SCHOOL TRANSFER FROM PRIMARY TO SECONDARY EDUCATION

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School Transfer from Primary to Secondary Education

A survey

into the feelings of children

transferring from primary to secondary education

and the perceptions

of parents and teachers

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Forward

School transfer is one of a host of changes in our life. In fact, our whole life from birth to death, is a continuum of transitional stages. From birth to childhood, from home to nursery, from nursery to primary school, from primary school to secondary education, from secondary school to further and higher education. All these, in the area of the academic life of a person. Moving away from academia into the professional world, we meet another big area of transitions, in which one has to move from one job to another, or from one position to a higher one. In the social sphere, one has to move from childhood to adolescence, and then on, into the cycle of family life, where one usually has to play the role of spouse, parent and grandparent.

Measor and Woods (1984), point out that the concept of a status passage, originated from Van Gennep's work, *The Rites of Passage* (1960), and later was developed by Glaser and Strauss (1971). They add that 'It refers to transition in life wherein people undergo a change in status, whether it be from being alive to being dead (Glaser and Strauss's own example, 1968), from being a childless woman to being divorced (Hart 1976), from being a naïve recruit to becoming a trained bread salesman (Ditton 1977) (p.159).

Most of the above changes are largely considered as a natural course or, at least, a necessary transitional stage in one's life and, therefore, are usually taken for granted. However, school transfer, and especially the transitional period between primary and secondary school, is considered a very crucial stage in schooling. This because the two sectors of education are characterized by marked differences, while at the same time this transitional stage coincides with the passage from childhood to adolescence. Hence, the huge interest in the subject, in the way of research, and the abundant literature that has been generated. (Nisbet and Entwistle 1966; Nisbet and Entwistle 1969; Sumner and Bradley 1977; Johnson and Ransom 1983; Measor and Woods (op.cit.); Καταβούλης 1984; Gorwood 1986; Youngman 1986; Μιχαηλίδου 1997; Psaltis 1999; Michaelidhou 2000; Psaltis 2000; Psaltis 2001; Pellegrini and Long 2002; Psaltis 2002; Psaltis 2002b).

In the words of Measor and Woods (op.cit.), 'For many pupils, it might be thought that the transfer will appear a continuous, natural process, stepping off with eager

anticipation from one status with easy assurance on to the next in one movement. But, it is in fact, vastly more complicated' (ibid.).

Curriculum continuity is a major factor in the transition (Gorwood op.cit.), but other factors such as intellectual, social organizational and environmental (Measor and Woods op.cit.) play an important role in school transfer from primary to secondary education. Yet, for some, school transfer is a challenge or a fresh start (Dowling 1986), while for others it is a distressing experience (Youngman 1978), or a trauma (Spelman, 1979). In connection, the Plowden Committee (1967), observed that 'children, like adults, enjoy and are stimulated by novelty and change', but also went on to stress the need for adequate preparation for transition and the importance of avoiding sudden changes if the change were in fact to stimulate and not dishearten, (par. 427). Still, some consider transfer as an event, but others view it as a process. In most schools, the number of people involved in transition is at best restricted to a member of the Senior Management Team (from now on SMT) aided by a few volunteer teachers and at worst, to nobody. Visits to secondary schools by top year primary school pupils is, at best, the most popular function, which is initiated either by the receiving or the feeder schools, as a measure towards easing the school transfer process. At worst, nothing is done.

At any rate, I have known of no school that considers school transfer as a whole school activity. My approach is this and with my work, I am hoping to add an alternative dimension to the problem defined as the gap between primary and secondary education, by providing the principles for the development of a comprehensive Induction Programme (Appendix A).

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I have learned a lot from the writings of others, be they theorists, philosophers, modern thinkers, psychologists, sociologists or academics. All those whom I have cited in the text have their relevant works listed in the references at the end. Some authors not specifically mentioned in the text are contained in the bibliography section since they have been particularly influential in my writing. It is a small recognition of my gratitude to them.

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An outline of the inquiry

Considering the negative and positive expectations of primary school pupils, it is clear that, on one hand, their main concern is their social integration into the new environment, while, on the other hand, creative subjects, extracurricular activities and social or emotional concerns are of prime importance to them. New subjects and sciences are last on the list of variables that pupils are looking forward to. However, tests, which are not a very common experience at primary, especially the uninformed ones, seem to be a major worry for the primary school leavers. As regards their self-concept, this seems to be quite high, since most of the pupils appear quite happy with themselves three months before going to secondary school.

Looking at the same variables about eight months later, when the children are at a secondary school, it is obvious that their priorities change a lot. However, regarding situations that give them satisfaction, their priorities remain within the same area of concerns, which are their social adaptation and creative subjects. Regarding the negative expectations, academic concerns have now taken precedence over the social ones although in the process they seem to intermingle. Something else that is remarkable is the fact that the feelings of the children, when they go to gymnasium, get more intense, and as a result, both their contentment and reservations increase appreciably. Regarding their self-concept, the findings suggest that the transition from primary to secondary education is having an impact on it, which is mostly adverse.

The decisive factors in their choice of secondary school have been their classmates' choice, the designated schools, and the proximity to their house. However, only about 53% of them have visited their prospective school and even fewer actually have attended any lessons there.

Although no secondary school seems to have a consistent induction programme, quite a few functions that are being carried out at secondary schools could well fall within this area of activity. However, there is a need for programmes that would take the form of a whole school approach.

Secondary schools do not seem to have a uniform policy regarding form grouping. However, most schools use reasonable criteria, but more work is needed towards this area. At the same time, very few schools give a choice of classmates to children.

Finally, although the majority of children find the transfer from primary to secondary school as the most difficult, 23% feel that they found transferring from nursery to primary more difficult, while 21,5% felt that most difficult was their parting from home when they had to go to nursery.

Comparing to what they expected, 65% of the parents who took part in the survey found the situation regarding their child's transfer as they had anticipated, 28% found it better and 6% found it worse. At the same time, they answered that about 52% of their children adjusted to secondary school right away, 38% adjusted within the first term and 9% took more time to adjust or they had not adjusted until the point the survey had been conducted. Parents have mixed feelings regarding their children's reactions to school transfer, since about 54% answered that they reacted with anxiety and about 40% with enthusiasm. However, according to parents, the vast majority of children have employed positive methods in order to confront their anxiety.

Regarding the attitude of parents towards secondary education, an overall positive approach is recorded, mainly in the area of mental stance and home-based activities. However, for functions that entail, either their physical presence at school, or the divulging of information, or some kind of cost in resources (time or money), the respondents are not so willing to cooperate. This is supported by the fact that parents' contact with school is mainly restricted to meetings with subject teachers, in order to discuss the progress of their children, and to a much lesser extent to meetings with form tutors. Despite the above, parents have very high expectations of secondary school in terms of educating their children academically, personally and socially.

Finally, overall, parents misjudge their children's feelings regarding situations that are involved in the process of transition by mostly underestimating activities that gratify or trouble them or by overestimating their worries.

On the subject of the measures that have been introduced by the Ministry of Education in order to promote the goal of nine-year compulsory education, the situation is very disappointing for both sectors, especially for the secondary one, as very little seems to have been done so far. As regards the reasons that are held responsible for the gap that

exists between the primary and secondary education, class teachers put the biggest blame on *the different teaching approaches* and subject teachers on *the different curriculum.* Nonetheless, the teachers of both sectors, albeit more those of primary education, are willing to participate in induction programmes. At the same time, they both believe strongly that a *closer contact between the officers of the two levels of education in the Ministry of Education and Culture* would promote the goal of nine-year compulsory education and they are united in pursuing a *unified curriculum development service, initial and in-service training.*

Finally, primary school teachers misjudge their pupils' feelings regarding situations that are involved in the process of transition by underrating all items that please them and by mostly overestimating their worries. However, pupils and class teachers generally agree on the ranking of the positive feelings, but differ on prioritising the negative ones, as pupils' main concerns refer to social aspects, while class teachers' attention focuses on cognitive activities. As regards the views of secondary school teachers, weighing them against the feelings of their students, the situation does not differ significantly to that of the primary school teachers, as, here, again, subject teachers underrate most of the activities that satisfy children. However, although the ranking of the variables between the two lists disagrees notably, there is a general agreement in terms of prioritising social and creative functions first, as opposed to academic ones. Turning to the negative feelings, though a higher amount of concurrence is manifested in terms of prioritising academic aspects first, secondary teachers, like their primary counterparts, overestimate most of their students' fears.

Introduction

The issue of school transfer in Cyprus has, largely, the same characteristics as in other countries in the rest of the world. These characteristics are the intellectual and social difficulties that first year pupils confront when they move from primary to secondary education. Most of these difficulties have their roots in the differences that distinguish secondary from primary education and they could be summed up in the following:

The size and the more complex organisation of secondary school, new forms of discipline and authority, the possibility of loosing one's friends, making new acquaintances, more than one teacher, becoming the youngest instead of being the oldest, different teaching methods, the prospect of being bullied and more demanding homework. This division between primary and secondary education in Cyprus has been widen for reasons that have their origin in the history of the country. Thus, during the period of the British rule, 1878-1960, while primary education was favoured by the colonial government, secondary education was discouraged. Dr Persianis (1996), a Greek Cypriot academic, has the following to say about the situation:

> Contrary to the Greek Orthodox Church leaders, who were mainly interested in secondary education the British Government's main interest was the spread of literacy through primary education...The whole Cyprus population was accorded a status similar to that of the British working class, and, therefore, it was felt that what the Cypriots really needed was primary education, a 'low-status education for a lowly position in the hierarchy' (Ruddel, 1982 p.301)...The British favoured continuation schools, (Kelly 1979), that is, differentiated primary schools that would not be integrated in the education system but would lead instead to a dead-end.

The author adds that while at primary schools there was an emphasis on teaching English and gardening, at the secondary level the emphasis was laid on the literary and classical type of education, which aimed at strengthening the ties between Greek Cypriots and mainland Greece. After independence in 1960, though Cyprus has maintained most of the policies which were put in place during the second half of the British rule, its educational system 'borrows' policies from mainland Greece, which are adjusted to the Cypriot needs. In the meantime, in 1962, primary education became compulsory. Although attempts at linking primary to secondary education started in 1968, these did not take up a systematic form until 1987, two years after the introduction of the compulsory secondary education. Hence, the term nine-year compulsory education (six years of primary school and three years of gymnasium- lower secondary education).

The way in which those who have been responsible for the educational policies in Cyprus have dealt with the challenge of school transfer, does not differ significantly to what has been done in other parts of the world. That is, they have tried to introduce measures that would promote curriculum continuity, and address the social, emotional, organisational and environmental aspects that are involved in the issue. Thus, in 1987, the Ministry of Education (from now on MOED), initiated the reviewing of the national curriculum with a view to linking primary to secondary education. The guidelines that were given to the educators involved in the task were described in a MOED circular (ΥΠ 1987- Appendix 22), and they provided for the following:

General principles for a unified nine-year compulsory education:

The general principles for the unified nine-year compulsory education, which have been set by the Special Interdisciplinary Committee, are the following:

1. The curriculum should be continuous. This means that :
2. Compulsory education is no longer six-years but nine-years and continuous.
3. Through the curriculum, a comprehensive education should be given to those who are going to be disengaged from school after the nine years of compulsory education.
4. In parallel, such an education should be offered through the curriculum, so that the pupils who will proceed to the lyceum cycle be sufficiently prepared.
5. The nine-year curriculum must not be interrupted by any administrative arrangement.
6. The nine-year curriculum will have a spiral order.
7. Some elements of the curriculum (knowledge, skills) should be completed at certain levels in such a way, so that later on they constitute the infrastructure for later learning (i.e. the four mathematical operations are completed at the end of D' class, the technique of reading at the end of C' class of primary etc.

The draft proposals, at which the Special Interdisciplinary Committee arrived, were not fully applied, due to objections raised by the trade union of the primary school teachers. However, the Council of Ministers (Υ.Π.578/68/Α, 26/11/1990), decided the experimental application of the above curricula at 14 primary and 14 secondary schools, during the school year of 1990-1991. When the experimental period was completed after three years, an Interdisciplinary Committee of primary and secondary school inspectors embarked on the evaluation process of the findings. The conclusion was that the adoption of unified curricula was not enough for bridging the gap between the two sectors of education. That is, the identification of curriculum with the promotion of nine-year compulsory education did not have the desired results. Therefore, alongside the curriculum, further measures were introduced, in order to address wider issues of the school transfer challenge, which were the following:

- Each primary school should designate a teacher to act as a co-ordinator with the liaison person of the secondary school.

- Each department of the secondary school should designate a co-ordinator with the liaison person with a view to promoting interaction with primary school teachers.
- There should be an exchange of teachers between primary and secondary schools.
- Arrangements should be made so that teachers from the two education sectors have the opportunity to attend each other's staffroom meetings.
- Top year primary school pupils should have the opportunity to visit their future secondary school.
- Top year primary school teachers should start preparing children for their new school.
- First-year secondary school teachers should adjust their teaching methods and pace to the level of the new students, be friendly and understanding with them.
- First-year secondary school students should have more time with the same teachers.

The UNESCO report of the International Institute for Educational Planning - (IIEP 1997), provided a new drive for the issue by highlighting the discontinuity from which the school level structure suffered, especially at Primary-Secondary transition. Thus, the MOED undertook the organisation of a joint conference on the subject of nine-year compulsory education with the Pedagogical Institute and the two teachers' unions ΠΟΕΔ (primary) and ΟΕΛΜΕΚ (secondary), on the 12th December 1997. The theme of the conference was, Presuppositions for an Effective Introduction of the Nine-year Compulsory Education in Cyprus. According to the then General Director of the MOED, Dr Phylaktou, (1997), these presuppositions were the following:

- To avoid the mistakes and omissions of the past.
- To agree on the exact contents of the term "Nine-year Education".
- Common attitudes and stances towards the effort and
- Agreeing on a common strategy defining short and long term goals.

The findings of the above conference were codified into a circular of the MOED (1998), which proposed the following measures for the promotion of the nine-year compulsory education:

- Liaisons persons should be designated at each school. This liaison of primary – secondary school could be an assistant headmaster or a teacher and through him/her will be permanently made the several activities and planning.
- A coordinator should be designated for each subject (the number of subjects can be restricted at the beginning i.e. language, mathematics, science).
- Study of top year primary and first year secondary books.
- Top year-primary school and first term first-year secondary school diagnostic and examination papers should be exchanged.
- Designing of joint projects by primary and secondary schoolchildren.
- Attendance of first year secondary school classes by top-year primary school class teachers
- Attendance of top-year primary school classes by first year secondary school teachers
- Discipline at Primary and Secondary School
- Participation of secondary school teachers in meetings of primary school staff for discussing the teaching of a certain lesson.
- Joint visits of some primary and secondary school inspectors to the respective schools.
- The possibility of organising joint celebrations or events (cleaning, Music, Art, etc.)

With the introduction of these measures, the MOED was in fact reviewing, elaborating and enriching the measures that had been introduced a few years before. At the same time, it was recognising the need for addressing other issues involved in the process of school transfer. In the words of Dr Phylaktou, (op.cit.),

> ...our efforts should be directed at all fronts covering comprehensively – evolutionarily pedagogical/didactic or methodological approaches and themes of communication, cooperation, structure, support of pupils with learning difficulties, training and further education of the teachers, continuous and unified monitoring or evaluation etc".

The joint conference on the subject of the nine-year compulsory education prompted the MOED to take more action. Therefore, in the spring of 1998, it renewed its efforts for promoting the goal of nine-year compulsory education by calling district meetings at which M.O.ED officers, alongside the head teachers of the designate secondary schools and the headmasters/mistresses of their feeder primary schools took part. The main objective of this meeting was to get the teachers of the two sectors involved in the whole enterprise.

Furthermore, in 1999, Cyprus, through its Pedagogical Institute (from now on PI), got involved in a wider attempt at linking the two levels of education by joining the European Programme "Curriculum Continuity Links Between Primary and Secondary Education in European Schools" (from now on LIPSS) Other partners in this programme were Austria, Germany, Poland and the United Kingdom. The main objective of this programme was the curriculum continuity links between the primary and secondary stages in education in European schools.

In the meantime, Μιχαηλίδου (op.cit.), conducted a small survey into the opinions of primary and secondary school teachers on the subject of nine-year compulsory education, while I (op.cit.), conducted a longitudinal survey on the feelings of first year students and the difficulties that teachers encounter during the transitional period from primary to secondary school. Other than the above, I had found very little in the way of research regarding the problem in question, when I started work. However, Michaelidhou again, (op.cit.) based on my questionnaires conducted a new survey into the subject, within the European Programme. On mainland Greece, Κακαβούλης (1984), has dealt with the psychological and pedagogical impact of school transfer from primary to secondary school on students.

Assessing the situation today, I might assert that not much progress has been made, in the way of bridging the gap between primary and secondary education. This may be attributed to the fact that, on the one hand, the subject has been approached in a fragmentary

way, and, on the other hand, to the fact that the structure of the educational system in Cyprus, overall, remains separatist in terms of delivering and managing the two levels of education. This, despite the fact that several innovations have been introduced into the educational system of Cyprus, during the last 35 years. (Persianis and Koutselini 1991).

With the findings, the recommendations and the conclusions of my project, alongside the comprehensive induction programme (Appendix A), which I am proposing, I aspire to offer a new drive for the subject, and contribute towards bridging the gap existing between the two levels of education.

My personal interest in school transfer has developed over the years, first in my capacity as a subject teacher, when year-by-year I saw the extent to which first year students were finding it more difficult to adjust to secondary school. Later on, when I was doing my MA in Educational Management, quite accidentally, I came across Youngman's (op.cit.) edited book on school transfer, Mid-schooling Transfer: Problems and Proposals, which impressed me to the point that I decided to do one of my assignments on the subject. This assignment took the form of a small-scale longitudinal survey, and it was in reality the first piece of work that introduced me into the real world of research.

In the meantime, in my capacity as an assistant headmaster at a suburban secondary school, I offered to be the liaison person with its feeder primary schools. Thus, I was given the opportunity to widen my involvement in the issue, and finally develop an Induction Programme, (Appendix A), which might form the basis for working towards a whole school approach to what has been described by many as the gap between primary and secondary education.

Now, as a head teacher, I am in a position to experience the problem in all its magnitude since I find myself at the centre of reaction that generates from pupils, teachers, administrative staff, parents, school governors and ministry officials. These views, either directly or indirectly, to a greater or lesser effect, are raised in this longitudinal research.

Thus, having served at all positions as an educator - subject teacher, assistant headmaster and head teacher- I have attained an inside knowledge into the feelings and the perceptions of all people who are engaged in school transfer. This inside knowledge has been enhanced by my personal involvement in the issue. The involvement, apart from the work referring to the role of the liaison assistant headmaster between secondary schools and their primary feeder schools, has taken the form of other activities such as the following:

Participating in meetings of the MOED, joining seminars of the Pedagogical Institute, attending conferences of the Teachers Unions and the Parents Association, publishing in educational journals and connecting to the Comenius 2 European Programme LIPSS This networking to the Comenius 2 Programme, has resulted in numerous publications in the three manuals of the European Programme and in running two workshops at a 62-hour in-service training course in Bad Goisern, Austria, in 2002.

At the same time, for about a decade I have been developing my awareness about the subject by being informed not only about what has been going on about the problem in Cyprus, in the United Kingdom (UK), in the rest of Europe (EU) , in the United States of America (USA) and in other parts of the world.

Despite its crucial importance, the subject of school transfer has largely been unexplored in Cyprus and as a result, only some research of small scale has been conducted up until now. However, the extended knowledge of people and situations I have acquired through my engagement in the subject, has led to an unprecedented big-scale longitudinal survey, covering about 1200 pupils – 11% of the whole age-group pupil population - their parents and their teachers. Exploring the feelings of children in the intellectual, the social, the emotional and the organisational area and investigating the perceptions of parents and teachers.

My project consists of two components: The first one is a longitudinal survey into the feelings of children transferring from primary to secondary education. It comprises two rounds, one that covers the period a few days before top year pupils finished primary school in June 2002 and another, which refers to the attendance of the same pupils at secondary school about eight months later in February 2003.

The main instrumentation in the survey for children was effected through the administration of two questionnaires, while for triangulation I employed essays, diaries, and interviews. I also studied the perceptions of parents and teachers regarding school transfer through a parallel survey by administering appropriate questionnaires. As regards parents, a focus interview was conducted as well.

The second component is an induction programme (Appendix A), developed in my capacity as a liaison assistant headmaster and later as a head teacher.

My project is preceded by a synopsis and consists of five chapters.

Chapter 1 contains the terms of reference, the aims and the objectives and with a statement of the problem, the topic is placed in its historical framework.

Chapter 2 cites the pertinent literature on the theme from Cyprus, Greece, the UK and other parts of Europe, the USA, and other parts of the world.

Chapter 3 refers to the design of the investigation and the measurement techniques.

Chapter 4 presents an analysis, interpretation and discussion of the results.

Chapter 5 summarises the conclusions and cites recommendations regarding the issue.

CHAPTER 1

Terms of reference /aims and objectives of the project activity

The aim of my project and other activities at a personal and professional level, have been to contribute towards coping with problems relating to school transfer from one sector to another, with a view to achieving continuity among the several levels of education. (Youngman, op.cit.). My research has focused on the transition stage between primary and secondary education.

Hypothesis and key questions:

The hypothesis of my research is that there is a relationship between the difficulties in adjusting to a new educational setting and the demands imposed on children by the changes involved in the process of transfer from primary to secondary school.

While the difficulties could be expressed in terms of the way children react to school transfer in the intellectual, social, emotional, , organisational and environmental settings of the new pupil, the changes involve the size and the more complex organisation of the new school, new forms of discipline and authority, the possibility of loosing one's friends, making new acquaintances, more than one teacher, becoming the youngest instead of being the oldest, different teaching methods, the prospect of being bullied and more demanding homework.

My principle is that while children manage to cope with the emotional, the social the organisational and the environmental difficulties relatively easily, they find it more difficult to cope with the intellectual demands imposed on them by the new curriculum. Thus, I maintain that school transfer is not an event covering only the short period between transferring from primary to secondary education but a process across the year to year transition of the whole schooling career.

On the whole, the project deals with education continuity and its significance.

Research questions will address the following issues:

- *What is the effect of pre-primary education, of the age of entering primary school and of the age of transfer from primary to secondary education on primary pupils?*

- *To what extent does the culture and ethos of each school sector influence the adjustment of students to the new environment?*
- *To what extent could curriculum continuity contribute towards bridging the gap between primary and secondary education?*
- *What are the attitudes, the positive /negative feelings and the expectations of the top year primary school pupils towards their new school?*
- *To what reasons do primary and secondary teachers attribute the problems that arise during the transfer process and what difficulties do they face?*
- *Should the evaluation system of pupils be reviewed?*
- *How should a secondary school be organised in order to receive the new students?*
- *What is the most effective system of grouping the new students into forms and how does the size of class influence the attainments of student?*
- *What is the most effective way of passing on information from primary to secondary education regarding the new students, with a view to providing a pastoral care system that will cope effectively with any adjustment complexity, learning difficulty, special educational need, behaviour or other problems?*
- *How could parents be involved in the whole transfer process?*
- *What role will the several institutions of the Ministry of Education and the parents, teachers and students associations play in the project?*
- *What kind of pre and in-service training will be needed for handling the new demands?*

My project will try to investigate the above hypothesis and address to the highest possible degree the aforementioned research questions. First, let us discuss the professional significance of the work I have done.

Professional significance of the work:

The professional significance of the work that has been produced is very large owing to the current educational crisis that ravages the local educational system (Πολυδώρου 2001). This crisis is mainly attributed to lack of continuity between educational levels, to the training and recruitment system of educational staff and to the appraisal and promotion system of teachers. (IIEP op.cit.).

Now, a lot of discussion is going on regarding a new appraisal system, whereas as regards teacher training and recruitment the changes that were introduced in 1999 with the pre-service training programme have led to a state of decadence (Κυριακίδου 2003).

At the same time, local attempts at coping with the problems generating from transition procedures from one educational level to another, for both lower and upper secondary education, seem to have come to a holdup. Especially, school transfer problems from primary to secondary school, had initially been restricted to linking the curriculum of the two levels (Φυλακτού op.cit.). When this proved ineffective, other measures were introduced (MOED op.cit.), which do not seem to have been productive either, since they have not managed to ensure the engagement of the teachers themselves in the whole project. At the same time, local research on the same theme has been restricted (Μιχαηλίδου op.cit., Μιχαηλίδου op.cit., Psaltis op.cit.).

Hence, the focus of my attention will be on transfer from primary to secondary school, since this seems to be the level of education at which most of the concerns appear. These difficulties relate to the adjustment of the children to the new school environment, to learning difficulties, to special educational needs, to language deficiencies of the children of ethnic minorities, to the entry into adolescence, to the beginning of deviant behaviour and to dropping out of school.

With the work I have done, I am putting forward ideas, which I hope will deal with the above issues and will make continuity between educational levels a whole school concern and activity. Thus, the issues that are raised in transition from one educational level to another should become the focus of a long-term strategic plan that will involve not only the head teacher and the liaison person of the school but the whole school community. Namely the Senior Management Team, the teaching and administrative staff, the support services of counselors, educational psychologists, social workers and health visitors, the school governors, the parents and teachers associations, and the students' representatives. I shall return to this plan at the end of my report, as the essence of my project is this. Namely that a comprehensive induction programme (Appendix A), is required, in order to deal with the issue in an integrated manner.

CHAPTER 2

Review of literature:

In this chapter the literature review that underpins the aims and objectives of my project is presented in the areas of:

1. The aims and objectives of each educational level.
2. The attitudes of pupils.
3. The effects on pupils' attainments.
4. The process of adaptation.
5. Curriculum continuity.
6. Induction programmes.
7. Age of entry into secondary education.
8. Catchment areas
9. How transfer affects attitudes and progress at secondary school
10. The perceptions of teachers.
11. The perceptions of parents

Let me remind the reader that the general aim of my project has been to investigate the issues concerning primary/secondary transfer in public sector schools in Cyprus. As analysed in the conclusions, (Chapter 5), the principle of my project is that the concept of school transfer should not be considered merely as an event, (single occurrence), by which I mean the passage from one school to another, but as a whole process which incorporates all the complexity of the transition, also, from one year to another (see Induction Programme in Appendix A). In this sense Sumner and Bradley (op.cit.), two educators from the UK who work with the National Foundation for Educational Research, (NFER), give the following definition, which differentiates between the terms *transfer* and *transition*, in a way that serves to underpin the focus/principle of my research.

> Of late, both 'transfer' and 'transition' have been terms used interchangeably in literature pertaining to inter-school moves. There would seem to be a trend towards applying 'transition' to moves between recognised stages of education and for 'transfer' to apply to any change of school, its precise meaning being apparent from context. Transfer between schools cannot take place without some degree of transition but an interesting corollary is that a transition from one

stage of education to another can take place without a change of schools. It is where transition in the meaning described above coincides with a change of schools that this transfer takes on a greater dimension (p.3).

It is within this context that my research has been conducted, since school transfer from primary to secondary school in Cyprus coincides with the move between two recognised stages of education.

1. The aims and objectives of each educational level

Having established the above, it is useful to delineate the areas in which the relevant literature has been significant to this project.

A considerable amount of literature is devoted to defining the scope of each sector of education and to describing the differences that distinguish primary from secondary education.

According to legislation, (MOED 2003), the mandatory aims and objectives of the two educational sectors in question in Cyprus are the following:

Primary education constitutes the fundamental stage of education, which lays the foundation for the harmonious development of children in the cognitive, emotional and psychomotor domain.
The school curricula and methodologies used in the classrooms emphasise the process of learning and focus on strategies that will help the children learn how to learn and use creative and critical thinking.
Primary education also aims at helping pupils become aware of our national identity, including the Greek language, the Christian Orthodox religion and culture.
Finally, Primary Education takes many actions to help children develop an intercultural understanding and become sensitive to be respectful of all the members of our global society.(p.6)

Considering the socio-economic, cultural and national needs of Cyprus, public secondary education offers equal opportunities for education and aims at promoting friendship and cooperation between the various communities of the country. The philosophy underlying public secondary education is two-fold:
A. the dissemination of knowledge with emphasis on general education and a gradual transition to specialisation in order to prepare students for an academic, professional or business career
B. the development of a sound, morally refined personality in order to provide society with competent, democratic and law-abiding citizens.
Principles pervading the overall school milieus are:
1. the assimilation of national identity and cultural values
2. the promotion of universal ideals for freedom, justice and peace
3. the nurturing of love and respect for fellow human beings in order to promote mutual understanding and democracy
4. the development of skills and abilities for the needs and challenges of the modern world
5. the development of skills and abilities for lifelong learning, for academic studies and for the world of work (p.14).

A historical review of the literature will show that although the wording on the aims and objectives of the two educational levels has changed, the basic philosophy informing the function/organisation/role of the two schools remains that of two schools working autonomously. In sum, primary education is thought of as being characterised by integration

of knowledge, whereas secondary education as being characterised by subject differentiation.

As a consequence, the views of authors who even date back to the very beginning of the twentieth century do not sound very strange today. This implies that education has not followed the pace of changes, which have been marked in other areas like technology and economy. Thus, according to the American psychologist Hall (1904), the education of childhood involves "little method and much matter, while the education of adolescence is a new liberal education full of ideas and of appeals to reason". In his plea for *Secondary Education for All: a policy for Labour,* Tawney (1922), suggests that "primary education and secondary education are organised as two stages in a single and continuous process; secondary education being the education of the adolescent and primary education being education preparatory thereto....". In the Hadow Report (Board of Education 1926), primary education is described as the education of childhood, while secondary education as the education of adolescence. The academics Nisbet and Entwistle (op.cit.), in their Aberdeen survey, point out that "at present the methods of teaching in primary school emphasise the integration of knowledge, whereas senior secondary schools in particular emphasise subject differentiation" (p.52). The same authors add that:

> Primary and secondary education can be defined in terms of the aims of the schools involved, by attempting to relate each to particular phases of physical or intellectual development, or by describing the differences between secondary and primary schools, as they exist at present (pp.78, 79).

The Newsom Report (Board of Education 1963), discusses the function of the secondary school in terms of both child development and of the aims of the secondary modern school as follows:

> The ... difference between primary and secondary ... is partly a matter of attainments, of doing more advanced work. But if this were the whole, or the main part of the story, many of those with whom we are concerned would hardly be capable of secondary work and the promise of 'secondary education for all' would be impossible to fulfil (p.111).
> The work in a secondary school becomes secondary in character whenever it is concerned, first with self-conscious thought and judgement; secondly, with the relation of school and the work done there to the world outside... and thirdly, with the relation of what is done in school to the future of the pupils , that is to the part they see themselves playing in adult life... (pp.111-13).

When the Australian academic Cotterell (1986), is describing the character of each education sector he maintains that "expressed in curriculum terms, the differences are seen in the emphasis by primary schools on equipping the learner in a number of essential social and intellectual skills, and the emphasis by secondary schools on selection of the more academically able students for further education through exposing them to specialised

knowledge in distinct discipline fields" (p.75). On the subject of the organisational and curriculum differences that distinguish secondary from primary school, the author points out that these reflect the different academic purpose, which the schools serve. (p.81).

The English academic Warburton (1986), says that at primary school, science focuses on the natural environment and develops attitudes whereas in secondary school it focuses on laboratory work and teachers facts.

The English educator, Bastiani (1986), dwells on parents' views on the differentiation of purpose in primary and secondary school and cites two dimensions, the literal (formalism of uniform and written rules) and the symbolic which is likened to a crossing of the bridge between:

> Being a child.....Becoming an independent adult
> Personal development..... Acquiring publicly valued knowledge and skills
> Individual treatment.....Learning to survive as one of a crowd /facing bureaucratic evaluation and assessment as a pupil (p.120).

Finally, Galton (2000), the Associate Director of Research at Homerton College, Cambridge, defines the aims and objectives of the two schools as follows:

> The main function of the first school stage (known as primary or elementary) is to impart basic skills of literacy and numeracy. In contrast, the main function of the second school stage (known as senior or secondary) is to provide a broad and balanced curriculum that emphasises the acquisition of knowledge and conceptual understanding across a range of subjects (p.321).

2. The attitudes of pupils

The above differences between primary and secondary education are for some a natural route. Still, quite a few people give such dimensions to these differences that they do not hesitate to talk of a gap, a rift, or even a chasm. For instance, Cotterell (op.cit.), who deals with the nature of the problem in Australia, points out that there is a gap at all levels of education, which centres around curriculum and accentuates the chasm that exists between primary and secondary school. As a result, this chasm has a series of effects on the first year pupils: These effects could be expressed in terms of the way children react to school transfer in the intellectual, emotional, social, organisational and environmental settings of the new pupil.

In a very characteristic manner Cotterell (op.cit), likens the behaviour of the new pupils to that of tourists visiting a foreign country who "lack the ability to discriminate the features of their new environment at sufficient depth and detail to appreciate the complexities to which they are asked to respond" (p.81).

Analysing the transitional stage from primary to secondary school, the English educational psychologist Dowling (op.cit.), explains that usually transfer involves losing friends, making new acquaintances, more than one teacher, becoming the youngest instead of being the oldest, different teaching methods and more demanding homework.

Summerfield, a first year tutor in a large English comprehensive school (1986), when presenting the problems that primary pupils encounter during the transitional period says that "from being the oldest, most responsible, best known and most demonstrably able - both academically and physically - these children become the youngest, least knowing and least known members of the community in which they find themselves" (p.11).

Measor and Woods (op.cit.), who have embarked on an ethnographic research in an English comprehensive school, when referring to the new pupils' apprehensions, relate that "the first line of questions was how would they cope with the new demands, new situations, new problems?" and add that "pupil anxiety revolved around five major issues: the size and the more complex organisation of the new school, new forms of discipline, and authority, new demands of work, the prospect of being bullied, and the possibility of loosing one's friends". (p.9). The authors conclude that "The comfortable, homely environments they have known hitherto, where they have been looked after, will be exchanged for a brash, impersonal, more cosmopolitan and bureaucratic institution where they must find their own solutions" (ibid.).

In outlining my project, I indicated that the vast majority of children find their way round secondary school rather quickly and it is only a small percentage of students that are confronted with protracted problems. Yet, both sets of children go through some stages of adjustment, albeit diverse in length and context.

The English educators Brown and Armstrong (1986), in their study on **transfer from junior to secondary**, look at the child's perspective and quote Rivlin and Wolfe (1985), who deal with pupils' preoccupation regarding strange faces and unfamiliar buildings while their teachers are trying to inform them about new timetables, rules and routines. Fisher, Frazer and Murray (1984), quoted again by Brown and Armstrong, liken the change of school to bereavement when one has to cope with tension in order to obtain equilibrium whereas Measor and Woods (op.cit.), define four areas of coping - *intellectual, social, organisational and environmental.* In their respective research, they explain that intelligence, attitudes, academic success and family background correlate with successful transition. They

also add that "schools with transition programmes do better at facilitating transfer than those without" (p. 30).

In her study of 42 children, another English researcher, Murdoch (1986), finds that pre-and post-transfer reactions to school were not necessarily stable and quotes Van Gennep's (op.cit.) three stages of status passage: *The separation; the transition and the adjustment.* In her proposals regarding the role of teachers, Murdoch suggests that those at primary should be realistic about the expectations of the new school they raise in children (Dutch and McCall, 1974; Hedley, 1977). She also points out that they should co-operate more with their secondary counterparts regarding curriculum. (Grudgeon, 1970, Netscher, 1973).

Dowling (op.cit.), adds that the change of students' behaviour may be caused by traumatic or stimulating effect of the transfer as such and quotes a report by Birmingham Educational Center on Continuity of Education (Neal, 1975), which points out that for children, teachers are much more important than buildings, organisation and discipline. He also quotes Booker's (1980) four categories of students who coped with primary but not with secondary: The withdrawn, the ones with poor impulse, those who had intensive remedial help and children with other development immaturities.

Regarding the characteristics of first year secondary school children, as reported in a survey by their teachers, Cotterell (op.cit.), cites the following: Restless, fidgety and boisterous behaviour. Teachers have explained immaturity as the inability of students to delay gratification, their clamouring for individual attention, their distractibility and their effervescence and spontaneity. Immaturity can also be explained as lack of self-management, responsibility and accountability.

3. The effects on pupils' attainments

Studying the aforementioned, it is clear that at the beginning of the secondary school, first year pupils find themselves in a strange situation, which is packed with fears, anxieties, worries, and emotional stress. The issue raised here is the extent to which these apprehensions are justified. Are the worries for instance real or the product of the imagination of the children, or even worse the outcome of misinformation? Is the boisterous behaviour or the immaturity a lasting situation or only a transitional stage? While still at

primary school, top year pupils have an impression of what they are going to encounter at the next level of education.

This impression, as the Greek philologist and pedagogue Καραβούλης (op.cit), will confirm, consists of mixed feelings. Brown and Armstrong (op.cit.), who point out that the most predominant fears were getting lost in school, homework and a general anxiety not attached to anything in particular, corroborate this, while at the same time, they identify sixteen separate categories of positive feelings. Sport, new, and different subjects were the activities the children were most looking forward to.

However, the above feelings are an amalgam of information that has its origin in the familial, educational, or social milieu of the child. Yet, this information is not always based on fact but on views that are aiming at other objectives. For instance, a class teacher was telling me that a customary method of disciplining top year primary pupils is by warning them that teachers at secondary schools are very strict. Alternatively, parents resort to the method of 'intimidating' their children that subject teachers are very demanding in the area of class and home work. The truth is of course somewhere between, as the procedures for discipline and curriculum at the two levels of education are not identical. Therefore, the picture of monstrous teachers who are ready to devour children with their extreme strictness and intolerable class and homework is only a myth. On the theme, Measor and Woods (op.cit.), say that these myths fall into three broad categories:

1. Situations and activities making new demands of harshness and toughness in the new secondary school world n both formal and informal cultures (head flushed down the loo).
2. Sexual development (the homosexual male teacher).
3. New forms of knowledge and work (the kind of work the pupils would be required to do). (pp.19-24).

Nonetheless, myth or no myth, about half of the pupils experience one or another kind of problem in adjusting to the new environment, while about 10% of the pupils are in real trouble with this transitional schooling stage. Therefore, children are obliged to resort to several methods in order to manage with the situation. As regards the process of adaptation, this goes through several stages, as we have already said, and lasts from one month to one year or more.

Spelman (op.cit.), based on a wide survey of schools in Northern Ireland, asserts that transfer is a trauma for perhaps ten per cent of the age group, with many more children than this having continuing problems. He indicates, "...we might anticipate problems from

children who are younger, less mature, working-class, timid, anxious, withdrawn or non-academic" (p. 22).

This is confirmed by Youngman (1978), who states that the "the overall impression is that approximately ten per cent do find transfer, or more correctly the secondary school, a distressing experience and this is a feeling which persists for at least two terms" (p. 22). For Youngman, two types emerge, as causing concern on transfer - the 'worried' type, and the 'disenchanted' type characterised by moderately high ability but with more inclination of inferior performance. These children are described as pupils at risk.

Giving an account of the problems the 'outliers' - the ten per cent of pupils- present, Summerfield (op.cit.), reports excessive home pressure, gross negative change in attainment due to the tragic death of sibling, extreme 'lethargy and negativity', withdrawal and hostility, and negative attitudes toward school. She adds, "These outliers probably represent all the extremes of the range of problems encountered in school, and can only be approached at the individual level by staff with specific counselling and pastoral skills" (p.25).

4. The process of adaptation

Cotterell (op.cit), focuses on the adjustment of early adolescent youngsters to secondary in a study of Australian schools and explains that situational stresses take the form of depression , emotional and conduct disturbance. He goes on to distinguish between *adaptation* and *coping,* defining the first as those processes by which a fit is established between one's customary pattern of behaviour and the demands of a particular situation. Coping refers to the adaptive behaviours mobilised in stressful events and explains that "Adaptation involves the whole person, his or her feelings, physical well-being; disorganisation affecting psychological balance, whether from illness, fatigue, anger, or high anxiety, inhibits effective action by interfering with the ability to secure and process information" (p. 70).

Cotterell (op.cit), adds that coping with transfer is a long and subtle process that might take 12-18 months and that "securing adequate information is not overcome in a few days, but continues well into the first term, since one does not know what one does not know". (p.74).

In connection, according to the findings of my research, almost six months after school started, about 10% of the first year pupils had not adjusted to the new school until

then. Anyhow, who should be held responsible for all the above problems? Let us see what the relevant literature has to say.

5. Curriculum continuity

Curriculum discontinuity is usually held responsible for the problems involved in school transfer and that is where the Cyprus Ministry of Education turned its attention to first, when it started considering the issue. Sumner and Bradley (op.cit.), point out that it is instructive to consider what complete continuity would entail and to assess the extent to which it could be realised. In connection, they say that:

> In broad terms, pupils in a continuous system would perceive little difference in school ethos; thus they would be given similar learning situations presented through a similar approach, using a basis of existing knowledge and skills, and have their work judged by much the same standards. Classroom control, access to resources, freedom to move round the school, opportunities to use sources outside school, ways of talking with teachers and fellow pupils – all these would be similar, as would method of assessment, reporting to parents on behaviour, motions of tidiness, accuracy, and so on. These features embrace the curriculum, (explicit and 'hidden'), the pedagogy (teacher's management style as much as expository techniques), the material provision and its disposition, and the social climate (including parents as well as pupil – pupil, pupil – teacher and teacher – teacher relationships) (p.9).

However, the authors maintain that:

> ...continuity does not imply that there should be no change whatever between systems – merely that there should not be such large disparities in practice and behaviour that the pupils become confused emotionally or disorientated scholastically. ...In order to obtain continuity both within schools and between them, a variety of strategies has been devised. These range from discussions on curriculum and teaching methods to the close recording of progress by formal and informal methods. Discussions on the details of curricula are obviously easier within the same school, as is the exchange of information about a particular child (ibid.).

Stressing the need for guidelines in all areas of the curriculum, in a research into the policies of Local Educational Authorities on curriculum continuity, Gorwood (op.cit.), points out that:

> Unless a child's experiences throughout the stages of education lead to recognition of continuity in curriculum, it is unlikely that transfer from school to school will be effected without problems. Induction programmes merely guide pupils across the frontiers; once over, the ground must be familiar enough to allow them to proceed....The daunting task of amalgamating primary and secondary curriculum seems more feasible if effort is concentrated on the age ranges immediately before and after transfer. This argues for a 'middle years' conception of curriculum (p.207).

In his **Assessment for transition**, Sumner (1986), refers to the obstacles for an even transfer and lists, apart from the different curricula, the following: ... ethos in primary and secondary schools; lack of interaction between primary and secondary staffs; diversity of assessment methods; reluctance of primary schools to relinquish their autonomy; teachers' workload and little inter – Local Education Authority (LEA) liaison or integration of procedures and documentation. Another view of the problems of transfer is given by Miles

(1976), whose study shows that "...they (children), view coping with the new work as the principal demand to be faced".

Ginnever (1986), dealing with **liaison and curriculum continuity** points out that according to a Department of Education and Science, (DES), report (1978), continuity in the curriculum of the school was largely overlooked. In analysing the problem, the author stresses the importance of developing mutual trust and understanding between the two sectors and points out that a feeling of inferiority in primary school heads has developed up through the ages. At the same time, he lists the big number of feeder schools, the different philosophies and methodologies between the two sectors, the loss of a catalyst and cynicism, as the problems faced by secondary head teachers.

Regarding the differences of aims between primary and secondary education, Sumner (op.cit.), maintains that although continuity is desirable, the appropriate objectives for each sector should not be distorted in the interests of the post-transfer period and concludes that "Continuity in this context means accepting the pupils as they have become up to the point of transfer" (p.147).

Warburton (op.cit.), concentrates on **Liaison and continuity in Science** and, citing the outcomes of his study, reveals that very little had been going on in the way of preparing pupils' transfer in science. He attributes this to lack of interest, shortage of time, difference in organisation and goals, and in the autonomy of schools. Quoting Netscher's (1973), suggestions for coordination he cites inter-school functions, open day, teacher links, inter-teaching and staff exchange.

Maychell (1986), in a study on **Meeting skills and a simulation game for in-service training** observes that meetings on linked curricula and co-ordinated syllabus had been unsuccessful. She attributes this failure to organisational lack and the negative attitude of teachers towards curriculum and the achievements of teachers in neighbouring schools. She also adds that the reluctance of teachers to exchange experience is owed to the education system that does nothing to break down the barriers within or between schools. Writing on the same subject, Gorwood (op.cit.), indicates that:

> The fundamental obstacle to continuity caused by lack of communication between teachers is exhibited at its extreme when other learning is dismissed or minimised. This can happen even within the same school: the science teacher may complain that his pupils lack a basic understanding of mathematics; the history specialist blames the English department for failing to teach essay writing. It is standard usage to underrate previous learning (p. 204).

The following American epigram is a fine example of this attitude according again to Gorwood.

Which One?

The College President –
Some rawness in a student is a shame.
But lack of preparation is to blame.
High School Principal –
Good Heavens, what crudity, the boy's a fool!
The fault of course is with the Grammar School.
Grammar School Principal -
Oh, that from such a dunce I might be spared!
They send them up to me so unprepared.
Primary Principal –
Poor kindergarten block-head! And they call that preparation!
Worse than that at all.
Kindergarten Teacher –
Never such a lack of training did I see!
What sort of person can the mother be?
Mother –
You stupid child – but then you are not to blame,
Your father's family are all the same.
Shall father in his own defense be heard?
No! Let the mother have the final word (ibid.).

Whitta (1975), points out that students enter secondary school with 'unrealistic expectations' and that the language used in secondary schools is complicated.

Murdoch (op.cit), draws the reader's attention to the fact that the transition period from primary to secondary school coincides with the transition from childhood to adolescence and questions the wisdom of drawing so much attention to the graduation from primary by organising special ceremonies.

Having in mind the aforementioned, it is difficult to come to a safe conclusion as to who or what is to blame for the problems that are created during the transitional period. What it could be said with safety is that all schooling constituents have their own share of responsibility. We shall return to this topic in the findings, which suggest that as regards Cyprus the main responsibility for the problem lies with the discontinuity in curriculum and the different teaching approaches.

However, regardless of who or what is to blame for the problem, schools are faced with a challenging situation, which they have to confront. How this might be effected, is the next area of literature with which we are going to get involved. Each school has their own measures of confronting the problem, and the number and contents of these measures may vary according to location, size and tradition of school. Some schools have complete

induction programmes. Quite a few of the measures listed, reflect approaches that over time I have tried in my Induction Programme (Appendix A).

6. Induction programmes

Hamblin's (1978), ideas for an induction programme are "aimed to increase the desirability of the passage for the pupils, and to provide accurate first – hand information about the new school, to substitute for some of the rumour and myth". Measor and Woods (op.cit.), citing the findings of a case study, have the following to say about the induction programme of a school, whose contents are based on these ideas :

> During the induction scheme, teachers emphasized the benefits of higher status at the new school and underlined the opportunities for new and exciting forms of learning. However, this was done within a context of firm control. New opportunities and resources were available, but they could only be used within a disciplined framework. Thus, some of the ground rules that govern teacher – pupil interactions were spelled out. At the same time, there was room for negotiation, and pupils were allowed to feel a degree of elasticity for the play of the informal culture (p.28).

Regarding proposals for coping with the transfer problem, Summerfield (op.cit.) points out that these should focus around teachers' increasing knowledge of organisational and curriculum devices, which can cope with a variety of response. Youngman and Lunzer (1977), centre their attention on the importance of acquainting the secondary school form tutor with the problems that his/her future students are facing. The exchange of knowledge on curriculum matters is very important but as Sumner and Bradley (op.cit.), discovered, "teachers are willing to co-operate in principle, but find the realities of communication difficult". Summerfield concludes that no matter how successful organisational and curriculum arrangements are made for transfer, more effective is the personal involvement of educators so that "Every teacher who encounters a new pupil on transfer needs sufficient information about that child to indicate that s/he knows the child as an individual" (p.28).

An English secondary school head teacher, Worsley (1986), presents the **Parental reactions to an induction programme** and explains that very little liaison had gone on with the feeder schools during the year before. The initial grouping of the eight forms the pupils were grouped in was based on the pupils grading given by the primary school. Supportive friendships were maintained while undesirable ones were separated. Pupils were taught in mixed ability groups for craft and creative subjects and were setted in most of the remaining subjects at the end of the first half-term, being examined only on work they had undertaken in the secondary school. They met once a week for a year's assembly and had contact with their form tutor twice a day at registration and for two lessons. They also had representatives

on a School Council and took part in numerous clubs run in the school both at lunchtime and after school. In his evaluation with investigating the attitude of pupils and parents to school regarding the extent to which the pupils had adjusted to their secondary school and the extent to which their home background had affected their adjustment, the author's findings are the following for pupils:

> The vast majority of pupils have adjusted extremely well. They have a strong positive attitude to the secondary school and show little nostalgia for the previous school. Pupils have adjusted well at a social, personal and academic level. They enjoy most lessons and work hard most of the time and have formed good relationships with other children. They have developed very good relationship with teachers and are not afraid to ask for help if they get stuck with their work. They are prepared to comply with demands made on them by the school and the staff and they are studious (p.126).

In his conclusive recommendations for a future induction programme, Worsley points out that the school would have been more prepared for the new students if parents had been informed about their choice of institution earlier; most parents would favour a personal interview with parents and pupils; The aims, organisation, resources and curriculum should be communicated to parents through a prospectus; Greater co-operation and discussion of curriculum between the staffs of primary and secondary would be welcome; Meetings between parents and form tutors should be increased.

In **Devising a transition programme** Gemmell (1986), defines transition as a natural, systematic, unhurried passage and considers five aspects of transfer:

> Parent involvement: Handbook, "linking" activities, visits by parents, talk and tour of school.
> Teacher liaison: Meetings of pyramid staffs; the appointment of liaison; exchange of teachers, expertise and equipment; attendance at official functions; meeting between form tutor/year tutor and junior school class teacher and subject meetings.
> Pupil familiarisation: Familiarisation with organisation, physical layout and teachers.
> Ongoing transition programme : Organisation and teaching methods should be modified for the first term so that transfer problems are reduced for children facing difficulties.
> Exchange of written information: Written information between feeder and receiving schools should include among others the following: results of standardised tests; remedial help; academic or social problems; friendship groupings; health problems or abnormalities (p.206).

Ginnever (op.cit), explores the following critical areas and cites his findings:

> **Record-keeping:** It is important in determining where and how a child starts at secondary school.
> **Easing the transfer:** Pupils' visits with parents and classmates, guided tour, address given by head teacher, meeting with form tutors, curriculum activity and parents' visits to school.
> **Liaison discussion:** Exchange of visits between primary and secondary education staffs.
> **Curriculum discussion:** Interschool discussion concerning learning skills and curriculum continuity and staff interchange for teaching purpose.
> **Feedback from secondary:** List of exam results, form or year placing, inter-staff discussion on pupils, visit by secondary representative to primary for discussion and open session for primary staff to talk to secondary staff for reviewing work.
> Children with learning difficulties were offered some provision to help them with their problems like special unit, special class, remedial group, class integration and withdrawal from mixed class for certain lessons (p.185).

Induction programmes, assist children to have an even transfer to their new school, and have a long lasting effect on developing positive attitudes towards schooling. Nonetheless, even without induction programmes, children will eventually adjust to the established situation at their new school.

On the topic, Brown and Armstrong (op.cit.), signify that once at secondary school pupils develop positive feelings after becoming familiar with teachers, other pupils and the geography of school. An assessment by the teachers at the end of the first term showed that 80 per cent of the children were perceived to have coped with class work, new routines and discipline and over 70 per cent had adjusted to making new friends and settling down to homework.

Measor and Woods (op.cit), point out that "The transfer was a short term move in which fears for the moment might predominate, but it had to be seen against the broader backcloth of the pupils whole career" (p.8).

The Plowden Committee (op.cit.), goes a step further, suggesting that changes may serve as a stimulant if they are not sudden. At the same time, Sumner and Bradley (op.cit.), comment that:

> Teachers, reflecting the more favourable immediate reaction of some children to new people and new curriculum approaches, often mention the advantages of a fresh start. Such a remark might apply to children who have acquired 'a bad name' at their former school but it could equally apply to children who are ready for specialized study making more challenging intellectual demands. Against these prospective advantages can be weighed the disadvantages of the stress on the child of understanding how to adjust to all the changes he meets; a stress which undoubtedly varies from child to child (pp. 3,4).

However, Bastiani (op.cit.), warns us that even when institutional reforms and the development of appropriate relationships and ways of working are introduced, many deep seated and fundamental differences between the two sectors, and the tensions they generate, will remain. Therefore, let us now turn our attention to the topic of the age of entry to secondary education and investigate how it affects the adaptation and progress of children to their new school.

7. The age of entry to secondary education

This is one of the important issues raised in the relevant literature, since it is supposed to play a key role in the process of school transfer. The relevant discussion focuses on the significance of the age parameters and the association between physical and mental maturity. The Newsom Report (op.cit.), points to this theme and suggests that:

> ...as secondary modern children are so often urged to be their age ... it is reasonable they should demand an education, which comes up to their age. ... The trouble with chronological age is that, though it makes a clear administrative division, it is a much less educational one. ...Different people cross from childhood into ...the debatable No Man's Land of adolescence, at considerably different ages. ... In terms of age, the most we can safely say is that the frontier of childhood is crossed during secondary school life; that boys and girls enter as children at eleven and leave as young, but very immature adults at fifteen (ibid.).

Nisbet and Entwistle (1966), in their *Age of Transfer to Secondary Education* explain that there is no one correct age for transfer, stating that the transition from primary to secondary education should extend over the whole period from age 10 to age 13. They add that:

> These years should be regarded as a transitional period, during which there is a gradual change in curriculum and style of teaching. Prescribing age-limits within this period for a change of school is justifiable for administrative reasons, not on psychological grounds (p.89).

They justify their suggestion thus:

> Because of the wide range of individual differences in maturation, we cannot determine age of transfer by relating it to onset of puberty. Moreover, development of mind and personality is continuous - the onset of puberty does not produce marked changes in behaviour or thinking (ibid.).

The authors conclude that:

> Therefore, final decision on the most appropriate age of transfer in a region must take into such considerations as the secondary school organisation of the region, the geographical distribution of its population and the supply and training of teachers (p.90).

Sumner and Bradley (op.cit.), relate that the Plowden Committee took a similar view that there was no one correct age from transfer, stating that "whatever the age of transfer is fixed, there will be some children who would have been better left in the primary school and some for whom the reverse would be true". The Committee considered that there is a need to treat the years immediately before and after transfer as a transitional period (par.378). It should be noted too that both ages (11 and 12) fall within the period when children's thinking begins to make use of abstractions, symbols and logical procedures in contrast with earlier more concrete and intuitive processes.

Nisbet and Entwislte (op.cit.), studying the problem of school transfer, found that "the best prediction for final secondary school performance was given by assessments of attainment in the first two years of secondary school" (p. 233). Sumner and Bradley (op.cit.), refer to a further and extremely relevant follow-up study by Nisbet, Welsh and Entwistle (1972) and add that "...secondary school performance during the first two years was most highly associated with final performance in the fifth and sixth years". They conclude by saying that "It can be inferred from this study that enhancing attainment in the earlier years

of secondary education will produce corresponding increases later on". This alludes to the fact that regardless of whether school transfer is considered as a hurdle or a stimulus this chronological period is offered as a new starting point for the future education of children, which will lead either to a career or to further and higher education. Therefore, let us now examine the effect of school transfer on the attainments of children.

In their research study, *The Transition to Secondary Education,* Nisbet and Entwistle (op.cit.), discovered that:

> ...transfer affects different children in different ways. In general, children from poorer homes have greater difficulty in adjusting to transfer. The results provided evidence that social and motivational factors become more important when the pupil moves into secondary school. Even within the age-group, older pupils have an advantage over younger pupils; and pupils who moved school twice in the transfer procedure are at a disadvantage compared with those who moved only once (p.7).

Cotterell (op.cit.), turns his attention to student cognitive maturity and comments that school performance may suffer because the student may not be able to attend instructions, organize notes or read textbooks appropriately and anticipate. He also says that the student may be slow to identify the central meaning in a lesson. Referring to the developmental aspect of how people change over time Cotterell quotes Hunt and Sullivan (1974), who maintain that "the interactions between students and environment differ from student to student, from place to place, and from time to time" (p.77). On the subject of school environment Finger and Silverman (1966), who are quoted by Cotterell, found that intelligence was 'largely unrelated' to the change in school performance at junior high, but that academic plans, and the personality characteristic 'self-control – deliberateness' were significantly related to change in achievement: those earning higher school marks scored higher on these measures of motivation and personality. On the other hand, Blyth, Simmns and Cartlon-Ford (1983), found that the transition effects were more disruptive for students in early adolescence, and that "delaying the transition into secondary schools until ninth grade seems to reduce the disruptions" (p.79).

Dowling (op.cit.), studies the subject of **predicting adjustment after transfer to secondary school** and points out the significance of the stage in a child's development when the child has to adjust to a new physical, social and organizational context of learning.

Comparing the above findings on the age of transfer to secondary education and the effects it has on children's progress, I may say that overall, they agree with the product of my research, since the wide range of age entry to primary education in Cyprus (5years and 8 months – 6years and 8 months), does not seem to have any long term effects on children,

since as Nisbet and Entwistle (op.cit.), conclude "..wide individual differences in the rate of children's physical , intellectual, social and emotional development make it impossible to choose any one year as a 'correct' age to transfer" (ibid.).

8. Catchment areas

However, what about choosing the correct schools or the best way of banding children into forms? Let us examine this issue now. Selection criteria are a major factor in the process of school transfer and several approaches are employed in the effort to deal with the problem. Nevertheless, it is difficult to assert that the perfect answer to the problem has been found.

Sumner (op.cit), focuses his attention on **Selection** and reminds us that only 4% of secondary schools have selective entries while only 2% of students enter selective schools. Regarding selection methods, the writer believes that the most common procedure is the administration of two ability tests combined with the primary school head teacher's recommendations. However, he warns against the danger of subjectivity since each head judges only the pupils in his/her school in relation to each other and consequently there is no way of knowing whether the pupils in one school are 'more suitable' than those in any of the other schools. To counteract this problem, the author quotes a procedure recommended by Yates and Pidgeon (1957), in which a typical method of moderation is suggested by re-scaling verbal ability tests. Finally, the author points out that although it is relatively easy to set entry requirements, it is very difficult to predict success since "from the age of 11, pupils develop cognitively, affectively and physically in circumstances which schools can only influence to some degree" (p.225). This means that, as time passes, the relationship between assessment criteria and school performance diminishes. In this connection, he quotes Gray's et al.(1984); Marks' et al. (1983, 1985); and DES' (1983, 1984) findings, which link socioeconomic circumstances with overall attainment and concludes that, at random allocation has the same results as with a selection procedure. Finally, the author gives an example of two outer London authorities in which the school with a non-selective scheme had better results.

In their chapter on **Secondary school catchment areas,** Thomas and Robson, (1986), turn their attention to the problem of falling rolls and quote Sutcliffe's *et al.* (1984), catchment criteria: travel distance, sex, ethnic origin, special needs, children with retarded

reading ages and school capacity utilisation. In dealing with sizes and types of schools, the authors suggest that factors such as the viability and effectiveness of an institution should be considered: cost of providing, maintaining and operating a school, the staying-on and pass rates in examinations, curriculum and the pupil-teacher ratio.

In Cyprus, a system of designated schools, based on geographic catchment areas is applied. The main responsibility for this assignment lies with the School Governors, who have to cooperate with the Ministry of Education and Culture in order to carry through the task. However, the duty of implementing the scheme lies with the Ministry of Education, which has to make a final decision as to the selection of the school by the family, in case an objection is raised for the school a child is designated to. Small and unprivileged schools are usually not very popular and parents employ several methods in order to enroll their children at 'good' schools. Small schools are of a special interest.

In connection, Shanks and Welsh, (1986), in their **Transition to secondary school in rural Scotland** examine the effect of school size on children's perceptions of their experience of primary and secondary school during transfer and using inventories developed by Youngman and Lunzer, find that pupils from large schools showed greater apprehension and poorer personal and academic self-concept, compared with pupils from small schools. On the 'attitude to primary', pupils from medium schools were better than those from small and large schools. However, after transfer to secondary school, the differences had disappeared. These findings agree with the results of a longitudinal survey which I have conducted (Psaltis op.cit.).

Having dealt with organisational and spatial aspects, let us now turn our attention to intellectual, emotional and social factors like attainment, motivation, ability and the socioeconomic and educational background of pupils. How do these affect their attitudes and progress at secondary school?

9. How transfer affects attitudes and progress at secondary school

Youngman and Lunzer (op.cit.), suggest that "a high level of motivation does facilitate adjustment on transfer in the sense of reducing anxiety and worry" (p.13). They go on to say that.... "the tendency is for high ability and attainment to be associated with positive attitudes to school both before and after transfer". Nevertheless, their findings prove

that attitudes have very little effect on attainment except in reading progress, although this does not detract from the knowledge of the individual child.

Regarding gender, Sumner's (op.cit.), study shows that, on average, girls perform better than boys at verbal reasoning tests but less well at spatial ones and gives the following factors as affecting pupils' progress: "teachers, peers, school ethos, home circumstances, social life, employment and training opportunities, personality and temperament, and..." (p.238). However, he warns primary assessors against using aspects which might be interpreted variously, such as 'dependability', 'pleasing manners', 'parental support', 'curiosity', 'originality' but he maintains that "Features such as the amount of work done by a pupil, its completeness, presentation, preparation, uniqueness or spontaneity also qualify" (p.242).

On the subject of gender again, Youngman's, (op.cit.), findings show that non-intellectual factors influence boys' performance more than girls do. However, no significant differences emerge in relation to ability between boys and girls, although on attainment measures the superiority of girls on the English and adjustment scores was confirmed, and the boys showed significantly higher scores than girls at the extremes of the motivation scale of the *Academic Self-Image Scale*

Καταβούλης (op.cit.), comes to the following conclusions: The optimistic predictions of primary children regarding gymnasium are confirmed by 91% whereas the pessimistic ones are confirmed by 72%; Boys, in relation to girls, and bright students in relation to less bright students are more pessimistic about their school transfer. Comparing primary to gymnasium, students feel more respect about secondary education especially at the beginning of the first term. Girls and students with families of higher socio-economic and education show more respect for gymnasium. Students' interest for learning is significantly increased at the beginning of their attendance at gymnasium and it is connected with intelligence whereas interest at primary school is connected with school performance and the education of family. There is no relationship between the tense emotional reactions of students during transfer and sex, age, intelligence, school performance, socio-economic and educational level of family.

10. The perceptions of teachers

Nevertheless, what about the other constituents in the issue, how do primary and secondary teachers, for instance, feel about the situation; what problems do they face during this transitional period and how are they involved in induction programmes? Their views on the subject are very important, since they are a main group of the constituents who are involved in the process of transfer. Most of the issues raised in the literature allude to those emanating in my project. That is, the misjudging of the feelings of children; the need for promoting the pastoral care curriculum; not being aware of the problems children face; the need for resocialising pupils into the discipline and the teaching approaches of secondary school; the need for strengthening the role of form tutor; the autonomy of teachers; the difficulty in liaising between the schools of the two levels; the incompatible evaluation system and the issue of form grouping, streaming, banding, and setting.

Brown and Armstrong (op.cit), in a further analysis to the teachers' perception about students' attitudes towards the secondary school shows firstly that there were three types of transfer experience - transitory anxiety; residual anxiety; and debilitating anxiety. Secondly, there is overall a 60 per cent overlap between teachers' and children's perceptions. Two types of error are described - teachers missing children who perceive themselves as having problems; teachers perceiving children as having difficulty when they themselves do not. Finally the authors warn against the danger of teachers' labelling students and quote Rosenthal and Jacobson (1968), who maintain that teachers' expectations that underprivileged children will under perform may result in such underperformance.

Conversely, teachers may not pick up children perceiving themselves in difficulties. Something very significant about Brown's and Armstrong's recommendations is their concluding warning that "It is also important to note that promoting the attraction of the new school must be done carefully as for some children these become alarming rather than positive challenges''. Equally important is the suggestion that "Teacher training at both secondary and junior levels might usefully encompass pastoral care techniques to deal with transfer. In-service training too can help to develop the pastoral care curriculum'' (p.46).

Measor and Woods, (op.cit.), case study revealed that although teachers appeared sensitive to pupils' problems, explained instructions and especially new work very carefully indeed, there were three areas in which teachers were not always aware of the problems they faced. These were firstly the reluctance of children to ask anything of a teacher they did not

know. Second, teachers had to resocialise pupils into the discipline of high school. The third problem was the fact that while work at middle school was 'task' oriented the work at high school was 'time' oriented.

Bastiani (op.cit), stresses the importance of "strengthening the role of the class teacher/form tutor, making him or her focal point for communication and conduct, within a personal style" (p.121).

Dowling (op.cit), studies the subject of **predicting adjustment after transfer to secondary school** and points out the significance of the stage in a child's development when the child has to adjust to a new physical, social and organisational context of learning. Dowling points out that this is not always easy since some teachers believe that children should be given the opportunity of a fresh start. Another issue raised is that of confidentiality. At any rate, he goes on to indicate that there has been no evidence that pupils' social and emotional adjustment can be predicted, since his survey showed that false positives and false negatives have been reported at predicting adjustment from primary to secondary. He quotes Hargreaves' (1977), view that children do not become maladjusted until they are so labelled and warns against self-fulfilling prophesies about children at risk.

He also brings up an argument by Davie (1976), against concentrating attention on 'at risk' groups since this withdraws resources from the majority of students. He goes on to stress the importance of treating children's primary personal records as confidential. Finally, the author turns his attention to the problem of absentees by citing Hargreave's (1984), measures for coping with it and concludes by saying that "It will continue to be true that primary and secondary schools differ in their style and emphasis, because they occupy different realms and serve different functions for children's development" (p.86).

In his **Assessment for continuity,** the English researcher Stillman, (1986), gives four reasons why secondary teachers do not use the primary assessments: Lack of accuracy, the fresh start approach, some subject areas do not need assessments to start teaching, and apathy. He gives a diagram with conventional assessments from middle to high school and explains how a single child, multiple-subject assessment sheet became a single subject multiple - child sheet. He adds that primary records about pupils should be filtered so that only data about 'extreme cases' are passed on to high schools and suggests that the information should be sent directly from compiler to user.

In a survey questionnaire administered throughout Linconshire in the summer of 1984, Warburton (op.cit.), says that at primary school science focuses on the natural environment and develops attitudes whereas in secondary school it focuses on laboratory work and teachers facts. Quoting Prosser (1971), he suggests that the problem of diversity of background and experience can be overcome either by assuming no previous knowledge and 'starting from scratch' or by adopting an unstreamed approach in the first year. The author maintains that successful liaison depends on what the science teachers of the two sectors say when they meet.

Maychell (op.cit.), proposes the factors that influence the organisation and outcomes of liaison meetings: who initiates them; who attends them; where they are held; and their administration and contents. She concludes that status is proportional to the child taught and suggests that classroom visits should be exchanged as forerunner to syllabus linking.

Sumner (op.cit), maintains that rather than social and personal problems, schoolwork is the most critical. In a classification of achievement variables, Sumner distinguishes between circumstantial and individual variables and asserts that attainments and abilities are developed by everyday experience in the classroom. He also brings to our attention the fact that primary teachers' assessments for pupils are focused on their good side and that they consider reports on students as access to their domain. Regarding the secondary teachers, he reveals that about a third of them never make use of the records sent to them by primaries.

He goes on to say that if recognition of a problem is the first step towards its solution its basis has to be postulated and points out that continuity in learning is building on established skills and knowledge. His view about primary indicators is that these help identifying 'less able' or 'exceptional' pupils rather than the process of banding and warns against the danger of different meanings given by primary school teachers to terms such as 'industrious', 'reliable', 'trustworthy', 'conscientious', 'troublesome' and 'distractible'.

Finally he stresses the importance of the form the content of transitional assessments should take and points out that they should be relevant to continuity, valid, reliable, readily recorded from accessible data, clear and interpretable, portable and available for reference and analysis. He concludes by suggesting that assessments should give a profile of a student in the following areas: Attainments, abilities, schoolwork, development and circumstances.

11. The perceptions of parents

Having dealt with teachers, let us now turn out attention to the parents, who are the third major participant in the process of transferring from one school to another and, no doubt, they have a very important role to play (Rapoport 1975).

Johnson and Ransom (op.cit.), believe that:

> parents and teachers have different views on the benefits of a home/school relationship; that teachers expectations derive from primary school models of parent/teacher contact involving the dependency of the child, and that teachers evaluate parental support for the secondary school by the extent to which they visit the school (p.117).

Widespread is the belief that the involvement of parents in their children's schooling is always beneficial. However, this is not always the case, since there are forms of involvement that are not so positive. Crosier (2000), for instance, maintains that "...all parent-school relationships ...are underpinned by power relations and the struggle, most often implicit rather that explicit, for control of ascendancy. ..." (p.117). At the same time, parents' involvement in their children's schooling should not be static, but they should follow the development of a child in terms of physical and mental age.

In connection, Johnson and Ransom (op.cit.), argue that:

> As the child changes so the needs which a home/school relationship might meet will change....The wisest parents are those who are most sensitive to the phases the child is going through, in handling their own relationship with the school....increasingly, as the child gets older, the relationship is appropriately a three-way one in which the child must figure. ...For some young people the final years at secondary school provide a sheltered workshop for trying out the role of independent adult (p.125).

In other words, as the child gets older its parents must give way to him/her so that gradually s/he takes full responsibility of him/herself. However, parents should never be made to believe that their presence at school is unwelcome, as there are areas in which they have a very important role to play. For instance, their developmental role in the creation of a vision for the school could prove very beneficial. At the same time, socialising with teachers and participating in or organising school functions, contributes towards the personal and social development of their children. I take it for granted, of course, that parents will perform their basic responsibilities as guardians in terms of enrolling their children, in taking part in briefings on their progress, and in communicating or visiting the school in order to give information demanded for their child or discussing problems.

Bastiani, (op.cit), studies parents' experience of transition from primary to secondary schooling and stresses, "...the continuing influence of parents and families throughout the whole period of their children's schooling" (p.109) is very important. He also stresses the fact that apart from the problem of school transfer, parents are preoccupied with the

problem of adolescence. Regarding the process of taking parents' experience into account the author maintains that this can be seen in terms of three areas of growth: Firstly, a home-school programme that facilitates better relationships between teachers and parents, secondly, the emergence of new ways of working with parents and thirdly, a strategy for professional development in the home-school field.

Bastiani, (op.cit.), points out that demands on parents from secondary schools are multiplied and focuses his attention on the problem of communication, which is increasingly required to be with several people, mediated through written forms and focused upon the discussion of marks. (ibid.).

Καkαβούλης (op.cit.), reports that "Parents confirm that their children have negative feelings during their entrance to gymnasium" (p.154).

The principle of my research:

Rounding up the literature review, perhaps I should remind you that the principle of my research is that school transfer should not be viewed as an event but as a process in which a whole school approach through a comprehensive induction programme should be applied, embracing all school constituents and integrating academic and social activities (Appendix A).

Underpinning the above, four American academics in the Department of Education Leadership and Policies, College of Education, University of South Carolina, Anderson, Jacobs, Schramm and Splittgerber (2000), see school transfer as a process of preparedness and support during the years of each educational level. They suggest that this should be pursued through an inclusive transition programme, which would comprise the need for comprehensive efforts, for parent involvement and for the creation of a sense of community and belonging. They believes that this would lead the students to a long run successful negotiation of the four major systemic transitions of schooling – home to school, elementary to school, middle/junior high to high school, and school to work. As regards the concept of preparedness and support, among others, they include the following:

Preparedness:	Academic preparedness
	Independence and industriousness
	Conformity to adult standards and
	Coping mechanisms
Support:	Informational
	Tangible
	Emotional
	Social (pp.331-2)

In England, Galton, Morrison and Pell (2000), three academics at Homertorn College, Cambridge, maintain that "...the school transfer is but part of a larger issue, that of year-to-year transition. Each year pupils move to new teachers and fresh topics, both accompanied by the danger that some pupils become increasingly unable to manage the learning and fall further and further behind" (p.351). In order to tackle the difficulty, they suggest that "effective teaching is likely to be more influential on pupils' attitudes and interests than curriculum materials or novel instructional techniques, designed to affect them" (p.358). Their definition of effectiveness would require teachers to engage in "very high levels of personal support, strong positive relationships, and the demonstration of an ability to allow for different cognitive styles and ways of engaging with the learning process among pupils" (pp. 358-9).

Finally, underpinning my notion that in the end today's Cypriot schools should cultivate the creation of free, responsible, autonomous, integrated and active citizens, I cite the conclusion of the Cypriot academic, Persianis (2003), in his book "Are Today's Cypriot Schools in a Position to Educate citizens?" that if citizenship is to succeed , schools must become serious. His definition of seriousness is the following:

> Pupils should become more serious.
> Pupils should acquire a wider perspective.
> Schools should be transformed into reflective and active places.
> Knowledge should acquire more meaning through its linking to everyday life reality.
> Schools should focus their attention on the cultivation of values and attitudes that will be agreed in advance.
> Schools should be organised in a more appropriate manner.
> Schools should pursue a closer cooperation with parents and
> Schools should get smaller in number of pupils (p.115).

This is the kind of academic institution I have been trying to promote during the last three years, in my capacity as a head teacher of a secondary school.

An overall examination of the literature review, might lead the reader to the conclusion that the Cypriot context and for that matter the Greek context are missing. This, on the face of it, might be heard as reasonable, since my literature review draws heavily on UK and USA sources. This has been unavoidable, given the fact that most of the literature is published in English, which is the most widely established international language, and having in mind that very little has been written on the subject, either in Cyprus or Greece (See sections on Forward and Introduction).

However, I feel that the Greek Cypriot perspective has been described satisfactorily through the informal and formal data that I have collected from secondary sources, such as

personal experience, conversations, government statistics, teacher union publications, newspapers, articles in journals and school records. This perspective, by and large, coincides with the themes developed in the literature review quoted above. This is evident from the topics in the eleven headings in this chapter. On the other hand, the findings of my longitudinal research do not seem to differ significantly from those contained in the quoted literature review and the past research.

The point that the division between primary and secondary education in Cyprus has been a British habit (Persianis op.cit.), holds true in terms of the following fact. During the British colonial rule, primary education, which was provided by the government, had a utilitarian orientation, as opposed to secondary education, which was provided by the Greek Cypriot Orthodox church and had a Hellenic and classical orientation.

After the independence of Cyprus in 1960, the ties between the British and Cypriot educational systems started weakening in favour of closer ties between the educational system of mainland Greece and the educational system of Cyprus. In parallel, during the time Cyprus has been preparing for its accession to Europe, especially during the last fifteen years, the MOED has been trying to introduce a 'European dimension' into the local educational system. However, the colonial tradition holds out and although the curriculum both at primary and secondary level have been aligned to that of the Ministry of Education and Religion of mainland Greece, the educational administration in Cyprus still has remnants of colonial elements.

As regards the issue in question, the parameters that mark out school transfer in the modern era of the Cypriot educational system do not seem to differ significantly from those in the USA, the UK, the wider Europe and the rest of the world. This was confirmed to a great extent from personal experience at an in-service training course in Austria, in 2002, in which I participated in the capacity of a trainer, running two workshops on the subject of school transfer. This in-service training course was organised within the framework of the European Comenius 2 Programme LIPSS (Links between Primary and Secondary Stages in European Schools). The participating countries were Austria, Cyprus, Germany, Poland and United Kingdom. It was attended by 22 people from Austria and 24 from other European countries (Finland, UK, Netherlands, Belgium, Germany, France, Greece, Romania, Italy, Poland, Cyprus).

According to Loidl (op.cit.) the participants in the above in-service training course agreed the following statement:

It is very important that

- Awareness is increased of current problems associated with primary/secondary transition which often lead to a failure of children to progress adequately
- All initial teacher training institutions should offer a substantial module on primary/secondary transition
- Currently serving teachers, head teachers and teacher trainers should be offered relevant continuing professional development
- More opportunities should exist for teachers across Europe to discuss these issues.
- Curriculum continuity should be ensured through cross-phase meetings and conferences
- Special needs children need extra support and resources at transition
- Consistency of approach among schools must be guaranteed

Within this context, local areas/schools districts/regions must develop their own strategies to ensure that the broader points above are carried out by schools, including

- Preparation of school staff
- Preparation of pupils before and after transition
- Support for parents before and after transition
- Cooperation between feeder primary and receiving secondary schools
- Appropriate continuity of curriculum
- Support for cross-phase teacher exchanges

Schools must then write their own action plans based on the above prerequisites.
Schools must be adequately funded to allow the development of effective transition projects and practice.
Finally, the child has to be the centre of all educational theory and practice – the child's needs at transition are therefore paramount (pp.8-9).

This statement is met to a great extent by the Induction Programme (Appendix A), which I have developed over time at the schools I have worked, in the capacity as a liaison deputy head teacher as from 1997 and in my capacity as a head teacher as from 2001. This Induction Programme, might form the basis for working towards a whole school approach effort for confronting the problems which pupils face during their transfer from primary to secondary education and during the year-to-year transitional period of their secondary school career.

CHAPTER 3

Design of the investigation and the measurement techniques

Introduction

In this chapter, I wish to describe the design of the investigation and the measurement techniques of my project. More particularly, I will refer to the following:

1. Factors that have shaped my project
2. The identity of the research
3. Data collection
4. Data analysis
5. Ethical issues
6. Validity and reliability
7. My position in the research

My project consists mainly of two components:

The first component is a longitudinal survey into the feelings of children transferring from primary to secondary education. It comprises two rounds, one that covers the period a few days before top year pupils finished primary school in June 2002 and another, which refers to the attendance of the same pupils at secondary school about eight months later, in February 2003. It has covered more than 11% of the population of primary school children (n=1182) and it has taken about three years to complete.

The main instrumentation in the survey for children was effected through the administration of two questionnaires and a mathematics test, while for triangulation I employed reports, essays, dialogues, diaries, and open questions. I also studied the perceptions of parents and teachers regarding school transfer through a parallel survey by administering appropriate questionnaires. A group of parents took part in a focus interview as well.

The second component is an Induction Programme, developed in my capacity as a liaison assistant headmaster and later as a head teacher. (See Appendix A: The Induction Programme).

The approach of my research methodology has been shaped by three factors: the needs of my project, the Work Based Learning nature of my study programme and by my management style as a head teacher.

1. Factors that have shaped my project

The factors that have shaped my research project have been the needs of my project, the Work Based Learning nature of my study programme and my management style.

a. The needs of my project:

Considering that, I wanted to generalise the results of my research, since I anticipate that these will be utilised by educational policy-makers, the possibility of generalising the results has been a basic objective. Having this in mind, I chose the quantitative research, as the main research family. In doing so, my guiding principle has been 'fitness for purpose' and not any philosophical belief, since I agree with the English academics Cohen, Manion and Morrison (2001), that "different research paradigms are suitable for different research purposes and questions. Different research traditions spawn different styles of research; researchers must make informed choices of research traditions, mindful of the political agendas that their research might serve" (p.1).

However, bearing in mind the criticism, that quantitative research may be lacking in depth and because part of my investigation refers to the feelings of the respondents, I incorporated qualitative research into my project. Thus, apart from surveys, I employed a case study that had an action research component. This attempt at triangulation of methodologies is in line with the views of the professors Gill and Johnson (1997), who maintain that many textbook accounts "advocate multiple methods to address the same problems, on the basis that in this way different methodological strengths and weaknesses will be cancelled out to produce more convincing findings" (p.156). The same authors add, "We therefore, come to the conclusion that all research approaches may have something to offer and that there is no independent form of evaluating different research strategies in any absolute terms" (ibid.). This view reflects my research philosophy that quantitative and qualitative research families do not compete but complement each other.

b. The Work Based Learning nature of my study programme:

The Work Based Learning nature of my study programme, has impacted the conducting of my research in several ways. The most significant ones have been those that relate to personal resources, namely funding and time. Being dependent on my personal

financial means, I had to abandon plans of hiring interviewers for administering the questionnaires on the same day. As a result, class and subject teachers administered the questionnaires on different dates within the same week. This alteration may raise questions regarding the independence of children's answers since it may be contested that the presence of teachers may have overdetermined the result. Although this cannot be dismissed, it may be argued that the presence of teachers has helped in creating a climate of seriousness regarding the completion of the questionnaires and has resulted in the high response return.

The other way in which my Work Based Learning study programme has influenced my research is in terms of time. This is because it has imposed on me a "bounded rationality" -, a theme which underpins Work Based Learning- (NCWBLP 2003), in that I have been obliged to work within confined boundaries in order to tackle the extra workload that my original plan of instruments necessitated. Hence the resigning from the intention of having structured interviews with head teachers, liaison deputy heads, coordinators and counselors, and giving to all of them the same questionnaires which I gave to primary and secondary teachers. In connection, the Middlesex University NCWBLP resource pack for Research Methods maintains that "When considering work based learning research and development projects, it will normally be the case that external demands will encourage adopting of a sufficient rather than optimum approach to research design and conduct" (p.28).

For similar reasons, I renounced the idea of interviewing officers from the Ministry of Education, the Teacher Unions and the Parents Association. In retrospect, I feel that my initial plan has been unrealistic and a follow-up research is necessary to confront the discrepancies. In connection, Gill and Johnson (op.cit), have the following to say "It is possible, after all, to reflect on one's difficulties and inspirations and see how they could be handled more rationally the next time around" (p.154). They conclude by adding that

> As every researcher knows, there is more to doing research than is dreamt of in philosophies of science, and texts in methodology offer answers to only a fraction of the problems one encounters. The best laid research plans run up against unforeseen contingencies in the collection and analysis of data; the data one collects may prove to have little to do with the hypothesis one sets out to test; unexpected findings inspire new ideas. No matter how carefully one plans in advance, research is designed in the course of its execution (ibid.).

c. My management style:

My management style as an assistant headmaster and subsequently as a head teacher has influenced my research in the way I have approached my case study, which in effect has

resulted in the design and production of an Induction Programme intended as a set of guidelines for the transitional period, between primary and secondary education. This Induction Programme (Appendix A) has been developed over time in my capacity as a liaison assistant headmaster and as a head teacher. It has its roots in my "double loop learning style", which according to the American academics Argyris and Schon (1978), "occurs when error is detected and corrected in ways that involve the modification of an organisation's underlying norms, policies and objectives".

The "errors" that were detected regarding the issue of school transfer referred to intellectual, social, emotional, environmental and organisational issues. Investigating the issues it was revealed that they had their origins in curriculum discontinuity, in learning difficulties, in the socioeconomic background of children, in the autonomy and workload of teachers, in low contact of parents with school, etc. Therefore, while the intervention of the SMT of the school was necessary, the involvement of the pupils, the parents and the teachers was demanded if a climate of community would be created with a view to implementing the required changes.

In practice, for me this meant that when I took up the post of the liaison assistant headmaster and what is more, later on, the post of the head teacher, I allowed myself a sufficient period of time to become familiarised with the new situation. Then, I started planning strategically, implementing my plans, observing, evaluating and self-evaluating, reflecting critically and self-critically on the results, making decisions for the next cycle of action research and thus, making continuous cycles.

One of the means I employed for developing my action research has been the production of a yearly strategic plan, which was based on the evaluation of the staffroom and the SMT at the end of the school year. This yearly plan was broken down to monthly plans that were handed out to the teaching, the administrative and the ancillary staff, the students' and the parents' association. This monthly plan was handed out to the staff in a draft format during the 2nd fortnight of each month and took its final shape after their feedback by the end of the month. However, the monthly plan was open to amendments as situations arose, such as changes, additions or removals. At the same time, there was space for evaluating functions, with a view to taking into consideration in the future, weaknesses that had been observed. As a head teacher, in collaboration with the SMT, I would break down the monthly plan into a daily schedule that would incorporate all the amendments to the monthly

plan. At the same time, I would feedback any new amendments from the daily schedule, to the monthly plan (see appendix 23).

More particularly, as soon as I assumed my duties as a head teacher I explained to the staff - SMT, teachers, counsellor, administrative and ancillary staff - my managing style, which is based on the principle of continuous development. I made clear to them that continuous development is not another "stand alone" programme but a key element, along with effective communication, in the development of a management style in which:

- Individuals are treated as responsible people
- Responsibility is delegated as far as down the line as possible
- Individuals are involved in decision making
- People are given the opportunity to fulfil their own potential.

Implementing my premise for treating individuals as responsible people, I kept the level of control to the minimum during the first term and satisfied myself by observing the situation carefully. This led me to the conclusion that the unprivileged location of the school had resulted in a high turn over of staff, insufficient equipment and big classes. Thus, the problem was identified and clarified. The next cycle was to start planning strategically in order to confront the issues.

This meant delegating responsibility to the staff as far down the line as possible and monitoring them in carrying out their tasks inside and outside the classroom. This was followed by a semi-structured interview based on a questionnaire, which was completed by me during the interview (Appendix 20). The data that emanated from the interviews were used as the basis for mapping the needs of the school. The cycle of implementing my plans was preceded by involving the staffroom in decision making regarding the predominant concerns of the school. Thus, three areas were marked out. First, staff; better quality, more support and counselling hours. Second, equipment in increased quantity and quality. Third, smaller sizes for classes.

The different roles I took on in the process were not always in harmony between them. Being a monitor and a boss and at the same time a nice interviewer/researcher or a director was not an easy enterprise. There were times when these roles clashed and as a result, an internal fight between the two roles would be waged. On isolated occasions this struggle would come out into the open and cause a crisis in my professional relationship with

a colleague, which would result in his/her removal from the school. Anyway, overall, the situation was dealt with in an approach of 'critical friendship'

The cycles of attempts at effecting the change, went through repeated reflection, dialoguing, correction and action, which involved all school factors and external services, such as the MOED, the Educational Psychology Service, the Careers and Counselling Department, the Welfare Office, the Health Service and the wider community through social organisations. At the same time, the staff was made to own responsibility for the implementation of the goals that had been decided upon by the staffroom, since they were given the opportunity to participate in decision-making. Furthermore, the staff was encouraged to fulfill their own potential by allowing them to take up initiatives in their area of specialism.

During the last term, while the goals started being implemented, a series of new cycles were introduced into the action research, whereby the situation was evaluated after close monitoring. As regards self-evaluation, a questionnaire with a semantic differential rating scale (Appendix 21), gave means from 4,42 – 6,19 on a scale from 1-7 (1 = not at all, 7 = to the highest degree). The lowest value (4,42), was that for the variable he promotes relations of cooperation between my colleagues, therefore I tried to improve on that by promoting a climate of cooperation, synergy and synthesis. Finally, after reflecting critically and self-critically at the end of the year, I proceeded to the next cycle of action research, which was that of reporting to the Ministry of Education and the School Governors my requirements for staff and equipment for the next school year.

This is the third year now that these cycles of action research have been going on and as a result,

- the SMT is operating at a high professional level
- the administrative and ancillary staff carry their duties out satisfactorily
- there has been a remarkable improvement in both the quality and the quantity of teachers
- teachers have been released of teaching time for taking up extracurricular activities
- a full-time counsellor has been allocated to the school
- more time has been granted for educational psychology
- a coordinator for the support system has been appointed and

- the achievements of students have been improved significantly in the areas of academic, personal and social development

These activities, whilst never termed officially as such, constitute in effect an action research practice, which alludes to the Director of Graduate Studies and Research in the Faculty of Education, Work and Training, Southern Cross University, Australia, Zuber-Skerritt's (1996), definition of "emancipatory action research":

> ...collaborative, critical, and self-critical inquiry by practitioners (e.g. teachers, managers) into a major problem or issue of concern in their own practice. They 'own the problem' and feel responsible and accountable for solving it through teamwork and through following a cyclical process of (1) strategic planning, (2) implementing the plan (action), (3) observation, evaluation and self-evaluation, (4) critical and self-critical reflection on the results of (1)-(3), and making decisions for the next cycle of action research – that is, a revised plan, followed by action, observation and reflection, and so on (p.84).

In this unofficial 'emanciparory action research' my management style may have operated as a 'change agent' with the characteristics of the McKinsey 7-S framework of management , the 'happy atom', where Strategy, Structure, Systems, Skills, Style of leadership, Staff and Shared values together create excellence (Gummesson, 2000 – Professor of Service Management and Marketing, Stockholm University). This situation may have been one of the reasons that have led the MOED to introduce the pilot programme Action Educational Zones (AEZ), into the school I am managing, since it has the entire infrastructure in place for a successful innovation to be copied by other schools.

2. The identity of the research

Sampling:

The whole population of primary school children is 62.030 and of secondary school is 61.703 (Republic of Cyprus1998). Out of these, 10.556 are top-year primary school children and 10.303 are first-year secondary students. The sample of my research consisted of the top-year pupils of the feeder schools of the secondary schools shown in **Table 1.** The names of these feeder schools were provided to me upon completion of the composition of the designated geographical catchment areas, which at that time they were being reviewed by the Ministry of Education in cooperation with the School Governors.

The sample could be termed as a probability cluster sampling, (Bennett, Glatter, and Levacic, 1994), since I have randomly selected a specific number of secondary schools of which I tested all the top year children of their feeder primary schools and then tracked the

same children to the gymnasium. I believe that these schools are representative of the whole population of Cypriot schools, since the basic sizes and localities (city, urban, suburban and rural) have been covered, while the children of these schools have attainments that vary from poor to excellent and come from all socioeconomic backgrounds. The sample represents about 11% (n=1.182) of the whole population of the top-year primary school pupils (n=10.556). A scale that can be compared favourably to that of any other research carried out by a group of people and not by a single person.

Table 1: Children taking part in the research

s/n	Name of secondary school (Gymnasiums)	District	Locality	Number of children
01	Pallouriotissa	Nicosia	City	0211
02	Phaneromeni	Nicosia	City	0029
03	Akaki	Nicosia	Suburban	0159
04	Solea	Nicosia	Rural	0106
05	Pedhoulas	Nicosia	Rural	0005
06	Kalogeropoullion	Limassol	City	0144
07	Linopetra	Limassol	Suburban	0047
08	Neapolis	Limassol	City	0043
09	Laniteio	Limassol	City	0042
10	Paralimni	Famagusta	Suburban	0180
11	Vergina	Lamaca	Urban	0144
12	Nicolaidion	Paphos	Urban	0089
	Total number of pupils			**1199**

Furthermore, my sample included 144 educators – about 92% of the whole population - of the top-year pupils of primary feeder schools (52 class teachers, 45 deputy headmasters and 47 headmasters) and the children's parents (970) – about 81% of the whole population of families. The educators of the first-year pupils of secondary schools were 539 – about 86% of the whole population - (454 subject teachers, 55 assistant head teachers and 22 Head teachers).

3. Data collection

Data were collected from secondary and primary sources.

The secondary sources:

The secondary sources consisted of informal (personal experience, conversation) and formal data like government statistics, teacher union publications, reports of the Pedagogical institute, conference minutes, educational supplements in newspapers, articles in journals and school records (Peackock, 1979).

The primary sources:

The primary sources were gleaned from both quantitative and qualitative research families. As regards research strategies, I have used both sets of fieldwork and deskwork.

Quantitative research:

The quantitative research consisted primarily of a longitudinal survey for the children transferring from primary to secondary education, which was conducted in two rounds. In the first round, the children participated in the research in their capacity as top-year primary school pupils, a few days before their school closed down for the summer vacation. The children were given a questionnaire through their teachers. As regards filling it in they had the choice of either doing it at school or at home, in case they needed their parents' help for biographical information. In some cases, children answered as many questions as they could at school and left for home those for which they needed their parents' help.

Top-year primary school children were also given a mathematics test, which they did at school. This test aimed at assessing the level of numeracy of top-year primary school children comparing it to the first year curriculum in mathematics. The contents of this mathematics test is similar to that of the tests, which are given to first year secondary school pupils for setting purposes. Alongside the survey for top-year primary school children, primary school educators were asked to complete a questionnaire as well.

In the second round of the research, children participated in their capacity as first year secondary school children, by answering a questionnaire about eight months later. In parallel to this, the parents and the teachers of the first year pupils answered a questionnaire as well.

As regards analysing the questionnaires, I used the statistical package SPSS (1997). After carrying out the data checking procedures, I obtained frequencies and descriptive statistics for a first examination. Depending on the nature of the evidence I was aiming at, data analysis ranged from simple descriptive counts to relational analysis. Therefore, according to the variable, the appropriate summary statistics and other measures were used

to produce the most suitable table for further analysis. Regarding relational analysis, the method used was determined by the research question (see list of tables). For instance, in order to find out whether there is a significant difference between the feelings of boys and girls I performed an independent T Test (Table 8). Running a One-Way ANOVA Test I came to the conclusion that the number of siblings, the position in the family and the child's age of entry into primary education do not seem to have any influence on the child's positive expectations for secondary education. A Factor Analysis Test (Table 10) produces four components for the worries of primary school pupils. A Multiple Regression Analysis Test (Table 18) evaluates how well a series of variables predicts the adjustment index in secondary school.

The quantitative research had been a natural choice for me, since, on the one hand, I was interested in generalising the results and, on the other hand, it was less time consuming, as I mainly worked on my own. Notwithstanding this, having in mind that quantitative research lacks in depth and taking into consideration that the aims of the project included emotional and social issues, the qualitative research family was used with some groups of respondents of the sample, so that this limitation was offset (Youngman, 1998a).

Qualitative research:

The qualitative research was approached through a series of case studies, which took the form of reports, essays, dialogues, diaries, a focus interview and open questions. At the same time, an Induction Programme (Appendix A) has been prepared as a model of good practice and an action research has been going on at my work settings during the last three years.

Thus, the feelings of children were investigated further, by asking them to make short reports on the visits they had made to secondary schools with their teachers, while still being at primary school. Pupils who had visited the gymnasium, at which I was a liaison assistant headmaster in the spring term of 2001, wrote these reports. Out of the 175 pupils who took part in the visits, 112 (64%) made a report. Similar reports were made for me by the top-year primary pupils of my gymnasium's primary feeder schools, when they visited the school I was heading at the time, in 2002. Out of the 40 pupils who took part in these visits, 8 (20%) made a report.

These reports were supplemented by15 essays, which were written by first year children who had visited the gymnasium at which I was a liaison assistant headmaster the

year before. They had the general title "School – school life" and were presented in the form of a letter to a friend, on the 13th of September 2001, only 3 days after the opening of the school. Similar essays were prepared by 25 first year students of a class of the school I was a head at the time. They were written on the 19th of October, 2001, that is about 40 days after the opening of the school. The title of the essays was "My impressions from the Gymnasium". (See pupil's essay quoted on p.70 of this project).

The visit to the Gymnasium

It was a very nice experience for us that we are top years of the Primary we went towards the way of gymnasium.
I believe that the professors that we did lesson with will be as good for us as well. The professors were strict with some students but they were right because they were in their own world.
I liked it too too much that we went and did a lesson with the gymnasiums, it was a pleasant experience.

At the beginning of each school year, in my capacity as an assistant headmaster, either in the role of head of year, or that of the liaison, or even as a subject teacher and later on as a head teacher, I have had a dialogue with the pupils of first year classes. The aim of the discussion has been to investigate the feelings of children regarding their transfer from primary to secondary school.

Further investigation of the views of the first year pupils, was effected through the keeping of a diary by some children, during the school year of 2001-2002. The 12 children who volunteered for this task, came from the gymnasium I have been a head of. On the 20th of December 2001, the parents of the children who kept a diary were invited by me to participate in a focus interview, with a view to triangulating the data produced through the questionnaire, which the parents answered.

Open questions were introduced into almost all the closed questions of the questionnaires, which were administered to the pupils in the two rounds of the longitudinal survey and in the survey for parents and teachers.

I have already described the unofficial manner in which I conducted my action research, which has helped my institution develop a continuous process of growth. As regards my Induction Programme, this is in actual fact a case study that describes all the activities connected to school transfer and all the measures aiming at easing the transitional period, which have been taken by the schools at which I have been a liaison assistant headmaster or a head teacher.

Research Families:

All the above qualitative practices, - reports, essays, dialogues, diaries, focus interview, and the category of **other** – have contributed towards enabling the research to develop a more complex perspective which predominantly has been quantitative. This, because primarily, I have been researching feelings.

Consequently, taking into consideration that the two families of research complement each other, this must have also contributed towards triangulation and increased the reliability of my findings. Therefore, the part of the research that referred to reports, essay writing, dialogues, diaries, the focus group interviews, the case study and the action research were approached in a qualitative, interpretative way. In this sense, depending on the kind of data sought, the appropriate research families were used (Bell 1993). The use of both research families alludes to my philosophy that quantitative and qualitative research families complement each other.

The data collection techniques:

For the part that involved the children, the method of research I applied for my investigation was a longitudinal survey. With this survey, I measured the intellectual, the social, the emotional, the environmental and the organisational attitudes of the children being transferred from primary to secondary school before and after going to gymnasium. I also measured their self-concept. The quantitative data collection technique for measuring the above was a self-completion questionnaire, a mathematics test and an attitudes scale. Qualitative data collection techniques included reports, essay writing, dialogues and diaries.

For the part that referred to head teachers, liaison assistant headmasters, coordinators, counsellors, class and subject teachers, apart from biographic information, the research examined the pedagogic and educational parameters of the problem. It also looked into factors like the age of entry to secondary school, the difficulties of transfer and adjustment to secondary education, the differences between primary and secondary school and proposals for easing the school transfer process (Κακαβούλης op.cit.). The main instrumentation was again effected through a self-completion questionnaire and an attitudes scale. Perhaps I should remind you that my initial planning of data collection from liaison assistant headmasters, coordinators, counsellors and head teachers was through structured and

unstructured interviews, (O'Sullivan, Rice, and Saunders 1994), never materialised, due to lack of time and therefore more research is demanded in this area in the future.

As regards the parents, the study examined, among others, the home/school relations, the complementary nature of teacher/parent roles, widespread anxiety about educational standards and parents' experience of the transition from primary to secondary school (Bastiani, op.cit). Here, apart from self-completion questionnaires, as I have already explained, I also had a focus group interview (See parents' views quoted on p.97 of this project).

> **Mrs L:** Basically, if I judge from my son he had a lot of anxiety for what he would find at the gymnasium because of his trouble at the primary and his agony was mainly the tests and the detentions, he was afraid of the detentions a lot. He says if I am a little late they will put me on detention, but coming in though in the first month this is how he faced school, he started feeling easy. In addition, perhaps now he likes gymnasium more than he liked primary. With all his problems. (Parent of child with SEN).

Furthermore, a case study has resulted from participant and non-participant observation for the four years of my being a liaison assistant headmaster between the Gymnasium and its feeder schools and for the three years of my being a head teacher. The result of this case study has been an Induction Programme (Appendix A) for the children transferring from primary to secondary school. At the same time, while I have been a liaison assistant headmaster, and more particularly while I have been a head teacher during the last three years, I have unofficially been involved in an action research, in the manner described above.

4. Data analysis

Quantitative data analysis:

For analysing my quantitative data I used the statistical package SPSS (1997). Depending on the nature of the evidence I was aiming at, data analysis ranged from simple descriptive counts to relational analysis. However, since, as Youngman (1979), points out correctly, the working hypotheses determine the range of analytical methods suitable to test them, I used the following approach:

After carrying out the data checking procedures, I obtained frequencies and descriptive statistics for a first examination. Depending on the variable, the appropriate

summary statistics and other measures were used to produce the most suitable table or chart for further analysis. Regarding relational analysis, the method used was determined by the research question.

Qualitative data analysis:

For analysing my qualitative data, I mainly used two methods suggested by Bennet et al (op.cit.), those of Contents Analysis and Grounded Theory. The former method involves certain key phrases or words being counted, and the frequencies analysed. This method was used for the open questions in the category **other** of the questionnaires. The latter method was used for analysing the reports, the essays, the dialogues and the interview. This kind of analysis involves seven main stages: familiarisation, reflection, conceptualisation, cataloguing concepts, recoding, linking and re-evaluation (pp.347-350).

However, both forms of data analysis have their limitations. Thus, while the quantitative data analysis is predominantly numeric and lacks in 'depth', the qualitative data analysis lacks in 'breadth' and is not offered for generalisation. Hence, the combinations of quantitative and qualitative elements, in order to achieve an effective research design.

5. Ethical issues

In conducting my research, I made sure that all the necessary procedures were kept in order to safeguard a code of ethics, which addressed a number of issues. In doing so I followed Raynold's (1979) ethical code. Therefore, by introducing myself to the MOED and explaining the aims and objectives of my research, I applied for the necessary permission. This permission delineated the framework within which the research would be conducted and offered me the opportunity to address myself to the head teachers of the primary and secondary schools, with a view to explaining to them the topic of my research. At the same time, I fully revealed my identity and background. That is, my positionality.

At the outset, the purpose and the procedures of the research were fully explained to the subjects. I made clear to them that the research was aiming at bridging the gap between primary and secondary education, and that it was conducted within the framework of a doctorate. No promises were given to the subjects in terms of having direct effects on them,

save for the statement that the research was aiming at easing the transitional stage from primary to secondary school.

Careful thought was given to the design, the conducting and the reporting of the research so that I was as objective as possible. As no controversial findings ensued, I had no concerns for this aspect. After the completion of the survey, I thanked all the subjects through the head teachers, by writing to them a letter and arranged for providing feedback to those requesting it. I let them know that this could take the form of a written synopsis of findings. After its completion, I will present the findings of my project at an open evening.

The dignity, privacy and interests of the participants have been respected, despite the fact that the questionnaires for children and parents have been coded, with a view to tracking pupils into secondary school. However, this aspect of my research has raised ethical dilemmas in me, since the coding that I have used allows me to trace back every single child and parent. Discussing the subject with my consultants, I was convinced that there was no other way to do a longitudinal survey, provided, that I was not going to use the personal data of the children for any other purpose, even for a follow-up research. In any case, no deceit was employed, since it was made clear to the respondents that their questionnaires were coded.

No written consent was asked from the respondents. However, it was left to the head teacher of each school to seek an oral consent from pupils, teachers and parents, and explain to them that they had the option to refuse to take part and the right to terminate their involvement at any time. As a result, due to the fact that I did not manage to get access from the headmistress, one primary school did not take part in the survey. At the level of the subjects themselves, about 10% of the pupils and the teachers did not take part in the survey. At the same time, about 20% of the parents did not take part in the survey either.

As regards the ethics of doing research 'on' children, especially around a vulnerable theme like feelings, I have often wondered whether I had the right to intervene in their personal life and disrupt their thoughts. Yet, though I cannot dismiss that this may have happened to a limited extent, I believe that the measures that I have applied have excluded any type of deceit, coercion, or any other kind of power dynamics. After all, during the first round of the longitudinal survey, most of the children completed their questionnaires at home – sometimes being helped by their parents for demographic information – and had the option to refuse to take part and the right to terminate their involvement in the research at

any time. On the other hand, talking with parents whose children took part in the survey, they told me how positively they had considered their involvement in it.

Commenting on the questionnaire, one primary school girl expressed satisfaction at the fact that "it is the first time that we are given a questionnaire which asks us questions about ourselves and deals with problems that are occupying our mind". (See quote in appendix B – The longitudinal survey, on p.195). Her mother pointed out that her daughter felt proud in answering the questionnaire, while she and her husband found helping their daughter complete the questionnaire very interesting and useful.

Anyway, we have to admit that any kind of research has an element of intrusion into the feelings of the respondents. This is unavoidable, if we want to study the repercussions of a problem on a group of people, with a view to helping them face up to it.

As I have already pointed out, I have committed myself to the schools which have been involved in the survey, to send a summary of the findings. Respondents will be invited to the presentation of the results. The wider educational community will be benefited by the implementation of the Induction Programme (Appendix A) when adopted by the Ministry of Education and Culture, in the same way as the schools I have worked in already have benefited. The final version of the Induction Programme will be published, for a wider readership.

6. Validity and reliability

Validity:

In addressing the question of validity, "the accuracy of the measurement process", as Gill and Johnson (op.cit), would define it, we have to examine the results in terms of the two research families, which have been used in my project (Cohen, Manion and Morrison op.cit). Therefore, in terms of the quantitative part of my research the sampling, the appropriate instrumentation and the appropriate statistical treatments of the data must be examined, whereas for the qualitative data, validity must be addressed through the honesty, depth, richness and scope of the data achieved, the participants approached, the extent of triangulation and the objectivity of the researcher.

The validity in the quantitative research:

Regarding the sampling of the survey, I feel that overall, save for the substitution of the primary school I was refused access to, it had a satisfactory representativeness. Regarding the instrumentation of the questionnaires, although I feel that, on the whole, there has been a good choice of instruments, in the case of the questionnaire for the parents, the use of continuous scales would have been a better choice rather than the binary approach (questions: B,D,E,F,G). At the same time, the question, **C. How long did it take your child to adjust to secondary school,** should have been preceded by the same one in the questionnaire for the secondary school pupils for triangulation purposes. For the same reason, the question, **H. Which transfer did you find most difficult,** should be addressed to the parents as well. Finally, regarding the statistical treatment of the data, though I can not claim full satisfaction with the outcome, I may state that I have worked to the limits of my knowledge and time, and to the extent of available advice from my consultants and other educators.

The validity of the qualitative research:

As regards the qualitative part of the research, I feel that the views which have been expressed through the open ended questions in the questionnaires for the primary and secondary schoolchildren, for the parents and for the teachers, have been honest and have dealt with the issue in question in the appropriate vigour. At the same time, the variety of research approaches and of data collection techniques used, (reports, essay writing, dialogues, diaries, focus interview, case study and action research) has provided the degree of desirable variety for triangulation purposes. The data achieved has produced a very rich range of ideas both in inside and in number, owing to the commitment of the participants. However, lack of time has averted me from developing the categorisation that I have produced into a more reflexive and meaningful analysis.

In relation to my objectivity as a researcher, I believe that as regards the reports and the essays of the children, these must have been written without a lot of bias, since I had no involvement in them. The same cannot be asserted for the dialogues and the diaries of my pupils and the focus interview with their parents. However, reactivity must have been restricted to the minimum, since they have been persuaded that data generated from their involvement in the research would serve solely research purposes. In the end, as the English

academics Crompton and Jones (1988), maintain, "I have tried to be objective, I do not claim to be detached".

Reliability:

In order to judge the reliability of measurement, we better remind ourselves of its definition, which according to Gill and Johnson (op.cit),

> ...refers to its consistency; that is the extent to which a measuring device will produce the same results when applied more that once to the same person under similar conditions. The most straightforward way of testing reliability is to replicate; either by administering the same questions to the same respondents at different times and assessing the degree of correlation, or by asking the same questions in different ways at different points in the same questionnaire (p.91-2).

In my case, though no replication has been possible through the first method due to a very heavy workload, the fact that I asked the same questions in different ways in the same questionnaires, has given me the opportunity to measure the reliability of at least these questions. Thus, asking the pupils to express their positive and negative feelings on a 5-point Licker scale for the same variables, (New lessons, New uniform and New teachers) we see that in all three cases the outcome adds up to about 5. (Table 2)

Table 2: Cumulative degree of positive and negative feelings of primary school children

s/n	Variable	Positive feelings 1-5	Negative feelings 1-5	Cumulative 1-5
1	New lessons,	3,40	2,39	5,79
2	New uniform	3,30	1,77	5,07
3	New teachers	3,29	1,89	5,18

7. My position in the research

Being critical of my methodology, I have to admit that at the stage of designing the research, not enough attention had been given to curriculum and as a result, this important aspect of the transitional period has not been explored adequately. Therefore, curriculum continuity is an area, which needs to be investigated further in the future. I also feel that if the relational analysis of my data were more extensive, more findings could emerge from the research. At the same time, I believe that the limited analysis of the qualitative data does not do justice to the amount of work, which has been done in the area of qualitative research in the project. It

would not be unrealistic to suggest that each qualitative part of the research could be offered for producing some kind of a separate document. For instance, the Induction Programme, (Appendix A), might be developed into a complete manual for school transfer and transition, while the action research, if properly expanded, might provide the basis for reflection on the theme of continuous development in education.

Evaluating my position in the research, as I have already said, "I have tried to be objective but I do not claim to be detached". The real meaning of this quote is that throughout the procedures of the project I have tried to maintain an impartial approach in terms of designing the research, analysing the data and reporting the results. In all modesty, I do not trust that I have accomplished this task to a satisfactory level. The position of the assistant headmaster here, the tone of the head teacher there and the voice of authority in the question of transition somewhere else, betray my feelings and position as somebody having a leading place in terms of the work which has been done in my country in the way of easing the transition from primary to secondary school. In connection, the English researcher Turner in Bryman (1988) has this to say.

> I find it helpful to think of the researcher as bringing a distinctive 'perspective' to an inquiry, a perspective which does not deny the possibility of achieving a degree of objectivity in investigation, but one which equally does not deny the presence and the significance of the values, the passions, and the subjectivity of the observer. There is no real alternative to this, for research is a human activity, carried out by human beings, who cannot relinquish their values and passions (p.115).

Hence my claim that though I have tried to be 'objective', I don't claim to be detached (Bryman op.cit.), because, being in a position of power, as a head teacher, my role has been intertwined with the process of research design, data collection and writing up. I hope however, I have been a reflexive researcher.

This state of affairs underlines the tone of my writing approach, which Turner in Bryman (op.cit.) defines as follows:

> Writing with no voice is, as Elbow comments, like much sociology: dead, mechanical and faceless writing, which lacks sound, rhythm, energy and individuality, whereas writing with voice has the element of texture, fluency and life. The competent researcher needs to develop, professionally, skills in writing which will enable him or her to communicate research findings with 'voice'. Then, occasionally, although it is more difficult in research that in 'creative writing', it may also be possible to write with what Elbow calls 'real voice', when the accounts of a portion of the organisational world can be rendered in words which do not merely communicate well , but which have the power and magic to command the attention of the reader (pp.120-121).

It is up to the reader to judge the kind of 'voice' I have used in my writing. As regards myself, I hope that I have been honest and reflexive.

For a full report on the proceedings for the longitudinal survey please read the section "The Longitudinal Survey" in Appendix B.

CHAPTER 4

Project findings

In this chapter, I will be registering the findings of the first component of my project, which comprises the two rounds of the longitudinal research. The findings of the first round of the longitudinal research generated from a survey, which was conducted among top-year primary school children in June 2002, a few days before the schools closed down for the summer holidays. I will also be citing the findings that have come from the questionnaire, which was administered to primary school teachers at the same time.

The findings of the second round of the longitudinal research emanated from a new survey, which was conducted among the same children about eight months later, in February 2003, when the pupils were in their first year of secondary school. Alongside these findings, I will be reporting the results from the survey that was conducted with the parents and the teachers of the first year secondary school children, during the same period.

An analysis of the answers provided for the open-ended questions in the survey follows each section. The findings from the qualitative research, such as the essays of the primary school pupils, the essays, the dialogues, and the diaries of the secondary school children and the focus interview with parents, are given extra place in the respective sections. Thus, the findings will be referring to:

A. The first round of the survey

The survey with primary school children

The essays of top-year primary school children

B. The second round of survey

The survey with secondary school children

The qualitative part of the research

C. The survey for parents

The focus interview with parents

D. The survey for teachers

The survey with primary school teachers.

The survey with secondary school teachers.

E. An overall summary of the project findings

F. Discussion on the findings of the project

A. The first round of the survey

The survey with primary school children

Biographic and demographic information: (See questionnaire in Appendix 15). Out of the 1182 primary top year pupils, 593 (50.2%) were boys and 589 girls (49.8%). 1114 (94.2%) pupils have siblings whose number varies from one to eleven, while their mean number is 2. (41.6%, 1; 34.2, 2 and 18, 6 %, 3. The rest have from four to eleven siblings). Regarding their position in the family 39% are first, 35% are second and 19.4% are third. The rest have other positions. 91.2% of the pupils have been to nursery for anything between one month and six years.

However, the overwhelming majority, 95.9%, have been to nursery for one to three years. More specifically, 41.2% have been to nursery for two years, 23.5% for three years and 21.25% for one year. At the same time, 94.4% have attended pre-primary classes for one year. For about 92% of the pupils, the age of entry into primary school has varied between five years and four months and six years and five moths. However the highest percentage scored (18.7%) is that of the pupils who have been to primary school at the age of six. About 37% went to primary school at a younger age, while about 36% at an older age. As regards students' self-evaluation, about 30% of them consider their attainment as outstanding, 50% as very good, 16% as good, 3.5% as almost good and 0.5% as not satisfactory. The respective teacher's evaluation is as follows: About 29% outstanding, 35% very good, 24% good, 9% almost good and 3% not satisfactory.

About 84% of the primary top year pupils managed to do the mathematics test in a satisfactory way, getting grades, which, on a scale of 100, varied from 50 to 99. Nevertheless, 3% failed to pass the benchmark and only about 13% managed to find the solution to a problem and get full marks. The other exercises were based on the four mathematical operations. 55% of the pupils have siblings at a public or private secondary school. Their number varies between one and five siblings (35% have one sibling, 16% two siblings and the rest three to five).

Summary: Summing up the above results, we can see that an equal number of boys and girls have taken part in the study and the mean number of siblings is two, while the majority of them are first in position in the family. More than half of them have siblings at public or private schools. The highest percentage, (20%), scored for the age of entry into

primary school is six, while the rest are distributed equally between those who are younger and older. Almost all of them have been to nursery and have had pre-primary education. There is a significant difference between the self-evaluation of pupils and the evaluation of their teachers at (t (1090) = - 12,70, p =,0001) with pupils overestimating their attainments. Thus on the scale below (Table 3), the mean grade for self-evaluation is 1,94, while that of teachers is 2,24.

Table 3: Students' self-evaluation and teachers' evaluation

Grading scale	1	2	3	4	5
Students' self-evaluation	A (1,94)	B	C	D	E
Teachers' evaluation	A	B (2,24)	C	D	E

Parents' occupations: Using the Goldthorpe (1987) and Goldthorpe (1978) social-class categorisation, the parents' occupations were classified as in Table 1 below. The major three groups of employment for fathers in the above table are the semiskilled manual workers with about 25%, the small proprietors with about 24% and the rank and file service workers with about 18%. As regards mothers, about 37% are housewives, about 26% are rank and file service workers while about 13% are semiskilled workers in industry. What is striking is the fact that the percentage of unemployment is almost non-existent, in both parents. However it must be noted that a very high percentage of mothers are housewives, which is something which contributes very positively towards the upbringing and schooling of children, since they can look after them better (Table 4).

Table 4: Parents' social class categorisation

s/n	Category	Social Class	Father%	Mother%
01	I	Higher grade professional	05,0	01,9
02	II	Lower grade professional	15,3	12,7
03	III	Rank and file service workers	18,1	25,8
04	IV	Small proprietor	23,8	06,7
05	V	Lower grade technician	10,9	02,4
06	VI	Semiskilled manual workers	24,5	00,7
07	VII	Semiskilled worker in Industry	01,6	13,1
08		Housewives	00,0	36,5
09		Unemployed	00,4	00,2
10		Disabled from work	00,2	00,0
11		Retired	00,2	00,0
			100%	**100%**

Education of parents: Regarding education (Table 5), what is remarkable is the virtually non-existent percentage of illiterate parents and the 65% who have finished some kind of secondary upper school. However, the difference between the numbers of fathers and mothers attending technical school is overwhelming, and this suggests that stereotyping, which wants men doing technical jobs, was very strong at the time these people were receiving their education. Therefore, it is encouraging that today the percentage of girls attending technical schools has risen up to 8% while that of boys has reached 31%. Equally impressive is the number of parents who have attended further and higher education (35%). Yet, the number of men with postgraduate studies is double on that of women.

Table 5: Parents' education

s/n	Kind of education	Father %	Cumulative %	Mother %	Cumulative %
1	No education at all	00,2	00,2	00,1	0,1
2	Primary education	10,1	10,3	09,0	9,1
3	Gymnasium (Secondary lower school)	14,2	24,5	15,1	24,2
4	Technical school	20,1	44,6	02,8	27,0
5	Lyceum (Secondary upper school)	23,0	67,6	38,2	65,2
6	College (Further education)	08,9	76,5	15,1	80,3
7	University	16,2	92,7	15,1	95,4
8	Postgraduate (M.A. or Doctorate)	05,9	98,6	03,3	98,7
9	Other education	01,4	100,0	01,3	100,0
		100%		100%	

Objecting to designated public schools: Although 91% of the pupils replied that they would be attending a secondary public school, about 5,4% of them raised an objection with their designated school, while 9% gave one or more private schools as a probable venue for their secondary education. The reasons why parents object to designated schools vary. The first reason is usually the reputation of the institution. Schools in Cyprus, like in the rest of the world, are divided into two categories. Those that are considered good and those that are considered not so good.

Institutions which are either located in remote areas, or are neighbouring refugee settlements, or are bordering ghettos of ethnic minorities or they are in poor communities or they are unprivileged in any way, they usually have a bad name and therefore they are unpopular, especially to those with a higher socioeconomic background. In order to keep away from these schools, parents employ various methods, such as giving a different address

for their residence or place of work, or the address of grandparents. Sometimes, they just insist until the authorities get tired with them and give in, since going to the school of your choice is considered a human right after all. The second reason is personal situations and the third, which is real, is that of moving houses.

Reasons for choosing secondary school: At any rate, when children were asked to write down the reasons that led them to choosing their secondary schools, they gave the answers shown in Table 6.

Table 6: Reasons for choosing secondary education

	Reasons for choosing secondary school	
01	Some classmates of mine will go there	64.0%
02	It is the receiving gymnasium of my primary school	63.4%
03	It is near my house	55.4%
04	My best friend will go there	49.1%
05	It is a school of high standards	46.0%
06	It is disciplined school	41.7%
07	I have siblings there	30.0%
08	I will need less private tuition	17.5%
09	It is near my father's/mother's job	17.1%
10	I will not have to pay for private tuition lessons	12.1%
11	It is near my grandfather's/grandmother's job	04.5%
12	I will do whatever I like there	02.1%
13	**Other reason**	**07.0%**

Children were allowed to give more than one answer. Looking at the results it is clear that the predominant reasons for choosing the particular secondary school are social and organisational; classmates, catchment areas and proximity to home, while other reasons that relate to the standard and ethos of the school follow. This is only understandable, since more than 90% of the pupils chose designated public schools to which they have to go anyway and for which they have mixed feelings, as the context analysis in the category of open question **other** will show:

Public education: More particularly, some students mentioned that they were obliged to go to secondary school because it was their receiving educational institute. They probably raised an objection with their allocation to a designate school, but they were not successful, so they had to abide by the rules prescribed by the Board of Governors. 'That the gymnasium that I will go does not have a good name, there is hooliganism and that the most

are not good students'. 'I would find it difficult in a different school', 'My aunt is a professor', 'It is free of charge', 'I believe in public education', 'It is better than private education', 'I want to go to a public school'.

Private education: When, however, the choice comes to private education, other priorities such as the standard, the ethos and the prestige of school will emerge. For instance, children stated as a reason for choosing a private school the better teaching and help offered by teachers, the fact that it will help them with their prospective studies, since they chose English speaking private schools, the fact that the bigger school will offer more competition, the fact that smaller classes will offer better learning and the fact that they need private tuition. Or that 'it is clean,...it is quieter and more cultivated, ...it has fewer students, more prospects of direction and guidance, ...it offers good briefing to parents, it has a better atmosphere, .. it is nice, it is a well known private school, ... it is one of the best schools'. Therefore, from the above mentioned it might be concluded that different reasons prevail for choosing public and private education.

Information about secondary school: Table 7 shows what the children knew of the school they had chosen as their prospective institute of education. Here again, the children were allowed to give multiple answers. It is encouraging that most of the knowledge children have acquired regarding their prospective institution is through first hand experience, since the majority of them have been taken on an organised visit to their new school by their class teachers, while about 44% even attended some lessons there. I consider this as very positive, since as I have discovered from personal experience by talking to my first year pupils, even a very brief contact with what really goes on at school is enough to contribute towards dissipating some negative thoughts. Impressions, which, as we have already seen, have been created by people in the direct milieu of the children before going to secondary school, or myths that have been spawned from generation to generation, since as Measor and Woods (op.cit.) will remind us, '...they provide a kind of anticipatory socialisation for those involved in transition'.

Table 7: What children knew of the school they would be attending the following year?

	Knowledge of secondary school	
01	I visited it with my classmates and my teacher	52.5%
02	I have attended some lessons there	43.5%
03	My parents have visited it	40.8%
04	My brother/sister/siblings who are at secondary talked to me about it	38.1%
05	My teacher talked to me about it	36.1%
06	A secondary school teacher came to my school and talked to us about it	25.0%
07	I have read the handbook of the public/private secondary school	17.6%
08	A secondary school teacher was invited by our school to teach us for a few periods	13.2%
09	A secondary school teacher talked to us about the school uniform	11.7%
10	A secondary school teacher talked to us about allocation to forms	11.2%
11	I have taken part in a joint function with its students	03.3%
12	A secondary school teacher talked to us about registration procedures	02.9%
13	**State any other way by which you have been informed about the public secondary or Private school**	07.2%

The 40% of parents who have visited the new school, though impressive at first sight is in fact very disappointing , considering that about 55% of pupils have siblings at higher school (my brother/sister/siblings who are at secondary talked to us about it, 38%) and consequently their parents must have had some kind of contact with the school in that capacity. The only people I have known who have visited their children's secondary school before they attended there is when their children had a special learning difficulty and they wanted to discuss it with the head teacher or when the school is private and they want information about it.

Looking at the figures in the rest of the table, it is clear that the knowledge that the children get regarding their new level of education through teachers is not very satisfactory. Thus, only 36% of class teachers have talked to top year primary school children about their new school and only 25% of subject teachers have visited primary school to talk to children about it. More particularly, only about 13% of children have been taught by subject teachers, about 12% have been informed about the school uniform, about 11% have been updated regarding form grouping and about 2% have been given information regarding registration procedures.

Although handbooks should be a *sine qua non* measure of induction programmes, only about 17% of the children have come across them. Having in mind that mostly private schools have a handbook, the picture regarding public schools is the more gloomy. This does

not of course mean that no more public schools have handbooks. They may well have handbooks of which the children know nothing. However, what is important is that children should be informed about school policies before going to secondary school, so that they are prepared of what they will encounter.

The positive feelings of primary school children: Considering the positive feelings of pupils, it is clear that overall, extracurricular activity, creative subjects and emotional or social interests are of prime importance to the children while more academic topics like new subjects, different teachers and sciences are last on the list of a five-point scale. This, on the face of it, might sound unrealistic, and give the impression that children are not interested enough in the intellectual aspect of school. However, we must not forget that these children are still at primary school and what they know of secondary education is mostly hearsay. At the same time, it must be reminded that primary top year pupils are at the age of preadolescence and therefore they might be preoccupied with personal concerns, while schools are not only places for cognitive development but equally they are supposed to develop children personally and socially (Table 8). The above are confirmed in a factor analysis test, in which three factors are extracted, that explain 54,954% of the total variance. The first component comprises variables, which could be labelled as interests that fall into the area of Personal and Social Education of children: (Sports; School visits and excursions; Being grown up; Making new friends; Extra curriculum activities). The second component consists of intellectual concerns such as New lessons; Different teachers; Languages and Sciences. The third component contains three creative lessons and the school uniform: Cooking/needlework; Art; Craft lessons and The new school uniform.

Commenting on the school uniform, what is noteworthy is the fact that contrary to popular belief, and despite the fact that this item is at the last places of the list, it still manages to get a higher value than that for different teachers and sciences. This is something that should make those who are in favour of abolishing school uniform think twice. However, it must be born in mind that most children are prone to deviating from school uniform rules, while teachers themselves are generally willing to negotiate it.

Table 8: The positive feelings of pupils at primary school

s/n	Positive feelings of primary pupils	mean	Boys	Girls	t	df	p=
01	School visits and excursions	4,48					
02	Being grown up	4,19					
03	Making new friends	4,08					
04	Sports	4,08	**4,22**	3,93	4,09	1163	.0001
05	Extra curriculum activities	3,99	3,88	**4,10**	-3,03	1122	.002
06	Craft lessons	3,94	**4,05**	3,82	3,15	1147	.002
07	Art	3,92	3,78	**4,06**	-3,69	1128	.0001
08	Languages	3,84	3,62	**4,05**	-6,02	1133	.0001
09	Cooking/needlework	3,70	3,39	**4,00**	-7,83	1103	.0001
10	New lessons	3,40	3,33	**3,47**	-1,97	1158	.049
11	The new school uniform	3,30	3,17	**3,44**	-3,39	1145	.001
12	Different teachers	3,29	3,21	**3,36**	-2,07	1145	.039
13	Sciences	3,27	**3,43**	3,11	4,14	1135	.0001
14	**Other**	**3,86**					

Regarding gender, an independent T Test verifies that there is a significant difference between the positive feelings of boys and girls in 10 of the 13 variables, with boys expressing more positive expectations for Sports, Craft lessons and Sciences and with girls showing more interest in Extra curriculum activities, Art, Languages, Cooking/needlework, New lessons , Different teachers and The new school uniform. The grouping alludes to stereotypes about masculine and feminine activities, which, as we shall see in the next round of the survey, are weakened. However, save for sports, there is no significant difference between the positive feelings for the variables in the four first places, which by and large fall within the social concerns of pupils.

At the same time there is a significant difference for the positive expectation for New subjects between the pupils who have siblings at secondary school and those who do not ($t\ (1140) = -2{,}01$, $p = {,}045$). As a result, the positive expectations for New subjects of pupils who have siblings at gymnasium are lower than those who do not have any. This might imply that these children are in a position to have a more objective view about secondary education, which unfortunately is not so positive. The same comments could be made for Languages where, again, there is a significant difference between children who have siblings at gymnasium and those who do not ($t\ (1129) = -2{,}12$, $p = {,}034$). However, there is no significant difference between the positive feelings of children who have siblings at private school and those who do not.

On the contrary, the kind of education that children follow has some effect on the positive feelings of primary school pupils. Thus, pupils who have chosen private education, as opposed to public one, appear to have more positive expectations towards New subjects (t (1133) = -2,20, p = ,028), Languages (t (1122) = -2,46, p = ,014) and Extra Curricular Activities (t (1122) = 2,14, p = ,032).

Nonetheless, nursery and preschool education do not have any effect on the positive expectations of pupils and neither does the fact that some pupils have objected to their designated public school. These results are obtained through an Independent T Test. Running a One-Way ANOVA Test we also come to the conclusion that the number of siblings, the position in the family and the child's age of entry into primary education do not seem to have any influence on the child's positive expectations for secondary education. However, the child's attainments seem to have an effect on the positive expectations for New subjects and Languages. More particularly, there is a significant difference (F (4,1080) = 3,37, p = ,009) for New subjects between pupils whose attainment is Not satisfactory (E = mean 2,92) and those whose attainment is Outstanding (A = mean 3,53). There is also a significant difference (F (4,1069) = 12,60, p = ,0001) for the positive expectations for Languages between pupils whose attainments are Outstanding (A = mean 4,08) or Very good (B = mean 3,91), and those whose attainment is Good (C = 3,78), Almost good (D = mean 3,42), and Not satisfactory (E = 2,86). The conclusion that comes out is that pupils of lower attainments look forward to New subjects and Languages less than pupils with higher attainments.

The occupation/class of parents does not seem to have any real impact on the positive expectations of pupils. Some significant differences that have been presented in the case of Disabled from work, Retired and Unemployed parents have been ignored, since all of them represent only 0,8% of the sample (10 people). Regarding the education of parents, this again, does not seem to have any major impact on the positive expectations of pupils. However, for Languages there is a significant difference (F (6,1091) = 3,86, p = ,001) between pupils whose mothers' education is primary (mean = 3,38), and pupils whose mothers' education is upper secondary (mean = 3,86 - ,48*) or university (mean = 3,95 - ,57*).

Looking at the contents of the answers that have been given to the category of open question **other** (2%), it could be implied that the children who are involved in these answers are more academically inclined, since the academic topics here take precedence over other schooling aspects. "Geography" "Mathematics", "Computer lessons", "To sew, home

economics, cake, pizzas", "Computers", "Physics", "Physics", "Singing [voice]", "Uninformed difficult [tests]", "The effort for good attainments", "Some lessons are easier than those of Primary school", "I would prefer that there should be a teacher for children with learning difficulties in order to help". However, five answers refer to social aspects: "The fact that I will again be with my old friends", "To find my old friends that I had at primary". "I will get to know other little girls [girlfriends] (statement made by a boy). "Not to mock me to behave towards me with love and respect me", "Not at all satisfied from the behaviour of the students", Three more children express satisfaction for environmental reasons: "To get to know the environment there well or bad", "Good installations", and "The building [the gymnasium]". Two students express very little ... satisfaction for "disciplined school" and "detentions" while one expresses satisfaction for..."breaks". The relatively high value for category of **other (3.884)** might be explained in terms of the strong feelings, which were expressed by the high values given in the answers of the children (Table 8). Finally, let us turn our attention to some statements, which obviously were made by parents on behalf of their children, since, as I have already said the questionnaire given to primary school children was mostly completed at home, with the help of their parents.

-There should be special care for the child's health.
-She has progressed a lot at school.
-Briefing by older (cousin). New girlfriends.
-We ask that he should be given the analogous opportunities of participation (boy).

The negative feelings: Looking at the negative feelings of pupils (Table 9), it is again clear that their main concern is their social integration into the new environment. Thus, the fear lest they miss their friends tops the list of worries. However, tests, which are not a very common experience at primary, especially the uninformed ones, seem to be a major worry for the primary school leavers. Thereafter, social, emotional and intellectual worries seem to be intertwined until halfway the list when mainly academic topics follow (curriculum, new lessons, homework, longer school day, teachers' names, teachers). Organisational themes seem to worry children the least, either because they consider them an area upon which they can have very little influence and therefore do not bother to be troubled about particularly, or because, for instance, getting to school is not really a problem, since the absence of public transport is substituted by private cars. School uniform is something that worries very few children. This is confirmed by a discussion I had with my first year pupils, who feel that uniform '...distinguishes pupils from other people',

'...makes school look organised' '...makes pupils feel equal, since they do not have to worry about putting on different clothes each day, in case they do not have the financial means', ... 'It makes you feel better, because you do not have to bother about what to wear every day'. (See qualitative part of the research for secondary school pupils on p.91).

Table 9: The negative feelings of primary pupils

s/n	Negative feelings of primary school pupils	Mean	Boys	Girls	t	df	P=
01	Miss friends	3,36	3,28	**3,45**	-1,99	1148	.046
02	Tests	3,23					
03	Being bottom of class	3,23					
04	Detentions	3,22	3,10	**3,33**	-2,38	1154	.017
05	Being bullied	3,18					
06	Forgetting equipment	3,06					
07	Missing lessons	2,94	2,82	**3,07**	-2,79	1135	.005
08	Being punished	2,89					
09	More tiring timetable	2,75	**2,81**	2,64	2,73	1145	.006
10	Doing wrong	2,75					
11	Strict teachers	2,72					
12	Difficult class work	2,71					
13	Different curriculum	2,42	**2,49**	2,34	1,97	1144	.049
14	New subjects	2,39					
15	Homework	2,31	**2,43**	2,19	3,26	1158	.001
16	Longer school day	2,27	**2,43**	2,11	3,86	1122	.000
17	Not knowing teachers' names	1,94					
18	New teachers	1,89					
19	Being the youngest in school	1,85	**2,00**	1,71	3,95	1109	.000
20	School uniform	1,77	**1,86**	1,67	2,58	1121	.010
21	Changing rooms for lesson	1,66					
22	Having more than one teacher	1,65	**1,75**	1,55	3,07	1084	.002
23	Getting to school	1,41					
24	**Other**	**4.23**					

However, an overall comparison between the degree of satisfaction and the degree of worry of primary school pupils, points out that children's positive expectations are much higher than their negative expectations.

Regarding gender, there is a significant difference in the degree of worry for ten items between boys and girls (table 9). The first three, Miss Friends; Detentions and Missing lessons are items for which girls express more worry and these find themselves in the top places of the list of worries. They belong to the area of social and emotional concerns. The other seven,

Homework; Having more than one teacher; Being the youngest in school; School uniform; Longer school day; More tiring timetable and Different curriculum are items for which boys express more worry and they are all located in the lower places of the list. They mainly belong to situational and organisational aspects of school. From the aforementioned, it may be inferred that, while boys' apprehensions embrace a more diverse range of worries, these negative feelings are not those, which occupy children most. On the contrary, girls' worries are more centred at the central concern of pupils for a positive self-esteem that allude to social and interpersonal orientations, the majority of which appear to be the most prevalent concerns of children.

A Factor Analysis Test produces five components of worries, which explains 54.995% of the variance. These factors could fall into the following areas. Social and interpersonal: Being punished; Doing wrong; Forgetting equipment; Detentions; Missing lessons; Being bottom of class. Intellectual and academic: Difficult class work; Tests; Homework; Strict teachers; New subjects; Different curriculum. Situational and environmental: Having more than one teacher; Getting to school; Changing rooms for lesson; Not knowing teachers' names; New teachers. Organisational: Longer school day; More tiring timetable; School uniform. Emotional: Being bullied; Being the youngest in school. However, a Scree Plot revealed that it was possible to obtain a four factor solution. Therefore, a further Factor Analysis was run which explained 50,624% of the variance and gave the four components shown in Table 10. The first component comprises social and interpersonal worries, the second consists of intellectual and academic concerns, and the third one refers to situational and environmental aspects, while the fourth one contains organisational topics in terms of timetable and school day. Studying the items in Component 1, Being punished; Doing wrong; Forgetting equipment; Detentions; Missing lessons; Being bottom of class; Missing friends and Being bullied we might be led to the conclusion that, mainly, these statements refer to interpersonal situations which, to a smaller or a bigger degree, create a tug of war between the self-image the child has brought with him/her from home or primary school and the ideal self the secondary school projects for him/her. (McGuiness 1989). That is a power struggle as it were in terms of self-esteem.

Table 10: A Rotated Component Matrix for primary school worries with four components

Rotated Component Matrix[a]

	Component			
	1	2	3	4
Being punished	,800			
Doing wrong	,753			
Forgetting equipment	,751			
Detentions	,751			
Missing lessons	,720			
Being bottom of class	,713			
Miss friends	,402			,361
Being bullied	,391			
Difficult classwork		,742		
Tests		,721		
Homework		,712		
Strict teachers		,596		
New lessons		,566	,428	
Different curriculum		,515	,308	
Getting to school			,633	
Having more than one teachers			,616	
Changing rooms for lessons			,570	
Be the youngest in school			,534	
Not knowing teachers' names	,396		,511	
New teachers		,392	,477	
Longer school day				,802
More tiring timetable		,406		,679
The school uniform			,342	,466

Extraction Method: Principal Component Analysis.
Rotation Method: Varimax with Kaiser Normalization.

a. Rotation converged in 7 iterations.

The second component, Difficult class work; Tests; Homework; Strict teachers; New subjects and Different curriculum, focuses mainly on more personal concerns in terms of the increased academic tasks pupils have to carry through. In other words, this component comprises the picture of the school in terms of academia, which the children have mostly composed for themselves, as the only experience they have had is, at best, a day's visit to their prospective school and, at worst, hearsay information. The third component contains items that describe the situational changes, which accompany the new educational institutes, over which children can have very little influence. Finally, the last component registers the organisational arrangements that are necessary for accommodating the additional demands of secondary school.

The number of siblings the pupils have and their position in the family do not seem to have any influence on their negative expectations. Pupils who have been to nursery, do not seem to have been influenced in their negative expectations in any way by the fact that they have been to nursery school. However, there is a significant difference for Homework (t (73) = 2,36, p = ,021) between those who have attended a pre-primary class (mean 2,33) and those who have not (mean 2,00). A significant difference exists also for Tests (t (1145) = 2,98. p = ,003) between pupils who have attended a pre-primary class (mean3,26) and those who have not (mean 2,76). This worry might be interpreted as increased concern for the cognitive aspects of secondary education by pupils who have already been exposed to schooling.

Regarding the age of entry of pupils into primary school, it comes out that, overall, younger pupils seem to worry more about Strict teachers; Forgetting equipment and School uniform. More particularly, there is a significant difference (F (2,1094) = 3,35, p = ,036) in the degree of worry for strict teachers between pupils who are younger than six (mean 2,80) and those who are six (mean 2,59). There is also a significant difference (F (2,1078) = 3,05, p = ,048) in the degree of worry for Forgetting equipment between pupils who are six (mean 3,15) and those who are older than six (mean 2,87). Finally, there is a significant difference (F (2,1079) = 5,75, p = ,003) in the degree of worry for School uniform between both the pupils who are either younger than six (mean 1,77) or six (mean 1,86) and those who are older (mean 1,55). This might be interpreted as a sign of immaturity for younger children.

In as much the attainments in mathematics is concerned, an One-Way ANOVA Test, revealed that pupils of the different attainment groups on a scale of A-E differ significantly regarding their negative feelings about academic (F (8,497) = 8,23, p = ,0001) and organisational topics (F (4,928) = 4,70, p = ,001. As a result, pupils in the C and E groups appear to worry more than pupils in the A and B groups regarding the academic aspects of secondary school, while pupils in the C and D groups appear to worry more than pupils in the A group regarding the organisational aspects of secondary school. However, there does not seem to be any significant difference between the attainment groups in mathematics regarding the degree of worry of pupils in social and emotional themes. The above findings indicate that pupils with lower attainments in mathematics have expectations that are more negative in the academic and organisational areas.

Looking at the overall attainments of primary school children, the tendency is for weaker pupils to have more negative expectations, regarding their prospective secondary school. Thus, an One Way ANOVA Test, revealed that the degree of worry of pupils in the different overall attainment groups, on a scale of A-E, differ significantly regarding their negative feelings about social and emotional subjects (F (4,192) = 4,12, p = ,002) about academic topics (F (5,426) = 5,34, p = ,0001) and organisational themes (F (8,498) = 8,31, p = ,0001). That is in all schooling areas. . As a result, pupils in the B group appear to worry more than pupils in the A group regarding the social and emotional aspects of secondary school, pupils in the C and D groups seem to worry more than pupils in the A group regarding the academic aspects of secondary school, while pupils in B, C and D groups show that they worry more than pupils in the A group about the organisational subjects. However, there does not seem to be any significant difference between the degree of worry of pupils in the overall attainment group E and the degree of worry of pupils in the other overall attainment groups on any schooling aspect. This situation might be attributed either to the fact that the percentage of these pupils in the sample is very small (1,7%) or to the fact that these pupils did not pay the necessary attention when completing the questionnaire and gave irrelevant answers.

The existence of siblings at secondary education does not seem to have any significant impact on the negative feelings of primary school pupils. However, pupils who have siblings at private schools seem to worry less about detentions (mean 2,77 vs. 3,25 - ,048) at p=0,40. The kind of education pupils follow seems to have a significant difference at (t (919) = 2,75, p = ,006) regarding their degree of worry mainly for academic aspects between those who enrolled at designated public schools and those who opted for private education. As a result, children who follow public education worry more about Difficult class work; Homework; Having more than one teacher; Tests; School uniform; Being bottom of class and More tiring timetable. A T Test shows that there is a significant difference at (t (126) = 6,54, p = 0001) for the overall attainments of pupils on a scale A-E (A-1, B-2, C-3, D-4, E-5) between children who attend Public Schools (mean attainment 2,27) and those who attend Private Schools (1,67). This result corroborates previous findings according to which weaker pupils worry more about secondary education.

The occupation of parents does not seem to have any influence on the negative worries of pupils. However, regarding the education of parents, although that of parents

does not seem to have any impact on the negative feelings of pupils, the education of mothers seems to influence these feelings significantly at (F (6,890) = 3,39, p = ,003) regarding organisational aspects. As a result, pupils whose parents' education is up to Lower Secondary, appear to worry more than pupils whose parents' education is up to Higher Secondary, or University.

Regarding answers given to open questions, here again, the same percentage of respondents as that for the positive expectations, 2% (23), give various answers to the category of open question **other**. The worries are mainly concerned with academic subjects once more: More specifically, five answers refer to concerns relating to class work and homework: "Many lessons at home", "I forgot to do my homework", "Not to be able to cope with my lessons", "I would not like to miss lessons", "If I am bottom of class for me would be a great worry". However, five students are worried about the behaviour of subject teachers: "To tire me with gymnastics (P.E. teachers)", "Personal contact with professors. Not to be a simple number", "Professors' behaviour", "To be hit by professors", "Irritating professors". Four children are worried about examinations, tests, and grades: "Grading, difficult lessons, tests and examinations", "In the examinations not to let me study", "Grades", "Anxiety about the final examinations". Finally, several personal concerns are expressed: "Big queue at the refectory", "If I am going to join the sports in which the school takes part", "The hearing problem which I have", "Central heating in the winter, Air-conditioning in the summer, sports centre in the winter", "That I will be writing by pen", "Many failings from primary due to unsatisfactory work of the class teachers", "Older students", Once more, the high value for category of **other (4.223)** might be explained in terms of the strong feelings which were expressed by the high values given in the answers of the children.

The self-concept of primary school pupils: Asked to make a judgment on a number of statements pertaining to their self-concept, the children decided that overall, they are contented with themselves. (Table 11). The judgment was made on a four-point scale with the following descriptors: **1**:I disagree a lot; **2**: I disagree; **3**: I agree; **4**: I agree a lot. More particularly, they feel that they are generally pleased with themselves; they attract enough attention when they speak; they are not particularly shy; they feel self-confident; they do not have any problem in making friends and they very rarely get mixed up in fights.

According to James (1892), high self-esteem results from the fact that children's perceived successes are equal to or greater than their aspirations for success, while conversely if they are unsuccessful in domains where they had pretensions to be successful, low self-esteem would ensue. The high self-esteem that the children of my sample exhibit is

partly due to the fact that primary school children are not graded and reflects the general climate of leniency that is prevalent at elementary schools.

Table 11: How children feel about themselves at primary

	Self concept of pupils at primary school	
01	I am generally satisfied with myself	3,33
02	When I speak everybody listens to me	2,73
03	I am shy	2,32
04	I often feel that am no good at all	2,04
05	I find it difficult to make friends	1,49
06	I often get mixed up in fights	1,40

The above conclusion has already been demonstrated by the significant difference between the self-evaluation of pupils and the evaluation of their teachers, with pupils overestimating their attainments. It will also be displayed in the second round of my survey in which the self-esteem of pupils is decreasing. A very good reason for this may be the new evaluation system and the very test/examination centred approach that is applied at secondary education. Yet, though the evaluation system is one of the issues in the transition process that it should be reviewed, I maintain that this overestimated self-esteem is a factor that helps children in their school adjustment endeavour.

Studying the answers given to the last question in the questionnaire, the open question, **other**, in which pupils were asked to add anything else they wanted regarding their transfer from primary to secondary school, 365 children (32.4%) responded, making on the whole 369 statements which have been grouped into 26 categories, described in Table 12. The response grade is quite satisfactory, having in mind that very few people bother to give answers to open questions, and reflects the seriousness with which the whole research has been confronted by all the respondents who have been involved in the survey.

At any rate, the overpowering message that springs from the above statements (about 65%), is that top year primary school pupils are overwhelmed by fears which refer to various concerns such as: allocation to forms; general academic worries; teacher approach; orientation to new school; missing old school, class teachers and classmates; bullying; uniform; transport; reputation of public school; discipline; requests for help; rejection of school and cleanliness. The rest of the statements can be grouped into three main categories, which refer to positive expectations (14%); the pupils' perspective of secondary education (9%); mixed feelings (5%) and several hopes and wishes (4%). About 3% did not know nor had anything to state.

Table 12: Answers to the open question whether they wanted to add anything about transfer

	Answers to the open question if pupils wanted to add anything about their transfer	N	%
01	They want to be in the same class with best friends, (boy)friends/(girl)friends and classmates	63	17,1
02	Worries	61	17,0
03	Teacher Approach	59	16,0
04	Academic, Personal, and Social Education	35	09,5
05	Satisfaction	26	07,1
06	Mixed Feelings	19	05,2
07	Looking Forward to Making New Friends	14	04,0
08	Better induction programmes	11	03,0
09	Nothing/I do not know	11	03,0
10	Being sorry for parting with primary school teachers and friends	11	03,0
11	Older Students and Bullying	09	02,5
12	Hopes and wishes	08	02,2
13	Grown up (matured)	07	02,0
14	Transport	06	01,6
15	Uniform	05	01,6
16	Discipline	04	01,0
17	Reputation	04	01,0
18	Requests for help	03	00,6
19	Dislike for school	03	00,6
20	No special worry	02	00,4
21	Different	02	00,4
22	Determination	02	00,4
23	Being rude	01	00,2
24	Cleanliness	01	00,2
25	Epitome	01	00,2
26	Suggestions	01	00,2
		369	**100**

The verbatim statements below are very characteristic:

-The only reason I do not want to go to the gymnasium is that I dot want to part with my friends.

-I want to exist a good relation of professors – students. Everything will be new for me and I want them to help me to adjust to the new environment. To understand me and help me when I have difficulties with my lessons. To mark me with liniency where I am weak and give me opportunities to proceed to the next classes , so that I am not disappointed [boy].

-The children should not fight when they play. Not to mock others behind their back, not to ask others how much they get at their tests.

-In the class I will be, I want it disciplined, because I know that at the gymnasium that I will go it is not easy at all to find myself in a disciplined and quiet class. [girl]

-They force me to go to a different gymnasium because they say that the ..... which is near my home has bums and the standard of the other school is better. They also say that is more convenient for them. I know that I will loose all my friends who are at the primary and I will go somewhere where I will know nobody. Thank you for the understanding. [girl]

-I do not like the letters if it was pwsseble I would not gwe gymnasium I only like the animals the trees and the nature.

-I am very pleased that as from next year I shall graduate from the primary to the gymnasium. For me it is a step forward.
-Certainly my transition from primary school to gymnasium will increase my knowledges and will prepare me for possible higher studies [boy].
-The wolls of the gymnasium ware very dirty and the panes broken [boy].

And what could be termed as the epitome of the expectations of a top year pupil:

-Not to loose my [boy]friends and [girl]friends.
To be a good student.
Not to make absences.
Not to be put on detentions.
Not to be mocked at.

However, even half a day's visit to the receiving secondary school is enough to dispel most of the fears of the children and change their outlook towards their new institution. The samples of the following essays of children, who have visited the secondary schools where either I have been working in my capacity as a liaison assistant headmaster or a head teacher, put the situation into the right perspective and speak for themselves. Here again, the essays have not been edited but they are cited verbatim.

The essays of top-year primary school children

My impressions from the Gymnasium

I always believed that the Gymnasium is terrifying. Even the sheer thought of going to it some time terrified me and did not believe that I would manage. I had the feeling that I needed an experience, which would help me be acquainted with it, to see how it is. Therefore, a few days ago, we were separated into groups and went to different lessons of the Gymnasium first year.

I went to A1 form. I watched the lesson of Modern Greek and French. In the first lesson (Modern Greek) the professor (man) gave us papers and explained to us in detail what the other students had done during the previous lessons. I participated in the lesson very much because I was finding it, and I still find it very interesting and relatively easy. I liked the professor very much because he was very good with us, he considered us as equal with the children of A Gymnasium and he put to us several questions. Most of the children were participating in the lesson; however, there were some who only from their look you could understand that they were not interested in what we were saying.

The next lesson, which was French we only watched it because we did not have books to answer to the questions of the professor (woman), who was pleasant and made several jokes. In the end, we left the classroom and saw several rooms of the gymnasium, in which we would do lessons next year.

For me this visit to the Gymnasium was a pleasant experience, which made me realise that I must not feel bad about it. Now I thought that the professors would be extremely strict I saw how good and pleasant they are. I believe that next year when I will go to the Gymnasium I will adjust finely, provided I will be studying and everything will go well.

The visit to the Gymnasium

It was a very nice experience for us that we are top years of the Primary we went towards the way of gymnasium.

I believe that the professors that we did lesson with will be as good for us as well. The professors were strict with some students but they were right because they were in their own world.

I liked it too too much that we went and did a lesson with the gymnasiums, it was a pleasant experience.

Visit to the gymnasium

One day we made a visit to the gymnasium in order to get an idea as to how it is there. It was a special experience for us all in order to know how the gymnasium when the time comes for us to go.

When they told us that we would go to make a visit, I expected that it would be difficult and the teachers strict. However, I made a mistake it was not difficult and the teachers were not so strict as I thought but on certain moments they were strict but because of strictness, and not because of hatred. The professors were very good and they were explaining to the students very well so that nobody was left without understanding. However, some students were spoiling the atmosphere and were making fuss. On those moments, I felt gladness because the lessons were not as difficult as I expected and because I am ready in order to go to the gymnasium since our lessons as well are not especially different to theirs.

When we finished the visits to the classes, they gave us a tour to the rooms of physics, chemistry and design and technology. There it impressed me that they had the appropriate samples and materials and it also impressed me that each room was separate and they were not doing i.e. the lesson of design and technology in their room.

The visit was a big and positive experience for all of us because we learned the how the gymnasium is and to be ready, because the time we shall go to the gymnasium is not much.

A visit to the ..... Gymnasium

On Thursday 18/4/02 we went to school as usually after a while Mister ..... the hedmuster of the primary informed us to be in the art room at 9:00.

When the time was 9:00 I and my six classmates went to the art room there they offered us juice and a sanduich.

We mett, after meeting the other school was separated into classis in order to attend lessons.

We of ..... stayed in the art room and watched the lesson of art where it was taught by the headmaster of the gymnasium mr Iacovos Psaltis. Mr Psaltis was good with us and knows a lot about art.

After the time went 10:30 we wouent out for a break with the gymnasium, after we wouent into the art room again the other school came as well then our teacher .... came. Mr Psaltis was askeng us for our imprissions and when my tern came I told him that with these children we shall get on veri well, and I in deed I feel that we shall gaet on vere well.

A visit to Gymnasium

I am a student of twelve years old ans I am in the sixth year of the ..... Primary School. My village is quite small and so our school too has just 34 students. Here all children know each other and we are a big company in which each one helps and cares for the others.

But 5 children of ..... primary and I, must already leave behind us this small primary of ..... and climb a step on the big ladder of life, going to the Gymnasium. So a visit was arranged to the ..... Gymnasium, in order to see how the students and the teachers work and in order to get acquainted with the place of the Gymnasium. We chose the ..... Gymnasium because 4 out of 6 children of my year will carry on their attendance, there.

8:33 a.m. The mini bus which would take us to the Gymnasium, had already arrived. I had a great anxiety. I did not know what I would meet there. I was showing strong, but deep down I had a great fear.

9:03 a.m. We had arrived at ..... Gymnasium. The students of the Gymnasium at that time, were having a break. They treated us to a breakfast and while the bell rang they split us into several forms of the Gymnasium first year, in order to attend two lesson periods. When they treated us to the breakfast, it made an impression on me how friendly the assistant head teacher welcomed us of the School. When we went into the classroom in order to attend lesson, it made an impression on me the way the the students were behaving to the professors and the professors to the students. It was extremely friendly. Also it is not very different to the way we, the children of primary, behave to our teachers or our teachers to us. The children between them were talking amicably and were co-operating. The lessons we attended were not very interesting for me: The French, because I did not understand what they were saying and the Ancient Greek because I do not like it.

Then a break followed. During the break I met my friends and we had a chat.

Later on there was a tour in all the school area. We saw the playground, the indoors athletics centre, the art workshop, the two technology workshops, the music room, the library, the physics laboratory, the home economics workshop, the toilets, the dressing rooms etc. I was impressed by all these rooms. Also near the playground I was impressed by the rubbish lying there. I did not expect to see so much litter. I was expecting to see the school clean, since on the one hand the children are older and they must keep it sparking clean.

I had a very good time though and I would like such a visit to be repeated.

A day at the gymnasium

Informed by the previous day that we shall visit the .....Gymnasium we were anxious of what we shall see, if we like it etc.

The next day, very early in the morning I wore my uniform and went to school. We set off from school on foot up to the Gymnasium. There they welcomed us and they treated us to something. The assistant headmaster divided us into groups in order to attend lesson.

I had both good and bad impressions:

The classrooms were small and

They had many students each classroom.

There were many children who were playing clever and were mocking us.

There were many children who were smoking.

These were my bad impressions.

These are the good:

They had different rums for teachers for the smokers and for the non smokers.

They had big classes of technology, home economics and of chemistry.

They have a big yard and a big basket court.

These were all my impressions.

This is how this day passed as well. Both well and bad.

My impressions from the Gymnasium

Posetive

Thaet the teachers were good.

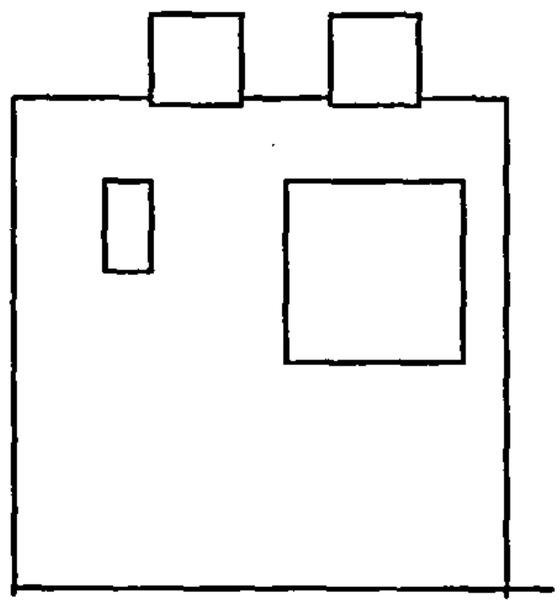
Thaet they behaved normally.

Negative.

Thaet some students did fulishnesses.

Thaet they are indesciplini.

Thaet the school is dirti.



Summary: Summing up the results of the first round of survey with primary school pupils, we see that children are overestimating their attainments when asked to evaluate themselves. While the vast majority of them have chosen public education, about 5% have raised an objection with their designated public school and another 9% have opted for private education. The predominant reasons for choosing public education are social and organisational while for those opting for private education the reasons are academic. For half of the pupils, the knowledge they have about their prospective school has been acquired mainly through visiting secondary schools and attending lessons for a day. Otherwise, the rest of the rather insufficient information they have is mostly hearsay. Considering their

positive feelings, extracurricular activity, creative subjects, emotional and social interests are of prime importance to children, while academic subjects follow. As regards negative feelings, though their main concern is their social integration, social, emotional and intellectual worries are intertwined, while organisational themes are last on the list. These negative feelings are accentuated in the answers given by children in the open question when they are completing their views about school transfer. However, children who have had even a brief encounter with their perspective school they have a more positive viewpoint as to what secondary education is all about. Finally, the self-concept of the majority of the pupils is quite high.

B. The second round of survey:

The survey with secondary school children

Looking at the same variables when the children are at a secondary school (See questionnaire in Appendix 16), about eight months later, the picture concerning their expectations and self-concept is as below. Regarding the positive feelings at gymnasium (Table 13), it is obvious that, like at primary school, social interests, creative subjects and extra curricular activities, take precedence over more academic matters. However, it must be noted that the ranking of feelings in this area has changed markedly, at least for two items, and as a result, satisfaction for School visits and excursions and Extra curricular activities has decreased significantly and they have been removed to lower places on the list with the former being dislocated from first to fourth place, and the latter being shifted from fifth to thirteenth place. I am not surprised at this outcome, as lower secondary schools in Cyprus are generally not renowned for the creativity of their extra curricular activities. And although I have not studied this aspect of school transfer, which I believe offers a lot of scope for further investigation, from experience I may confirm that these activities are generally monotonous, uninspired, poorly organised or even stilted. For instance, I have known of no gymnasium in Cyprus that has an integrated plan for its extra curricular activities, which would comprise educational visits and excursions, a Personal and Social Education Programme or a Health Education Programme. At the same time, it is very customary to involve only pupils with high attainments in school events and as a result, the rest of the pupils become either antagonistic or bored. I shall return to this issue, as it is my firm belief

that topics like this may only be addressed within an integrated Induction Programme, (see Appencix A), which would take the form of a whole school approach.

Table 13: The positive expectations of students at gymnasium

s/n	The positive feelings of secondary school children compared to those at primary	Secondary *(Primary)*	t	df	p=	*Ranking of primary school pupils' positive feelings*	*Primary*
01	Making new friends	**4,55** *(4,07)*	**-11,27**	**1034**	**,0001**	*School visits and excursions*	*4,49*
02	Being grown up	**4,42** *(4,21)*	**-4,98**	**1014**	**,0001**	*Being grown up*	*4,21*
03	Art	**4,26** *(3,93)*	**-7,00**	**1022**	**,0001**	*Sports*	*4,11*
04	School visits and excursions	4,21 ***(4,49)***	**6,13**	**1026**	**,0001**	*Making new friends*	*4,07*
05	Cooking/needlework	**4,20** *(3,69)*	**-7,01**	**992**	**,0001**	*Extra curriculum activities*	*3,99*
06	Different teachers	**4,14** *(3,31)*	**-18,23**	**1026**	**,0001**	*Craft lessons*	*3,94*
07	Sports (Taking part in several games and in school teams)	**4,18** *(4,11)*				*Art*	*3,93*
08	Craft lessons	**3,98** *(3,94)*				*Languages*	*3,84*
09	Languages	**3,97** *(3,84)*	**-3,10**	**1028**	**,002**	*Cooking/needlework*	*3,69*
10	Mathematics	**3,96** *(x)*				*New lessons*	*3,39*
11	Music lessons (Singing solo or in the quire, playing an instrument)	**3,89** *(x)*				*Different teachers*	*3,31*
12	New lessons	**3,86** *(3,39)*	**-8,97**	**1019**	**,0001**	*The new school uniform*	*3,30*
13	Extra curriculum activities	3,85 ***(3,99)***	**2,92**	**1019**	**,004**	*Sciences*	*3,25*
14	Sciences (Physics-Chemistry-Anthropology-Geography)	**3,66** *(3,25)*	**-8,35**	**1023**	**,0001**		
15	The new school uniform	**3,63** *(3,30)*	**-6,22**	**1025**	**,0001**		
16	Computers	**3,59** *(x)*					
17	Theatrical productions (Taking part in school plays and dancing)	**2,91** *(x)*					
18	**Other**	**4,29** *(3,86)*					

A notable reordering of places in the list is that of the variables Art and Sports. Here, the two variables have exchanged places and as a result Art has moved up from place 7 to 3, while quite the opposite has happened with Sports. I may easily explain why this has happened with Art, since specialist teachers teach this subject at secondary schools, while at primary school class teachers mostly teach it who sometimes disregard it in their anxiety to cover material in more 'serious' subjects in the area of literacy and numeracy. However, I am in a difficult position to justify the little increase in satisfaction by first year students for

Sports, since what has been mentioned about Art it should reasonably apply to this subject as well. Might the explanation in brackets (Taking part in several games and in school teams) have imposed a curb on children's perception about sports, since mot many students actually take part in games and teams, though almost all of them take part in the general lesson of gymnastics.

The other remarkable observation is the fact that, save for the aforementioned two items, the satisfaction for all the rest has increased. This is manifested by a Paired Samples T Test, which shows the significance of difference in almost all variables, except for Sports and Craft lessons. At the same time, the claim that academic interests are downgraded in the priorities of primary schoolchildren holds true for the first year secondary pupils too, and it is confirmed by the ranking in Table 13, in which these items appear after position 9.

Alongside the old academic items, new lessons, languages, and sciences I have added mathematics that appears at place 10. At the same time, creative subjects like music lessons, computers and theatre productions, which have been added to the new questionnaire, look less popular, since they rank in the lower places of the list. I can explain the position of computers (16), since first year pupils were not taught this lesson. I may also justify the fact that theatre productions are at the bottom of the list, since on one hand not many schools put up plays, and on the other, even when some schools do take part in theatrical productions, very few children have the opportunity to be involved in them. However, I find it difficult to explain the position of music, since being a creative lesson it was expected to rank higher. However, the explanation in brackets (Singing solo or in the quire, playing an instrument) may have been guilty for the unexpected low value, since not many pupils are in a position to either sing solo or in a quire, or play an instrument. Finally, a comment on the ranking of school uniform, which is presented with a higher value, thus substantiating my claim that children are quite satisfied with it.

Investigating whether gender has any effect on the positive feelings of children, an independent T Test shows that there's a significant difference in ten out of the 18 variables with girls expressing more satisfaction with *Making new friends; Art;; School visits and excursions; Languages; Music lessons; New lessons; Extra curriculum activities; The new school uniform;* and *Theatrical productions,* while boys are expressing more satisfaction for *sports.* In other words, though there is no significant difference between the attitude of boys and girls towards more academic subjects, there is one for more social and creative subjects.

Regarding answers in the category of the open question **other (4,29),** we must at first note the increased satisfaction expressed in about 70 statements made here, which is the prevalent situation with first year secondary school children. At the same time, we must point out that more than three times as many children gave answers to this open question now, comparing to the first round of survey (6,4% vs. 2%). Following the trend in the **other** positive feelings of primary school children, academic subjects take precedence over other areas. This leads us to the conclusion that, it is mostly the intellectual pupils that get involved in open questions. However, it is interesting to see how the academic and extra curriculum are knotted. More particularly, about 42 pupils have expressed satisfaction for subjects of the academic and hidden curriculum such as Modern Greek (10), P.E. (8), Ancient Greek (6), Tests (6), Open days (3), R.K. (2) and Computers, History, French, Art, CDT, Swimming and Dancing. However, six pupils would rather have more free periods and more play. Eight pupils express satisfaction for the good relations between children and professors, while six more are pleased with the ecology (*building, classrooms, spaces*). Two pupils express satisfaction for the school uniform and two more would be more satisfied it they wore whatever they liked. Four private school pupils comment on the fact that their school does not put up theatre productions and does not offer CDT or Home Economics. Some isolated statements, confirm the claim of my first year pupils that once at secondary school their fears have been dispelled and their feelings have changed to the better.

-When I came to the gymnasium I did not expect that it would be so easy I thought that it would be a little difficult but the lessons and the professors are good.
-Something that I did not do at the Primary and I do it now at the Gymnasium I like it very much (girl).
-I liked the fact that I have come to the gymnasium from primary, I was acquainted with many good friends, and I liked the fact that at the gymnasium the forms are usually moving (*changing classrooms for each lesson*).
-I am very satisfied with my class (girl).
-The several activities with emotion (*boy*).
-I have been helped by my good professors very much to adjust.

However, even through the category of open question **other** satisfaction, some pupils find the venue to express their dissatisfaction with some school aspects:

-The fact that older students are taking the Mickey out of us (boy-3).
-I like some lessons but they do not satisfy me because of the professor (boy).
-In certain lessons I demand a better explanation at the deliverance of the lesson (boy).
-Participation of students in class (boy).
-The foodstuffs of the canteen (girl).
-Agony (boy).

One boy tried to qualify the values on the 5-point Licker scale by adding decimals to the numbers. He also commented on quite a few of the variables. For instance, he changed

the word new with "bad" in the sentence Making new friends and commented: 'regularly I have not made any friends'. He also commented on the variable Music writing that he wanted to be in the school quire (he was probably not given the chance). It must have been a child with special educational needs, who, for some reason, did not receive enough attention. Talking about children with special needs, I am afraid I shall have to relate my experience about them, in terms of how they were treated by some headmasters and class teachers during the survey. On two or three occasions, children with special educational needs were counted out of the number of questionnaires needed for the school, as the headmaster or their class teacher did not consider it necessary to let the child with the problem even attempt completing the questionnaire. I remember how happy one of these children felt when I praised him for the nice picture he was painting. I am sure that he would have felt twice as happy if he were given the questionnaire to take home like all the other children. How children like this are going to be treated at secondary schools, should be an important part of an induction programme.

Regarding the negative expectations (Table 14), what is most impressive, is the fact that the list now is topped by three of four new variables that I have added in the questionnaire of the second round of the survey, which were generated by the category of open question **other** in the respective questionnaire of the first round survey. These are examinations, grades and forgetting to do my homework. However, the ranking of the remaining list is more or less the same. This suggests that the intellectual concerns have now taken precedence over the emotional, the social and the organisational ones, although in the process they seem to intermingle. The next finding that is impressive is the fact that most of the values in the five-point scale, like in the case of the positive expectations, are higher than the values obtained at primary school for worries. In connection, a Pair Samples test proves that there is a significant difference between most of the values for the worries of primary and secondary pupils.

This suggests that the feelings of the children, when they go to gymnasium, are either more intense or the pupils become able to assess the situation for themselves, since they now have first-hand information about secondary education and not just impressions they mostly got from hearsay. However, an overall comparison between the degree of satisfaction and the degree of worry at secondary school discloses that children draw more satisfaction than worry from their transfer to their new school.

Table 14: The negative expectations of the children at gymnasium

s/n	The negative feelings of secondary school children compared to those at primary	Secondary *(Primary)*	t	df	P=	*Ranking of primary school pupils' negative feelings*	*Primary*
01	Examinations	**4,19** (x)			X	*Miss friends*	*3,36*
02	Grades	**3,96** (x)			X	*Tests*	*3,23*
03	Forgetting to do my homework	**3,67** (x)			X	*Being bottom of class*	*3,23*
04	Miss friends	**3,61** (3,36)	-4,11	1021	**,0001**	*Detentions*	*3,22*
05	Tests	**3,58** (3,23)	-6,45	1029	**,0001**	*Being bullied*	*3,18*
06	Being bottom of class	**3,57** (3,23)	-5,27	1016	**,0001**	*Forgetting equipment*	*3,06*
07	Detentions	**3,55** (3,22)	-5,53	1026	**,0001**	*Missing lessons*	*2,94*
08	Not being able to cope with my lessons	**3,47** (x)			X	*Being punished*	*2,89*
09	Forgetting equipment	**3,44** (3,06)	-6,82	1014	**,0001**	*More tiring timetable*	*2,75*
10	Missing lessons	**3,40** (2,94)	-7,57	1000	**,0001**	*Doing wrong*	*2,75*
11	Doing wrong	**3,25** (2,75)	-8,42	1010	**,0001**	*Strict teachers*	*2,72*
12	Being punished	**3,23** (2,89)	-5,67	1020	**,0001**	*Difficult class work*	*2,71*
13	Being bullied	3,15 **(3,18)**				*Different curriculum*	*2,42*
14	More tiring timetable	**3,11** (2,75)				*New subjects*	*2,39*
15	Strict teachers	2,68 **(2,72)**				*Homework*	*2,31*
16	Longer school day	**2,60** (2,27)	-5,89	1015	**,0001**	*Longer school day*	*2,27*
17	Homework	2,60 **(2,71)**				*Not knowing teachers' names*	*1,94*
18	New subjects	2,33 **(2,39)**				*New teachers*	*1,89*
19	Different curriculum	2,32 **(2,42)**				*Being the youngest in school*	*1,85*
20	Difficult class work	2,24 **(2,31)**	2,67	1023	**,008**	*School uniform*	*1,77*
21	Not knowing teachers' names	**2,17** (1,94)	-4,44	1018	**,0001**	*Changing rooms for lesson*	*1,66*
22	School uniform	**2,10** (1,77)	-4,20	1022	**,0001**	*Having more than one teacher*	*1,65*
23	Being the youngest at school	**2,10** (1,85)	-4,33	1015	**,0001**	*Getting to school*	*1,41*
24	Changing rooms for lessons	**1,99** (1,66)	-6,84	1025	**,0001**		
25	New teachers	**1,96** (1,89)					
26	Having more than one teacher	**1,77** (1,65)					
27	Getting to school	**1,56** (1,41)	-2,86	1005	**,004**		
28	**Other**	**3,30** (4,23)				***Other***	*4,23*

This finding is in line with the discovery that primary pupils' positive expectations were higher than their negative expectations. It also explains the fact that the vast majority of pupils adjust to their new school within the first term. The problems that the 10% of children continue to have do not actually relate to transfer but to other difficulties such as learning, Special Educational Needs (SEN), familial, health and social problems.

To develop the picture about the feelings of children, we must have a look at some of the self-reporting measures that relate to the pupil's self-concept and social skills in both the primary school and the gymnasium. The six self-report questions consisted of two items drawn from the Rosenberg self-esteem scale (I am generally satisfied with my self and I often feel I am no good at all) . The rest of the questions aimed at identifying rejected and unpopular students (I find it difficult to make friends; I am often mixed up in fights; When I speak everybody listens to me and I am shy). A factor analysis (Table 15), of the six items revealed two components explaining 46,92% of the variance. Further reliability analysis of the six items indicated that the first two items taken from the Rosenberg scale of self-esteem scaled very well (Cronbach a = -0.93) and therefore the two items were aggregated together thus forming a small self-esteem scale.

Table 15: Factor Analysis of children's self-concept

Rotated Component Matrix[a]

	Component	
	1	2
I often feel that I am no good at all	,686	
I am generally satisfied of myself	-,680	
I often get invonved in fights	,540	-,435
When i speak everybody listens to me	-,539	
I am shy		,790
I find it difficult to make friends		,591

Extraction Method: Principal Component Analysis.
Rotation Method: Varimax with Kaiser Normalization.

a. Rotation converged in 3 iterations.

A Paired Samples T Test reveals that, regarding the first three questions, there is a significant difference between the questions of the primary and the secondary school. More specifically, at secondary school, compared to the primary school, pupils feel less satisfied with themselves (t (1027) = 5,85 , p = ,0001), and they feel that they are no good at all more often (t (1024) = -3,01, p = ,003). However, they feel less shy at gymnasium (t (1026) = 3,45, p = ,001). At the same time, the test reveals that there is no significant difference for the variables When I speak everybody listens to me; I find it difficult to make friends; I often get mixed up in fights. These findings suggest that, while the transition from primary to secondary education is having a detrimental effect on student's self-esteem, it does not appear to have any influence on their popularity-isolation. Somebody might even argue that the transition from primary school to the gymnasium helps shy students open up (Table 16).

Table 16: Self-concept at primary and gymnasium

s/n	Self-reporting measures	Primary	Secondary	t	df	p=
01	I am generally satisfied with myself	3,35	3,19	5,85	1027	,0001
02	I often feel that am no good at all	2,04	2,14	-3,01	1024	,003
03	I am shy	2,33	2,21	3,45	1026	,001
04	When I speak everybody listens to me	2,73	2,66			
05	I find it difficult to make friends	1.48	1,45			
06	I often get mixed up in fights	1,39	1,35			

An examination of whether these findings hold true for both girls and boys revealed gender differences regarding some of the items (Table 17). Regarding the self-esteem scale, transition does have an impact on it for both boys (t(501)=3,93, p=,0001), and girls (t(516)=3,64, p=,0001). A measure that seems to have been significantly differentiated for boys but not for girls, is that of when I speak everybody listens to me (t(507) = 3,10, p=,002). On the contrary, for the measure I am shy a significant differentiation was observed for girls but not for boys. (t(519)=3,40, p =,001). These findings suggest that generally, transition is having a detrimental effect on children's self-esteem, but it seems that, especially for shy girls, transition alleviates shyness to some degree.

Table 17: Self-concept of boys and girls at primary and gymnasium

s/n	Gender	Self-reporting measures	Primary	Secondary	t	df	p=
01	Boys	Self-esteem	6,29	6,01	3,93	501	0001
02		I am shy	2,21	2,14			
03		When I speak everybody listens to me	2,76	2,61	3,10	507	,002
04		I find it difficult to make friends	1,48	1,48			
05		I often get mixed up in fights	1,51	1,49			
01	Girls	Self-esteem	6,32	6,09	3,64	516	0001
02		I am shy	2,45	2,28	3,40	519	,001
03		When I speak everybody listens to me	2,69	2,70			
04		I find it difficult to make friends	1,49	1,42			
05		I often get mixed up in fights	1,28	1,22			

A multiple regression analysis (Table 18), was conducted to evaluate how well a series of variables predicted the adjustment index in secondary school (which was created by taking the sum of all the worries items). The predictor variables were Gender of subject; Siblings at public secondary school; Has the subject been to nursery; Has the subject any preschool education; Teacher's evaluation of student; Grade of mathematics test; Profession or occupation of father; Profession or occupation of mother; Position of

pupil in the family; Number of pupil's siblings; Pupil's age of entry to primary school; I am generally satisfied of myself; I often feel that I am no good at all; I find it difficult to make friends; I often get involved in fights; When I speak everybody listens to me; I am shy; Secondary school which subject will attend. The criterion variable was the adjustment index. There was a significant linear relationship between the criterion variable and four of the predictor variables (the stepwise procedure was followed), F (4,760) = 23.28, $p < .0001$). The sample multiple correlation coefficient was .330. About 10.9 % of the variance of adjustment in the sample can be accounted for by Teacher's evaluation of student; I often feel that I am no good at all (self esteem); Profession or occupation of father; Secondary school which subject will attend (type of education).

Table 18: A multiple regression test using the adjustment index in secondary school

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2,445	,060		40,897	,000
	Teacher's evaluation of student	,193	,025	,267	7,651	,000
2	(Constant)	2,225	,078		28,678	,000
	Teacher's evaluation of student	,173	,025	,240	6,835	,000
	I often feel that I am no good at all	,129	,030	,153	4,374	,000
3	(Constant)	2,081	,092		22,547	,000
	Teacher's evaluation of student	,149	,027	,207	5,626	,000
	I often feel that I am no good at all	,130	,029	,155	4,431	,000
	Profession or occupation of father	4,855E-02	,017	,104	2,866	,004
4	(Constant)	2,334	,149		15,689	,000
	Teacher's evaluation of student	,144	,027	,200	5,431	,000
	I often feel that I am no good at all	,130	,029	,154	4,420	,000
	Profession or occupation of father	4,456E-02	,017	,095	2,622	,009
	Secondary school which subject will attend	-,209	,097	-,075	-2,165	,031

a. Dependent Variable: total worries in gymnasium mean

Induction programmes are a very important element in school transfer and although not many schools seem to have an organised system of receiving first year students, quite a few functions could well fall within this area of activity at schools (Table 19). Regarding the first variable, We are being taught by professors who have served at primary school, it looks as though this percentage coincides with the number of secondary school teachers who temporarily work at primaries because of a shortage of class teachers. Homework diaries are not a practice of public education, but the findings show that most of the private schools do have a homework diary. If 21% of schools run Personal and Social Education (PSE) programmes this is a very encouraging event.

Table 19: Measures taken by secondary schools to facilitate the transitional period according to students

s/n	Measures	%
01	We are being taught by professors who have served at primary school	09,4
02	We have been given a homework diary	11,1
03	A Personal and Social Education Programme is being run for first years	21,0
04	A basic literacy and numeracy programme is operating	41,2
05	The health visitor gave us a questionnaire to fill in	47,7
06	We have the same professor for many hours	49,3
07	The counselor gave us a questionnaire to fill in	50,6
08	Personal support is offered to students with special educational needs	52,5
09	Our form tutor has explained to us the importance of student representatives	60,2
10	Our parents have been invited to an open evening	62,8
11	A support system for students with learning difficulties is operating	64,8
12	The professors adjusted their approach and pace to our level and needs	71,9
13	Our head teacher talked to us about our rights and duties	74,2
14	We have been given a school handbook	85,9
15	Our head of year has explained to us the repercussions of unauthorised absences	86,2

The percentage of schools running literacy and numeracy programmes (about 41%) is very satisfactory. More satisfactory is the number of schools that run support systems for children with learning difficulties (about 65%) and children with special educational needs (about 53%). However, the timetabling of these programmes is very problematic for most schools. Notwithstanding this, I find it difficult to believe that about half of the health visitors have not studied the health of the children via a questionnaire. The same of course applies to the case of the counsellor. The practice of having the same children for many hours is very good and secondary school teachers are to be commended for taking up such a task, since this implies extra workload in terms of preparation. Teachers have also to be praised for the fact that the vast majority of them (about 72%) have adjusted their approach and pace to the level and needs of the children. Although about 60% of form tutors have explained to the children the importance of students' representatives, I find it very disconcerting that 40% have not dealt with the problem. The same applies to the presence of parents at open evenings where more than 40% of schools have not organised such a function. Head teachers' involvement in such a high percentage (about 74%) is very admirable, given that they have a host of tasks to attend. However, if about 15% of schools do not equip their students with a handbook of the school regulations this is very disturbing. At the same time, if about 14% of students have not been briefed by their heads of year about the repercussions of unauthorised absences this shows that more work has to be done

in this area. Finally, as I have already indicated, no school seems to have a consistent induction programme, which takes the form of a whole school approach. Therefore, I will return to induction programmes by presenting my idea of them as they have developed over the five years I have been applying them at the schools I have been working in my capacity as a deputy head and as a head teacher.

Form grouping is one of the problems schools have to cope with all the time, but at the beginning of a new level of education, this problem becomes even more acute. I have heard or read of several methods for group forming and each one has its advantages and disadvantages. What I have not come across as yet, of course , is the perfect method, which would make the children happy and, at the same time, create the desired learning environment in the class. In the section in which I deal with induction programmes I will refer to my approach regarding this problem. In my survey, I tried to investigate whether schools have set criteria for coping with this problem. The results (Table 20), show that about 66% of the schools are very consistent with the national policy of mixed ability teaching, hence their concern to form classes, which will consist of pupils of varied attainments. The other main concern seems to be that of having children who come from the same primary, together (about 64%). However, this seems to have been overdone in some schools, as I have noticed groups of big numbers of children, coming from the same primary, to have been allocated to the same class when transferring to the gymnasium. This can be inferred by question 3, which shows that a big percentage of schools, (44%) do not seem to have considered this criterion. As a result, this can lead to all sorts of problems, for instance geographic cliques or elite groups. The smaller percentages that refer to the criteria of students with learning difficulties, That students with learning difficulties should be distributed across all classes, (about 48%), to those who repeat the class, That students who repeat a class should be distributed in all forms, (about 25%), and to Special Educational Needs (SEN) students, That classes with special needs students should be smaller, (about 17%) show that schools do not seem to have a clear policy on children with learning difficulties. However, the fact that only about 36% of the students pointed out that there has been an effort for having classes of an equal number of boys and girls and of an overall number of students can be explained in terms of unequal gender population and different sizes of classrooms. At any rare, studying the class lists of students I was given by schools, the issue seems to be addressed to a satisfactory degree.

Table 20: Criteria used by secondary schools for group forming

s/n	Criteria	%
01	That classes should consist of children of varied attainments	65,6
02	That each student should have at least a classmate from the primary in the class	63,5
03	That there should be students from the entire different feeder schools.	56,0
04	That students with learning difficulties should be distributed across all classes	47,8
05	That there should be an equal number of boys and girls in each class	36,3
06	That classes should have an equal number of students	35,7
07	That students who repeat a class should be distributed in all forms	24,9
08	That classes with special needs students should be smaller	16,8
09	**Other**	04,4

To the question whether the children were given the opportunity to express a wish to be in the same class with a primary school classmate for a serious reason, if this did not upset the above criteria, only about 17% gave a positive answer. This is a sad discovery, as from experience, only about 20% of children express such a wish; therefore, giving them the chance to doing it is something that gives the children the satisfaction that they have been heard and creates a very fair picture for the school.

Comparing the self-reporting grades the pupils got for their mathematics at the first term and the actual math grades that were registered in their first term reports, there is a significant difference ($t(935) = -3,40$, $p = ,001$). That is, some pupils have given a higher than the actual mathematics grade. At the same time, there's a significant difference between the grades the children got at the mathematics test that I gave them within the June Questionnaire at primary school and the grades they obtained for the first term at Gymnasium ($t(1014) = 13,43$, $p = ,0001$). Here again, the overall mathematics grades that the pupils got for their first term report are lower than those they received at primary for their mathematics test. These findings suggest that the linking of the primary school mathematics curriculum to that of the secondary school might need reviewing with a view to setting more realistic goals, as to what pupils are able to manage in terms of the level of mathematics they are taught at primary school. In other words, the existing academically styled curriculum, should perhaps give its place to a more playful direction. Possibly the answer would be to concentrate on the four mathematical operations at primary and leave problems that need a more critical approach to the gymnasium. At the same time, the evaluation system of mathematics is characterized by a rigidity, as it does not enable all children to show their capabilities. Maybe a more creative approach would allow more

involvement of the pupils. At any rate, this topic demands further investigation if we are to reach reliable conclusions.

To the question which transfer they found most difficult, 22% of the children gave the transfer from home to nursery, 22,4% from nursery to primary school and 55,6% from primary to secondary school (Table 21).

Table 21: Which transfer secondary school pupils found most difficult?

s/n	The most difficult transfer	N	%
1	From home to nursery	215	022,0
2	From nursery to primary school	219	022,4
3	From primary to secondary school	543	055,6
	Total	**977**	**100,0**

Investigating the question further, I performed a One-way Anova test. I used as an independent variable the pupils' primary school evaluation score, and as a factor their school transfer difficulty, (Table 22). The results reveal that there's a significant difference, ($F(2, 911) = 16,57$, $p = ,0001$), between the group that found the transfer most difficult from primary to secondary school and both the other two groups, from home to nursery and from nursery to primary school. It is interesting to note that, on an evaluation scale A=1, B=2, C=3, D=4 and E=5, the mean evaluation grade is 1,95 for the children that find most difficult the transfer from home to nursery, 2,01 for the children that find most difficult the transfer from nursery to primary and 2,37 for the children that find most difficult the transfer from primary to secondary school. A second One-way Anova test (Table 23), with the same factor, the difficulty of school transfer, and as an independent variable, the pupils' evaluation score at the mathematics test, which they did within the June questionnaire, shows similar findings. As a result, there is a significant difference at ($F(2,931) = 10,66$, $p = ,0001$) between the group that found the transfer most difficult from primary to secondary school and both the other two groups, from home to nursery and from nursery to primary school. The mean math grade for the children that find most difficult the transfer from home to nursery is 1,72, for the children that find most difficult the transfer from nursery to primary is 1,81 and for the children that find most difficult the transfer from primary to secondary is 2,03. These findings suggest that pupils with lower attainments might have more difficulties when transferring from primary to secondary school, while pupils with higher attainments

had more difficulty parting with their parents. The children that fall between found it difficult to adjust to primary school when transferring from nursery.

Table 22: One-way Anova Test on children's overall primary evaluation scale and their difficulty in school transfer

Descriptives

			N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
							Lower Bound	Upper Bound		
Teacher's evaluation of student	Which transfer did you find most difficust at Gymnasium?	From home to nursery	203	1,95	,96	6,71E-02	1,81	2,08	1	5
		From nursery to primary school	203	2,01	,97	6,82E-02	1,88	2,15	1	5
		From primary to secondary school	508	2,37	1,08	4,79E-02	2,28	2,47	1	5
		Total	914	2,20	1,05	3,46E-02	2,13	2,27	1	5

Table 23: One-way Anova Test on pupils' primary mathematics evaluation scale and their difficulty in school transfer

Descriptives

			N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
							Lower Bound	Upper Bound		
Recoded Mathtest	Which transfer did you find most difficust at Gymnasium?	From home to nursery	204	1,72	,80	5,59E-02	1,61	1,83	1	5
		From nursery to primary school	207	1,81	,83	5,76E-02	1,70	1,93	1	5
		From primary to secondary school	523	2,03	,97	4,26E-02	1,95	2,12	1	5
		Total	934	1,91	,92	3,00E-02	1,86	1,97	1	5

The qualitative part of the research for secondary school pupils:

1. The open category question:

In terms of the answers given to the open category question in the questionnaire, which asks whether they had anything else to add regarding their school transfer 27,16% (288) of the secondary school children responded. Taking into consideration the fact that not many respondents answer open questions, I regard this response as very satisfactory.

Out of the above 288 respondents, 115 (about 40%) express some kind of satisfaction regarding their school transfer, which varies from simple approval to enthusiasm. The following verbatim statements are characteristic.

-I had no problem at all.

-At the first months things were a little unknown, as I had been accustomed to the primary, but at the second month because the environment was friendly I adjusted perfectly.

-I believe that the Gymnasium is not at all like I expected it. I thought that everything would be ugly and strict, but now I realize that I made a mistake. The professors are pleasant and they made us all feel well. There is nobody who is not sympathetic to me. Everything is excellent.

-I generally feel very nice that I am at the Gymnasium, because I feel more mature now.

-I do not have extremely serious problems with my lessons. However, I have a lot of anxiety with the final exams.

-Peasant without any problems at all

-The only difficulty I faced was that of finding new friends:

-I am more satisfied at the gymnasium that at he primary. I thought that the gymnasium is too difficult . However, it is not at all difficult. Neither are the professors strict.

-At the primary I was a little weak at lessons. But now the gymnasium helps me a lot because I do extra lessons (mathematics). . I came without any problems, only some older children called us fish. But now everything is ok.

To the contrary, 32, (about 11%), of the children seem to find the gymnasium more difficult than the primary school, or face other serious problems:

-The gymnasium is more difficult than I thought and also it is very different from the primary.

-a)(I did not know and neither do I know where the toilets of the boys are).

b) At the beginning I was afraid, I was trembling and I did not want to go to the gymnasium.

I am generally, afraid, of the lessons, the absences, the examinations etc.

~~-It is disgusting th everything is filthy here~~. At Gymnasium there are bigger problems than there are at primary. The older hit us. The professors are strict they shout without any reason, dirtiness prevails. They put us many lessons at home and they do not let us enjoy our age playing

-Three months ago we moved to ..... We built a house there are all our relatives. We left ..... and I lost everything. I WOULD NOT LEAVE THE GYMNASIUM FOR ANYTHING: The school is messy. At gymnasium there are more problems than at the primary. The teachers are strict. They shout aimlessly.

However, 21 children, (about 7%), still want to be in the same form with primary classmates or are sorry because they have not made any friends:

-I would like to be in the same firm with my classmates from the primary, (not for any paerticular reason) simply to be with them.

-My old boyfriends and girlfriends are avoiding me. My new classmates have their own friends and my best friend has moved to another town. I have been left on my own.

-When I came I had no friends because all my friends were at an other school and I filt a little lonely.

Sixty-four pupils (about 22%) make several suggestions regarding the gymnasium which vary from expressing dissatisfaction with a certain aspect of secondary school to making suggestions regarding the educational system:

-Examinations should be abolished.

-There should be more excursions, theatrical productions, events and others.

-Less teaching time.

-I do not want to get absences or detentions without being responsible.

-I want more understanding and support to the students who have learning difficulties.

-You should put lockers in in the corridors for each student where to put out books. There should be more classrooms. The school should be upgraded and renovated

-Because I am foreing I have difficulties in the Greek language (b).

-More classrooms so that there are no rotating forms. Bigger classrooms. The professors not to be strict.

-I do not like the school uniform (b).

-Mani take the micki out of me and molest me all day long because I am short and powerles . We do not have heater.

-To knock off at the same time as the primary

The rest of the answers, 56 (about 22%) refer to differences between primary and secondary school, and to views which do not have anything in common between them. Some children go as far asking that they should be allowed to put jelly on their hair or wear a cap...

-The regualations are stricter at the gymnasium.

-Regarding the time the school starts in the morning. The school starts earlier than the gymnasium and because I live a little far it is difficult for me (g).

-The transfer is that my brain is like the primary (b).

-I am not that I am at the gymnasium because it has a lot of tests but at the same time I am glad because I am passing emportant stages in my life (g).

-To put jelly and a cap.

2. The dialogues:

a. Feedback, which has been used as help for making questionnaire:

The first year pupils of the gymnasium I have been heading voiced the following comments during the 8th period of 4th January, 2003. The aim of this discussion was to get feedback on the issue of school transfer with a view to getting ideas about preparing the questionnaire for the imminent survey. The comments are cited verbatim:

Discipline at Gymnasium different:

The policy of school was self-discipline and self-respect. Thirty students out of the fifty felt anxiety before entering gymnasium about human and physical environment, building, grades, examinations, criteria for grouping into forms, out of tests.

Induction programme:

Encouragement and support, analysis of school demands and regulations, discrimination against foreign students by some professors and analysis of the evaluation system.

Advantages:

Small classes, specialist classrooms, multicultural nature of school.

Disadvantages:

A very small percentage of students (do not respect their professors) regarding their behaviour towards professors. Lack of equipment in classrooms (computers). Not satisfactory cleanliness. Lockers. Professors should have more understanding for students because of small classes.

b. Differences between primary and secondary schools:

Investigating the issue of differences between primary and secondary education I have had a series of discussions with the first-year pupils over time in my capacity as an assistant liaison headmaster and as a head teacher. Analysing the results of these dialogues, I came up with the picture in table 24 below.

Table 24: *Differences between Primary and Secondary school*

s/n	Primary	Secondary
01	One teacher	Many teachers
02	Fewer lessons	New subjects
03	There were no: detentions examinations grades	There are: detentions examinations grades
04	We wore an overall and track-suits / trainers	We wear a uniform / black leather shoes
05	Less teaching time	More teaching time
06	There was no parade	There is a parade
07	More time for breaks	Less time for breaks
08	Pupils from the same school	Students from different schools
09	Fewer assistant headmasters	More deputy head teachers
10	We were the oldest	We are the youngest
11	A few books	Many books
12	We did not buy books	We buy books
13	Easier lessons	More difficult lessons
14	We did not have an Art book	We have an Art book
15	We used to write in pencil	We write in pen
16	Fewer pupils	More students
17	Few classrooms	Many classrooms
18	No reports	Reports at the end of each term
19	No penalties	Punishments
20	General classroom	Subject classrooms
21	No repercussions from unjustified absences	Repercussions from absences
22	No eviction of pupil from school	Eviction of pupil from school
23	No repeating of class	Repeating class

c. Preparing for a parents open evening:

On the 20th of November 2002, during the last teaching period, (8th), the first year students of the gymnasium I have been a head of, had a meeting with the headmaster of the main feeder Primary School. The aim of this meeting was for the above first year pupils to give feedback on their secondary school to their old headmaster. Their views were used on the evening of the same day at a meeting of the head teacher of the gymnasium with the parents of the first year pupils. At the same meeting, apart from the talk of the gymnasium head teacher to the parents, the views of the Educational Psychologist, of the Counsellor, of the president of the Parents' Association and two of the students' representatives were heard. The first year students had the following to point out to the headmaster of the main feeder primary school in the morning:

- More lessons and more difficult
- Carrying of many books
- Changing of many teachers
- Our behaviour has repercussions
- A different way in which the lessons are done
- Frequent absences
- Stricter rules (entrance - exit permits)
- Primary school teachers helped more
- More respect at the primary school that at the Gymnasium (children respected their teachers more)
- Children become naughtier.

d. School uninform

...distinguishes pupils from other people, ...makes school look organised ...makes pupils feel equal, since they do not have to worry about putting on different clothes each day, in case they do not have the financial means, ... It makes you feel better, because you do not have to bother about what to wear every day.

3. The diaries:

Finally, let us turn our attention to another kind of qualitative research in my project, which was used as a method of triangulating the quantitative data. Namely, the diaries. When I took over the headship of the Gymnasium I have been managing for three years, I had no idea as to what had been done in the past, in the way of linking this school to its feeder primary schools. The fact that its main feeder school was one housed in the same building did not mean much, since, apart from some practical measures that were taken to facilitate the operation of the two schools, no other educational or academic measure had been found in place, in the way of facilitating school transfer. Therefore, I had to start doing

something and the first thing was to ask the first-year pupils to volunteer for keeping a diary regarding their school transfer from primary to secondary school.

Out of the whole population of sixty first-year pupils, twelve children volunteered to take part in this qualitative part of the research. This sample was quite representative, since it included children from all socioeconomic backgrounds and of all attainment levels. Nine of them, five girls and four boys, returned their diaries to me at the end of the year. The number of entries varied between those who almost covered every single school day to those who gave up after the first term. Out of these nine diaries, I cite a cross section of entries from three of them, which I believe are representative of the mood. The entries are cited verbatim and the names of the pupils are not real:

Magnolia Moses:

1 September 2001.
My beloved diary, I am writing to you today because in a little time the schools open.
11 September 2001.
I am again anxious I do not know what to do. I am doing my satchel for tomorrow and I am going to bed.
13 September 2001.
Yesterday we were allocated to classes and I was put in a different class from my friends but afterwards I was with them.
14 September 2001.
They started giving us the books and they were a lot. We met our teachers as well.
16 September 2001.
At the beginning they gave little work but they have started giving us more.
18 September 2001.
In the morning, I was not in the mood for going to school. I was sad because Zara did not sit with me.
2 October 2001.
I am getting on very well at school. I made a lot of (boy) friends and girl (friends).
12 October 2001.
I am very sad because my grandmother left for a journey.
13 October 2001.
18 October 2001.
It is getting very cold. In a little time, Christmas is coming and I like it very much.
26 October 2001.
Ah, how many gifts shall I have? I will surely have many gifts and clothes.
2 November 2001.
Grandmother came, how I would like to go to the Arab countries. However, I will go in June.
7 November 2001.
Today, I do not know, I am sad because my uncle is leaving and goes back to his job.
13 November 2001.
Today I did not go anywhere because my favourite serial Marimar started.
14 November 2001.
Wednesday is one of my favourite days so I went to the cinema.
15 November 2001.
Unfortunately, today I did not go anywhere again and I am sorry.
21 November 2001.
I have two kittens and I love them very much but today I will buy two little birds more.

22 November 2001.
Ah, I like rain very much and today it is raining.
26 November 2001.
Ah, I like lessons, but I do not like it when they give us a lot of work.
28 November 2001.
I hope Santa Clouse will come quickly because I want many gifts.
6 December 2001.
Ah, in two days, I will go and get a little dog, my grandmother agreed.
10 December 2001.
In a few days, my uncle is coming from the Arab countries.

Stelios Leonidhou:

10 December 2001.
Today we did a history test, the questions were as easy as a pie, and I wrote all the questions.
12 December 2001.
Today we did lessons in art, I painted a circle that was in the paper, and afterwards I gave it to the head teacher.
21 January 2001.
Today we did all the lessons of the day afterwards we had gymnastics and we took our clothes off in the room.
30 January 2001.
Today we did not have school because it was the day of the three Hierarchs and I did not go to church but my friends came.
8 February 2001.
Today we did a test in Ancient Greek and together with Ancient and I wrote
11 February 2001.
Today we did gymnastics and I undressed in the class like the others.
13 February 2001.
Today we did a test in Religious Knowledge, it was very easy, and I wrote the test very well.
20 February 2001.
Today I am well and I did a very nice drawing for euro. Then I showed it to the headmaster.
21 February 2001.
Today we did a test in French for the planet, I wrote very well in the test, and I will get 15.
22 February 2001.
Today we only did French and then we went to the Makareion Stadium to watch the games and I was going to run 1000 metres but I did not.
7 March 2001.
Today she gave us the tests in history and I got 2 out of 10.

Zara Skott:

11 March 2001.
Today is the first day of the third term.
14 March 2001.
We knocked off at 11:00 because Kyprianou died. We also kept a minute's silence in his honour.
20 March 2001.
During the first two periods we did a model church service.
22 March 2001.
We had a function for the occasion of the 25th of March.
29 March 2001.
We had a function for the 1st of April and we got our reports.
3 April 2001.
We watched the play, which our school would present.
11 April 2001.
We had a test in History.
18 April 2001.
We did a test in Modern Greek.
19 April 2001.
Top year primary pupils attended lessons.
13 May 2001.

First day after Easter.
22 May 2001.
Test in French.
28 May 2001.
The examination programme was given to us.

While I was transcribing the diaries, I kept wondering whether their contents could be utilised in terms of triangulating the quantitative data of my project, or in any other way for that matter, since reference to the issue of school transfer was only incidental and the entries were mainly descriptive. However, after serious reflection on the subject, I decided that perhaps the main conclusion that could be drawn from the contents analysis of the diaries is that there is an enormous difference between the way of thinking of mature people and children.

This should not really come as a surprise, since the difference of age results in the disparity of feelings, knowledge and experience between mature people and children. This, on the face of it, may sound obvious. However, it seems that it is something which we tend to forget, and this is probably the reason why parents and teachers alike, according to what my longitudinal research will show as evidence later, misjudge the feelings of the children. Therefore, more study on the psychology of the child is demanded by parents and teachers.

Despite the above, a careful analysis of the extracts as a whole, will support some findings in the literature cited and in my findings. That is, that during the transitional period between primary and secondary education, pupils are occupied by mixed feelings which are mostly formulated by hearsay and myths. That in the process, their main concern is social integration, followed by the intellectual demands of the new school, and that the vast majority of them will cope with the change in a satisfactory manner within the first term.

Summary of the second round of the survey:

Regarding the positive feelings of pupils when they go to gymnasium, their concern for social integration is predominant, while creative subjects take precedence over academic ones. However, a significant reordering of the ranking of variables occurs, but overall satisfaction is increased. The attitude of boys and girls towards academic subjects does not differ significantly, but girls are more interested in social and creative subjects. However, boys are more interested in sports more than girls are.

As regards the negative feelings, pupils' intellectual worries take precedence over emotional, social and organizational ones, but in the process, they seem to intermingle. At

the same time, the degree of worry has increased for most variables. However, an overall comparison between the degree of satisfaction and worry shows that children draw more satisfaction that worry from their transfer to secondary school.

Regarding children's self-concept, the conclusion is that while transition from primary to secondary school is having a detrimental effect on pupils' self-esteem, this does not seem to have any influence on their popularity – isolation.

Although gymnasiums do not seem to have integrated induction programmes, quite a few of the functions that are occurring at schools could well fall within this area of activity. Nonetheless, the findings show that more attention should be paid to the group forming of pupils so that more pedagogical criteria are taken into consideration. At the same time, children should be given the opportunity to have a say in who they want to be with in class.

While the pupils' first term mathematics grade is significantly lower than that of the mathematics test, which was taken by them within the first round of survey in June, when they were asked to write down the grade they received for their first term a significant number of then gave a higher that the real grade.

Comparing their school transfers, children consider that their transfer from primary to secondary education was the most difficult. The findings show that there might be a relation between the attainments of a child and the level of education at which s/he finds the transfer most difficult.

Finally, regarding answers given to the open question whether they had anything else to add, while 40% of the children express quite satisfied with their attendance at secondary school, only about 11% state that they have serious problems with secondary education.

C. The survey with parents

The views of parents regarding their children's school transfer were investigated as well, as they are considered one of the main constituents in today's schooling. I wholeheartedly share this opinion of partnership and in all the capacities I have had so far as an educator, I have tried to have excellent relations with them provided, of course, that this interaction was based on mutual respect and each one was recognising the different role of the other, which delineates the boundaries within each one of them operates.

Having the above in mind, I asked the parents, (see questionnaire in appendix 17), to assess the situation in relation to what they expected, to evaluate their children's reactions, to judge their adjustment time and describe the attitude of themselves towards secondary school. I also studied how and who they come into contact with at school and what they expect from their child's secondary education. Finally, I inquired how they think their children feel about their transfer.

Out of the 1.199 families, 970 took part in the survey, bringing the response rate up to about 81%.

First, let us consider the situation regarding their child's transfer from primary to secondary school comparing to what they expected (Table 25). The results reveal that about 65% of them found the situation as they expected it and about 29% found it better. However, about 6% found the situation worse and about 1% gave other reasons. Although respondents were not asked to contextualise their expectations, we might presume that these must vary. Therefore, some of them must have expected that their children would have no difficulty, some that they would eventually cope with the situation, and some that they would have problems. The fact that a high percentage of parents, about 29%, feel that the situation was better comparing to what they expected and that only about 6% found the situation worse, suggests that, overall, parents might consider the situation regarding their children's transfer as satisfactory.

Table 25: Parents' assessment of transfer situation comparing to what they expected

s/n	Situation regarding school transfer	%
1	Worse	006,2
2	As we expected	064,5
3	Better	028,6
4	Other (please specify)	000,7
	Total	**100,0**

This is in line with the findings of the question *how long did it take your child to adjust to the secondary school* in which only about 9% of the parents answered that it took their children more than one term (three months) to adjust to secondary school. An overall view of the findings, (Table 26), gives the following picture. About 52% of the parents believe that their children adjusted to secondary school right away, about 22% that it took them about a month, about 9% that it took them two months and about 7% that it took them three months

(one term). The cumulative percentage for the above categories is 89,4%, while those whose adjustment period either extended beyond the first term, or they had not adjusted to secondary school up to the time they had completed the questionnaire, amounts to 9,3%.

As regards answers given to the category of the qualitative question **other,** (1,2%), about 0,6% indicated that their children adjusted to secondary school in less than a fortnight, while the remaining 0,6% have stated that up to the time they had completed their questionnaire their children had not adjusted to secondary school.

From the above mentioned, it might be inferred that 90% of the parents believe that their children adjusted to their new school within the first term, while 10% are of the opinion that it took their children more than three months to adjust or they had not adjusted up to the time they had completed their questionnaire.

Table 26: Time taken by children to adjust to secondary school, according to parents

s/n	Duration of adjustment time	%	Cumulative %
1	Right away	051,6	051,6
2	One month	021,8	073,4
3	Two months	008,9	082,3
4	Three months (One term)	007,2	089,4
5	After Christmas	003,4	092,8
6	After the 4th month	002,0	094,8
7	S/he has not adjusted yet	003,9	098,8
8	Other	001,2	100,0
	Total	**100,0**	

The focus interview with parents:

The afore mentioned findings allude to statements made at a focus interview of first year pupils' parents, that took place on the 20th of December 2001. At this interview, twelve couples were invited; they were the parents of the children who wrote the diaries during the school year 2001-02. The statements are cited verbatim and the message drawn from them is that the vast majority of parents feel that their children adjusted to secondary school quite easily.

Mrs L: Basically, if I judge from my son he had a lot of anxiety for what he would find at the gymnasium because of his trouble at the primary and his agony was mainly the tests and the detentions, he was afraid of the detentions a lot. He says if I am a little late they will put me on detention, but coming in though in the first month this is how he faced school, he started feeling easy. In addition, perhaps now he likes gymnasium more than he liked primary. With all his problems. (Parent of child with SEN).

Mrs F: If I judge from my son he came with some fear to the gymnasium because most people frightened them that the teachers would put them on detention even for the smallest mischief, they would expel them from the classroom, but now I believe that things are better.

Mr P: I believe that our own kid, I am talking about the last because (ha-ha) we had quite a few before, he has not faced any problem, because asking the older ones, or the older ones themselves were giving him , you know, "do not be afraid boy, there is no problem, the gymnasium is like primary if you read, if you are careful, if you are good", so I saw him that he came to gymnasium and, naturally it is my wife that looks after him a lot, and does for him what he tells her with his homework , but I believe that he is very easy.

Mrs S: The same, the same with us, with our daughter Z..... and she did not have such as problem, perhaps because she had her brother as well who was older, and she was introduced into the subject, we did not confront such a problem, you know, she also liked the fact that she was coming to a new school, something bigger than the primary, and at home a desk was put apart in the corner, we got everything ready from the summer.

Mr P: We did not have any problem either with out daughter, and she had not expressed anything at school like the other lady there said, she was looking forward to come to school, she did not show to us any phobia and to the contrary I can say that I am concerned at this level – point, because she has passed over to the state of cheek, that is she feels very cool. And up to now I must say that she has not asked for any help in any subject or lesson.

Mr T: he was saying I have no fear, I wants to go it does not frighten at all. ...Not at all, now he comes home, he reads on his own, what he does, on his own he does.

Mrs K: A..... said, I have a big daughter and gymnasium goes, from her she knows well, she is not afraid at all, for the lessons very well she does not need any help, what she needs she asks her sister, for the teacher, who is he, everything she asks, together they do and she is not afraid of anything, she is only afraid of detentions that...

Mrs A: But for M..... I cannot help , because we do not understand well and there was a lady Matematician, we do not have in mind the books, he is trying to find.....

Mrs F: ... I believe that he can connect better with the teacher, rather than when he changes all the time and his head's everywhere all the, I mean to seek the teacher... (Referring to hyperactive child, regarding the problem of having more than one teacher)

Let us now see how parents perceived their children's reactions to school transfer, (Table 27). First thing that gets the attention is the fact that although about 53% of the children, according to parents, have reacted to their school transfer with anxiety, at the same time, about 40% of them have reacted with enthusiasm. Given that, the cumulative percentage is more than 100%, (213%), since respondents were allowed to give more than one answer, this implies that parents believe that some of the pupils must have reacted to school transfer with mixed feelings, such as the ones below, which are cited in the open question **other.**

Mixed feelings, because of some learning difficulties he has.
Absolute adjustment in terms of organisation and tasks. A lot of agony, anxiety.
A combination of hard work in some lessons and some frivolity in others that he does not take seriously.
A lot of effort but the fact that he went to school five and a half is still obvious.

What is more interesting, the positive ways in which a large number of parents feel that their children (92.4%) confront their anxiety, as about 36% face gymnasium with

concern, about 25% resort to hard work, about 23% get more organised, while about 8% use humour. However, 27% of parents report negative reactions of their children. More particularly parents judge that about 8% of the children react with immaturity, about 5% with hyperactivity, about 4% with reduced self-esteem, about 4% with bustling outside behaviour, about 3% with indifference, about 2% with depression and about 1% with absences.

Finally, 2,5% gave other answers which mostly refer to negative reactions.

With strain; With a lot of anguish; Defficultly; In the same way (that is a weak student); With reservation; We tried as hard as we could to help her; Because more difficult lesson (With concern); Very anxious; Indisposition, fever, having loose bowels; Some agony; Deficiencies from the primary; A little anguish.

However, some parents reported positive reactions of their children:

Happy; With absolute naturalness; Quite naturally; She matured in a short time; As a student.

Table 27: How parents perceived their children's reaction to secondary school

s/n	Kind of reaction of pupils to secondary school according to their parents	%
01	With anxiety	052,8
02	With enthusiasm	039,9
03	With concern	035,9
04	With hard work	025,4
05	With more organisation	022,7
06	With humor	008,4
07	With immaturity	007,7
08	With hyperactivity	004,8
09	With reduced self-image	003,7
10	With bustling outside behaviour	003,7
11	With indifference	002,9
12	With depression	001,9
13	With absences	000,8
14	In a different way	002,4
	Total	**213,0**

The afore mentioned findings, infer that the overwhelming majority of parents believe that their child's reaction to secondary school must have been generally positive.

Having seen how parents perceive their children's reactions as regards their transfer from primary to secondary school it would be interesting to study how they themselves face this transitional stage. To the question what they did, in relation to their child's transfer from primary to secondary school, from a list of 15 items, I came up with the following picture (Table 28). Overall, the main conclusion is that the overwhelming majority of parents have a

very positive approach towards their child's secondary education. This is evident from the fact that, out of 14 items, for nine of them the positive acceptance is between about 52% and about 78%. However, save item 2, We take part in the report evenings with teachers, which demands the physical presence of parents at school, the rest of the items refer to either home based activities or mental attitudes towards education in general. For items that entail, either the physical presence of parents at school, or the divulging of information or some kind of cost in resources (time or money), the respondents are not so willing to cooperate. The findings confirm the existing practice by parents not to be always willing to provide the school with information, not even the counselor, regarding their child; to be reluctant to participate in school functions or respond willingly to financial demands made on them by any school factor. The fact that only about 1/3 of the parents are willing to accept the authority of school to apply the school regulations regarding discipline problems, is something which should set all school factors thinking. The working out of a contemporary code of disciplinary measures for pupils, the characteristics of which should be the creative occupation of deviant children, instead of punishment, should perhaps be the scope of this thinking.

Table 28: What parents do in relation to their child's secondary school?

s/n	How parents face their child's secondary education	%
01	We speak positively about the value of education in general	077,9
02	We take part in the report evenings with teachers	069,9
03	We make sure that our child is not late to school in the morning	059,8
04	We ensure the regular attendance of our child	058,8
05	We check regularly on our child's uniform	058,5
06	We speak positively about our child's teacher	056,8
07	We speak positively about our child's school	055,5
08	We cooperate with school in homework	053,5
09	We do not speak negatively about our child's teachers	051,8
10	We supply information about the family to the school	040,2
11	We take part in school functions	032,7
12	In cases of discipline we let the school apply the appropriate regulations	032,4
13	We help the Parents Association economically	028,5
14	We take part in Parents Association functions	026,0
15	Other	002,3
	Cumulative percentage	704,6

The general picture of the attitude of parents towards secondary education is enlarged by two questions, which refer to whom parents come into contact with most, and how they

do so, at school. Given the general acceptance of the fact that the contact of parents with school is poor, the findings do not come as a surprise, but as a confirmation of the situation (Table 29). Thus, the main contact of the overwhelming majority of parents (about 85%), is with subject teachers. To a lesser extent, parents come into contact with the form tutor (about 30%), and the head of year (about 10%). These educators are usually subject teachers themselves of the class they are responsible for. This implies that the main aim of parents' contact with school is the academic progress of their child and this is absolutely understandable and legitimate since, as we shall see in a little while, the overrating expectation of parents is their wish to see secondary school preparing their children for the next stage of education. Understandable are also the very low percentages for points 8-13, as parents will come into contact with support teachers and the other external services or officers only if their child has a learning or other serious difficulty.

Table 29: Whom do parents come into contact with most at school?

s/n	Whom parents come into contact with most	%
01	Subject teachers	085,2
02	Form tutor	029,5
03	Head of year	009,7
04	Head teacher	007,0
05	Parents Association	005,4
06	Counsellor	004,1
07	School secretary	003,3
08	Support teacher	001,8
09	Ministry of Education officers	000,8
10	Educational psychologist	000,7
11	Health visitor	000,7
12	Welfare officer	000,6
13	Social worker	000,3
14	Other	001,3
	Cumulative percentage	**150,4**

However, there is much more to schooling than cognition, which cannot be promoted through this one faceted approach. In other words, institutions like the form tutor, the head of year and the counsellor, should attract much more attention by the parents, if transition from primary to secondary school is to become a whole school approach and the education we offer to children is complete, that is integrating academic, personal and social education.

I consider the 7% of parents meeting the head teacher as satisfactory, since most of the head teacher's meetings with parents should be carried through institutionally, at the level of Parents Association, leaving the personal contacts of the head teacher with parents for those who have to discuss individual problems of their children. However, if for even about 5% of parents the only contact with school is performed through the Parents Association this must be a very distressing discovery, since the PA cannot substitute school.

The answers given to the question how parents come into contact most with school, (Table 30), come as a corroboration of the previous findings, since the vast majority of parents point out that the main way in which they come into contact with the school is through discussing the progress of their child with their subject teachers (about 84%). The next two percentages, report collection (about 47%) and registration procedures (about 21%), are alarmingly low, since both functions are supposed to be mandatory. Am I to consider that about 53% of parents cannot be bothered to collect their child's report or about 80% of parents cannot find the time to be present at the registration of their child at their new school? These are questions that demand further investigation. Regarding the percentage of parents who come into contact with school through discussing disciplinary subjects of their child, 4,1%, this is very pleasant, since nobody wants to have many disciplinary problems at school. However, if the percentage is low because there are parents who do not even bother to discuss their children's disciplinary problems with school or this is the only case that brings them into contact with school, then we must panic.

Table 30: How do parents come into contact most with school?

s/n	How parents come into contact with school most	%
1	Through discussing progress of our child with teachers	083,5
2	Through collecting reports at the end of term	046,6
3	Through registration procedures	021,2
4	Through discussing disciplinary subjects of our child	004,1
5	Through making suggestions to school	002,7
6	Through other way	002,1
	Cumulative percentage	**160,2**

This cannot be ascertained from this survey, as respondents were allowed to give more than one answer, and therefore more inquiring should be useful. Notwithstanding the

above, equally alarming is the low percentage of parents, 2,7%, that have any suggestion to make to school. By this I do not, of course, welcome the interference of parents into the running of school in the area of administrative and academic subjects; however, I am of the opinion that there are quite a few areas in school, where parents and teachers can work together. For instance on policy making, relating to subjects of extra curricular activities and school development.

Anyway, what do parents hope that their children will gain from the secondary education they will be receiving? If we judge by the answers, they give to the relevant question, a host of things (Table 31).

Table 31: The expectations of parents regarding their child's secondary education

s/n	Expectations of parents	%
01	To prepare them for the next stage of education (Lyceum /Technical School)	079,1
02	To be given the opportunity to have a basic education (literacy and numeracy)	075,8
03	To be developed socially	067,8
04	To be developed personally	064,9
05	To be given the opportunity to develop his/her abilities	062,0
06	To learn to cope with life and to become "level headed"	061,4
07	To be educated in the rights and duties of citizenship	053,7
08	To widen his/her experience	049,4
09	To give him/her academic knowledge	044,7
10	To prepare him/her for getting a job	043,6
11	To offer him/her useful occupation in the form of clubs, classes and community activities	041,3
12	To learn to be with a range of people including adults	033,9
13	To be given the opportunity to be with his/her own age group	029,6
14	Other	001,8
	Cumulative percentage	**709,0**

Studying the above findings, we very easily come to the conclusion that parents expect secondary education to offer their children nothing more and nothing less than any other educational system in the world promises its citizens. Academic, social and personal development. Only that, parents, perceive academic development as a leaving certificate that will give them the passport for the next stage of education (more than 79%), after obtaining some basic literacy and numeracy (about 76%). Then come in 3rd and 4th places, social and personal development, with about 68% and 65% respectively. The next four items on the list, are interpreting, as it were, what parents understand as personal and social education:

developing the child's abilities (62%), becoming "level headed" (more than 61%) being a good citizen (about 54%) and widening the child's experience (more than 49%). However, academic knowledge as such comes 9th on the list, with about 45% and getting a job 10th with about 44%. These results must be considered very satisfactory, as academic knowledge is more connected with higher education rather than secondary education, let alone lower secondary education, while professional engagement is usually expected at least after further or higher education. At the last three places, we find the occupation with extracurricular activities (more than 41%), socialising with a range of people (about 34%) and having the opportunity to be with its own age group (about 30%). These three last items lie in the area of personal and social education and it would have been more reasonable if they were found nearer to their respective headline in the table. However, looking at the table more closely we may come to the conclusion that in actual fact, the table can be split into two zones, first zone from 1-8 and second zone from 9-13, each one containing more or less the same items, in more or less the same order but with different emphasis. That is, the first zone list is being the primary information and the second list being the secondary information. Alternatively, if you like, in the first list we have the headlines, while in the second one we have complementary details.

For more information, let us look at a Rotated Component Matrix Factor analysis (Table 32), which gives three components. These three components, more or less reflect the previous findings. That is, they point to the fact that the expectations of parents fall into three areas: those of personal, social and academic education. In the Factor Analysis Test, they have been termed as Personal and Social Education, (1), Preparing for an adult's life, (2), and Academic knowledge, (3).

Summing up, and comparing the above findings to the ones in question E, (Whom do parents come into contact with most at school?) and F, (How do parents come into contact most with school?), one might be tempted to draw the following conclusion: while parents' degree of interest for their children's schooling is restricted, they have idealistic expectations of their children's school. On the face of it, and judging by the low degree of parents' contact with school, this might sound a reasonable assumption. Nonetheless, as we have already seen, in some areas the limited communication of parents with school is justified in one or other way. At the same time, it must be borne in mind that the degree of parents' interaction with school should not constitute an absolute index for their interest in their children's schooling, since education at secondary school is no longer a family extension like it used to be at primary

school, but a more autonomous engagement, which helps the child get weaned off family and get independent.

Table 32: Factor Analysis Test on the expectations of parents of their children's secondary education

1. Personal and Social Education 2. Preparing for an adult's life 3. Academic knowledge	Component		
	1	2	3
To be developed personally	,800		
To be developed socially	,792		
To learn to cope with life and to become "level headed"	,736		
To be given the opportunity to develop his/her abilities	,725		
To be educated in the rights and duties of citizenship	,694		
To widen his/her experience	,663		
To prepare him/her for the next stage of education (Lyceum/Technical School)	,569		
To offer him/her useful occupation in the form of clubs, classes and community activities	,488	,479	
To be given the opportunity to have a basic education (literacy and numeracy)		,740	
To learn to be with a range of people including adults		,686	
To prepare him/her for getting a job		,586	
To be given the opportunity to be with his/her own age group		,508	,405
To give him/her academic knowledge			,425

Extraction Method: Principal Component Analysis.
Rotation Method: Varimax with Kaiser Normalization.
a. Rotation converged in 5 iterations.

Finally, let us examine how parents judge what satisfies and what worries their children at secondary school. Asked to show the degree of satisfaction that they thought the first year pupils felt for the statements on a list, they came up with the following answers (Table 33). The list was the same as the one given to the first year pupils.

Examining the findings, we may conclude that, on the one hand, parents seem to be underrating the feelings of their children, as the values they give for most of the statements that satisfy the pupils are significantly lower and, on the other hand, in two cases, School visits and excursions and Computers, parents are overrating their children's feelings by giving higher values. I have already commented on these two items when I was reporting the findings of the survey for secondary school children. Regarding variable School visits and excursions, I had attributed the low value given to it by children to the disappointment they probably feel for what it looks as poor organisation of these activities at secondary schools. It looks as though parents are expecting much more too than what their children are getting. Regarding Computers, despite popular belief that they are very popular, it looks as though the fact that

children were not taught this lesson at the time of the survey must have played a role in the low value given to it by children.

Regarding the lower values that parents have given for most of the statements that satisfy their children, an explanation might be the tendency that Cypriot parents have in overprotecting their children and the extreme concern, which they have for their education in general. As regards the ranking of the statements that according to parents satisfy their children, though it differs from the respective one for secondary pupils, overall it remains within the same area of priorities. As a result, extra curricular activities, social concerns and creative subjects top the list, while subjects that are more academic follow.

Table 33: What satisfies children at gymnasium, according to their parents.

s/n	Degree of satisfaction by children according to parents	Parents 1-5	Secondary school pupils	t	df	p=
01	School visits and excursions	**4,28**	4,20	-1,99	939	,047
02	Making new friends	4,26	**4,55**	8,81	944	,0001
03	Being grown up	4,20	**4,40**	5,70	927	,0001
04	Art	4,10	**4,27**	4,67	942	,0001
05	Sports	3,99	**4,19**	5,67	955	,0001
06	Cooking/needlework	3,96	**4,22**	3,70	906	,0001
07	Languages	3,92	**3,97**			
08	Craft lessons	3,91	**4,00**	2,40	911	,016
09	Mathematics	3,90	**3,99**	2,50	936	,012
10	Different teachers	3,86	**4,15**	7,73	923	,0001
11	Music lessons	3,86	**3,91**			
12	Computers	**3,84**	3,57	-3,67	495	,0001
13	Extra curriculum activities	3,80	**3,86**			
14	The new school uniform	**3,73**	3,66			
15	New lessons	3,69	**3,87**	3,67	927	,0001
16	Sciences	3,61	**3,66**			
17	Theatrical productions	**3,03**	2,97			
18	**Other**	4,24	**4,29**			

On the other hand, asked to show the degree of worry that they thought the first year pupils felt for the statements on a list, they came up with the answers in Table 34. The list was again the same as the one given to the first year students.

Examining the findings, we more or less reach the same conclusion, which we came to in the case of the statements that satisfy pupils.

Table 34: What worries children at gymnasium, according to their parents.

s/n	Degree of worry by children according to parents	Parents 1-5	Secondary school pupils	t	df	p =
01	Examinations	3,98	**4,21**	4,87	934	,0001
02	Grades	3,85	**3,94**			
03	Being bottom of class	3,53	**3,60**			
04	Forgetting to do my homework	3,48	**3,67**	3,54	926	,0001
05	Missing lessons	**3,48**	3,40			
06	Not being able to cope with my lessons	3,45	**3,49**			
07	Tests	3,40	**3,57**	3,31	948	,001
08	Doing wrong	**3,34**	3,23			
09	Forgetting equipment	3,23	**3,44**	3,61	933	,0001
10	Detentions	3,14	**3,56**	5,54	928	,0001
11	Being punished	3,12	**3,23**			
12	More tiring timetable	2,87	**3,12**	4,90	920	,0001
13	Difficult class work	**2,70**	2,59	-2,48	937	,013
14	Strict teachers	**2,68**	2,66			
15	Being bullied	2,62	**3,10**	8,13	931	,0001
16	Miss friends	2,54	**3,61**	17,19	935	,0001
17	New subjects	**2,46**	2,30	-3,55	931	,0001
18	Different curriculum	**2,38**	2,30			
19	Homework	**2,35**	2,23	-2,60	935	,010
20	Longer school day	2,34	**2,58**	4,15	916	,0001
21	Changing rooms for lesson	**2,29**	1,99	-5,64	934	,0001
22	Not knowing teachers' names	**2,22**	2,16			
23	New teachers	**1,99**	1,96			
24	School uniform	1,97	**2,00**			
25	Being the youngest in school	1,86	**2,08**	3,73	929	,0001
26	Having more than one teacher	1,56	**1,74**	3,99	943	,0001
27	Getting to school	1,52	**1,54**			
28	**Other**	**4,33**	3,50			

That is, on the one hand, parents seem to be underestimating the feelings of their children, as the values they give for eleven of the statements that worry the pupils are significantly lower and, on the other hand, in four cases, they are overestimating their feelings by giving higher values. Three out of these statements, Difficult class work; New subjects; and Homework lie in the intellectual area of worries whereas the fourth one, Changing rooms for lessons, lies in the area of organizational worries.

Regarding the statements for which the feelings of the pupils are underestimated, four of them, Examinations; Forgetting to do my homework; Tests and More tiring timetable, belong to the

intellectual area of worries and three of them, Forgetting equipment; Longer school day and Having more than one teacher belong to the organisational one. The other four, Detentions; Being bullied; Miss friends and Being the youngest in school, belong to the social, emotional and interpersonal area.

Considering the aforementioned, maybe we could assume that parents are misjudging the feelings of their children by mostly underrating their worries in all areas. However, the ranking of the statements by parents remains, more or less, within the same area of priorities as that of the secondary school pupils, with academic concerns topping the list and being followed by interpersonal, emotional and organisational ones, intermingled again with intellectual concerns.

It is interesting to see how the views of the parents who responded to the open category of question **J. Please write anything else you want regarding the transfer of your child from primary to secondary school,** differ from those expressed in the survey. Overall, about 70 parents answered this question (7%). The first group of statements, (11), refer to the need for a better preparation of the children, for their transfer to gymnasium by primary school. The statements are again cited verbatim.

-I believe that it would be better if at the Primary there were a wider spectrum of lessons so that the children were prepared well. In addition, it should be taught to the children from the primary how to do their homework (method) and not to wait from their parents to do the work of teachers.
-They need to do more work in primary school to be prepared for high school. In addition, the books should be straighter forward so that the children can understand them.
-Test should be done at all lessons of primary in order to gain experience and concern to be daily read (prepared).
More preparation should be dan at Primary schools in terms of the conditions of the gymnasium.
-> More briefing of the parents and the children, in terms of preparation.
-More educational sorties are needed , like they did at the primary.

However, the blame for the problematic preparation is put not only on the shoulders of the primary school teachers, but also on those of the secondary school teachers. The following statements are very pertinent.

-The even transfer from Primary to Gymnasium is succeeded by the appropriate preparation at the Primary and the respective dealing from the Gymnasium. At primary, the preparation is almost non-existent while at the Gymnasium, though the problem is known many professors especially of a big age they do not take it seriously into consideration.
-I do not believe that they are prepared as much as they should with the gymnasium. At gymnasium, the students should be given examples 'study skills' in order to get to know the right way of reading.

Other parents, (10), are more straightforward:

-I believe that the professors should not be particularly demanding at the first term. They should help the children for an evener transfer. They should be understanding to the parents who have more than one child at gymnasium.
-Professors must not hurry to cover the teaching material and ignore the queries – questions of the students (it applies to all). They must be closer to the children and give attention and time for their queries, though these are small.
-The professors must be responsible in giving more attention to the weaker students and help them in their own way.

-The successive tests cause anguish, nerves, fatigue, and exhaustion of the student and not satisfactory reading of the rest of the lessons. The student is forced to exceed his/herself in order to perform the maximum when the tests come one after the other, to such a point that many times it lacks his/her time of sleep.

Some parents, (5), comment on the differences between primary and gymnasium or refer to the problems their children confronted during transfer:

-There is a big difference of Primary with Gymnasium and more when the child has gone small to school. He finds it difficult to adjust and cope with the demands of the of the school (Gymnsium) because here he has to confront the ivaluation and his comparison with other children who are somewhat older than him. At primary the right preparation is not done either in terms of lessons , attainments and preparation.
-Updating generally of the way the Gymnasium operates. Visiting of two periods is not enough.
-The child was basically worried about his transfer to Gymnasium because he was afraid that he would have to read more. He also wants to have more time in order to go to the fields.
-At the beginning, it is a little difficult from the primary to the gymnasium because the children are not able to understand completely the questions of the tests, when they ask more than one in they miss marks. However, afterwards they get into the right process.
-I have generally observed that there is a great difference in terms of the lessons from the child's transfer from primary school to gymnasium. In as much the other subjects is concerned I believe that it depends on the child's character.

Some more people refer to special problems their children have regarding the integration of children with SEN or express complaints for the equipment and cleanliness at school.

-I would like to note that at primaries as far as we know there are attendants for the problematic children, and for those who have special needs but as we see they have these children in the same forms with the other children. Therefore, fuss is created and a climate in the class which, unfortunately does not let the other children who want to attend the lesson to concentrate. Especially, when a certain child has a little problem, in terms of concentrating. This creates a lot of problem to us parents because they need much help from us or from private tuition.
-I personally am very displeased with the external spaces of the school. Yard, playground, fencing.
-They bully him.
-It has become very reactionary, she gets upset easily, she talks back something she never did before, and says bad words.
-At the beginning of the transfer of our daughter there was a little concern, because she has no friends at all, then she was used to it and made enough friends.
-A problem that I believe that it is significant for the health of my child but for the other children as well, is the heating, which at the primary was operating, while now at the gymnasium – no.
-As parents, we worry about the big shyness she has and for her much closed character. She does not have enough confidence in herself.
-Regarding the transfer from Primary to Gymnasium, we expect a gradual improvement as time passes by (b).
-Zachariah is a child of 14 years of age he goes to the first year of Gymnasium and he follows a special programme for children with special needs he receives some reinforced lessons.

A few parents view transfer as a natural course:

-Naturally, he will face more difficulties at Gymnasium, than the primary, for this reason we want your help as well with, our children, with good understanding, and to understand their lessons, until they are adjusted.
-It is customary for the child to meet difficulties and reflect because the change is big from one school to the other.
-Generally, he was well prepared psychologically in order not to undergo the pressure of the environment change. He had as a given that the scholar life is continued 'maybe' with more demands (b).

However, the majority of those who answered the open question, (20), expressed satisfaction with their children's transfer, since they had done unexpectedly well or they had undergone the necessary preparation:

-The transfer of our child to the Gymnasium was in every way harmonic absolutely without any problem. The big changes were accepted without any complaint.
-I believe that the climate that prevails among the students in the top-year of primary school prepares them enough for all you are asking above. Of course parents have positive attitude towards school they are trying to convey it to their children
-I believe that the climate that prevails among the students in the top-year of primary school prepares them enough for all you are asking above. Of course parents have positive attitude towards school they are trying to convey it to their children
-My child has become more responsible towards his lessons and its school comparing to the primary (spectacular change).
1014: We did not expect her to adjust easily because she went to school small but because she wants to be formal in her lessons she was not troubled by gymnasium.
-Quite pleased with her performance. I even hope that she will cover those small imperfections and continue the effort for the better.
-The transfer of my child from Primary school to Gymnasium was done in a more even way because they had attended lessons from Gymnasium professors at top-year of Primary.
-I believe that my child's transfer from primary to gymnasium was very even and without any particular problems. I believe that to this contributed the attitude of the professors and the respect we cherish for the service they do.

Finally, three parents refer to their anxiety regarding the dangers children encounter outside school, stress the importance of cooperation between family and school and point out the meaning of support for a child:

-I think that our child adjusted quite easily at the gymnasium. However we as parents face the problem because now we worry and are anxious more both for the progress of our children at lessons and for the external dangers that they now confront more.
-The cooperation between profissors with students and parents always brings good results. Both the parents and the students will worry less when there is a frequent contact with the professors.
-When the child feels love from his parents and from everybody in general and lives in a calm environment, then its transfer from the Primary to Gymnasium and any change in his life, it is confronted by him with enthusiasm and always positively. Parents must support the child from the moment of its birth and always, and no only at the period of big changes in his life.

Summary findings for parents:

Summing up the findings in the survey for parents, we may conclude that though the majority of them, about 65%, found the situation regarding their children's transfer as they expected, about 30% thought that it was better. Almost 90% of them believe that their children adjusted to their new level of education within the first three months and only about 10% needed more time or up to the time of completing the questionnaire, they had not adjusted yet.

The vast majority of parents believe that their children's overall reaction to gymnasium was positive, though they found that for about 54% of them the initial reaction

was anxiety. Overall, the overwhelming majority of parents themselves have a positive attitude towards their children's school. However, for activities that demand their physical presence at school or the provision of information or some kind of resources, in time or money, they are not so willing to cooperate with school. The people parents come into contact most with at school are mainly subject teachers (85%). The major purpose of this contact is the discussion of their children's progress at school.

However, parents have extremely high expectations of secondary school in the area of academic, personal and social development. As regards the feelings of their children, they seem to be misjudging both the positive and negative ones, as the values they give for statements that satisfy and worry their children at secondary school are lower. Nonetheless, the ranking of these statements remains within the range of their children's priorities.

Finally, the majority of parents who have answered the open question believe that their children adjusted quite easily to their new schooling environment. At the same time, they have interesting suggestions to make regarding the responsibility of the two sectors of education in getting the top year pupils ready for their next stage of education.

D. The survey for teachers

The survey with primary school teachers.

The last constituents we are going to turn out attention to are the teachers. First, let us see the situation with primary school class teachers (Questionnaire in Appendix 18). Out of the 62 primary schools, which took part in the survey, there was no one, which was not represented in answering the teachers' questionnaire. However, about an isolated 8% of the teachers, including head teachers, did not answer the questionnaire, though they cooperated in helping with the survey. The reasons varied from indifference to matters of principle. Overall, including the headmasters, I had 144 questionnaires returned which brings the response rate up to 92%. In some cases, apart from the class teacher and the headmaster, another teacher completed a questionnaire, as in some schools there are specialists teachers involved in teaching. Out of them, 47,9% were men and 52,1% women. Their age varied from 22 to 60 and the mean age was 44,9. This quite old age for primary school teachers is due to the practice of allocating the teaching of top year primary children to older teachers, and sometimes to the assistant headmasters or even the headmaster. As regards district, about 45% of the teachers came from the district of Nicosia, about 12% from Limassol,

about 31% from Larnaca, about 8% from Famagusta and about 4% from Paphos. About 58% of the schools lay in urban areas, while 42% in rural ones.

As regards the initial training of class teachers, the picture is given by Table 3.

Table 35: Initial training of primary school class teachers

s/n	Institution	%
1	Cyprus Pedagogical Academy and Equation	057,6
2	Cyprus Pedagogical Academy	022,9
3	Cyprus University	008,4
4	Greek university, not from equation	009,0
5	Private College and foreign university	000,7
6	Other initial training	001,4
	Total	**100,0**

Further to their initial training, more than 88% of the class teachers have attended in-service training seminars at the Pedagogical Institute, about 83% have attended in-service training seminars which have been organised by the Ministry of Education, while more than 11% have attended other seminars. Regarding postgraduate education, more than 13% are holders of an M.A., while about 5% have other postgraduate education. About 92% of the teachers hold a permanent post , about 6% are on a two year probation, about 1% are on a yearly contract, while an other 1% have some other status of appointment. About 33% of the teachers who took part in the survey are headmasters, about 31% are assistant headmasters, while more than 36% are class teachers. The number of years in service varies between 1 and 40 years, while the mean number is about 23,2. About 81% are married, 16% are single, while about 3% have some other status. The number of children in the family varies between 1 and 4 and the mean number is 2,23.

About 1/3 of the schools, (32,6%) are split into two cycles, lower and upper, while the rest (67,4%) are six-form unified primary schools. The population of schools varied between 14 and 510 pupils, with a mean number of 206,6. The number of pupils in top year varied between one and 117, while their mean number is 49,9. The size of class varied between 2 and 33 with a mean number of 22,4.

Regarding the measures that have been introduced by the Ministry of Education in order to promote the goal of nine-year compulsory education, the survey findings, (Table 36), are very disappointing, as very little seems to have been or is being done. The

comparatively high percentage, (42%), of attendance of first year secondary school lessons by primary schools is achieved through the visits of top year primary pupils to gymnasiums, which are organised by primary or secondary schools. These visits seem to have become very popular and, at some schools, they are the only measure taken in the way of linking primary to secondary education. Actually, most of the statements in the category of open question **other, (14%),** refer to these visits. The study of primary top year and secondary first year teaching materials by more than 31% teachers generates again from these visits. Regarding the low percentages for the other measures, they are very natural, since only about 24% of primary schools seem to have a liaison person with their receiving school. At the same time, the non existent involvement of the Ministry of Education in the issue is manifested by the 2,1% of Joint visits by primary and secondary education inspectors to the respective schools.

Table 36: What of the following are being, or have been done, in order to promote the goal of nine-year compulsory education

s/n	Measures promoting the goal of nine-year compulsory education at primary schools	%
01	Attendance of first year secondary school lessons by primary school class teacher	042,7
02	Study of primary top year and secondary first year teaching materials	031,3
03	Appointment of a liaison between feeder schools and gymnasium	023,6
04	Joint functions (Cleaning, Music, Art etc)	013,9
05	Exchange of 1st term diagnostic and evaluation tests of primary top year and secondary first year	011,1
06	Attendance of top year primary school lessons by first year secondary school subject teachers	009,7
07	Working on organising projects by primary top year and first year secondary school pupils	004,2
08	Joint visits by primary and secondary education inspectors to the respective schools	002,1
09	Subject teachers discussing the teaching of a certain lesson with primary class teachers	002,1
10	**Other**	**014,0**
	Cumulative percentage	**154,7**

Most of the answers given (15 out of the 22), to the category of open question **other,** refer to visits of primary school top-year pupils to the gymnasium. Three teachers mentioned joint functions, one Teaching of lesson by A' Gymnasium teachers to the children of top-year primary, one a Tour of the Gymnasium and one that the counsellor of the Gymnasium talked to the children. However, one seems to have a complaint with secondary school educators: Although we tried that, there should be cooperation this was not made possible because the professors (secondary school teachers), refused to accept the teachers or visit the primary. The schools are in the same space.

To the question to what degree, do they believe that the following are responsible for the gap that exists between primary and secondary education, the primary school teachers

came up with the following views (Table 37). That the different teaching approaches should attract most of the blame (4,42 on a 5-point Licker Scale), is not a surprise, since as very aptly Nisbet and Entwistle (op.cit.), point out 'at present the methods of teaching in primary school emphasise the integration of knowledge, whereas senior secondary schools in particular emphasise subject differentiation' (p.52). Expected was also the blame put on the lack of coordination between the officers of the two sectors in the Ministry of education (4,33), because it is a fact that after the launching of an impressive campaign several years ago, now the subject seems to have been forgotten altogether and some very keen educators only remember it.

Table 37: Factors responsible for the gap between primary and secondary education

s/n	What is responsible for the gap between primary and secondary education according to primary school teachers	1-5
01	The different teaching approaches	4,42
02	Lack of coordination between the officers of the two sectors in the Ministry of education	4,33
03	The different evaluation system of students	3,92
04	The different organization system of the two sectors	3,82
05	The different curriculum	3,79
06	The different discipline system	3,55
07	Lack of trust between the teachers of the two sectors	3,50
08	The different initial training of primary and secondary teachers	3,45
09	The change of school environment	3,38
10	The workload of teachers	3,36
11	The different in-service training of primary and secondary teachers	3,31
12	The fact that at the gymnasium there is a different teacher for each lesson	3,03
13	Lack of concern on the part of teachers	2,67
14	The fact that children are missing their friends	2,30
15	Preadolescence	2,06
16	The small age of students when entering the gymnasium	1,62
17	**Other**	**3,38**

I am not quite sure that when primary school teachers blame the different evaluation system of students, (3,92), for the gap, they are suggesting that primary school children, or at least the top years, should be evaluated in the same way as secondary pupils are. This, because at secondary level, a lot of discussion is going, regarding the present evaluation system. Therefore, possibly, a good idea would be the joint discussion of the topic by representatives of the two levels of education. The next three variables refer to real differences between the primary and secondary schools.

As regards organization (3,82), the major differences between primary and secondary school are the following. First, there is no secretariat system at primary schools. Second, the duties of the assistant headmasters are not as clearly defined at primary schools as they are at gymnasiums. Third, at primary the same teacher (class teacher) teaches most of the subjects, whereas at gymnasium we have a different teacher for each subject (subject or specialist teachers).

The main difference between the curriculums (3,79), of the two sectors is the fact that content at primary is general, while the one at secondary starts getting specialized. There is no real discipline system (3,55), at primary education, probably because there is no need for it. The fact that voices from the side of the primary education teacher unions are heard in favour of introducing disciplinary measures into this sector, will not necessarily lead to the best solution. Instead, we should be talking of a new preventive system of discipline, which would tackle the particular problem and apply to the age and character of each child.

I have very strong feelings about the next reason, lack of trust between the teachers of the two sectors, and personally I would rank this much higher, as I think that if the educators of the two levels were more frank they would admit that at the centre of the problem lies the distrust between them (3,50). Repeatedly, I have heard class teachers blaming the rift between primary and secondary education on the *lack of pedagogy of secondary school teachers* and the subject teachers accusing primary school teachers *for lack of depth in their teaching which leads to giving them illiterate children.* The truth lies perhaps somewhere between the two judgments and it can only be found within the framework of a productive dialogue between the teachers of both sectors. Maybe, the problem could be confronted, if the education of the children up to the age of 15 were not interrupted by such a sharp change. That is, it should be continuous, with the necessary changes being integrated within the years of each sector and being diffused step by step in order to accompany, as much as possible, the mental and physical development of the child.

The different initial training of primary and secondary teachers (3,45), and the different in-service training of primary and secondary teachers (3,31), could very well be held responsible for the existing gap, since it cultivates the distrust between the two sectors and the idea of the cut and clear transition. Referring to the change of school environment (3,38), we must of course comprehend it as the whole educational system and not just the physical environment, as from personal experience I can tell that the mere co-housing of the two schools does not change the

situation dramatically. The workload of teachers (3,36), is a real problem as I experience it with very keen colleagues who have been planning to exchange visits with the teacher of our next door primary school, but never come round it because of too much work.

The reason that the fact that at the gymnasium there is a different teacher for each lesson (3,03) is measured correctly, as it is only a problem for a short time until the children get used to it, and quite a few consider it as a challenge anyway. I believe that the rest of the reasons are given the right weight, since, as the next question will show, primary school teachers cannot be blamed for lack of interest (2,67). Neither the fact that children are missing their friends (2,30) could be blamed for the discontinuity, since, again from experience, this is only a problem for a short time and in some cases it is viewed as a challenge. The myth of adolescence (2,06) surging into children's lives, has problemetised Nisbent and Entwistle (op.cit) very appropriately and I am glad that it almost ranks last on the list. The same goes for the small age of students when entering the gymnasium (1,62), because, again, as Nisbent and Entwistle have found there is no right age for entering secondary education; this is corroborated by my survey as well which shows that the age range of children does not affect children's adjustment to school.

With their answers to the category of open question **other,** primary school teachers are mainly putting the blame for the gap between primary and secondary education on secondary school teachers. They are also blaming mass education and the lack of provision in the curriculum. The latter is a very interesting suggestion deserving a lot of attention.

-The professors are not friends of the children.
-The secondary educators of secondary education keep up the chasm.
-The mass offered secondary education.
-The fact that the effort for an even transfer Prim. – Gym. is not a part of the curriculum.
-Visits by selected A' year Gymnasium students to the Primary and discussion with top-year children for the life at Gymnasium.

Nonetheless, are the primary school teachers willing to take part in an induction programme, which would promote the goal of nine-year compulsory education? The findings of the survey show that they are very much so, since on a five-point Licker scale, the values obtained are between 3.48 and 4.34 (Table 38). Given the fact that in the previous question primary school teachers take little responsibility for the lack of concern on the part of teachers (2,67) for the existing gap between the two sectors of education, the results in this question should not come as a surprise. Yet, considering that very little is being or has been done in the way of adopting the Ministry of Education measures, and having in mind that in the previous question the lack of trust between the teachers of the two sectors scores a mean of 3,49 on a

five-point scale, the findings can only fill one with joy. This because it is evident that, provided that the right approach is applied by the SMT of the schools and by the Ministry of Education for that matter, many things can be done in the way of introducing induction programmes into schools, at least at the level of primary ones. The way things are now, it looks as though that the Ministry of Education has not persuaded primary schools about the usefulness of its measures, while the SMT of primary schools must have failed to get their personnel involved. Otherwise, the findings would not have shown this high degree of willingness for getting involved in an induction programme. What are more pleasing are the areas in which primary school teachers are concerned: to exchange views with the secondary school subject teachers, with a view to bridging the gap between the two education sectors (4,34); to organize an open evening for parents with a view to discussing problems relating to transition (4,11); to entertain first year students of our receiving gymnasium in my class (4,01); to teach first year students of our receiving gymnasium for some periods at their school (3,59), and to take up as liaison between my school and its receiving gymnasium (3,48).

Table 38: Degree of willingness by primary school teachers to take part in an induction programme

s/n	What primary teachers would do for an induction programme	1-5
1	To exchange views with the secondary school subject teachers, with a view to bridging the gap between the two education sectors	4,34
2	To organize an open evening for the parents of my class, with a view to discussing problems relating to transition.	4,11
3	To entertain first year students of our receiving gymnasium in my class	4,01
4	To teach first year students of our receiving gymnasium for some periods at their school.	3,59
5	To take up as liaison between my school and its receiving gymnasium	3,48
6	**Other**	**4.18**

To the category of open question **other,** only four answers were given. The most interesting is The Ministry of Education should stop the distinction between educators. This suggests that even the Ministry of Education is even held responsible for cultivating the gap between the two levels of education and this is something the Ministry officers should reflect on. Here is another interesting suggestion: -Experienced class teachers for the A' classes of gymnasium and young professors at the primary.

To the question that asks to what degree they believe the following measures will promote the goal of nine-year compulsory education, primary school teachers came up with the following answers (Table 39). The fact that primary school teachers should rank the need for closer contact between the officers of the two levels of education in the Ministry of Education and Culture first

(4,65), does not come as a surprise. This because it is generally accepted that one of the biggest problems in the Cypriot system of education is the lack of coordination between the several departments of the MOED. The same applies to the need for a united Curriculum Development Service (4,29), since I cannot imagine how otherwise nine-year compulsory education can be promoted, if curriculum is not dealt with as continuous. Unified initial and in-service training of primary and secondary teachers (4,21 and 4,15 respectively), will undoubtedly contribute towards developing common approaches and perspectives and will dissolve the smouldering mistrust between them. From experience, I could agree with the opinion that any kind of co housing, or joint administration of the two kinds of schools (2,48 and 2,04 respectively), would not be successful. This measure can only be productive if the necessary infrastructure and administrative work is put in place. I interpret the 2,46 for secondary teachers to teach more than one subjects (i.e. Geography, Music, English) and the 2,44 for more specialists teachers in primary education as an apprehension regarding the undesirable prospect for primary teachers to see subject teachers threatening their autonomy. However, primary school teachers must realize that, specialists can teach at least creative subjects better, even though they may come from the area of primary education. At the same time, the teaching of more that one subjects by secondary school teachers will promote the very much-desired interdisciplinary approach in secondary education.

Table39: Degree of promotion of nine-year compulsory education by new measures

s/n	New measures for the promotion of nine-year compulsory education at primary schools	1-5
1	Closer contact between the officers of the two levels of education in the Ministry of Education and Culture	4,65
2	United Curriculum Development Service	4,29
3	Unified initial training of the teachers of the two sectors	4,21
4	Unified in-service training of primary and secondary education teachers	4,15
5	Primary and secondary schools to be housed in the same building but have their own Head teachers and Deputy Head teachers	2,48
6	Secondary teachers to teach more than one subjects (i.e. Geography, Music, English)	2,46
7	More specialist teachers in primary education	2,44
8	Primary and secondary schools to be housed in the same building and have the same Head teachers and Deputy Head teachers	2,04
9	**Other**	**4,22**

The few answers given to the open question **other,** are all quite interesting and need to be studied further:

-Coordinated communication and cooperation of school units in primary and secondary education.
-Movement of educators at the 'two levels'
-Abolishment of the levels of education Prim – Gymn.
-Multifaceted professor.
-Changing of the curriculum of Gym. + Primary.
-Common aims.
-Common teaching methods.

Finally, let us examine how primary school teachers perceive what will satisfy and what will worry their pupils at secondary school.

Table 40: What will satisfy children at gymnasium, according to primary school teachers?

s/n	Degree of satisfaction by children according to primary school teachers compared to the feelings of the top year pupils.	Primary school teachers 1-5 (pupils)	*Ranking of primary school pupils' positive feelings*	*Primary*
01	Sports	**3,99** (4,08)	*School visits and excursions*	*4,48*
02	Being grown up	**3,96** (4,19)	*Being grown up*	*4,19*
03	School visits and excursions	**3,63** (4,48)	*Making new friends*	*4,08*
04	Craft lessons	**3,47** (3,94)	*Sports*	*4,08*
05	Extra curriculum activities	**3,35** (3,99)	*Extra curriculum activities*	*3,99*
06	Making new friends	**3,23** (4,08)	*Craft lessons*	*3,94*
07	Art	**3,13** (3,92)	*Art*	*3,92*
08	Cooking/needlework	**3,07** (3,70)	*Languages*	*3,84*
09	Languages	**3,04** (3,84)	*Cooking/needlework*	*3,70*
10	New lessons	**2,90** (3,40)	*New lessons*	*3,40*
11	Sciences	**2,82** (3,27)	*The new school uniform*	*3,30*
12	New teachers	**2,51** (3,29)	*Different teachers*	*3,29*
13	The new school uniform	**2,38** (3,30)	*Sciences*	*3,27*
14	**Other**	**3,00** (3,86)	***Other***	*3,86*

Asked to show the degree of satisfaction that they thought their pupils would feel for a number of statements on a list, they came up with the following answers (Table 40). The list was the same as the one given to the top-year primary school pupils.

A comparison between the actual feelings of pupils and those perceived by their teachers, exposes that primary school educators fail to appreciate the degree of satisfaction that their pupils expect to draw from secondary school activities and situations. The significance of this failure could not be exhibited statistically, as my data were in different files. Yet, a simple comparison between the values in column 3 of table 40 is sufficient to clarify the situation. While the values recorded for the satisfaction expressed by pupils range between 3,27 and 4,48, (3-5) those recorded for teachers vary between 2, 38 and 3,99 (2-4).

These findings may be pointing to three implications. The first is that primary school teachers' comprehension of their pupils' feelings might require further expansion in general. The second is that primary school educators might be holding in low esteem the degree of satisfaction which the next stage of education presents for their pupils in particular. The third is that the difference of age between pupils and teachers might be the cause for the different scoring. May I remind the reader that the mean number for the age of primary school class teachers is about 40, as, according to practice, the teaching of top year students is undertaken by older teachers or assistant headmasters, and some times even by headmasters, who by and large are older.

The other finding that has to be noted is the wide range of re-ordering in the ranking of the statements. However, the overall rating stays within the same area o priorities and for some variables, (Being grown up; Extra curriculum activities; Art; New lessons), it coincides. Thus, the general conclusion drawn is that, once more, creative subjects, social interests, extra curricular activities, emotional and interpersonal concerns top the list while more academic and organisational topics follow. This conclusion infers that despite the fact that primary school teachers misjudge the degree of their pupils' feelings, they seem closer to them in terms of rating them,

On the other hand, asked to show the degree of worry that they thought their pupils would feel for a number of statements on a list, they came up with the answers in Table 41. The list was again the same as the one given to the top year pupils.

Comparing the actual degree of worry for the several statements expressed by primary school children to the degree of worry as perceived by primary school teachers we may come to the following main two conclusions. First, the ranking of the statements by teachers is so different from the ranking recorded for pupils that the new places of the variables diverge from the first places between 1 and 12 points. Out of 23 statements, the eleven, Tests; Strict teachers; Homework; New subjects; Difficult class work; More tiring timetable; Different curriculum; Having more than one teacher; New teachers; Being the youngest in school; Changing rooms for lesson are rated higher. Eleven more, Detentions; Being punished; Miss friends; Being bullied; Being bottom of class; Doing wrong; Missing lessons; Forgetting equipment; Longer school day; Not knowing teachers' names; School uniform are rated lower. Studying the variables in the first group, those which have been rated higher, we might come to the conclusion that almost all of them lie in the area of academic concerns,

while the variables in the second group, those which have been rated lower, lie mostly in the area of interpersonal, emotional, social and organisational concerns.

Table 41: What worries children at gymnasium, according to primary school teachers

s/n	Degree of worry by children according to primary school teachers	Primary school teachers (1-5) (pupils)	*Ranking of primary school pupils' negative feelings*	*Primary*
01	Tests	**3,92** (3,23)	*Miss friends*	*3,36*
02	Strict teachers	**3,60** (2,72)	*Being bottom of class*	*3,23*
03	Homework	**3,57** (2,31)	*Tests*	*3,23*
04	New subjects	**3,53** (2,39)	*Detentions*	*3,22*
05	Difficult class work	**3,48** (2,71)	*Being bullied*	*3,18*
06	More tiring timetable	**3,40** (2,75)	*Forgetting equipment*	*3,06*
07	Different curriculum	**3,40** (2,42)	*Missing lessons*	*2,94*
08	Detentions	**3,39** (3,22)	*Being punished*	*2,89*
09	Being punished	**3,18** (2,89)	*Doing wrong*	*2,75*
10	Miss friends	3,18 **(3,36)**	*More tiring timetable*	*2,75*
11	Being bullied	3,10 **(3,18)**	*Strict teachers*	*2,72*
12	Having more than one teacher	**3,03** (1,65)	*Difficult class work*	*2,71*
13	New teachers	**2,95** (1,89)	*Different curriculum*	*2,42*
14	Being bottom of class	2,94 **(3,23)**	*New subjects*	*2,39*
15	Being the youngest in school	**2,94** (1,85)	*Homework*	*2,31*
16	Doing wrong	2,65 **(2,75)**	*Longer school day*	*2,27*
17	Missing lessons	2,63 **(2,94)**	*Not knowing teachers' names*	*1,94*
18	Forgetting equipment	2,51 **(3,06)**	*New teachers*	*1,89*
19	Longer school day	**2,45** (2,27)	*Being the youngest in school*	*1,85*
20	Changing rooms for lesson	**2,18** (1,66)	*School uniform*	*1,77*
21	Not knowing teachers' names	**2,12** (1,94)	*Changing rooms for lesson*	*1,66*
22	School uniform	**1,89** (1,77)	*Having more than one teacher*	*1,65*
23	Getting to school	**1,62** (1,41)	*Getting to school*	*1,41*
24	**Other**	**2,71** (4,23)	***Other***	*4,23*

The second main conclusion, is that primary school teachers are misjudging their pupils' worries, since, as we have already seen, they are mostly ranking academic concerns first in contrast to pupils, whose main concern are interpersonal, emotional, social and organisational ones. Finally, it is evident that, overall, primary school teachers overestimate their pupils' worries, as the values they give for the statements vary between 1,62 and 3,92, while those given by primary school children vary between 1,41 and 3,23.

The interpretations given as reasons for the misjudgment of the positive feelings of pupils by their class teachers apply for the negative feelings even more. Furthering of

understanding, more awareness about the next stage of education and probably teachers of younger age. At the same time, an interpretation for the overrating of children's worries by primary school teachers, might be the practice by some of them to lay an undue weight on the degree of difficulty which the children will confront at their next stage of education, in their effort to make them more studious.

Finally, let us study what 17 primary school teachers have answered to the question whether they had anything to add regarding school transfer from primary to secondary school.

Three of them have several measures to propose regarding the problem which do not add anything new to what has been reported so far:

-The visit of top-year primary pupils to the neighbouring gymnasium and the attendance of lessons for one day will help them be familiarized with the school climate, the demands of the gymnasium to face the children as more mature students and there are more specialisms of teachers. Joint meetings of the teaching staffs of both levels as well as the exchange of visits in classes for attending lessons would help the decreasing of problems of adjustment of the children to the gymnasium and to the improvement of their results.

However, the majority of primary school teachers (12), point to secondary school teachers and to the officers of the Ministry of Education, as being responsible for the gap:

-I believe that the professors who take up A' Gymnasium should go through seminars. The A' Gymnasium is the age in order to be given more attention to study skills of the pupils. I have the impression that such skills are taken for granted and they are not given the analogous importance.

-The primary tries to approach the gymnasium, in terms of material, but the reverse is not done.

-It is about time the words and theories to become praxis as strategy and application of planning and not to be left to the conscience and isolated efforts of some individuals.

-<The curriculum of the Gymnasium to constitute a rational continuation of that of the Primary.

<The teaching approaches, the means of imposing discipline, the rewards and the penalties to have, as much as possible, more common points.

<The officers of secondary education to shed the conviction that they are superior that their colleagues of primary.

-To be put on the right basis at long last and see that it is implemented.

-A change of attitude by the professors, on the main, because many of them undervalue teachers' work.

-At gymnasium there must be a more personal contact and relation of the children with the professors and with the system generally because with anonymity they feel that they can do anything.

-The experience showed that visits of top-year pupils to the gymnasium there were no visits, since they were generally viewed as a 'nuisance' for the timetable of the gymnasium.

-You should offer more time for revisions and remedial work at the beginning of the year with the cooperation of the old teacher and the new professor. (*the respondent is obviously addressed to me*)

-For the big mass of pupils the change is difficult mainly because of the evaluative tests and the different ways of teaching (lecture).

The clear message that generates from the above commentary, is that the secondary teachers, the Ministry of Education officers and the system in general are held responsible for the problem in question. More particularly, the respondents suggest that subject teachers should undergo training, they should pay more attention to study skills, they should be more responsive to cooperating with their primary counterparts in terms of discussing curriculum,

exchanging visits, organising functions and making policy in terms of teaching approaches and discipline. Bypassing the complaint of primary school teachers that secondary subject teachers and officers are looking down on them, I interpret the above ideas as a genuine plea for collaboration, which their counterparts should utilise to the utmost degree. After all, this is what very aptly one respondent implies.

-If primary school teachers and professors do not cooperate and the rivalry between them does not stop neither the problems that exist will stop. It is about time we viewed education as a unified whole and not as separate sections.

However some primary school teachers have views that differ from the above:

-I do not believe that there is a chasm.
-The addition – imposition of penalties at primary schools looms as an imperative need.
-If the teacher briefs the children of top year about the changes that s/he will meet at the Gymnasium, I think that psychologically it will be more prepared, for the Gymn.

Summary:

Summing up the situation regarding primary school teachers we might say that in terms of the measures that have been introduced by the Ministry of Education in order to promote the aim of nine-year compulsory education, save for the visits to secondary schools by top year primary school children, very little seems to have been done or is being done. Primary school teachers put most of the blame for the existing gap between the two sectors of education on the different teaching approaches and the lack of coordination between the officers of the two levels of education.

The respondents are very willing to take part in induction programmes for first year pupils and believe that the most important measures for promoting the unification of the two levels of education would be the closer contact between the Ministry of Education officers, a united Curriculum Development Service and a united initial and in-service training for the teachers of primary and secondary education. A comparison between the actual feelings of pupils and those perceived by the respondents, reveals that primary school teachers fail to appreciate correctly both the degree of satisfaction and worry of their pupils, by underestimating their satisfaction or by mostly overestimating their worries.

The survey with secondary school teachers

How the above results compare to the views of secondary school teachers is the task we are going to deal with now. (Questionnaire in Appendix 19). The response rate cannot exactly be estimated, as I did not keep a school-by-school record. However, given that I got

532 questionnaires from the 42 schools which were involved in the survey, considering that first year students are taught 14 subjects, and having in mind that head teachers, heads of year, counsellors and support teachers were asked to complete the questionnaire, a response rate of about 86% must be estimated. Out of the respondents, about 26% were men and 74% women. Their age varied between 22 and 68 with a mean of about 41.

As regards their initial training, the picture is given by Table 42.

Table 42: Initial training of secondary school teachers

s/n	Institution	%
1	Cyprus University	004,3
2	Greek university	075,7
3	Foreign university	019,1
4	Other initial training	000,9
	Total	**100.0**

Regarding in-service training, the percentage is lower than that of primary teachers; about 70% of the subject teachers have attended in-service seminars at the Pedagogical Institute, about 66% have attended seminars organised by the Ministry of Education and about 10% have attended several other in-service training seminars. These results are in accord with the tradition, which wants primary school teachers to have a higher participation in in-service training. However, the percentage of respondents with postgraduate education is much higher than that of their primary counterparts, and as a result, about 16% of the secondary school teachers have an MA, about 2% have a doctorate and about 7% have other postgraduate education, making a whole of 25%. About 66% have a permanent appointment, about 8% are on probation, 20% are on a yearly contract, while an other 7% have some other kind of appointment. As regards their position, about 4% are head teachers, about 10% are assistant heads (they are also heads of year), about 85% are subject teachers and about 2% are counsellors. Given that each school, at least the public ones, have their own counsellor, this is a very poor response, and it cannot be considered representative. 76% of the respondents are married, 21% are single, while an other 3% gave some other status. The number of children in the family of secondary school teachers varies between 1-5 with a mean number of 2,06. The years in service vary between 1 and 48, with a mean number of 13,6. The population of schools varies between 35 and 1000, with a mean number of 448 students, while the number of students in first year varies between 5 and 200, with a mean

number of 125. Finally, the number of students in class, varies between 1 and 30, with a mean number of 23.

Studying what of the Ministry of Education measures have been or are being applied at their schools, secondary educators came up with the answers in Table 43. The answers to this question should not differ significantly to the ones in the respective table for primary education, since the implementation of most of the functions cited imply the involvement of both sectors. Therefore, the wide discrimination between the values of the two sectors, may be due to the high turnover of personnel in secondary education that creates as a result a difficulty for subject teachers to know exactly what had been done in the past in the school regarding the issue.

Table 43: What of the following are being or have been done at your school in order to promote the goal of nine-year compulsory education

s/n	Measures promoting the goal of nine-year compulsory education at secondary schools	Secondary%	Primary%
01	Attendance of first year secondary school lessons by primary school class teacher	**044,6**	042,7
02	Joint functions (Cleaning, Music, Art etc)	**024,5**	013,9
03	Appointment of a deputy head teacher or a teacher as a liaison between feeder schools and gymnasium	018,7	**023,6**
04	Study of primary top year and secondary first year teaching materials	011,9	**031,3**
05	Attendance of top year primary school lessons by first year secondary school subject teachers	007,6	**009,7**
06	Exchange of 1st term diagnostic and evaluation tests of primary top year and secondary first year	006,7	**011,1**
07	Working on organising projects by primary top year and first year secondary school pupils	**006,4**	004,2
08	Joint visits by primary and secondary education inspectors to the respective schools	**006,4**	002,1
09	Subject teachers discussing the teaching of a certain lesson with primary class teachers	000,9	**002,1**
10	**Other**	004,9	**014,0**
	Cumulative percentage	**132,6**	**154,7**

An other explanation could be the fact that class teachers have a clearer idea as to what is being done at their school, as they have a closer contact with their class and school. Finally, the large differentiation between the values, may be due to a possible mismatch between feeder and designate schools, because of the continuous change that the status of the

Educational Peripheries[1] undergo. Other than this, the comments that have been cited in relation to the respective table for primary education apply here as well. That is, the situation regarding the promotion of these measures is disappointing. The reason may be the fact that the MOED has not managed to persuade educators for the usefulness of its proposals.

Regarding answers given to the category of open question **other,** out of the 35 respondents, 20 have reported visits by primary school children and 5 joint school functions. Some more refer to curriculum discussion, cooperation on teaching approaches, general matters and discipline and communication with head teachers of Primaries for the number of top year students and demographic elements. One teacher mentions Teaching of lesson by teachers of different specialisms in Primary top year and one private school sites ENTRANCE EXAMINATIONS FOR THE MATERIAL OF E' + ST.' CLASS.

Save for the examinations of the private school, an issue which is raised every so often in the conversations of educators, the rest are measures already mentioned. However, one colleague is complaining that I had taken part as a representative of my School in a Committee that had been set up for this purpose some years ago, which unfortunately did not continue its operation. Finally, 3 more admit that I have not realized that anything of the above is done.

Notwithstanding the above, regarding the reasons that are held responsible for the gap that exists between primary and secondary education, subject teachers have the following views (Table 44).

First thing to be noted about this table, when comparing it to the respective one for primary, is the fact that, on the whole, the views of the secondary school teachers are not as strong as those of their counterparts, since the highest value is 3,97, as opposed to 4,42 for primary. Regarding ranking, they only agree on points 3, 8, and 14, the different evaluation system of students; the different initial training of primary and secondary teachers and the fact that children are missing their friends.

Otherwise, the secondary school teachers are putting the highest blame on the different curriculum, while for primary this is at the 5th place. This is very interesting, since for many years now primary and secondary teachers have been working together to revise the national curricula in such a way so that an even transition would be obtained. This implies that either the curricula changes have not been successful, or subject teachers are putting too much emphasis on curricula, disregarding other issues, such as emotional and organisational.

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[1] Catchment areas

Talking from experience, both explanations are valid and therefore, a whole school approach to school transfer is needed in schools.

Table 44: Factors responsible for the gap between primary and secondary education according to secondary school teachers

s/n	What is responsible for the gap between primary and secondary education according to secondary school teachers	Secondary 1-5	Primary 1-5
01	The different curriculum	**3,97**	3,79
02	The different teaching approaches	3,95	**4,42**
03	The different evaluation system of students	**3,95**	3,92
04	Lack of coordination between the officers of the two sectors in the Moe	3,81	**4,33**
05	The different discipline system	3,55	3,55
06	The different organization system of the two sectors	3,53	**3,82**
07	The change of school environment	3,39	3,38
08	The different initial training of primary and secondary teachers	3,14	**3,45**
09	The workload of teachers	3,09	**3,36**
10	The different in-service training of primary and secondary teachers	3,00	**3,31**
11	The fact that at the gymnasium there is a different teacher for each lesson	2,96	**3,03**
12	Lack of trust between the teachers of the two sectors	2,68	**3,50**
13	Preadolescence	**2,57**	2,06
14	The fact that children are missing their friends	**2,44**	2,30
15	The small age of students when entering the gymnasium	**1,88**	1,62
16	Lack of concern on the part of teachers	1,78	2,67
17	**Other**	**3,40**	3,38

Regarding the different teaching approaches that are found in place 2 as opposed to 1 for primary, I may suggest that when secondary teachers refer to this they usually allude to the generalist approach of primary schools. I can explain why lack of coordination between the officers of the two sectors in the Ministry of education for secondary moves down to place 4 as opposed to 2 for primary, as cooperation between the two sectors is more sought by class teachers. As regards discipline, which is higher for secondary, this is understandable because subject teachers usually blame class teachers for letting children getting away with everything. The lower place for organization can be explained in terms of secondary teachers not having a clear idea as to how primaries are operating.

A very significant difference can be observed in the degree of blame the teachers of the two sectors undertake regarding the lack of concern on the part of teachers. For secondary school teachers this reason ranks last, so it is clear that subject teachers do not want to take much responsibility for it (1,78), as opposed to class teachers (2,67) who are on the face of it more

willing to do so. The same could be said for the lack of trust between the teachers of the two sectors, which for primary school teachers ranks 7th (3,50) as opposed to secondary school teachers for whom is found at place 12 (2,68). This reflects on the generally held view by class teachers that they are looked down upon by subject teachers.

Looking from the perspective of the big school, secondary school teachers are justified in putting more blame on preadolescence (2,57/2,06) and the small age of students when entering the gymnasium (1,88/1,62), as they are much nearer to experiencing the challenges of adolescence, while being used to older students they consider first year students as 'kids'. However, for both lists, these items rank at the last places, and this situation is very much in accordance with my findings that age of entry into secondary school does not affect the process of transition significantly.

Out of the 22 answers, which have been given by respondents to the category of open question **other** I am citing the most important ones. Some respondents are putting the blame on The overburdened curriculum; Homework; Reports; School textbooks unsuitable for their age; Way of studying; More material – variety of lessons. Two teachers are referring to the responsibility of parents, Appropriate preparation by the family of the students as well, but one feels that the problem is a matter of Political decision. Two more teachers have more revolutionary proposals to make, For the top year pupils of Primary, half of the teaching periods, to be done by Gymnasium Professors and SPECIALIST PROFESSORS ARE NEEDED FOR TEACHING THE E' +ST,' CLASS OF PRIMARY. Finally, three subject teacher blame class teachers for The not real picture that the teachers give to parents in terms of their children's attainment and for being MORE LENIENT.

Studying the above answers, I would single out the suggestion for specialist teachers at primary, since it is an issue which has been discussed excessively recently, with a view to finding a satisfactory solution for both sectors.

Having seen whom secondary teachers hold responsible for the gap that exists between the two sectors of education, it would be interesting to find out how willing secondary teachers are to get engaged in an Induction Programme (Table 45).

Once again, save for the first variable, To entertain top year pupils of our feeder primary schools in my class, the values obtained in relation to the respective question for primary schools are lower. I am not quite sure whether this shows a lesser interest in getting involved in the issue, or whether it reflects the different perspective, as this is the third time in turn to have come across the same phenomenon.

Table 45: Degree of willingness by secondary school teachers to take part in an induction programme

s/n	What secondary school teachers would do for an induction programme	Secondary 1-5	Primary 1-5
1	To entertain top year pupils of our feeder primary schools in my class	**4,11**	4,01
2	To exchange views with the primary school class teachers, with a view to bridging the gap between the two education sectors	3,79	**4,34**
3	To organize an open evening for the parents of my class, with a view to discussing problems relating to transition.	3,39	**4,11**
4	To teach top year pupils of our feeder primary schools for some periods at their school.	3,31	**3,59**
5	To take up as liaison between my school and its feeder primary schools	2,37	**3,48**
6	**Other**	**3,30**	**4,18**

However, overall, there seems to be more consensuses this time in terms of the way the teachers of the two sectors are facing the prospect of getting involved in an Induction Programme. Only that their emphasis of willingness is different and as a result, secondary school teachers are firstly interested in entertaining top year primary children in their class, as opposed to primary school teachers, whose prime willingness is to exchange views with their counterparts with a view to finding ways for bridging the gap between the two sectors of education. Yet, for subject teachers, this is the second top priority, so there seems to be quite a lot of consensus on the need for discussing the issue of school transfer with a view to finding solutions to the problems involved in it. What is more important is the fact that both, primary and secondary school teachers, are quite willing to get involved in an effort to promote the goal of nine-year compulsory education. However, the fact that the suggestion to take up as liaison between my school and its feeder primary school or its receiving gymnasium ranks last on both lists worries me. Yet, considering that for each school very few liaisons are needed, the situation is not as bad as it looks. One last remark regarding the lower value, which To entertain first year students of our receiving gymnasium in my class takes for primary school teachers. This is absolutely understandable, since the motive for first year pupils to go back to their old school is not so strong, after they have been to gymnasium.

Asked to what degree a series of new measures would promote the goal of nine-year compulsory education, secondary school teachers came up with the answers in Table 46.

Table 46: Degree of promotion of nine-year compulsory education by new measures according to secondary school teachers

s/n	New measures for the promotion of nine-year compulsory education at secondary schools	Secondary 1-5	Primary 1-5
1	Closer contact between the officers of the two levels of education in the Ministry of Education and Culture	4,04	**4,65**
2	More specialist teachers in primary education	**4,02**	2,44
3	United Curriculum Development Service	3,78	**4,29**
4	Unified initial training of the teachers of the two sectors	3,32	**4,21**
5	Unified in-service training of primary and secondary education teachers	3,27	**4,15**
6	Primary and secondary schools to be housed in the same building but have their own Head teachers and Deputy Head teachers	1,97	**2,48**
7	Secondary teachers to teach more than one subjects (i.e. Geography, Music, English)	1,59	**2,46**
8	Primary and secondary schools to be housed in the same building and have the same Head teachers and Deputy Head teachers	1,52	**2,04**
9	**Other**	**3,53**	**4,22**

Once more, the phenomenon of lower values is present, save variable more specialist teachers in primary education (4,02/2,44). This is explained by the fact that secondary teachers are specialists themselves. It is also explained by the fact that the Secondary Teacher Associations of creative subjects, especially those of Physical Education, have been campaigning to gain access into primary education, which of course is seen by primary teacher unions as violating their autonomy. This is also the only variable in the table below that has a different ranking, as for primary school teachers it was found in the penultimate place (7), whereas now it ranks second. Otherwise, the ranking in both lists is identical and the teachers of both sectors believe strongly that a closer contact between the officers of the two levels of education in the Ministry of Education and Culture would promote the goal of nine-year compulsory education. At the same time they are united in pursuing a United Curriculum Development Service, and a unified initial and in-service training. However, they do not seem very keen on the idea of primary and secondary schools being co-housed or having a common SMT. As regards the idea of secondary teachers to teach more than one subjects, it looks as though it is rejected by both sectors. More so by subject teachers, as this, I can imagine threatens the character of the work each sector does. However, this issue should be discussed in conjunction with the idea of

introducing specialist teaching into primary education, since this measure might bring the two sectors of education closer.

Summary

Summing up the situation with secondary school teachers so far, we might point out that like in the case for primary school teachers, the situation regarding the promotion of the MOED measures is disappointing. Subject teachers hold primarily curriculum and the different teaching approaches as responsible for the gap and they are very willing to participate in induction programmes. They believe that the most effective measure for coping with the problem would be the closer contact between the MOED officers of the two education sectors. Comparing the answers given by primary and secondary school teachers, it might be suggested that class teachers have stronger feelings regarding the problem in question.

Finally, let us examine how secondary school teachers perceive what satisfies and what worries their pupils. Asked to show the degree of satisfaction that they thought their pupils feel for a number of statements on a list, they came up with the answers in Table 47. The list was the same as the one given to the first year secondary school students.

A comparison between the actual feelings of pupils and those perceived by their teachers, indicates that, like in the case of primary school educators, secondary school teachers fail to appreciate the degree of satisfaction that their pupils draw from secondary school activities and situations, which, as we have already seen, overall even surpasses the expectations shown by them (the pupils) at primary. The significance of this failure could not be exhibited statistically, as my data were in different files. Yet, a simple comparison between the values in column 3 of table 47 is sufficient to clarify the situation. While the values recorded for the satisfaction expressed by pupils range between 2,91 and 4,55, those recorded for teachers vary between 2, 62 and 4,38.

These findings allude to the implications cited for the respective case for primary school teachers. The first is that teachers' comprehension of their pupils' feelings might require further expansion in general. The second is that educators might be holding in low esteem the degree of satisfaction which secondary education presents for their pupils in particular. The third is that the difference of age between pupils and teachers might be the

cause for the different scoring. May I remind you that the mean number for the age of secondary school teachers is about 41, while for primary school teachers is 40.

Table 47: What will satisfy children at gymnasium, according to secondary school teachers?

s/n	Degree of satisfaction by children according to secondary school teachers	Secondary teachers (Pupils) 1-5	The positive feelings of secondary school children compared to those at primary	Secondary *(Primary)*
01	Sports	**4,38** (4,18)	Making new friends	**4,55** *(4,07)*
02	School visits and excursions	**4,28** (4,21)	Being grown up	**4,42** *(4,21)*
03	Computers	**4,26** (3,59)	Art	**4,26** *(3,93)*
04	Making new friends	3,88 **(4,55)**	School visits and excursions	4,21 ***(4,49)***
05	Music	3,85 **(3,89)**	Cooking/needlework	**4,20** *(3,69)*
06	Art	3,83 **(4,26)**	Different teachers	**4,14** *(3,31)*
07	Taking part in theatrical productions	**3,79** (2,91)	Sports (Taking part in several games and in school teams)	**4,18** *(4,11)*
08	Being grown up	3,77 **(4,42)**	Craft lessons	**3,98** *(3,94)*
09	Craft lessons	3,75 **(3,98)**	Languages	**3,97** *(3,84)*
10	Extra curriculum activities	3,70 **(3,85)**	Mathematics	**3,96** *(x)*
11	Cooking/needlework	3,64 **(4,20)**	Music lessons (Singing solo or in the quire, playing an instrument)	**3,89** *(x)*
12	New lessons	3,46 **(3,86)**	New lessons	**3,86** *(3,39)*
13	New teachers	3,39 **(4,14)**	Extra curriculum activities	3,85 ***(3,99)***
14	Languages	3,28 **(3,97)**	Sciences (Physics-Chemistry-Anthropology-Geography)	**3,66** *(3,25)*
15	Sciences	3,07 **(3,66)**	The new school uniform	**3,63** *(3,30)*
16	Mathematics	2,86 **(3,96)**	Computers	**3,59** *(x)*
17	The new school uniform	2,62 **(3,63)**	Theatrical productions (Taking part in school plays and dancing)	**2,91** *(x)*
18	**Other**	3,07 **(4,29)**	**Other**	**4,29** *(3,86)*

However, for four statements, Sports; School visits and excursions; Computers and Taking part in theatrical productions, the values given by secondary school teachers are higher than those given by pupils. This is so, because the values given by pupils themselves were low in the first place and as a result School visits and excursions dropped significantly from the primary school value, 4,49, to 4,21 at the gymnasium, while Sports (Taking part in several games and in school teams), only had a slight increase, 4,18, on the primary value, 4,11. As I have already pointed out, the low value for School visits and excursions may be due to the fact that these activities are not usually well organised at gymnasium, while the low value for sports may be due to the explanation given for sports in the accompanying bracket (Taking part in several games and in school teams), since not all children take part in such activities. As regards computers, may I remind you that first year

pupils were not taught this lesson at the time of the survey, while as regards Theatrical productions the explanation given in brackets (Taking part in school plays and dancing), may again be the answer to the low value.

As regards ranking, what is remarkable is the fact that while for teachers creative subjects have priority over social aspects and academic topics that come last on the list, pupils' priority is their social integration, while creative and academic subjects are intermingled. These findings suggest that pupils, might be willing to engage in activities that would promote their personal and academic development soon after they will have been socially integrated into the new schooling environment. Therefore, teachers should be prepared to utilise this readiness.

On the other hand, asked to show the degree of worry that they thought their students feel for a number of statements on a list, secondary school teachers came up with the answers in Table 48. The list was again the same as the one given to the first year secondary school pupils.

An overall examination of the findings, indicates that secondary school teachers are misjudging the negative feelings of their pupils by overestimating their worries. More particularly, for twenty two out of the 28 statements, the values given by secondary school teachers are higher than those given by their pupils.

Thus, while the values given by secondary school teachers are between 2,29 and 4,33, those given by children are between 1,77 and 4,19. The degree of significance of this difference cannot be shown statistically, since my relevant data were in different files. However, the six statements, Miss friends; Forgetting to do homework; Doing wrong; Being bottom of class; Missing lessons; Forgetting equipment, for which secondary school teachers have given lower values, do not seem to create a definite pattern as to their origin, as they more or less seem to belong to all areas of concern. Regarding ranking, though there is an overall wide reordering of the statements, both lists are topped by academic topics, which down the way are intermingled with interpersonal, emotional, and social concerns. Organizational concerns, seem to be crowded in the lower places in both lists.

Table 48: What worries children at gymnasium, according to secondary school teachers

s/n	Degree of worry by children according to secondary school teachers	Secondary teachers (pupils) 1-5	The negative feelings of secondary school children compared to those at primary	Secondary *(Primary)*
01	Examinations	**4,33** (4,19)	Examinations	**4,19** (x)
02	Grades	**4,19** (3,96)	Grades	**3,96** (x)
03	Tests	**4,13** (3,58)	Forgetting to do my homework	**3,67** (x)
04	Detentions	**3,78** (3,55)	Miss friends	**3,61** (3,36)
05	Strict teachers	**3,68** (2,68)	Tests	**3,58** (3,23)
06	More tiring timetable	**3,65** (3,11)	Being bottom of class	**3,57** (3,23)
07	Difficult class work	**3,64** (2,24)	Detentions	**3,55** (3,22)
08	Being punished	**3,61** (3,23)	Not being able to cope with lessons	**3,47** (x)
09	Not being able to cope with lessons	**3,51** (3,47)	Forgetting equipment	**3,44** (3,06)
10	Homework	**3,47** (2,60)	Missing lessons	**3,40** (2,94)
11	Being bullied	**3,42** (3,15)	Doing wrong	**3,25** (2,75)
12	Different curriculum	**3,33** (2,32)	Being punished	**3,23** (2,89)
13	New subjects	**3,32** (2,33)	Being bullied	3,15 **(3,18)**
14	Miss friends	3,24 **(3,61)**	More tiring timetable	**3,11** (2,75)
15	Forgetting to do homework	3,19 **(3,67)**	Strict teachers	2,68 **(2,72)**
16	Being the youngest in school	**3,12** (2,10)	Longer school day	**2,60** (2,27)
17	Doing wrong	3,08 **(3,25)**	Homework	2,60 **(2,71)**
18	Being bottom of class	3,07 **(3,57)**	New subjects	2,33 **(2,39)**
19	Changing rooms for lesson	**3,05** (1,99)	Different curriculum	2,32 **(2,42)**
20	Missing lessons	3,03 (3,40)	Difficult class work	2,24 **(2,31)**
21	Longer school day	**3,02** (2,60)	Not knowing teachers' names	**2,17** (1,94)
22	New teachers	**2,99** (1,96)	School uniform	**2,10** (1,77)
23	Forgetting equipment	2,86 **(3,44)**	Being the youngest at school	**2,10** (1,85)
24	Having more than one teacher	**2,74** (1,77)	Changing rooms for lessons	**1,99** (1,66)
25	School uniform	**2,54** (2,10)	New teachers	**1,96** (1,89)
26	Not knowing teachers' names	**2,29** (2,17)	Having more than one teacher	**1,77** (1,65)
27	Getting to school	**2,20** (1,56)	Getting to school	**1,56** (1,41)
28	**Other**	**3,54** (3,30)	**Other**	**3,30** (4,23)

Summary:

Summing up the findings regarding the negative feelings, we might suggest that, although secondary school teachers are on the whole overestimating their pupils' worries and there is an extensive reordering of the statements in the lists, the ranking of these statements remains, more or less, within the same area of priorities. What is more important, is the fact that both secondary school teachers and pupils have academic worries at the top of the lists. This discovery might imply that perhaps secondary school teachers are closer to

the feelings of first year pupils comparing to what primary school teachers are to top year primary school children. This can be explained in terms of the fact that while secondary school teachers are judging the ongoing feelings of pupils, primary school teachers were judging the future expectations of their pupils.

Turning our attention to the answers given to the category of open question write anything else regarding school transfer, we see that out of the whole population of secondary school teachers (557) who answered the questionnaire, 106 (19%) of the teachers responded. Having in mind that very few respondents usually answer open questions, I consider this percentage very satisfactory. What is more important, is the fact that the vast majority of these comments are very serious and, overall, engage most of the issues raised in school transfer.

More particularly, forty-six (about 43%) of these teachers blame the educational system at primary school and its 'deficiencies' for the problems of school transfer. The following verbatim comments are characteristic:

-Entrance examinations are needed. Those who cannot go into A' class they should go to a pro-gymnasium which will be at gymnasium.

-Examination tests should be done at Primary top year in order to get to know which pupils have learning difficulties and which pupils are in need of support.

-Institutions like tests, examinations and analytic marking to be introduced into primaries so that the children are familiarized.

-They do not have the demanded level of social education.

They have learned to a theoretic way of teaching, without undertaking initiatives and creative work.

The Primary must teach/learn them more discipline, order, respect to themselves and to others, to the leadership.

-Special support programmes should be done at Primary and there should exist a specially trained person in order to advise and help the students of Primary in their personal and scholar problems. Also, more attention to be given to the so-called "secondary" lessons. The students to learn discipline and respect.

<The children going to the Gymnasium do not know how to set the right priorities i.e. more attention to its contents rather than to the decoration of a task.

-If at Primary the syllabus is decreased and they have and the children have more time to consolidate some things in the class, maybe they will come to Gymnasium with higher learning levels.

-A disturbing big number of pupils who come to the Gymnasium are lacking the basic skills (reading, writing, simple mathematical operations), that are necessary for the attendance of most lessons.

- The increase of specialist teachers in Primary education.

Great attention should be given to literacy at Primary because I believe that at Gymnasium is late.

-The primary should give for the children of top year a biographic for the pupils (familial, financial situation, inclinations and interests).

Summing up the above comments, perhaps we could point out the issues, that have emerged, which, I believe, reflect the discussion that has been going on around the subject in question for a long time. These issues could be used as a basis not only for the exchange of views between the teachers of the two levels but among a wider group of educators with a view to introducing effective measures that will bring the two levels of education closer.

These issues are the impact of school transfer on children; the proposal for entrance examinations; a receiving class for children with learning difficulties at the gymnasium; diagnostic tests with a view to selecting children that need support; grading; personal and social education; experiential learning; discipline and self-respect; prioritising; curriculum reviewing; basic literacy and numeracy; induction programmes; specialist teachers at gymnasium and passing on of information.

And a very critical comment:

-The facing of pupils at primary is frequently done without the necessary respect to the personality of the small pupils. The wrong methodology and not right pedagogical psychological approach cause anguish and pressure to the children. The overloaded programme of children slowly – slowly leads to negation. They do not learn how to learn, but they memorize mechanically the knowledge. The teachers should not be considered multifaceted and be exempted from training. At Gymnasium, the first year should be undertaken by experienced and competent teachers, not only in the sections of teaching, but also in the approach of pupils. The curriculum should be reviewed, material should be deducted, the pupils to be in small numbered classes.

Twenty more teachers (about 19%), describe the existing differences between the two levels of education and the resulting negative impact children.

-I believe that transfer from Primary to Secondary School is a difficult period in the adolescent's life. This 'different' that the children of primary meet, almost in all sections, becomes a cause for a major span of time, to create for them anguish and disorganization. It would be a blessing if there were a closer cooperation between primary and secondary education, in order that the gap between the two stages is somehow bridged.

A series of about 25 (about 24%) more commentaries by secondary school teachers, make quite interesting suggestions in the way of coping with the situation. Overall, they cover all the issues involved in school transfer, and could be summarised as follows: Size of classes; building facilities; catchment areas; delinquency and dropping out of school; timetable; communication between education sectors; exchange of visits; benchmarks; types of schools; joint functions; educational psychology and counselling; research work; new textbooks; teaching approaches and pedagogy; level of expenditure on education; decentralisig of the system and in-service training. This wealth of opinion shows the extent of secondary teachers' concern for the problem and they should be given the appropriate attention by educational authorities.

A comment which takes a more self-critical approach is the following:

-The students generally adjust very easily (new building, new friends, professors, new way of evaluation etc.) and so this very soon does not constitute a problem for them. The important problems, I believe, are the sudden upgrading of the curriculum, the unsuitable for their age school textbooks, the very outdated methods of teaching and the nonexistent, especially for professors, pedagogical training. It is not so much the separate training of teachers and professors, but the fact that the professors do not have training that would help them substantially in class. In addition, they have no training at all in terms of confronting behaviour problems in a class and as a result, their relation with the students reaches a continuous confrontation. Another serious problem is the impersonal way of operation of the Gymnasiums and this is not so much due to the fact that a different professor teaches each lesson, but to the wider system of operation of the Gymnasiums. A serious problem constitutes the big number of lessons (16!!!) which entails a

workload at home. If we add the hours of private tuition, the children finally have a schedule that would make even an adult revolt. To be housed in the same space it would create big problems the difference of age of the children (from 6 – 15 yrs). It is an age with different needs and problems.

The comments of six subject teachers are taking a critical view of the role of parents:

-Effort for training generally in parents schools. Most of the times the anguish and the failure of an even integration of pupils in Gymnasium has its roots in the wrong view that the parents have about school, too. (How do I study? What kind of help do I grant to my child, awareness of the possibilities of the child, wrong comparative criteria of evaluation of the child, etc.)

Four teachers however are quite disappointed with the situation:

-For many years we hear a lot about bridging of the gap Primary/Gymnasium. Nothing I saw for the promotion of the nine-year education, in none of the schools I have served except for the visit of pupils of Primary to the Gymnasium for some hours.

Finally, four more teachers are rather happy with the adjustment of first year pupils despite the difficulties that they confront at the beginning:

-The adjustment I believe that it is done quickly and evenly. The first term of A' class is the most demanding both from the part of the educator and from the part of the student. Afterwards the students adjust and integrate into the scholar whole.

Summing up the comments given to the last open question, we conclude that while about half of the teachers involved blame most of the problems of school transfer on the existing system of primary education, only one seems to be taking responsibility on behalf of secondary educators in terms of pedagogical training. However, studying the aggregate of the comments, even those which take a very critical view of primary education, we could allege that they constitute a very good basis for discussion, since they encompass most of the issues raised in transition.

D. An overall summary of the project findings:

Summing up the results, we can see that an equal number of boys and girls have taken part in the study and their mean number of siblings is two, while the majority of them are first in position in the family. More than half of them have siblings at public or private schools. Almost all of them have been to nursery and have had pre-primary education for one year. From self report measures we see that there is a significant difference between the self-evaluation of pupils and the evaluation of their teachers, with pupils overestimating their attainments.

While the vast majority of them have chosen public education, about 5% have raised an objection with their designated public school and another 9% have opted for private education. The predominant reasons for choosing public education are social and organisational, while for those opting for private education is academic. For half of the pupils, the knowledge they have had about their prospective school has been acquired mainly through visiting secondary schools and attending lessons for a day. Otherwise, the rest of the rather insufficient information they have is mostly hearsay.

Considering their positive feelings, extracurricular activity, creative subjects, emotional and social interests are of prime importance to children, while academic subjects follow. As regards negative feelings, though their main concern is their social integration, social, emotional and intellectual worries are intertwined, while organisational themes are last on the list. These negative feelings are accentuated in the answers given by children in the category of open questions when they are completing their views about school transfer. However, children who have had even a brief encounter with their prospective school they have a more positive viewpoint as to what secondary education is all about.

Regarding the positive feelings of pupils when they go to gymnasium, their concern for social integration continues to be predominant, while creative subjects take precedence over academic ones. However, a significant reordering of the ranking of variables occurs, but, overall, satisfaction is increased. The attitude of boys and girls towards academic subjects does not differ significantly but girls are more interested in social and creative subjects. Nonetheless, boys are more interested in sports more than girls.

As regards the negative feelings of secondary school pupils, as opposed to those of primary school pupils, intellectual worries take precedence over emotional, social and organisational ones, but in the process, they seem to intermingle. At the same time, the degree of worry has increased for most variables. However, an overall comparison between the degree of satisfaction and worry shows that children draw more satisfaction than worry from their transfer to secondary school.

Regarding children's self-concept, the conclusion is that while transition from primary to secondary school is having a detrimental effect on pupils' self-esteem it does not seem to have any influence on their popularity – isolation.

Although gymnasiums do not seem to have integrated induction programmes, quite a few of the functions that are taking place at schools could well fall within this area of activity. Nonetheless, the findings show that more attention should be paid to the group forming of pupils so that more pedagogical criteria are taken into consideration. At the same time, children should be given the opportunity to have a say in who they want to be with in class.

While the pupils' first term mathematics grade is significantly lower than that of the mathematics test, which was taken by them within the first round of survey in June, when they were asked to write down the grade they received for their first term, a significant number of them gave a higher grade than the grade given by their teachers. Comparing the school transfers they had experienced up to the point of going to the gymnasium, children consider that their transfer from primary to secondary education was the most difficult. The findings show that there might be a relation between the attainments of a child and the level of education at which s/he finds the transfer most difficult.

Finally, regarding answers given to the open question whether they had anything else to add, while 40% of the children express quite satisfied with their attendance at secondary school, about 11% state that they have serious problems with secondary education.

Summing up the findings in the survey for parents, we may conclude that though the majority of them, about 65%, found the situation regarding their children's transfer as they expected, about 30% thought that it was better. Almost 90% of them believe that their children adjusted to their new level of education within the first three months and only about

10% needed more time or they had not adjusted up to the time of completing the questionnaire.

The vast majority of parents believe that their children's overall reaction to gymnasium was positive, though they found that for about 54% of them the initial reaction was anxiety. Overall, the overwhelming majority of parents themselves have a positive attitude towards their children's school. However, for activities that demand their physical presence at school or the providing of information or some kind of resources in time or money, they are not so willing to cooperate with school. The people parents come into contact most with at school are mainly subject teachers (85%). The major purpose of this contact is the discussion of their children's progress at school.

However, parents have extremely high expectations of secondary school in the area of academic, personal and social development. As regards the feelings of their children, they seem to be misjudging both the positive and negative ones, as the values they give for statements that satisfy and worry their children at secondary school are lower. Nonetheless, the ranking of these statements remains within the range of their children's priorities.

Finally, the majority of parents who have answered the open question believe that their children adjusted quite easily to their new schooling environment. However, they have interesting suggestions to make regarding the responsibility of the two sectors of education in getting the top year pupils ready for their next stage of education.

Summing up the situation regarding primary school teachers, we might say that in terms of the measures that have been introduced by the Ministry of Education in order to promote the goal of nine-year compulsory education, save for the visits to secondary schools by top year primary school children, very little seems to have been done or is being done. Primary school teachers put most of the blame for the existing gap between the two sectors of education on the different teaching approaches and the lack of coordination between the officers of the two levels of education.

The respondents are very willing to take part in induction programmes for first year pupils and believe that the most important measures for promoting the unification of the two levels of education would be the closer contact between the Ministry of Education officers, a united Curriculum Development Service and a united initial and in-service training for the teachers of primary and secondary education. A comparison between the actual feelings of pupils and those perceived by the respondents, reveals that primary school teachers fail to

appreciate correctly both the degree of satisfaction and worry of their pupils, by underestimating their satisfaction or by mostly overestimating their worries.

The clear message that generates from the above commentary is that the secondary teachers, the Ministry of Education officers and the system in general are held responsible for the problem in question. More particularly, the respondents suggest that subject teachers should undergo more pedagogical training, they should pay more attention to study skills, they should be more responsive to cooperating with their primary counterparts in terms of discussing curriculum, exchanging visits, organising functions and making policy in terms of teaching approaches and discipline. Bypassing the complaint of primary school teachers that secondary subject teachers and officers are looking down on them, I interpret the above ideas as a genuine plea for collaboration, which their counterparts should utilise to the utmost degree.

Summing up the situation with secondary school teachers, we might point out that like in the case for primary school teachers, the situation regarding the promotion of the Ministry of Education measures is disappointing. As regards the question who is to blame for the existing gap between the two levels of education, the views of primary and secondary teachers seem to converge again. Subject teachers hold primarily curriculum and the different teaching approaches as responsible for the existing gap between primary and secondary education, while primary school teachers put most of the blame on the different teaching approaches and the lack of coordination between the officers of the two levels of education.

They are very willing to participate in Induction Programmes and believe that the most effective measure for coping with the problem would be the closer contact between the MOED officers of the two education sectors.

A comparison between the actual positive feelings of pupils and those perceived by their teachers indicates the following. Like in the case of primary school educators, secondary school teachers fail to appreciate the degree of satisfaction that their pupils draw from secondary school activities and situations, which, as we have already seen, overall, even surpasses the expectations shown by them (the pupils) at primary.

Regarding the negative feelings, like in the case of primary school teachers, we might suggest that, secondary school teachers are on the whole overestimating their pupils' worries and there is an extensive reordering of the statements in the lists. However, the ranking of

these statements remains, more or less, within the same area of priorities and both lists are topped by academic worries. This discovery might imply that perhaps secondary school teachers are closer to the feelings of first year pupils comparing to what primary school teachers are to top year primary school children. This can be explained in terms of the fact that secondary school teachers are judging the ongoing feelings of pupils, while primary school teachers were judging the future expectations of their pupils.

Summing up the comments given to the last open question, we conclude that while about half of the teachers involved blame most of the problems of school transfer on the existing system of primary education, only one seems to be taking responsibility on behalf of secondary educators in terms of pedagogical training. However, studying the aggregate of the comments, even those which take a very critical view of primary education, we could allege that they constitute a very good basis for discussion, since they encompass most of the issues raised in transition.

F. Discussion on the findings of the project

For half of the pupils, the knowledge they have had about their perspective school has been acquired mainly through visiting secondary schools and attending lessons for a day. Otherwise, the rather insufficient information they have is mostly hearsay. This hearsay information may be attributed partly to the imagination of the children themselves out of fear for the unknown and partly to myths cultivated by primary school teachers, parents and the social milieu of the pupil. This is probably the reason why top-year primary school children, at best, have mixed feelings and, at worse, are possessed by anxiety.

This interpretation might explain the finding that children's interests are mainly centred at their social integration into the new educational setting, both before and after going to gymnasium. However, when children go to gymnasium, they start facing the situation in a more balanced way and as a result, their intellectual concerns take precedence over the social ones.

These intellectual concerns refer to examinations, tests, more demanding homework and the new evaluation system, which, together, have a detrimental effect on pupils' self-esteem. Nonetheless, these new demands do not seem to have any influence on the popularity and isolation of children, since these factors fall within the social concerns of children, which most of the pupils manage to face up to within the first term. This is made possible through some measures, which, though they could not be accorded the status of an official comprehensive induction programme, they may contribute significantly towards easing the process of transition.

In connection, according to the qualitative data, even half a day's visit to a gymnasium has a positive effect on the children's expectations regarding their transfer to secondary education. Therefore, if one isolated induction measure can have such positive effects - I am proposing, with my study, that an Induction Programme with a holistic and systemic approach, will have, if rigorously applied, significant impact.

An important component of an induction programme is that of the grouping of pupils into forms, with a view to achieving classes of a balanced level in terms of mixed ability teaching. A guiding line should be that productive friendships should be maintained, as opposed to disruptive ones which should be broken.

The reason why children consider the transitional period between primary and secondary school as the most difficult transfer may be attributed to the fact that this is the most recent in their mind. Another reason, may be the fact that the intellectual concerns generating from the new curriculum are increased. This is supported by the finding that the mathematics grades of the children for the first term at gymnasium, are lower than those for the test in June 2002, at primary.

The aforementioned, allude to my contention that school transfer is not an event but a process, which covers not only the transitional period between primary and secondary education, but also the transition from year-to-year, during the whole schooling career of a child. Hence, the proposal for a whole school approach integrated Induction Programme that will assist the children across their year-to-year transition not only in easing the emotional concerns, but in confronting the curriculum hiatus.

The finding that, both the degree of satisfaction and worry of the pupils is increased, when they go to gymnasium, might suggest that first hand experience gives children a clearer picture as to what really secondary school is all about, away from hearsay information and myths. The fact that the satisfaction drawn from secondary education by children exceeds their worries, might support the argument that secondary education could serve as a stimulant if changes are not sudden.

The research evidences that about one third of the parents assess the situation regarding school transfer better than they had expected, supports the argument that a significant amount of the opinion involved in the issue might be the product of hearsay and myths. This opinion is generated, among others, within the family and is purposed for other than educational reasons explained in the findings.

At the same time, the belief of parents that about 90% of their children adjusted to secondary education within the first term, strengthens the data in the literature that only about 10% of the children have protracted problems. These problems, however, refer not only to demands imposed on first year pupils by the new level of education, but to learning difficulties, special educational needs, behavioural and other socioeconomic problems.

The data in the literature, regarding the mixed feelings of pupils at the transfer stage, are confirmed by research evidence in my project, which, according to parents, show that children reacted with mixed feelings towards their new school. However, as we have already

pointed out, the positive feelings prevail over the negative ones, while pupils harness productive mechanisms in order to combat their anxiety.

Though the mental positive attitude of parents towards the secondary school of their children, which is registered in my research, is welcome, their presence at school could be more visible in terms of cooperating with teachers in the area of discipline and in the area of extra curricular activities that promote the personal and social development of pupils. Welcome is also the finding of my research that the overwhelming majority of parents have a satisfactory contact with subject teachers, in terms of discussing the progress of their children with them. However, according to the data collected in my research again, the need for the expansion of the interaction of the parents with the school, with a view to making policy regarding the promotion of more effective learning approaches, is *sine qua non* in our modern age.

Notwithstanding the above, excessive presence of parents at school, which takes the form of either overprotection of their children or interference with the running of school, is better to be discouraged by school authorities, as this, on the one hand does not help children mature and, on the other hand, allows parents to meddle in issues which are outside their competence. After all, the primary school model of parent/teacher relationship should, at secondary school, give its place to a model which gradually cultivates the role of an independent responsible adult.

The idealistic expectations of parents of their children's secondary school in the area of academic personal and social development, which are shown in my research, exceed by far their availability to dispose resources which involve time and money. As regards time, a positive interpretation might be that they do not want to be a 'nuisance' to teachers if there is no problem with their child; another might be that parents trust teachers in what they do and do not want to interfere in their domain. Whatever the explanation, the idealistic expectations of parents could serve as a challenge for initiating a dialogue with them, which would aim at finding the ways and means for implementing these legitimate expectations.

The misjudging of the feelings of children by their parents, shown in my research data, though to a certain extent justified because of the age difference between parents and children, might also be intensified by the restricted interaction today's parents have with their children. According to my research findings, about 30% of the mothers involved in the survey work. At the same time, as it is well known, male parents work longer hours in order

to cope with the increased financial demands of the modern Cypriot society. On top of this, some contemporary parents devote excessive time for their personal and social advancement, which might lead to the detriment of the family ties.

Turning our attention to the perceptions of teachers, according to the research evidence, very little has been done in the way of promoting the measures of the MOED for the implementation of the 9-year compulsory education goal. The situation does not differ significantly between the two sectors of education and given the readiness of the teachers of both levels to get involved in induction programmes, the answer to the problem might be sought in the quality of people who are involved in the educational system of Cyprus. By this I suggest that new institutions should be introduced in the area of recruiting, assessing and promoting the academic staff both at schools and at the Ministry of Education itself. This in an effort to offer the best to the education of our children.

According to the evidence of my research, while primary teachers hold the different teaching approaches as the prime responsible factor for the existing gap between the two education levels, subject teachers blame the different curriculum. These views allude to the deep seated conviction of class teachers that subject teachers are not pedagogically prepared to receive the first year students and to those of subject teachers who believe that class teachers are not specialised enough to prepare top year pupils for the gymnasium. These misconceptions might be a prompt for the reviewing the present initial and in-service teacher training system, with a view to introducing a unified system for the teachers of both sectors.

This idea is in line with the findings of my research, according to which the teachers of both sectors are in favour of such a measure. Other measures, which, according to the research findings, will promote the implementation of the goal of the nine-year compulsory education, and are suggested by the teachers of both sectors, are the following:

- Closer contact between the officers of the MOED and
- a unified Curriculum Service.

Regarding the suggestion for a closer contact between the officers of the MOED, I am of the opinion that the teachers could not be more justified, since school transfer is not the only issue for which the officers of the two sectors of the MOED could do with more coordination. Apart from practical results, such a move would have a symbolic meaning as well, since it would serve as a model for the head teachers and the teaching staff of primary and secondary education.

However, according to the research findings, subject teachers in particular, maintain that a very important measure for the promotion of the nine-year compulsory education, would be the introduction of more specialist (subject) teachers in primaries. A measure which does not find class teachers in agreement, since this would mean fewer posts for primary teachers and more subject teachers in primary schools. Therefore, perhaps a satisfactory compromise would be the undertaking of the teaching of the top-year primary school children, and perhaps those of the year before, by multifaceted primary school teachers, who would be willing to undergo specialist training. In this way, the demand for specialist teaching at primary schools by teachers who are trained in pedagogy would be met.

The overall lower degree of acceptance of the measures for the promotion of the nine-year compulsory education by subject teachers, might be attributed to the fact that the majority of these measures are indirectly enhancing the demand of POED[2] for equal treatment with the subject teachers by the MOED. A demand which is not wholeheartedly welcome by OELMEK[3]. Nonetheless, the eagerness of the teachers of both sectors to engage in measures which promote the implementation of the nine-year compulsory education, might serve as a channel for bringing the two trade unions closer, with a view to working out a comprehensive induction programme, for the benefit of both sides and the wider benefit of education. The outline f the induction programme (Appendix A), which I am proposing, might be offered as the basis for such an enterprise.

Both class and subject teachers misjudge the feelings of their pupils by underestimating the satisfaction drawn by children from secondary school and by overestimating their worries. However, subject teachers seem to be closer to the feelings of the pupils in terms of ranking as opposed to primary school teachers who rank academic concerns first instead of social ones. From this data it might be inferred that subject teachers are closer to the feelings of pupils. This may be because for top-year primary children, the gymnasium is their prospective/present school, whereas the primary, is the institution of yesterday/past. Nevertheless, the overall misjudgment of the feelings of pupils by primary

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[2] Pancyprian Organisation of the Greek Primary Teachers
[3] Organisation of the Greek Teachers in Secondary Education in Cyprus

and secondary school teachers might be interpreted as a plea for further initial and in-service training on the subject of school transfer and transition.

Finally, the situation whereby, according to the qualitative data, the teachers of the two sectors hold each other, the MOED and the educational system responsible for the discrepancies in the transfer process, could contribute towards a serious discussion for the bridging of the gap between the two sectors of education.

CHAPTER 5

Conclusions and recommendations

In this chapter, the main conclusions and recommendations of the project will be reported.

Conclusions

In order to measure whether the objectives of the survey have been met, we have to examine the aims of the project, as set out in the first chapter. Let me remind the reader then, that the aim of my project and other activities at a personal and professional level has been to contribute towards issues for children, coping with problems relating to school transfer from one sector to another, with a view to achieving continuity among the several levels of education (Youngman, op.cit.). Let me also remind the reader that my research has focused on the process of transfer from primary to secondary education.

The hypothesis of my project is that there is a relationship between the difficulties in adjusting to a new educational setting and the demands imposed on children by the changes involved in the process of transfer from primary to secondary school. The difficulties could be expressed in terms of the way children react to school transfer in the intellectual, social, emotional, organisational and environmental settings of the new pupil. The changes involve the size and the more complex organisation of the new school, new forms of discipline and authority, the possibility of loosing one's friends, making new acquaintances, more than one teacher, becoming the youngest instead of being the oldest, different teaching methods, the prospect of being bullied and homework that is more demanding.

According to the findings, as outlined below, most of the changes involved in the process of transfer from primary to secondary school, do have an impact on the difficulties children confront during the transitional period from the one level of education to the other.

The research questions set, as laid out in chapter one, have addressed the following issues, which are indicated below in italics. The answers in brief, according to the findings of the survey, and the other methods of collecting the data, follow each question:

What is the effect of pre-primary education, of the age of entering primary school and of the age of transfer from primary to secondary education on primary pupils?

Pre-primary education, the age of entering primary school and the age of transfer to secondary education do not seem to have a significant impact on the experience of children, regarding their positive and negative expectations of secondary education.

To what extent does the culture and ethos of each school sector influence the adjustment of students to the new environment?

They are decisive factors, in shaping the attitude of children towards their prospective school.

To what extent could curriculum continuity contribute towards bridging the gap between primary and secondary education?

Despite the fact that children seem to feel that the social aspects of transfer are more important than curriculum, educators consider it as a major contributor.

What are the attitudes, the positive /negative feelings and the expectations of the top year primary school pupils towards their new school?

Overall, they are positively disposed towards their new school and their prime goal is their social integration into the new system.

To what reasons do primary and secondary teachers attribute the problems that arise during the transfer process and what difficulties do they face?

They consider as more important the different teaching approaches; the curriculum hiatus, and the lack of collaboration between the officers of the MOED.

Should the evaluation system of pupils be reviewed?

The significant difference between self-evaluation and the evaluation of teachers, and also the decline of the attainments in mathematics when pupils enter secondary education, point to the need for further investigation into the whole evaluation system of pupils at both levels.

How should a secondary school be organised in order to receive the new students?

Through a whole school approach, in which school transfer should be viewed as a continuous process and not as an instant event. The development of an Induction Programme (see Appendix A) is *a sine qua non* condition.

What is the most effective system of grouping the new students into forms and how does the size of class influence the attainments of student?

Though the issues require further investigation, since it has not been addressed sufficiently, talking from personal experience, whatever the method chosen, in order to be productive it must be backed by other measures too.

What is the most effective way of getting information about the new students with a view to providing a pastoral care system that will cope effectively with any adjustment, learning difficulty, behaviour or other problems?

Through the services of the pastoral care, the health visitor and the counselling/careers guidance officer of the secondary school in cooperation with its feeder primary school, the parents and other external services such as the educational psychologist, welfare officer and the social worker.

How could parents be involved in the whole transfer process?

By encouraging in their children, a more positive attitude towards schooling.

What role will the several institutions of the Ministry of Education and the Parents, Teachers and Students Associations play in the issue?

As regards the MOED, the answers of teachers point to the need for a closer contact between the officers of its several Institutions. The decision of the new Minister of Education, Mr P. Georghiadhis, for promoting an educational reform, which would incorporate the whole schooling system from nursery to university, is a step in the right direction (Κυριακίδου Χρ. 2003α).

The role of Parents Associations (PA) and Teacher Associations has not been studied separately, owing to lack of time. However, I feel that the findings emanating from the

individual parents and teachers in the research sample should not differ significantly to those of the organised parents and teachers.

What kind of pre and in-service training will be needed for coping with the new demands?

A joint pre and in-service training for the teachers of both levels that would aim at bringing them closer, with a view to understanding the role of each other better and applying less divergent teaching approaches.

The main conclusion:

The main conclusion is that the gap existing between primary and secondary education may be addressed by a comprehensive Induction Programme, which will consider school transfer not as an instant event but as a process; covering the year to year curriculum transition and addressing the social, emotional, environmental and organisational concerns of children. The core characteristics of the proposed Induction Programme, which should engage all the main actors in the educational process in a systemic approach, are included in Appendix A of my project.

This project will have a far reaching effect and impact on the education system of Cyprus, as it will address the issue of discontinuity identified as a deficit by the UNESCO report.

Recommendations

The intended audience for these recommendations is first and foremost the MOED which is the decision maker regarding educational issues in Cyprus. However, other organised groups, such as the Teachers Unions, the Parents Associations, the Parliamentary Education Committee, and the Students Representatives, constitute a major contributor to educational policy making, and therefore the recommendations should be addressed to them as well.

1. The present evaluation system of pupils should be reviewed with a view to introducing an ongoing diagnostic approach that will lead towards revealing the strengths and weaknesses of each pupil. Each pupil should be given the opportunity to progress according to his or her potential and no one should be required to repeat a class. This approach would be in line with the philosophy of mixed-ability teaching which is in place in public education today.

2. The view that private schools do more serious work in the way of promoting the academic aspect of schooling and that they are more disciplined, should constitute the topic for a serious debate among the school constituents. This, because during the last years, delinquency has taken alarming proportions, the percentage of pupils dropping out of lower secondary education has risen to 14% (Κυριακίδου 2004) and school failure continues to be a worrying issue.
3. All top year pupils of primary school and their parents should be offered the opportunity to get into contact with the receiving secondary school.
4. The schools of each level should develop an Induction Programme, which would involve all the school constituents with a view to dealing not only with the transfer from one level of education to another, but also with the transition from one year to another within the same school.
5. The form grouping criteria should reflect the philosophy of mixed ability teaching which represents the policy of the state regarding public education. This policy, in no case, should be interpreted as teaching adapted to the needs of the child with average attainments, but as a venue for addressing the demands of children with special needs, with learning difficulties and with behaviour problems. The interests of children of ethnic makeup, of groups and classes should also be taken into consideration when delivering the curricula. In other words, the policy of mixed ability teaching should be interpreted as one of equal opportunity for all children.
6. Curriculum continuity should not be judged as only a hiatus between primary and secondary education, but in terms of continuity between the transitions from one to another year in each school.
7. Despite the fact that the attitude of parents towards their children's schooling is mostly positive, their role as participants in policymaking and decision taking should be redefined with a view to outlining the boundaries between cooperation and partnership.
8. The conclusion that at both levels of education very little, if anything, is done in the way of promoting the goal of nine-year compulsory education should perhaps be considered by the Ministry of Education as an opportunity for reflecting upon its practice of top-down approach in pursuing the implementation of innovations.

9. Talking of the Ministry of Education, the conclusion by both class and subject teachers that a closer contact between the officers of the two sectors would be a major contribution towards promoting the goal of nine-year compulsory education, could serve as a challenge for taking action.
10. The willingness of the teachers of both sectors to participate in Induction Programmmes could be utilised by the SMTs of schools in order to develop a whole school approach to the issue of school transfer, which would involve all the school constituents.
11. The conclusion that both class and subject teachers are in favour of a unified Curriculum Development Service and a unified initial and in-service training should encourage the Ministry of Education to proceed further, after the promising unification of the two units of curriculum development.
12. The mean age of primary and secondary school teachers for top year primary and for first year secondary, (about 40), might constitute an issue for reflection on the overall system of the procedures for teacher recruiting.
13. Finally, the issue of school transfer should not be considered as an instant event but as a continuous process.

With the above, I propose that as schooling stakeholders we should not restrict our attention regarding school transfer only to the top year of primary school and to the first year of secondary school. What is more, we should not address the issue of school transfer before children are about to finish primary school or consider the problem solved after the first term at secondary school when most of the pupils will have settled down.

The several measures that have been introduced into the local educational system during the last thirty-five years (Περσιάνης & Κουτσελίνη (1991), perhaps not in a systematic way, may have faced up and dealt successfully with social, emotional and organisational concerns, to a certain extent. However, it is my humble opinion that the same cannot be claimed for curriculum continuity, despite the conscientious attempts by educational constituents.

In maintaining the above, I suggest that equal attention should be given to curriculum continuity both between and within schools so that the entire schooling career of a child, from nursery to university, makes up a continuing process not only between each level of education but between the years of each sector.

This continuing process should aim at transforming public education in such a way so that, as Harvey L. and Knight P.T. (1996) suggest, it offers to children academic knowledge; mastery of some generic skills that will allow them to function in new environments with a degree of independence, and ability to become critical, life long learners (p.122).

Alongside, I would like to add a fourth objective, which is in line with Persianis' (op.cit.) view that today's Cypriot schools should cultivate the creation of free, responsible, autonomous, integrated and active citizens (p.56).

Main recommendation

This report recommends that the issue of school transfer and transition be signaled, as of concern, not only for teachers, pupils and their families, but for the rest of the schooling constituents as well.

Therefore, the recommendation is that the above parties will be informed by the findings of this longitudinal survey, and take steps to implement, on a national level, the Induction Pack, which serves as a model of good practice. The Induction Pack guidelines will facilitate the transfer from primary to gymnasium, making it smoother. It will also address the hiatus in curriculum continuity.

The Minister of Education is awaiting the findings of my project, with a view to having the Induction Programme (Appendix A) implemented. This model of good practice meets one of the needs of educational reform, as proposed by the Ministry itself.

The findings will also be published into separate books for children, parents and teachers (i.e into the appropriate format)

Reflexivity:

As the reader will have realised, the project has confirmed to a great extent, my hypothesis. That is, that there is a relationship between the difficulties children find in adjusting to a new educational environment and **the demands imposed on them by the changes involved in the process** of transfer from one sector of education to another in regard to primary and secondary education. However, the results have made me reflect on the need for equal attention to be given to social adjustment and curriculum continuity.

The findings that the age of entry into primary education, the pre-primary education, and the existence of siblings at secondary school, do not seem to have a significant impact on the feelings of first year students have surprised me to the extent of questioning my instruments in the questionnaire, or my data analysis. Therefore, the topic demands more investigation and studying.

As regards the nature of the work-based research, this has pushed me to the limits of my cognitive and transferable skills, it has offered me the challenge to improve my knowledge in research methods and educational management, and it has developed in me the approach of life-long-learning. Being on my own, I was forced to solve problems, by finding alternative solutions, by taking short cuts, and by making decisions.

The contribution of the project outcome:

Considering the scale of the research and the high response, the project has already had an impact on schooling, not only for Cyprus, but for Europe as well. The Minister of Education and Culture in Cyprus has already asked me to discuss the findings with him, while the coordinator of the European Programme LIPSS[4], Mr H. Loidl has termed the work as excellent. At the same time, many head teachers have shown a great interest in the findings.

Another impact from the project will be the revival of the discussion around the school transfer issue, since the drive, which had been introduced into it by the UNESCO report seems to have lulled. What is more, its findings will give the Ministry of Education and the wider educational community, the tools for taking practical measures towards addressing the problems of transition. Pupils, teachers and parents will be benefited from the publication of the research findings, through the books, which will be published for each group.

The Induction Programme

The Induction Programme for the transitional period from primary to secondary school, which I propose as a model of good practice, (Appendix A), is by no means an exhaustive proposal for addressing the issues of school transfer and transition. However, I believe that it could serve as a framework and as a basis for a thorough debate, which would

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[4]. Curriculum Continuity Links Between Primary and Secondary Education in European Schools

lead to an integrated plan for the transformation of Cypriot public schooling system, bringing about an extensive change of nationwide scale and depth.

This Induction Programme addresses the most serious current educational problems: Those of literacy and numeracy, school failure, delinquency, truancy, and dropping out of school. It also addresses the rising challenges, which are related to the fact that Cyprus is becoming a multicultural society and it has to face up to this issue, not only in terms of helping children with language, but also in terms of creating the conditions for their wider educational and social integration into the community.

The application of this Induction Programme at the school I have been managing for three years, has addressed the above issues to a very promising degree. This, perhaps, is one of the reasons why the Ministry of Education has introduced into this school the pilot programme Action Educational Zones (AEZ). The primary aim of this pilot programme is the combating of school failure through positive discrimination and effective teaching.

As regards dissemination of the findings, I am planning to have a copy distributed to every school in return for the data they let me collect as well as giving some seminars to disseminate my findings where I could make a copy available to schools that are represented in my research.

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ABBREVIATIONS AND GLOSSARY

AEZ = Action Educational Zones

DES = Department of Education and Science

DPS = Level 4 and 5 modules specific to the MProf/DProf Programme of Middlesex University

Educational Peripheries = Cathcment areas, Designated Public Schools

EU = European Union

Gymnasium = Lower Secondary School

HMSO = Her Majesty's Service Office

IIEP = International Institute for Educational Planning

ILEA = Institute of Local Education Authority

LEA = Local Education Authorities

LIPSS = Curriculum Continuity Links between Primary and Secondary Education

MOED = Cyprus Ministry of Education and Culture

NCWBLP = National Centre for Work Based Learning Partnerships

NFER = National Foundation for Educational Research

OELMEK = Secondary Teachers' Union

PA = Parents' Association

PI = Pedagogical Institute of Cyprus

POED = Primary Teachers Union

Private education: Schools for which parents have to pay fees

PSE = Personal and Social Education

SEN = Special Educational Needs

SMT = Senior Management Team

UK = United Kingdom

USA = United States of America

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Appendix A

The Induction Programme
for the transitional period
from primary to secondary school:
a model of good practice

The Induction Programme that follows, has been developed in my capacity as a liaison deputy head teacher, between the school years 1998-99 and 2000-01. It has originated from a longitudinal survey into the subject of school transfer, which I conducted at a suburban gymnasium at which I was serving as deputy head teacher. It has evolved from a simple visit to a major feeder primary school to a full programme of parents' evenings with all the designated feeder primary schools. The overall effort has been to develop an induction programme, which will encompass activities such as the following:

A yearly schedule through which the top-year pupils of the designated feeder primary schools would come into contact with their prospective secondary school. These visits could take the form of several activities so that the pupils of each primary feeder school could have at least a different secondary school experience. Here is a list of such activities: welcome by head teacher, the liaison deputy head teacher and students' representatives; joining of secondary school classes; tour of school; joint social functions and joint academic projects. Exchange of visits between primary and secondary staffs with a view to socialising, understanding each other's role, teaching and linking curriculum. Meeting of liaison deputy head teacher with feeder primary school coordinators, liaison deputy head's participation in primary staffroom meetings and presentation of the findings of my longitudinal research to primary and secondary school teachers. First year parents' meetings with form/year tutors, head teacher's talk to parents and first-year students, regarding school regulations (Worsley, 1986).

During the school year 1999-2000, I had introduced a new element in the Induction Programme. In my capacity as a liaison deputy head teacher, I attended parents' evenings of top-year primary pupils in early June, at clusters of feeder primary schools. At these meetings, I invited the secondary school head teacher to accompany me, while the primary

school head teacher and class teachers made their own contribution to the function. Within the framework of this event a handbook was distributed to the parents.

Apart from national legislation and census information, the above handbook contained in a clear manner the school policy in areas such as pupil procedures, medical care, support system, pupil/parent responsibilities, discipline, homework, uniform, and evaluation. It is envisaged that measures like this, will contribute towards making parents and students own responsibility for school procedures. What is more important, first-year students will not be copying their standards from bad practices, which have been developed either by older students or by administrative mismanagement.

At the same time, an attractive student's homework diary had been prepared for that academic year, which was intended to be a means of communication with parents. However, some students used it for keeping record of their daily experience regarding school transfer.

On the whole, while trying to implement this Induction Programme I had endevoured to encompass all the constituents involved in the transfer process. Thus, apart from students, I had engaged the Senior Management Teams of primary and secondary schools, class and subject teachers, the Counselling & Careers Guidance Service, the Educational Psychology Service, the Health Visitor, Students' and Parents' Associations and School Governors.

More specifically, in my capacity as a liaison deputy head teacher with the feeder primary schools of the secondary institutions I had worked for the three years before, my efforts for linking primary to secondary education had gone through several phases in which various school constituents had been involved. At the same time, these phases had been manifested in certain activities, which though not in a coherent successive manner, could form the basis for the development of a comprehensive Induction Programme. The manifestations of the above efforts could be grouped into the following headings:

Interaction between primary and secondary school teaching staffs

1. Socialising of liaison deputy head teacher with primary school teachers.
2. Meetings of the liaison deputy head teacher with the head teachers and the teachers of top-year primary pupils.
3. Exchange of views on curriculum between primary and secondary school teachers.
4. Taking part of liaison deputy head teacher in primary school staffroom meetings.
5. Equipping of primary schools with secondary school text-books.

Getting parents involved

1.First year parents' evening and talk by the liaison deputy head teacher and the head teacher.

2. Cooperating with Parents Association for the publication of the school handbook,

3. Cooperating with Parents Association for the publication of the homework diary.

4. Funding of the above publication by Parents Association.

5. Entertainment of parents of top-year primary school children by Secondary School Parents Association.

Bringing top-year primary school children in contact with secondary school

1. Visits of top-year primary school pupils to secondary school.

2. Essay writing by top-year primary pupils.

3. Joint functions by primary and secondary school children.

4. Instructions to top-year primary pupils by liaison deputy head teacher, regarding registration procedures, form grouping and uniform.

5. Criteria for grouping students into forms.

6. Talk to the first-year students on their rights and responsibilities by the liaison deputy head and the head teacher.

Documentation

1. Preparing documents for informing top-year primary school children about registration procedures, form grouping and uniform.

2. Student's homework diary.

3. School handbook.

Dissemination of research findings

1. Presentation of the longitudinal survey findings to head teachers of feeder primary schools, to secondary school staffroom and at national and international conferences.

2. Publication of the above research findings in local and European educational journals.

Support programmes for first-year secondary school students

1. Passing information on from feeder primary schools to secondary school about top-year primary school pupils.
2. Making reports on new pupils through the counselling and careers office.
3. Making reports on new pupils through the School Health Service.
4. Literacy and numeracy programme for first-year secondary school students.
5. Drug addiction programme for first-year secondary school students.
6. Pastoral care.

One top priority in an Induction Programme of a school should be the development of a support system for children with learning difficulties.

The Basic Literacy and Numeracy Programme

A school programme that goes hand in hand with the school transfer Induction Programme of the first-year students is the Basic Literacy and Numeracy Programme. This programme is addressed to students with operational illiteracy and aims at helping students whose attainments at reading, writing and arithmetic are at the level of first or second year primary school pupils. It is estimated that about 11% of the whole student population in my country are affected by this problem. The programme is operating for the first and second year students of 38 schools in secondary education

At the beginning of the first term, all the first and second year low-achieving students of the designated Gymnasiums, undergo a specially prepared test in mathematics, language and comprehension. Their results are ranked on a 100% scale and those who are graded below 50% are considered as needing help. After that, the parents of the students involved are invited to a meeting at which the necessary information regarding the function of the programme is given. The parents who agree with allowing their children to take part in the programme have to sign a document. There had been two groups operating at my school, one for the first year and one for the second year. According to the regulations of the Ministry of Education, the maximum number of students in each group should be ten children. Therefore, the ten students with the lowest grades were picked out to form the groups.

The students of the above two groups are withdrawn from their Language lessons for six teaching periods per week and for three periods from their Mathematics. During these nine teaching periods they follow the special curriculum of the Basic Literacy and Numeracy Programme which is graded to the attainment level of the students taking part in the programme. Their evaluation is not based on their class achievements, but on the progress made in the Literacy and Numeracy Programme.

Having being in charge of the programme for almost two years, I had observed that at the early stages of its launching in the Cyprus Educational System there had been a stigma attached to it. So, it took a lot of persuasion to convince parents and students that it was to their benefit to follow the programme. It was particularly difficult to get parents of second-year students to join the programme. Another hurdle to the programme was the fact that the timetable arrangements were not always in accordance with the instructions of the Ministry of Education and as a result students were withdrawn not only from Language and Mathematics classes, but from other lessons as well.

Having the above in mind, we had managed to tackle the timetable problem to a 95% level. We also avoided using the term Basic Literacy and Numeracy for the programme and instead used the term auxiliary lessons, which was coined by the students themselves. As a result, the programme had become very popular with the first-years and although some students dropped out, we were never in a position to meet the demand. However, the number of students in the second-year group never reached the maximum of 10.

Evaluating the whole project, it looks that the most decisive factor in the success of the system is the commitment of the teachers involved in the programme. Therefore, special attention should be paid to choosing the right support teachers. Another hurdle that has to be overcome is that of constructing the timetable in such a way, so that the students involved are withdrawn only from the lessons for which they are receiving support. I am not quite sure that the suggestion by the Ministry of Education to put all the affected students in the same form would be a wise solution, having in mind that the official policy is that we are applying a mixed ability teaching approach.

Special Educational Needs

A programme that runs in parallel to the above is the Special Educational Needs Support System. It provides support to students with learning difficulties such as mental

retardation, dyslexia, emotional disturbance, hyperactivity and general learning difficulties. The provision is offered on an individual basis in Language for 3 periods and in Mathematics for one period per week. The teachers who were running the programme were quite talented and we had had very encouraging results in both the cognitive and the emotional area, for most of the six students involved in the project.

However, what seems to be a serious problem with the children that need support is the fact that, sometimes, by the time we get to know about their problem it is usually too late to get support staff from the Ministry of Education. This is due to lack of information, which, normally, should have been provided either by primary feeder schools or by the external services of the Counselling and Careers Education Department and the Service of Educational Psychology. This is why that year, after two years of experience, I had started work on getting information about top-year primary school children very early, collaborating with primary school class teachers and head teachers. After registration, the task of getting information about first year pupils can be carried on through the Pastoral Care System, and more particularly through the houses of Counselling and Careers Education Bureau and the Health Education Service. This effort should lead to a profile of the pupil in the following areas: attainments, abilities, schoolwork, development and circumstances (Sumner in Youngman op.cit.).

The Pastoral Care System:

It is important that the pastoral care system of each school should work towards getting further information about the first-year students. To this end, I asked that I should be Head of Year of most of the first year students at my school. This meant that I was in a position to come into a daily contact with them and monitor their cognitive, personal and social development. These interactions took the form of offering a lot of counselling to the students themselves and a lot of communication with their parents via telephone, mail or prearranged personal visits to school.

I soon realised that a number of students were in need of some kind of support and therefore, after informing the head teacher and the counsellor the case was referred to the educational psychologist and together we worked out a school-based programme to help them. The support offered was both cognitive and emotional, since, by and large, apart from learning difficulties, the children had behavioural problems that were mostly connected with

weak family ties. As a result, these children resorted to truancy. In one case, one boy never showed up at school after registration and another dropped out after the first term. I considered the situation very urgent, so a multidisciplinary committee, comprising the Senior Management Team, the counsellor, the educational psychologist, and a social worker, was summoned in order to deal with the situation. It was decided that, apart from the support already offered, a volunteer teacher who would be responsible for him/her on a daily basis, should adopt each child at risk. This meant checking on homework, attendance and offering general pastoral care. The results can be improved if form tutors get actively involved in the project, something that does not happen now.

The aforementioned actions constitute an innovation into the local educational system and the first fruits have already been borne, since we have managed to improve the cognitive attainments, the self-image and the behaviour of most of these students. More importantly, we have managed to contain truancy and dropping out of school. However, two boys, though they had made some progress, their behaviour was so problematic to class functions that their removal to another school had been suggested to the Ministry of Education.

Personal and Social Education (PSE)

Academic attainment is only one of the aims of any national educational system. Personal development is equally important and right at the outset of the coming of the new students to secondary school a provision should be made, so that a balanced education is offered to them.

Thus, as a subject teacher and especially throughout the time I had been a deputy head teacher for about eight years, I had had PSE at the centre of my work and had been involved in organising, promoting and planning PSE programmes. These programmes covered areas such as Health Education, Consumers' Rights, Drug addiction, Violence Prevention and Combating, Aesthetic Education and the European Dimension.

The above programmes are either incorporated in related subjects or are running in parallel to curriculum with appropriate timetable arrangements. Underpinning the whole effort is a well-organised, spiraled, comprehensive and sound programme, that will take the new students through their three-year presence at the secondary school without any lacunae or overlapping.

In other words, the aim of the PSE programme that I had been applying at my work settings was to give the opportunity to students to have a balanced education and develop both academically, socially and personally. Within the framework of PSE, students could take part in workshops, seminars and lectures or they could visit places of environmental, archaeological, historical, religious and artistic interest. They could also participate in European programmes and competitions and in sports functions. They could watch quality film, musical and theatrical productions.

Discipline:

Most people's idea of discipline is punishment. This is of course true to a certain extent, since punishing someone is one of the disciplinary measures that will be employed by those who are responsible for keeping law and order in any small or big community. However, I strongly believe that punishing a delinquent student should only be used as a last resort, after applying a series of preventive measures. These preventive measures must start before children come to secondary school and be consolidated during their presence there.

To start with, towards the end of the third term, class teachers should give top-year primary school pupils an outline of the basic secondary school rules. This should always be done in cooperation with the secondary school liaison deputy head teacher or with whoever is designated as a liaison person. The same information should be passed onto parents. However, the main responsibility for informing the new students and their parents regarding school regulations lies with the secondary school.

The fact that, owing to the centralised system, regulations in Cyprus are uniform all over the country, does not make things any easier, since, by and large, rules are not interpreted in the same way and what is worse are not applied uniformly. On the other hand, more often than not, school authorities do not communicate clearly to students and their parents what is expected of them as regards discipline. As a result, a general confusion prevails around school regulations, which leads at best to misgivings, misconceptions, misunderstandings and anarchy. At worst students and their parents feel that they have been done hard by.

In order to avoid this and before embarking on an escalation of sanctions as a means of disciplining a student, a counselling approach should be employed so that s/he is made to understand that there are more creative and productive methods for coping with

misbehaviour. Thus, a disciplining process should start with advising, admonishing and reprimanding, before moving onto extra work, loss of privilege, detention, being placed 'on report', isolation from other students or even exclusion. In any case, it must be stressed that this escalation of sanctions does not reflect a desire on the part of the school to over-react and become vindictive. Instead, it must be made clear both to children and their parents, that the school is striving to provide opportunities for young people to mature. At the same time, throughout disciplining procedures, students should be treated with unconditional regard, empathy, respect and acceptance.

How school constituents reacted to the innovation

Educators adopted a diverse approach to the Induction Programme, in that primary school teachers welcomed this move as an activity that boosted their claim for equalisation with secondary school teachers. By contrast, secondary school teachers, on the whole, confronted the event as an attempt to intrude into their autonomous territory (International Institute for Educational Planning 1997).

However, secondary school head teachers were, by and large, positive, either because they really believed in the innovation or because the effort would display their school as conforming to the demand of the Ministry of Education and Culture for promoting the goal of Nine-year Compulsory education.

Parents and children were only too happy to discover that, at long last, somebody had taken a personal interest in their efforts to come to terms with the problems that confronted them during a very crucial period in their school life. Children in particular had the opportunity to make a new start at a place that was not completely unknown to them, after their short visit to secondary school and their acquaintance with the liaison deputy head teacher. At the same time, school governors heralded the innovation as a move towards checking the 'drifting' of primary pupils to private education.

How the change impacted school constituents

On the whole, the main impact of the Induction Programme on school constituents has been that it has raised awareness, and as a result, each one of them started reflecting on the possibility of having a share of responsibility for the situation and seeking ways which

would contribute towards bridging what is known as the gap between the primary and secondary education.

Primary class teachers for instance, started considering that apart from "secondary subject teachers' lack of pedagogy", (see answers of primary school teachers to the open question please add anything else you want regarding school transfer p.117-118), they should perhaps start searching for their share of responsibility, by preparing their top-year pupils for the change. On the other hand, secondary subject teachers added to their criticism of primary education for "the general lack of preparation for the next level of education", started reflecting on the need for more pedagogy. At the same time, parents who participated in the enterprise became conscious of a furthering of the importance of their role in the education of their children in the area of creating positive attitudes towards schooling (Crosier 2000). Finally, children began getting used to the idea of tackling school transfer as one of the expected changes in life, like birth, childhood, adolescence, adulthood, marriage, family, mature age etc. which, ... as a rite of passage could be traumatic surely,.

Action taken and benefits of the Induction Programme

Primary and secondary Senior Management Teams have made school transfer one of their issues. More specifically, primary top-year class teachers started introducing orientation lessons into their teaching with a view to preparing their pupils for secondary school. Secondary schools made a better choice of subject teachers for the first year by allocating more teaching time to the same teacher in a form, and choosing teachers who had already worked at primary schools, while the pace of instruction was adjusted to the pace of the new students. (Ministry of Education and Culture 1998).

First year students' self-confidence was enhanced and as a result they could manage with the transitional period with less anxiety. Parents' contact with secondary school increased and as a result they started showing more confidence in teachers, were more willing to cooperate with school in the effort for keeping regulations, checking on homework and creating a positive climate for school. School governors introduced their own induction programme for new students.

An unexpected turn in my professional self

My promotion to the post of head teacher had been accompanied by an unanticipated appointment to a secondary school that could only be described as ideal for my situation in terms of contributing to my school transfer Induction Programme. This is the only institution in my country that incorporates pre-school, primary and lower secondary education. This is also one of the two multicultural schools in Cyprus. This situation has automatically affected my project in that I had decided to introduce more work-based qualitative work into my programme, and especially action research.

Appendix B

The Longitudinal Survey

Access:

Seeking signatories for my learning agreement (Appendices 1&2), though not without problems, it was finally arranged in the best possible way, since the Directors of Secondary and Primary Education in the Ministry of Education agreed to endorse it. They both went so far as telling me that the Ministry of Education was interested in my research very much, since Nine–Year Compulsory Education was one of its long pursued goals.

However, my concern for access had started well ahead of the final approval of my learning agreement in mid September 2001 and proved an ongoing preoccupation, since it was something that kept my mind occupied throughout the time I was conducting my research. Overall, my efforts for getting a permission for conducting the survey from the Ministry of Education lasted for about three months and demanded the writing of a letter, a reminder and a protest before I had any result. (Appendices 3, 4, 5 and 6).

However, reading the document more carefully, I judged that the permit could not be considered satisfactory, since some conditions contained in it might create problems in the conducting of my survey. Thus, on the 29th of October 2003 I drew up a letter (Appendix 7), by which I tried to persuade the Director of the Secondary Education Department that he should adjust the contents of the permit in such a way so that it would meet the demands of my survey. In other words, I was asking permission for conducting the survey on the same day and time during a teaching period by independent interviewers so that either their teachers or their parents did not influence the respondents. I employed all sorts of arguments in order to support my claim and I went as far as reminding him a previous Ministry of Education circular (Appendix 8), by which a series of measures were introduced which were aiming at promoting nine year compulsory education.

No matter how many arguments I used and how hard I tried to persuade him of the seriousness of my project, the answer was all the same negative. Therefore, I was confronted with a fait accompli with which I had to cope. Nevertheless, this did not lead me to hasty decisions, but to serious reflection as to how I should better deal with the situation. At the

same time, I avoided public discussion on the subject, lest this would generate misgivings among primary and secondary school head teachers.

Therefore, for a long time, I reflected on the situation, before making any final decisions on how to face the permit limitations. I had already decided, and it was approved in my learning agreement, that my main method of collecting my data would be a survey, addressed to a sample of approximately 1300 students. Discussing the subject of my research sample with my advisor and my consultants the suitability of its size was questioned, since I was working on my own. The refusal of the Director of Secondary Education to allow me to use teaching time for my research raised the subject of sample again, since my first reaction was that this would result in a reduced response. This concern enhanced my belief that my intention of using a big sample was the right one. Thus, my decision regarding the size of sample was finalized.

This decision meant that I could move on to the next stage of my research, which was the task of locating the feeder schools of the eight secondary schools of my sample. Following the instructions of the Ministry of Education to apply for the information I needed to the Board of Governors proved unproductive and therefore I turned my attention to the secondary schools themselves and sometimes even to some of their feeder schools. Still, with a limited number of primary schools, luckily small ones, I had to do the preparatory work on location at the last minute.

Another problem that occupied my mind for a considerable amount of time was that of the method of administering the questionnaires to the primary school children. My first thought was that I should have two separate questionnaires, one for the pupils and one for their parents. Yet, the limitations of the Ministry of Education permit and the contents of the questionnaires for the primary school children themselves set my mind thinking. Hence, I wondered whether the primary school head teachers would allow me to use teaching time for the administration of questionnaires to children and whether the children themselves would be in a position to give biographic and demographic information referring to their early childhood and to their parents. Exchanging views on the issue with my consultants one of the options discussed was to hire interviewers, perhaps university students, for the administration of the questionnaires. However, the thought that any expense over a reasonable amount would be beyond my financial recourses, did not even allow me to consider the option.

Therefore, having taken all factors into consideration and targeting at the best possible result, I decided that I should have a combined questionnaire for children and their parents. However, in the directions I gave to the primary school head teachers for completing the questionnaire I left three options open: Namely, that the questionnaires could be answered in class or at home, if this was considered necessary in case children needed their parents' help. The third option was that the children should answer in class only the questions they could and leave for home the questions they needed help from their parents. After all, I did not want to take too much of the children's teaching time, since, in any case, I wanted them to do a mathematics test in class.

Having decided on this, I had to clear the way for getting access to the children and their parents, to the class teachers and to the head teachers themselves. Trying to get the consent of the individuals of each group would probably be impossible and although it did cross my mind, I did not really give the case serious consideration. In any case, in spite of the fact that the permit I got from the Ministry of Education for my research was not what I had really asked for, it could, to a great extent do a lot of clearing in the way of getting the consent of the respondents in my survey. In addition, clearing the way to the head teachers of the schools was as though most of the way to accessing pupils, teachers and parents was cleared.

Consequently, about two weeks before the survey started, I sent a letter to the primary school head teachers (Appendix 9) by which, apart from introducing myself, I was explaining the contents and the procedures of my research and I was informing them about my intention to visit them according to a schedule that I was attaching. In the letter, I was also enclosing the Ministry of Education permit. A few head teachers telephoned to say that, on the scheduled day of my visit, they had other commitments, and as a result, I had to make new arrangements. Some others wanted more information in relation to the survey procedures, and, more especially, in relation to the time required for the whole task. Otherwise, the visits were done according to schedule.

Put on a continuum, the way the primary school head teachers faced me varied from satisfactory to excellent. The consent of the class teachers was mostly obtained through their head teachers before my visit. By and large, I gave the directions for the survey to the head teachers, who then passed them on to the class teachers with the Ministry of Education

permit. Overall, the class teachers were willing to cooperate with me in asking their pupils to do the mathematics test and completing the questionnaires at home with their parents.

The only exception was that of a primary school of which the head teacher and the two class teachers were not willing to get involved in the research. Their decision was of course absolutely respected but it was not without any repercussions on my work since I had to make last minute arrangements that had as a result the increasing of the sample of the secondary schools in Limassol from one to four. When I was doing the research for the secondary schools, I had no similar problem in accessing the head teachers.

Nonetheless, with a particular secondary school, I found it extremely difficult to pass on the procedures directions that at other schools only took me about fifteen minutes, since the head teacher seemed to have many misgivings about getting involved in the whole research process. At collection time, the questionnaires had not been completed and when I reminded him after a month, he apologised and promised to proceed with the survey. However, it was only in late June that he informed me that the questionnaires had been completed. By that time I had already completed the first draft of my thesis. This hurdle seems to have served as a triangulation method, as comparing the results to those obtained before no significant difference seems to have been observed regarding the feelings of pupils and their adjustment to secondary school. This may suggest that what is most critical at school transfer is perhaps the first four or five months.

Otherwise, the way secondary head teachers engaged with me, was even better than that of their peers at primary schools. Here again, I did a lot of preparatory work, which paved the way for smooth interaction before my actual visits to school. Hence, about three weeks before my visits to secondary schools, I sent a letter to the head teachers (Appendix 10) by which, again, I was explaining the objectives of my research. I also attached the schedule of my visits and the Ministry of Education permit. A new element in this letter was the fact that I had requested the head teachers to fax me the lists of the pupils in each of their first year classes, in order to get to know the actual distribution of them to forms and do the necessary coding of the questionnaires . This proved very helpful, as preparatory work of hours at home could not have been done without these lists. In this letter, I also capitalised on the success I had had with my survey at primary schools by informing the secondary school head teachers of the touching way in which primary school teachers welcomed me and of the extraordinary response rate. I concluded by inviting them to cooperate with me in

the research and thus promote the goal of nine-year compulsory education and the linking of primary to secondary education. Something else that did a lot in the way of clearing the way to accessing children, their parents and subject teachers was the covering letters that I included in my questionnaires. Via these, I was linking the second face of my longitudinal survey to the first one, and I was inviting respondents to cooperate with me in order to supplement the success of the longitudinal research.

To what reasons could the successful access be attributed?

A Ministry of Education permit is of course a *sine qua non,* when doing a serious educational research. Yet, I do not think that this would have sufficed, if some other conditions had not existed. Here I am referring to some of these conditions, which I consider very important. Taken together, these conditions can be summed up into the fact that the whole research enterprise inspired the people who got involved in it with confidence. This confidence emanated for several reasons. Possibly, not in order of merit, I could cite the following:

First that comes to mind, is the extensive amount of preparation that went into this part of the research, let alone the work that has been done for the whole project, which was not known to everybody involved in the research. Every possible care was taken at the stage of designing the questionnaires so that their layout would not put off the respondents in any way. For instance, each questionnaire consisted of a pamphlet with four numbered pages, which, while keeping the size to a manageable quantity, averted either any possible mixing of page numbering or any page missing. At the same time, this kind of layout avoided the expected messiness, which is unavoidable when the stitching method of putting together sheets of paper is used. For each category of questionnaire, special care was taken in choosing the right structure, vocabulary, level of language and appearance. For instance, the questionnaires were colour coded – white for children, green for parents and yellow for teachers; the questionnaire for children had image on it as well. The number of variables was another concern and so were the size of font and the whole appearance of the questionnaires, always targeting at a friendly instrument for each audience.

Talking about preparation, another aspect to it was the schedule of visits to primary and secondary schools and more particularly the meetings with the head teachers of these schools in order to deliver the questionnaires and give instructions for the research. In spite

of the fact that at the stage of preparation visiting about sixty primary schools seemed extremely ambitious I did in fact made a schedule in which I included even those primary feeder schools with only one respondent. This alone made the project sound very serious, but more useful was the detailed timetable, which was so tight that to each school visit were given only forty-five minutes, including time for travelling between schools. In addition, although from my covering letter I thought it was made quite clear that I was working on my own, some head teachers understood that I would have several people working as interviewers for my survey. Thus, this knowledge made the project sound even more serious. In retrospect, the decision to give the instructions for the research myself was redeeming, as this gave me the opportunity to come into personal contact with the head teachers, who are the most important gatekeepers of schools.

The next stage of preparation was the written instructions I had prepared for the two rounds of research, which were mostly addressed to the head teachers of primary and secondary schools (Appendices 11 and 12). Meticulous care was taken so that all aspects of the research procedures were made clear in written instructions that were stuck on the back of each envelope, which contained the questionnaires. Additionally, I confirmed that these instructions were understood by going through them with the head teacher of each school. Having in mind the experience from primary schools, at secondary schools I asked the head teacher to read through the instructions paragraph by paragraph him/herself and then explained the real meaning of each paragraph, gave more simple approaches to procedures, or accepted a shortcut or a new approach that was suggested by the head teacher him/herself.

The second factor that impressed the people that got involved in the research was the size of the sample and the longitudinal nature of the survey. This does not mean that a survey of this scale has not been done in the past; yet, it is not customary for somebody working on his own to have undertaken a survey of two rounds in which about one thousand and two hundred (1200) children, their parents, their class teachers, subject teachers, counsellors and head teachers took part. The fact that even very small primary feeder schools with three or five top-year pupils, or schools contributing only isolated pupils to designate secondary schools were included in the sample, made the situation look even more credible.

Finally yet importantly, another factor that I believe has facilitated access is my personality, since my qualities as a man were significant to people's cooperation and to the collection of data.

The size of the survey sample

Many times, I had to answer the question why I had opted for such a big sample, especially in view of the fact that I was working on my own. My adviser, my consultants, other specialists, doctorate students and educators, either explicitly or implicitly, suggested that I should opt for a smaller sample. Their arguments varied from the practical one that it was too large a sample to cope with on my own and to the more scientific one that instead of going for quantity I should opt for representativeness. One of the conditions attached to my programme approval was to give the time frame for delivery of interviews with 1315 pupils and explain how this would be managed. (E.g. would I take time off work to do this?). The condition concluded that a case needed to be made for the feasibility of this aspect of the research, including tracking pupils into the secondary school. I spent quite a lot of time reflecting on the issue and discussing it with the specialists of the Pedagogical Institute. Yet, having the main responsibility for my project I had to make my own decisions. Finally, I decided upon this size of sample, since, as I thought, this would make the conducting of the survey easier. This because, talking from experience, it is much more practical to occupy the whole class with the same subject by taking time off some lesson instead of asking schools to make special arrangements for a group of children and thus demanding extra teaching staff for the deliverance of the questionnaires. However, as things turned out, my sample was not a specific class but the entire top - year pupils of the feeder school of the gymnasiums in my sample. This of course brought the total number of subjects to a size, which, on the face of it, looked difficult to manage. Yet, with such a large size, the sampling error here would be smaller than 1% in the 997 samples of the 1000. Thus, my sample of 1315 children was about 12% of the whole population of the 10.556 top – year primary school pupils.

Tracking pupils

Tracking pupils into secondary education, though a laborious business, was something manageable for the overwhelming majority of them, about 87%, owing to the fact that they had enrolled at their designated schools. Hence, I could do all the legwork at home. Conversely, for the rest proved a very complex activity, since a number of isolated children or groups of them did not attend their designated gymnasium, but either enrolled at a private school, or at other public schools, after raising an objection against the secondary school of

their Educational Periphery[5]. The tracking was effected in two stages. For the first stage, a list of the children that gave as their prospective secondary school private institutions and other than their designate schools was prepared. This information was obtained through the questionnaire of June 2002. The number of the above students amounted to 150, (13.33%). Out of these, 99 children, (8.8%), gave several private institutions as their perspective secondary schools, while 51, (4.5%), finally attended other than their designated secondary schools. Consequently, the total number of secondary schools I had to deliver questionnaires, increased from eight to forty-eight. Out of these, thirty one (31 – 64.6%) were public schools and fourteen (14 – 29.2%) private ones. Three more (3 – 6.3%), were public secondary schools from mainland Greece in isolated areas of the country to which three pupils had resorted, following their parents in their customary transfer as army officers, from place to place.

This preparatory work of tracking pupils into secondary school, though very time consuming, proved, of course, very effective and helpful. However, it did not prove sufficient to solve the problem entirely, since for about fifty children (50 – 4.4%) I could find no information as to their whereabouts in secondary education. This was probably because some students did not finally go to the private school they had indicated in the June questionnaire or because the Board of Governors satisfied their objection to their allocation to a designated school during the summer. Therefore, I had to take round with me the questionnaires of the children whose secondary school I could not locate and check whether they could be spotted in a different school. The outcome of this effort was to find out that quite a few of the children who had applied for a place at a private secondary school had to accept an offer of a place for their second or third choice school, after failing the entrance examinations, or had no other choice than to attend their designate public school. This double-checking brought the number of children whom I could not track into secondary school down to 37 (3.3%). Having in mind, on the one hand, that only pupils with extremely severe learning difficulties repeat the class at primary schools and, on the other hand, that I had double checked the unclarified students' names at private schools, it may be assumed that the above 37 students must have enrolled at other than their designate secondary schools. So far, I have highlighted some of the most important aspects of problems that I

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[5] Geographical area from which each school draws its students

have encountered during conducting my survey, in the areas of access, sampling and tracking subjects. Now I shall turn my attention to the conducting of the survey itself.

The schedules

The first round of the longitudinal survey was scheduled to have been conducted in June 2002, between the 3rd and the 12th, a few days before the breaking up of the primary schools for the summer holidays. This time frame was the most suitable period for the following reasons: first, it was the time that primary school top-year students were becoming conscious of the fact that very soon they would be finishing primary school and they would be going up to the gymnasium. In other words, they were in the right mind frame. Second, most class teachers had covered syllabus and they were taking things easier, before starting preparations for their end of year function. It was also the time frame in which entrance examinations for private schools were taking place. In fact, the exams took place from 1-22 June 2003. Therefore, either the students who had taken entrance exams with a view to pursuing private education would have known the results, or they would have been able to indicate the private schools at which they had taken the exams according to priority. Information that was very important for me when tracking students into secondary education. The above period was also convenient for personal reasons, because secondary schools were breaking up for the end of year examinations and, having no examination papers to prepare because of my specialism, it was easy for me to take time off work in order to go round the schools for distributing the questionnaires. Needless to say that, as a head teacher, I had done all the administrative preparatory work for the exams before the primary school visits and was fully back to school in time for the examination results staffroom meetings.

Time spent on survey

At the stage of scheduling, (Appendix 13), I had estimated that I would need about forty-six (46) hours for the task of delivering the questionnaires and giving instructions to primary school head teachers. Translated into working days, these hours made a bloc of seven (7) full working days on a secondary school timetable. This was a considerable amount of time. Yet, what was causing more concern to me was the fact that these forty-six (46) hours would have to be spread over eight working days, owing to the primary school

timetable limitations, (7:30 – 13:10), and to the fact that travelling to primary schools of different districts imposed the addition of extra working days. Thus, these eight (8) working days, corresponded to the eight (8) main secondary schools of my research sample. As regards individual feeder primary schools, I had estimated that I would need about forty-five minutes for each visit. At first sight, this schedule seemed extremely tight if not impossible, especially having in mind that I had to travel between schools, some times for a considerable distance. As things turned out, the concern was not all together unjustified, as for some schools the time needed for travelling between them and giving instructions put me behind schedule. However, all in all, the time schedule did not only prove satisfactory, but allowed me to gain enough time to add some extra visits that emerged in the process of conducting the survey. I was also able to combine the visits of two small districts in one day and thus restrict the working days needed for these visits to five and a half (5.5). Therefore, I worked on the following dates: Monday, 3.6.2002 – Friday, 7.6.2002 and half a Monday, on the 10.6.2002.

Repeating the same enterprise for secondary schools was not such a difficult task, owing to the smaller number of schools I had to visit and because of the experience that I had gathered from the respective visits to primary schools. However, preparing the actual schedule for the visits to secondary schools, (Appendix 14), was not an easy job, as, apart from making decisions about time resources and appropriate timetabling, I had to decide on the timing and method of delivering the questionnaires to schools. In addition, I had to do the tracking of students into secondary education and find the necessary particulars for individual schools. The initial thought of conducting the second round of my longitudinal survey during the 2nd fortnight of September, just after first year students came to school, soon proved unrealistic. Therefore, the respective planning contained in my learning agreement should be attributed only to inexperience, since it was only about that period that I had finished entering the data of the first round of my survey into my computer. Giving the situation serious consideration, and having in mind that I had to prepare at least three more questionnaires and pilot them, I decided that the best timeframe for conducting the second round of my longitudinal survey would be after the first term.

This would have allowed a reasonable time span between primary and secondary attendance, the pressure for tests would have passed over and the students would have received their first grades. However, conducting the research during the period 10 - 23 of

December 2002, the time between the end of the 1st term and the date of breaking up for Christmas holidays would not have been wise. This is the time when most schools prepare students' reports and gradually get into a more relaxed atmosphere by organising Christmas functions. What is more, quite a few schools do not give their reports until after Christmas. In the end, all matters considered I chose the 31st of January 2003 as the most appropriate date for the administration of the questionnaires.

The advantages for this date were a lot. First, all schools would have given their students reports by that date. This was very important for me, since one of my questions was the grade the students got in mathematics for the first term, as I wanted to compare it to the grade they got in their mathematics test at primary in June. Additionally, students would have got the experience of being graded, something that did not happen during their primary attendance and I expected that this would impact their attitude towards secondary school. Second, students would have been more relaxed after their Christmas holidays, while the pressure of the 2nd term tests would not have been felt yet. Third, the first week of February is usually free of school functions, as opposed to the period between 7-30 January, which is occupied by several school events, so it would be easier for schools to accommodate the survey into their timetable. Fourth, the timetable of the second four-month period[6] would have taken its final shape. Last, but not least, the above date would have given me the opportunity to utilise Christmas holidays for preparing the necessary instruments for my survey. Apart from these, I had to decide on the method of delivering the questionnaires to the schools. Considering the subject seriously, I finally decided that I would follow my practice with primary schools. Therefore, I arranged so that during the same visit to a school I would deliver the questionnaires and at the same time give the instructions for conducting the survey. However, this time I only dedicated 30` for each visit, as I felt that better preparation would allow this, and indeed it did.

Having in mind the experience of primary school visits and the fact that this time the survey was conducted at a period when work at school was at full peak, with classes to run and loads of administrative work to manage, I decided to follow a different course. Therefore, I spread these school visits over a longer period of time, from the 22nd to the 30th of January 2003, with a view to accommodating all the above in it. As a result, absences

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[6] The school year is split into three 3-month terms in respect to official reporting to parents on their children progress and into two halves in terms of allocating time to lessons.

from school in block were averted, save a Friday and a Monday with a weekend in between. Otherwise, the rest of the schedule was designed in such a way so that my services to school as a head teacher were disrupted as little as possible. Thus my absence from school was restricted to two or three hours per day. However, even on the days I was away from school all day, I made sure that I would go to school in the afternoon, attend to office work and leave instructions to my deputy head and to the secretary.

Managing time

Managing time, proved quite a laborious business, since running out of schedule could prove disastrous for my survey. Therefore, I had to resort to some precautionary measures and some techniques in order to save time and counter any unforeseen hurdles. One such measure was the fact that after tracking pupils into secondary education, I sorted them out according to school and class, prepared the necessary number of questionnaires for the children and their parents and put them in a separate envelope for each class. On the back of each envelope, I stuck a list with the names of the students, while at the front I stuck a paper with the demographic information of the school, the survey instructions and my particulars so that the head teacher of each school could contact me in case of difficulty. A similar approach was followed for the children of primary schools, where procedures were much simpler, since I only had to sort them according to their class at a feeder school. Therefore, apart from giving the instructions for the conducting of the survey, I did not have to do any other preparatory work on location. Needless to say that out of politeness, I could not refuse the Greek coffee I was offered, and some times very much needed, at each school I visited.

A time saving technique that I employed was that of arranging travelling to and from distant districts before or after working hours so that I could have all the available working time to my disposal. I also tried to work out a successive and rational linear itinerary so that no time was lost between school visits. Additionally, for difficult routes, I always made sure that I got directions as to how I could best approach the next school. On occasions, when I had to cope with an unmanageable number of school visits on a day's schedule, I would resort to methods like sliding the envelope with the questionnaires under the head teacher's office door before anybody was at school or leaving the questionnaires with the cleaner. On one occasion, I left the questionnaires with the owner of a kiosk, who was also responsible

for the post office of the village and promised to hand the questionnaires to the primary school headmaster along with the mail.

All the above shortcuts and the careful preparatory work that has preceded them must have had, I think, a positive impact on the quality of the data collection control, which was very important for me in terms of reliability. Additionally, all the above time saving techniques, are in line with the work based learning theme of bounded rationality (Handy 1994), which means that within the bounds (limited time etc.) of work based learning one has to find shortcuts in order to confront problems instead of sticking to traditional methods of working

Collecting the questionnaires

As for collecting the questionnaires, the procedures were made simpler, especially for secondary schools, since about one third of them were returned to me through various ways. Still, in order to manage collecting the questionnaires for primary schools, I had to repeat almost all visits myself, though the time spent on the task this time, was cut down by one and a half days, making it possible to collect the questionnaires in a single week. However, four small distant schools made other arrangements for returning the questionnaires, either by passing them on to neighbouring schools or by bringing them to my house or to my office or by leaving them with my wife's ... hairdressers. According to my instructions, I was going to collect the questionnaires from primary schools after a week. To be on the safe side, I finally allowed two weeks. As things turned out, this was very wise because some schools had only just completed the survey and at one children were doing the maths test at that very moment. Some sad events marked the procedures during collecting the questionnaires, as when I called a head teacher to tell him that the following day I was going to his school in order to collect the questionnaires I was told that he had died from a heart attack the day before. On another instance, a neighbour head teacher telephoned to tell me that she was coming to bring me the questionnaires but she never turned up. Later on, I heard that her father had died on that very day.

As regards secondary schools, my initial decision, which was registered in the instructions too, was to follow again the example of primary schools. However, this was only done for two districts, since for the rest, as I have already explained, the questionnaires were returned to me through various venues. In consequence, some questionnaires reached

me by mail, some others were returned to me by the head teachers of the schools at which I had conducted the survey, when we met at an in-service training course that we were attending each Friday. Some more were sent to me by schools through the above head teachers, while others were forwarded through colleagues who happened to work at schools where the survey took place. Yet, for Limassol and Larnaca I had to repeat almost the same schedule in order to collect the questionnaires. However, on the day I did Limassol I was back to my school at 12 noon, early enough to check on office work and attend another commitment at 13:00 hours, while on the day I went to Larnaca I was back to Nicosia at 9:00, early enough to attend the day's in-service training course at the Pedagogical Institute.

Therefore, for collecting the questionnaires from the secondary schools I only took a day off work, since in Nicosia, my home city, I collected the questionnaires school by school just as soon as I was informed that they had been completed. Overall, it took about two moths to collect the questionnaires from secondary schools, save two or three schools, which returned them later, owing to some difficulties they faced. This does not mean that completing the questionnaires took up all that time, as most of them had finished within the period I had suggested in my instructions. Nonetheless, I made sure that all schools in the same district had finished before I arranged collecting the questionnaires.

Overall, though the experience of conducting the survey proved extremely time consuming and laborious, the ensuing successful data collection and the high response rate served as a great motivation for the next stage of my research, which was the entering of data into my computer, a task which I finally managed to do on my own by the end of September 2003, despite the fact that at the beginning I thought of hiring somebody to do it for me as I feared that it was an impossible mission for myself. However, I have to admit that throughout my school visits to both primary and secondary schools, no serious contingencies emerged that would obstruct the progress of my work and quite by chance, some problems that cropped up took care of themselves. Therefore, I consider myself very lucky, in terms of managing to keep on schedule with so much workload.

The response rate

One of the factors I had to consider when I was thinking about the size of my sample was the response rate, since my main concern was that I would be in a position to generalise my findings. Hence, as I was very anxious whether I would manage to have a satisfactory

response I opted for the given sample. All the same, the overall response to my survey was impressive, especially for primary schools, which reached 87% for pupils and 92% for class teachers and head teachers. The mortalities for pupils mainly referred to absentees and in some cases to pupils with special educational needs who either were not in a position to complete the questionnaire or were not given the questionnaire by their class teacher. A small percentage, of course, refers to children who either did not want to take part in the survey or just did not bother to complete the questionnaire. The teachers who did not respond, did not give any particular reason for not completing the questionnaire, but from what their head teachers told me they must have done it out of principle or just because they could not be bothered. Largely, the response rate was related to the size of school. The bigger the school, the smaller the response rate, while the smaller the school the bigger the response rate. This of course was understandable, since at small schools, the involvement of the head teacher, who was a decisive factor in the success of the survey, was more active. It is interesting to note the diligence with which some schools, especially small ones, faced the survey by returning me the questionnaires in individual plastic covers, or putting the mathematics test in a different envelope. About 25% of the class teachers marked the mathematics tests themselves. Commenting on the questionnaire, one primary school girl expressed satisfaction at the fact that "it is the first time that we are given a questionnaire which asks us questions about ourselves and it deals with problems that are occupying our mind". Her mother pointed out that her daughter felt proud in answering the questionnaire, while she and her husband found helping their daughter complete the questionnaire very interesting and useful.

The response rate for secondary schools was as follows: 90% of the pupils filled in the questionnaires. This high rate must, of course, be attributed to the fact that head teachers agreed to using teaching time for the administration of the questionnaires. However, the flexibility I showed regarding the timing and the method of administering the questionnaires to students must have played a positive role too. Thus, although on the instructions paper I gave the 31st of January as the date for conducting the survey, when I was giving the instructions to the head teachers, I explained to them that they could choose an other day near the prescribed date, before or after it. On the other hand, I did not insist that the survey should be conducted at a particular teaching period, although in my instructions I had suggested one of the following periods: 1st, 2nd, 3rd or 4th. At the same time, at the stage of

designing the questionnaire, I made sure that the maximum time taken for the completion of the questionnaire would not surpass a 45` teaching period. In other words, I adjusted my research schedule to the school timetable, not the other way around. This deference left space for head teachers themselves to get involved in the survey, something that was very important for the success of the survey.

Hence, the timing and the method of administering the questionnaires varied according to the number of questionnaires that had to be administered at each school and according to the circumstances of the institution. For instance, at receiving schools with big numbers of respondents, a subject teacher gave the questionnaire to the children in their class, while those few students who were not in my sample did the mathematics test that was given at primary schools in June or did some other class work. At receiving schools with isolated respondents, the children were withdrawn from their class and completed the questionnaire in the library or somewhere else. At one school, the head teacher asked a student to fill in the questionnaire in his office, while I was still there. As regards timing, at some schools, the survey was done simultaneously in all classes within the timeframe I had suggested and it was supervised by the subject teacher of the chosen period. At other schools, the questionnaires were administered to the children by their form tutors at a period of their own choice, while at other schools the survey was conducted during free periods of children, being supervised by subject teachers who were substituting absentee colleagues. At one school, the head teacher assigned the task to teachers who were working on a French pilot educational programme in his school, while at a different school, the head teacher opted to administer the questionnaires to the children himself when they had a free period. Here again, the small percentage of mortalities refers to absentee students who were asked to complete the questionnaire at home, but never got round to returning it, or to absentee students who were not given the questionnaire at all.

As regards parents, the response rate dropped to about 82%; this was understandable, since, on the one hand, the administration of the questionnaires to parents was done through their children, who are not always consistent with carrying documents to and from home. On the other hand, the completion of the questionnaire depended entirely on the good will of the respondents, since the researcher, and of course, no head teacher or teacher was exposed to the parents. At any rate, in terms of reliability this response rate must be considered very satisfactory if we consider that the lowest acceptable response rate in social sciences is 40%.

The response rate of secondary school subject teachers was about 86%. Nonetheless, the full percentage of expected respondents could not be estimated, as, on the one hand, not all schools have the same staff structure. On the other hand, not all schools understood in the same way, which teachers were supposed to fill in this questionnaire. For instance, whereas in a school an assistant head teacher, a head of year and a subject teacher might be the same person, in a different school the above could be three different people. Alternatively, in another school, there might not operate the same support programmes and therefore, the number of support staff would differ.

In any case, here again, the response rate depended on the degree of the head teacher's involvement in the research. Thus, in schools where the head teacher him/herself took a personal interest in the project the results in terms of response rate were higher. In one school, every single teacher who was involved in the teaching of first year pupils filled in the questionnaire, whereas in a private school nobody responded. However, the head teacher explained to me that the teachers refused to take part in the research out of principle, as they felt that they might be obliged to divulge personal data. At the same time, he felt that this part of the research might be superfluous, since what he considered important, the children's and parents' questionnaires, had all been completed. I replied that the will of the colleagues was absolutely respected and repeated the principle of informed consent. I also reminded the possibility for a respondent to take part voluntarily in a research or feel free to withdraw at any time.

Anyhow, regarding the above incident, I have learned that as a researcher I have to take every possible measure at each stage of my research so that the least resistance is caused to respondents. I also learned that I have to be flexible and prepared for contingencies that might impose on me new arrangements. The third lesson that I learned as a researcher was that I have to take into consideration the eventuality of mortalities at the stage of planning the sample.

Resources

Apart from the time spent on conducting the survey, an account of which I have already given, on an average I have been working for about four, (4), hours every day, including weekends and holidays, ever since I started my DProf programme in September 2000. When on local national holidays, summer holidays abroad, or on other commitments

outside Cyprus I could not keep my timetable, I would put in extra work before or afterwards, in order to catch up with my schedule. However, when holidaying in Cyprus, I always took work with me, usually literature. Largely, the work done during weekends was twice as much compared to that done during weekdays. The working timetable varied according to circumstances. For instance, during school terms I would put in two hours of work in the morning, between 4:00 – 6:00, before going to school and two hours in the evening, usually between 19:00 - 21:00, or between 20:00 – 22:00, depending on the season. Going to bed varied between 21:00 – 22:00. During weekends, I usually worked for anything between four (4) to ten (10) hours. Social commitments, though reduced to the minimum, were never stopped, as they were considered necessary for keeping a balance in my life. Yet, they mostly consisted of family and school functions. At the same time, I tried to keep fit by having some physical exercise and enough sleep.

Notwithstanding the above, save the three days leave I received from work during conducting the survey and collecting the questionnaires, I made sure that my project would not be running to the detriment of my professional post as a head teacher. To the contrary, I made sure that in terms of time and attention, my school received the best out of me. Hence, in the morning, I would be at school at about 6:45, the time the cleaners and the canteen proprietors came to school and in the afternoon, I would leave at about 14:45. This time span covers the working hours of almost all people who are involved in the running of a school. Canteen owners 6:30-13:00, cleaners 7:00-16:00, administrative staff 7:30-14:30 and teaching staff 7:30-13:35. Consequently, I had about 45` to myself away from the school bustle in the morning for the day's planning and about one hour in the afternoon, for administrative work. Of course, it would not be news to point out that a head teacher's post demands a round the clock occupation, but those were my limits, which I always tried not to go beyond unless for mandatory school functions. Therefore, I always tried to have a nap and a good rest in the afternoon before going back to work on my project in the evenings. However, most of the office work at school was effected on Thursday afternoons, which is working time for administrative staff, and during Christmas, Easter and summer holidays. Otherwise, I made sure that at home I never occupied myself with schoolwork, even though it was extremely difficult to get it out of my mind.

At the same time, out of principle, I made sure that my students would not miss any of my classes because of my project, I would not involve my administrative staff with any

legwork for my project, and my institution would incur the least possible cost with my involvement in a Doctorate. Thus, the two or three occasions I had to be away from school for my survey at times when I had a class, I would ask the colleague responsible for timetabling to make the necessary amendments so that I would take the class before leaving. I never asked my administrative staff to do any secretarial work for me, although my private secretary passed me on faxes or telephone calls and messages from head teachers relating to my survey. In addition, the librarian helped me with writing the addresses of the head teachers on the envelopes when I posted a Christmas card and a thank-you letter to primary schools in December and the survey schedule to secondary schools in January. Finally, the girl responsible for the photocopier made me copies of the covering letters for the respondents. I of course provided the necessary stationery.

Regarding financial resources, though I did not spent much time on keeping a detailed record, from memory I can recall that I must have spent about £500 on printing, stationery and postage. Out of this amount, £285 was paid on printing the questionnaires, £166 on stationery and £49 on postage stamps. A sum of £250 has been spent on the maintenance and the fuel of my diesel car (£125 for each), which I used during conducting my survey, travelling all over Cyprus. I must also add the money I have spent on printing ink for my computer, which must have gone up to £200. On the way, I had to buy a new computer, which cost me about C£850.

Appendix C

How my Project Relates to Level - 5 Descriptors

In this section, I will be giving details of how my project relates to Level - 5 Descriptors. Let me remind the reader that in my RAL at level 5, I made a claim for 120 credits at level 5, in respect of the following capabilities: cognitive, transferable skills and operational context. In my project, these capabilities are demonstrated in the following ways.

1. cognitive

a. Knowledge

Through the literature I have studied on all the parameters of school transfer and transition, I have acquired a wider perspective regarding the relationship and the differences between the different levels of education and especially the relationship and the differences between primary and secondary education. This perspective has provided me with a great depth of knowledge of an interdisciplinary nature in a complex area and as a result, I have been led to the conviction that school transfer cannot be considered as an event but as a continuous process, which must aim at creating good citizens.

Regarding the literature that I have come across on research, it has helped me work at current limits of theoretical and/or research understanding and has given me the necessary tools for conducting a longitudinal survey, which has comprised a wide range of methods and techniques. At the same time, it has enabled me develop a philosophy for research, which can be summed up in the conviction that quantitative and qualitative research do not fight, but supplement each other.

At my work settings, it has widened my professional sphere of work so much so, that in my capacity as a head teacher I have managed to staff and equip the school in such a way so that a series of support programmes and projects are now running successfully. Among these, are the Basic Literacy and Numeracy Programme, the Support System for students

with learning difficulties and special needs, the language programme for children of ethnic minorities, the Health Education Programme, the Consumers Education Programme, the UNESCO Club, and the European Programme Comenius 1. The school is also running successfully an induction programme for the children of my gymnasium's feeder primary schools. At the same time, within the framework of the PSE programme, a series of functions are organised through the following committees: Artistic activities; Goal setting promotion; Civil defense; Library; Environment; Welfare; Publications; Canteen; Excursions and visits to places of historic interest, art galleries and museums. There are also the programmes for the Prevention and combating of violence in school and family; Drug addiction; The consumers' rights and the Combating of school failure; Finally, watching of quality professional films and theatrical productions are organised. All these functions, aim at developing the pupils academically, personally and socially, with a view to creating the right citizens.

Knowledge has also helped me become very critical about information that reaches me either through written work or through verbal communication. At the same time, it has made me be aware of the fact that when expressing an opinion one should be very careful in order to convey exactly what message s/he wants to send and when putting forward a view one should be well documented.

b. Analysis/Synthesis and Evaluation

At the stage of designing my project, I had to break it down to smaller manageable parts and organise a time plan that would help me carry through the whole enterprise. The fact that I have managed to implement each stage in time shows that I am in a position to analyse situations correctly.

Even so, my initial research design proved overambitious, therefore on the way I had to abandon some of the qualitative parts, for instance the structured interviews with coordinators, counsellors and head teachers and restrict myself to a questionnaire that was addressed to all the above.

At the same time, though proving quite difficult, the task of putting together so much work has been adequately effected. That is, I had to synthesise data, which had been obtained through different research methods from several respondents. Continuous partial evaluation and a final comprehensive one enabled me reach a satisfactory result.

At work settings, breaking down my terminology of school transfer as a process and not an event, meant that, though I had to find a role for each member of my staff, be it assistant head teachers, subject teachers, counsellors, administrative and auxiliary staff, I should manage to synthesise the work produced. This had to be done, in order to promote the goal of developing an integral Induction Programme that would carry the children through their three-year presence at the gymnasium, and deliver them as responsible pupils to the next stage of education. The outcome that can be predicted from such an approach is a situation, which might lead students to self-actualisation. This is because a successful PSE programme gives students the opportunity to have a balanced academic and personal development.

This has been effected through a continuous assessment of the situation, through encouraging in-service training and by persuading the Ministry of Education to staff the school with teachers who believe in PSE. Thus, under my capacity as a head teacher, I have become able to autonomously synthesise information/ideas and create responses to problems that expand or redefine existing knowledge.

An area in which I have come to achieve great learning is that of evaluation, be it for self or others. Over time, I have learned to apply a continuous self-evaluating process for activities I am in charge of, with a view to improving my professional performance year by year. I have also learned that being open to other people's ideas leads to the enrichment of performance and to collegiality.

Regarding arguing a position concerning alternative approaches, I now know that an independent evaluation is a pre-condition. Thus, in order to attract more attention to the school I am managing in terms of staffing it, I had to evaluate what had been going on up to a point of time and document all the shortcomings of the institution and the grievances of the students and teachers. The alternative approach that has been approved by the Ministry of Education as from this year is the introduction of the pilot programme Action Educational Zones, (AEZ) the basic characteristic of which is positive discrimination and the most effective learning through contemporary teaching approaches.

My ability to assess accurately on own and others' work has led to a situation whereby today the gymnasium I am managing serves as a model for organising and applying successfully a series of support programmes.

2. Transferable skills

a. Self appraisal /reflection on practice

Throughout working on my longitudinal survey, I made sure that my everyday practice, be it time consumed, approach to head teachers, reactions from teachers or problems in communication, were assessed with a view to be taken into consideration for the next school I visited or better still for the second round of survey.

At the same time, by continual self-appraisal and reflection on own and others' practice, I have managed not only to enrich the Induction Programme, which I introduced into the schools that I have worked at, but also to involve all the other educational constituents. Thus, apart from students, I have engaged the Senior Management Teams of primary and secondary schools, Class and Subject Teachers, the Counselling & Careers Guidance Service, the Educational Psychology Service, the Health Visitor, Students' and Parents' Associations and School Governors.

The realisation that in order to promote a novelty in education a head teacher has to employ a whole school approach, led me to the conclusion that this can only be effected through the right people, and in the case of a school, people means teachers. Therefore, reflecting critically on each teacher's everyday practice, by assessing their strengths and weaknesses, I could delegate tasks accordingly. Critically reflecting on the overall outcomes, at the end of the year, I was in a position to make suggestions to the Ministry of Education as to the number of teachers I needed for the promotion of the change and as to the qualities that should characterise them.

The application of this approach has led to a situation whereby today the negative picture of the school has been reversed and the general feeling of scuttle has been transformed into a queue of gifted teachers who want to offer their services to the place. As a result, the school has been chosen by the Ministry of Education to be the venue for the pilot programme Action Educational Zones (AEZ), the characteristics of which is the positive discrimination for the place.

The reason for choosing the school is the fact that it can be used as a role model for the successful application of several support programmes, such as the Literacy and Numeracy, the teaching to individuals or groups of children with learning difficulties and special educational needs and the teaching of language to children of ethnic minorities.

b. Planning/management of learning

The Work Based Learning approach of my research, has taught me how to become able in planning and keeping on schedule successfully. Thus, in order to achieve this, I had to work to the limits of my capacity in terms of working hard and exercising self-discipline. Work Based Learning has also taught me how to search for literature through traditional libraries and through the internet and helped me widen my experience in research methods and competencies such as preparing instruments, data collecting, analysing with statistical packages and reporting. Finally, it helped me manage my financial and time resources.

This led me to becoming autonomous in my study. In other words I have learned how to learn and how to organise time, by developing time saving techniques and by delegating as much down the line as possible at my professional milieu. At the same time, I have become self-reliant through hard work and self-funding.

In support of my self-directed learning, I have learned how to make professional use of others, be it students, ancillary and administrative staff, class and subject teachers, form tutors, counsellors, deputy head teachers, peer head teachers, parents' and teachers' associations, school governors, support services, people in authority and other educational institutions. For instance, without the cooperation of the head teachers, the teachers, the students and the parents of primary and secondary schools, my longitudinal survey into school transfer would have never materialised. At the same time, the statistical analysis of the data of the above survey could not have been effected without the help of my consultants, other specialists from the Pedagogical Institute and my son.

I can understand the political implications of the study at a personal, professional and national level, since the project that I have embarked on will lead to an award, which is going to put me ahead of people in educational authority. At a professional level, I can envisage that the implications of the introduction of the project outcome into the local system will initially raise tensions owing to the existing mistrust between primary and secondary educators and because of extra workload. However, at a national level, I feel that the project outcome will finally lead to a review of the existing fragmentary educational system with a view to achieving continuity between educational sectors and targeting towards an integral educational system.

c. Problem solving

Through the involvement in my research project, I have learned how to solve problems through knowledge that has emanated from taught or personal study and from experience. This knowledge has enabled me to isolate, assess and resolve problems of all degrees of predictability in an autonomous manner both within the framework of my research and in work situations.

For instance, when I was confronted with the situation whereby one of the head teachers of the primary schools in my sample was not very willing to get involved in the survey, I had to make a quick decision as to how I would handle the contingency, since this would have a negative effect on the representativeness of my sample. Therefore, without redesigning my sample or changing my day's schedule, I decided to make up for the missing children by administering the questionnaire to the whole population of top year pupils of the next primary school instead of giving it only to the ones who would go to the designated secondary school in my sample. This, of course, resulted in extra workload for the second round of survey, since the additional children went to several designated secondary schools. However, a serious problem was solved in the best possible way, without impairing the representativeness of my sample.

In work situations, a characteristic case of problem solving has been that of the school I am managing, which, up until three years ago, had been characterised by increased failure, truancy and dropping out. Its most striking problem was that of the children of ethic minorities who did not know the language. At the same time, the social relationship between them and the local pupils was not the best. The school got a bad reputation for itself and as a result teachers were very reluctant to work there, while there was a continuous turnover of head teachers resulting in the school having nine head teaches for the three years preceding my being posted there.

By assessing the situation carefully and by giving it serious consideration, the staffroom asked the Ministry of Education to take some measures for the situation. This had not been an easy enterprise, since the year before a similar attempt had resulted in complete failure. However, serious work at the school level and the involvement of teacher and parent associations had as a result the appointment of a part time language teacher for the pupils who did not know Greek and the formation of classes with smaller numbers of pupils. At the

same time, a whole school approach in terms of receiving the first year students and providing them with a personal and social education programme had been developed as described in my induction programme.

Today, a full time teacher has been allocated to the above task; the number of pupils in class does not exceed eighteen, while the number of teachers from 23 has risen up to 32. On the other hand, a full time counsellor and support teachers have been appointed, while free time has been allocated to some teachers for the development of an intercultural programme, which now is operating within a pilot programme called Action Educational Zones (see induction programme for details in Appendix A). In other words, this school serves as a role model for other schools, and under certain circumstances, it can evolve into a centre of excellence.

This autonomous approach in solving a problem constitutes an innovation into the local educational system and in terms of attainments and ethos the first fruits have already been born, since we have managed to improve the cognitive attainments, the self-esteem and the behaviour of most of the students. More importantly, we have managed to contain truancy and dropping out of school. However, for two boys, though they have made some progress, their behaviour has been so problematic to class functions that their removal to another school has been suggested to the Ministry of Education.

Regarding unpredictable problems, though these can never be forestalled, by experience I am in a position to know that most of them are the result of poor organisation and bad management. At any rate, I have learned that acting under pressure, even in unpredictable situations, it is never a good method, so one should remain cool, not panic, and try to make the best decision under the circumstances.

d. Communication/presentation

Through my research project, I have learned how to engage in full academic and professional communication with others in the field and place of work. Thus, in order to carry through my research successfully, I have had to communicate with a host of people, such as Ministry of Education officials; School Governors; Head teachers; administrative officers; class and subject teachers; pupils and parents. I believe that this had been achieved

through the preparation of documents, which could communicate my aims clearly. This resulted in the high response rate that I have already described.

Policymaking, decision taking and innovations are of little importance unless they are implemented. A means of working towards implementation is a simple, meaningful and persuasive way of communicating ideas, decisions and plans to the people who are expected to implement them. Thus, during the last three years, I have worked on the preparation of documents, which have been necessitated by operational and other school problems such as planning; staffing; equipment and school rules. Some of the organisational work has been transferred to other schools as good practice.

The above background has taught me to move on to higher operational activities by seeking the consent of school constituents. Therefore, for instance, I have now achieved the consensus of the Staffroom and the Parents Association for a 5000-word school handbook, which is going to be distributed to the parents of the top-year pupils of the feeder primary schools of my Gymnasium early in June 2004. The Parents' Association has undertaken the cost of its publication. I have also managed to persuade the Parents' Association to fund the publication of an attractive student's homework diary, which I am hoping to have ready by September 2004.

My engagement in educational management has made me aware of the need for giving papers and presentations to 'critical' communities for developmental purposes. This, because I know that if one's work is to have an impact beyond one's work settings, this must be disseminated. This awareness has led me to presenting my work in international journals and at international conferences outside Cyprus and on the internet (Psaltis 2001; Psaltis 2002a+C.D.ROM; Psaltis 2002b+C.D.ROM; http://creict.homerton.cam.ac.uk/transfer/transfer_summary.asp)

Empowering school constituents by creating the climate that would encourage the provision of personal and academic development has been of prime concern to me since I now understand that this is essential for a successful school. Thus, I have presented papers to colleagues, parents and students on school transfer, aesthetic education, mixed ability teaching, school and family violence, consumerism, drug addiction etc. At the same time, I have made it a policy for the school to make space in the timetable for colleagues who want to attend in-service training.

Getting teachers involved in policymaking and decision taking has been a major goal for me. Thus, there has been a deliberate effort from my part so that the appropriate

atmosphere is created for colleagues to express their opinion freely at staffroom meetings or at private interactions with me. What is more, I make sure that I socialise with them by having an ongoing interaction through which I listen to their concerns, advise them on academic and pedagogical matters and discuss problems that they encounter in their teaching. I also make sure that they are kept informed on all events that are important to them by giving them official documents, making memos, having ordinary and emergent staffroom meetings of by putting handouts on the notice board.

e. Research Capability

My research capability had already been recognised and accredited at level four, while with my DPS 4521, I had put forward my proposals for designing and conducting the survey and made a timetable for collecting and analysing the data. Through my DPS 5160, I have attempted a demonstration of effective selection and combination of research methods. Hence, in order to achieve objectivity, reliability and validity I have employed both quantitative and qualitative research. For instance, I have employed the quantitative method for collecting biographical or demographic elements, but for measuring feelings or reactions and attitudes I have employed both methods for triangulation.

Therefore, apart from questionnaires I utilised essay writing, dialogues, diaries, a focus interview, a case study and action research. Where applicable, I also added open questions to my questionnaires. My intention for holding structured interviews with head teachers, liaising deputy head teachers, coordinators and counsellors was abandoned, since I ran out of time. Anyhow, only at one public school and two private ones, had I realised that there was some kind of coordination between the schools of the two sectors. As regards the Ministry of Education and Teacher Union officials, nothing new has been added to their pronounced position that they are in favour of the introduction of measures for bridging the gap between the two sectors of education. Therefore, interviews with them had been considered redundant.

My intention of doing an action research at my work settings did not take an official form due to lack of time. However, a questionnaire that has been answered by my colleagues and semi-structured interviews that have been conducted with my teaching staff for three years, could form a firm basis for a separate project in the area of educational management in the future. In relation, it can be said that my whole approach in my study has been applied

research, since doing a work-based project my work has been characterised by bounded rationality. In connection, I would like to think that my work would have somehow contributed in the way of developing applied research.

Finally, overall, the combination of methods that I have used has given me the opportunity to be in a position to generalise my results, and at the same time extend the depth of the feelings expressed by my respondents. In other words, the lack of depth that was missing in my survey has been offset by the open questions and the other qualitative research.

3. Operational Context:

1. Context

Through my research I have learned how to deal with complex, unpredictable, specialised work contexts requiring innovative study, which involve exploring current limits of knowledge and, in particular, interdisciplinary approaches and understanding.

The complexity of the enterprise started unfolding itself, when I realised that planning a project is one thing and implementing it is another. Each stage I had timetabled would point to a new chart of tasks and chores, to the need of utilising assimilated knowledge or to the need of mastering new skills. Consequently, I had to write letters, make reminders, organise schedules, prepare supportive documents, and make translations of my research instruments. In the area of literature, I had to revisit books, search for new material in traditional and on-line libraries or publishers and even travel abroad in order to borrow books from libraries or buy them from bookshops. When it came to analysing my results, I had to resort to new tutorials and ask for specialist help. Improving my English was a continuous concern.

Working on my own, I had to be on the alert for effecting adjustments to my original planning, which were imposed on me by unpredictable hurdles generated from the lack of human, financial or time resources. For instance, when I faced up to the reality that owing to financial inefficiency I was not in a position to hire interviewers, or anybody else for that matter, to help me with administering the questionnaires to pupils on the same day, I had to compromise with the way out of administering them myself on a different day. Of

course, I understand that this may have had an impact on the validity of the results, but I believe that this must have been counteracted by the very high response of data collection because of my personal involvement.

In evidence of what I have done at school in my capacity as a head teacher, I choose to refer to the experience of working at an institute which houses a nursery, a primary and a secondary school in the same building. This of course has proved a blessing for my personal situation in terms of the topic of my research, since never in my thoughts had I dreamed that such an opportunity would have been presented to me. However, the diversity in timetable, the separate administration, and the difference in age groups make up everyday concerns.

Several measures that have been agreed between the senior management teams of the three schools, such as the allocation of individual space for classrooms and workshops, the distinct sounds for the bell, the two school entrances, the different recreation grounds and the discrete movement in the corridors of each school, have produced some satisfactory outcomes. Sharing of areas such as the sports centre, the playgrounds, the canteen, the health centre, the special education needs room and the music room has proved even more harmonious. However, this acceptable situation has been the outcome of negotiation, tolerance, patience and love for the purpose of our service and had it not been for the excellent level of communication, cooperation, and respect between the head teachers of the three schools the coexistence of the different schools would have been rendered awkward if not impossible.

b. Responsibility

Ethical Understanding

When I embarked on my project, I was aware that ethical dilemmas were likely to arise in research, professional practice and work situations. More particularly, as a researcher, I knew that I had to safeguard that certain principles and guidelines were followed. For instance, when respondents chose to participate in my survey, the process known as informed consent, (Bennett, N., Glatter, R. and Levačić, R. 1994), was applied, which among other conditions provides for the following:

> A disclosure of any risks and the anticipated benefits of the research, either to the subject or to society.
> A provision for assuring that subjects understand they may ask questions and/or withdraw at any time from the research. (p.93).

At the same time, I made sure that the people who took part in my research were not psychologically or in any other way harmed. The information about individual subjects has been kept private and confidential, and I have not resorted to deception. Finally, as ethically required, I think that to the best of my knowledge, I have been honest and accurate in conducting and presenting my research findings.

I know that being responsible for self and others is a very important prerequisite for anybody in a position of leadership. At the same time, in performing my duties as a head teacher, I treat all members of staff and the pupils of my school as responsible people and let them prove that they are worthy of this trust. This is a measure of promoting self-discipline and self-respect. At the same time, I try to create the right atmosphere in which colleagues will feel free to express their feelings and utilise whatever talents they possess. I also delegate as much down the line as possible, recognise good practice and discourage the engagement in micropolitics, by keeping away from cliques.

In conducting my duties, what characterises me most is a high degree of professionalism, which is manifested in the fact that I have always placed the service of the institute I work for, its clients and its constituents above self-interest. Over time, I have learned how to develop a strong concern with high standards of professional conduct, be it my role in the Senior Management Team, in chairing staffroom meetings and other committees, in planning and organising activities, in providing in-service training for colleagues, in delivering curriculum and in interacting with school constituents.

This means that I have learned to work hard and in a methodical and organised manner in order to carry out successfully the tasks that I have been entrusted by the state as a head teacher of a public school. This has led to a situation whereby the Ministry of Education, the School Governors and the Parents Association, each one in their sphere of responsibility, have responded very eagerly to the need for improving the quantity and quality of the staff, for improving the equipment of the school and for helping children with financial problems.

The above would not have been made possible, if the aforementioned school factors had not experienced great competence, dedication, commitment and high responsibility in me. An example of this responsibility is the fact that throughout my thirty-year service I have only been absent from school when I have been seriously ill. I am usually the first who arrives at school in the morning and the last to leave in the afternoon. Many are the times,

when I stayed on late at school after hours in order to do paper work, since I prefer to pass my time interacting with pupils and colleagues during working hours.

I have learned that in order to become able to meet the above demands I have had to attach great importance to personal and professional development. Being a great believer in life-long learning, I have attended tens of in-service and other seminars, I keep a personal archive of press cuts on educational topics and I have done my MA at a mature age. With my DProf, in cooperation with other people, I am hoping to lay the foundations for a very sound work in the area of educational systems in my country.

OTHER APPENDICES

Appendix 1

Iacovos Psaltis
15 Akamantos Street
Platy
2115 Aglantzia
Nicosia
Cyprus

Mr
Gregoris Choplaros
Director of Primary Education
Ministry of Education and Culture
Nicosia

9 May 2001

Dear Mr Choplaros,

SUBJECT: ENDORSEMENT OF DOCTORATE PROPOSAL

Within the framework of a doctorate programme, which I have started with the University of Middlesex as from the beginning of this school- year, the endorsement of my learning agreement is demanded by educational officers who adopt the meaning, originality and the significance of its contents.

As suitable for this purpose, I have chosen you and Dr Andreas Papastavrou, the Director of Secondary Education.

If you agree to endorse my proposal, a copy of which is attached, please let me know as soon as possible. The endorsement should be done on the last draft, which I have to submit before 18 May 2001.

In case, you decide to endorse it I shall supply the final draft before its submission. If your response is negative, please let me know immediately so that I am in a position to make the necessary arrangements.

Thanking you in advance

Yours truly

.....

Enclosures: 1 (One)

Iacovos Psaltis, Assistant Headmaster
MA in Educational Management
Nottingham University
Constantinoupolis Gymnasium
Telephone: Home: 22 33 07 81 Office: 22 31 55 50
Fax: 22 51 61 18 22 51 14 82
E-mail: cpsaltis@cytanet.com.cy

Appendix 2

Iacovos Psaltis
15 Akamantos Street
Platy
2115 Aglantzia
Nicosia
Cyprus

Dr
Andreas Papastavrou
Director of Secondary Education
Ministry of Education and Culture
Nicosia

9 May 2001

Dear Mr Papastavrou

SUBJECT: ENDORSEMENT OF DOCTORATE PROPOSAL

Within the framework of a doctorate programme, which I have started with the University of Middlesex as from the beginning of this school- year, the endorsement of my learning agreement is demanded by educational officers who adopt the meaning, originality and the significance of its contents.

As suitable for this purpose, I have chosen you and Mr Gregoris Choplaros, the Director of Primary Education.

If you agree to endorse my proposal, a copy of which is attached, please let me know as soon as possible. The endorsement should be done on the last draft, which I have to submit before 18 May 2001.

In case, you decide to endorse it I shall supply the final draft before its submission. If your response is negative, please let me know immediately so that I am in a position to make the necessary arrangements.

Thanking you in advance

Yours truly

.....

Enclosures: 1 (One)

Iacovos Psaltis, Assistant Headmaster
MA in Educational Management
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Constantinoupolis Gymnasium
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Appendix 3

Iacovos Psaltis
15 Akamantos Street
Platy
2115 Aglantzia
Nicosia
Cyprus

Mr
Panayiotis Matsis
Acting Director of Secondary Education
Ministry of Education and Culture
Nicosia

26 July 2001

Dear Mr Matsis,

Subject: Permission for conducting a longitudinal research for a doctorate

With this letter, I am asking for a permission to conduct a longitudinal research at primary and secondary schools of Cyprus, during the school years 2001-2002 και 2002-2003.

This research is conducted within the framework of a doctorate programme, which I have started with Middlesex University in October of 2001. The topic of my research programme is the transfer from one level of education to the other, and I am focusing my attention around school transfer from primary to secondary education. The directors of Primary and Secondary Education Messrs Andreas Papastavrou and Gregoris Choplaros, respectively, have endorsed my research proposal, which has already been approved by the University.

Taking the opportunity, I would like to ask you to equip me with the list of educational peripheries in order to select the final sample of primary and secondary schools, from which I will draw the subjects for my research. The details of the research, such as the sample and the questionnaires will be sent to you when the programme takes its final shape. It is hoped that this will be made possible by the end of Januare 2002.
Thanking you in advance

Yours truly

.....

Iacovos Psaltis, Assistant Headmaster
MA in Educational Management
Nottingham University
Constantinoupolis Gymnasium
Telephone: Home: 22 33 07 81 Office: 22 31 55 50
Fax: 22 51 61 18 22 51 14 82
E-mail: cpsaltis@cytanet.com.cy

Dprof Research Permit Letter.

Appendix 4

Iacovos Psaltis
15 Akamantos Street
Platy
2115 Aglantzia
Nicosia

Mr
Panayiotis Matsis
Acting Director of Secondary Education
Ministry of Education and Culture
Nicosia

11 September 2001

Dear Mr Matsis,

Subject: Permission for conducting a longitudinal research for a doctorate

I am referring to a letter of mine with the above subject, a copy of which I am attaching, and I am sorry to note that, up to this moment, I have not had any reply from you.

Please let me have your reply soon, since this is connected with the process of my research, for which I must start preparing the questionnaires immediately.

If, in the meantime, you have replied my letter, please ignore the present.

Thanking you in advance

Yours truly

.....

Enclosures: 1 (One)

Iacovos Psaltis, Head teacher
MA in Educational Management
Nottingham University
Phaneromeni Gymnasium
Telephone: Home: 22 33 07 81 Office: 22 66 62 56
Fax: 22 51 61 18 22 66 93 37
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Dprof Research Permit Reminder Letter

Appendix 5

Iacovos Psaltis
15 Akamantos Street
Platy
2115 Aglantzia
Nicosia

Dr
Petros Kareklas
General Director of the Ministry of Education
Ministry of Education and Culture
Kimonos and Thoukydidhis Corner
1434 Nicosia

2 October 2001

Dear Mr Kareklas,

Subject: Permission for conducting a longitudinal research for a doctorate

I have written to the Director of secondary Education twice regarding the subject above, but I have had no reply so far.

Attached, I am sending copies of my two letters and ask that the subject be investigated.

Thanking you in advance

Yours truly

.....

Enclosures: 2 (Two)

Iacovos Psaltis,
Secondary Education Headteacher
Phaneromeni Gymnasium
28th October Square
1011 Nicosia

MA in Educational Management
Nottingham University
Telephone: Home: 22 33 07 81 Office: 22 66 62 56
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Dprof Research Permit G. Director

Appendix 6

REPUBLIC OF CYPRUS

Re. No. 7.4.01. 2

MINISTRY OF EDUCATION AND CULTURE
1334 NICOSIA

19 October 2001

Mr
Iacovos Psaltis
15 Akamantos Street
Platy
2115 Aglantzia

In reply to your letter dated 26 July 2001, I inform you that the conducting of the longitudinal research you refer to is permitted, provided that the teaching time of the pupils will not be influenced in any way

A. Sepos

Acting Director of Secondary Education

G. Choplaros

Director of Primary Education

Appendix 7

Iacovos Psaltis
15 Akamantos Street
Platy
2115 Aglantzia
Nicosia

The
Director of Secondary Education
Ministry of Education and Culture
Kimonos and Thoukydidhis Corner
1434 Nicosia

29 October 2001

Dear Sir,

Subject: Permission for conducting a longitudinal research for a doctorate

Thank you very much for your reply to my letter of 26 July 2001, regarding the above subject even though it has come after three months.

However, I cannot perceive the condition that the teaching time of the children should not be influenced in any way, since the research provides for the administering of 1300 questionnaires to primary schoolchildren in June 2002, a few days before the summer holidays and to the same pupils, just after they go to school in September of the same year.

According to the research proposal, independent interviewers will administer the above questionnaires on the same date and at the same time, so that objectivity is safeguarded and so that possible bias is avoided from either parents or primary and secondary school teachers. Therefore, this task must be performed during the teaching time of the children; It entails only one teaching period, which could very well be integrated into the activities and measures, which the Ministry of Education and Culture itself suggests for the promotion of the nine-year compulsory education (please see attached circular of the Directors of Primary and Secondary Education of 9 March 1998.

Therefore, I request that the relevant permission be amended in order to meet the demands of the research, so that needless problems are not caused to me, since I shall be working on my own without any funding.

I also remind you that with my letter of 25 July 2001, I had asked you to furnish me with the list of educational peripheries, in order to select the final sample of primary and secondary schools from which I would draw the subjects for my research, something that it has not been done, despite the fact that Mr Papadhopoullos, inspector of English, promised that he would do it, when he called at school for clarifications as to what I needed. At any rate, when I refer to educational peripheries, I mean the group of primary schools from which each secondary school draws its pupils.

I would even appreciate it very much if you could equip me with the exact addresses of the Gymnasiums, because they do not appear on the document you have sent me.

Details regarding the research, like the completed proposal, the exact sample and the questionnaires, will be provided when the programme takes its final form. It is hoped that this will be made possible by the end of January 2002.

This research is conducted within the framework of a Doctorate Programme with the University of Middlesex, which I started in October 2001. The subject of my doctorate is the transfer from one level of education to the other and my research will focus on the transfer from primary to secondary education. The research proposal, which has been approved by the university, has been endorsed by the directors of Primary and Secondary Education, Messrs Andreas Papastavrou and Gregoris Choplaros respectively.

Taking the opportunity, I would like to inform you that with the goal of nine-year ompulsory education, I have been involved systematically since 1998 and I have already conducted another longitudinal survey on the topic, in my capacity as a Liaison Assistant Headmaster with the feeder primary schools of Akaki Gymnasium (please see enclosed document).

The findings of this research have been presented at the VI conference of the Cyprus Pedagogic Company (ΠΑ.Κ. 2000), and have been published in the newsletter of the Cyprus Club of Educational Management (ΚΟΕΔ (2001). They are also being in print with the proceedings of the international conference Models and Implementations of Work Based Learning, which will take place in the United Kingdom in November of 2001, at which I will be a poster presenter. At the same conference, I will be presenting in the same way, the induction programme that I have been applying at the schools I have been working, in my capacity as a Liaison Assistant Headmaster with the feeder primary schools.

The same findings and the Induction Programme are in print with the Comenius Manual 2, and will be presented at the European Seminar of Initial and In-service training of Personnel 2001-2002, of the Programme Socrates/Comenius 2.2, at which I have been approved to participate. In the meantime, the Induction Programme has been published in the Comenius Manual 1 (2000), and it has been put on a C.D.ROM.

The coordinator of the European Programme Comenius LIPSS ELMAPS "Curriculum Continuity Links Between Primary and Secondary Stages in Education in European Schools", Bob Blackledge, has characterized the above work excellent and has promoted quite a few of my proposals to the Ministry of Education of England and Wales.

This year, in my capacity as a head teacher of Phaneromeni Gymnasium, in collaboration with the headmaster of the Phaneromeni Primary School, we shall be developing an extended programme of linking the Primary school to the Gymnasium, for which we shall be needing the help of the MOED as well. When we have a comprehensive programme we shall let you know.

Finally, I attach the Induction Programme, which I have applied during the previous school year at the Constantinoupolis Gymnasium and a speech on the topic of school transfer, which I have done at primary and secondary schools during the last four years.

Thaniking you in advance,

Yours truly,

.....

Copy to: Director of Primary Education

Enclosures:
1. MOED Circular
2. Longitudinal Survey
3. Speech on the topic of School Transfer, from Primary to Secondary school.
4. The Induction Programme at the Constantinoupolis Gymnasium.

Iacovos Psaltis,
Secondary Education Headteacher
Phaneromeni Gymnasium
28th October Square
1011 Nicosia
MA in Educational Management
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References:

Ψάλτης Ι. (2000), «Η Μετάβαση από το Δημοτικό στο Γυμνάσιο». Επιμέλεια Γεωργίου, Σ., Κυριακίδη, Λ., και Χρίστου, Κ. » Σύγχρονη Έρευνα στις Επιστήμες της Αγωγής. Παιδαγωγική Εταιρία Κύπρου: Πανεπιστήμιο Κύπρου.

Ψάλτης Ι. (2001), «Η Μετάβαση από το Δημοτικό στο Γυμνάσιο». ΔΕΛΤΙΟ του Κυπριακού Ομίλου Εκπαιδευτικής Διοίκησης. Σεπτέμβριος, 10/σελ. 9-11

Psaltis, I. (2000). "The Induction Programme" in Helmut Loidl, Curriculum Continuity Links Between Primary and Secondary Stages in Education in European Schools. Paedagogical Institute AT- Linz Austria.

Appendix 8:

REPUBLIC OF CYPRUS

Re. MOED 578/68/4A

MINISTRY OF EDUCATION AND CULTURE
NICOSIA

Headmasters/mistresses
Of Primary and Secondary Schools

Subject: Pomotion of the nine-year compulsory education

In relation to the above subject and in reference to the MOED 578/68/4A and taking into consideration the findings of the Conference of the 4/12/1998 (being organised jointly by the MOED, the OELMEK[7], and the POED[8]) you are requested to help the Chief Inspectors and the inspectors of your school, and also act yourselves in the following areas of activity that promote the nine-year compulsory education.

a) Liaisons should be designated at each school. This liaison of primary – secondary school could be an assistant headmaster or a teacher and through him/her, the several activities and planning will be permanently made.
b) A coordinator should be designated for each subject (the number of subjects can be restricted at the beginning i.e. language, mathematics, science).
c) Study of top year primary and first year secondary books.
d) Top year-primary school and first term first-year secondary school diagnostic and examination papers should be exchanged.
e) Designing of joint projects by primary and secondary schoolchildren.
f) Attendance of first year secondary school classes by top-year primary school class teachers
g) Attendance of top-year primary school classes by first year secondary school teachers
h) Discipline at Primary and Secondary School
i) Participation of secondary school teachers in meetings of primary school staff for discussing the teaching of a certain lesson.
j) Joint visits of some primary and secondary school inspectors to the respective schools.
k) The possibility of organising joint celebrations or events (cleaning, Music, Art, etc.)

G.Poullis

Director of Secondary Education

Chr. Kombos

Director of Primary Education

---

[7] Secondary Teachers' Union
[8] Primary Teachers' Union

Appendix 9

Iacovos Psaltis
15 Akamantos Street
Platy
Aglantzia
2115 Nicosia

15 May 2002

Mr/Mrs
.....
.....

Dear colleague,

Subject: Longitudinal Research for the Transfer from Primary to Secondary School

I am the head teacher of the Nicosia Phaneromeni Gymnasium and within the framework of the doctorate programme I am doing with Middlesex University, I am conducting a nationwide research on the topic of school transfer from primary to secondary education

Your school has been selected among a big number of Primary Schools, in order to constitute the representative sample of the above research.

The research will be conducted among the top-year pupils in two stages. The first part will be conducted next month, a few days before the graduation of the children from Primary School and the second one after the end of the first term, when the children will have gone to the Gymnasium.

I am sure that you will be interested in cooperating with me in the conducting of this research, which is incorporated into the efforts that are being put for the promotion of the goal of nine-year compulsory education and the better linking between primary and secondary education.

For this purpose, I will be visiting your school according to the attached schedule. The time is only indicative, since, as you may understand, the exact time demanded for each specific school cannot be estimated. Please do not hesitate to communicate with me, if you have any queries, or you need any additional information.

Enclosed you will also find the relevant MOED permission.

Thanking you in advance

Iacovos Psaltis

.....

Telephone: Home: 22 33 07 81
Office: 22 66 62 56

Fax: 22 66 93 37
E-mail: cpsaltis@cytanet.com.cy

Appendix 10

Iacovos Psaltis
15 Akamantos Street
Platy
Aglantzia
2115 Nicosia

13 January 2003

Mr/Mrs
.....
.....

Dear colleague,

Subject: Longitudinal Research for the Transfer from Primary to Secondary School

Within the framework of a doctorate programme I am doing with Middlesex University, I am conducting a nationwide research on the topic of school transfer from primary to secondary education

Your Gymnasium is included among the Secondary Schools which have been selected, in order to constitute the representative sample of the above nationwide research.

The research is being conducted in two stages, among about one thousand and two hundred (1200) first-year Gymnasium pupils. The first part of the research was conducted in June 2002, a few days before the graduation of the children from Primary School, while the second one will be conducted on Friday, 31 January 2003, after the end of the first term of their attendance at the Gymnasium. The cooperation of the Primary School Headmasters has been moving and the response rate of primary schools in the research has risen to 98%.

I am sure that you will be interested too, in cooperating with me for the successful conducting of the second part of this research, which is incorporated into the efforts that are being put for the promotion of the goal of nine-year compulsory education and the better linking between primary and secondary education.

For this purpose, I will be visiting your school according to the attached schedule. The time is only indicative, since, as you may understand, the exact time demanded for each specific school cannot be estimated. I would appreciate it very much if you could send me by fax, before I visit you the allocation of first-year pupils to forms, in order to be able to make the demanded preparation, by putting the questionnaires of each class in a separate envelope and making the necessary coding. Of course, I have the names of the children from primary school, but the allocation to forms, as you understand, has been altered now.

Please do not hesitate to communicate with me, if you have any queries, or you need any additional information. Enclosed you will also find the relevant MOED permission.

Thanking you in advance
Iacovos Psaltis

.....

Telephone: Home: 22 33 07 81
Office: 22 66 62 56

Fax: 22 66 93 37
E-mail:cpsaltis@cytanet.com.cy

Appendix 11

LONGITUDINAL RESEARCH FOR SCHOOL TRANSFER FROM PRIMARY TO GYMNASIUM

A. DEMOGRAPHIC INFORMATION ABOUT THE PRIMARY SCHOOL:

1.Primary school..... .....
2.Name of headmaster:.....
3.Name of class teacher: .....
4.Telephone:.....Fax:.....
5. Is the school split into cycles? .... Yes ☐ No ☐
6.Number of pupils at school.....
7.Number of top-year pupils .....
8.Number of pupils in class .....

B. <u>DIRECTIONS FOR CONDUCTING THE LONGITUDINAL SURVEY:</u>

1. When you administer the questionnaires, please make sure that each pupil will get the questionnaire that bears the number of his/her form (class) catalogue, which is written in red ink, on the left top corner of the first page of the questionnaire. This will help me track pupils into Gymnasium when I will be doing the second part of my longitudinal survey.
2. On page 1, for question 07, give your own picture regarding the overall attainments of the pupil, by circling one of the letters on the scale A, B, C, D, E (Add + or – where applicable). Your evaluation should be done, after the completion of the questionnaires by the children.
3. On 1st page, for question 12, if some children have sat for entrance examinations at a private school/s and they do not know the results, they can write down the private schools for which they have given the examinations and their designate public secondary school.
4. The questionnaires may be completed in class or at home, if you judge that for some questions the children will need the help of their parents. An other solution, could be for the children to answer as many questions as possible at school and for the rest take the questionnaire at home. I will visit you in a week, in order to receive the questionnaires.
5. The questionnaires should be completed in pen.
6. For absentee pupils, the questionnaire can be administered when they return to school.

C. DIAGNOSTIC MATHEMATICS TES:

1. **For the diagnostic test, I suggest that the children should be given 40 minutes only and write their names on it. No calculator of any kind should be allowed. In this way I think that it will be faced with more seriousness.**
2. **It may even become more interesting, if it is faced as a class lesson, is corrected and the results are discussed with the pupils.**
3. **When I visit you, in order to receive the questionnaires, I will receive the mathematics tests as well.**

D. QUESTIONNAIRE FOR THE CLASS TEACHER AND HEADMASTER OF THE PRIMARY SCHOOL

Please complete the questionnaire for the headmaster and the top-year class teacher of the primary school.

Mr Iacovos Psaltis

Headteacher of Phaneromeni Gymnasium
28th October Square
1011, Nicosia
Telephome: 22 666256
Fax: 22 669337
E-mail: cpsaltis@cytanet.com.cy

15, Akamantos Street
Platy
Aglantzia
2115 Nicosia
Telephone 22330781

Appendix 12

LONGITUDINAL RESEARCH FOR SCHOOL TRANSFER FROM PRIMARY TO GYMNASIUM

A. DEMOGRAPHIC INFORMATION ABOUT THE SECONDARY SCHOOL:

1. Name of secondary school.....
2. Telephone..... Fax.....
3. Name of headteacher.....
4. Name of deputy headteacher.....
5. Names of form tutors:. 1) .....
   2).....
   3).....
   4).....
   5).....
   6).....
   7).....
   8).....
6. Number of students at school.....
7. Average number of students in class.....

B. <u>DIRECTIONS FOR CONDUCTING THE LONGITUDINAL SURVEY:</u>

7. When you deliver the questionnaires please make sure that each student gets the questionnaire that bears his/her name on, which is written on the right top corner in pencil. This is absolutely necessary because the survey is longitudinal and the information will supplement that which was given in the questionnaire, which the same children completed at primary school in June 2002, for the first part of the survey. After completing the questionnaires, children can erase their names.
8. In question G on page four (4) please give the student's first term mathematics grade by circling one of the letters A, B, C, D, E on the vertical scale. This is going to be compared to the grade the children got in a mathematics test, which they did in June 2002, within the longitudinal survey.
9. The longitudinal survey has been scheduled to be conducted on Friday, 31 January 2003, all over Cyprus. It only takes one teaching period and it is preferred to be done during any of the 1st, the 2nd or 3rd period.
10. Please make sure that the children complete the WHITE pages of the questionnaire in class and then take it home, so that their parents complete the GREEN pages. Please ask them to bring it back to you within three days at the latest.
11. I will collect the questionnaire in a week's time.
12. Please ask the children to use a pen for completing the questionnaire and not a pencil.
13. To absentees the questionnaire can be delivered next day in order to be completed at home,

C. QUESTIONNAIRE FOR THE HEADTEACHER, THE HEAD OF YEAR, THE FORM TUTORS, THE COUNSELLOR AND THE SUBJECT TEACHERS.

Please complete the YELLOW questionnaire for the Head teacher, the Head of Year, the Form Tutor, the Counselor and the subject teachers.

Mr Iacovos Psaltis

Headteacher of Phaneromeni Gymnasium
28th October Square
1011, Nicosia
Telephome: 22 666256
Fax: 22 669337

15, Akamantos Street
Platy
Aglantzia
2115 Nicosia
Telephone 22330781
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Secondary Students English Transfer Questionnaire

Appendix 13:

SCHEDULE FOR THE VISITS TO PRIMARY SCHOOLS

S/N	EDUCATIONAL PERIPHERY (CATHMENT AREA)	TOTAL NUMBER OF PUPILS	S/N	NAME OF PRIMARY SCHOOL	NUMBER OF PUPILS	DATE OF VISIT	TIME
	NICOSIA DISTRICT	**493**			**493**		
1	Pallouriotissa Gymnasium	211	01	Pallouriotissa A'	43	Monday 3/6/02	07:30
			02	Β' Παλλουριώτισσας	05		08:15
			03	Γ' Παλλουριώτισσας	18		09:00
			04	Β' Καϊμακλίου	51		09:45
			05	Γ' Καϊμακλίου	78		10:30
			06	Άγιος Κασσιανός	05		11:15
			07	Ελένειο	07		12:00
			08	Γ' Λατσιών	01		00:00
			09	Λυκαβητού	01		00:00
			10	Αγίου Αντωνίου	02		12:45
2	Περιφερειακό Γυμνάσιο Ακακίου	159	11	Αστρομερίτης	31	Τρίτη 4/6/02	07:30
			12	Περιστερώνα	24		08:15
			13	Ορούντα	05		09:00
			14	Κάτω Μονή	07		09:45
			15	Αγία Μαρίνα	11		10:30
			16	Ξυλιάτος	05		11:15
			17	Ακάκι	53		12:00
			18	Μένοικο	17		12:45
			19	Δένεια	06		13:00
3	Γυμνάσιο Σολέας	106		Αστρομερίτης	12		
			20	Ευρύχου	12	Τετάρτη 5/6/02	11:30
			21	Κοράκου	08		12:15
			22	Κακοπετριά	21		10:45
			23	Γαλάτα	13		10:00
			24	Φλάσου	03		09:45
			25	Ποτάμι	11		09:00
			26	Βυζακιά	09		08:15
			27	Νικητάρι	12		07:30
			28	Καννάβια	03		00:00
			29	Λινού	02		00:00
4	Γυμνάσιο Πεδουλά	17	30	Περιφερειακό Δ. Μαραθάσας	08		08:30
			31	Κάμπος Τσακκίστρας	06		09:30
			32	Οίκος	03		07:30

Α/Α	ΕΚΠΑΙΔΕΥΤΙΚΗ ΠΕΡΙΦΕΡΕΙΑ	ΣΥΝΟΛΟ ΜΑΘΗΤΩΝ		ΔΗΜΟΤΙΚΟ ΣΧΟΛΕΙΟ	ΑΡΙΘΜΟΣ ΜΑΘΗΤΩΝ	ΗΜΕΡΟΜΗΝΙΑ	ΩΡΑ
	ΕΠΑΡΧΙΑ ΛΕΜΕΣΟΥ	**144**			**144**		
1	Γυμνάσιον Καλεγοροπούλου	144	33	Κ.Α. Δημοτικό	84	Πέμπτη 6/6/02	07:30
			34	Ι.Δ΄ Δημοτικό	37		08:15
			35	Γ΄ Δημοτικό	19		09:00
			36	Β' Δημοτικό	02		
			37	ΙΑ΄Δημοτικό	02		
	ΕΠΑΡΧΙΑ ΛΑΡΝΑΚΑΣ	**221**			**221**		
1	Γυμνάσιον Βεργίνας	221	38	Αγίων Αναργύρων	02	Παρασκεύη 7/6/02	
			39	Αγίου Ιωάννη	02		
			40	Αγίου Γεωργίου	04		
			41	Αγίου Λαζάρου Α'	05		
			42	Αγίου Λαζάρου Β'	02		
			43	Δροσιάς Κ.Β.	17		07:30
			44	Εθνάρχη Μακαρίου Γ'	01		
			45	Δημοτικό Σχολείο Ζήνων	41		08:15
			46	Αναφωτία	14		09:00
			47	Αλεθρικό	14		09:45
			48	Αγία Άννα	01		
			49	Αγγλισίδες	16		10:30
			50	Σωτήρος	06		
			51	Προδρόμου	02		
			52	Καμάρες	60		11:15
			53	Καλογερά Κ.Β.	05		
			54	Ψευδάς	21		12:00
			55	Κλαυδιά	07		12:45
	ΕΠΑΡΧΙΑ ΑΜΜΟΧΩΣΤΟΥ	**180**			**180**		
1	Γυμνάσιον Παραλιμνίου	180	58	Α 'Δημοτικόν Παραλιμνίου	50	Δευτέρα 10/6/02	10:30
			59	Β 'Δημοτικόν Παραλιμνίου	37		12:00
			60	Γ 'Δημοτικόν Παραλιμνίου	45		09:45
			61	Δ 'Δημοτικόν Παραλιμνίου	48		11:15
	ΕΠΑΡΧΙΑ ΠΑΦΟΥ	**89**			**89**		
1	Νικολαίδειον Γυμνάσιον	89	56	Α 'Δημοτικόν Πάφου	32	Τετάρτη 12/6/02	11:15
			57	Β 'Δημοτικόν Πάφου	57		12:00
08		**1127**	**61**		**1127**		

Appendix 14

SCHEDULE FOR THE VISITS TO SECONDARY SCHOOLS

S/N	CATCHMENT AREA	NUMBER OF PUPIS	DATE OF VISIT	TIME	HEADTEACHER	TELEPHONE	FAX	ADDRESS
1	Pallouriotissa Gymnasium	211	Tuesday 28.01.03	7:30	Mrs Faedhra Papacostas	22 – 435470 22 – 437598	22 – 349926	Αιγέως 18, 1035 Λευκωσία
2	Γυμνάσιο Αγλαντζιάς	005	Τρίτη 28.01.03	8:00	Κα Μαρία Μιχαηλίδου	22 – 337799 22 – 335590	22 – 338540	2100 Λευκωσία
3	Γυμνάσιο Διανέλλου και Θεοδότου	001	Τρίτη 28.01.03	8:30	Κος Χρίστος Ταπής	22 – 87021 22 – 379548 22 – 379545	22 – 379548	Λεωφόρος Τζων Κέννεντυ 98, 1077 Λευκωσία
4	Γυμνάσιο Αγίου Βασιλείου	001	Τρίτη 28.01.03	9:00	Κος Νίκος Ράγκος	22 – 316066 22 – 426720	22 – 424507	Καντάρας 27, 2042 Στρόβολος
5	Γυμνάσιο Αγρού (Εξατάξιον)	002	Τρίτη 28.01.03	9:30	Κα Αγγέλα Ψαρά	25 – 521577 25 – 521329	25 – 521622	Λεωφόρος Κυριάκου Απέητου, 44, 4860 Αγρός
6	Γυμνάσιο Κοκκινοτριμιθιάς	002	Τρίτη 28.01.03	10:00	Κος Θέμις Μασούρας	22 – 872717 22 – 872717	22 – 872716	Πεσόντων και Αγνοουμένων 1, 2660 Κοκκινοτριμιθιά
7	Γυμνάσιο Φανερωμένης Λευκωσίας	001	Τρίτη 28.01.03	10:30	Κος Ιάκωβος Ψάλτης	22 – 666256 22 – 666256	22 – 669337	28ης Οκτωβρίου 1011 Λευκωσία
8	Περιφερειακό Γυμνάσιο Ακακίου	159	Τετάρτη 29.01.03	11:00	Κος Ξενής Ξενοφώντος	22 – 821444 22 – 821444	22 – 823862	Γρηγόρη Αυξεντίου 2720 Ακάκι
9	Γυμνάσιο Σολέας	106	Τετάρτη 29.01.03	12:30	Κος Σάββας Αντωνίουυ	22 – 933433 22 – 932210	22 – 932544	Αντρέα Αβραμίδη 14 2831 Ευρύχου
10	Γυμνάσιο Πεδουλά	017	Τετάρτη 29.01.03	13:30	Κα Μαρία Χατζηνικολάου	22 – 953476 22 – 952624	22 – 952662	2850 Πεδουλάς
11	Grammar School (Γρηγορίου)	012	Πέμπτη 30.01.03	12:30	Director General Akis Gregoriou	22 – 621744	22 – 623044	Ταχ. Κιβώτιο 22262, 1519 Λευκωσία
12	The English School	005	Πέμπτη 30.01.03	13:00	Headteacher Mr Robert Swan	22 –422274	22 – 799301	T.K.23575 1684 Λευκωσία
13	Ecole Francaise Arthur Rimbaud	001	Πέμπτη 30.01.03	13:30	Mr Lirola	22 – 665318 22 – 675285	22 – 665318	Αγίου Μάρωνα 17,1010 Λευ ή Ταχ. Κιβώτιο 22091, 1517 Λευκωσία
14	Pascal English School	006	Πέμπτη 30.01.03	14:00	Mr Pantelis Andreou	22 – 590270	22 – 590214	Κωστάκη Παντελίδη 3 2057 Στρόβολος T.K. 24746, 1303 Λ/σία
15	Ελληνική Σχολή Πασκάλ	001	Πέμπτη 30.01.03	14:30	Mr Pantelis Andreou	22 – 590900	22 – 590214	Ταχ. Κιβώτιο 24746 1303 Λευκωσία
16	European Greek School Philips	008	Πέμπτη 30.01.03	15:00	Mrs Lenia Constantinou	22 – 311394 22 – 316494 22 – 424614	22 – 315222	Τέρρα Σάντα 7, 2001 Στρόβολος Ταχ. Κιβώτιο 2800 2090 Λευκωσία
17	G.C. School of Careers (Behind Cyprus College)	004	Πέμπτη 30.01.03	15:30	Mr Aimilios Hajjipetris	22 – 464400	22 – 356468	Σταδίου 96, 2057, Στρόβολος ή Ταχ. Κιβώτιο 25276 1308 Λευκωσία

01	Γυμνάσιο Λινόπετρας	41	Δευτέρα 27.01.03	7:30	Κος Α. Κασιούρης	25 – 306020 25 – 306019	25 – 306224	Κολωνακίου 4103 Λεμεσός
02	Γυμνάσιο Αγίου Αθανασίου	06 ή 12	Δευτέρα 27.01.03	8:00	Κος Α. Αντωνίου	25 – 725802 25 – 725807	25 – 725803	Χρίστου Παπαδούρη 50, 4105 Λεμεσός
03	Γυμνάσιο Νεάπολης	40 ή 42	Δευτέρα 27.01.03	8:30	Κα Δ. Νεοκλέους	25 – 306018 25 – 306017	25 – 306016	Κιθύρων 44, 3101 Νεάπολη Λεμεσός
04	St. Mary's School (Σχολή Αγίας Μαρίας)	03	Δευτέρα 27.01.03	9:30	Headmistress Mrs Josephine Vrachimis	25 – 878398	25 – 345233	Λεωφ. Γρίβα Διγενή, Λεμεσός
05	Θέκλειο Γυμνάσιο	03 ή 04	Δευτέρα 27.01.03	9:00	Κος Τάκης Γαβριηλίδης	25 – 305393 25 – 305429	25 – 305277	Θέκλας Λυσιώτη 3030 Λεμεσός
06	Ελληνική Σχολή Παλλάδιον	02	Δευτέρα 27.01.03	10:00	Κα Κοραλλία Μόζαρα Ιγνατίου	25 – 878585 25 – 871398	25 – 343031	Δημήρτη Λιπέρτη 12 Καθολική, Λεμεσός
07	Λανίτειο Γυμνάσιο	043	Δευτέρα 27.01.03	10:30	Κος Τρ. Στράτης	25 – 305604 25 – 305611	25 – 305628	Λεωφ. Αρχ. Μακαρίου Γ΄, 3026, Λεμεσός
08	Γυμνάσιο Καλογεροπούλου	144	Δευτέρα 27.01.03	11:00	Κα Μαρία Λαμπριανίδου	25 – 305001 25 – 305149	25 – 305533	Γωνία Μηκυνών και Μάρκου Δράκου 4007 Μέσα Γειτονιά Λεμεσός
09	Γυμνάσιο Αγίου Ιωάννη	01	Δευτέρα 27.01.03	11:30	Κος Κ. Παρασκευάς	25 – 306509 25 – 306610	25 – 306509	Μαρίνου Γερουλάνου 46, 4154 Κάτω Πολεμίδια
10	Γυμνάσιο Αγίου Αντωνίου	01	Δευτέρα 27.01.03	12:00	Κα Μ. Βαρνάβα	25 – 306501 25 – 306590	25 – 306511	Λυκούργου 3012 Λεμεσός
11	Τσίρειο Γυμνάσιο	04	Δευτέρα 27.01.03	12:30	Κα Ε. Σχοινή	25 – 305618 25 – 305680	25 – 305698	Θεσπιών, 3110 Λεμεσός
12	Grammar School (Γρηγορίου) (On the way back from Tsireion)	06	Δευτέρα 27.01.03	13:00	Mr Michalis Azas	25 – 727933 25 – 720973 25 – 720696 25 – 720844	25 – 727 818	Ταχ. Κιβώτιο 51340, 3504 Λεμεσός
13	Pascal School	02	Δευτέρα 27.01.03	13:30	Mr Andreas Andreou	25 – 333310	25 – 339335	Λεωφόρος Μακεδονίας 104, Τ.Τ. 3076 Τ. Κ. 59643, 4011 Λεμεσός

Α/Α	ΕΚΠΑΙΔΕΥΤΙΚΗ ΠΕΡΙΦΕΡΕΙΑ	ΜΑΘΗΤΕΣ	Η/ΜΗΝΙΑ	ΩΡΑ		ΤΗΛΕΦΩΝΟ	FAX	ΔΙΕΥΘΥΝΣΗ
1	Γυμνάσιον Βεργίνας	144	Παρασκευή 24.01.03	09:30	Κα Α. Αντωνιάδου	24 – 363898 24 – 364913	24 – 364913	Θεοδώρου Μαρσέλλου 6041
2	Γυμνάσιο Δροσιάς	010	Παρασκευή 24.01.03	10:00	Κος Χ. Λουγκρίδης	24 – 628074 24 – 653273	24 – 653297	Λεωφόρος Γρίβα Διγενή, 6046
3	American Academy *	14	Παρασκευή 24.01.03	10:30	Mr Frank Rugiero	24 – 652046	24 – 651046	Τ.Θ.40112, Τ.Κ.6301 Larnaca
4	Ευρυβιάδειο Γυμνάσιο	006	Παρασκευή 24.01.03	11:00	Κος Κώστας Αθανασίου	24 – 629799 24 – 652972	24 – 628600	Λεωφόρος Γρηγόρη Αυξεντίου 6023
5	Γυμνάσιο Φανερωμένης Λάρνακας	001	Παρασκευή 24.01.03	11:30	Κος Φίλιππος Φιλίππου	24 – 664180 24 – 655992	24 – 664180	Οκκουλάρ 45, 6025 Λάρνακα
6	Διανέλλειο Γυμνάσιο	003	Παρασκευή 24.01.03	12:00	Κος Ανδρέας Σαββίδης	24 – 659010	24 – 659011	Τ.Θ. 40213 Τ.Κ.6302, Λάρνακα
7	Γυμνάσιο Αραδίππου	001	Παρασκευή 24.01.03	12:30	Κα Νίκη Γιάγκου	24 – 533580 24 – 530570	24 – 533059	Κυριάκου Μάτση 32, 7102 Αραδίππου Τ.Θ. 45002
1	Γυμνάσιον Παραλιμνίου	180	Πέμπτη 23.01.03	12:30	Κος Σωτήρης Γιαννούκος	23 – 822826	23 – 826609	Παραλίμνι
2	Xenion High School	022	Πέμπτη 23.01.03	13:00	Κα Κατελίτσα Φυλακτού	23 – 811080	23 – 730438	1ης Απριλίου 55 5281 Παραλίμνι
2	A.G.B.U Melkonian Educational Institute (Μαθητής από Παραλίμνι)	001	Πέμπτη 23.01.03	16:00	Mrs Annie Lachinian-Magarian	22 – 422204	22 – 493155	Limassol Avenue P.C. 2112 Aglantzia P.O.B. 21907 P.C.1514 Nicosia
3	American Academy of Larnaca *(Μαθητής από Παραλίμνι)	001						
4	Γυμνάσιο Τυχερός Σουφλίου – Εύρος	001						
1	Νικολαΐδειο Γυμνάσιον	089	Τετάρτη 22.01.03	12:30	Κος Θρ. Παπαναστασίου	26 – 933341 26 – 932341	26 – 952650	Λεωφ.Γρίβα Διγενή 5, 8047 Πάφος
3	Γυμνάσιο Αποστόλου Πάυλου	006	Τετάρτη 22.01.03	13:00	Κα Μ. Ζαβρού	26 – 944017 26 – 953795	26 – 954275	Ανδρέα Βλάμη 1 8025 Πάφος
4	Γυμνάσιο Αγίου Θεοδώρου Πάφου	004	Τετάρτη 22.01.03	13:30	Κα Μ. Χατζηευσταθίου	26 – 913262 26 – 913263	26 – 964949	Αλόης 9, 8200 Πάφος
5	Γυμνάσιο Γιαννιτσών, Ελλάδα	001						

Secondary Schools Schedule Survey

Appendix 15

Primary School Pupils questionnaire

QUESTIONNAIRE FOR SCHOOL TRANSFER FROM PRIMARY TO SECONDARY SCHOOL

This survey investigates the relationship between the difficulties of adjusting to secondary school by the first –year pupils and the gap between primary and secondary schools regarding their philosophy, teaching methods and curriculum.

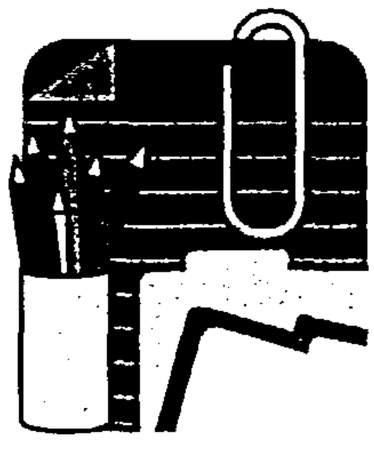
The aim of this survey is to identify the problems which you may face during the transition from primary to secondary school with a view to facilitating your change of education sector.

The contents of your answers will be treated as strictly confidential, so please do not write your name anywhere on the questionnaire.

At the same time, it must be stressed that there are no right or wrong answers and what is important is that you should answer the questions in a way that most reflects your own personal opinion.

The questionnaire consists of four (4) pages and we would appreciate it very much if you answered the questions on all pages.

Thank you very much for your cooperation in completing this questionnaire.



QUESTIONNAIRE FOR SCHOOL TRANSFER FROM PRIMARY TO SECONDARY

BACKGROUND INFORMATION: The following background information will enable us to find out the factors that impact the transfer from primary to secondary school with a view to facilitating your change of education sector. The questionnaire consists of four (4) pages and we would appreciate it very much in you answered the questions on all pages.

Please indicate your own situation by ticking the appropriate boxes, circling the appropriate number or answering the questions.

A. BIOGRAPHICAL INFORMATION:

01. Gender.....Boy □ Girl □

02. How many brothers and sisters do you have? (Do not include yourself).....

03. What is your position in the family?
(Circle the right number) 1st, 2nd, 3rd, 4th, 5th, 6th, 7th, 8th, 9th, 10th, Other.....
04. Have you been to a nursery school.....Yes □ No □

(If yes, for how long?).....

05. Have you attended rganizatio education?.....,Yes □ No □

06. At what age did you go to primary school?.....
(Write the exact age in years and months, i.e. 5 years and 8 months)

07. How would you rate your attainments during your top year of primary school on an **A, B, C, D, E** scale? (.....)
Choose a letter from this scale and write it in the bracketed space, considering that:

A=Outstanding attainment
B=Very good attainment
C=Good attainment
D=Almost good attainment
E=Not satisfactory attainment

08. Do you have any brothers or sisters who are/have been to a public secondary school?
Yes ! No ! (If yes write how many).....
09. Do you have any brothers or sisters who are/have been to a private secondary school?
Yes ! No ! (If yes write how many).....
10. What is your father's job?.....
11. What is your mother's job?.....
12. Which public/private secondary school will you most probably be attending next year?
.....

13. Why have you chosen the above school? ***(Tick as many boxes as appropriate).***

- I have siblings (brother or sister) there ☐
- It is near my house ☐
- It is near my father's /mother's house ☐
- It is near my grandparents' house ☐
- It is the receiving school of my primary school ☐
- Some classmates of mine will go there ☐
- My best friend will go there ☐
- It is a school with good rganizati ☐
- It is a disciplined school ☐
- I will do whatever I like there ☐
- I will not be obliged to have private tuition ☐
- I will pay less on private tuition ☐
- **Other**.....☐

14. What do you know of the public or private secondary school you will be attending next year? ***(Tick as many boxes as appropriate).***

- I visited it with my classmates and my teacher ☐
- My parents have visited it ☐
- My teacher talked to me about it ☐
- A secondary school teacher came to my school and talked to us about it ☐
- A secondary school teacher talked to us about the school uniform ☐
- I have attended some lessons there ☐
- I have taken part in a joint function with its students ☐
- My siblings (brother or sister) have talked to me about it ☐
- A secondary school teacher was invited to teach us for some periods ☐
- A secondary school teacher talked to us about registration procedures ☐
- A secondary school teacher talked to us about allocation to forms ☐
- I have read its handbook ☐
- **Other**..... ☐

B. SOCIAL INFORMATION:

Education of parents ***If other please specify in bracketed space***

s/n	Education	Father	Mother
1	No education at all		
2	Primary school		
3	Gymnasium		
4	Technical School		
5	Lyceum		
6	Further Education		
7	University		
8	Postgraduate (Master or PhD)		
9	**Other** (Father.....) (Mother.....)		

C. PUPIL EXPECTATIONS:

1. **Show degree of worry for following statements by circling one of the numbers on the five-point (1-5) scale:**

1=No worry at all, 2=Not very much worry, 3=Quite a lot of worry, 4=Very much worry, 5=Extreme worry

Please answer all questions.

01. Strict teachers	1	2	3	4	5
02. Changing rooms for lessons	1	2	3	4	5
03.Difficult classwork	1	2	3	4	5
04.Homework	1	2	3	4	5
05.Having more than one teachers	1	2	3	4	5
06. Being bullied	1	2	3	4	5
07. Being the youngest in school	1	2	3	4	5
08. Detentions	1	2	3	4	5
09. Miss friends	1	2	3	4	5
10. Tests	1	2	3	4	5
11. New subjects	1	2	3	4	5
12. Missing lessons	1	2	3	4	5
13. New teachers	1	2	3	4	5
14. Getting to school	1	2	3	4	5
15. Being punished	1	2	3	4	5
16. Forgetting equipment	1	2	3	4	5
17. School uniform	1	2	3	4	5
18. Not knowing teachers' names	1	2	3	4	5
19. Being bottom of class	1	2	3	4	5
20.Doing wrong	1	2	3	4	5
21. Longer school day	1	2	3	4	5
22. More tiring timetable	1	2	3	4	5
23. Different curriculum	1	2	3	4	5
24. **Other**	1	2	3	4	5

2. Show degree of satisfaction for following statements by circling one of the numbers on the five-point (1-5) scale:

1=No satisfaction at all, 2=Not very much satisfaction, 3=Quite a lot of satisfaction, 4=Very much satisfaction, 5=Extreme satisfaction

Please answer all questions.

01. Sports	1	2	3	4	5
02. New lessons	1	2	3	4	5
03. Making new friends	1	2	3	4	5
04. Craft lessons	1	2	3	4	5
05. Sciences	1	2	3	4	5
06. The new school uniform	1	2	3	4	5
07. Art	1	2	3	4	5
08. Cooking/needlework	1	2	3	4	5
09. Different teachers	1	2	3	4	5
10. School visits and excursions	1	2	3	4	5
11. Languages	1	2	3	4	5
12. Being grown up	1	2	3	4	5
13. Extra curriculum activities	1	2	3	4	5
14. **Other**.....	1	2	3	4	5

D. Show degree of agreement or disagreement with the following statements by circling one of the numbers on the four (1- 4) point scale.

1=I disagree a lot, 2=I disagree, 3=I agree, 4=I agree a lot

1. I am generally satisfied with myself	1	2	3	4
2. I often feel that am no good at all	1	2	3	4
3. I find it difficult to make friends	1	2	3	4
4. I often get mixed up in fights	1	2	3	4
5. When I speak everybody listens to me	1	2	3	4
6. I am shy	1	2	3	4

E. Please write anything else you want regarding your passage from primary to secondary school.

.....

.....

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THANK YOU FOR YOUR COOPERATION IN COMPLETING THIS QUESTIONNAIRE

Appendix 16

Secondary School Pupils Questionnaire

QUESTIONNAIRE FOR SCHOOL TRANSFER FROM PRIMARY TO SECONDARY SCHOOL

This survey investigates the relationship between the difficulties of adjusting to secondary school by the first –year pupils and the gap between primary and secondary schools regarding their philosophy, teaching methods and curriculum.

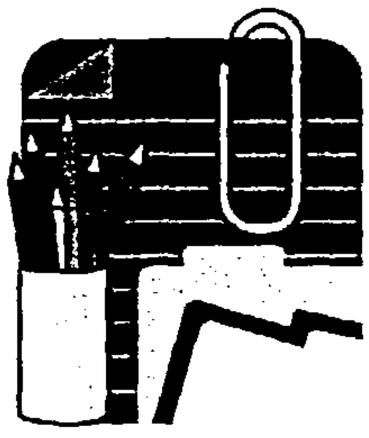
The aim of this survey is to identify the problems which you may face during the transition from primary to secondary school with a view to facilitating your change of education sector.

The contents of your answers will be treated as strictly confidential, so please do not write your name anywhere on the questionnaire.

At the same time, it must be stressed that there are no right or wrong answers and what is important is that you should answer the questions in a way that most reflects your own personal opinion.

The questionnaire consists of four (4) WHITE pages and we would appreciate it very much if you answered the questions on all pages. The other four (4) GREEN pages is the questionnaire for your parents. Please take it home and ask them to complete it. Bring it back to school within three (days) at the latest and give it to your form tutor. I will come and collect them in a week's time.

Thank you very much for your cooperation in completing this questionnaire.



QUESTIONNAIRE FOR SCHOOL TRANSFER FROM PRIMARY TO SECONDARY FOR STUDENTS

BACKGROUND INFORMATION: The following background information will enable us to find out the factors that impact the transfer from primary to secondary school with a view to facilitating your change of education sector. The questionnaire consists of four (4) WHITE pages and we would appreciate it very much if you answered the questions on all pages. The other four GREEN pages is the questionnaire for your parents. Please take it home and ask them to complete it within three (3) at the latest. When you bring it back to school give it to your form tutor. I will come and collect both the questionnaires next week.

A. Show degree of satisfaction for following statements by circling one of the numbers on the five-point (1-5) scale:

1=No satisfaction at all, 2=Not very much satisfaction, 3=Quite a lot of satisfaction, 4=Very much satisfaction, 5=Extreme satisfaction

Please answer all questions.

01. Sports (Taking part in several games and in the school teams)	1	2	3	4	5
02. New lessons	1	2	3	4	5
03. Making new friends	1	2	3	4	5
04. Craft lessons	1	2	3	4	5
05. Sciences (Physics-Chemistry-Anthropology-Geography)	1	2	3	4	5
06. The new school uniform	1	2	3	4	5
07. Art	1	2	3	4	5
08. Cooking/needlework	1	2	3	4	5
09. Different teachers	1	2	3	4	5
10. School visits and excursios	1	2	3	4	5
11. Languages	1	2	3	4	5
12. Being grown up	1	2	3	4	5
13. Extra curriculum activities	1	2	3	4	5
14. Computers	1	2	3	4	5
15. Music (Singing solo or in the quire, playing an instrument)	1	2	3	4	5
16. Mathematics	1	2	3	4	5
17. Theatre productions (Taking part in school plays and dancing)	1	2	3	4	5
18. Other.....	1	2	3	4	5

B. **Show degree of worry for following statements by circling one of the numbers on the five-point (1-5) scale:**

1=No worry at all, 2=Not very much worry, 3=Quite a lot of worry, 4=Very much worry, 5=Extreme worry

Please answer all questions.

01. Strict teachers	1	2	3	4	5
02. Changing rooms for lessons	1	2	3	4	5
03.Difficult classwork	1	2	3	4	5
04.Homework	1	2	3	4	5
05.Having more than one teachers	1	2	3	4	5
06. Being bullied	1	2	3	4	5
07. Being the youngest in school	1	2	3	4	5
08. Detentions	1	2	3	4	5
09. Miss friends	1	2	3	4	5
10. Tests	1	2	3	4	5
11. New subjects	1	2	3	4	5
12. Missing lessons	1	2	3	4	5
13. New teachers	1	2	3	4	5
14. Getting to school	1	2	3	4	5
15. Being punished	1	2	3	4	5
16. Forgetting equipment	1	2	3	4	5
17. School uniform	1	2	3	4	5
18. Not knowing teachers' names	1	2	3	4	5
19. Being bottom of class	1	2	3	4	5
20.Doing wrong	1	2	3	4	5
21. Longer school day	1	2	3	4	5
22. More tiring timetable	1	2	3	4	5
23. Different curriculum	1	2	3	4	5
24. Examinations	1	2	3	4	5
25. Forgetting to do my homework	1	2	3	4	5
26. Not being able to cope with my lessons	1	2	3	4	5
27. Grades	1	2	3	4	5
28. **Other**	1	2	3	4	5

C. **Show degree of agreement or disagreement with the following statements by circling one of the numbers on the four (1- 4) point scale.**

1=I disagree a lot, 2=I disagree, 3=I agree, 4=I agree a lot

Please answer all questions.

1. I am generally satisfied with myself 1 2 3 4
2. I often feel that am no good at all 1 2 3 4
3. I find it difficult to make friends 1 2 3 4
4. I often get mixed up in fights 1 2 3 4
5. When I speak everybody listens to me 1 2 3 4
6. I am shy 1 2 3 4

D. What has been done from the following at your school in order to facilitate your transition from primary to secondary school? *(Please tick as many boxes □ as rganizatio).*

01. We are being taught by professors who have served at primary school □
02. We have the same professor for many hours □
03. The professors adjusted their approach and pace to our level and needs □
04. Our parents have been invited to an open evening □
05. We have been given a school handbook □
06. We have been given a homework diary □
07. Our form tutor has explained to us the importance of student representatives □
08. Our head of year has explained to us the repercussions of rganization absences □
09. Our headteacher talked to us about our rights and duties □
10. The counselor gave us a questionnaire to fill in □
11. The health visitor gave us a questionnaire to fill in □
12. A support system for students with learning difficulties is operating □
13. A basic literacy and numeracy programme is operating □
14. Personal support is offered to students with special educational needs □
15. A Personal and Social Education Programme is being run for first years □

E. What criteria were used by your gymnasium for your allocation to forms?

(Please tick as many boxes ☐ as appropriate).

01.That there should be students from all the different feeder schools. _____ ☐
02, That each student should have at least a classmate from the primary in the class _ ☐
02.That there should be an equal number of boys and girls in each class_____ ☐
03.That classes should have an equal number of students _____ ☐
04.That students with learning difficulties should be distributed across all classes ___ ☐
05.That classes with special needs students should be smaller_____ ☐
06.That classes should consist of children of varied attainments _____ ☐
07.That students who repeat a class should be distributed in all forms _____ ☐
08. **Other** _____ ☐

F. Were you given the opportunity to express a wish to be in the same class with a primary school classmate for a serious reason provided that this did not upset the above criteria? _____ **Yes** ☐ **No** ☐

G. What grade did you get for Mathematics on your first term report? (.....) Choose a letter from the scale A, B, C, D, E and write it in the bracketed space above, considering that:

A=Outstanding attainment
B=Very good attainment
C=Good attainment
D=Almost good attainment
E=Not satisfactory attainment

H. Which transfer did you find most difficult? (*Please tick one box ☐ only*)

1. From home to nursery _____ ☐
2. From nursery to primary school _____ ☐
3. From primary to secondary school _____ ☐

I. Please write anything else you want regarding your passage from primary to secondarschool.

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THANK YOU FOR YOUR COOPERATION IN COMPLETING THIS QUESTIONNAIr

Appendix 17

QUESTIONNAIRE FOR PARENTS ON THE SUBJECT OF SCHOOL TRANSFER FROM PRIMARY TO SECONDARY EDUCATION

A. <u>Comparing to what we expected, the situation regarding our child's transfer fromprimary to secondary school was:</u>

Please tick only one box ☐

1. Worse ☐
2. As we expected ☐
3. Better ☐
4. Other (Please specify)..... ☐

B. <u>How did your child react to school transfer:</u>

Please tick as many boxes ☐ *as appropriate in your case*

1. With concern ☐
2. With hyperactivity ☐
3. With bustling outside behaviour ☐
4. With anxiety ☐
5. With depression ☐
6. With immaturity ☐
7. With reduced self-image ☐
8. With absences ☐
9. With enthusiasm ☐
10. With hard work ☐
11. With more rganization ☐
12. With humor ☐
13. With indifference ☐
14. In a different way (Please specify)..... ☐

C. How long did it take your child to adjust to secondary school?

Please tick only one box ☐

1. Right away ☐
2. One moth ☐
3. Two months ☐
4. One term (three months) ☐
5. After Christmas ☐
6. After the 4th month ☐
7. S/he has not adjusted yet ☐
8. Other (Please specify)..... ☐

D. <u>What do you do of the following in relation to your child's secondary school?</u>

Please tick as many boxes ☐ as appropriate in your case

01. We speak positively about the value of education in general ☐
02. We speak positively about our child's school ☐
03. We speak positively about our child's teacher ☐
04. We cooperate with school in homework ☐
05. We do not speak negatively about our child's teachers ☐
06. We check regularly on our child's uniform ☐
07. We ensure the regular attendance of our child ☐
08. We supply information about the family to the school ☐
09. We help the Parents Association economically ☐
10. In cases of discipline we let the school apply the appropriate regulations ☐
11. We take part in Parents Association functions ☐
12. We take part in school functions ☐
13. We take part in the report evenings with teachers ☐
14. Other (Please specify)..... ☐

E. <u>Who do you come into contact most in school?</u> (*Please tick only one box* ☐)

01. Subject teachers ☐
02. Form tutor ☐
03. Head of year ☐
04. Counsellor ☐
05. Welfare officer ☐
06. Social worker ☐
07. Educational psychologist ☐
08. Parents Association ☐
09. Head teacher ☐
10. Ministry of Education officers ☐
11. School secretary ☐
12. Health visitor ☐
13. Support teacher ☐
14. Other (Please specify) ☐

F. <u>How do you come into contact most with school?</u> (*Please tick only one box* ☐)

01. Through disciplinary subjects of our child ☐
02. Through discussing progress of our child with teachers ☐
03. Through collecting reports at the end of term ☐
04. Through registration procedures ☐
05. Through making suggestions to school ☐
06. Through other way (Please specify)..... ☐

G. What expectations do you have about your child's secondary education?

Please tick as many boxes ☐ as appropriate in your case

1. The opportunity to be with his/her own age group _____ ☐
2. The opportunity to have a basic education (literacy and numeracy) _____ ☐
3. To learn to be with a range of people including adults _____ ☐
4. To offer useful occupation in the form of clubs, classes, community activities _ ☐
5. To give them academic knowledge _____ ☐
6. To prepare them for the next stage of education (Lyceum /Technical School) __ ☐
7. To prepare them for getting a job_____ ☐
8. To be educated in the rights and duties of citizenship _____ ☐
9. To learn to cope with life and to become "level headed" _____ ☐
10. To be developed personally _____ ☐
11. To be developed socially _____ ☐
12. To be given the opportunity to develop his/her abilities _____ ☐
13. To widen his/her experience _____ ☐
14. Other _____ ☐

H. <u>Show degree of satisfaction which you think the 1st-year students feel for the statements that follow, by circling one of the numbers on the five-point scale</u>

1=No satisfaction at all, 2=Not very much satisfaction, 3=Quite a lot of satisfaction,
4=Very much satisfaction, 5=Extreme satisfaction

Please answer all questions.

01. Sports (Taking part in several games and in the school teams) _ 1 __ 2 __ 3 __ 4 __ 5
02. New lessons _____ 1 __ 2 __ 3 __ 4 __ 5
03. Making new friends _____ 1 __ 2 __ 3 __ 4 __ 5
04. Craft lessons_____ 1 __ 2 __ 3 __ 4 __ 5
05. Sciences (Physics-Chemistry-Anthropology-Geography) _____ 1 __ 2 __ 3 __ 4 __ 5
06. The new school uniform_____ 1 __ 2 __ 3 __ 4 __ 5
07. Art _____ 1 __ 2 __ 3 __ 4 __ 5
08. Cooking / needlework _____ 1 __ 2 __ 3 __ 4 __ 5
09. Different teachers_____ 1 __ 2 __ 3 __ 4 __ 5
10. School visits and excursions _____ 1 __ 2 __ 3 __ 4 __ 5
11. Languages _____ 1 __ 2 __ 3 __ 4 __ 5
12. Being grown up _____ 1 __ 2 __ 3 __ 4 __ 5
13. Extra curriculum activities _____ 1 __ 2 __ 3 __ 4 __ 5
14. Computers _____ 1 __ 2 __ 3 __ 4 __ 5
15. Music (Singing solo or in the quire, playing an instrument) ___ 1 __ 2 __ 3 __ 4 __ 5
16. Mathematics_____ 1 __ 2 __ 3 __ 4 __ 5
17. Theatre productions _____ 1 __ 2 __ 3 __ 4 __ 5
18. **Other** (Please specify).....1 __ 2 __ 3 __ 4 __ 5

I. Show the degree of worry which you think the 1st-year students feel for the statements that follow, by circling one of the numbers on the five-point scale:

1=No worry at all, 2=Not very much worry, 3=Quite a lot of worry, 4=Very much worry, 5=Extreme worry

Please answer all questions.

01. Strict teachers 1 2 3 4 5
02. Changing rooms for lessons 1 2 3 4 5
03. Difficult class work 1 2 3 4 5
04. Homework 1 2 3 4 5
05. Having more than one teachers 1 2 3 4 5
06. Being bullied 1 2 3 4 5
07. Being the youngest in school 1 2 3 4 5
08. Detentions 1 2 3 4 5
09. Miss friends 1 2 3 4 5
10. Tests 1 2 3 4 5
11. New subjects 1 2 3 4 5
12. Missing lessons 1 2 3 4 5
13. New teachers 1 2 3 4 5
14. Getting to school 1 2 3 4 5
15. Being punished 1 2 3 4 5
16. Forgetting equipment 1 2 3 4 5
17. School uniform 1 2 3 4 5
18. Not knowing teachers' names 1 2 3 4 5
19. Being bottom of class 1 2 3 4 5
20. Doing wrong 1 2 3 4 5
21. Longer school day 1 2 3 4 5
22. More tiring timetable 1 2 3 4 5
23. Different curriculum 1 2 3 4 5
24. Examinations 1 2 3 4 5
25. Forgetting to do homework 1 2 3 4 5
26. Not being able to cope with lessons 1 2 3 4 5
27. Grades 1 2 3 4 5
28. **Other** (Please specify)..... .1 2 3 4 5

J. Please write anything else you want regarding the transfer from primary to secondary school.

.....

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THANK YOU FOR YOUR COOPERATION IN COMPLETING THIS QUESTIONNAIRE

Appendix 18

Questionnaire for primary school teachers

QUESTIONNAIRE FOR PRIMARY SCHOOL TEACHERS, ON THE SUBJECT OF SCHOOL TRANSFER, FROM PRIMARY TO SECONDARY SCHOOL

A. BIOGRAPHIC INFORMATION:

Gender: Male ☐ 2. Female ☐

Age.....

District of school.....

Area in which you teach (Urban or Rural) **Urban ☐** **2. Rural ☐**

Initial Training:.....	**1. Pedagogical Academy of Cyprus**	☐
	2. Pedagogical Academy and Equalisation	☐
	3. University of Cyprus (Not from Equalisation)	☐
	4. Greek University (Not from Equalisation)	☐
	5. Foreign University -Pedagogical Institute training	☐
	6. Private College and Foreign University	☐
	7. Other (To be specified)	☐
In-service training up to now	**1. Pedagogical Institute Seminars**	☐
	2. Ministry of Education Seminars	☐
	3. Other (To be specified).....	☐
Postgraduate studies	**1. Masters**	☐
	2. Doctorate	☐
	3. Other (To be specified)	☐
Kind of appointment	**1. Permanent**	☐
	2. On probation	☐
	3. On a yearly contract	☐
	4. Other (To be specified).....	☐
Position in education	**1. Headmaster**	☐
	2. Assistant Headmaster	☐
	3.Class teacher	☐

Years in service, until 31.8.2002.....

Marital state	**1. Married**	☐
	2. Single	☐
	3.Other (To be specified).....	☐

Number of children in family if any.....

Is your school split into cycles..... 1 Yes ☐ 2.No ☐

How many pupils does your school have?.....

How many are the top-year pupils at your school?.....

How many pupils are there in the class you teach? (If you have a class).....

B.PROMOTION OF THE NINE-YEAR COMPULSORY EDUCATION:

What of the followintg have been done or are being done in your school in order to promote the goal of nine-year compulsory education:

Please tick by √ as many boxes as appropriate

1. Appointment of a liaison teacher or assistant head between gymnasium and feeder schools ____ ☐
2. Study of primary topyear and secondary first year teaching materials _____ ☐
3. Exchange of 1st term diagnostic and evaluation tests of primary topyear and secondary first year ☐
4. Working on common projects by primary topyear and secondary school students _____ ☐
5. Attendance of first year secondary school lesssons by primary school class teachers _____ ☐
6. Attendance of topyear primary school lesssons by first year secondary school subject teachers__ ☐
7. Subject teachers discussing the teaching of a certain lesson with primary classteachers _____ ☐
8. Joint visits by primary and secondary education inspectors to the respective schools _____ ☐
9. Joint functions (Cleaning, Music, Art etc) _____ ☐
10. Άλλο..... __ ☐

C. **To what degree do you believe that the following are responsible for the gap that exists between primary and secondary education?**

(*Answer all questions by circling the appropriate number on the five-point scale*)

A/A		Not at all				To an extreme degree
01	The small age of students when entering the gymnasium	1	2	3	4	5
02	Preadolescence	1	2	3	4	5
03	The different curriculum	1	2	3	4	5
04	The different teaching approaches	1	2	3	4	5
05	The change of school environment	1	2	3	4	5
06	The workload of teachers	1	2	3	4	5
07	Lack of concern on the part of teachers	1	2	3	4	5
08	Lack of trust between the teachers of the two sectors	1	2	3	4	5
09	The different discipline system	1	2	3	4	5
10	Lack of coordination between the officers of the two sectors in the Ministry of education	1	2	3	4	5
11	The different evaluation system of students	1	2	3	4	5
12	The different initial training of primary and secondary teachers	1	2	3	4	5
13	The different in-service training of primary and secondary teachers	1	2	3	4	5
I4	The different organisation system of the two sectors	1	2	3	4	5
15	The fact that children are missing their friends	1	2	3	4	5
16	The fact at the gymnasium there is a different teacher for each lesson	1	2	3	4	5
17	Other.....	1	2	3	4	5

D. To what degree would you like to participate in the following induction programme for promoting the goal of nine-year compulsory education at your Primary School?

(*Answer all questions by circling the right number*)

		Not at all				To an extreme degree
1	To take up as a coordinator between my primary school and our designate Gymnasium	1	2	3	4	5
2	To teach for some periods first - year pupils of our designate Gymnasium	1	2	3	4	5
3	To entertain first-year pupils of our designate Gymnasium, who will visit our primary school	1	2	3	4	5
4	To organise an open evening for the parents of my class, with a view to discussing problems arising from school transfer	1	2	3	4	5
5	To exchange views with the first-year teachers of our designate Gymnasium, with a view to bridging the gap between the two education sectors	1	2	3	4	5
6	Other.....	1	2	3	4	5

E.THE EXPECTATIONS OF PUPILS:

1. Show the degree of worry which you think your pupils feel for the statements that follow, by circling one of the numbers on the five-point scale:

1=No worry at all, 2=Not very much worry, 3=Quite a lot of worry, 4=Very much worry, 5=Extreme worry]

Please answer all questions.

01. Strict teachers	1	2	3	4	5
02. Changing rooms for lessons	1	2	3	4	5
03.Difficult classwork	1	2	3	4	5
04.Homework	1	2	3	4	5
05.Having more than one teachers	1	2	3	4	5
06. Being bullied	1	2	3	4	5
07. Being the youngest in school	1	2	3	4	5
08. Detentions	1	2	3	4	5
09. Miss friends	1	2	3	4	5
10. Tests	1	2	3	4	5
11. New subjects	1	2	3	4	5
12. Missing lessons	1	2	3	4	5
13. New teachers	1	2	3	4	5
14. Getting to school	1	2	3	4	5
15. Being punished	1	2	3	4	5
16. Forgetting equipment	1	2	3	4	5
17. School uniform	1	2	3	4	5
18. Not knowing teachers' names	1	2	3	4	5
19. Being bottom of class	1	2	3	4	5
20. Doing wrong	1	2	3	4	5
21. Longer school day	1	2	3	4	5
22. More tiring timetable	1	2	3	4	5
23. Different curriculum	1	2	3	4	5
24. **Other**	1	2	3	4	5

2.Show degree of satisfaction which you think your pupils feel for the statements that follow, by circling one of the numbers on the five-point scale

1=No satisfaction at all, 2=Not very much satisfaction, 3=Quite a lot of satisfaction, 4=Very much satisfaction, 5=Extreme satisfaction

Please answer all questions.

01. Sports	1	2	3	4	5
02. New lessons	1	2	3	4	5
03. Making new friends	1	2	3	4	5
04. Craft lessons	1	2	3	4	5
05. Sciences	1	2	3	4	5
06. The new school uniform	1	2	3	4	5
07. Art	1	2	3	4	5
08. Cooking/needlework	1	2	3	4	5
09. Different teachers	1	2	3	4	5
10. School visits and excursions	1	2	3	4	5
11. Languages	1	2	3	4	5
12. Being grown up	1	2	3	4	5
13. Extra curriculum activities	1	2	3	4	5
14. **Other**.....	1	2	3	4	5

F. To what degree do you believe that the following will promote the goal of nine-year compulsory education: (*Answer all questions by circling the right number*)

		Not at all				To an extreme degree
1	Unified training of the teachers of primary and secondary education	1	2	3	4	5
2	Unified in-service training of primary and secondary education	1	2	3	4	5
3	More specialists teachers in primary education	1	2	3	4	5
4	Secondary teachers to teach more than one subjects (i.e. Geography, Music, English)	1	2	3	4	5
5	Primary and secondary schools to be housed in the same building but have their own Headmasters and Assistant Headmasters	1	2	3	4	5
6	Primary and secondary schools to be housed in the same building and have the same Headmasters and Assistant Headmasters	1	2	3	4	5
7	United Curriculum Development Service	1	2	3	4	5
8	Closer contact between the officers of the two levels of education in the Ministry of Education and Culture	1	2	3	4	5
9	Other.....	1	2	3	4	5

G. Please write anything else you want regarding the transfer from primary to secondary school.

.....

THANK YOU FOR YOUR COOPERATION IN COMPLETING THIS QUESTIONNAIRE

Appendix 19

Questionnaire for secondary school teachers

QUESTIONNAIRE FOR GYMNASIUM SUBJECT TEACHERS ON SCHOOL TRANSFER

A. BIOGRAPHIC INFORMATION:

Gender: 1. Male ☐ 2. Female ☐

Age:.....

District of school:.....

Area of school: (Town or country) 1. Urban ☐ 2. Rural ☐

Initial training:	1. Cyprus University	☐
	2. Greek university	☐
	3. Foreign University	☐
	4.Other (Please specify).....	☐
In–service training up to now:	1. Pedagogical Institute	☐
	2. Ministry of Education Seminars	☐
	3. Other (Please specify).....	☐
Postgraduate studies:	1. Masters	☐
	2. Doctorate	☐
	3. Other (Please specify).....	☐
Kind of appointment:	1. Permanent	☐
	2. On probation	☐
	3. On a contract	☐
	4. Other (Please specify).....	☐
Position in education:	1. Head teacher	☐
	2. Deputy Head teacher	☐
	3. Counselor	☐
	3. Subject teacher (Please specify)	☐

Years in service until 1.8.2002.....

Marital state	1. Married	☐
	2. Single	☐
	3. Other (Please specify).....	☐

Number of children if you are married:.....

Population of school:.....

Number of students in first year:.....

Average number of students in the classes of first year.....

B. What of the followintg have been done or are being done in your school in order to promote the goal of nine-year compulsory education:

Please tick by √ as many boxes as appropriate

11. Appointment of a liaison between gymnasium and feeder schools _____	☐
12. Study of primary topyear and secondary first year teaching materials _____	☐
13. Exchange of 1st term diagnostic and evaluation tests of primary topyear and secondary first year	☐
14. Working on common projects by primary topyear and secondary school students _____	☐
15. Attendance of first year secondary school lesssons by primary school class teachers _____	☐
16. Attendance of topyear primary school lesssons by first year secondary school subject teachers__	☐
17. Subject teachers discussing the teaching of a certain lesson with primary classteachers _____	☐
18. Joint visits by primary and secondary education inspectors to the respective schools _____	☐
19. Joint functions (Cleaning, Music, Art etc) _____	☐
20. Άλλο..... __	☐

C. <u>To what degree do you believe that the following are responsible for the gap that exists between primary and secondary education?</u>

(*Answer all questions by circling the appropriate number on the five-point scale*)

A/A		Not at all				To an extreme degree
01	The small age of students when entering the gymnasium	1	2	3	4	5
02	Preadolescence	1	2	3	4	5
03	The different curriculum	1	2	3	4	5
04	The different teaching approaches	1	2	3	4	5
05	The change of school environment	1	2	3	4	5
06	The workload of teachers	1	2	3	4	5
07	Lack of concern on the part of teachers	1	2	3	4	5
08	Lack of trust between the teachers of the two sectors	1	2	3	4	5
09	The different discipline system	1	2	3	4	5
10	Lack of coordination between the officers of the two sectors in the Ministry of education	1	2	3	4	5
11	The different evaluation system of students	1	2	3	4	5
12	The different initial training of primary and secondary teachers	1	2	3	4	5
13	The different in-service training of primary and secondary teachers	1	2	3	4	5
I4	The different organisation system of the two sectors	1	2	3	4	5
15	The fact that children are missing their friends	1	2	3	4	5
16	The fact at the gymnasium there is a different teacher for each lesson	1	2	3	4	5
17	Other.....	1	2	3	4	5

D. <u>To what degree would you like to participate in the following programme for promoting the goal of nine-year compulsory education at your Gymnasium?</u>

(*Answer all questions by circling the right number*)

		Not at all				To an extreme degree
1	To take up as coordinator of my department with a view to cooperating with primary schools	1	2	3	4	5
2	To teach for some periods top year primary pupils at feeder schools of my Gymnasium	1	2	3	4	5
3	To teach primary school pupils who will visit our secondary school	1	2	3	4	5
4	To organise a gathering of the parents of my class, in case I were a form tutor, with a view to discussing problems arising from transfer	1	2	3	4	5
5	To exchange views with the primary school teachers with a view to bridging the gap between the two education sectors	1	2	3	4	5
6	**Other**.....	1	2	3	4	5

E. To what degree do you believe that the following will promote the goal of nine-year compuslory education; (*Answer all questions by circling the right number*)

		Not at all				To an extreme degree
1	Unified training of the teachers of primary and secondary education	1	2	3	4	5
2	Unified in-service training of primary and secondary education	1	2	3	4	5
3	More specialists teachers in primary education	1	2	3	4	5
4	Secondary teachers to teach more than one subjects (i.e. Geography, Music, English)	1	2	3	4	5
5	Primary and secondary schools to be housed in the same building but have their own Head teachers and Deputy Head teachers	1	2	3	4	5
6	Primary and secondary schools to be housed in the same building and have the same Head teachers and Deputy Head teachers	1	2	3	4	5
7	United Curriculum Development Service	1	2	3	4	5
8	Closer contact between the officers of the two levels of education in the Ministry of Education and Culture	1	2	3	4	5
9	Other.....	1	2	3	4	5

E. Show degree of satisfaction which you think the 1st-year students feel for the statements that follow, by circling one of the numbers on the five-point scale

1=No satisfaction at all, 2=Not very much satisfaction, 3=Quite a lot of satisfaction, 4=Very much satisfaction, 5=Extreme satisfaction

Please answer all questions.

01. Sports (Taking part in several games and in the school teams)	1	2	3	4	5
02. New lessons	1	2	3	4	5
03. Making new friends	1	2	3	4	5
04. Craft lessons	1	2	3	4	5
05. Sciences (Physics-Chemistry-Anthropology-Geography)	1	2	3	4	5
06. The new school uniform	1	2	3	4	5
07. Art	1	2	3	4	5
08. Cooking/needlework	1	2	3	4	5
09. Different teachers	1	2	3	4	5
10. School visits and excursions	1	2	3	4	5
11. Languages	1	2	3	4	5
12. Being grown up	1	2	3	4	5
13. Extra curriculum activities	1	2	3	4	5
14. Computers	1	2	3	4	5
15. Music (Singing solo or in the quire, playing an instrument)	1	2	3	4	5
16. Mathematics	1	2	3	4	5
17. Theatre productions (Taking part in school plays and dancing)	1	2	3	4	5
18. Other.....	1	2	3	4	5

G. <u>Show the degree of worry which you think the 1st-year students feel for the statements that follow, by circling one of the numbers on the five-point scale:</u>

1=No worry at all, 2=Not very much worry, 3=Quite a lot of worry, 4=Very much worry, 5=Extreme worry]

Please answer all questions.

01. Strict teachers	1	2	3	4	5
02. Changing rooms for lessons	1	2	3	4	5
03.Difficult class work	1	2	3	4	5
04.Homework	1	2	3	4	5
05.Having more than one teachers	1	2	3	4	5
06. Being bullied	1	2	3	4	5
07. Being the youngest in school	1	2	3	4	5
08. Detentions	1	2	3	4	5
09. Miss friends	1	2	3	4	5
10. Tests	1	2	3	4	5
11. New subjects	1	2	3	4	5
12. Missing lessons	1	2	3	4	5
13. New teachers	1	2	3	4	5
14. Getting to school	1	2	3	4	5
15. Being punished	1	2	3	4	5
16. Forgetting equipment	1	2	3	4	5
17. School uniform	1	2	3	4	5
18. Not knowing teachers' names	1	2	3	4	5
19. Being bottom of class	1	2	3	4	5
20.Doing wrong	1	2	3	4	5
21. Longer school day	1	2	3	4	5
22. More tiring timetable	1	2	3	4	5
23. Different curriculum	1	2	3	4	5
24. Examinations	1	2	3	4	5
25. Forgetting to do my homework	1	2	3	4	5
26. Not being able to cope with my lessons	1	2	3	4	5
27. Grades	1	2	3	4	5
28. **Other**	**1**	**2**	**3**	**4**	**5**

I. <u>Please write anything else you want regarding the transfer from primary to secondary school.</u>

.....

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.....

.....

THANK YOU FOR YOUR COOPERATION IN COMPLETING THIS QUESTIONNAIRE

Appendix 20

..... GYMNALIUM **SCHOOL YEAR 2003-2004**

HEAD TEACHER'S INTERVIEW WITH TEACHERS

DATE.....

TEACHER:.....CLASS.....PERIOD.....

LESSON:.....

1. OUTLINE OF PREVIOUS LESSON:.....

   .....

2. OBJECTIVES OF LESSON:.....
3. EXAMINATION OF LESSON:.....
4. HOMEWORK:.....
5. LESSON PLAN:.....
6. CHECKING OF HOMEWORK:.....
7. TEACHING APPROACH:.....
8. PASSING ON OF KNOWLEDGE:.....
9. PACE OF LESSON:.....
10. PARTICIPATION OF PUPILS IN LESSON:.....

    .....

11. THE USE OF VISUAL AIDS :.....
12. MIXED ABILITY TEACHING:.....
13. CLASS ORGANISATION AND APPEARANCE:.....

    .....

14. DISCIPLINE OF PUPILS:.....

    .....

15. DISTRIBUTION OF TEACHING PERIODS:.....

.....

16: COORDINATION WITH OTHER TEACHERS:.....

.....

17: UTILISATION OF TIME IN CASE TEACHER HAS BEEN RELEASED FROM TEACHING: .....

.....

18. HELPING OF SCHOOL WITH TASKS RELATED TO SPECIALISM:.....

.....

19. ADMINISTRATIVE DUTIES:.....

.....

.....

20. COMMITTIES:.....

.....

.....

.....

21. PARTICIPATION IN ACTIVITIES TAKING PLACE AFTER SCHOOL HOURS:.....

.....

22. HELPING WITH EXTRA CURRICULAR ACTIVITIES:.....

.....

23. BREAK DUTIES:.....

24. RELATIONS WITH PARENTS:.....

25. FORM/COFORM TUTOR:.....

.....

26. UPDATING OF STAFFROOM BY SMT:.....

27. TEACHER'S AWARENESS OF SCHOOL FUNCTIONS AND PARTICIPATION IN STAFFROOM

.....

28. TEACHERGS EXPECTATIONS OF SCHOOL:.....

.....

29. SCHOOL CLIMATE:.....

30. SCHOOL'S EXPECTATIONS OF TEACHER:.....

.....

31. SELFEVALUATION:.....

.....

32. REMARKS/SUGGESTIONS:.....

.....

33. TIME OF COMING TO AND LEAVING FROM SCHOOL:.....

.....

34. LEAVE/AND ABSENCES FROM SCHOOL:.....

.....

Head teacher's interview with teachers

Appendix 21

QUESTIONNAIRE FOR THE TEACHER

Ring your gender

Gender: Female

Male

Ring one number in each question considering that **1= not at all** and **7 = to the highest degree.**

The head teacher of my school:

1.	seeks opportunities, which would check his skills	1 2 3 4 5 6 7
2.	refers to future tendencies which will affect the way our work is carried out	1 2 3 4 5 6 7
3.	promotes relations of cooperation between my colleagues	1 2 3 4 5 6 7
4.	shows what s/he expects from others with his personal example	1 2 3 4 5 6 7
5.	praises people when they succeed in their tasks	1 2 3 4 5 6 7
6.	encourages colleagues to try new innovations in their work	1 2 3 4 5 6 7
7.	describes with clarity and concretely the future picture of my school	1 2 3 4 5 6 7
8.	listens carefully to all the different views in relation to a topic	1 2 3 4 5 6 7
9.	invests in time and energy in order to establish that his collaborators work according to the principles and the objectives that have been agreed	1 2 3 4 5 6 7
10.	shows in a conspicuous way that he trusts in the abilities of his colleagues	1 2 3 4 5 6 7
11.	seeks original ways of the improvement of the work outside the typical framework of school	1 2 3 4 5 6 7
12.	encourages others to share an enthusiastic vision	1 2 3 4 5 6 7
13.	behaves with discretion and respect	1 2 3 4 5 6 7
14.	is consistent in the promises and commitments he takes on	1 2 3 4 5 6 7

15. assures that his colleagues are rewarded substantially for their contribution to the achievement of our objectives	1	2	3	4	5	6	7
16. poses the question 'what can we learn when we are facing unexpected events?'	1	2	3	4	5	6	7
17. shows to others that their long-term interests may be satisfied with their participation in a common vision	1	2	3	4	5	6	7
18. supports the initiatives and the decisions of colleagues	1	2	3	4	5	6	7
19. has a clear philosophy of leadership	1	2	3	4	5	6	7
20. acknowledges publicly people who are committed in common values	1	2	3	4	5	6	7
21. experiments even when there is a possibility of failure	1	2	3	4	5	6	7
22. passes on his enthusiasm and positive attitude for possible prospects	1	2	3	4	5	6	7
23. grants to people a high degree of freedom and the right of selecting their own way of working	1	2	3	4	5	6	7
24. makes sure that we set feasible goals, we make concrete planning and we set time schedules in the framework of planning our work	1	2	3	4	5	6	7
25. finds ways so that 'we celebrate' our achievements	1	2	3	4	5	6	7
26. takes the initiative for overcoming possible obstacles even when the results which will ensue are uncertain	1	2	3	4	5	6	7
27. speaks enthusiastically for the deeper meaning and the aim of our work	1	2	3	4	5	6	7
28. provides the conditions so that people are developed professionally at their place of work improving their abilities and themselves	1	2	3	4	5	6	7
29. works progressively and gradually for the achievement of the objectives	1	2	3	4	5	6	7
30. recognises and supports the members of the group for their contribution towards the achievement of the objectives	1	2	3	4	5	6	7

Head teacher's questionnaire for the teacher

Appendix 22

MOED 578/1968/A

MINSTRY OF EDUCATION
NICOSIA

29th May, 1987.

Mr A. Chryssochos (Chairman)

Mr I. Psaltis (OELMEK)

Mrs E. Meli (Curriculum Development Service)

Mr A. Savvidhis

Mr. Kourtellas (POED)

Mrs Aigli Tsiali (Curriculum Development Service)

Subject: curriculum of Art for Primary – Gymnasium
for the nine-year compulsory education

you are informed that you are appointed as a member of a special subcommittee in order to study the above subject. We request that the committee is convened soon in order to start studying its subject, which is expected to be completed by the end of September, 1907.

The principles on which you will base your work are attached.

Director
of Primary Education

Director
of Secondary Education

Copy to: CISE
CIPE
POED
OELMEK

Appendix 23

NICOSIA ..... GYMNASIUM SCHOOL YEAR 2003 - 2004

HEAD TEACHER'S DAILY SCHEDULE
DATE.....

TEACHING PERIODS	MONDAY THURSDAY FRIDAY		DAILY SCHEDULE		TUESDAY WEDNESDAY
MORNING	06:45 – 07:30	A		1	06:45 – 07:30
		B		2	
		C		3	
1	07:30 – 08:15	A		1	07:30 – 08:10
		B		2	
		C		3	
2	08:15 – 09:00	A		1	08:10 – 08:50
		B		2	
		C		3	
BREAK	09:00 – 09:15	A		1	08:50 – 09:05
		B		2	
		C		3	
3	09:15 – 10:00	A		1	09:05 – 09:45
		B		2	
		C		3	
4	10:00 – 10:45	A		1	09:45 – 10:25
		B		2	
		C		3	
BREAK	10:45 – 11:10	A		1	10:25 – 10:45
		B		2	
		C		3	
5	11:10 – 11:55	A		1	10:45 – 11:25
		B		2	
		C		3	
6	11:55 – 12:40	A		1	11:25 – 12:05
		B		2	
		C		3	
BREAK	12:40 – 12:50	A		1	12:05 – 12:15
		B		2	
		C		3	
7	12:50 – 13:35	A		1	12:15 – 12:55
		B		2	
		C		3	
8		A		1	12:55 – 13:35
		B		2	
		C		3	
BREAK	13:35 – 13:45	A		1	13:35 – 13:45
		B		2	
		C		3	
AFTERNOON	13:45 – 14:30	A		1	13:45 – 14:30
		B		2	
		C		3	
	14:30 – 14:45	A		1	14:30 – 14:45

Head teacher's Daily Schedule