CHAPTER 2

THEORITICAL ORIENTATION AND REVIEW OF THE PAST STUDIES

2.1 INTRODUCTION

This chapter is devoted to theoretical orientation and review of the past researches done in the area of school transition, school engagement, self-esteem and well-being. The theoretical orientation gives a clear picture of the basic concepts i.e. concept of school transition, its impact on the students, definition and concept of school engagement, factor affecting school engagement, importance of school engagement, concept of self-esteem, types of self-esteem, concept of well-being, dimension of well-being, importance of well-being and impact of school transition on school engagement, self-esteem and well-being. The review of past researches done is also shown in this chapter.

2.2 THEORITICAL ORIENTATION

In research studies researcher must have acquainted themselves to have a clear idea of various concepts which is been undertaken for study. Merton, Robert K.(1979) states that the value of theory depends on the clarity and coherence of their formulation and their adequacy to their conceptual framework. Theory helps the researcher to understand and to select the better choice. It is needed to state the theoretical concepts or the basic ideas on the topic and the work already done in the research studies, to attain an overall relevance and purpose. Theory is used to craft the null hypothesis, either provided or disproved by the research itself and the review literature provides readers with a background for understanding current knowledge on a topic and illuminate the significance for the new study.

Review of related studies is an essential aspect of a research. The purpose of the review is to expand the context and background of the study. It provides a critical review and appraisal of the related studies and shows how the related studies contribute towards advancing the present knowledge regarding the specific area under investigation. Therefore, the present chapter is concerned with the theoretical orientation and review of
the past researches relating to school transition, school engagement, self-esteem and well-being.

2.3 SCHOOL TRANSITION

Transitions are best seen as temporal processes that cross social, academic, and procedural lines. Transition is often seen as an ecological concept (Bronfenbrenner 1979) comprising a series of nested structures (microsystems) linked together in a network (the meso system) and influenced by the wider society (the macro system). In other words, an interlocking set of systems comprising home, nursery and school, through which children travel in their early years of education. Bronfenbrenner (1979) stated that “an ecological transition occurs whenever a person’s position in the ecological environment is altered as the result of a change in role, setting or both”.

Two words ‘Transfer’ and ‘Transition’ are used interchangeably to refer both to the children’s move out of one school system and into another, or within the same school between different years. In this study the term ‘Transition’ is used to address children’s move and adjustment phase from primary to secondary schools.

2.3.1 Concept of Educational Transition

According to education review office (2012) most students make many transitions in their school lives. They do so when they:

- Begin early childhood education and care services
- Start school
- Change year levels within a school
- Transfer from one school to another
- Shift from primary school to intermediate school, and on to secondary school
- Move from secondary school to further education, training and employment (Ministry of Education, 2010).

When students change class within or between schools, they must adjust to new surroundings, become familiar with new teachers and peers, learn new ways of working, and make sense of the rules and routines that operate in their classes (Sanders et al, 2005).
While students are navigating the formal school environment, they are also adjusting to the social changes that happen when changing schools and classes.

Currently, educational transition is defined as the process of change of environment and set of relationships that children make from one setting or phase of education to another over time (Fabian and Dunlop 2002b). Transitions are characterised by phases of concentrated learning and accelerated development in a social context (Welzer 1993). Certainly changes of relationship, teaching style, environment, space, time, contexts for learning, and learning itself, combine during transition, making intense demands on children and families (Fabian and Dunlop 2005). Change can bring the excitement of new beginnings, the anticipation of meeting new people and making new friends, and the opportunity to learn new things. According to (Rice, 2001) School transition may be defined as Transition- A point at which students move from one segment of the education process to another. Transition may be defined as leaving one educational setting and entering a new one. (Fitz Simmons, V.C, 2006).

In India students may experience numerous transition during their education journey. When they change school, change from one phase of educational setting to another and when they transfer from one class to another within the same school. According Indian education system they experienced mainly four transition i.e. from home to pre-primary school, from pre-primary to secondary school, from secondary to high school and from high school to colleges.

### 2.3.2 Importance of Primary To Secondary School Transition

When students transit from primary to secondary school this period has immense importance. For most children the move from primary to secondary school is characterised by a potent mix of excitement and anxiety. Alongside the anticipation of making new friends, being treated in a more adult way and learning new things, comes uncertainty about exactly what the new school will be like and worries about stricter teachers, more homework, not being able to make friends and being around older pupils. All of this is perfectly normal.

Most children will find ways to adapt, but a sizeable minority will find change much harder to cope with and will struggle to benefit from the opportunities offered by secondary school. For some children, who lack the strategies and support they need to
cope, the transition may see the emergence of underlying mental health problems and a need for additional understanding and support.

According to Atkinson, E. I. (2010) the middle school years are important both socially and academically for students, and middle school students have specific needs that should be addressed before and during the transition into the middle school. Students transition into middle school during a time of significant psychological and physiological change. Middle school transition is significant in that it has implications for a new stage of academic development for students, and it has serious implications for future success in school and in other life transitions. During the transition to middle school, increased academic demands along with social challenges increase the demands upon schools to provide transition practices which respond to these challenges. The literature leads one to believe that students who do not feel a sense of belonging and connectedness in their new school are more likely to have negative perceptions of their transition experience and experience lowered academic achievement and motivation.

According to Tilleczek, K. (2010) most young people leave elementary school and move into some form of secondary school during early adolescence. At precisely the time that young people are navigating multiple developmental challenges (social, intellectual, academic, physical), we expect them to move between these intuitions of public education. The transition is commonly associated with dips in academic achievement, dips in self-esteem, and increased social anxiety, and has long been recognized as a stumbling point for students, particularly those at risk. The transition from elementary to secondary school entails changes in school cultures, increased academic demands, the introduction of rotary systems, and shifts in peer groups that can be difficult to negotiate. In other words, the transition from elementary to secondary school is part of a series of nested transitions including:

- Transition from childhood to adulthood over the life course;
- Transitions along pathways to success through schools, communities, and families;
- Transition from elementary to secondary school within these larger transitions.

Researchers have found that many young people at the threshold of secondary school are hopeful about the potential of their new status, school, friends, and education. They
look forward to this fresh start and are adept at making new friends for positive academic and social purposes. Some students report coping better than expected, enjoying new freedoms and involvement in extra-curricular activities. However, an emotional paradox occurs at this transition point, as it does at many life junctures. Many students also express anxiety about the transition. They are both excited and anxious, both doubtful and hopeful. The most pervasive source of anxiety is the loss of status at precisely the time when they are moving toward adulthood. Given the importance of status to adolescents, the social and academic implications are obvious. Academic concerns such as homework, pressure to do well and potential drops in achievement are paramount for both students and parents. Social concerns such as getting lost, bullying, and making friends are prevalent, perceived risks. Students also experience (or fear) structural problems. They express concern about the size and layout of secondary schools, the timetable, complicated schedules, having more homework, and having multiple teachers. Poor and immigrant youth, in particular, find the transition more difficult than they expected it to be.

In its research on transitions in New Zealand secondary schools, the Ministry of Education (2010, p. 17) found that unsettled transition behaviours could be attributed to:

- Disruptions of social networks, both with teachers and with peers
- Less individual attention from teachers at secondary school because of the way secondary schools are organised, making personalised relationships between teachers and learners more difficult to achieve
- Year 9 students ‘testing the boundaries’ as part of adjusting to the new school and growing up
- Inappropriate classroom placements of some students in relation to their learning and/or social needs, diminishing the student’s self-concept and ability to cope well
- Less responsive teacher pedagogy leading to student disinterest and lack of engagement
- Peer pressure from other students resulting in skipping classes, decreased desire to do well in academic work, smoking, drinking, using drugs, and general misbehaviour.
Above research clearly indicates that the importance of transition from primary to secondary school. 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.

2.3.3 Importance of Successful Transitions

From New Zealand literature on transitions, ERO identified 12 aspects that indicate students have made successful transitions (Peters, 2010), (Kennedy and Cox, 2008)

Students feel that:

- They belong in their new school, and are well included in school activities and programmes
- They are positively connected to their peers, other students in the school, and to their teachers
- Their teachers know them, including their strengths, interests and learning needs, and show they are interested in them
- Their teachers understand the importance of their language, culture and identity
- They have a sense of purpose in being at school
- They have an understanding and commitment to their learning pathway through their schooling and beyond
- They are making progress
- Their current learning follows on from their previous learning (the curriculum is connected and continuous) and is appropriately challenging
- Learning is interesting, relevant and is fun
- Their families have been included in decisions
- They are physically and emotionally safe
- They have opportunities to try new, exciting things and/or extend their particular skills/interests (e.g., through extra-curricular activities).

From above it is clear that successful transition for students is very important for student’s achievement, student’s participation in scholastics and co-scholastic activities in school and their further learning.

2.4 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." However, the term is also increasingly used to describe meaningful student involvement throughout the learning environment, including students participating curriculum design, classroom management and school building climate. Engagement is an important condition, and recent research indicates that engagement and learning reflect students' psychological experience in their classes and school. When students are engaged they are behaviourally, emotionally, and cognitively involved in their learning. Students who are psychologically committed, invested, and involved in their learning experiences and educational environment have the tools necessary to be successful learners (Anderman & Maehr, 1994; NRCIM, 2004; Osterman, 2000). Simple meaning of school engagement means students involvement in curricular and co-curricular activities.
2.4.1 Concept of School Engagement

After an extensive review of the literature, Fredricks, Blumenfeld, and Paris (2004) conclude: “Engagement is associated with positive academic outcomes, including achievement and persistence in school; and it is higher in classrooms with supportive teachers and peers, challenging and authentic tasks, opportunities for choice, and sufficient structure.” School engagement is understood as the extent to which students are involved, attached, and committed to the academic and social activities provided in school Li, Y. (2010). Such engagement is a state of being influenced by the ongoing interactions between students and the school context; it is not a personal trait of the student (Furlong & Christenson, 2008). That is, engagement is a relational, person-context construct, and is thought to develop as a function of daily interactions between a developing adolescent and his or her experiences in various academic and social activities and with different individuals. These experiences occur in the changing school context, which may involve patterns of perceptions, behaviours, and emotions of others who happen to be in the context (Skinner et al., 2009).

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.).

2.4.2 Three Factor Model of School Engagement

Fredricks, Blumenfeld, Friedel, and Paris (2005) three-factor model is comprised of three overlapping dimensions: emotional engagement (identification with the students’ school, emotional reactions to the classroom, and student relationships with peers and adults); behavioural engagement (positive conduct and involvement in academic-related activities and participation in school-related activities); and cognitive engagement (psychological investment and strategy used in learning). School success (the dependent variable) was defined as achievement (grades and credits earned) and positive behaviours (attendance rates and rule infractions). These three attributes were used as they were thought to encompass major factors in why and how a student would become successful in school. They also represent the mind (cognitive), the heart
(emotional) and the body (behavioural). Fredricks, Blumenfeld and Paris (2004) also supported these same three components linked to engagement.

To summarize, this model suggests that engagement employs a multidimensional construct where emotional engagement includes interests, values and overall emotions; cognitive engagement employs motivation, effort and strategy; and behavioural engagement includes aspects of work and following rules and principles (Fredricks et al, 2004). Figure 1 demonstrates the conceptual model created by the authors.

![Diagram](image)

**Figure 1. The Fredricks, Blumenfeld, Friedel, & Paris (2005) model of school engagement.**

The three psychological dimensions of engagement, behavioural, emotional, and cognitive, result from an individual's interaction with the environment itself (Fredricks et al., 2004; NRCIM, 2004). The following sections define and discuss the three engagement domains covered by the Fredricks et al. (2005) model

1. BEHAVIOURAL ENGAGEMENT:

Behavioural engagement includes participation in school related activities, involvement in academic and learning tasks, positive conduct, and the absence of disruptive behaviours. Broadly defined as doing school work and following rules.(Lippman. L and Rivers. A., 2008). Behavioural engagement refers to participation through positive conduct, abiding by the rules, involvement in learning and academic tasks, and in social or extracurricular activities. (Fredricks et al., 2004). The behavioural component of
school engagement refers to students’ active participation in school-based activities (Finn, 1993)

Examples: Positive Conduct: Consists of behaviours that illustrate effort, persistence, and concentration, attention, asking questions, contributing to class discussion, following rules, studying, completing homework, and participating in school-related activities. Absence of Disruptive Conduct: Not skipping school and not getting in trouble.

As cited in Vazirabadi, E. (2010) when a student is fully engaged in school, he does more than merely show up to class; he contributes positively to the school, not just in the classroom and through attitude, but also through school-related activities that are not necessarily academic-based. Students’ behaviour can be a very strong predictor of school achievement as specific behaviors such as attendance and completing assignments on time directly impact the grading system. Previous research has found a positive relationship between behavioural engagement and achievement outcomes (Connell, Spencer, & Aber, 1994; Marks, 2000) and a negative relationship between behavioural engagement and discipline problems (Finn et al., 1995) and dropping out (Connell, Halpern-Felsher, Clifford, Crichlow, & Usinger, 1995). Additionally, Finn (1993) found a strong positive relationship between participation and school achievement, including the fact that the resulting positive impact was greater when the student engaged in a high degree of participation rather than a more moderate degree of participation. Voelkl, K.E, (1997) also found a relationship between participation and student achievement.

2. EMOTIONAL ENGAGEMENT

Emotional engagement consists of relationships with teachers, peers, and academics. In general, this includes interests, values and emotions. (Lippman. L and Rivers. A., 2008). Emotional engagement has to do with attitudes, reactions, emotions, and feelings in regard to teachers, peers, academic tasks and school in general.(Fredricks et al., 2004)

Examples:

Affective reactions in the classroom, attitudes towards school and teachers, identification with school, feelings of belonging, appreciation of success in school. The antithesis of positive feelings are also emotional engagement items.
Finn (1989) defined it as feeling important in the school, or in other words, a feeling of belonging. If the student feels as though he belongs in the school and that he is a part of the educational system, he is more likely to place effort on improving his situation and becoming successful. This sense of belonging may affect not just academic work but also interest levels in extra-curricular activities. Fredricks, Blumenfeld, and Paris (2004) described emotional engagement as positive and negative reactions to classmates, teachers, academics and the school. Emotional engagement could also be defined as a feeling of connection to a school, including academic performance, school culture, and the interpersonal relationships between the student and other students, as well as teachers and staff (Yazzie-Mintz, 2007). Although not a lot of research has been done linking educational outcomes and emotional engagement, Finn (1989) and Newman (1981) found that low emotional engagement impacted students' decisions to drop out of school because of social isolation and feelings of estrangement. Feelings of separation from the school and other kids tend to decrease the value placed upon these interactions and their consequences. Fine, M. (1991) found emotional engagement to be a protective factor in helping at-risk students stay in school. By feeling attachment and by creating an emotional investment, students place value upon and commit to outcomes such as their grade point average and test scores. Additionally, emotions have been specifically linked to student engagement: “positive emotions during school were associated with higher levels of student engagement and negative emotions with lower levels of engagement” (Reschly, Huebner, Appleton, & Antaramian, 2008.)

3. COGNITIVE ENGAGEMENT

Cognitive engagement consists of an investment in learning and a willingness to go beyond the basic requirements to master difficult skills. Essentially defined as motivation, effort and strategy use. This includes a psychological investment in learning, a desire to go beyond the requirements and a preference for challenge. (Lippman, L and Rivers, A., 2008). Cognitive engagement has to do with their psychological investment in the learning process through self-regulated learning, willingness to put forth effort, and understand multifaceted concepts and ideas (Fredricks et al., 2004). Students who are thoughtful about their education and are willing to invest in learning are believed to be cognitively engaged (Marks, 2000). Cognitive engagement is the psychological “investment in learning…self-regulation, or being strategic” (Fredricks et al., 2004.)
Examples: Flexibility in problem solving, preference for hard work, investment in learning beyond just behavioural engagement, mental effort, and desire to master a task.

Cognitive engagement could manifest itself in various forms, such as positive reaction to constructive criticism, sophisticated or efficient solutions to complex problems, the identification of complex patterns, a high value placed upon learning, self-motivation and the establishment of specific goals. Ultimately, it is an internal mechanism that can affect school performance, as seen by the positive relationship between cognitive engagement and achievement (Boekarts, Pintrich, & Zeidner, 1991; Nystrand & Gamoran, 1991).

The division of engagement is not intended to imply a definitive separation, because these factors are dynamically interrelated ... they are not isolated processes. Instead, the division merely aids in understanding that “engagement” as a whole is a multi-dimensional construct. When students are engaged in each of these three dimensions, they are positively involved in all aspects of their educational environment, and they are more likely to achieve success both socially and academically.

2.4.3 Factors Affecting School Engagement

Engagement results from personal beliefs about the ability to achieve success, having choices and opportunities for decision making, and feeling like a valued, respected, and cared for member of a community through interactions with others (Fredericks, Blumenfeld, & Paris, 2004; NRCIM, 2004; Osterman, 2006). There are many factors that affect or influence school engagement such as school complex, teachers and their relationship with students, instructional method employed by teacher and peer relationship.

- COMPETENCY

According to (NRCIM, 2004) There are three basic psychological needs of competency, autonomy, and relatedness, each are necessary for human growth and development, and engagement. The first of these psychological needs, competency, relates to students' self-confidence. Students who feel competent believe that they can succeed. This internal belief affects their motivation, intrinsic interest, and internalized values. Students’ belief in their own capabilities for success leads to an increase in intellectual engagement.
• AUTONOMY

The second psychological variable is autonomy. Autonomy has to do with students’ independence or control in their decision making process. This independence relates to students’ sense of ownership over the direction their learning or life is headed. In particular, adolescents need to feel that they are capable of making choices and influencing outcomes (NRCIM, 2004). They need to feel that they self-sufficient enough that they are able to make some of their own decisions. These students are at a stage where they are breaking away from being children, and they want to feel as if they are capable of having a personal role in what impacts or happens to them.

• RELATEDNESS

Relatedness is the third variable that relates to student engagement. Relatedness is a feeling of belongingness with peers, teachers, and the school in general. Positive relationships with others and feelings of being cared for contribute to relatedness. In order to be engaged in school, students must feel that they are connected to those in the educational environment while also identifying with the values and goals of the school in general (NRCIM, 2004; Osterman, 2000).

• SCHOOL CONTEXT AND SCHOOL CULTURE

School culture also affect engagement of students. Engagement is dependent on the school context, and the context itself affect students' adjustment, performance and engagement in learning (Fredricks et al., 2004; NRCIM, 2004; Simons-Morton & Crump, 2003). School climate, culture, organization, and structure can affect students' psychological needs and enhance engagement. A school culture that upholds values conducive to a community of learners has high expectations for all students.

A social context that emphasizes respect, equity, and trust fosters order and cooperation. In these types of environments, discipline policies are collaborative instead of authoritarian (NRCIM, 2004). A caring, communal environment that supports students' sense of psychological, emotional and physical needs, has the means to provide students with opportunities for autonomy (Hargreaves et al., 1996; Fredricks et al., 2004; NRCIM, 2004). An environment that provides students with the encouragement, structure, and support necessary to attain successful educational achievement supports engagement (Hargreaves et al., 1996; NRCIM, 2004).
A school culture that encourages caring, personalized, and supportive relationships where peers and teachers simply get to know each other helps promote engagement in learning and feelings of connection to the school (Eccles et al., 1993; Feldlaufer, Midgley, & Eccles, 1988; Fredricks et al., 2004; Hargreaves et al., 1996; NRCIM, 2004). A school climate that fosters personalized relationships among its students is one that provides opportunities for them to interact with each other. Opportunities for students to work together through heterogeneous grouping allow them to develop supportive and collaborative relationships that foster a sense of belonging (Fredricks et al., 2004; Hargreaves et al., 1996; Osterman, 2000, 2006).

- **SCHOOL TEACHER**

Teachers who provide high, attainable expectations, comprehensible evaluation techniques, and direct, clear, and timely feedback positively affect students' sense of engagement (Fredricks et al., 2004; NMSA, 2003; NRCIM, 2004). Students' perceptions of what teachers expect impact how confident they are in their abilities, how responsible they are, their willingness to help peers, and their desire to learn (NRCIM, 2004).

FitzSimmons, V. C. (2006) found that teachers supported students' engagement by developing personal relationships with them and through the quality of their instruction. When students felt that teachers cared for them they enjoyed class, were comfortable, participated in classroom activities and discussions, and liked the subject. Students who developed relationships and had ongoing instructional support from teachers felt competent and connected to the school community in general, and therefore, had high levels of engagement. When teachers made efforts to create connections on personal and academic levels, the students emulated the way they were treated. Proactive types of teacher behaviours demonstrated an active involvement in the lives of their students and presented additional opportunities for connections. This supported social and emotional learning and engagement in school.

- **TEACHER RELATIONSHIP**

Students believe that their teachers care about them, and feel supported and valued, they will be more inclined to take part in school and classroom activities (Shultz & Cook-Sather, 2001; Wentzel, 1997). FitzSimmons, V. C. (2006) found when students felt a personal connection to their teachers they were inclined to take an active role in class activities and were motivated to do well in the class. The level of care that teachers
demonstrated was a tremendous factor in students' level of engagement. Calling on students, joking with them, and encouraging discussions where there was an exchange of personal thoughts, beliefs, or interests were perceived by the students as signs of care. Simply getting to know their teachers and developing relationships with them made the students feel cared for and respected. As a result, students liked their and exhibited positive attitudes about themselves, school, classes, and curriculum. The students were engaged. The above findings are consistent with research that shows that teachers who demonstrate respect, have confidence in students, develop personalized relationships with students, incorporate humour and creativity and welcome students' opinions encourage active student cooperation, participation, and engagement in academics (Davidson, 1999; Shultz& Cook-Sather, 2001)

- **CLASSROOM INSTRUCTION**

Students’ engagement is also influenced by the teaching instruction incorporated by teacher. When teachers are fair and instruct in ways that stimulate students' interest in the curriculum they engage their students in learning (McLaughlin &Blank, 2004).

FitzSimmons, V. C.(2006) found there were a number of specific things that teachers did instructionally that positively contributed to students' engagement. Teachers who provided good thorough explanations, gave examples, checked for understanding and were actively engaged in problem solving demonstrated concern or care for their students' success. When teachers called on students and provided situations for them to discuss issues they were more interested in participating. Some teachers encouraged student's independence through their instructional practices. Teachers who provided students with some freedoms or choices in the classroom or lesson structure, let them feel as if they had a say. These opportunities to participate in decision-making made the students feel like the teachers supported and had confidence in them. This contributed to students' feelings of competency. According to Davidson (1999) and Shultz & Cook-Sather (2001) when teachers use these types of instructional techniques students feel cared for and they feel that their teachers are genuinely concerned about them as students and as individual people.

- **RELATIONSHIP WITH PEERS**

Students relationship their classmates also affects their school engagement. Research has shown that peers can impact students' sense of membership in school and students who
have friends have higher emotional engagement, which leads to positive classroom behaviour and academic success (Connell & Wellborn, 1991; Wentzel & Caldwell, 1997; Wentzel, McNamara-Barry, & Caldwell, 2004). Students who had friends or positive peer relationships in their classes seemed to enjoy school earlier on in the study. Research has demonstrated that having supportive peers at the beginning of middle school increases social and academic adjustment and performance (Wentzel et al., 2004). FitzSimmons, V. C. (2006) found Supportive peer relationships also affected students' level of engagement by contributing to the students' sense of competency and their emotional wellbeing. When they felt that they had a positive relationship and support from peers in the classroom, they felt more comfortable, confident in their abilities to contribute to classroom activities or discussions, and they participated more. This sense of competence and belonging and subsequent engagement allowed them to achieve academic success.

### 2.4.4 Importance of School Engagement

Engagement is an important condition, and recent research indicates that engagement and learning reflect students' psychological experience in their classes and school. When students are engaged they are behaviourally, emotionally, and cognitively involved in their learning. Students who are psychologically committed, invested, and involved in their learning experiences and educational environment have the tools necessary to be successful learners (Anderman & Maehr, 1994; NRCIM, 2004; Osterman, 2000). Engagement is essential for learning. Engagement is important because it affects how students relate or adapt to their educational environment and in addition, has been viewed as a remedy for student estrangement (Fredricks et al., 2004). When students are disengaged, they experience high absenteeism, inattentiveness, incompletion of tasks and homework, poor attitudes towards school and learning, and may ultimately lead leave school all together (Fredricks, Blumenfeld, & Paris, 2004; NRCIM, 2004). Students who are disengaged from school are at risk for poor academic achievement, skipping classes, sexual activity, substance use, and ultimately dropping out of school (Lippman, L and Rivers, A., 2008).

School engagement, or the extent to which students are involved, attached, and committed to the academic and social activities in school, plays a prominent role in preventing academic failure, promoting competence, and influencing a wide range of adolescent outcomes. (Li, Y., 2010) there is ample evidence of the positive associations
in adolescence between the behavioural manifestation of school engagement and academic outcomes (Finn & Rock, 1997; Marks, 2000). For instance, Johnson et al. (2001) found that behavioural engagement was directly associated with changes in academic achievement during adolescence, above and beyond background characteristics. Students’ problematic behavioural engagement early on was associated with lower achievement and their eventual decision to drop out from high school (Alexander, Entwisle, & Horsey, 1997).

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 behaviour, and higher risks of dropping out (Finn & Rock, 1997); many educators characterize disengagement from schooling as one of the most immediate and persistent problems exhibited by students (Finn, 1993). School engagement is of particular interest to researchers not only because it is related to a variety of important school outcomes but also because it is believed to be malleable and responsive to interactions between the individual and the school environment (Connell, 1990). Students' emotional engagement also is related to the incidence of disruptive school behaviours. Perceiving a sense of belonging to the teachers and peers in school can be a protective factor that keeps at-risk students in school (Loukas, Suzuki, & Horton, 2009). Students who have social difficulties and negative attitudes toward school are more likely to engage in disruptive behaviours and drop out of school (Wentzel & Cladwell, 1997).

According to Lippman, L and Rivers, A (2008) School engagement is associated with several positive outcomes. Research has shown that school engagement can:

A. Improve students’ academic performance:

School engagement is critical for improving the academic outcomes of students. This engagement is linked to higher academic achievement as measured by both school grades and scores on standardized tests. Some researchers have suggested that school engagement may be the most important area that programs should target to lessen the achievement gap between white and black students.
B. Promote school attendance:

Engagement is also linked with lower dropout rates and higher resiliency. When engaged students receive low or failing grades, they tend to work harder to improve their performance rather than not show up for class or give up on school entirely.

C. Inhibit risky youth behaviours:

When students are not using their out-of-school time doing school work, it can lead to negative behaviours such as delinquency, drug and alcohol use, and early sexual activity, in addition to losses in academic attendance.

When a student is fully engaged in school, he does more than merely show up to class; he contributes positively to the school, not just in the classroom and through attitude, but also through school-related activities that are not necessarily academic-based. Students’ behaviour can be a very strong predictor of school achievement as specific behaviours such as attendance and completing assignments on time directly impact the grading system. Previous research has found a positive relationship between behavioural engagement and achievement outcomes (Connell, Spencer, & Aber, 1994; Marks, 2000) and a negative relationship between behavioural engagement and discipline problems (Finn et al., 1995) and dropping out (Connell, Halpern-Felsher, Clifford, Crichlow, & Usinger, 1995). Additionally, Finn (1993) found a strong positive relationship between participation and school achievement, including the fact that the resulting positive impact was greater when the student engaged in a high degree of participation rather than a more moderate degree of participation. Voelkl (1997) also found a relationship between participation and student achievement. If the student feels as though he belongs in the school and that he is a part of the educational system, he is more likely to place effort on improving his situation and becoming successful. This sense of belonging may affect not just academic work but also interest levels in extra-curricular activities.

Although not a lot of research has been done linking educational outcomes and emotional engagement, Finn (1989) and Newman (1981) found that low emotional engagement impacted students’ decisions to drop out of school because of social isolation and feelings of estrangement. Feelings of separation from the school and other kids tend to decrease the value placed upon these interactions and their consequences. Fine (1991) found emotional engagement to be a protective factor in helping at-risk students stay in
school. By feeling attachment and by creating an emotional investment, students place value upon and commit to outcomes such as their grade point average and test scores. Additionally, emotions have been specifically linked to student engagement: “positive emotions during school were associated with higher levels of student engagement and negative emotions with lower levels of engagement” (Reschly, Huebner, Appleton, & Antaramian, 2008.).

2.5 WELL-BEING

Well-being 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). Life satisfaction is a person’s evaluation of life as a whole, which may be over and above judgments about family, friends, work or school (Huebner, 1991). Ryff (1989) suggested that wellbeing comprises six dimensions –self-acceptance, positive relationships with others, autonomy, environmental mastery, purpose in life and personal growth. Wellbeing is a useful indicator of the quality of children’s lives and, if monitored accurately, could be used to ensure that children maximise their potential and mature into happy and well-adjusted adults. In addition, there are often links between antisocial behaviour, including disruptive behaviour in school, and poor achievement resulting in a loss to the individual and to society in general. Unfortunately, not all children receive the same support, care and love, but regular measurement of wellbeing may be useful in helping to improve children’s lives (Ben-Arieh and Frones, 2007) and in raising public awareness and achieving political support for ensuring children’s rights (Hood, 2007).

2.5.1 Concept and Definitions of Well-Being

It is important to understand the concept of well-being. The following definition given by different authors at different time helps for clear understanding of the concept of well-being.

1. Health is a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity. (WHO, 1946)

2. Wellness is an integrated method of functioning which is oriented toward maximising the potential of which an individual is capable.(Dunn, 1961)
3. Taking responsibility for your health means making a conscious commitment to your well-being. It involves a recognition that you choose a positive existence for the pursuit of excellence affecting all four aspects of being – the physical, mental, emotional and spiritual realm. (Ardell, 1982)

4. An active process through which you become aware of, and make choices that you hope will lead to, a more fulfilling, more successful, more well life. As such, wellness is an approach that emphasises the whole person, not just the biological organism. (Hettler, 1984)

5. 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)

6. A way of life oriented toward optimal health and well-being in which mind, body, and spirit are integrated by the individual to live life more fully within the human and natural community. (Witmer & Sweeney, 1998)

7. Well-being – to optimise health and capabilities of self and others. (Tasmania, 2000)

8. Well-being is a complex construct that concerns optimal experience and functioning. (Ryan & Deci, 2001)

9. 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)

From these definition one can conclude that well-being means:

- Wellbeing is a positive physical, social and mental state; it is not just the absence of pain, discomfort and incapacity.
- It arises not only from the action of individuals, but from a host of collective goods and relationships with other people.
- It requires that basic needs are met, that individuals have a sense of purpose, and that they feel able to achieve important personal goals and participate in society.
It is enhanced by conditions that include supportive personal relationships, involvement in empowered communities, good health, financial security, rewarding employment, and a healthy and attractive environment.

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.

Life satisfaction is a person’s evaluation of life as a whole, which may be over and above judgments about family, friends, work or school (Huebner, 1991).

Well-being emerges as the consequence of a dynamic interaction of different factors.

### 2.5.2 Dimension of Well-Being

In keeping with the diversity of definitions of well-being in the research literature, there exists a diversity of multi-dimensional models of well-being. Models of well-being vary in substantive focus and organisational structure.

Fraillon, J.(2004) in his discussion paper identified mainly two dimensions of students well-being derived from analysis and review of existing well-being research.

1. The intrapersonal Dimensions
2. The interpersonal Dimension

#### 2.5.2.1 The Intrapersonal Dimension:

The intrapersonal dimension of student well-being includes those aspects of well-being primarily manifest in a student’s internalised sense of self and capacity to function in their school community. This report defines nine distinct aspects of the intrapersonal dimension of student well-being. The nine distinct aspects of the intrapersonal dimension of student well-being are:

- Autonomy:

A person is autonomous when their behaviour is experienced as willingly enacted and when they fully endorse the actions in which they are engaged and/or the values expressed by them. There is extensive evidence to support the importance of autonomy to child and
adolescent well-being (Bridges, 2003a). A person is autonomous when their behaviour ‘is experienced as willingly enacted and when he or she fully endorses the actions in which he or she is engaged and/or the values expressed by them’ (Chirkov, Ryan, Kim, & Kaplan, 2003). Autonomy includes the degree to which students can show an internal locus of evaluation with which they can accurately evaluate themselves and their needs as they function in the school community (Ryff & Singer, 1996). Students with high levels of autonomy would typically be self-regulating and able to plan and evaluate their actions independently of social pressure. Students with low levels of autonomy would typically be overly concerned about the expectations and judgements of others in guiding, framing and evaluating their actions. (Bridges, 2003a; Ryff & Keyes, 1995; Ryff & Singer, 1996).

- **Emotional regulation:**

In the school context, emotional regulation is manifest by the degree to which a student’s emotional responses are of an appropriate type and magnitude to the events that surround them. In the school context it is manifest by the degree to which a student’s emotional responses are of an appropriate type and magnitude to the events that surround them. Students with high levels of emotional regulation would exhibit a range of emotional responses that are consistently appropriate to their social and situational context in the school. Examples of students exhibiting low levels of emotional regulation may be when expressions of emotion are extreme given the context (such as outbursts of violent anger or frustration) or when students engage in behaviours that contravene social norms in order to satisfy immediate needs (such as stealing or cheating) (Graziano, Jensen-Campbell, & Finch, 1997).

- **Resilience:**

Resilience is the capacity to manage, recover and move on from critical challenging events that tax or exceed a person’s resources.

- **Self-efficacy:**

Self-efficacy refers to the degree to which a person believes themselves able to organise, execute and adapt strategies to meet desired outcomes. In the school context, students with high levels of self-efficacy would feel confident of their capacity to manage the academic and social tasks they encounter. High levels of contextual specificity in the
measurement of self-efficacy help to protect against the confounding influence of competence, ability and outcome expectations (O'Brien, 2003). The measurement of student self-efficacy in the school context therefore involves the interpretation of a range of hypothetical and/or authentic student behaviours in across a range of contexts.

- Self-esteem:
Self-esteem describes the affective component of self-concept; it refers to the way people feel about themselves.

- Spirituality:
Spirituality is defined as a positive sense of meaning and purpose in life. In the school context, evidence of effective student function indicative of spirituality will be manifest by demonstrations of directedness; connection to the past present and future worlds around them (beyond the school community); and consistency in expression of fundamental beliefs that drive students and give purpose to their lives (Adams & Benzer, 2000; Ryff & Keyes, 1995; Ryff & Singer, 1996).

- Curiosity:
Curiosity is the intrinsic desire to learn more. In the school context, curiosity will be manifested by students’ capacity to engage with school based tasks independent of perceptions of external reward, and to devise and focus on strategies to explore learning. It may also be the case that, for older students in particular, evidence of high levels of curiosity will be manifested by engagement in tasks in areas that a student either dislikes or feels less confident of achieving. Although curiosity motivation has been positively correlated with academic achievement (Alberti & Witryol, 1994; Cahill-Solis & Witryol, 1994), evidence of curiosity in a school context would come from the processes rather than the outcomes of student task completion.

- Engagement:
Student engagement includes both engagement with the learning process and engagement with the school community.

- Mastery Orientation:
Mastery orientation is defined as the desire to complete tasks to the best of one’s ability. The broader construct of environmental mastery (Ryff & Keyes, 1995; Ryff & Singer, 1996) can be regarded as subsuming mastery orientation and engagement. Mastery orientation is identified as distinct from engagement in the current construct of intrapersonal well-being because of the contextual specificity brought by the overarching definition of effective student function in the school community. Mastery orientation is distinguishable from curiosity by its focus on the achievement of personal excellence in school tasks rather than the acquisition of the new tasks. In the school context, evidence of mastery orientation is primarily manifested by the degree of effort students put into the completion, refinement and improvement of the learning and community tasks they undertake as part of their school life.

2.5.2.2 The Interpersonal Dimension

The interpersonal dimension of student well-being includes those aspects of well-being primarily manifest in a student’s appraisal of their social circumstances and consequent capacity to function in their school community. This report defines four distinct aspects of the interpersonal dimension of student well-being. The four distinct aspects of the interpersonal dimension of student well-being are:

- **Communicative efficacy:**
  Communicative efficacy is the use of communicative skills in context to achieve a purpose. In order to function effectively in the school community, students need to interact with all members of the school community including other students from all levels of the school, teachers, parents and school partners. Communicative efficacy represents students’ capacity to use effective and contextually appropriate communicative skills across the range of school contexts for a range of purposes.

- **Empathy:**
  Empathy includes two constructs: cognitive empathy is intellectually taking the role or perspective of another person; affective empathy is responding with the same emotions. Students, in the course of their everyday school experience, may be called upon to demonstrate both cognitive and affective empathy in different contexts as indications of effective function. Typically, cognitive empathy will be evident when students are called upon to express their understandings of the thoughts and feelings of others as part of
academic learning tasks (such as in the analysis of a text) or in social learning tasks (such as part of a drug or bullying education program). Students may provide evidence of affective empathy through their participation in some learning tasks, although evidence of affective empathy is more likely to be gathered through reflection on students’ social interactions on another person’s emotion.

- Acceptance:

Acceptance is the construal of society through the character and qualities of other people. Acceptance is founded in beliefs about the fundamental goodness of others and includes respect, tolerance, trust and understanding. Students with high levels of acceptance will demonstrate positive attitudes to their peers, teachers and other members of the school community. They will provide evidence of trusting others and feeling comfortable with other members of the school community in most contexts demonstrating a dispositional favourable attitude to the individual and collective members of the school community.

- Connectedness:

Interpersonal connectedness is the subjective awareness of being in close relationship with the social world. It represents a meaningful linkage with a wide range of people. In the school community, connectedness will be represented by the number, range, quality and appropriateness of social relationships students develop. Evidence of high levels of connectedness will come from student demonstrations of successful, purposeful relations with a range of their peers, teachers and other members of the school community across a range of contexts.

2.5.3 Importance of Well-Being at School Level

An important aspect in the adjustment to a new school is the students’ sense of belonging and their socio-emotional functioning; in other words: their level of well-being. 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).

Leslie Morrison Gutman & John Vorhaus(2012) Found that importance of wellbeing for children and adolescents throughout their primary and secondary school education. There are critical periods, however, when specific dimensions of wellbeing
are most crucial. For academic progression, better emotional wellbeing is a key factor in primary school, whereas low levels of troublesome behaviour and more school engagement emerge as significant in adolescence. Good attention skills, on other hand, are important for academic progression in both primary and secondary school. For school engagement, victimisation appears to have a greater impact in primary school, whereas better emotional and behavioural wellbeing and positive friendships are supportive in secondary school. School enjoyment plays a significant role in encouraging engagement in both primary and secondary school.

The relationship between student well-being and the other vital outcomes of schooling is unequivocal. Improved outcomes in all aspects of student well-being are positively associated with improved outcomes in all other aspects of schooling. This educational imperative only serves to strengthen and support the moral imperative for schools and schooling to be inclusive, supportive, and nurturing in order to maintain and support student well-being (Ainley & Ainley, 1999; Battistich, Solomon, & Watson, 1997; L. Beckett, 2000; McGaw, 1992).

2.5.4 Impact of School Environment on Students’ Well-Being

Just as important to well-being is the security a child feels while at school. According to Laitsch, et. al. (2005) students in safe and supportive and healthy environments, demonstrate enhanced learning and achievement.

Dehuff, P. A. (2013) found in his study that: 1) “Students’ relationships with school staff and their classmates were central to students’ wellbeing and sense of belonging at school;” 2) “Students’ relationships at school were strengthened when students were well known and personally acknowledged, recognized, and cared for by the school staff and their classmates;” 3) “When close relationships at school were fostered, the school was perceived as an extended family for students;” and 4) When the school became an extended family, students’ expectations for positive interpersonal interactions and support at school were greater.” At the heart of students’ wellbeing and sense of belonging at school lie the relationships that are formed between students and school staff and between students and their class mates. Relationships was the dominant factor influencing students’ wellbeing. While the core of students’ wellbeing and sense of belonging at school lie in students’ relationships with the school staff and their classmates, the factors that make these relationships strong are when students are well
known and personally acknowledged, recognized, and cared for. As students’
relationships with school staff and classmates were strengthened, the relationships
became closer and students’ wellbeing and sense of belonging at school was enhanced.

Social connection and well-being was investigated by Martinez, Aricak, Graves, Peters-Myszak & Nellis (2011), who found a correlation between the perceived social support and socio-emotional functioning at the end of elementary school (in this American study, 5th grade). This correlation generally predicted social support and socio-emotional adjustment at junior high school (in this American study, 6th grade). The difference in gender was interesting, as girls perceived that close friend support and school support declined during transition, while boys self-reported an increase in school problems during that period. This suggests that the transition period is a greater challenge for boys than for girls in terms of school functioning whereas girls struggle to form new friendships with a different set of girls. The researchers therefore recommend that parents and educational professionals be more sensitive and responsive to students, so that they feel nurtured and supported during the transition period (Martinez et al., 2011).

2.6 SELF ESTEEM

Self-esteem is the respect and value of the self. It is the concept that there is real importance in what we do, think, feel, and believe. Self-esteem is the ability to see oneself as capable and competent, loving, unique and valuable. 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). While the construct is most often used to refer to a global sense of self-worth, narrower concepts such as self-confidence or body-esteem are used to imply a sense of self-esteem in more specific domains. It is also widely assumed that self-esteem functions as a trait, that is, it is stable across time within individuals. Self-esteem is an extremely popular construct within psychology, and has been related to virtually every other psychological concept or domain, including personality (e.g., shyness), behavioural (e.g., task performance), cognitive (e.g., attribution bias), and clinical concepts (e.g., anxiety and depression).
2.6.1 Definitions of Self Esteem

Some of the definition of self-esteem are as follows:

- Self-esteem arises from the discrepancy between the perceived self, or self-concept (an objective view of the self) and the ideal self (what the person values, or wants to be like). A large discrepancy results in low self-esteem, while a small discrepancy is usually indicative of high self-esteem. (Pope et al., 1988, p. 4)

- Self-esteem is the individual’s evaluation of the discrepancy between self-image and ideal self. It is an affective process and is a measure of the extent to which the individual cares about this discrepancy. (Lawrence, 1996, p. 5)

- Self-esteem can be defined as an individual’s judgment of his or her self-worth (Rosenberg 1965).

2.6.2 Types of Self Esteem

There are mainly two type of self-esteem:

- High Self-esteem

If a person has High Self-esteem he / she will be confident, happy, motivated and have the right attitude to succeed. Positive self-esteem gives us the strength and flexibility to take charge of our lives and grow from our mistakes without the fear of rejection.

Following are some outward signs of persons having positive/high self-esteem:

* Confidence
* Self-direction
* Non-blaming behaviour
* An awareness of personal strengths
* An ability to make mistakes and learn from them
* An ability to accept mistakes from others
* Optimism
* An ability to solve problems
* An independent and cooperative attitude
* Feeling comfortable with a wide range of emotions
* An ability to trust others
* A good sense of personal limitations
* Good self-care
* The ability to say no

Low Self Esteem

Low self-esteem is a debilitating condition that keeps individuals from realizing their full potential. A person with low self-esteem feels unworthy, incapable, and incompetent. In fact, because the person with low self-esteem feels so poorly about him or herself, these feelings may actually cause the person’s continued low self-esteem. Comes from a poor self-image. Feeds your negative thinking and causes you to believe the criticism that others make of you.

Following are some outward signs of persons having negative/low self-esteem:

* Negative view of life
* Perfectionist attitude
* Mistrusting others – even those who show signs of affection
* Blaming behaviour
* Fear of taking risks
* Feelings of being unloved and unlovable
* Dependence – letting others make decisions
* Fear of being ridiculed

2.6.3 Factor Affecting Students’ Self Esteem:

The relationship between a student’s scholastic performance or achievement and her/ his sense of personal worth or self-esteem is likely to be mediated by a number of factors such as personal and familial aspirations, peer accomplishments and teachers and school expectations.
Environment of acceptance and success raises self-esteem, while environment of failures lower it. Studies suggest that for children of age seven to adolescents, school frequently represents the first occasion in which they act on their own and measure themselves against others.

According to Harter, (1999) 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).

2.6.4 Importance of Self Esteem

High self-esteem is very important for students’ academic performance and future success. Leondari, Syngollitou, Koisseoglou (as cited in Vela) found that students who demonstrated high levels of self-esteem outperformed other groups in academic achievement as indicated by grade point average and generally demonstrated a greater level of persistence on tasks. It is reported by Rice (2006) that a 1980’s fad promoted the idea that a positive self-esteem would, in turn, raise academic performance.

2.7 IMPACT OF SCHOOL TRANSITION

When students transit from one educational setting to another Students experience differences in grading practices, multiple sets of behavioural and classroom rules and expectations, and are surrounded by unfamiliar students and school staff (Akos, 2002; Crockett et al., 1989). 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., 1993; Elias et al., 1992).

Early adolescence and the transition to middle level schools often marks the beginning in a decrease in students’ academic motivation and achievement which often predicts later school dropout (Eccles, Wigfield, et al., 1993; Schulenburg, et al., 1984;
Rumberger, 1995). The transition is also associated with a decrease in self-esteem, especially in female students (Blyth et al., 1983; Simmons & Blyth, 1987). There is evidence that students who experience difficulty with the transition to middle level schools perceive themselves as less able to complete academic tasks and form friendships. Research has also indicated that these students tend to perceive themselves more negatively and experience a decline in their academic performance (Eccles, Wigfield, et al., 1993; Simmons & Blyth, 1987). These negative changes can increase the likelihood that students become disinterested and disengaged in school (Rumberger, 1995). School experiences are related to students’ decisions to disengage and leave school before graduation. Rumberger (1995) states that school climate and organization influences the academic achievement of students. School characteristics such as rules, classroom environment, and social climate are aspects of school environments that are related to students’ disengagement and dropout when these characteristics are not responsive to or synchronous with developmental needs and cultural values of early adolescents.

Student self-concept of ability and motivation also experience decline during this transition (Wigfield, Eccles, MacIver, Reuman, & Midgley, 1991). 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). Simmons, Blyth, Van Cleave, & Bush (1979) conducted a longitudinal study which showed a greater propensity for girls to experience a decline in self-esteem.

Atkinson, E. I. (2010) found that Very often, students experience decreased academic motivation and achievement and lowered self-esteem. Not only do these challenges affect the students’ academic and social well-being during the transition period, but they may have longer term implications for students as they transition into high school and eventually into higher education or the workforce. Mullins and Irvin (2000) found that motivation decreased during the transition into middle school. They also reported that students who were aggressive, disruptive, and frequently truant in elementary school, became even more so following their transition into middle school. Results of research by Kagan and Neuman (1998) found that students not having effective transitions are more likely to have problems making friends, are less successful academically, and may be prone to mental health issues.
As pointed by Hensley, A. M. (2009) Self-esteem can be influenced by factors including interpersonal relations, achievement, physical ability, and physical appearance. An important finding of Hensley, A. M. (2009) was that the adolescents’ self-esteem recovered during the seventh grade year, to a level similar to self-esteem before the transition. It is possible that the adolescents experienced high levels of self-esteem in the academic year before the transition, due to their familiarity with the routines and relationships in sixth grade. Following the transition, their self-esteem dropped in response to the numerous changes that took place. Additionally, gender differences in self-esteem have been observed, although these have not been extensively reviewed within the construct of transition. Nottelman (1987) found no significant decline in self-esteem was reported in a group that transitioned or in a non-transition group. An analysis of each group, however, found significant differences between genders, with boys reporting higher self-esteem and physical competence than girls. A grade effect was also observed, with sixth-grade students reporting higher social competence than seventh-graders, regardless of transition group. The most interesting finding by Nottelman (1987) was that students in the transition group had higher general competence than students in the non-transition group.

The difference in gender was interesting, as girls perceived that close friend support and school support declined during transition, while boys self-reported an increase in school problems during that period. This suggests that the transition period is a greater challenge for boys than for girls in terms of school functioning whereas girls struggle to form new friendships with a different set of girls. The researchers therefore recommend that parents and educational professionals be more sensitive and responsive to students, so that they feel nurtured and supported during the transition period (Martinez et al., 2011).

Socioeconomic status, however, had no direct effect on sense of belonging among students transitioning to high school but had an indirect effect through achievement. In terms of geographic location, rural students demonstrated a higher sense of belonging than their urban peers to their new high schools. It might possibly be due to rural students seeing the larger and better equipped high school as an improvement compared with their small and more isolated primary school (Cueto, Guerrero, Sugimaru & Zevallos, 2010).
In short it can be concluded from above discussion that school transition has definite impact on students’ academic performance, school engagement, well-being and their self-esteem.

2.8 REVIEW OF THE PAST STUDIES

2.8.1 Introduction

In order to prepare the research studies, understanding a literature review is very much for building knowledge and identifies the research methodology. The past studies help the researcher to focus and redefine the research question. The review of literature is a link between the research proposed and the past studies. It tells the reader about aspects that have been already established or concluded by other authors, and also gives a chance to the reader to appreciate the evidence that has already been collected by previous research (Finn,A.J.,2005)

Good (1959) states that “A survey of related literature is necessary for proper planning, execution and right concept of the problems and solutions. It provides guiding hypothesis, suggestive method of investigation and comparative purpose.”

The review of past researches is very important part of one’s research. It provides ideas, theories, and explanation in formatting the problem. Review of researches is also important to highlight differences in opinions, contradictory findings or evidence, and the different explanations given for their conclusion and differences by different authors.

In the present study, researcher has used various books, thesis articles, various reports, journals, internet sites and references materials i.e. websites, e-journals and e-books.

2.8.2 Abstracts of Past Studies

This chapter presents total 31 past researches related to school transition, school engagement, well-being and self-esteem which has been already done in different countries. The abstracts broadly cover the aim or objectives of the study, sample of the study, research design, and tools used for data collection, techniques used for data analysis and major findings of the study. These abstracts are presented as follows:
Jones, R. M. (1984) has conducted a study on ‘Easing The Transition From Elementary To Middle Level Education (Self Esteem, Self Concept, Adolescent)’. A total of 367 fifth and sixth graders were identified in the spring 1982, from district projection lists specific to one 6-8 middle school. This sample represented five separate schools; one K-5, three K-6 schools, and one 6-8 school. Subjects were administered a questionnaire two weeks prior to the end of the 1982 school year, three days into the 1983 school year, and three more times during the first quarter of the new school year.

The questionnaire was composed of nine self-image measures that had been utilized with early adolescents in either self-image research or investigations focusing upon school transition.

Transition effects (as evidenced by time 1 and time 2 comparisons) were observed on the measures of self-consciousness, victimization, and anonymity only. Perceptions of anonymity and victimization were significantly greater at the start of a new school year (time 2) than they had been prior to transition (time 1). Self-consciousness scores showed a significant decrease from pre- to post-transition.

Timing of transition comparisons revealed significant effects for the self-consciousness, victimization, and anonymity measures. Both feeder school conditions expressed significantly greater perceptions of self-consciousness and victimization than students making the transition within the same school.

For duration of transitional effects (all five measurement occasions), no significant effects were observed on all nine self-image constructs.

Collectively, the immediate impact of transition upon early adolescent self-consciousness, and perceptions of victimization and anonymity, was not measurable nine weeks into the new school year. The detriments to self-image attributable to school transition were transitory at best. Likewise, timing of transition (i.e., 5th or 6th grade) was a moot point nine weeks into the new school year.

Overfelt, K. (1998) has conducted a study on ‘Middle school instructional teacher team’s pupil control behaviour and its relationship to student self-esteem and attitude toward school’

Purpose of the study. The purpose of this study was to identify possible relationships among middle school teacher team behavior, students' self-esteem, and students' attitude
toward school. Student perceptions of their teacher teams' pupil control behavior was used to measure manifest outcomes of pupil control ideology. The following specific questions were proposed for the study: (1) Are there relationships between (a) middle school students' perceptions of instructional teams' pupil control behavior and (b) middle school students' sense of their self-esteem? (2) Are there relationships between (a) middle school students' perceptions of instructional teams' pupil control behavior and (b) middle school students' sense of their school environment?

Procedures. The research sample was 268 students in a Missouri middle school with sixth, seventh, and eighth grades. Pupil control behavior was measured by the Pupil Control Behavior Instrument (PCB). Student self-esteem was measured by the Cooper smith Self-Esteem Inventory (SEI), and attitude toward school was measured by the Student Satisfaction Survey (SSS) in relationship to their own perception. Data collected were then subjected to Pearson's product-moment correlation coefficients, and other descriptive statistics.

Results. Null Hypothesis One related to middle school students' perceptions of instructional teams' pupil control behavior and middle school students' sense of their self-esteem. Partial relationships were observed using the Pupil Control Behavior (PCB) as the independent variable and the Self-Esteem Inventory (SEI) as the dependent variable. A statistically significant relationship was found between the PCB and the SEI "school-academics" subscale. Null Hypothesis Two related to pupil control behavior (PCB) and middle school students' sense of their school environment as measured by Student Satisfaction Survey (SSS). Significant relationships were identified between the PCB and all SSS subscales: (1) teachers, (2) fellow students, (3) schoolwork, (4) school activities, (5) school discipline, (6) decision making, (7) facilities, and (8) communication.

Roberts, J. T. (2002) has conducted a study on ‘The relationship between students' perception of their school environment and self-esteem: Academic success and resilience in at-risk students during the transition from elementary to middle school’. The ecological nature of the resilience process was investigated through a quantitative examination of the relationships, interactions, and influences of at-risk students’ gender, ethnicity, socioeconomic status, perception of their school environment, and self-esteem on their academic success (GPA) during the transition from elementary to middle school.
The population consisted of 68 sixth grade students from one middle school in a wealthy, suburban school district. It was found that 91% of the variance in the GPA’s of the students in the population could be explained by variables other than their gender, ethnicity, socioeconomic status, perception of their school environment, and self-esteem. For the variables studied, socioeconomic status and self-esteem were the most significant predictors of school success for the students in the population. A significant correlation between students’ perception of their school environment and their self-esteem was found. Results also showed that all resilient students, except African Americans, had more favorable perceptions of their school environment and higher self-esteem than did non-resilient students. For African American students, the non-resilient students had a significantly more favorable perception of their school environment and self-esteem than did resilient students. The interactions between the variables identified provide support for viewing resilience as an ecological process for the at-risk students in this study.

Whitehouse, S. B. (2002) has conducted a study on ‘Effects of transition to middle-level schools on self-concept, achievement motivation, and school engagement: A comparison between latino and caucasian students’. This dissertation, through the use of pre-experimental and developmental inquiry, investigated the impact transition has on the personal and academic development of students and determined if transition affects students of various gender and ethnic groups differently. Female and male Latino and Caucasian students from rural and suburban schools were surveyed pre and post transition to investigate the effect transition has on the students' personal and academic development. A subgroup of students interviewed in small focus groups to more completely understand their transition experiences. The survey results were examined with ANOVAS to determine differences between groups across testing times. A multiple regression was used to determine the effect transition anxieties, self-concept, and achievement motivation have on students' school engagement. Finally, the data collected from the focus groups were analysed by categorizing positive and negative themes about transition and examining patterns across interview times. It was found that all students experienced a decrease across time in their anxieties regarding middle level schools. Also, the specific concerns students expressed pre transition changed throughout the transition year. The survey and interview data depicted gender and ethnicity differences in transition anxieties. While students did not report significant differences between their
pre and post transition perceptions of self-concept, they did report decreases in achievement motivation with females reporting greater decreases than males. No ethnic group differences were found when measuring these two constructs. The multiple regression indicated that the students' perceptions of anxieties, self-concept, and achievement motivation did not predict their school engagement. While low statistical power may have influenced the lack of significant outcomes in some analyses, relationships and efforts made by the new school may have resulted in the students' stable perceptions of self-concept and patterns of attendance. The school administration was knowledgeable of dropout rates for students in the community and was devoted to promoting students' school engagement. The educators may have developed significant adult/student relationships with students during transition to promote school engagement.

Case, C. R. (2006) has conducted a study on ‘A comparison of student perceptions on the transition from middle school to high school between a large suburban and smaller rural high school’. The purpose of this study was to determine the significance middle to high school transition activities had on a student’s perceived level of success during the ninth grade year. Two ninth grade classes, one large suburban high school and one smaller rural high school, from a Midwestern state were selected for the study. Other than size, the schools were demographically very similar, in the upper socio-economic classification, successful academically, and with a majority Caucasian student population. Change in performance between the eighth and ninth grade in the areas of GPA, behavior referrals, and absences were calculated for each student. Students with the greatest increases and decreases between the eighth and ninth grade year, were then selected from each high school for one-on-one interviews. More than two thirds of the freshmen in the rural high school experienced an increase in GPA between the eighth and ninth grade. Conversely, nearly ninety percent of the freshmen in the suburban high school suffered a decline in their GPA between the eighth and ninth grade. In interviews, students reported that although enjoyable and worthwhile, the transition activities did little to contribute to their perceived level of success.

The results of this study seem to indicate that middle to high school transition activities serve a meaningful, but temporal, purpose for ninth graders. Teacher behaviour and homework practices/policies, rather than the transition programs, were cited by students as factors accounting for the differences in student performance during the transition from the eighth to ninth grade. Recommendations from this study include potential practices
and studies in areas such as looping teachers and shared leadership between middle schools and high schools to improve and more closely align the practices and approaches of the two levels.

**FitzSimmons, V. C. (2006)** has conducted a study on ‘Relatedness: The foundation for the engagement of middle school students during the transitional year of sixth grade’. The purpose of this qualitative case study was to develop deeper understanding of students' experience during the transition to middle school, and specifically, to identify conditions that supported engagement. Six female and five male sixth graders, participated in this year-long study. Data were drawn from semi structured interviews, group discussions, surveys, and school records. All students were ultimately engaged behaviourally, cognitively, and emotionally. The sense of relatedness with teachers and peers was the foundation for engagement. The most important contribution was the quality of relationships with teachers. Students who felt cared for, enjoyed class, felt competent, and participated in their learning. Teachers demonstrated care by developing personal relationships with students and through their instructional practice. When teachers used students' first names, said hello in the hallway, joked, and encouraged discussions with an exchange of personal ideas, students perceived them as caring. Teachers who were enthusiastic about their work; involved students in problem solving; checked for understanding; provided feedback, thorough explanations, and assistance; and demonstrated concern for students' success also contributed to students' engagement. Proactive teacher behaviors presented opportunities for connections and supported engagement. Peer relationships also eased the transition and supported engagement. Students with friends in their classes felt confident and comfortable and participated more. The study itself eased the transition, since students had the opportunity to discuss issues and maintain supportive connections with the researcher, their fifth grade teacher, and classmates. Additionally, the middle school, under the principal's leadership, intentionally adopted organizational practices to facilitate teacher and peer interaction and encourage student engagement.

**Hollingsworth, T. (2007)** has conducted a study on ‘Four years into no child left behind: A profile of California tenth grade students' well-being and mixed methods analysis of its associations with academic success’. The purpose of this study is to offer a view of student success that includes students' well-being as well as academic scores. The variables for this study were collected through survey responses, California High
School Exit Exam (CAHSEE) and California Standardized Test (CST) scores, and analysed observation data. This data was collected four years after the implementation of NCLB, from both students (N=749) and teachers (N=18). The tenth grade student sample was from two economically, ethnically and culturally diverse high school communities. Well-being indicators, presented in descriptive statistics, include reports of relationships with teachers, classmates and family, emotional measures, and measures of test anxiety. Key variables are students’ reports of their safety in school and whether their lives have a purpose. Multiple linear path analyses underscore the importance of well-being in academic success. Results of this study also reveal the importance of both safety and social relationships on student well-being. Clearly, results imply a need to measure and examine more closely the social climates on k-12 education campuses in terms of students’ well-being and, just as importantly, in terms of students’ learning.

O’Kane, M.,(2007) has conducted a study on ‘Building Bridges: the Transition from Preschool to Primary School for Children in Ireland.’ The overarching aim of this study was to provide an information base on the transition from preschool to formal schooling in Ireland, and to improve understanding about how best to support children’s learning during this time. The theoretical framework for the project was based on the ecological systems model of development proposed by Bronfenbrenner. As there was no previous Irish research in this area, the study took an exploratory approach, and drew on a variety of sources to present the perspectives of preschool practitioners, primary school teachers, parents and children themselves. Phase I involved a questionnaire being completed by a nationwide sample of preschool practitioners and teachers of junior infant’s classes. Both groups agreed that children with the ability to negotiate classroom life independently, equipped with good social skills and the ability to concentrate and listen for short periods of time, are more likely to be successful at primary level. Phase II took a more qualitative approach to the subject, following a case study sample of seven children through their first year in the primary school systems. This phase investigated the perspectives of the children themselves, their parents, teachers and classmates, using observation data, semi-structured interviews, and child discussion groups to gather information about the process. Differences were noted by the children between the more formal “work” based pedagogy of the junior infants’ classroom as compared to their preschool experiences. The issue of cultural capital being transferred across the home-school environments was also apparent. The findings from
the study concur with the notion that transition to school is an adaptive process for children and their families, and that all stakeholders should be involved in communication about the process (Pianta et al, 1999). The study also confirmed the value of involving multiple stakeholders, particularly the children themselves, in the research process.

**Olson, L. G. (2008)** has conducted a study on ‘An investigation of factors that influence academic achievement in christian higher education: Emotional intelligence, self-esteem and spiritual well-being’. This study has undertaken to examine the influence of the three variables of emotional intelligence, self-esteem and spiritual well-being upon the academic achievement of first semester students at a private Christian bible college. The results of the statistical analysis for each of the four research questions indicate that emotional intelligence and self-esteem when examined alone are not statistically significant although some scales approach the significance level. Analysis reveals that the construct of spiritual well-being by itself is significantly correlated with first semester college grade point average. Three other variables in combination provide a potential predictive model. Also presented are the results of an investigative analysis of three additional variables of gender, parents’ highest level of education and high school GPA and their influence upon the first semester college GPA.

**Barnett, T. D. (2009)** has conducted a study on ‘The relationship among ethnic identity, psychological well-being, academic achievement and intergroup competence of African american high school adolescents’. The major purpose of the study was to examine the implications of the relationship of psychological well-being variables (life satisfaction, self-esteem and ethnic identity), mental health depression, and Inter group interactional competence and academic achievement of school-age adolescents. In group assemblies of varying sizes, seven measures were explained to students to fill out either in school or at home and return to be collected. These measures have been previously utilized and have been found to have adequate reliability and validity (Crumly&Hyers, 2004). The reliability of all the measures was also assessed in this study and was found to have moderate to high range. The study utilized a total sample of 119 African American adolescents from low social economic status ranging in grades from ten through twelve. The findings indicated significant inter correlations among some selected psychological variables and objective and self-reported measures of achievement. Gender differences were noted in the predictability of achievement of reading. The perceived caring,
intergroup anxiety, and psychological sense of membership measures were found to be the best predictors of academic achievement.

Hensley, A. M. (2009) has conducted a study on ‘Transition to middle school: Self concept and student perceptions in fourth and fifth-graders’. The current study examined a younger age group making a transition from an elementary school in fourth grade to a middle school in fifth grade. The current study was designed to determine whether any possible changes in self-concept were due to transition or developmental status, as opposed to a control group of students who do not make a building transition. The purpose of the current study was to examine: (a) the effect of transition on students’ self concepts, (b) students’ perceptions about transition before and after transition and (c) differences in self concept and student perceptions based on gender in fourth and fifth grades. Subjects were 102 fourth-grade students who attended one of three schools in a rural town in the Midwest. Students were between the ages of 9 and 11 over the course of the study. There were two components to the study. The first involved students completing the Multidimensional Self Concept Scale (MSCS) (Bracken, 1992) at two different time points: May and September. The second component of the study involved a school transition perception survey completed by students regarding their perceptions of school. Two instruments were used: the Multidimensional Self Concept Scale (MSCS) (Bracken, 1992), and a school perception survey developed by the examiner. The primary hypothesis of this study: that transition status would affect self concept, with a potential interaction of gender with group status, was not supported. There were no significant interactions found on the self concept clusters based on group status and/or gender across time. The current study suggests transition has little effect on self concept, as students did not report any decline in self concept across all areas measured. The results of the current study do not support the findings of existing literature in regard to negative outcomes; the current study makes an argument for the importance of having transition occur at a younger age and suggests transition at a younger age could have fewer negative implications for students.

Moore, M. G. (2009) has conducted a study on ‘Student and staff perceptions of the transition from middle to high school’. The purpose of this study was to compare the perceptions of students, teachers, counsellors, and building- and central-office administrators regarding students' transition from middle school to high school. A second purpose of the study was to compare the perceptions of students' transition from middle
school to high school based on students' gender and ethnicity. The final purpose of the study was to compare the perceptions of students' transition from middle school to high school based on participation in a ninth grade academy.

A self-report survey instrument utilizing a five-point Likert scale was administered by the Sioux Falls School District to ninth-grade students, ninth-grade teachers, high school counselors, high school administrators, and central-office administrators regarding their perceptions of the transition process to high school. Two hundred seventy-two ninth-grade students (100.0%) completed the Student Perception Survey Instrument. Eighty-two teachers, 15 counselors, and 14 building- and central office administrators (65.3%) completed the Staff Perception Survey Instrument. Information from the surveys was examined using descriptive and inferential statistics. Descriptive statistics, including means, standard deviations, and rankings were used to describe the perceptions of students and staff. Inferential statistics, the t-test, were used to analyze the relationships of the difference of the means among the perceptions of students and staff.

Findings from the study indicate a significant difference in the perceptions of students and staff in the transition process to ninth grade. Students view the transition process to ninth grade as a much easier process than staff view the transition process. Student gender has little influence on their perceptions regarding the transition process to ninth grade. White students feel more positive about the transition to high school and experience a greater sense of connection to high school than their non-white classmates once they have transitioned to ninth grade. Students that participate in a ninth grade academy consider the transition process to ninth grade easier than students that did not participate in a ninth-grade academy.

Vivienne H. M. (2009) conducted a study on ‘School engagement, self-esteem and wellbeing during transfer from primary to secondary school’ This study used a longitudinal design to examine the transition process from the perspective of a group of 393 children (195 boys, 198 girls) as they moved from 19 primary schools to four secondary schools in Fife. Children’s self-perceptions of school commitment, school belonging, school participation, self-esteem and global wellbeing were evaluated four times over a 13 month period, twice before transfer in the final year of primary school and twice after transfer in the first year of secondary school. Information was also collected about family and home life, emotions, lifestyle and school on each occasion.
The data was analysed using multilevel modelling in order to examine how each of the five outcome variables changed over the time of the study, and how they related to a series of independent variables. It was anticipated that changes in these outcomes may have occurred immediately after the move to secondary school, perhaps followed by an improvement six months later after they had adapted to changes and settled in to their new schools. The results showed that, contrary to expectations, all outcomes except school participation recorded an improvement at wave 3, immediately after the transfer to secondary school. However, there was some evidence that after an initial ‘honeymoon period’, children perceived certain aspects of school in a less positive light and by wave 4 there was a decline in all outcomes except for the perception of self-esteem, which continued to improve. Since wave 4 was only a few months after transition, a significant change in children’s views is seen quite quickly after transfer. It is not clear whether this represents a return to a more realistic level or if this signals the beginning of a more prolonged negative attitude towards school and education in general. The general conclusion is that the process of transfer to secondary schools is well managed, but it might be helpful for induction programmes to prepare children for the changes in teaching and learning methods that might be encountered, and perhaps other types of programme might be beneficial during the first year.

Atkinson, E. I. (2010) has conducted a study on ‘The middle school transition in private schools: Student perceptions’. This research investigated the impact of the middle school transition in a private school setting. This study examined students’ perceptions of the middle school transition as it related to the connectedness students perceived to their new school, those individuals whom students perceived as most helpful during their transition, academic motivation and achievement following the transition, and perceived helpfulness of transition activities conducted by the school. In addition, the study examined significant differences of the transition experience based on gender and race. Five hundred and two private middle school students in 35 private schools in Virginia completed a paper and pencil survey in which they responded to 47 questions regarding their transition into middle school. It was found that students generally felt connected to middle school, and the number of extracurricular activities in which a student participated did not appear to correlate significantly with connectedness. Most new middle school students did not perceive their transition experience as difficult. Middle school teachers, parents and friends appeared to be the most helpful to students during their transition. As
compared to elementary school, newly transitioned middle school students were more academically motivated, and academic achievement showed a slight improvement in middle school. Students reported that visits made to the middle school as an elementary student were most helpful to their transition, and that the summer orientation and tour were also found to be helpful.

Males perceived parents, middle school teachers and elementary school counselors as more helpful to their transition than did females, who considered friends most helpful. Parents were perceived as most helpful to the transition by Asian students. Caucasians reported higher academic achievement in middle school than African American students, and African American students perceived their academic achievement as higher than that of Hispanic students. African American students, more than any of the other groups represented, believed that the information given to the middle school by the elementary school was very helpful to their transition. Native American students, and students identifying their race as "Other" felt that the assignment of an older middle school buddy was more helpful to the transition than did Caucasian or Hispanic students.

In terms of the relative contribution of the variables to the prediction of ease of transition, the number of transition activities has the greatest influence, followed by level of support from others, perception of connectedness to middle school, and middle school academic performance.

Henman, K. (2010) has conducted a study on ‘The correlation between academic achievements, self-esteem and motivation of female seventh grade students: A mixed methods approach’. This study used quantitative data to investigate the correlation between female students' motivation, self-esteem, and standards-based state science achievement tests combined with a qualitative survey of student's perceptions of parents' attitudes toward science. The Children's Science Motivation Inventory (CAIMI) determined students' levels of motivation toward science. The Coopersmith Self-esteem Inventory (CSEI) ascertained female students' overall self-esteem. The ISTEP+ exam given in the 6th grade measured the students' academic achievement in science. Trained examiners who interviewed students comprised the qualitative component of the study. Each examiner elaborated on selected questions from the CSEI and CAIMI to determine the students' perceptions of parental attitudes toward science. A multiple regression was used to determine the correlation between self-esteem, motivation, and achievement in
science. The correlation was strongest between motivation. Interviews revealed parents and teachers had the most influence on students' perception of science. In understanding the correlation between female students' motivation, achievement, and self-esteem, schools will gain further knowledge into how students relate to the academic field of science and can thus promote females' participation in more science courses in high school. This then will provide females the necessary background knowledge to pursue a greater number of science majors in college.

Li, Y. (2010) has conducted a study on ‘School engagement in adolescence: Theoretical structure, measurement equivalence, and developmental trajectories’. This study integrated existing conceptualization sand theoretical frameworks, and elaborated a multifaceted factor structure for the construct of school engagement that included behaviour, emotions, and cognitions. Using data from Grades 9 to 11 of the 4-H Study of Positive Youth Development (PYD), this research tested the factorial validity and measurement equivalence at the configural, metric, and scalar levels, across groups and longitudinally. Then autoregressive models were used to examine the dynamics within engagement. In addition, latent growth curve modelling was applied to understand the nature of change in school engagement, the inter individual differences in such change, and how changes in school engagement are associated with adolescent development. Results from confirmatory factor analyses indicated that a multidimensional factor structure was appropriately consistent with the data of the 4-H Study of PYD. In addition, results of multi-group and longitudinal confirmatory factor analyses suggested that the instrument possessed the strictest School Engagement: Theory, Measurement, and Development level of measurement equivalence across gender and SES groups, as well as measurement occasions. Results of autoregressive lagged effects models revealed a reciprocal relationship between behavioural and emotional engagement and a unidirectional relationship between behavioural and cognitive engagement. Results of latent growth curve models demonstrated that behavioural, emotional, and cognitive engagement followed different developmental trajectories. Emotional engagement increased over time. No overall changes were observed in behavioural or cognitive engagement. In addition, there was significant inter individual variability in students’ behavioural engagement in Grade 9, but no inter individual variation in the rates of change. There were significant random effects at the intercepts and slopes of emotional engagement, suggesting that although an overall positive trend was observed, students
changed at different speeds from Grades 9 to 11. The significant and negative intercept-slope covariance suggested that students with higher emotional engagement in 9th grade tended to experience slower increase. Significant individual variation also was found at the intercepts and the slopes of cognitive engagement. Results of multivariate latent growth curve analyses indicated that behavioural engagement in 9th grade and change in cognitive engagement were positively associated with higher self-reported grades, and were negatively correlated with delinquency and substance use. Similarly, increases in cognitive engagement were positively associated with better grades and less frequent involvement in delinquency and substance use in Grade 11. However, neither 9th grade emotional engagement, nor its change from Grade 9 to Grade 11, was a School Engagement: Theory, Measurement, and Development significant predictor of adolescent outcomes. These results lend themselves to the elucidation of theoretical ideas about how the development of school engagement plays a key role in promoting youth development.

Saab, H. (2010) has conducted a study on ‘The school as a setting to promote student health and wellbeing’. The goal of this research was to establish indicators of student health and wellbeing associated with policies and practices in schools, and to further our understanding of health promoting schools. The research proceeded in three phases. The first phase established a relationship between student health and academic achievement. The second phase examined the associations amongst student health and wellbeing and student and school level factors. The third phase involved case studies of two schools in Ontario to examine the organisational and structural elements associated with achieving a HPS, and the mechanisms by which these elements support student health and wellbeing. The association between students’ self-rated health and their academic achievement found in the first phase provides a platform for advancing the health promoting school agenda in Canada at the research and policy levels. Subsequent findings established an association between the environment and disciplinary climate in schools, and the school’s academic and socioeconomic standing to student health and wellbeing outcomes. These findings also suggest overlapping effects of schools and neighbourhoods on students’ health and wellbeing, implying that school health promoting efforts will be more successful when partnered with efforts within neighbourhoods and communities. Finally, the case studies suggest that embracing a HPS philosophy that addresses students’ emotional and physical wellbeing may help support students’ overall learning. Findings, presented in an implementation model of a HPS,
emphasise key action areas that need to be addressed when implementing HPS initiatives and enhancing the capability of the education system to improve the health and learning of students.

Steinke, D. P. (2010) has conducted a study on ‘The relationship of self-concept and academic engagement to each other and to school outcomes of students with disabilities’. The present study examined the relationship between self-concept, engagement, and school outcomes for students with educational disabilities in grades 10 to 12. Participants included 105 students in grades 10 to 12 in a large suburban high school who were classified as having an educational disability which qualified them for special education services. Self-concept was measured using the Self-Description Questionnaire II (SDQ II, Marsh, 1992b).

Engagement was measured using the Motivation and Engagement Scale (MES, Martin, 2004). School outcome measures for achievement consisted of PSAT verbal scores and PSAT math scores. Other school outcome variables were the number of student absences, number of student discipline referrals, and number of extracurricular activities in which a student participated.

Other student and family information was gathered by means of a Demographic Questionnaire and a student data form that was used to gather information about student classification and class placement. Statistical analyses using Pearson Correlations and Canonical Correlation Analysis indicated that academic self-concept was more related to academic achievement and extracurricular participation than engagement measures. Variables of student discipline and attendance were not significant. Overall, academic self-concept was more important in the relationship with academic outcomes for special education students than academic engagement.

Vazirabadi, E. (2010) has conducted a study on ‘Comprehensive validation of a measure of student school engagement: A pilot study of middle school students.’ The first purpose of this study was to compare different measurement models of the Student School Engagement (SSE) using Factor Analysis to verify model fit with student engagement. The second purpose was to determine the extent to which the SSE instrument measures student school engagement by investigating convergent validity (via the SSE and Appleton, Christenson, Kim and Reschly’s instrument and Fredricks, Blumenfeld, Friedel and Paris’s instrument), discriminant validity (via Huebner’s
Student Life Satisfaction Survey) and criterion-related validity (via the sub-latent variables of Aspirations, Belonging and Productivity and student outcome measures such as achievement, attendance and discipline). Discriminant validity was established between the SSE and the Appleton, Christenson, Kim and Reschly’s model and Fredricks, Blumenfeld, Friedel and Paris’s (2005) Student Engagement Instruments (SEI). When confirming discriminant validity, the SSE’s correlations were weak and statistically not significant, thus establishing discriminant validity with the SLSS. Criterion-related validity was established through structural equation modeling when the SSE was found to be a significant predictor of student outcome measures when both risk score and CSAP scores were used. The third purpose of this study was to assess the factorial invariance of the SSE instrument across gender to ensure the instrument is measuring the intended construct across different groups. Conclusively, configural, weak and metric invariances were established for the SSE as a non-significant change in chi-square indicating that all parameters including the error variances were invariant across groups of gender.

Engagement is not a clearly defined psychological construct; it requires more research in order to fully comprehend its complexity. Hopefully, with parental and teacher involvement and a sense of community, student engagement can be nurtured to result in a meaningful attachment to school and academic success.

Walters, S. L. (2010) has conducted a study on ‘Inter-parental conflict and children's externalising problems during the transition from primary to secondary school’. The prevalence rates of aggressive and antisocial behaviour among children and adolescents are a cause for concern among parents, teachers and policy makers. The aetiology of these dimensions of child psychopathology remains high on the research agenda. Attention has been directed at specific family relations, including inter-parental and parent-child relationships, and school-based factors, such as student-teacher relationships and school transitions, as aspects of children's social environment that may contribute to externalising problems. This thesis explores the role of home-school interplay by examining the pathways through which pre- and post-transition inter-parental conflict is associated with children and adolescents' externalising problems in secondary school. Method The thesis employs a mixed methods design. Multivariate analysis using both cross-sectional and prospective, longitudinal research designs are used to assess relationships between inter-parental conflict and children's externalising
problems during the transition from primary to secondary school. This is supplemented by a thematic analysis of qualitative responses identifying the school-based factors that children, their parents and teachers have identified as helpful and unhelpful to foster adaptation to school transition. Results Findings emphasise the importance of family relations for children's school-based adjustment. Inter-parental conflict preceding and co-occurring with the school transition consistently predicted externalising problems in secondary school via children's responsibility attributions for the conflict. The results also underscore the value of considering the interface between home and school for understanding variation in children's psychological adjustment by showing that inter-parental conflict increases children's transition-related anxiety, which predicts poor adjustment to secondary school. Supportive teacher behaviour appears to be a significant factor that helps children prepare for the transition. It appears to be particularly important for children experiencing heightened levels of discord and hostility within the home, who may be among those at greater risk of manifesting externalising problems. Conclusions

It is important to consider aspects of the home and school environment to understand variation in children's externalising problems in school during periods of transition. Results are discussed and recommendations made for policy and practice aimed at reducing aggression and antisocial behaviour during this critical period of normative life stress.

Wang, M. (2010) has conducted a study on ‘School climate support for student engagement during adolescence.’ The goal of research was to examine trajectories of three dimensions of adolescents' school engagement during their middle- and high-school years, and investigate how school engagement differed as a function of both individual characteristics and school climate. Participants in the sample were part of the Maryland Adolescent Development in Context Study, a longitudinal study of approximately 1,000 adolescents from 23 public schools in an ethnically and socioeconomically diverse county on the east coast of United States.

In first study, researcher examined a second-order multidimensional factor model of school engagement. The results of my confirmatory factor analyses suggested that school engagement was a multidimensional construct, with evidence to support the hypothesized second-order factor structure of the behavioural, emotional, and cognitive dimensions of engagement. When testing factorial invariance, investigator found that boys and girls did not differ substantially from each other, nor did European-American and African-
American students, in the underlying engagement constructs and the composition of these constructs.

In second study, researcher investigated developmental trajectories of adolescents' school engagement (i.e., school participation, school belonging, and self-regulated learning) from 7th through 11th grades and examined how these growth trajectories differed by gender and ethnicity. In addition, investigator investigated how various dimensions of school engagement contributed to adolescents' academic performance and truancy. My results revealed that school participation and school belonging to school decreased between grades 7 and 11, while self-regulated learning increased, on average. These growth trajectories differed by gender and ethnicity. In addition, when school engagement was examined as a multidimensional construct, the various dimensions of school engagement contributed differently to academic performance and truancy.

In third study, researcher examined the relationships among middle-school adolescents' perceptions of school climate, achievement motivation, and school engagement (behavioural participation, school identification, and self-regulated learning). Investigator found that adolescents' perceptions of distinct dimensions of school climate in 7th grade contributed differentially to the three types of school engagement in 8th grade. In addition, investigator found that adolescents' perceptions of school climate in 7th grade influenced their three types of school engagement in 8th grade directly, as well as indirectly through achievement motivation.

**Warrell, A. L. (2010)** has conducted a study on ‘Middle school transition: Teacher perceptions of stressors, social support, and current practices’. The purpose of this study was to address the limited literature base by examining teachers' perceptions of stressors, social support, and current practices with regard to the middle school transition. Results were further analyzed according to teacher and student demographics (i.e., sending versus receiving status, general versus special education). Research findings were compared with best practices as well as the existing literature on teacher and student perceptions regarding the same issues.

This study surveyed a sample of 26 elementary school teachers (i.e., fifth grade) and 26 middle school teachers (i.e., sixth grade) regarding their perceptions of stressors, social support, and current practices as they relate to the middle school transition.
Overall, there appear to be many similarities between the perceptions of teachers at each end of the middle school transition. Teachers at both levels indicated a good general awareness of students' needs (e.g., relative difficulty level of transition for students receiving special education, identification of fitting in as a top stressor for certain student groups, perceived frequency and importance of informational support) and how to address these in order to effectively facilitate transition. Many transition practices reported (e.g., conducting organized orientation sessions, having set transition practices/procedures in place) were consistent with best practice recommendations. A large number of teachers at both levels indicated satisfaction with how their district or school handled transition programming; however, a sizeable number of recommendations were also made with respect to improving transition efforts. Many teachers indicated that they were prepared to work with transitioning students via informal means such as prior experience.

Hunter, W. L. (2011) has conducted a study on ‘The relationship between family transitions, conduct problems, self-esteem, and academic competency in elementary school age African American boys’. The current study used a quantitative approach to investigate whether family transitions were related to the conduct problems, academic competency, and self-esteem of African American third grade males. Boys ages 8-10 were divided into two groups: a group whose families underwent a transition within the past 3 years and another group whose families had not undergone such a transition. A two-tailed t-test and analysis of variance (ANOVA) were used to detect the amount of shared variance and strength of the relationship between the variables of interest. The two groups of boys were compared in relation to conduct problems and academic performance as measured by the Child Behavior Checklist-6/18, and on self-esteem as measured by the Self-esteem Index. A background questionnaire was also administered to evaluate interactions with sociodemographic variables. The study did not find statistically significant relationships between transition (whether or not the boys were in transition) and student's conduct, self-esteem, or academic performance. Thus, for this study, transitions in the families of young African American boys do not seem to be related to precursors to delinquency such as conduct problems, low self-esteem, and poor academic achievement. Future research could include conducting the study on African American families to determine if the amount of intergenerational support makes a difference in the relationships between the three variables. Furthermore, a study could
also be conducted to determine if conflict in families has an impact on the relationship between the variables.

**Jones, J. L. (2011)** has conducted a study on ‘Adolescent wellbeing in west africa: Subjective wellbeing of adolescents in cote d'ivoire’. This analysis assesses the subjective wellbeing of adolescents in Côte d’Ivoire, a developing country in sub-Saharan Africa. Multiple measures are used to evaluate adolescent wellbeing from an overall perspective and to explore satisfaction with specific life domains. Potential adolescent risk factors and protective factors are examined to explore if and how they may influence individual assessments of wellbeing. Gender and age-related differences in self-reported wellbeing are examined to explore if and how these groups experience adolescence differently. The Personal Wellbeing Index for School Children is tested as valid a cross-cultural measure of subjective wellbeing. Findings suggest that Ivorian adolescents overall report high satisfaction with life. Evidence for gender and age-related differences in subjective wellbeing produced mixed results, which warrants further investigation. The findings also indicate that the experience of different risk and protective factors effects adolescents’ perceptions of wellbeing. The results indicate there are gender and age-related differences in the effects of these factors on subjective wellbeing. In addition, the evidence suggests that the PWI-SC is a moderately valid and reliable tool for assessing subjective wellbeing in Ivorian adolescents. Ultimately, additional research with adolescent populations in other developing countries is needed to further assess the validity of the PWI-SC as a cross-cultural measure of subjective wellbeing.

**Veasey, S. G. (2011)** has conducted a study on ‘The impact of a freshman academy on high school transition’. This case study investigated the problems ninth graders encounter as they transition from middle school to high school. The study examined student achievement, student attendance, and the graduation rate in an effort to determine whether a freshman academy at the high school helped students transition successfully. The transition to high school may be difficult for some students because of the countless changes they are experiencing as adolescents. The high school in this study was located in a rural western town in North Carolina and identified the ninth-grade class as the class with the most struggling students. In an effort to help students transition successfully to high school, a freshman academy was implemented. This qualitative study consisted of interviews with the principal, assistant principal, guidance counselor, and teachers in the freshman academy. Additional data was collected from high school
principals in the district with freshman academies to determine strategies implemented for freshman academies in the school district. Focus group interviews were conducted with teachers in the academy. A central office person was also interviewed. A survey was conducted with teachers to ascertain their perceptions of the freshman academy since the implementation. Interview data was collected, transcribed, analyzed, and reported in a narrative format according to themes and research questions. Survey data was collected, analyzed, and reported in a frequency table. Data from interviews, archival data, and the survey were triangulated to validate the findings for the study.

An analysis of the data revealed the freshman academy at the high school did not impact student achievement, student attendance, or the graduation rate. The data did reveal there was an impact on student motivation, students’ attitudes toward school, and the school culture. Students participated in the learning process by interacting with their peers. Teachers used various instructional strategies including technology to help motivate students. Students enjoyed positive relationships with their teachers. School-wide expectations and teacher collaboration contributed to the culture of the school.

Bird, J. M. (2012) has conducted a study on ‘Efficacy study of a summer intervention to enhance middle school students’ subjective well-being, gratitude, engagement, and self-efficacy’. The current study examined the overall efficacy of a brief 2-week summer intervention designed to enhance middle school students’ subjective well-being (SWB), gratitude, engagement, and perceived self-efficacy. Participants in the study included rising 6th to 9th grade middle school students who were randomly assigned to one of two experimental conditions: (1) the Leadership and Young Professionals (LYP) treatment group or (2) the writing and reading control group. Data were collected on participants at pre- and post-intervention including self-report measures of students’ life satisfaction, gratitude, self-efficacy, engagement, and frequency of positive and negative affect. Statistical methods for the study involved univariate analyses, inferential statistics using the General Linear Model (GLM) with pre-test scores as covariates, graphing of group means with 80% confidence intervals, and overall effect size calculations using Cohen’s d to evaluate pre- to post-test differences for students in both the treatment and contact control group. The results of the current study provide support for the positive effects of summer-based interventions for middle school adolescents on enhancing self-reported well-being, gratitude, and social functioning. Additional studies of the LYP intervention with the use of both objective
and subjective measures assessed longitudinally, and with strong fidelity, are strongly recommended prior to broad dissemination.

Lester, L., (2012) conducted a study on ‘Bullying and the transition from primary to secondary school’. The aim of this study was to use longitudinal data to examine bullying experiences and their temporal association with other problem behaviours, social and mental health during the transition period from primary to secondary school. The findings from this research will facilitate the development of empirically grounded recommendations for effective school policy and practice to help reduce the bullying experiences and enhance the social and mental health of adolescents who are transitioning from primary school to high school.

Longitudinal data collected during the Supportive Schools Project (SSP) were used to address the aim of the study. The SSP project recruited 21 Catholic education secondary schools in Perth, Western Australia, and tracked 3,459 students from the last year of primary school (Year 7) to the end of the second year of secondary school (Year 9). The SSP aimed to enhance the capacity of secondary schools to implement a whole-of-school bullying reduction intervention. Students completed a self-administered questionnaire on four occasions that allowed for a longitudinal assessment of their knowledge, attitudes, and bullying experiences during the transition from primary to secondary school. This research comprised four stages. The predictive relationship of bullying perpetration and victimisation and the future level of involvement in other problem behaviours were explored in Stage 1 of this research. Stages 2 and 3 investigated the direction and strength of the relationships between social and mental health factors (e.g., loneliness at school, connectedness to school, peer support, safety at school, depression and anxiety) and bullying victimisation during early adolescence, and determined the most critical time to focus school-based social health and bullying intervention programs. Stage 4 investigated the social health predictors and mental health outcomes of chronic victimisation over the primary to secondary school transition period.

Six research questions were tested as part of this research and are reported in a series of five peer-reviewed publications. The first research question, (Does the level of bullying involvement predict level of engagement in problem behaviours?) was addressed in Stage 1. Results from Stage 1 found high correlations between cyberbullying and traditional forms of bullying, and found levels of traditional victimisation and perpetration at the
beginning of secondary school (Year 8) predicted levels of engagement in problem behaviours at the end of Year 9. Cyberbullying was not found to represent an independent risk factor over and above levels of traditional victimisation and perpetration for higher levels of engagement in problem behaviours. Stage 1 results highlighted the importance of reducing the frequency of bullying prior to and during transition to lessen the likelihood of future involvement in bullying and other problem behaviours. Knowledge of the temporal relationships between social and mental health and bullying experiences over the transition period may allow for early intervention to address bullying, which in turn, may lessen the likelihood of involvement in other problem behaviours. These results from Stage 1 led to Stages 2 and 3. Stage 2 addressed the relationship between social health and bullying experiences, answering Research Questions 2 and 3 (What is the temporal association between peer support, pro-victim attitudes, school connectedness and negative outcome expectancies of bullying behaviour and perpetration-victimisation over the transition period from primary to secondary school?; What is the temporal association between social variables such as connectedness to school, peer support, loneliness at school, safety at school and victimisation during and following the transition period from primary to secondary school?). Stage 3 involved examining the temporal relationship between mental health and victimisation addressing Research Question 4 (What is the temporal association between mental health and bullying victimisation over the transition period?). The significant reciprocal associations found in the cross-lag models between bullying and social and mental health indicate social and mental health factors may be both determinants and consequences of bullying behaviours (Stages 2 and 3). Based on the magnitude of the coefficients, the strongest associations in the direction from victimisation to the social health variables occurred from the beginning to the end of Year 8, suggesting these relationships may already be well established for some students by the time they complete primary school. Reducing students’ victimisation in Year 8 may, therefore, protect students from poorer social and mental health outcomes during the first and subsequent years of secondary school.

Understanding the social health predictors and mental health outcomes of those chronically victimised over the transition period led to Stage 4 of this research. Stage 4 answered Research Questions 5 and 6 (How do social variables such as connectedness to school, peer support, loneliness at school, and safety at school predict class membership in bullying victimisation trajectories over the transition period?; Can class membership
in bullying victimisation trajectories predict mental health outcomes such as depression and anxiety?). Using developmental trajectories of victimisation during and following the transition from primary to secondary school, adolescents were assigned to non-victim, low, increasing and stable victimisation groups. Adolescents with poorer social health were more likely to be in the increasing and stable victimised groups than in the not bullied group. Students in the low increasing victimised group had poorer mental health outcomes than those in the stable and not bullied groups. Unexpectedly, the impact of victimisation onset at the start of secondary school had a greater impact on mental health than prolonged victimisation beginning at an alternative developmental stage. The results of Stage 4 reiterate the importance of intervening to reduce bullying prior to and during the transition period.

There are limitations which may affect the validity and generalisability of these research findings. Threats to the internal validity of this study include data collection methods, self report data, measurement limitations, and attrition. The causal links and trajectory groups were studied over a relatively short, but critical, social time period consisting of immense social growth and development of social skills and relationships. For some students, the associations studied may have been well established prior to their involvement in the study. These findings collectively suggest that by secondary school bullying behaviours and outcomes for students are fairly well established. Prior to transition and the beginning of secondary school appears to be a critical time to provide targeted social health and bullying intervention programs. The results of this study have important implications for the timing of school-based interventions aimed at reducing victimisation and the harms caused by long-term exposure.

Hamer, L. M. (2012) has conducted a study on ‘The impact of the number of school transitions and self-efficacy about high school on algebra I end-of-course test scores’

The purpose of this study was to examine the impact of the number of transitions by students from school to school on their mathematics achievement. Transition is defined as the number of times a student has changed schools from Kindergarten to the current school year. This study also looked at the relationship between the students’ perceived self-efficacy about high school and their mathematics achievement. Specifically, the research questions for this study were as follows: (1) Is there a significant difference
between the Algebra I End-of-Course test scores of ninth-grade students who have experienced a high number of school transitions and those who have experienced a low number of school transitions? (2) Is there a significant difference between the Algebra I End-of-Course test scores of ninth-grade students who have experienced a high number of school transitions and those who have experienced a low number of school transitions and who are from different racial groups (Caucasian or African American)? (3) Is there a significant difference between the Algebra I End-of-Course test scores of ninth-grade students who have experienced a high number of school transitions and those who have experienced a low number of school transitions and who are from different racial groups (Caucasian or African American)? (4) What is the predictive relationship between ninth-grade students’ perceived self-efficacy and their scores on the Algebra I End-of-Course test? How does the number of school transitions based on students’ ethnicity and gender impact this relationship?

The sample consisted of 97 students from one rural high school in west Tennessee. A three-way ANCOVA was used to analyze the data. No significant difference was found between the scores of students with a high or low number of transitions who were Caucasian or African American or between males or females. However, the interaction between the three independent variables was significant. A multiple regression revealed that the number of school transitions did not impact the predictive relationship between ninth-grade students’ perceived self-efficacy and their Algebra I End-of-Course test scores.

Johnson, R. M. (2012) has conducted a study on ‘Exploring ethnic differences in the predictors and outcomes of academic engagement during middle school’. A study was conducted to examine the role of academic engagement in helping to explain and ameliorate ethnic differences in school achievement. Building on decades of research that documents both the importance of engagement to learning in European American students as well as its malleability, this study relied on an ethnically diverse sample of 6th and 7th grade students to examine three questions (1) Are achievement differences across ethnic groups due to differences in engagement? (2) Does engagement predict achievement similarly or differently across ethnic groups? and (3) Are the predictors of engagement suggested by the motivational model the same or different for students from different ethnic groups? Participants were 194 African-American, Hispanic/Latino/a, Asian/Pacific Islander, and European American middle school students who provided information about their engagement, self-system processes (SSPs) of relatedness,
competence, and autonomy, and their experiences with teachers in school; information about students' cumulative achievement (GPA) was extracted from school records. First, analyses revealed few ethnic differences in achievement (only Asian/Pacific Islander students' levels of achievement were higher than students from other ethnic groups), and no ethnic differences in engagement. In analyses designed to examine if controlling for variations in engagement would cause achievement differences between ethnic groups to disappear, a test of the simple main effects demonstrated that ethnic differences in achievement were found only at the lowest level of engagement (again Asian/Pacific Islander students outperformed all other student groups). However, at medium and high levels of engagement, there were no significant differences in achievement across the four ethnic groups. Second, analyses designed to examine whether engagement predicts achievement differently across ethnic groups, revealed that although engagement was an important predictor of achievement for all students, it was even more important for non-European American (compared to European-American) students. Third, analyses designed to examine whether potential facilitators (SSPs and contextual constructs) predicted students' engagement similarly or differently across ethnic groups revealed no group differences: All predictors were positively and significantly associated with engagement for students from all four ethnic groups. These findings are considered in the context of the study's strengths and limitations and the larger literatures on engagement and achievement in ethnic minority students. A important implication of the current study is that with a more comprehensive understanding of how to support the engagement of students from ethnic minority backgrounds, schools and teachers will be better equipped to address the engagement gap, and in so doing also eliminate the achievement gap.

Dehuff, P. A. (2013) has conducted a study on ‘Students' wellbeing and sense of belonging: A qualitative study of relationships and interactions in a small school district’. The purpose of this study was to explore factors, including students’ relationships and interactions with peers and school staff, which strengthen or inhibit students’ wellbeing and sense of belonging at school. The study was conducted as a qualitative, descriptive case study in a small, rural, K-12 school located in the Pacific Northwest. The study addressed two research questions: 1) How do students’ relationships and interactions with peers and school staff affect their wellbeing and sense of belonging at school? 2) What factors contribute to (strengthen) or impede (weaken) students’ wellbeing and sense of belonging at school? The data for the findings came from 40 open-ended interviews of
students, parents/guardians, school staff, and community members; field observations performed by three researchers; and a review of documents (newspaper clippings, newsletters, board minutes, etc.). The findings of the study resulted in four themes and four conclusions. The themes include: 1) “It’s like a family;” 2) “Students are loved and cared for;” 3) “Close relationships are fostered;” and 4) “Students feel included.” When these factors (themes) were present, it fostered a positive school environment where students were excited about school and didn’t want to disappoint school staff, and staffs’ personal interest in students and awareness of their needs increased. The four conclusion of this study include: 1) Students’ relationships with school staff and their classmates were central to students’ wellbeing and sense of belonging at school; 2) Students’ relationships at school were strengthened when students were well known and personally acknowledged, recognized, and cared for by the school staff and their classmates; 3) When close relationships at school were fostered, the school was perceived as an extended family for students; and 4) When the school became an extended family, students’ expectations for positive interpersonal interactions and support at school were greater.

Fullarton, S. (2013) conducted a study on ‘Experiences and expectations of adolescents with learning disabilities and their families as they transition from secondary school to post-secondary education or employment’. This qualitative study was designed to explore the transition experiences of youth with learning disabilities (LD) educated in the province of Ontario and their families. The primary purpose of this research was to understand what influences the decisions adolescents who have LD make about post-secondary education and employment goals and paths. The expectations and experiences of youth with LD and their families during the transition process were investigated. Adolescents and their parents were the main informants. Facilitators and barriers to the process in terms of each of the systems described in Bronfenbrenner ecological theory and Turnbull and Turnbull’s family systems theory were also examined.

A case study method was used in the design of this research and data were collected following Seidman’s three-interview process. Five families consisting of the youth with LD, at least one parent, and in four cases, a sibling participated in this study. The questions focused on family interactions, roles, and the decision-making process. Data from the 18 participants were coded and arranged according to the research questions which were linked to the central ideas in the theoretical framework. The findings revealed
that parents’ expectations influenced the decision-making about post high school goals and paths by the youth and their families. In contrast to previous research, it was found that parents’ expectations were generally high for their children with LD and were shaped by their own post high school experiences. The dynamics of family relationships and roles during transition planning depended on the time of diagnosis of LD (primary grades vs. senior high school), attitudes towards LD by the parents, advocacy by parents, self-advocacy abilities of the youth with LD, and the nature of relations among siblings. Additionally, none of the youth with LD had a formal transition plan and the data showed that teachers could facilitate or hinder the transition process. Also emerging from the data were three types of advocacy that were practised by parents.

The study findings add to our knowledge about the transition process and in particular how decisions are made and the factors that influence them. Moreover, this study gives a voice to youth with LD and their families as they described their transition experiences to post-secondary education or employment.

2.8.3 Review of Past Researches

Review of studies was undertaken by the investigator to provide a comprehensive view of the studies undertaken across the globe on the present investigation. Though all the studies reviewed by the investigator are from abroad and not directly related to India, where the education system and environment differs compared to the western counterparts, yet the outcome of studies undertaken in different parts of the world have varied outcomes hence it could hold true for India too.

The present study focussed on the findings of wellbeing, school engagement, Self-esteem and school transition tries to capture the Indian scenario in the backdrop of the international situation over a period of time.

The investigator has reviewed a total of 31 studies on School engagement (08), self-esteem (05), School transition (12) and well-being (06).

The studies conducted on self-esteem by Jones (1984), Overfelt (1998), Roberts (2002), Henman (2010) and Hunter (2011) have used the Quantitative approach. The findings suggest that perceptions of anonymity and victimization were significantly greater at the start of the new school year. The study also highlighted that external factors like vicinity of the school, acceptance levels of students, teachers behaviour, school work, facilities
and communication may have an impact on self-esteem (Overfelt, 1998). It also revealed that correlation was strongest between motivation and interviews revealed parents and teachers had the most influence on a student’s perception (Henman, 2010). Though study by (Hunter, 2011) did not find a significant relationship between transition, students conduct, self-esteem of academic performance.

Whitehouse (2002), Fitzsimmons (2006), Olson (2008), Li (2010), Steinke (2010), Vazirabadi (2010), Wang (2010) and Johnson (2012) have all undertaken studies on school Engagement using the Quantitative approach. Though Johnson (2012) has also equipped the qualitative approach. It was found that all students experienced a decrease across time in their anxieties regarding middle level schools (Whitehouse, 2002). The study also found that practices adopted to facilitate peer and teacher interaction encouraged engagement (Flitzsimons, 2006). (Li, 2010) goes on to state that school engagement plays a key role in promoting youth development. (Steinke, 2010) indicated that academic self-concept was more related to academic achievement and extracurricular participation than engagement measures. Overall, academic self-concept was more important in the relationship with academic outcomes for special education students than academic engagement. (Wang, 2010) found that adolescents perception of distinct dimension of school climate contributed differently to the three types of school engagement. This helped the investigator form the tools of school engagement.

Studies on wellbeing were conducted by Holligsworth (2007), Barnet (2009), Saab (2010), Jones (2011), Bird (2012) and Dehuff (2013). While Holligsworth (2007), Barnet (2009), Saab (2010), Jones (2011) and Bird (2012) used the quantitative approach Dehuff (2013) used the qualitative approach.

(Hollingworth, 2007) conducted the study on two economically, ethically and culturally diverse high school communities. The findings underscore the importance of wellbeing in academic success. The findings also reveal the importance of both safety and social relationships on student’s well-being. The findings further indicated significant inter correlations among some selected psychological variables and objective and self-reported measures of achievement (Barnet, 2009).

The findings also suggest overlapping effects of school and neighbour hoods on student’s health and wellbeing, implying that the effort will be more successful when partnered with effects within neighbourhood and community (Saab, 2010). The findings by (Jones,
2011) indicate that the experience of different risk and protective factors effects adolescent’s perception of wellbeing.

The study by (Dehuff, 2013) concluded that Students relationship with school staff and their classmates were central to students’ wellbeing and sense of belonging; Students relationships at school were strengthened when students were well known and personally acknowledged, recognised, and cared for by the school staff and classmates; when close relationships at school were fostered the school was an extended family for students; and when the school became an extended family, students’ expectations for positive interpersonal interactions and support at school were greater.


Teacher behaviour and homework practices / policies were cited by students as factors accounting for the differences in student performance during the transition (Case, 2006). The findings from the study concur with the notion that transition to school is an adaptive process for children and their families, and that all stakeholders should be involved in the communication about the process (Piarta et al, 1999). The study also confirmed the value of involving multiple stakeholders, particularly in children themselves (O’kane, 2007).

(Henslay, 2009) makes an argument for the importance of having transition accour at a younger age and suggests a transition at a younger age could have fewer negative implications. (Vivienne, 2001) concludes that induction programmes help prepare children for transition and for the changes in teaching and teaching methods. It is also important to consider aspects of home and school environment to understand variation in children’s externalising problems in school during transition (waters, 2010). Lester also suggest that secondary school bullying behaviour and outcomes for students are fairly established (Lester Leane, 2012).
2.8.4 Uniqueness of the Present Study

From the review of past researches done in the area of school transition, school engagement, well-being and self-esteem it is seen that school transition has been very emerging concerned for educationalist. FitzSimmons, V. C. (2006) found that proactive teacher behaviours presented opportunities for connections and supported engagement. Peer relationships also eased the transition and supported engagement. Students with friends in their classes felt confident and comfortable and participated more. The study itself eased the transition, since students had the opportunity to discuss issues and maintain supportive connections with the researcher, their fifth grade teacher, and classmates. This shows the importance of teacher, peer on transition. Most of the studies conducted on transition either examining their impact on students or surveying the perception of transition for teacher or for students. Some of the studies also separately examine the effect of transition on school engagement, well-being and self-esteem. Only on study under taken by Vivienne H. M in the year 2009 who studied the transition from primary to secondary school with respect to school engagement, self-esteem and well-being.

But researcher is failed to get the studies related to school transition in the Gujarat and India so it can be seen the uniqueness of the present studies as follows;

1. The present investigation aims to measure school engagement, well-being and self-esteem when student transit from primary to secondary school. This period of transition from primary to secondary school is very crucial for students because this is also a period of transition from childhood to adolescence for the student’s. Transition to secondary school is a social and academic turning point for adolescence, hence this move across schools settings bring with it changes that can have negative or positive effects on students.

2. School engagement, well-being and self-esteem are important for student’s confidence and their academic performance. There are mainly three aspects of school engagement i.e. behavioural engagement, cognitive engagement and emotional engagement. To measure all these three aspects along with self-esteem and well-being during transition from primary to secondary school is the uniqueness of the present study
3. Descriptive statistics is to measure School engagement, well-being and self-esteem of standard 8th and standard 9th students. Mean, standard deviation and t-test were used to test the significant difference of school engagement, self-esteem and well-being during transition from primary to secondary school with respect to gender and area. Therefore, this research is unique to indicate the difference between mean score of school engagement, self-esteem and well-being during transition from primary to secondary school.

4. The questioner to measure school engagement and rating scale to measure well-being of students were constructed and standardized by the researcher in the context of the Gujarat culture after viewing the tools used in past at international level.

2.9 SUMMARY

The second chapter discussed about literatures related to school transition, school engagement, self-esteem and well-being.

Past researches were reviewed in order to gain the information and ideas that relevant to school transition, school engagement, well-being and self-esteem in the context of method, tool, sample and techniques of analysis of data. It makes sure that the present research is not repeating work that someone has done earlier especially in the state of Gujarat, in India. After viewing the past researches, it can be seen that the present research studies is a unique research which test the change in school engagement, self-esteem and well-being of students during transition from primary to secondary school in the state of Gujarat.