions in class." Engagement has also been defined as school connectedness, affiliation, membership, bonding and belonging (Jimerson, Campos, & Greif, 2003; Osterman, 2000), and it can be described as “investment…created when students appreciate and put forth effort in their school work…investment is ensured if students feel like they belong and that there are supportive people on whom they can rely” (Finlay & Heilbrunn, 2006, p. 7).

From different definition it is clear that school engagement mainly consisting three type of engagement:

i. Behavioural engagement

ii. Cognitive engagement

iii. Emotional engagement

In the present research school engagement refer to scores obtained by respondent on school engagement inventory prepared by researcher.
**Self-esteem:**

Self-esteem can be defined as an individual’s judgment of his or her self-worth (Rosenberg 1965). Self-esteem is generally considered the evaluative component of the self-concept, a broader representation of the self that includes cognitive and behavioural aspects as well as evaluative or affective ones (Tomaka&Blascovich, 1991).

In the present research self-esteem refer to scores obtained by respondent on questionnaire of Self-esteem constructed and standardized by Prof. K. S. Likhia and Dr. P B Acharya.

**Well-being:**

Wellbeing is not the same as happiness, but can be thought of as a broad phenomenon that includes people’s emotional responses, domain satisfactions and global judgments of life satisfaction (Diener et al., 1999). Ryff (1989) suggested that wellbeing comprises six dimensions –self-acceptance, positive relationships with others, autonomy, environmental mastery, purpose in life and personal growth. Wellness, or a sense of well-being includes one’s ability to live and work effectively and to make a significant contribution to society. (Corbin, 1997). Well-being – to optimise health and capabilities of self and others. (Tasmania, 2000). Well-being is the state of successful performance throughout the life course integrating physical, cognitive, and social-emotional functions that results in productive activities deemed significant by one's cultural community, fulfilling social relationships, and the ability to transcend moderate psychosocial and environmental problems. Well-being also has a subjective dimension in the sense of satisfaction associated with fulfilling one’s potential. (Bornstein, Davidson, Keyes, & Moore, 2003).

In the present research well-being refer to scores obtained by respondents on rating scale of well-being prepared by researcher.

**Objective of the study**

In order to arrive the result of the study, the objectives are determined as follows:

1. To study the school engagement of students of primary school.
2. To study the well-being of students of primary school.
3. To study the self-esteem of students of primary school.
4. To study the school engagement of students of secondary school.

5. To study the well-being of students of secondary school.

6. To study the self-esteem of students of secondary school.

7. To study the school engagement of students during transition from primary to secondary school.

8. To study the well-being of students during transition from primary to secondary school.

9. To study the self-esteem of students during transition from primary to secondary school.

**Hypothesis**

Hypothesis testing is an important activity of empirical research. A well worked up hypothesis is half the answer to the research questions. Hypothesis supports the researcher to find an answer to the problem. Based on the objectives of the study, there were 30 hypotheses in the study.

1. There will be no significant difference between the mean scores of behavioural engagement of students during transition from primary to secondary school.

2. There will be no significant difference between the mean scores of emotional engagement of students during transition from primary to secondary school.

3. There will be no significant difference between the mean scores of cognitive engagement of students during transition from primary to secondary school.

4. There will be no significant difference between the mean scores of school engagement of students during transition from primary to secondary school.

5. There will be no significant difference between the mean scores of self-esteem of students during transition from primary to secondary school.

6. There will be no significant difference between the mean scores of well-being of students during transition from primary to secondary school.
7. There will be no significant difference between the mean scores of behavioural engagement of students in urban area during transition from primary to secondary school.

8. There will be no significant difference between the mean scores of emotional engagement of students in urban area during transition from primary to secondary school.

9. There will be no significant difference between the mean scores cognitive engagement of students in urban area during transition from primary to secondary school.

10. There will be no significant difference between the mean scores of school engagement of students in urban area during transition from primary to secondary school.

11. There will be no significant difference between the mean scores of self-esteem of students in urban area during transition from primary to secondary school.

12. There will be no significant difference between the mean scores of well-being of students in urban area during transition from primary to secondary school.

13. There will be no significant difference between the mean scores of school engagement of boys in urban area during transition from primary to secondary school.

14. There will be no significant difference between the mean scores of self-esteem of boys in urban area during transition from primary to secondary school.

15. There will be no significant difference between the mean scores of well-being of boys in urban area during transition from primary to secondary school.

16. There will be no significant difference between the mean scores of school engagement of girls in urban area during transition from primary to secondary school.

17. There will be no significant difference between the mean scores of self-esteem of girls in urban area during transition from primary to secondary school.
18. There will be no significant difference between the mean scores of well-being of girls in urban area during transition from primary to secondary school.

19. There will be no significant difference between the mean scores of behavioural engagement of students in rural area during transition from primary to secondary school.

20. There will be no significant difference between the mean scores of emotional engagement of students in rural area during transition from primary to secondary school.

21. There will be no significant difference between the mean scores cognitive engagement of students in rural area during transition from primary to secondary school.

22. There will be no significant difference between the mean scores of school engagement of students in rural area during transition from primary to secondary school.

23. There will be no significant difference between the mean scores of self-esteem of students in rural area during transition from primary to secondary school.

24. There will be no significant difference between the mean scores of well-being of students in rural area during transition from primary to secondary school.

25. There will be no significant difference between the mean scores of school engagement of girls in rural area during transition from primary to secondary school.

26. There will be no significant difference between the mean scores of self-esteem of girls in rural area during transition from primary to secondary school.

27. There will be no significant difference between the mean scores of well-being of girls in rural area during transition from primary to secondary school.

28. There will be no significant difference between the mean scores of school engagement of boys in rural area during transition from primary to secondary school.
29. There will be no significant difference between the mean scores of self-esteem of boys in rural area during transition from primary to secondary school.

30. There will be no significant difference between the mean scores of well-being of boys in rural area during transition from primary to secondary school.

**Delimitation:**

Delimitation are those characteristics that limit the scope and define the boundaries of the study. It an opportunity to demonstrate or restrict the thought critically related to the research problem. The limitation of the study are as follows.

- The present study was confined to the students of primary and secondary school of Anand district.
- The present study is delimited to Gujarati medium school of Anand district only.
- The present study was delimited to the data which collected in academic year 2011-12 and 2012-13.

**Methodology of the study**

In the present study, descriptive survey design was selected to be the research method. This study aims to measure the changes that been occurs in school engagement, self-esteem and well-being of the students during transition from primary to secondary school that is why the descriptive survey design was selected. To fulfil the objectives of the study researcher decided to make use of the descriptive survey design in order to obtain the data to arrive at present results of the study.

**Population**

Students of Primary and Secondary schools of Gujarati Medium from Anand district constituted the population.

**Sample**

For the present study researcher has used convenient sampling. The reason for using convenient sampling was availability of schools which have both Primary and Secondary sections and approvals of principals from school willing to permit data collection. Researcher has selected two schools from Urban area and two Schools from Rural area.
In the present study 229 students studying in four different primary schools situated in the district of Anand were comprises as sample. Two school from urban area and two school from rural area were selected, in which 83 were girls and 146 were boys.

**Tools of data collection**

Considering the objectives of the present study three tools were used. They are:

- Questionnaire of School Engagement
- Rating scale of Well-being
- Questionnaire of Self Esteem

The Questionnaire of School Engagement was constructed and standardized by the researcher. There were 80 items finally selected in the final form of the questionnaire. The first 25 statements in the final form of the questionnaire describe Behavioural Engagement of which 19 were positive while 06 were negative statements. Of the 29 statements pertaining to Emotional Engagement from 26 to 54, 19 were positive while 10 were negative and 26 statements, from 55-80, for Cognitive Engagement had 21 positive statements and 05 negative statements. Hence, in the final form of the questionnaire there are a total of 59 positive statements and 21 negative statements. The reliability of questionnaire of School Engagement was established using NRT2000 programme. Reliability was established using the Split Half Reliability and the Cronbach Alpha. Split Half Reliability of the questionnaire was 0.92 by using spearman brown formula and Cronbach alpha was 0.91. The validity of the questionnaire was established by using cliffls' consistency indice ‘C’ i.e 0.56. The respondents were to reply in a Yes or No for each statement provided. One mark was assigned for positive statement if the respondent had responded in ‘YES’ and zero marks for responding in ‘NO’. One mark was assigned for negative statement if the respondent had responded in ‘NO’ and zero marks for responding in ‘YES’.

**Construction and standardization of scale of well-being**

This tool was constructed and standardized by the researcher. By following the procedure of standardization of the scale. There were 45 items finally selected in the final form of the scale. The first seven statements in the final form of the scale describe Self-Acceptance, 08 statements describe Relationship, 06 statements describe Autonomy, 07
statements describe Environmental Mastery, 08 statements describe Life Satisfaction and 09 statements describe Physical and Personal Growth. Hence, in the final form of the scale there are a total of 28 positive statements and 17 negative statements. The reliability of scale of Well-being was established using NRT2000 programme. Reliability was established using the Split Half Reliability and the Cronbach Alpha. Split Half Reliability of the scale was 0.77 by using spearman brown formula and Cronbach alpha was 0.84. The validity of the scale was established by using cliffs' consistency indice ‘C’ i.e 0.52. The respondents were asked to respond on a 3 scale rating namely; “Always”, “Sometimes” and “Never”. The scoring of the rating scale was as under:

If the statement is positive

<table>
<thead>
<tr>
<th>Rating</th>
<th>Mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>Always</td>
<td>3 Marks</td>
</tr>
<tr>
<td>Sometimes</td>
<td>2 Marks</td>
</tr>
<tr>
<td>Never</td>
<td>1 Marks</td>
</tr>
</tbody>
</table>

If the statement is Negative

<table>
<thead>
<tr>
<th>Rating</th>
<th>Mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>Always</td>
<td>1 Marks</td>
</tr>
<tr>
<td>Sometimes</td>
<td>2 Marks</td>
</tr>
<tr>
<td>Never</td>
<td>3 Marks</td>
</tr>
</tbody>
</table>

For measuring the Self-esteem of the students for the present study the researcher has used already available and standardized tools of Self Esteem. This tool was constructed and standardized by Prof. K. S. Likhia and Dr. P B Acharya. There were total 58 items in the Questionnaire. The respondents were required to respond in YES or NO. The respondents were awarded one mark for a yes in positive statements and zero for No while they were awarded a mark for No in the negative statements and zero for a Yes.

**Data Collection**

After the construction of tools, the investigator visited the selected schools. Prior permission was taken from the Principal and authorities of the selected school. To ensure quick and complete return of questionnaire, they were personally given to the selected sample of students. Before giving the questionnaires, proper rapport was established with the subjects. Then the purpose of the questionnaires was explained to them. The students were told that these tests had nothing to do with their achievement in final examination. It was made clear to them that their results will be kept confidential and will be used for research purpose only. The data was collected by administering the tests in groups in two phases:
Phase 1 – The researcher has collected the data from standard 8 students of primary school in the month of December, January, February and March of the year 2013.

Phase -11 – The researcher has collected data from the same respondents when they entered Standard 9 in the month of June, July, August and September of the year 2013.

**Techniques of analysis of the Data**

After collection of data, the work of scoring was done. The data so collected was subjected to statistical processing and results were obtained.

Descriptive statistics was used to find out mean, medium, standard deviation of School Engagement, Well-being and Self-esteem at primary level and secondary level.

A t-test was used to test hypothesis and analyze data. 0.05 and 0.01 level of significance were considered satisfactory for the acceptance or rejection of null hypothesis.

Frequency distribution, graphs and tables were prepared and placed in the report to present the data comprehensively.

### 5.2 MAJOR FINDINGS

The major findings of the present study were as follows:

1. There was a significant difference between the mean scores of behavioural engagement of students during transition from primary to secondary school. It indicate that behavioural engagement is increase when students transfer to 9th standard.

2. There was no significant difference between the mean scores of emotional engagement of students during transition from primary to secondary school. It indicates that emotional engagement of the student was not changed when they were transferred to class 9.

3. There was no significant difference between the mean scores of cognitive engagement of students during transition from primary to secondary school. It indicates that cognitive engagement of the student was not changed when they were transferred to class 9.
4. There was no significant difference between the mean scores of school engagement of students during transition from primary to secondary school. It indicates that school engagement of the student was not changed when they were transferred to class 9.

5. There was a significant difference between the mean scores of self-esteem of students during transition from primary to secondary school. It indicates that self-esteem of students decrease when they were transferred to 9th standard as compared to 8th standard.

6. There was no significant difference between the mean scores of well-being of students during transition from primary to secondary school. It indicates that well-being of the student was not changed when they were transferred to class 9.

7. There was no significant difference between the mean scores of behavioural engagement of students in urban area during transition from primary to secondary school. It indicates that behavioural engagement of the student from urban area was not changed when they were transferred to class 9.

8. There was a significant difference between the mean scores of emotional engagement of students in urban area during transition from primary to secondary school. It indicates that emotional engagement of students from urban area decreased when transferred to standard 9.

9. There was a significant difference between the mean scores of cognitive engagement of students in urban area during transition from primary to secondary school. It indicates that cognitive engagement of students from urban area decreased when transferred to standard 9.

10. There was no significant difference between the mean scores of school engagement of students in urban area during transition from primary to secondary school. It indicates that school engagement of the student from urban area did not change when they were transferred to class 9.

11. There was a significant difference between the mean scores of self-esteem of students in urban area during transition from primary to secondary school. It indicates that self-esteem of students from urban area decreased when transferred to standard 9.
12. There was no significant difference between the mean scores of well-being of students in urban area during transition from primary to secondary school. It indicates that well-being of the student from urban area did not change when they were transferred to class 9.

13. There was no significant difference between the mean scores of school engagement of boys in urban area during transition from primary to secondary school. It indicates that school engagement of boys from urban area did not change when they were transferred to class 9.

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17. There was a significant difference between the mean scores of self-esteem of girls in urban area during transition from primary to secondary school. It indicates that self-esteem of girls from urban area decreased when transferred to standard 9.

18. There was no significant difference between the mean scores of well-being of girls in urban area during transition from primary to secondary school. It indicates that well-being of girls from urban area did not change when they were transferred to class 9.

19. There was no significant difference between the mean scores of behavioural engagement of students in rural area during transition from primary to secondary school. It indicates that behavioural engagement of students from rural area did not change when they were transferred to class 9.
20. There was no significant difference between the mean scores of emotional engagement of students in rural area during transition from primary to secondary school. It indicates that emotional engagement of students from rural area did not change when they were transferred to class 9.

21. There was no significant difference between the mean score of cognitive engagement of students in rural area during transition from primary to secondary school. It indicates that cognitive engagement of students from rural area did not change when they were transferred to class 9.

22. There was no significant difference between the mean scores of school engagement of students in rural area during transition from primary to secondary school. It indicates that school engagement of students from rural area did not change when they were transferred to class 9.

23. There was no significant difference between the mean scores of self-esteem of students in rural area during transition from primary to secondary school. It indicates that self-esteem of students from rural area did not change when they were transferred to class 9.

24. There was no significant difference between the mean scores of well-being of students in rural area during transition from primary to secondary school. It indicates that well-being of students from rural area did not change when they were transferred to class 9.

25. There was no significant difference between the mean scores of school engagement of girls in rural area during transition from primary to secondary school. It indicates that school engagement of girls from rural area did not change when they were transferred to class 9.

26. There was no significant difference between the mean scores of self-esteem of girls in rural area during transition from primary to secondary school. It indicates that self-esteem of girls from rural area did not change when they were transferred to class 9.

27. There was no significant difference between the mean scores of well-being of girls in rural area during transition from primary to secondary school. It indicates
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28. There was no significant difference between the mean scores of school engagement of boys in rural area during transition from primary to secondary school. It indicates that school engagement of boys from rural area did not change when they were transferred to class 9.

29. There was no significant difference between the mean scores of self-esteem of boys in rural area during transition from primary to secondary school. It indicates that self-esteem of boys from rural area did not change when they were transferred to class 9.

30. There was no significant difference between the mean scores of well-being of boys in rural area during transition from primary to secondary school. It indicates that well-being of boys from rural area did not change when they were transferred to class 9.

5.3 CONCLUSIONS

From the result of the study it can be concluded that transition from primary to secondary school has an impact on school engagement and self-esteem. Transition does not affect well-being of the student during transition from primary to secondary school. From the three components of school engagement; behavioural engagement of the student increased during transition period but transition did not have any impact on emotional and cognitive engagement of the student. However when measured area wise; Cognitive and Emotional engagement decreased in students from urban areas during transition period which shows that there was an impact of school transition on Cognitive and Emotional Engagement in urban areas.

Transition from Primary to Secondary school has an impact on self-esteem of the student. It decreased during the transition period. However when measured areas wise; Self-esteem of both boys and girls decreased in urban areas but it did not have an impact on self-esteem of students from rural areas.

There was no impact on well-being during transition from primary to secondary school neither in urban areas nor in rural areas.
5.4 EDUCATIONAL IMPLICATIONS

Education is inevitable in life. Every human being has to pass through its dynamic process. Its lifelong journey proceeds from womb to tomb. There are various mode for transaction of education to individuals like: informal, Non-formal and Formal way. When students getting education from formal way of education they experience numerous transition as they move through the education system. In the India, there are typically four major educational transitions including home to pre-primary school, pre-primary to secondary school, a secondary school to high school, and high school to college. In every summer thousands of children leave their primary schools to the next stage of their secondary schools. Most of these children approach transition with excitement and look forward to new challenges and experiences. However, some are more nervous about the move and may find it daunting both academically and personally, experiencing feeling of inadequacy, insecurity and alienation.

In India, generally the students are not oriented during the transition phase. Neither does the primary teacher provide an insight to the students about the transition. Nor do they provide an overview about the secondary school. Similarly, neither does the secondary teacher educate the students about the probable changes to be encountered nor do they care for the children’s questions on transition. Even the parents do not take the required care during the child’s transition as it is not only a transition from primary to secondary but also a transition from childhood to adolescence.

The findings suggest that there was a decrease in the three components of school engagement; namely Cognitive, Behavioural and Emotional engagement and self-esteem. School engagement and self-esteem being an important aspect for the success of students should be maintained during transition period. As cited in Wang, M. (2010) Active engagement in school is critical to a student’s educational success. Students who are more engaged in school tend to acquire higher grades and have better performance on standardized tests (Caraway, Tucker, Reinke, & Hall, 2003). In contrast, a lack of school engagement has serious consequences for students and is associated with underachievement, deviant behavior, and higher risks of dropping out Finn & Rock,1997). According to Harter, two factors play an important role in the development and maintenance of self-esteem in children and adolescents: (1) perceived competence in areas of importance, and (2) the experience of social support (Harter 1999). Domains of
perceived competence not only have a direct impact on self-esteem, but also influence approval and support of parents and peers. That is, good academic competence and behavioural conduct elicit approval and support of parents, whereas good physical appearance, relationships to peers and athletic competence result in approval and support of peers (Harter 1999). It shows importance of school engagement and self-esteem. The peer to peer relationship of the child, the relationship with the teacher and also the school environment has an impact on school engagement and self-esteem. It is the responsibility of the institution, administration, teachers and parents to ensure that school engagement is not affected during transition. The children may be oriented, guided and helped during transition to cope with the changes and challenges of transition better. The school environment should be homely and friendly to support transition. Even the teacher’s behaviour towards the ward should be supportive so that the children can speak to the teacher without hesitation. The teacher should take every possible step to solve problems that the student face during transition.

5.5 RECOMMENDATIONS FOR FURTHER STUDY

The following are the recommendations for further study in areas related to school transition, school engagement, self-esteem and well-being.

1. A study may be undertaken on measuring school engagement, well-being and self-esteem on transition from secondary to high school.

2. A study may be undertaken on measuring school engagement, well-being and self-esteem on transition from high school to college.

3. A study may be undertaken on factors affecting school engagement.

4. A study may be undertaken on the effects of school engagement on the student’s achievements.

5. A study may be undertaken on the effects of Self-esteem on the student’s achievements.

6. A comparative study of school engagement of students from CBSE School and GSHEB school.

7. A programme may be developed on increasing school engagement.
8. A programme may be developed on increasing Self esteem

9. A study may be undertaken to measure the effects of school transition on student’s academic achievement.