

Managing the Transition Process of Students from Junior High-School to High-School

Yusef EMAN¹

Abstract

Transitions from primary school to high school is also considered to be a key milestone, while experiencing adolescence, children undergo more developmental changes include physical, cognitive, emotional and psychological changes. During the course of their studies all students experience transitions between schools.

The focus of my paper is the transition process and the management of this period by involving all the relevant stakeholders in the process of students' transition from Junior High School to High School. I have focused my research on different factors involving this transition and the challenges that students and professors have to cope with.

Keywords: Junior High School, High School, transition, students, professors, management of change.

JEL classification: A21, M10, M14.

1. Transition of students to high school in Israel

Most of studies dealing with the subject of school transitions in Israel focused on students entering junior high school. These studies have reported negative effects such as decrease in average scores (al., 1981; Isakson & Jarvis 1999; Seidman, Aber, Allen & French, 1996, Barone, Agvira, Deandreis, & Trickett, 1991; Blyth et al., 1983; Flner et), greater absenteeism (Barone e., 1991; Felner et al., 1981, Isakson & Jarvis, 1999), decrease in participation in activities outside school hours (et al., 1996 Barone et., 1991; Blyth et al., 1983 Felner et al., 1981; Seidman), concern about school procedures & the presence of older students (Barone et al., 1991), and decrease in social support perception by the school staff members (Seidman et al, 1996). The research literature provides several explanations for this decrease in adaptation level during the transition to high school as detailed below:

Students who are on the verge of entering high school encounter transition in which they are required to deal with a new physical and organizational environment, new colleagues and new expectations of new teachers. There are several other factors that might make the transition to high school particularly harder transition for the students. The most important is the change in

¹ Yusef EMAN, Carmel College, Carmel, Israel, Email: eaman.farah@yahoo.com

developmental requirements usually occurs during this period as a result of the beginning of adolescence and the nature of the environmental framework to which the student is entering (Elfendari, Limor 2002).

During the entry point to high school students might deal with a large number of new options and decisions arising from the nature of the framework. The high school confronts the students with distinct academic program based on alternative routes. Choosing his/her own route is actually defining the identity of the student and his future opportunities after the completion of high school. The student is actually motivated by his duty to consider more deeply and seriously his actions. The effects of his peer group may push students toward academic achievement and involvement in school life or deflect him off.

Dealing with organizational structure of bureaucratic type forces the student to learn how to function with bureaucracy, how to communicate with the powers and authorities, how to use both formal and informal networks in order to solve problems and develop consistency in all activities and with himself. (Alvidrez & alt. as cited in: Cusick, 1986).

In Israel, access to ninth grade is a defining period for teenagers, and researchers have noted adjustment problems during this transition period that include decreases in grade point average, attendance, feelings of connectedness, and co curricular participation and increases in anxiety concerning school procedures and older students, social difficulties, and changes in relationships with parents (Isakson & Jarvis, 1999). Research indicates that students who participate in transition programs that actively involve students, parents, and staff members are less likely to drop out of high school, even when demographic and other information is held constant.

The transition into high school is marked by increased disengagement and declining motivation, particularly for low-performing youth (National Research Council, 2004). Although moving from middle school to high school can be a very exciting time for students, the transition is filled with great anxiety and stress for many adolescents (National Highschool Center, 2007).

It may be due to proximity of the beginning of high school studies and the developmental transition to adolescence, (which both usually involve development of new skills and resources, and which are dragging other social tasks), that difficulties of controlling transition tasks which are resulting from one or both of them are intensifying (Felner et al., 1993).

Increased emphasis on social interactions in high school may create an environment where the desire to fit in and belong is used as a source of additional pressure. The need to belong, social support and acceptance gets special importance during adolescence because in this period the young student tend to rely, more than in the past, on friendships and other relationships that are not part of the family frame, to receive support and guidance.

2. First research hypothesis

The first research hypothesis is stating that the better is “Adjustment to High school” and the higher are expectations of “Adjustment to High school in 9th grade”, the better will be “Adjustment to High school” and the feeling of “Adjustment to High school in 10th grade”.

The hypothesis was examined by means of multiple hierarchical regressions of the dependent research variables (Adjustment to High school and Feeling of adjustment to High school) on Adjustment to Junior High school, Involvement in Junior High school and Expected adjustment to High school. As the first step, a control variable was introduced that defined schools and also gender of pupils and the independent research variables as a second step.

Table 1 and Table 2 present the multiple regressions of adjustment to High school and feeling of adjustment to High school on adjustment to Junior High school, involvement in Junior High school and expected adjustment to High school.

The findings in Table 1 and Table 2 show that all the regressions are significant, although the level of explained variance of class teachers' evaluation of pupils' adjustment to High school is not high (10-16%). 13% of the variance in High school academic adjustment evaluation are explained by class teachers' evaluation of pupils' Adjustment to High school and pupil's expected Feeling of belonging to High school. The higher was Academic adjustment in Junior High school evaluated and the higher were expected feeling of belonging to High school, the higher the Expected academic adjustment in High school was evaluated by class teachers.

Similarly, 10% of the variance in High school social adjustment evaluation are explained by class teachers' evaluation of pupils' functioning in Junior High school and pupil's expected feeling of belonging to High school (beyond the differences between schools). The higher was academic adjustment in Junior High school evaluated and the higher were expected feeling of belonging to High school, the higher social adjustment to High school was evaluated.

16% of the variance in adjustment to school system in High school are explained by class teachers' evaluation of pupils' academic adjustment in Junior High school (beyond the differences between schools). The higher was academic adjustment in Junior High school evaluated the higher was adjustment to school system evaluated. Thus, the evaluation of study performance in Junior High school explains positively the dimensions of adjustment to High school by means of class teachers' evaluation. Additionally, pupils' expected feeling of belonging to High school explains the evaluation of social adjustment to High school and adjustment to the High school system.

The findings illustrate that all the regressions are significant and the level of explained variance of pupils' feeling if adjustment to High school is between 24 and 33%. 33% of the variance of total score of feeling of adjustment to High school is explained by pupil's gender, class teachers' evaluation of social adjustment to Junior High school, involvement in Junior High school and pupils' expected feeling of belonging to High school.

The higher was social adjustment to Junior High school evaluated by class teachers, the higher was social involvement in Junior High school, the higher was expected feeling of belonging to High school and for the girls, thus was the feeling of total adjustment of pupils to High school also higher. The findings regarding social aspect of feeling of adjustment to High school are explained similarly to the total score, whereas the explained variance is 24%. The higher was social adjustment to Junior High school evaluated by class teachers, the higher was social involvement in Junior High school, the higher was expected feeling of belonging to High school and for the girls, thus was the social aspect of feeling of adjustment also higher.

29% of the variance in Evaluation of the performance aspect of feeling of adjustment to High school, and 27% of the variance of evaluation of the cognitive aspect of adjustment to High school are explained by pupil's gender, class teachers' evaluation of social adjustment to Junior High school and involvement in Junior High school.

The higher social adjustment in Junior Highs school was evaluated by class teachers, the higher was the involvement in Junior High school and for the girls, thus the cognitive aspect and the performance aspect in pupils' feeling of adjustment to High school were evaluated higher.

Thus, the level of evaluation of social adjustment in Junior Highs school and the level of involvement in Junior High school, positively explain the dimensions of feeling of adjustment to High school according to pupils' evaluation. Additionally, all dimensions were evaluated as higher by girls than they were by boys. Pupils' expected feeling of belonging to High school, explain the total score of feeling of adjustment and its social aspect.

Therefore, the first research hypothesis is hereby confirmed to a large extent. In general, it was found that the better is the adjustment to Junior High school and the higher is expected adjustment to Junior Higher school, the better are adjustment and the feeling of adjustment to High school. More specifically, the evaluation of study performance in Junior High school was found to positively explain all dimensions of class teachers' evaluation of adjustment to High school. Pupils' expected feeling of belonging to High school explains the evaluation of social adjustment to High school and the adjustment to the High school system. The evaluation of social adjustment to Junior High school and the level of involvement in Junior High school were found positively explaining all dimensions of pupils' feeling of adjustment to High school. Pupils' expected feeling of belonging to High school were found explaining the overall score of feeling of adjustment and its social aspect. Finally, all dimensions of adjustment to High school were found higher among girls than among boy.

3. Second research hypothesis

The second research hypothesis stated that the better a Junior High school organizational culture promotes study, social and behavioral fields and ensures safety and physical conditions the better will be pupils' adjustment to High school and the feeling of adjustment to High school.

The hypothesis has initially been examined for the adjustment to high school and total score of Management organizational culture in Junior High school

and afterwards for the different cultural fields. The relation between class teachers' evaluation of pupils' adjustment to High school and the overall score of Management organizational culture in Junior High school was examined by means of partial correlations, by supervision of pupils' gender and school and for boys and girls separately. Then the hypothesis was examined by means of multiple hierarchical regressions of class teachers' evaluation of pupils' adjustment to High school on dimensions of Management organizational culture in Junior High school.

Partial correlations between class teachers' evaluation of pupils' adjustment to High school and the total score of Management organizational culture in Junior High school, with supervision of pupils' gender and school, were found insignificant. For study performance: $r=0.02$; for social adjustment: $r=0.04$; and for adjustment to school system $r=0.08$. Similarly, separate correlations according to participants' gender have been found to be insignificant. For boys: from $r=0.05$ to $r=0.13$; for girls: from $r=-0.01$ to $r=0.08$. Thus, no relation was found between the total score of Management organizational culture in Junior High school and class teachers' evaluation of pupils' adjustment to High school.

Consequently, Table 3 in Appendix 3 presents the multiple regressions of adjustment to High school on dimensions of Management organizational culture in Junior High school.

In the first step the variables of pupils' gender and school were considered and in the second step the dimensions scope of Management organizational culture.

The findings in above table illustrate that although all the regressions are significant, the level of explained variance in class teachers' evaluation of pupils' adjustment to High school is low (4-9%).

Pupils' gender and school explain significantly pupils' adjustment to High school. However, the contribution of Management organizational culture in Junior High school is not significant. Which means that the second research hypothesis has not been confirmed: the Management organizational culture in Junior High school has not been found as promoting the adjustment of pupils to High school according to class teachers' evaluation.

In light of the above, relations of Management organizational culture in High school had also been examined. Partial correlations between class teachers' evaluation of pupils' adjustment to High school and the total score of Management organizational culture in High school (with supervision of pupils' gender and school) have been found to be not significant. For academic adjustment: $r=0.07$; for social adjustment: $r=0.09$; and for adjustment to school system: $r=0.08$. Similarly, insignificant correlations have been found also for the relations with dimensions of Management organizational culture in high school. For academic adjustment: $r=-0.05$ to $r=0.09$; for social adjustment: $r=0/05$ to $r=0/09$; and for adjustment to school system: $r=0.015$ to $r=0.09$. Therefore, the second research hypothesis for the adjustment to high school has not been confirmed for Management organizational culture in Junior High school and also the Management organizational culture in High school has not been found to promote the adjustment of pupils according to class teachers' evaluation.

Subsequently, the second research hypothesis states that the better a Junior High school Management organizational culture promotes study, social and behavioral fields and ensures safety and physical conditions the better will be pupils' feeling of adjustment to High school.

Similarly to the first hypothesis, it was examined initially for the total score of Management organizational culture in Junior High school and pursuant to this for the different cultural fields. The relation between pupils' feeling of adjustment to High school and the total score of Management organizational culture has been examined by the help of partial correlations, with supervision of pupils' gender and school, and also separately for girls and boys. Following part of the hypothesis has been examined by means of multiple hierarchical regressions of pupils' feeling of adjustment to High school on the dimensions of Management organizational culture in Junior High school. Table 4 presents partial correlations between pupils' feeling of adjustment to High school and the total score of Management organizational culture in Junior High school, with supervision of pupils' gender and school and also separately for boys and girls.

Table 4. Partial correlations between pupils' feeling of adjustment to High school and the total score of Management organizational culture in Junior High school (N=340).

Perception of adjustment to HS:	Total sample (n = 340)	Boys (n = 138)	Girls (n = 202)
Total score	0.47***	0.37***	0.56***
Functional	0.38***	0.28***	0.47***
Social	0.46***	0.33***	0.66***
Cognitive	0.40***	0.38***	0.43***

* $p < .05$, ** $p < .01$, *** $p < .001$ HS- High School.

All the correlation in the above table are significant and illustrate that beyond pupils' gender and school, positive relations have been found between the total score of Management organizational culture in Junior High school and pupils' feeling of adjustment to High school. The more Management organizational culture in Junior High school had been evaluated as promoting, the higher was pupils' feeling of adjustment to High school.

The table presents the multiple regressions of feeling of adjustment to High school on the dimensions of Management organizational culture in Junior High school. As the first step, the variables of pupils' gender and school have been introduced and in the second step the dimensions of Management organizational culture.

The findings show that all regressions are significant and the level of explained variance of pupils' feeling of adjustment to High school, by dimensions of Management organizational culture in Junior High school, gender and school, spans between 22-30%.

30% of the variance of total score of adjustment to High school is explained by pupil's gender, and perception of the professional-study field and the social-behavioral field of Management organizational culture in Junior High

school. The more the Management organizational culture in Junior High school was perceived as promoting to the field of study, the social-behavioral field and for girls, so was higher pupils' total feeling of adjustment to High school. As above, the findings for the social aspect of feeling of adjustment to High school are explained similarly to the total score, whereas the explained variance is 27%. The more promoting the Management organizational culture in Junior High school has been perceived to the field of study, the social-behavioral field and for girls, the higher was social aspect evaluated in the feeling of adjustment.

22% of the variance in evaluation of the functional aspect of the feeling of adjustment to High school and 24% of the variance in the evaluation of the cognitive aspect of the feeling of adjustment to High school are explained by pupils' gender, and the perception of the professional-study field of Management organizational culture in Junior High school. The more the organizational culture in junior High school has been perceived as promoting to the field of study and for girls, the higher were the functional and cognitive aspects evaluated in pupils' feeling of adjustment to High school.

Thus, the evaluation of the professional-study field of the Management organizational culture in Junior High school positively explains the dimensions of feeling of adjustment to High school according to pupils' evaluation. Additionally, as stated previously, all the dimensions were evaluated higher by girls than by boys. The perception of the social- behavioral field of Management organizational culture in Junior High school positively explains the total score of the feeling of adjustment to high school and its social aspect.

Therefore, the second part of the second research hypothesis has been confirmed to a large degree. In general, it was found that the more positive is Management organizational culture in Junior High school, the better is pupils' feeling of adjustment to High school. Specifically, the evaluation of the professional-study field of the Management organizational culture in Junior High school was found to be positively explaining all dimensions of pupils' feeling of adjustment to High school according to pupils' evaluation. The evaluation of the social-behavioral field of the Management organizational culture in Junior High school was found to be positively explaining the total score of the feeling of adjustment to High school and its social aspect. It is interesting to see that the degree Management organizational culture secures the physical conditions and safely is not related to pupils' adjustment to High school. Finally, just as previously, all the dimensions of feeling of adjustment to High school were found higher amongst girls than amongst boys.

4. Third research hypothesis

The third research hypothesis stated that the better a high school organizational culture promotes study, social and behavioral fields and ensures safety and physical conditions the better would be pupils' adjustment the feeling of adjustment to High school to High school.

For the purpose of examination of this hypothesis, the differences between Management organizational culture scores in High school and in Junior High school were defined as "adjusted residual gains". These scores define the level of

difference between the dimensions of Management organizational culture in High school and in Junior High school, with supervision of the last, so that the difference score for each participant is proportional to his starting point (Patton, Kivlighan & Multon, 1997).

The hypothesis has been initially examined for the adjustment to high school and for total difference score of Management organizational culture and then for the different cultural fields. The relation between class teachers' evaluation of pupils' adjustment to High school and the total difference score of Management organizational culture has been examined by means of partial correlations, with supervision of pupils' gender and school, and also separately for boys and girls. The pursuant part of the hypothesis has been examined by means of multiple hierarchical regressions of class teachers' evaluation of pupils' adjustment to High school on scores of Management organizational culture dimensions difference.

Partial correlations between class teachers' evaluation of pupils' adjustment to High school and the total difference score of Management organizational culture, with supervision of pupils' gender and school, was found to be not significant. For academic adjustment: $r=0.07$; for social adjustment: $r=0.08$; and for school system adjustment: $r=0.04$. Similarly, separate correlations according to participants' gender were found to be not significant. For boys: $r=-0.03$ to $r=0.06$; and for girls $r=0.07$ to $r=0.10$. Therefore, no relation has been found between the total change of Management organizational culture and class teachers' evaluation of pupils' adjustment to High school.

Following, table 5 presents the multiple regressions of adjustment to High school on the score of Management organizational culture dimensions change.

The findings in above table clarify that although the regressions are significant, the level of explained variance in class teachers' evaluation of pupils' adjustment to High school is low (4-8%). Pupil's gender and school significantly explain the pupils' adjustment to high school according to tables 4 and 5 above (accordingly). However, the contribution of Management organizational culture difference scores is not significant. Meaning, that it is not possible to claim that the better does a High school Management organizational culture promote the study, social and behavioral fields and ensures safety and physical conditions, the better pupils' adjustment to High school would be. The Third research hypothesis thus has not been confirmed the adjustment to high school.

The pursuant to the third research hypothesis stated that the better a High school Management organizational culture is promoting study, social and behavioral fields and ensures safety and physical conditions the better pupils' feeling adjustment to high school would be.

This part of the hypothesis was examined by the definition of the differences between Management organizational culture scores in high school and in junior high school as adjusted residual gains.

This hypothesis has been initially examined for the difference score of the total Management organizational culture and then for the different cultural fields. The relation between class teachers' evaluation of pupils' adjustment to High school

and the total difference score of Management organizational culture has been examined by means of partial correlations, with supervision of pupils' gender and school, and also separately for boys and girls. The pursuant part of the hypothesis has been examined by means of multiple hierarchical regressions of class teachers' evaluation of pupils' adjustment to High school on scores of Management organizational culture dimensions difference.

Table 6 is presenting the partial correlations between pupils' feeling of adjustment to High school and total change score of Management organizational culture, with supervision of pupils' gender and school, and also separately for boys and girls.

Table 6. Partial correlations between pupils' feeling of adjustment to High school and total change score of Management organizational culture (N=340).

Perception of adjustment to HS:	Total sample (n = 340)	Boys (n = 138)	Girls (n = 202)
Total score	0.55***	0.60***	0.52***
Functional	0.43***	0.46***	0.42***
Social	0.53***	0.56***	0.51***
Cognitive	0.53***	0.62***	0.46***

* $p < .05$, ** $p < .01$, *** $p < .001$ HS- High School.

All the correlations in above table are statistically significant and illustrate that beyond pupils' gender and school, positive relations have been found between the level of change in total score of Management organizational culture and pupils' feeling of adjustment to High school. The more promoting was Management organizational culture found to be in High school than in Junior High school, the higher was pupils' feeling of adjustment to High school.

The table presents the multiple regressions of feeling of adjustment to High school on the score of Management organizational culture dimensions change. In the first step the variables of pupils' gender and school were considered and the scores of Management organizations culture change in the second step.

The findings in above table signify that all the regressions are significant and the level of explained variance in the feeling of adjustment to high school in Management organizational culture dimensions, gender and school spans between 33-41%. A score of 41% of the variance of total score of feeling of adjustment to High school is explained by pupil's gender and the level of change in all Management organizational culture dimensions. The more promoting to the field of study, the social-behavioral field and securing to the physical conditions and safety the Management organizational culture is perceived in High school than in Junior High school, the higher is pupils' total feeling of adjustment to High school. Additionally, as stated above, the feeling of adjustment of girls is higher than that of boys. Identical findings were found for the functional aspect of the feeling of adjustment to High school (33% of the explained variance), the social aspect of

adjustment to High school (36% of the explained variance) and also for the cognitive aspect (38% of the explained variance).

Thus, the perception of Management organizational culture in High school being more promoting to pupils than the organizational culture in Junior High school, in all aspects, positively explains all the dimensions of feeling of adjustment to High school according to the evaluation of pupils. Additionally, as stated previously, all dimensions have been evaluated higher by girls than by boys. Therefore, the second part of the third research hypothesis has been confirmed. The more Management organizational culture in High school is evaluated as being contributing than the Management organizational culture in Junior High school, the better is pupils' feeling of adjustment to High school.

Bibliography

1. Abu Asbah, (2007). *Arab Education in Israel - Dilemmas of a national minority* Floersheimer Institute for Policy Research.
2. Amir Levy (2008). *Management and leadership. Change and innovation*, Remonim, Israel.
3. Aziz Chidar. (2005). *Arab society in Israel*. Jerusalem: Van Leer Institute.
4. Bandura, A. (1997) „Self- efficacy: Toward a uniting theory of behavioral change”. *Psychological Review*, 84, 191-215.
5. Bekerman, Z., & Tatar, M. (2002). „The concept of culture in the context of school counseling: A constructivist perspective”. *Educational Counseling*. (In Hebrew). 11, 13-23.(C)
6. Berndt, T. J., & Keefe, K., (1996). „Friends influence on school adjustment: A motivational analysis”. In Juvonen J. & Wentzel K.R. (Eds), *Social Motivation- Understanding Children's School Adjustment*. Cambridge University Press. pp. 248-278.
7. Burrello, L.C, & Reitzug, U.C. (1993). „Transforming context and developing culture in schools”. *Journal of Counseling and Development*, 71, 669-67.
8. Catano, N., / Strongr J. H. (2007). „What do we expect of schools principals_ Congruence between principal evaluation and performance standards, Nancy Catano & James H. Stronge” 2007, *International Journal of Leadership in Education*, 379
9. Chen, M. (2010). „A feeling of self-confidence and empathy of teachers integrating in their class special needs students”. *Imagination and action in education*, 13, 134-160.
10. Cook, P. J. M., MacCoun, R., Muschkin, C, & Vigdor, J. (2008). „The negative impact of starting middle school on sixth grade”. *Journal of Policy Analysis and Management*, 27, 104-121.
11. Desivilia, H. & Eizen, D.(2005). „Conflict Management in Work Teams: The Role of Social Self-Efficacy and Group Identification”. *The International Journal of Conflict Management*. 16(2), 183 – 208.

12. Dirks, K. T. & Mclean-Parks, J. (2003). „Conflicting Stories: The State of the Science of Conflict”. in Greenberg, J. (ed). *Organizational Behavior: The State of the Science* (2th ed.). Mahwah, NJ: Lawrence Erlbaum Associates, Publishers.(pg.283-324).
13. Dovrat, S. (2005). *The national program for education: a report of the national task- force for advancement of education in Israel. Jerusalem: the ministry of education, culture and sports.*
14. Druker, P. (2000). *Management challenges in the 21st century the management thinking of futures.* Tel Aviv: Matar publication.
15. Edelstein, G. (2001). *Transition from elementary school to junior high school - self- assessment of adaptation versus external assessment.* MA dissertation, School of Education, Tel-Aviv University.
16. Eddie - Rakach, A., Byrne, H., & Friedman - Goldberg, S., (2011), secondary school: characteristics and challenges. MA dissertation, School of Education, Tel-Aviv University.
17. Ediges, I. (2010). *What is management, Ediges' doctrine for modern management.* Tel Aviv: Maarahot publications.
18. Elfandary, L. (2002). *Adjustment of coy adolescents to high school and the connection to coping styles and coherence sense.* MA dissertation, School of Education, Tel-Aviv University.
19. Gross, A. (1995). *Student adjustment to school as a function of coping pattern with significant life stress he encounter while his school entrance.* MA dissertation, School of Education, Tel-Aviv University
20. Kotter, J.P. (2003). *Leading Change.* Tel Aviv: Matar.
21. Sergiovanni, T. (2008). *Managing a school, theoretical and practical aspects.* Tel Aviv: Open University.
22. Shkedi, A. (2011). *The meaning of the words methodologies in qualitative research, in practice.* Tel Aviv: Ramot – Tel Aviv University
23. Waltz – Wasukie, M. (2001). *Contribution of self-esteem and tolerance to the students' ambiguity explanation to school adjustment.* MA dissertation, School of Education, Tel-Aviv University
24. Zukkerman, D. (1999). „Changes in educational-professional preferences, and self- estimation of students as a function of different types of information” (counseling). *Educational counseling*, 8, 111-133.

Table 1. Multiple hierarchical regressions of adjustment to High school on adjustment to Junior High school, involvement in Junior High school and expected adjustment to

High school. (N=340).

	HS Teacher evaluation								
	Academic			Social			Adjustment		
	B	SE	β	B	SE	β	B	SE	β
Step 1									
School	0.17	0.10	.09	0.31	0.10	.17**	0.34	0.09	.21***
Gender	-0.25	0.10	-.14*	-0.18	0.10	-.10	-0.26	0.09	-.16**
R ²	.03**			.04**			.07***		
Step 2									
School	0.08	0.10	.04	0.24	0.10	.13*	0.28	0.08	.18***
Gender	-0.12	0.10	-.07	-0.07	0.10	-.04	-0.13	0.09	-.08
JH Teacher evaluation-									
evaluation-	0.25	0.06	.28***	0.16	0.06	.17**	0.23	0.05	.28***
evaluation- social	-0.09	0.07	-.08	-0.01	0.07	-.01	-0.05	0.06	-.05
evaluation-									
Belonging to JH	0.03	0.07	.03	0.06	0.07	.06	0.03	0.06	.03
Expected HS adjust- ment-	0.05	0.09	.04	-0.11	0.09	-.08	-0.02	0.08	-.02
Expected HS adjust- ment-	0.23	0.11	.15*	0.23	0.11	.14*	0.07	0.10	.05
ΔR^2	.10***			.06**			.09***		
R ²	.13			.10			.16		
F (8, 331)	5.90***			4.44***			7.95***		

* $p < .05$, ** $p < .01$, *** $p < .001$ JH- Junior High School, HS- High School

Table 2. Multiple hierarchical regressions of feeling of adjustment to High school on adjustment to Junior High school, involvement in Junior High school and expected adjustment to High school (N=340).

	Perception of adjustment to HS											
	Total score			Functional			Social			Cognitive		
	B	SE	β	B	SE	β	B	SE	β	B	SE	β
Step 1												
School	0.01	0.05	.01	-0.05	0.05	-.05	0.02	0.07	.02	0.06	0.08	.04
Gender	-0.32	0.06	-.31***	-0.29	0.06	-.28***	-0.33	0.07	-.26***	-0.43	0.08	-.30***
R ²		.09***			.08***			.07***			.09***	
Step 2												
School	-0.04	0.05	-.04	-0.08	0.05	-.08	-0.01	0.06	-.01	0.02	0.07	.01
Gender	-0.21	0.05	-.20***	-0.20	0.05	-.19***	-0.23	0.07	-.18***	-0.30	0.07	-.21***
JH Teacher evaluation- academic	0.02	0.03	.04	-0.04	0.03	-.08	0.03	0.04	.06	0.03	0.04	.04
JH Teacher evaluation- social	0.08	0.04	.13*	0.09	0.04	.14*	0.11	0.05	.15*	0.12	0.05	.14*
JH Teacher evaluation- adjustment	-0.02	0.03	-.03	0.03	0.04	.05	-0.04	0.04	-.06	-0.04	0.05	-.05
Belonging to JH Expected HS	0.21	0.03	.39***	0.20	0.03	.39***	0.19	0.04	.29***	0.25	0.05	.35***
adjustment- self efficacy Expected HS	-0.02	0.04	-.02	0.02	0.04	.03	-0.07	0.06	-.07	-0.06	0.06	-.05
adjustment- belonging	0.12	0.05	.13*	0.04	0.06	.05	0.17	0.07	.16*	0.13	0.08	.11
ΔR ²		.24***			.21***			.17***			.18***	
R ²		.33			.29			.24			.27	
F(8,331)		20.33***			16.48***			13.12***			15.08***	

* $p < .05$, ** $p < .01$, *** $p < .001$ JH- Junior High School, HS- High School

Table 3. Multiple hierarchical regressions of adjustment to High school on dimensions of Management organizational culture in Junior High school (N=340).

	HS Teacher evaluation								
	Academic			Social			Adjustment		
	B	SE	□	B	SE	□	B	SE	□
Step 1									
School	0.23	0.10	.12*	0.27	0.10	.15**	0.35	0.09	.22***
Gender	-0.29	0.10	-.15**	-0.17	0.10	-.09	-0.25	0.09	-.15**
R ²	.04**			.03**			.08***		
Step 2									
School	0.25	0.10	.13*	0.30	0.10	.16**	0.36	0.09	.22***
Gender	-0.29	0.11	-.15**	-0.15	0.11	-.08	-0.24	0.09	-.15**
JH org. culture - educational	0.09	0.13	.07	-0.07	0.13	-.05	0.11	0.11	.10
JH org. culture - social	0.17	0.15	.12	0.27	0.15	.18	0.10	0.13	.08
JH org. culture - safety	-0.17	0.09	-.15	-0.13	0.09	-.12	-0.10	0.07	-.11
□R ²	.02			.01			.01		
R ²	.06			.04			.09		
F (5, 333)	3.88**			2.88*			6.53***		

* $p < .05$, ** $p < .01$, *** $p < .001$ JH- Junior High School, HS- High School

Table 4. Multiple hierarchical regressions of adjustment to High school on the score of organizational culture dimensions change (N=340).

HS Teacher evaluation									
	Academic			Social			Adjustment		
	B	SE	β	B	SE	β	B	SE	β
Step 1									
School	0.20	0.10	.11*	0.29	0.10	.15**	0.35	0.09	.22***
Gender	-0.27	0.10	-.14**	-0.17	0.10	-.09	-0.25	0.09	-.15**
R ²	.04**			.03**			.08***		
Step 2									
School	0.22	0.10	.12*	0.30	0.10	.16**	0.34	0.09	.21***
Gender	-0.28	0.11	-.15**	-0.13	0.11	-.07	-0.23	0.09	-.14**
Change-org. culture	0.09	0.05	.10	0.07	0.08	.07	0.02	0.07	.02
- educational									
Change-org. culture	-0.06	0.07	-.07	0.01	0.08	.01	0.06	0.07	.08
- social									
Change-org. culture	0.06	0.07	.07	0.01	0.07	.01	-0.05	0.06	-.06
- safety									
ΔR ²		.04			.04			.08	
	3.28*			2.73*			5.83***		
R ²									
F(5, 333)									

* $p < .05$, ** $p < .01$, *** $p < .001$ Change- from Junior High to High School; HS- High school