

Walsh, Brendan, 2007, A Study of the Procedures involved in the Transition from Primary to Post-Primary Schooling in Selected Designated Disadvantaged Schools: The Parents' Perspectives

ABSTRACT OF DISSERTATION

Transitions are major life events for many students, whether they be from home to school, from infant school to senior school, from primary school to post-primary school or from the post-primary school to a third level institution. Such transitions can be made easier when proper procedures are in place.

In Ireland, pupils transfer from the familiar surroundings of the primary school to the unfamiliar surroundings of the post-primary school at about twelve years of age, having spent about eight years in the primary school. This transfer creates further challenges for those pupils at a time in their young lives when they are facing into the challenge of blossoming adolescence, which in itself is a critical time for them in a rapidly changing world. Curriculum differences, new teachers, new subjects, the making of new friends, timetable and orientation problems, as well as many other problems, may arise. The procedures involved in coping are vital to ensure that a smooth and satisfactory transition takes place. The support of parents at such a time is essential. This dissertation looks at the procedures of transition from the parents' perspective.

Sixty parents of First Year students, from five different post-primary schools, which are designated as educationally disadvantaged, were surveyed. In addition, five parents were interviewed. Findings indicated that procedures to deal with transition were in place in the schools, but, in some cases, they could be more extensive and more formalized. The parents in the study had very definite views on existing and proposed procedures of transition.