Students Transition from Primary to Secondary School at an International School in Bangkok, Thailand

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Abstract

Purpose: The purpose of the study aims at investigating the existence of significance difference in students' attitudes towards school, academic self-efficacy, and perceived social adjustment of Year 7, Year 8, and Year 9 students at an International School in Bangkok, Thailand. This research was a quantitative comparative design utilizing three questionnaires to collect data: the School Attitude Questionnaire by Seker (2011), the Self-Efficacy Questionnaire for Children by Muris (2001), and the Student Adjustment to College Questionnaire by Baker and Siryk (1984). The three questionnaires were combined and called the Students' Overall Adaptability to School Questionnaire. The researcher collected data from 222 students from Year 7 (71 students), Year 8 (78 students), and Year 9 (73 students). The data were analyzed using descriptive statistics and a One-Way Analysis of variance for statistical hypothesis testing. The study indicated that the students had positive attitudes toward school. The academic self-efficacy was moderate, followed by students' perceived social adjustment, which was slightly acceptable. There was a significant difference between the perceived social adjustment of Year 7, Year 8, and Year 9 students. Still, there was no significant difference between students' attitudes towards school and academic self-efficacy of the Year 7, Year 8, and Year 9 students.

Keywords : Students' Attitudes Towards School, Academic Self-Efficacy, Perceived Social Adjustment to School, Comparative Study, Year 7, Year 8 and Year 9 Students, An International School in Bangkok Thailand.

JEL Classification Code (up to 3-5): C12, I20, I25, I29, Y1

1. Introduction

The most challenging time in a student's life is during middle school. It is like a roller-coaster for students and all involved, such as educators and parents, but parents fear it. In this stage, these young adolescents start experiencing physical changes, the need for recognition and social connections, intense emotions, and being rebellious towards authority. At this stage in student life, it is essential to recognize that the transition from primary school to middle school is crucial to their attitudes towards school and how they adjust in the classroom and school (Martinez, 2020). The transition for Thai students to an international school is significantly difficult. The issues they face most are the language barrier and the difference in the cultural norms. One of the most critical objectives in an academic setting is for students to become academically successful. Therefore, most researchers have focused on factors related to students' high cognitive performance in school.

As per Patrick et al. (2002), students' attitudes towards school impact three aspects: the cognitive, affective, and environmental, concerning social relationships and individual goals. In addition, Patrick et al.

(2002) believe that the school environment plays an essential role in students' attitudes and outlooks (cited in Moe et al., 2009). As students move up to high school, they are expected to be active and prompt in their academic work and be responsible for their learning process. The student's crucial goal is to perform well academically, which can be affected by many factors, such as self-confidence to achieve good grades.

Adjustment means adaptation, wherein the individuals who try to adjust themselves to the changed circumstances in their environment can be happy and content. Hence, social adjustment is adjusting with others in society and living up to the standards and values (Moe et al., 2009). Thai culture evolves around Buddhism and the respect for seniority regardless of age, status, or wealth. Hofstede (1991) also confirmed that Thai society is collectivistic and high in power distance (cited in Minkov & Hofstede, 2011). According to Mulder (1996), the researcher observed that Thai people's conservative ways limit their possibility of creative thinking. However, more research is a need in this aspect (cited in Rojanapanich, 2010).

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Research Objectives

The researcher developed the following six research objectives for this study.
1. To determine the levels of students' attitudes towards the school of Year 7, Year 8, and Year 9 students at an International School in Bangkok, Thailand.
2. To determine the levels of students' academic self-efficacy of Year 7, Year 8, and Year 9 students at an International School in Bangkok, Thailand.
3. To determine the levels of perceived social adjustment of Year 7, Year 8, and Year 9 students at an International School in Bangkok, Thailand.
4. To determine whether there is a significant difference in the students' attitudes towards the school of Year 7, Year 8, and Year 9 students at an International School in Bangkok, Thailand
5. To determine whether there is a significant difference in the students' academic self-efficacy of Year 7, Year 8, and Year 9 students at an International School in Bangkok, Thailand.
6. To determine whether there is a significant difference in the students' perceived social adjustment of Year 7, Year 8, and Year 9 students at an International School in Bangkok, Thailand.

Conceptual Framework

This study compares Year 7, Year 8, and Year 9 students' attitudes towards school, academic self-efficacy, and perceived social adjustment at an International School in Bangkok, Thailand. The researcher distributed the questionnaires to Year 7, Year 8, and Year 9 students of an International School in Bangkok to measure this (see: Figure 1)
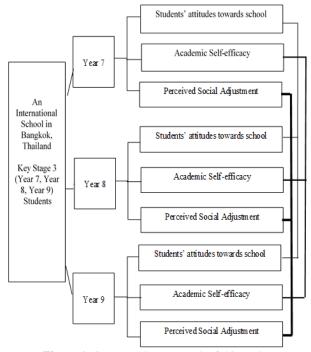

Figure 1: Conceptual Framework of this study.

Literature Review

Students' Attitudes Towards School

According to Moe et al. (2009), attitudes towards school are connected to the school and psychological environment, which means students adjust to the new school, peers, teachers, new settings, culture, and more. In addition, the students' cognitive approach also depends on this social environment, such as their interpretation of peers and the school, academic values, and subjective perceptions. Thus, attitudes towards school are associated within a classroom setting and the overall school setting.

Social Cognitive Learning Theory

According to Bandura (1977), the social cognitive theory emphasizes that learning is connected to cognitive, environmental, and behavior factors. Based on this social cognitive theory, it sees learners as a taking-charge and self-reflecting. This means that these learners have the self-belief to get their desired outcome (Simon, 2001).
According to Bandura (2006), people are not born with this efficacy, but it is built upon and is linked to its performance and functions. Therefore, students' skills and expertise are connected to their academic work, called academic self-

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efficacy. According to Sharma and Nasa (2014), academic self-efficacy is an individual's belief that one can accomplish academic tasks at a desired level of performance.

Perceived Social Adjustment

One's attempt to cope with a society's norms, beliefs, and needs for acceptance is called social adjustment (Lamba, 2018). This psychological process deals with standards and values. Technically, adjustment means getting along with the society members. According to Jain (2011), psychologists use the term adjustment of varying social and interpersonal relations conditions in society. Therefore, the response to demands and pressures of the social life on the individual is called an adjustment.

Methodology/Procedure

This research design is a quantitative comparative study of students' attitudes towards school, academic self-efficacy, and perceived social adjustment at an International School in Bangkok, Thailand. A close-ended questionnaire called the Students' Overall Adaptability at School questionnaire (SOAS) measured the students' attitudes towards school, academic self-efficacy and perceived social adjustment at an International School in Bangkok, Thailand.

Population and Sample

This study's total population was from Year 7, Year 8, and Year 9 students are 208, 213, and 200. In this study, the researcher collected the sample through the school. First, the school sent out an email to parents asking for their permission for their child to answer the questionnaire. Once the parents agreed, the researcher sent a second email to the students directly. Unfortunately, not all parents gave consent, and not all students answered the questionnaire as it was all done online through google form during the end of the school term. The researcher decided to use google form to send the questionnaire due to the pandemic as students and their parents were in lockdown. Therefore, the researcher got only 71 students from Year 7, 78 students from Year 8, and 73 students from Year 9, totaling 222 students from the high school campus to answer the questionnaires during the 2020-2021 academic year.

Research Instruments

The researcher combined three instruments called the Students' Overall Adaptability in School questionnaire (SOAS) to accomplish this study's objectives. The four

sections are demographic information, school attitude subscale from school attitude questionnaire (Seker, 2011), academic self-efficacy subscale from self-efficacy questionnaire for (young adolescents) children (SEQ-C), (Muris, 2001), and perceived social adjustment subscale from student adjustment to college questionnaire (SACQ) by (Baker & Siryk, 1989).

In the first section, the researcher obtained the demographic information on the age, gender, year group, class section, and how many years the students have been at an International School in Bangkok, Thailand. In the second section, the researcher collected data from sample students to identify their school attitudes. This section had 22 items covering six attributes of students' attitudes towards school: teaching, school image, loneliness at school, testing and feedback, reluctance, and belongingness (Seker, 2011). Table 2 shows six attributes and the items in this section. The attitude subscale uses a five-point Likert scale (1=strongly disagree, 2=disagree, 3=unsure, 4= agree, 5=strongly agree) and the negatively worded scale (5=strongly disagree, 4=disagree, 3=unsure, 2= agree, 1=strongly agree) for the six attributes for students' attitudes towards school. Table 1 summarizes the school attitudes subscale's interpretation of the Students' Overall Adaptability in School questionnaire (SOAS).

Table 1
Summary of the Interpretation of the School Attitude Subscale of the Students' Overall Adaptability in School Questionnaire (SOAS).

Frequency level	Scale	Scale (Negative score)	Score	Interpretation level
I strongly agree	5	1	4.51-5.00	Highly positive
I agree	4	2	3.51-4.50	Positive
I partially agree	3	3	2.51-3.50	Moderate
I disagree	2	4	1.51-2.50	Negative
I strongly disagree	1	5	1.00-1.50	Highly negative

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Table 2 shows the reliability of the school attitude subscale.

Table 2
Reliability of the School Attitude Subscale Questionnaire of the Student's Overall Adaptability to School (SOAS).

Values	Items	Cronbach's alpha value		
		Seker (2011)	Seker (2020)	Current Study
Teaching	1, 2, 3	.48	.48	.66
School image	4,5,6,7	.60	.60	.81
Loneliness	8, 9,10	.60	.60	.67
Testing	11, 12, 13, 14	.51	.51	.66
Reluctance	15, 16, 17, 18, 19, 20	.66	.66	.78
Belongingness	21, 22	.33	.33	.81
Total		.89	.89	.92

For the third section, the Self-Efficacy Questionnaire for Children (SEQ-C) (Muris, 2001) has three domains of self-efficacy with a total of 24 items. There are social self-efficacy (8 items), academic self-efficacy (8 items), and emotional self-efficacy (8 items). The researcher used only the Academic Self-Efficacy Subscale from the Self-Efficacy Questionnaire for Children (SEQ-C). This study questionnaire uses a 5-point Likert scale (1 = not at all - 5 = very well). Table 3 shows the interpretation of the academic self-efficacy subscale questionnaire.

Table 3
Summary of the Interpretation of the Academic Self-Efficacy Subscale of the Students' Overall Adaptability in School Questionnaire (SOAS).

Values	Items	Cronbach's alpha value	
		Muris (2001)	Current Study
academic self-efficacy	1, 4, 7, 10, 13, 16, 19, 22	.88	.89

Table 4 shows the reliability of the self-efficacy questionnaire for children.

Table 4
Reliability of the Academic Self Efficacy Subscale of the Students' Overall Adaptability in School Questionnaire (SOAS)

Values	Items	Cronbach's alpha value	
		Muris (2001)	Current Study
academic self-efficacy	1, 4, 7, 10, 13, 16, 19, 22	.88	.89

In the fourth section, the questionnaire (SACQ) by Baker & Siryk (1989) has four features of the college adjustment: academic, social, personal-emotional, and institutional attachment. For this study, the researcher examined the 17 items of the social adjustment subscale. The researcher used a 9-point Likert-type scale to measure how well each statement applies to the respondent, ranging from 1 (Does not apply to me at all) to 9 (Applies very closely to me) and for the negatively worded 9 (Does not apply to me at all) to 1 (Applies very closely to me).

Table 5 shows the interpretation of the fourth section of the questionnaire.

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Table 5
Summary of the Interpretation of Perceived Social Adjustment Subscale of the Students' Overall Adaptability in School Questionnaire (SOAS).

Frequency Level	Scale	Scale (Negative)	Score	Interpretation level
Applies very closely to me	9	1	8.50-9.00	Perfectly acceptable
	8	2	7.51-8.50	Acceptable
	7	3	6.51-7.50	Usually acceptable
	6	4	5.51-6.50	Slightly acceptable
	5	5	4.51-5.50	Neutral
	4	6	3.51-4.50	Slightly unacceptable
	3	7	2.51-3.50	Usually unacceptable
	2	8	1.51-2.50	Unacceptable
Does not apply to me at all	1	9	1.00-1.50	Totally unacceptable

Table 6 shows the reliability of the social adjustment subscale.

Table 6
Reliability of the Perceived Social Adjustment Subscale of the Students' Overall Adaptability in School Questionnaire (SOAS)

		Cronbach's alpha value	
Values	Items	Baker & Siryk (1999) (.88)	Current Study
social adjustment	1,4,8,9,12,14, 18,26,30,33, 37,42,46,48, 51,53,56, 63,65	.83 to .91	.90

(SOAS)

Findings

In this section, the research findings are presented according to the research objectives.

Research Objective 1
Table 7 shows the students' attitudes towards school's means and standard deviations of Year 7, Year 8, and Year 9 students of an International School in Bangkok, Thailand.

Table 7
Means, Standard Deviations, And Interpretations of Students' Attitude towards the school of Year 7, Year 8, and Year 9 students at an International School in Bangkok, Thailand (n=222)

Items No. and Statement	Year Group	M	SD	Total M	Total SD	Interpretation
Overall (1-22)				3.58	1.09	Positive

In conclusion, Year 9 seemed to have had a more positive attitude towards school than Year 7 and Year 8 students. However, Year 8 students seemed to have struggled a little more than Year 7 students in some areas.

Research Objective 2
Table 8 shows the students' academic self-efficacy's means and standard deviations of Year 7, Year 8, and Year 9 students of an International School in Bangkok, Thailand.

Table 8
Means, Standard Deviations, And Interpretations of Students' Academic Self-Efficacy of Year 7, Year 8, and Year 9 students at an International School in Bangkok, Thailand (n=222)

Items No. and Statement	Year Group	M	SD	Total M	Total SD	Interpretation
Overall				3.46	1.00	Moderate

In conclusion, Year 7 students' academic self-efficacy was somewhat low compared to Year 8 and Year 9 students. Year 8 students looked somewhere in-between and showed some having low academic self-efficacy towards school. On the other hand, Year 9 students looked well-

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adjusted and had a more positive academic self-efficacy towards school.

Research Objective 3

Table 9 shows the students' perceived social adjustment's means and standard deviations of Year 7, Year 8, and Year 9 students of an International School in Bangkok, Thailand.

Table 9

Means, Standard Deviations, And Interpretations of Students' Perceived Social Adjustment of Year 7, Year 8, and Year 9 students at an International School in Bangkok, Thailand (n=222)

Items No. and Statement	Year Group	M	SD	Total M	Total SD	Interpretation
Overall (31-47)				6.01	2.07	Slightly acceptable

In conclusion, Year 8 and Year 9 students perceived social adjustment was more towards the positive side. However, Year 7 students had issues feeling a part of the school environment.

Research Objective 4

Table 10 shows the One-way analysis of variance (ANOVA) test results on students' attitudes towards the school of Year 7, Year 8, and Year 9 of an International School in Bangkok, Thailand.

Table 10

Results of the One-Way ANOVA Test on Students' Attitude Towards School of Year 7, Year 8, And Year 9 Of an International School in Bangkok, Thailand

Year Group	N	M	SD	Dfs Between Groups	Within Groups	F	p
Year 7	71	3.56	.74				
Year 8	78	3.49	.64	2	219	1.02	.36
Year 9	73	3.65	.61				

Note. Significant difference at the .05 level

Research Objective 5

Table 11 shows the results of the One-way ANOVA test on 'students' academic self-efficacy of Year 7, Year 8, and Year 9 of an International School in Bangkok, Thailand.

Table 11

Results of the One-Way ANOVA Test on Students' Academic Self-Efficacy of Year 7, Year 8, and Year 9 Of an International School in Bangkok, Thailand.

Year Group	N	M	SD	Dfs Between Groups	Within Groups	F	P
Year 7	71	3.40	.77				
Year 8	78	3.46	.83	2	219	.85	.43
Year 9	73	3.48	.59				

Note. Significant difference at the .05 level

Research Objective 6

Table 12 shows the results of the One-way ANOVA test on students' perceived social adjustment of Year 7, Year 8, and Year 9 of an International School in Bangkok, Thailand.

Table 12

Results of the One-Way ANOVA Test on Students' Perceived Social Adjustment of Year 7, Year 8, and Year 9 Of an International School in Bangkok, Thailand.

Year Group	N	M	SD	Dfs Between Groups	Within Groups	F	P
Year 7	71	5.80	1.40				
Year 8	78	5.92	1.29	2	219	2.96	.05
Year 9	73	6.30	1.11				

Note. Significant difference at the .05 level

The results of the ANOVA test from Table 12 indicated that there was a significant difference (p= .05) in students' perceived social adjustment towards school for Year 7, Year 8, and Year 9 students of an International School in Bangkok, Thailand. Therefore, ' 'Scheffe's post hoc multiple comparison test was performed to determine which groups were significantly different. Table 13 displays the results of Scheffe's post hoc test.

Table 13

Results of the Scheffe's Post Hoc Test for Perceived Social Adjustment of SOAS

Year Group	p-value	Significance or not
Year 7 vs Year 8	.87	No
Year 8 vs Year 9	.19	No
Year 9 vs Year 7	.07	No

The results from Scheffe's post hoc multiple comparison test (Table 13) revealed that, concerning the perceived social adjustment, the results failed to show a significant difference of Year 7 and Year 8 (p =.87), Year 8

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and Year 9 (p = .19) and Year 9 and Year 7 (p=.07) students of an International School in Bangkok, Thailand.

Discussion

The current study's findings showed that the students' attitudes towards school, academic self-efficacy, and perceived social adjustment in Year 7, Year 8, and Year 9 have different impacts. Year 9 students had a more positive attitude, academic self-efficacy, and perceived social adjustment towards school than Year 7 and Year 8 students. Although Year 8 students had lots of issues in all three areas as compared to Year 7 students. Based on that, this section reviews the significant differences among the three-year group (Year 7, Year 8, and Year 9 students) with three variables (attitudes towards school, academic self-efficacy, and perceived social adjustment) of the study are also explored in order to present probable reasons.

Students' Attitudes Towards School

Based on the findings from the SOAS questionnaire – School Attitude Questionnaire and the inferential statistics applied to compare students' attitudes towards school for Year 7, Year 8, and Year 9 at an International School in Bangkok, Thailand, it showed that Year 7, Year 8 and Year 9 students had positive attitudes school. However, it also indicated that their attitudes were decreasing or somewhat not positive. Also, there was no significant difference in students' attitudes towards school for Year 7, Year 8, and year 9 of an International School in Bangkok, Thailand. Like Moe et al. (2009) stated, attitudes towards school are connected to the school and psychological environment, which means students have to adjust to the new school, peers, teachers, new settings, culture, and more.

This result shows that when students can share their learning problems, they want to feel supported and have exciting lessons, and when teaching is 'good,' students feel lucky to be students of this school and feel privileged. When school services are adequate, it gives the school a 'good image.' What the school needs to work on is loneliness and attention to students. Although students do feel somewhat lonely in class, they do not have healthy conversations with their teachers. Although the teachers try to divide their attention to all students, they still feel lonely and neglected.

On the other hand, students are allowed to ask questions and criticize ideas. Their mistakes are corrected without offending them, the achievement is enhanced,

examination questions are straightforward and understandable, and appropriate" testing and feedback" are provided. Also, when positive contributions come from the school environment, families support and require school activities, positive attitudes around students encourage them to adopt positive attitudes, and students are encouraged to participate in school activities. As a result, students in Year 7, Year 8, and Year 9 feel they want to go to school and feel a sense of belonging. Conner (2009) and Roorda et al. (2011) have shown that having a positive learning environment result in a better relationship between the students, teachers, and school administration and students' positive attitudes towards school. Similarly, Hallinan (2008) points out that teachers' influence and presence on students play a vital role in their attitudes towards school, as this study has shown.

Academic Self-Efficacy

Based on the findings from the SOAS questionnaire – Self-Efficacy Questionnaire for Children (SEQ-C) and the inferential statistics applied to compare students' academic self-efficacy for Year 7, Year 8, and Year 9 at an International School in Bangkok, Thailand, Year 7, Year 8 and Year 9 students had moderate academic self-efficacy towards school. Furthermore, based on the analysis, there was no significant difference in students' academic self-efficacy for Year 7, Year 8, and Year 9 of an International School in Bangkok, Thailand.

The analysis revealed that some students suffered from low to moderate levels of academic self-efficacy with areas of academic activities such as asking questions and responding to questions in the classroom, concentrating in the classroom, asking for help from teachers, doing classwork and homework, engaging in academic discussion with friends, doing tasks in class successfully and more.

According to Nasir and Iqbal (2019), academic self-efficacy results from cognitive skills development and perceived self-efficacy. Academic self-efficacy can be developed by improving cognitive skills that apply learned skills and use them in different situations. According to Bandura (1994) and Zumeri (2005), a student's achievement in completing a task is interconnected with their belief in their ability to complete that task. Prior studies by Honicke and Broadbent (2016), Köseoğlu (2015), and Zajacova et al. (2005) found that students with high self-efficacy are associated with higher levels of academic performance and experience less stress, fewer health problems, and a better adjustment to the school environment.

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Perceived Social Adjustment

Based on the findings from the SOAS questionnaire – Student Adjustment to College Questionnaire (SACQ) and the inferential statistics applied to compare students' perceived social adjustment for Year 7, Year 8, and Year 9 at an International School in Bangkok, Thailand, it showed that Year 7, Year 8 and Year 9 students had an overall slightly acceptable level of perceived social adjustment towards school. Furthermore, based on the analysis, there was a significant difference in students' attitudes towards school for Year 7, Year 8, and Year 9 of an International School in Bangkok, Thailand.

According to Baker and Siryk (1989), social and interpersonal activities help create a positive relationship between students and help students socially adjust with peers in the classroom and at school. Using the SACQ questionnaire, the current study also showed that when students were happy with the extra curriculum activities or had an opportunity to participate in activities, they felt part of the school. However, the current study also showed that students become withdrawn from classroom activities and have low self-confidence and loneliness when there is not much opportunity or chance. Overall, results highlight the importance of stability, teacher-student relationship within the school, and communication within the classroom needs to be more open. In addition, the current study showed students had difficulty feeling at ease, did not have enough social skills to get along in school, felt lonely, and could not mix well with the opposite sex. Year 7 and Year 8 students seemed to be battling more than Year 9 students.

When students transition from Year 6 to Year 7 or transition from a new school, they must adapt to this new school environment with so many new challenges (Jindal-Snape & Foggie, 2008). As seen in the current study, these changes e negatively influenced the student's psychological well-being. However, a positive teacher-student and student-student relationship could ease the transition and create a more open dialogue with students (Longobardi,(2016).

Recommendations

Recommendations for Students

This research has indicated that students adapt to different situations and know whom they can approach. Students have to support and help each other through the transition and be more vocal with teachers. Based on this

study, students had an overall positive attitude towards school but faced loneliness and awkwardness. Older students can be used as mentors, buddies, and peer supporters to advise and encourage the younger student. Having this support helps new students know other students and navigate the school. Presenting a welcome pack or online welcome pack about the school, such as a map, room numbers of staff and teachers, will be helpful.

Recommendations for Teachers

Based on the research findings of the current study, teachers should have a file of all the students' reports, doctor recommendations, and other records to suggest strategies to smooth the transition of new students, particularly special-needs students. The overall Year 7, Year 8, and Year 9 students' attitudes towards school were positive. However, it is essential to keep all students' attitudes positive and improve their attitudes toward school by having more communication channels in the classrooms, during sports time, and during lunch. The school should perk up their student's academic self–efficacy to help them achieve their goals. In addition, teachers need to be more welcoming and supportive to students struggling, and this confidence carries on when they are doing homework and projects.
Although, the overall academic self-efficacy and perceived social adjustment were somewhat moderate, which shows teachers have more work to do. Therefore, the researcher would recommend that teachers arrange for a positive and supportive learning environment to promote positive attitudes towards school.

Recommendations for School Administrators

School administrators should better monitor and help support students within the school. They should create a system to help the new and current students adjust and adapt to the school. In addition, school administrators should also provide more professional development for teachers to better understand how to help students adjust, have activities, and create bonds. Based on the findings of this study, students are not adjusting well and feel lonely and disconnected. Therefore, school administrators should have seminars for teachers and parents to help them understand how to support the students.

Recommendations for School Counselors

The school counselors play a vital role in the school as they help resolve students' personal and interpersonal issues. A significant recent change to the

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school counselor's role is the new forms of bullying, especially cyberbullying. Younger students are using technology for communication and socializing. By doing so, they are putting themselves at risk for bullying. Therefore, school counselors must constantly be aware of new social issues arising among students. In addition, counselors should provide more seminars to teachers and parents to help support the children and look for signs of distress.

Recommendations for Parents

This study found that parents' support and influence are essential factors. Parental support was a significant factor for students, and parents can ease the pressure for students entering the school. Parents should have a more open dialogue with the students and teachers to understand what is expected. Teenage students do not share much, but parents and teachers should communicate more to support them.

Recommendations for Future Researchers

The researcher recommends that future researchers have a larger sample size and a more comprehensive geographical range to conduct an extensive study on the variables of interest that affect new students or students transitioning from small to big schools. Another suggestion would be to use qualitative research to get more in-depth information on the variables, e.g., interviews with students, parents, teachers, school counselors, and school administrators. This would provide greater richness, depth to understanding and addressing the issues. There is still a need for more research as many variables can affect students from primary to high school, e.g., self-esteem.

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