

Post-Primary Transition Experiences of Students: A Qualitative Case Study of Secondary Schools in Dir Lower

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ABSTRACT

For most students, the transition from one school to another can be a daunting experience, more so for public school students in developing countries such as Pakistan, where there is little or no awareness about the myriad ways in which school transition may affect students in their new school environments. This paper therefore seeks to explore the post-primary transition experiences of students in their secondary schools, by adopting a qualitative research design. The doctoral study, from which this paper is drawn, was conducted in eight secondary schools in District Dir Lower, which included four urban and four rural schools. Using purposive sampling, the data were gathered through semi-structured interview schedules from fifty-eight secondary school students who had recently gone through their transition experience after completion of their primary level. The data were analyzed qualitatively using a thematic analysis approach. The main findings of the study show that the participants faced adjustment problems in overcrowded classrooms; similarly, the problem of adults' pressure, misbehavior and bullying, absenteeism, and dropout issues are the major concerns at secondary schools. A noteworthy proportion of the participants however were found to be satisfied due to sibling support, the academic changes, and teachers' attitudes at secondary schools. The study recommends that arrangements for additional classrooms in secondary schools be made; a proper counseling system needed to be introduced for investigating the causes of absenteeism, dropout, and students' other problems; and Parent-Teacher Councils be strengthened for ensuring a conducive learning environment at the school.

KEYWORDS

Secondary, Transition, Overcrowded, Bullying, Absenteeism, Dropout

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INTRODUCTION

'Transition' in general is a course of action or period in which someone or something changes and moves from one condition, phase, or activity to another (Perry & Allard, 2009). Changes in school life, also known as 'school transition', refer to the stage in a student's academic career when they move from one school to another, most notably from primary to secondary school. This type of shift is critical in students' school-life experiences. The transition to secondary school may be unique to each student.

Passing through various educational contexts has both positive and negative effects on students, implying that the transition to secondary school is a critical social and intellectual turning point for young students (Smith, Akos, Lim & Wiley, 2008; Langenkamp, 2009). In addition to a variety of social challenges, these children experience significant changes in peer relationships, which can undermine their self-confidence, reduce their academic performance, and heighten their fear and despair (Akos, 2006; Marston, 2008; Frey, Ruchkin, Martin & Schwab-Stone, 2009). The transition of primary students to secondary school is regarded as a significant milestone that allows young children to move from a small, autonomous school setting to a larger, completely different school setting. This transfer, on one hand, provides greater opportunities for an individual's academic performance with less teacher supervision but on the other hand, students can also experience an environment full of pressure and anxiety.

Transition in educational settings refers to a process that includes an individual's readiness and adjustment when moving from one stage to another (Perry, Dockett & Petriwskyj, 2013). While many primary school students manage their transition to secondary school others may struggle to manage and adapt to the new environment (Chedzoy & Burden, 2005; Johnstone, 2001). The difficulties associated with transition may have an impact on their interest in learning, punctuality, self-image, and, ultimately, academic performance (Zeedyk et. al, 2003; Dinham & Rowe, 2008; Daly, Shin, Thakral, Selders & Vera, 2009). As a result, some students regard their transition to secondary school as one of the most difficult experiences of their academic careers. This is the stage at which, students require full support and guidance for adaptation and adjustment.



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Without a doubt, the transfer to secondary school has the potential to alter students' educational paths; yet, completing early secondary school is crucial since it serves as the foundation for their future success (Hanewald, 2013). Many students experience a drop in academic performance, self-perception, and motivation throughout the transition to secondary school (Zendarski, Sciberras, Mensah, & Hiscock, 2016). They are at high risk of academic failure and may lose interest in school, which may lead to their dropping out (Australian Research Alliance for Children and Youth, 2008). When children leave school too soon, they are more likely to suffer the negative effects of the school transition, such as a poorer standard of living, lower income, and more social and emotional problems.

Transferring primary students to secondary schools are recognized as a well-documented phenomenon and a critical stage in the educational development of many young children. Thousands of primary-aged children in District Dir Lower transition from primary to secondary school each year. Primary children transition to secondary school at a rate of approximately 79% (EMIS, 2015). As evidenced by the literature reviewed above, the transition of primary pupils to secondary school is a serious and significant component of the whole educational process, for which substantial research and practice are required. The current qualitative study aims to know about the viewpoints of students on the issues and concerns they encounter at the time of this critical stage of schooling life.

Objectives of the Study

The objectives of the study were to:

- i. investigate the perceptions and experiences of primary passed students at the secondary level.
- ii. document the issues and challenges students encounter after their transfer to secondary school.

THEORETICAL FRAMEWORK

Schlossberg's transition theory has been followed in the present study according to which transition is an integrated system of changes concerning different aspects (Schlossberg, 2011). The theory, according to Schlossberg, can help to manage and cope with the transition process that consists of three stages; the moving in, the moving through, and the moving out of a situation. She further describes the main factors known as the 4S system; the situation, the self, support, and strategies that determine the success or failure of the transition process through strengths and weaknesses in each of the four areas. How the individual perceives the transition (situation), what strengths or weaknesses are brought about in the individual during the transition (self), social support from close relations, family units, friends, peers, and community (support), management tactics for controlling the situation and pressure brought about by the transition (strategies). The present study is focusing on the 'moving in' stage of the transition process.

Rationale of the study

Primary students' transfer to secondary school is an important stage in their school life. The transition process brings many challenges both for students and teachers. The passage through different school contexts also causes various effects on students which may be positive or negative, it means that for young students, the transition to secondary school represents a significant social and academic turning point. The transition process is challenging, contains a time of adjustment, and to some extent a stage of stress or anxiety for the majority of students. They are at high risk of academic failure and may begin to lose interest in the school, which may eventually result in their dropping out of the school. The current qualitative study is therefore an attempt to investigate the positive and negative experiences of students at their post transition level in secondary schools. It has also been attempted to investigate the challenges, issues and the underlying factors they encounter at their secondary level of education.

RESEARCH METHODOLOGY

The current study used a qualitative approach to understand the meaning constructed by people –how people see and experience their surrounding world (Merriam & Tisdell, 2015). All of the secondary schools in District Dir Lower were the target population. According to the Education Management Information System (2015), District Dir Lower has 77 secondary schools which have to accommodate primary passed students that are in their catchment area of each school.

Sampling Procedure

Eight secondary schools were selected as a sample: four urban and four rural each. The study's sample consisted of five to ten students from each school. The total number of students interviewed was 58. Purposive sampling, being the most commonly used technique in qualitative studies, was used to select the study's sample (Creswell, 2012). The selection of student interviewees was based on their competence or ability to speak up during the interview.

Research Instruments

Semi-structured interviews were used to gather qualitative data (Bogdan & Biklen, 2011). Students were mostly interviewed in groups so that on one side to make a feasible environment and on the other hand one could encourage the other without influencing one another's views. The interviews were recorded and then transcribed with the help of computer software; MS Word. Instead of using full names, pseudonyms were used to ensure the confidentiality and identity of participants (Table-1).

Table-1 Sample Schools and Acronyms of the Students Participants

no.	Name of the School	Rural/ Urban	Participants	Classes	Siblings at the school
1.	GHS Odigram	Urban	HZ,MK,MA,ID,MT	6 th ,	4 of 5
2.	GHS Koherai, Malakand	Rural	AH, RH, RU, RS, SF, WA	-do-	2 of 6
3.	GHS Mian Banda, Timergara	Urban	MB, MZ, AU, MK, SK AB, MT, AB, HK, MU	-do-	None
4.	GHS Rani	Urban	SH, SD, SI, SB, MS, AH, ZA	-do-	3 of 7
5.	GHS Manz Banda	Rural	AA, MT, AU, SA, SU, NA	-do-	2 of 6
6.	GHS Balambat	Urban	MZ, ZK, WK, SJ, AK, TU, YH, HS, IU	-do-	2 of 9
7.	GHS Toormang	Rural	AH, ZA, NA, TU, YH, SY, SK, AR,	-do-	3 of 8
8.	GHS Shagokas	Rural	HS, IU, SY, SK, AR, AU, MK	-do-	2 of 7

RESULTS AND DISCUSSION

The data collected were analyzed qualitatively using a thematic analysis approach, being the most appropriate for describing a general process of induction (Braun & Clark, 2013). The current study encompasses the perspectives of primary passed students just after they had gone through their transition to secondary schools. A notable proportion of students perceived the transition process as successful, a majority reported facing certain challenges while adjusting to the new environment and completing their secondary level of schooling. Both the positive and negative perspectives of students have been thematically analyzed in the way ahead. The first question was asked about their adjustment concerns after their transfer to secondary school.

Over Crowdedness in Classrooms: Adjustment and Management issues

Analysis of the findings reveals that one of the most persistent and pervasive issues gleaned from the data pertained to overcrowded classrooms and student adjustment. After having moved to their secondary schools, and having to face and experience issues, hurdles, and problems about transition, interviewing them triggered their imagination and memories to track back their life trajectories and share vivid anecdotes and experiences of their secondary school transition. The participants talked about and shared their experiences of the challenges they had during the 'moving in' phase of the transition process. The following excerpts provide anecdotal experiences of the young students having to experience and come to terms with – along with other issues - overcrowded classrooms and adjustment within them:

I would say that we were more than 130 children after finishing primary school and were placed in a single classroom on mats here [at secondary school]. We were crammed into our seats. It was hard to find a suitable space to sit and read. (Student AA)

I was part of that class where more than 150 students were placed in one classroom which created many issues. We were feeling too much distressed in such a congested place. (Student IU)

Almost 132 pupils in a single section at a time were placed. There were numerous issues, and it was impossible to sit or stand during class time, and it was extremely hot during the summer. Every time, there were numerous issues, and the seating arrangement was based on "first-come, first-serve." (Student SK)

To find a seat in such a crowded room was almost impossible. Students from [feeder primary schools of] four villages had to constitute a very huge class, and movement in such class was very difficult. There was no suitable spot to relax and read. (Student FU)

The number of passed students was 154, and they were all crammed into one room on the ground floor, making it difficult for teachers and students to manage. (Student ZA)

The space was so congested causing movement difficult in the classroom and associated with too much noise all day long and it was very difficult and even impossible to learn something in such a situation. (Student AR)

The main theme that is highlighted in all these quotations pertains to the overcrowded classrooms that these students had to bear with and get adjusted to if they were to remain in the school and continue their studies. Of particular importance is the issue of lack of provision of class furniture in the classrooms, which has been identified by many participants in the excerpts above. Having to sit on mats, without much insulation in the winter cold weather would have had a knockdown effect on students' physical, emotional, and psychological well-being along with implications for their learning outcomes. Similarly, in the hot weather, being cramped in these congested classrooms would have created a huge suffocating unhealthy environment,

especially at times when electric power would be cut and no fans and exhaust fans would operate. Thus, all this would culminate in stress and distress for students, which they would not have been able to explain when they were enduring all these issues. Even though overcrowded classrooms naturally resulted in discipline and classroom management issues for both students and teachers, students coming under one room from disparate villages would lead to adjustment issues amongst themselves and all this would have implications for teaching, learning, and educational outcomes.

Placement in two Sections and Comfortable Adjustment

Very few schools had the facility of having more than one classroom for primary school pupils; however, the number of children in each class reaches 70, which is also contrary to psychological principles. Students at these schools, being placed in two separate sections, felt at ease comparatively. They were of different views expressing their satisfaction as compared to the large number of students accommodated in a single classroom:

There were no seating issues at secondary school due to our placement in two separate sections. (Student MU)

We were feeling a bit relaxed after being adjusted in two sections. We had no such issues because we were seated in front of the class. (Student IK)

At that time, the first comers and comparatively able students were assigned to section 'A' and the front of the class, while latecomers were assigned to section 'B' and the back of the classroom. (Student SA)

As we arrived at this school late and were seated behind other students without proper order; however, when the class was divided into two sections, we were seated on benches, which made us feel a little better. (Student AH)

Most urban schools feature more than one section for primary passed children since a big number of students are admitted to private schools, relieving strain on local public schools. As a result, while they have physical resources such as adequate classrooms to meet the number of students enrolled, only a tiny percentage of students come from feeder schools. When comparing urban secondary schools to rural schools, the prior had marginally superior seating adjustments due to the availability of adequate classroom facilities where students could feel comfortable due to their proper seating adjustment.

Adults' Pressure, Misbehavior, and Bullying

Students encounter new obstacles as they progress from primary to secondary school. Among other challenges such as a new and large setting, harsh teachers, more difficult courses, and homework, they also have to deal with the challenge of misbehavior and bullying of adult students. Their perspectives on other concerns which pertained to their worries being in the secondary school environment were also explored. On asking about their concerns, many respondents shared their perspectives and views as such:

We were feeling the pressure of being among adults. Some older students had bullied us once or twice. (Student SM)

The older students used to misbehave and come to our class to hoot and tease the younger students. They come to our class solely to annoy us, especially the younger students. Many of our children were irritated by these adults, and as a result, they either quit or transferred to another school. (Student MH)

We [ourselves] had no issues, but our younger siblings were mocked, harassed, and even threatened by the adults here. There have been numerous reports of adults bullying newcomers, causing them to leave the school or, at the very least, wasting their time. (Student AU)

Instead of encouraging new students, adult students used to put them under pressure, which diminished their interest in school. Many of us were irritated by these adults, which influenced our academic performance. (Student FU)

Secondary school transition is also associated with varying psychological problems which affect students' adjustment in secondary schools. Of particular importance among these are the adults' pressure, misbehavior, and bullying at secondary schools that have been the most significant influencing factors reported by primary passed students. They believe that the misbehavior and bullying of adults at secondary school have affected either them or their younger siblings. Irritating, hooting, teasing, mocking, harassing, pressurizing, and threatening have occurred among junior students. As a result of the adults' pressure, misbehavior, and bullying, junior students' interest in learning and academic performance suffers, leading to their dropping out or changing schools. It indicates that students need a safe and friendly environment at secondary schools for their adjustment leading to their successful secondary school completion.

Supportive Roles of Siblings

Students, on the other hand, having an elder brother or other relatives in the same secondary school, gained assistance and consequently felt protected from the pressure and misbehavior of adults. Students were asked about having an older sibling or other close relative at the same secondary schools and their feelings of protection and guidance:

I had no such issue because of having older siblings at this school as well as their guidance and support on our first arrival here was helpful. (Student SU)

There were no such issues because I already had cousins at this school that would back me up if I faced a threat or any other issue. (Student HS)

Elders' role in the educational setting brings a sense of community to the students at the secondary level. Students having an elder (brother or cousin) in the same school not only feel safe but elders provide students with a sense of home belonging, comfort, and guidance through a time of great change and unfamiliarity as well. The elder's role at the secondary level has the potential to assist the student in the achievement of educational goals by providing them a sense of protection, mentoring, and guidance. It indicates that students having an older sibling or other close relative at the same secondary school are less likely to feel worried and pressure of bullying as well as academic and other support.

Academic Changes at Secondary School

When asked about the effect of transfer to secondary school on their academic achievement, some children's comments were positive and they were satisfied when compared to their primary schools:

Yes, it [transfer] has [affected my academics], and hopefully, my eyes are now on securing the first position in the future. My academic level has improved [at secondary school] as we pay close attention to our teachers in each class because the teachers here do not allow us to waste our time. (Student MU)

I am feeling a tremendous difference as my writing has been improved substantially. In primary school, I had poor writing but here [at secondary school] as everything is done in time, I have improved much. (Student AH)

Even though I had very weak reading skills in primary school, I have improved in that area at least since coming here. I was not doing as well there as I believe I am now, due to the hard effort and sympathetic attitude of the teachers at this school. (Student SA)

I've noticed significant differences between this school and our primary school because of having hardworking teachers who lay stress on our homework and studies in return. I didn't get any distinction there [in primary school], but here [at secondary school] I've topped the class for the last four years in a row. It's because of our teachers' hard work and my interest in studies. (Student MK)

Academic changes are also associated with the transition process as the school's social and academic environment is different from that of the previous one. A small proportion of the participants expressed their beliefs as positive concerning academic changes. They have indicated significant improvements in their academic performance since being transferred to secondary schools. They found the teaching abilities of secondary school teachers superior to those of their primary school counterparts. The time at the secondary school is effectively utilized, and they feel the attitude of the teachers to be sympathetic and supportive. Courses at the secondary level are difficult however the competitive environment forces them to work hard in their studies. They report an improvement in their academic performance, at the very least in basic literacy skills such as reading and writing, which they had previously struggled to master at the primary school level.

Still, many of the primary passed students perceived the transfer to secondary school as a challenging and difficult moment concerning their academic change. Many feels hesitation while asking a question from the teachers at secondary school:

Here [at secondary school], I had problems while asking a question from a teacher [in case of difficulty in the class] we even didn't know the way questions are asked from teachers. (Student ZA)

My previous position [at primary school] has declined since moving here as the courses here are very challenging and require a lot of hard work, and I don't have any elders back at home who can help me if I get stuck during my studies. (Student IU)

The transition experience could not be beneficial to each and every student in regard to their academic performance. A large proportion of students, more than seventy percent, were of the opposite opinion, stating that they have been unable to improve themselves academically at the secondary school level despite comparatively hardworking teachers over there. In their perception, they have not been able to improve their academic performance at the secondary level as a result of their weak academic foundation, difficult courses at the secondary level, and a lack of personal and family interest in education. It indicates

that secondary schools may investigate the learning difficulties of slow learners through consultation with their parents as well as their respective primary schools so that to bring them in line with previously mentioned students and improve their learning.

ABSENTEEISM AND DROPOUT ISSUES

Absenteeism and dropout have been the major concerns at the secondary level. On asking regarding the causes of absenteeism and dropout issues, students were of different perspectives sharing their own experiences of what they thought about different factors associated with the absenteeism and dropout issues at the secondary level.

Students' Absenteeism

Some students commented on the issue and causes of absenteeism in the following way:

Many of the students are uninterested in school, and there is no supervision in their homes. They are habitual to absentees and show no interest at all. (Student HK)

As I [myself] belong to a very poor family, I frequently miss [the school] to assist my father in his work. (Student SJ)

Students from our neighborhood abandoned the school due to a lack of transport facilities. (Student MI)

These pupils are typically those who do not have supervision at home and are frequently encouraged to do so by their peers. (Student MT)

Many of the students feel fear from [harsh] teachers [at secondary school] and it is because they do not complete their homework [so they remain mostly absent]. (Student ZA)

Students' absenteeism has been one of the major problems at secondary schools. Different perspectives of students were sought based on their personal and general experiences concerning absenteeism at the secondary level. Individual, family, school and other social factors were investigated as associated with the absenteeism of students at secondary school. The habitual and uninterested nature of students (individual), assisting parents at their workplace due to low socioeconomic status, lack of supervision at home (family), distant homes from school, teachers' anxiety (school), and peer motivation (social) were found to be the main causes of students' absenteeism.

STUDENTS' DROPOUT AND SCHOOL CHANGE

The increasing dropout ratio is another significant problem in secondary school. A notable proportion of primary passed students fail to continue and complete secondary level school due to certain reasons as perceived by the students. On asking about the causes of dropout or school change, students were of the view:

In my personal opinion, some students, after completing the primary level, transfer to another school because of having siblings there. (Student MU)

The elders [parents] do not value their [students'] education, which, I think, is the primary reason for leaving the school. (Student RZ)

Many students have gone mainly for two reasons; the first is that our village is very far from here and the second reason is the severe bullying and threats to them here from the adults. (Student AR)

Some children have gone either because of long distances or due to their low socio-economic status at home. (Student SA)

As far as family interest and support is concerned, most are uneducated and hence their children have lack interest in further education. (Student FU)

A notable proportion of students fail to complete their secondary level of schooling and dropout of the school due to certain reasons. The above excerpts show that a range of factors is associated with the dropout of students at the secondary level. These contributing factors include having no siblings in the same school, lack of familial interest and supervision, distant homes, bullying problems, and uneducated parents as perceived by the students based on their experiences. Consequently, students' interest in studies drops causing them to drop out and, in some cases, change to the same school.

DISCUSSION

Students' perspectives were sought to investigate their post-transition perceptions, experiences, and challenges they faced after they had come to secondary schools. The study findings revealed that most of them, being accommodated in overcrowded classrooms, felt distressed regarding the adjustment, movement and learning over there. Thus, reading and listening become nearly impossible for everyone due to hundred-plus students in a single classroom (Khan & Iqbal, 2012). Various other problems are also associated with overcrowded classrooms which both students and teachers face including disruptive behaviors, spoiling resources, bullying, lack of attention or motivation, lack of participation in activities, lack of

respect for one another, and lack of time for proper lesson presentation and classroom assessment due to unmanageable classes (Marais, 2016). However, compared to rural secondary schools, most urban schools have a relatively better seating arrangement and spaces due to the availability of sufficient classrooms. The reason is that in rural areas, there are a number of private schools which absorb a large number of students – mostly the competent and economically stable ones – which cause to decrease pressure on the public schools. The availability of sufficient classrooms for students lead to their proper adjustment in class and they feel comfortable.

A large number of participants expressed their dissatisfaction and worries due to the adults' pressure, misbehavior, and bullying at secondary schools causing them to drop out of the school or change to the same school in some cases. Misbehavior and bullying affect the victim and transform the school climate into an unsafe one where children feel terrified, violated, and unable to learn (Hong, 2014). Misbehavior and bullying affect the victims' mental health as well as the teaching/learning and the institutional environment negatively (Rodriguez-Hidalgo, Alcivar, & Herrera-Lopez, 2019). Another and probably the major concern of bullying and misbehavior is that it causes absenteeism, academic decline, failure in examinations, and the subsequent dropout of students because they are not feeling well at the same school (Shah, 2014). It indicates that a secure and threat-free environment of the secondary school is essential for successful transition of primary students and for their adjustment in school.

About one-third of the total student participants perceived to be satisfied and feel safe because of having either an elder brother or some close relative (cousin) in the same school. Students having an elder (brother or cousin) in the same school not only feel safe but are provided with a sense of home belonging, comfort, protection, mentoring, and guidance in achieving educational goals (Anonson *et al.*, 2014). Students who had an older sibling, with whom they could communicate, were less likely to have worried (Curson, Wilson-Smith & Holliman, 2019). Students having an older sibling at the same school were more likely to have interest in the same school and get adjusted over there. There is less or no chance of their school leaving or changing due to feeling more protected as well as having sufficient academic guidance by the siblings.

A small number of the participants indicated to have significant improvements in their academic performance since being transferred to secondary schools. Competent teachers, difficult courses, and the competitive environment of secondary schools force them to work hard in their studies. In her study, Kapur (2018) found that time management, teachers' professionalism, provision of an appropriate teaching-learning environment and resources, and effective teacher-student communication are prerequisites for good academic performance. More than seventy percent of students, however, were of the opposite viewpoint regarding academic improvement in secondary school despite comparatively hardworking teachers over there. Their weak academic foundation, difficult courses at the secondary level, and a lack of personal and family interest were the main factors hindering them to improve academically. Learning disabilities, slow learning and lack of motivation and interest cause low academic achievement (Kapur, 2018). Both positive and negative perspectives were shared by the students regarding the academic changes at secondary school which indicates that some students felt academic improvement; still many felt a significant academic decline associated with their transition.

Students' absenteeism and dropout are serious concerns at secondary schools. Students expressed their personal as well as general experiences of what contribute to the issues of absenteeism and dropout at secondary level. The motivational factors of both the themes include family-related factors; lack of supervision, ignorance of parents, low family socioeconomic status, and school-related factors; such as long-distance from school, teachers' anxiety, bullying problems, and peers' motivation (Szabó, 2018). These are the main contributing factors to absenteeism and consequent dropout of students mostly happens at the secondary level indicating their disengagement, maladjustment and unsuccessful school transition.

CONCLUSION AND RECOMMENDATIONS

The current study was conducted to know about students' perceptions, experiences, and challenges they faced after their transfer to secondary level. The study findings reveal that most secondary schools are in the practice of overcrowded classrooms for placing a large number of primary passed students resulting in adjustment as well as teaching and learning issues. In urban schools, however, there is more than one section where students could feel a bit comfortable. Apart from these, bullying and misbehavior of older students have been of the main concerns at secondary schools which cause absenteeism dropout and change of school for students. The guidance and support of elder siblings at the same school, however, make new students feel safe and comfortable. A small proportion of primary passed students were found to be academically improved due to hardworking teachers and their sympathetic and supportive role and the competitive environment of the secondary school. The majority, however, felt a significant academic decline due to their weak academic foundation, difficult courses of the secondary school, and absence of familial support and interest. Some other concerns like absenteeism and dropout have also been reported in secondary schools by students. Personal, familial and institutional factors contribute to cause absenteeism and subsequent dropout of students at secondary level which indicates their poor school transition and adjustment. To make the secondary school transfer successful, the following recommendations are suggested:

1. Secondary schools are required to make arrangements for additional classrooms according to the number of promoting primary students to avoid over-crowdedness. Enough classrooms are required to be constructed for students' proper adjustment.
2. A feasible and friendly environment could be developed at secondary schools where both students and teachers feel comfortable and take interest in teaching and learning.
3. To avoid the misbehavior and bullying of adult students, there could be a culture of strict rules for handling these issues where every student abides by the rules regarding discipline and conduct.
4. Primary school children may be so trained by their respective primary schools that they could at least develop their basic reading and writing skills and the time of secondary level courses may not be wasted improving their basic level skills.
5. There should be a proper counseling system to investigate the causes of absenteeism, dropout, and other students' related problems.
6. The role of Parent-teacher Council needs to be strengthened to overcome the absenteeism and dropout and other students-related issues by engaging parents and guardians in the school's affairs.

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