

Validation of the Effective Student Transfer Model: An Examination of the Quantitative Model

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ABSTRACT

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Purpose: The present study aimed to validate the effective student transfer model through a quantitative approach among educational administrators, teachers, and counselors.

Methods and Materials: This study was applied in terms of purpose and descriptive-survey in terms of methodology. The statistical population consisted of school principals, administrative staff members, teachers, and counselors in District 2 of Tehran, totaling 200 individuals. Based on Cochran's formula and using convenience sampling, 120 participants were selected as the research sample. Data were collected using a researcher-developed 51-item questionnaire designed according to the dimensions of the effective student transfer model. The questionnaire included dimensions such as causal conditions, contextual factors, intervening conditions, strategies and strategic actions, the central phenomenon, and consequences. Content validity was assessed using Lawshe's coefficient, while reliability was examined through Cronbach's alpha, which yielded an overall coefficient of 0.788. Data analysis was performed using SPSS and Partial Least Squares Structural Equation Modeling (PLS-SEM). Composite reliability, convergent validity, coefficients of determination (R^2), predictive relevance (Q^2), and goodness-of-fit (GOF) indices were used to evaluate the adequacy of the model.

Findings: The findings demonstrated that all dimensions of the model possessed acceptable validity and reliability. Composite reliability coefficients for all variables exceeded the acceptable threshold of 0.70, while convergent validity values confirmed the adequacy of the measurement model. The coefficients of determination and predictive relevance indicated satisfactory explanatory and predictive power for the structural model. The GOF index of 0.604 demonstrated a strong and highly acceptable overall model fit. The results also revealed significant relationships among causal conditions, contextual factors, intervening conditions, strategies, and consequences within the effective student transfer framework.

Conclusion: The findings confirmed that the proposed effective student transfer model possesses strong structural validity and can serve as a comprehensive framework for understanding and improving educational transition processes.

Keywords: validation, effective student transfer model, quantitative model



1. Introduction

Educational systems across the world are increasingly confronted with the challenge of creating effective learning environments that not only improve academic achievement but also facilitate successful educational transitions and sustainable student development. In contemporary educational discourse, the concept of effective student transfer has emerged as an important dimension of educational management because it encompasses students' adaptation to new academic environments, social integration, psychological adjustment, and continuity of educational progress. Educational transitions, particularly between educational levels and institutions, often expose students to various academic, emotional, and social challenges that can significantly influence their learning outcomes and long-term educational trajectories. Consequently, identifying and validating models that facilitate effective student transfer has become a critical issue for educational policymakers, administrators, teachers, and counselors (Konruff, 2025; Li & Yu, 2025).

The rapid transformation of educational systems through technological advancement, digital learning environments, and blended educational approaches has further intensified the importance of understanding the mechanisms that contribute to successful student transition and adaptation. The integration of technology into education has created both opportunities and challenges in relation to learner engagement, educational accessibility, academic support, and institutional coordination. Research indicates that educational effectiveness is increasingly dependent on the interaction between pedagogical practices, learner engagement, institutional leadership, and technological infrastructure (Aljehani, 2024; Alkhaldi et al., 2024). In such conditions, student transfer processes cannot be viewed merely as administrative procedures; rather, they represent multidimensional educational phenomena involving organizational, emotional, social, and instructional dimensions.

One of the major concerns in educational transitions relates to students' psychological adaptation and sense of belonging within the new learning environment. Students who experience educational transitions frequently encounter uncertainty, anxiety, fear of social exclusion, and difficulties in adjusting to unfamiliar educational systems. The effectiveness of the transfer process therefore depends heavily on schools' ability to provide supportive environments, maintain social continuity, and reduce

organizational barriers. Previous studies have shown that supportive learning climates, flexible instructional approaches, and positive teacher-student interactions significantly contribute to students' emotional adjustment and academic engagement (Dunn-O'Farrell et al., 2025; Li & Ni, 2024). Furthermore, emotional and affective pedagogical practices have been identified as critical determinants of students' academic motivation, professional satisfaction, and educational resilience (Li & Wang, 2024).

The literature also emphasizes the importance of learner-centered educational practices in facilitating educational continuity and successful transfer experiences. Metacognitive learning strategies, self-regulation, and autonomous learning approaches have been found to enhance students' ability to cope with academic transitions and adapt to new educational environments. Students who possess higher levels of self-monitoring and self-management are generally more capable of managing academic demands and establishing effective learning behaviors during periods of transition (Parlan, 2024; Zhu & Doo, 2021). Similarly, fostering learner autonomy has been recognized as an essential factor for successful remote and blended learning environments, particularly following the educational disruptions associated with the COVID-19 pandemic (Toporek, 2022).

In addition to psychological and pedagogical dimensions, institutional and organizational factors play a substantial role in shaping the effectiveness of student transfer processes. Educational institutions that demonstrate strong leadership support, coherent organizational structures, and collaborative communication systems are generally more successful in facilitating student adaptation and maintaining educational continuity. Leadership support has been identified as a major contributor to student learning outcomes because it influences resource allocation, educational planning, teacher collaboration, and student engagement initiatives (Aljehani, 2024). Likewise, integrated educational programs and coordinated institutional frameworks have been associated with improved student persistence, enrollment continuity, and academic achievement (Konruff, 2025).

Another important issue in the field of effective student transfer concerns educational equity and accessibility. Students entering new educational environments often differ in terms of socioeconomic background, prior educational experiences, cognitive readiness, and access to educational resources. These differences can create inequalities in adaptation opportunities and academic performance. Studies





focusing on adult learners and developmental education have highlighted the necessity of equitable support systems, accessible educational programming, and inclusive learning environments to promote student success across diverse populations (Shidler et al., 2023). Similarly, resilient e-learning frameworks and adaptive educational systems have been proposed as mechanisms for minimizing disparities and enhancing educational inclusion in post-pandemic educational contexts (Alkhaldi et al., 2024).

The expansion of online learning, mobile learning technologies, and learning management systems has also transformed educational transition processes. Digital educational environments provide students with new opportunities for communication, collaboration, and flexible learning, but they also require the development of digital literacy, self-regulation, and adaptive learning capacities. Research demonstrates that learning satisfaction and achievement in technology-supported educational systems are strongly influenced by the quality of interaction, adaptive feedback, and technological usability (Colliot et al., 2024; Li & Ni, 2024). Furthermore, mobile instructional design models have been recognized as innovative strategies for improving accessibility, continuity, and interaction in distance education contexts (Sakulwichitsintu, 2023).

The effectiveness of educational transfer is also associated with the management of cognitive and emotional demands experienced by students during transition periods. Educational transitions often require students to simultaneously adapt to new curricula, social groups, instructional expectations, and organizational cultures. Such conditions may increase cognitive overload and negatively affect learning efficiency and academic performance. Recent research has emphasized the importance of educational designs that reduce cognitive burden and support student adjustment through structured learning experiences and adaptive instructional approaches (Koudsia & Kirchner, 2024). Real-time adaptive feedback and personalized educational support have likewise been shown to improve learner engagement and academic effectiveness in technology-enhanced learning environments (Colliot et al., 2024).

Another key dimension of successful student transfer involves the role of motivation and deeper learning opportunities. Motivation has consistently been identified as a central determinant of student persistence, educational engagement, and academic achievement. Students who perceive educational experiences as meaningful and supportive are more likely to demonstrate sustained

participation and positive educational outcomes. Research on blended learning environments and graduate-level education suggests that deeper learning opportunities, self-regulated learning beliefs, and meaningful educational engagement significantly influence students' academic persistence and success (Follmer et al., 2025; Hoffman, 2025). Similarly, learner satisfaction within MOOCs and online educational systems is highly dependent on perceived usefulness, instructional quality, and motivational support (Khan & Tajamul, 2022).

The post-pandemic educational landscape has further highlighted the necessity of flexible, integrated, and student-centered transition models. Educational institutions are increasingly required to respond to changing learner needs, technological developments, and diverse educational expectations. Blended learning approaches have become particularly important because they combine the advantages of face-to-face interaction with digital learning flexibility. Studies examining blended learning in higher education contexts have demonstrated positive effects on student engagement, educational satisfaction, and learning outcomes (Li & Yu, 2025; Nong et al., 2023). In parallel, educational evaluation models have evolved to address the complexities of online and hybrid learning environments, emphasizing continuous assessment, adaptive instructional strategies, and comprehensive learner support systems (Davis et al., 2024; Πατιώτη et al., 2023).

Furthermore, the role of curriculum design and graduate competency development cannot be overlooked in discussions surrounding effective student transfer. Educational transitions are more successful when curricula are aligned with students' developmental needs, future educational goals, and professional competencies. Embedding graduate qualities and transferable skills into educational programs contributes to students' academic continuity and long-term educational adaptability (Yu et al., 2021). This issue is particularly relevant in contemporary educational systems where students are expected to demonstrate not only academic knowledge but also communication skills, problem-solving abilities, adaptability, and collaborative competencies.

Research on educational effectiveness also underscores the significance of instructional quality, institutional coordination, and teacher support. Effective teachers and supportive educational environments can substantially reduce student anxiety and facilitate positive educational experiences during periods of transition. Studies examining instructional effectiveness have emphasized the importance





of educational freedom, pedagogical flexibility, and supportive teacher-student relationships in improving learning outcomes (Hortsch & Rompolski, 2022). Similarly, educational training programs assessed through comprehensive evaluation models have demonstrated that institutional planning and instructional consistency are critical factors in enhancing educational effectiveness and learner adaptation (Zhao et al., 2023).

Despite the growing body of literature on educational effectiveness, learner engagement, blended learning, and educational adaptation, there remains a significant gap regarding the development and validation of comprehensive models specifically focused on effective student transfer processes within school systems. Many previous studies have concentrated on isolated dimensions such as technological integration, learner satisfaction, or instructional quality without examining the broader interaction between causal conditions, contextual factors, strategic interventions, and educational consequences. Moreover, limited research has attempted to validate integrated conceptual models capable of explaining the multidimensional nature of student transfer experiences in educational settings.

Given the complexity of student transition processes and the increasing importance of educational continuity in modern learning systems, there is a clear need for empirical models that comprehensively address organizational, social, psychological, and instructional dimensions of effective student transfer. Validating such models can provide educational policymakers, school administrators, teachers, and counselors with evidence-based frameworks for improving educational planning, reducing student anxiety, strengthening adaptation processes, and enhancing educational outcomes. Therefore, the present study aimed to validate the model of effective student transfer through a quantitative approach among educational administrators, teachers, and counselors in District 2 of Tehran.

2. Methods and Materials

2.1. Study Design and Participants

This study was applied in terms of purpose and descriptive-survey in terms of research methodology. The study population consisted of school principals, members of school administrative departments, teachers, and school counselors working in District 2 of Tehran. The total statistical population included 200 individuals. The sample size was determined using Cochran's formula, and based on

the results of the calculation, 120 participants were selected through a convenience sampling method. The inclusion criteria consisted of having administrative, teaching, or counseling responsibilities within schools in the target district and willingness to participate in the study. Data collection was conducted in the educational environment after obtaining the necessary permissions and informing participants about the objectives of the study. Participants were assured that their responses would remain confidential and would be used solely for research purposes.

2.2. Data Collection Tools

Data were collected using a researcher-developed questionnaire consisting of 51 items designed to assess the dimensions of the effective student transfer model. The questionnaire was developed based on a review of the relevant literature, theoretical foundations, and expert opinions in the field of educational management and student transition processes. The instrument covered several dimensions, including causal conditions, the central phenomenon, contextual factors, intervening conditions, strategies and strategic actions, and consequences associated with effective student transfer. The items were scored using a five-point Likert scale ranging from strongly disagree to strongly agree. To evaluate the content validity of the questionnaire, Lawshe's content validity ratio (CVR) was employed using the judgments of subject matter experts and specialists in educational management. The reliability of the questionnaire was assessed using Cronbach's alpha coefficient, and the overall reliability coefficient obtained for the instrument was .788, indicating an acceptable level of internal consistency for the questionnaire items.

2.3. Data Analysis

The collected data were analyzed using both descriptive and inferential statistical methods. Descriptive statistics were utilized to summarize demographic characteristics and provide an overview of the participants' responses. Inferential statistical analyses were conducted to examine the validity and fitness of the proposed model. Convergent validity and construct validity were assessed to determine the adequacy of the measurement model and the consistency of the latent constructs. In addition, the goodness-of-fit (GOF) index was calculated to evaluate the overall fitness of the structural model. Data analysis was performed using SPSS software for preliminary statistical analyses and



Partial Least Squares Structural Equation Modeling (PLS-SEM) software for model validation and hypothesis testing.

3. Findings and Results

The findings of the study demonstrated that the proposed effective student transfer model possessed an appropriate

conceptual structure and acceptable construct validity. The extracted dimensions and components of the model indicated that effective student transfer is influenced by multiple organizational, educational, social, and psychological factors. The dimensions identified through the quantitative model are presented in Table 1.

Table 1

Dimensions and Components of the Effective Student Transfer Questionnaire

General Category (Paradigm)	Subcategories
Causal Conditions	Benefits of transfer, student independence, reduction of bureaucracy in secondary schools, reduction of inconsistencies, reduction of organizational barriers, reduction of educational barriers, reduction of personal barriers, reduction of environmental barriers, communication with peers, reduction of social barriers, recreational objectives, flexible and non-lengthy classes
Central Phenomenon	Low student population in schools, compatibility of students' financial conditions with others, compatibility of students' social conditions with others, student skill learning, special schools, awareness in selecting secondary schools, evaluation of school and teacher quality, attachment to old friends, interest in teachers
Contextual Factors	Role of schools, role of the Ministry of Education, parent-school communication, familiarizing students with the new environment, financial factors, evaluation and analysis of students' academic status, parent-teacher meetings, communication among parents, teachers' participation and involvement, mental factors
Intervening Conditions	Parental support, experiences of previous students, reduction of contractual teachers, employment of private tutors, counseling services
Strategies and Strategic Actions	Transfer of friends together, macro-level programs, familiarization with the new school, focus on non-academic factors, coordination between origin and destination schools, transfer programs, social media, transfer groups, group participation
Consequences	Clarifying the dimensions of transfer for students, creating a calming environment in secondary schools, reduction of fear, communication with old friends, motivation creation, formation of new friendships

The demographic characteristics of the participants indicated that the majority of respondents were male, comprising 87 individuals (72.5%), while 33 participants (27.5%) were female. In terms of age distribution, 12 participants (10%) were younger than 25 years, 45 participants (37.5%) were between 25 and 35 years old, 35 participants (29.17%) were between 36 and 46 years old, and 28 participants (23.33%) were older than 46 years. Regarding educational attainment, most participants held a bachelor's degree, accounting for 74 individuals (61.67%), while 40 participants (33.33%) possessed a master's degree and 6 participants (5%) held a doctoral degree. The findings

related to work experience demonstrated that 13 participants (10.83%) had less than 5 years of experience, 43 participants (35.83%) had between 5 and 10 years of experience, 20 participants (16.66%) had between 10 and 15 years of experience, 14 participants (11.66%) had between 15 and 20 years of experience, 19 participants (15.83%) had between 20 and 25 years of experience, and 11 participants (9.16%) had between 25 and 30 years of professional experience. In terms of occupational position, 40 participants (33.33%) were teachers, 46 participants (38.33%) were members of school management departments, and 34 participants (28.34%) were school counselors.

Table 2

Descriptive Statistics of the Research Variables

Variables	Mean	Standard Deviation	Variance	Skewness	Kurtosis
Causal Conditions	3.86	0.744	0.553	0.961	1.933
Contextual Factors	3.84	0.791	0.626	-0.651	0.296
Intervening Conditions	3.77	0.871	0.759	-0.649	0.138
Strategies	3.76	0.844	0.712	-0.549	0.301
Consequences	3.66	0.879	0.772	-0.467	0.161

As presented in Table 2, the highest mean score belonged to the causal conditions dimension (M = 3.86, SD = 0.744), followed by contextual factors (M = 3.84, SD = 0.791). The

dimensions of intervening conditions (M = 3.77, SD = 0.871), strategies (M = 3.76, SD = 0.844), and consequences (M = 3.66, SD = 0.879) also demonstrated relatively high

mean values, indicating favorable perceptions of the dimensions associated with the effective student transfer model. The skewness and kurtosis values for all variables

were within the acceptable range of normal distribution, suggesting the appropriateness of parametric statistical analyses.

Table 3

Kolmogorov–Smirnov Test for Data Normality

Main Factor	Kolmogorov–Smirnov Statistic	Significance Level
Causal Conditions	0.326	0.066
Contextual Factors	0.353	0.064
Intervening Conditions	0.330	0.059
Strategies	0.308	0.091
Consequences	0.276	0.083

The results presented in Table 3 indicate that the significance levels for all variables were greater than 0.05. Specifically, the significance values ranged from 0.059 to 0.091, demonstrating that none of the variables significantly deviated from a normal distribution. Therefore, the

assumption of normality was confirmed for all research variables, and the use of parametric statistical techniques and structural equation modeling was considered appropriate for the present study.

Table 4

Composite Reliability (Dillon–Goldstein’s rho) of the Research Variables

Variables	Composite Reliability (Dillon–Goldstein’s rho)	Variable Status
Causal Conditions	0.803	Acceptable
Central Phenomenon	0.814	Acceptable
Contextual Factors	0.712	Acceptable
Intervening Conditions	0.716	Acceptable
Strategies and Strategic Actions	0.768	Acceptable
Consequences	0.708	Acceptable

According to Table 4, the composite reliability coefficients for all variables were above the acceptable threshold of 0.70, indicating satisfactory internal consistency among the measurement items. The highest composite reliability coefficient was related to the central

phenomenon variable (0.814), while the lowest coefficient belonged to the consequences variable (0.708). Overall, the findings confirmed that all constructs of the effective student transfer model possessed adequate reliability and measurement stability.

Table 5

Convergent Validity of the Research Variables

Variables	Convergent Validity	Variable Status
Causal Conditions	0.798	Acceptable
Central Phenomenon	0.784	Acceptable
Contextual Factors	0.745	Acceptable
Intervening Conditions	0.804	Acceptable
Strategies and Strategic Actions	0.769	Acceptable
Consequences	0.799	Acceptable

The findings reported in Table 5 demonstrated that the convergent validity values for all research variables were within the acceptable range. The values ranged from 0.745 to 0.804, indicating that the indicators of each construct shared a high proportion of common variance. The highest

convergent validity value was associated with intervening conditions (0.804), whereas contextual factors exhibited the lowest value (0.745). These results confirmed the adequacy of convergent validity for the constructs included in the proposed model.

Table 6

Coefficients of Determination (R^2) and Predictive Relevance (Q^2) of the Research Variables

Variables	R^2	Q^2	Variable Status
Causal Conditions	–	–	Acceptable
Central Phenomenon	0.373	0.312	Acceptable
Contextual Factors	–	–	Acceptable
Intervening Conditions	–	–	Acceptable
Strategies and Strategic Actions	0.395	0.341	Acceptable
Consequences	0.339	0.354	Acceptable

As shown in Table 6, the coefficients of determination (R^2) and predictive relevance (Q^2) indicated an acceptable explanatory and predictive power for the proposed model. The strategies and strategic actions variable demonstrated the highest coefficient of determination ($R^2 = 0.395$), suggesting that approximately 39.5% of its variance was explained by the model. Additionally, the consequences variable showed the highest predictive relevance value ($Q^2 = 0.354$), reflecting the model's satisfactory predictive capability. Overall, the obtained R^2 and Q^2 values confirmed the acceptable quality and predictive adequacy of the effective student transfer model.

The goodness-of-fit (GOF) index was used to evaluate the overall fitness of the structural equation model. This criterion assesses the adequacy of both the measurement model and the structural model simultaneously and provides an overall evaluation of the research model. Generally, GOF values of 0.01, 0.25, and 0.35 indicate weak, moderate, and strong model fitness, respectively. In the present study, the calculated GOF value was 0.604, which is substantially higher than the threshold for strong fitness. Therefore, it can be concluded that the proposed effective student transfer model demonstrated an excellent and highly acceptable overall fit, confirming the appropriateness and validity of the overall research model.

Figure 1

Final Model of the Study with Factor Loadings

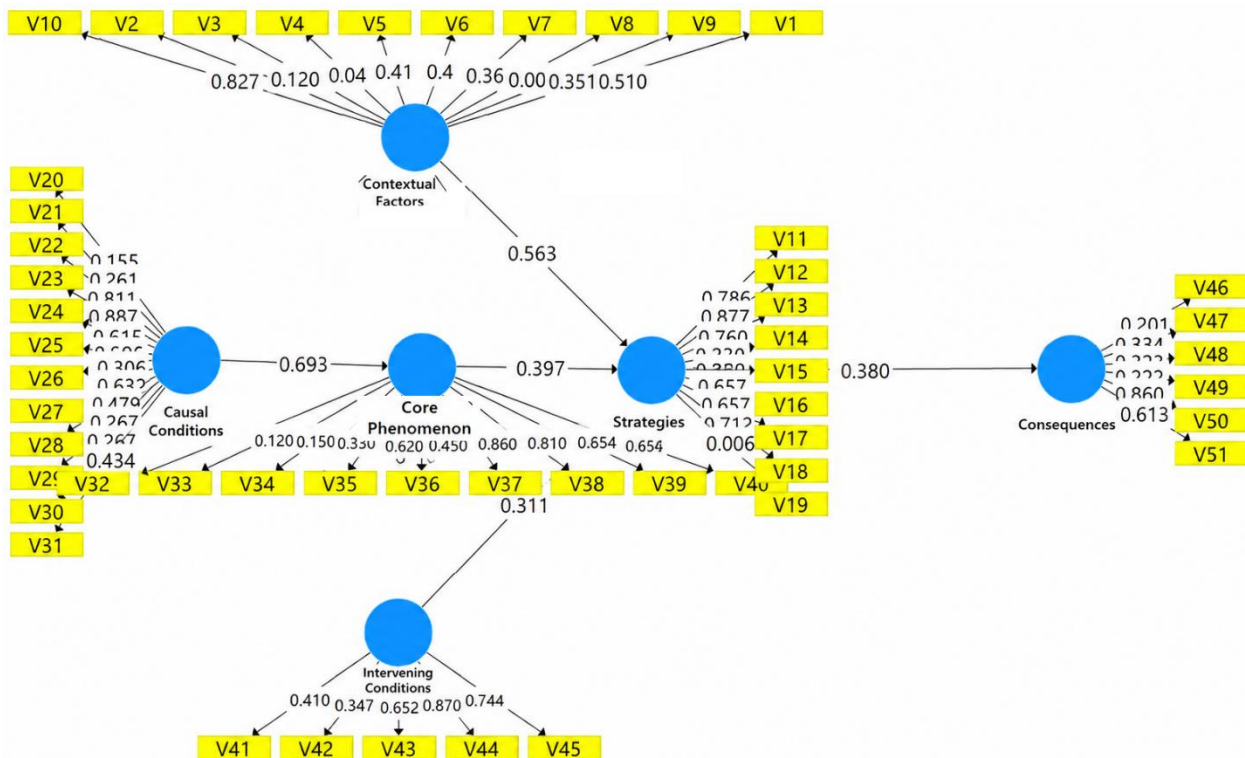
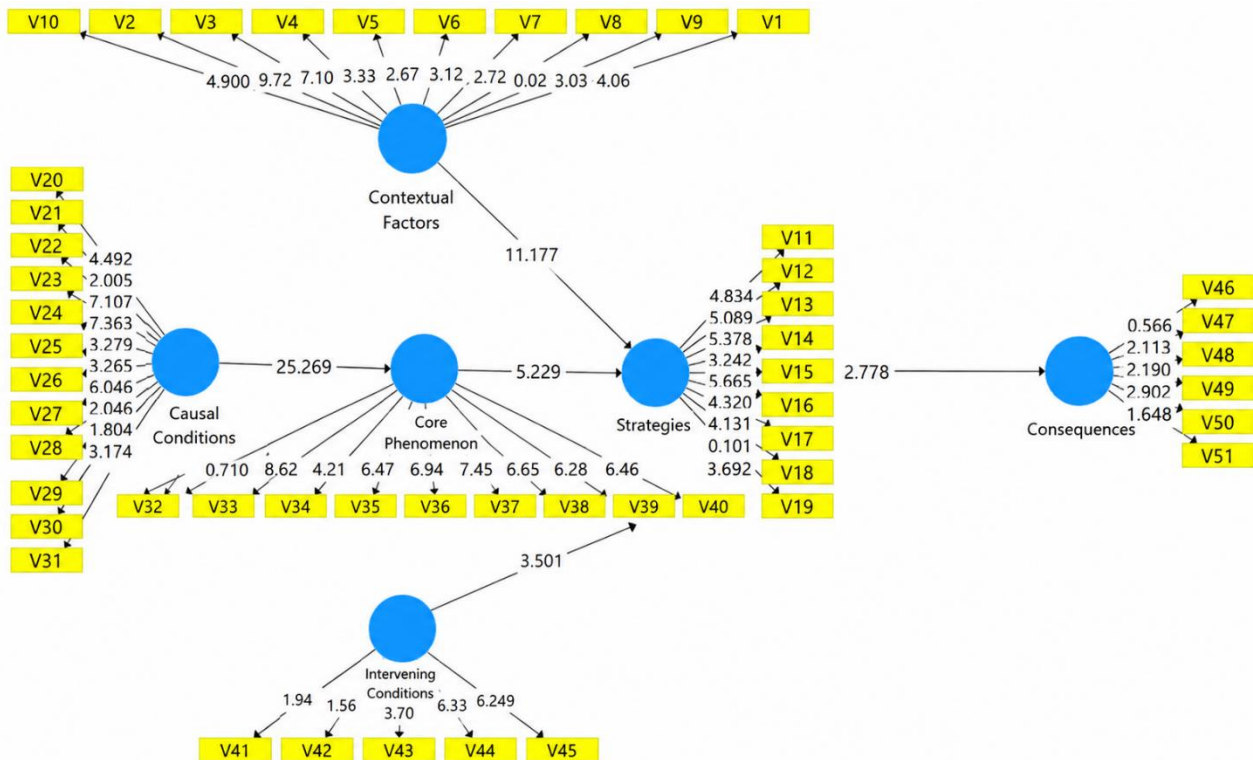


Figure 2

Final Model of the Study with T-Values



4. Discussion and Conclusion

The present study aimed to validate the model of effective student transfer through a quantitative approach among school administrators, teachers, and counselors. The findings demonstrated that the proposed model possessed satisfactory validity, reliability, convergent validity, predictive relevance, and overall goodness-of-fit. The GOF value of 0.604 indicated that the structural model had a strong and highly acceptable fit, confirming that the dimensions of causal conditions, contextual factors, intervening conditions, strategies, and consequences collectively explained the process of effective student transfer in an appropriate and coherent manner. These findings suggest that student transfer is not merely an administrative or logistical process, but rather a multidimensional educational phenomenon shaped by organizational, psychological, social, and instructional variables.

One of the major findings of the study was the significant role of causal conditions in facilitating effective student transfer. Variables such as reducing organizational barriers, minimizing educational obstacles, enhancing student

independence, improving peer communication, and creating flexible educational conditions emerged as important predictors within the model. This finding is consistent with previous research emphasizing that educational effectiveness depends heavily on institutional flexibility, learner-centered approaches, and adaptive educational systems (Aljehani, 2024; Alkhalidi et al., 2024). Educational environments that reduce bureaucratic complexity and support student autonomy create conditions in which learners can more effectively adapt to new educational settings. The findings also align with the work of (Toporek, 2022), who highlighted the importance of autonomous learning and flexible educational structures in supporting student adjustment and educational continuity, particularly during periods of transition and uncertainty.

The results further demonstrated that the central phenomenon dimension included factors such as awareness in selecting schools, evaluating school quality, attachment to teachers and peers, and the compatibility of students' social and economic conditions with their educational environment. These findings indicate that students' perceptions of belonging, compatibility, and social continuity significantly influence the effectiveness of



educational transitions. This result is in line with studies emphasizing the importance of learner engagement, emotional support, and affective educational environments in promoting student success and persistence (Dunn-O'Farrell et al., 2025; Li & Wang, 2024). Emotional attachment to teachers and peers appears to reduce transition-related anxiety and strengthen students' motivation to integrate into new educational settings. Similarly, (Hoffman, 2025) argued that students are more likely to transfer learning effectively and maintain academic persistence when educational experiences are perceived as meaningful, supportive, and personally valuable.

Another important finding was the role of contextual factors in shaping successful student transfer experiences. Variables such as the role of schools, educational authorities, parent-school communication, parent-teacher meetings, and teachers' participation were identified as influential contextual conditions. This finding confirms that effective educational transitions require collaborative institutional environments and active communication networks among educational stakeholders. The result is consistent with research demonstrating that institutional leadership, collaborative educational planning, and stakeholder involvement are essential for improving educational outcomes and student engagement (Davis et al., 2024; Konruff, 2025). Educational institutions that establish effective communication systems and encourage collaboration between schools, teachers, parents, and counselors create supportive conditions that facilitate smoother student adaptation processes.

The findings also revealed that intervening conditions such as parental support, counseling services, previous student experiences, and reduction of contractual teachers contributed significantly to the effectiveness of student transfer. These results highlight the importance of social and psychological support systems during educational transitions. Students who receive emotional guidance, counseling support, and parental encouragement are more capable of coping with unfamiliar educational environments and adapting to new academic expectations. This finding is consistent with the literature emphasizing wellness, psychological support, and learner-centered educational systems as critical factors in educational success (Dunn-O'Farrell et al., 2025). Additionally, the findings support the argument presented by (Shidler et al., 2023) that equitable support systems and accessible educational services are necessary for promoting successful educational adjustment across diverse learner populations.

The strategies and strategic actions dimension also played a central role within the validated model. Variables such as coordination between origin and destination schools, transfer programs, familiarization with the new educational environment, social media communication, and group participation were identified as effective strategies facilitating successful transfer processes. These findings suggest that structured educational planning and coordinated institutional interventions significantly improve students' transition experiences. This result aligns with previous studies demonstrating the effectiveness of blended educational systems, collaborative learning environments, and technology-supported communication strategies in enhancing learner adaptation and educational continuity (Nong et al., 2023; Sakulwichitsintu, 2023). The role of social media and communication technologies in supporting educational transfer may be particularly important in contemporary educational systems where digital interaction increasingly shapes students' social and academic experiences.

The present findings additionally confirmed the importance of consequences associated with effective student transfer. Outcomes such as reducing fear, creating motivation, strengthening old friendships, establishing new social relationships, and developing calming educational environments were identified as major consequences of successful transfer processes. These findings demonstrate that effective student transfer contributes not only to academic continuity but also to students' psychological well-being and social integration. This result is consistent with the findings of (Li & Yu, 2025), who emphasized that successful learning environments improve learner satisfaction, educational engagement, and emotional stability. Similarly, (Follmer et al., 2025) argued that deeper learning opportunities and supportive educational conditions significantly influence students' persistence and long-term academic success.

The acceptable values obtained for composite reliability, convergent validity, R^2 , and Q^2 further confirmed the methodological robustness of the proposed model. The satisfactory composite reliability coefficients indicated strong internal consistency among the model constructs, while convergent validity values demonstrated that the measurement indicators appropriately represented the latent variables. The predictive relevance coefficients also suggested that the model possessed adequate explanatory and predictive capabilities regarding the effective student transfer process. These findings support the growing





emphasis in educational research on evidence-based model validation and systematic evaluation frameworks for assessing educational effectiveness (Davis et al., 2024; Πατιώτη et al., 2023). The strong goodness-of-fit value additionally indicated that the proposed conceptual framework was capable of explaining the complex interactions between educational, organizational, and psychological dimensions of student transfer.

Another important interpretation of the findings relates to the role of technology and adaptive learning systems in facilitating effective educational transitions. The dimensions identified within the model indirectly reflected the importance of communication technologies, flexible educational programs, and adaptive instructional strategies. Contemporary educational systems increasingly rely on digital platforms and blended learning approaches to support student engagement and continuity. Research indicates that adaptive educational systems and learning management platforms can significantly improve learner satisfaction, educational flexibility, and academic achievement (Colliot et al., 2024; Li & Ni, 2024). The integration of such technologies into student transfer processes may therefore contribute to reducing uncertainty and improving communication between students, teachers, and institutions.

The findings of this study also support the argument that educational transfer should be approached as a holistic developmental process rather than a purely administrative activity. Educational transitions involve cognitive, emotional, social, and institutional dimensions that require coordinated planning and comprehensive support mechanisms. Studies focusing on metacognitive learning strategies and self-regulated learning have emphasized that students' ability to adapt successfully to educational changes depends heavily on self-management, motivation, and supportive learning conditions (Parlan, 2024; Zhu & Doo, 2021). Therefore, educational institutions should prioritize not only academic placement procedures but also emotional preparation, social integration, and psychological support during student transfer processes.

Furthermore, the findings align with previous research concerning the importance of educational quality and instructional flexibility in supporting student adaptation. Students are more likely to experience successful educational transitions when instructional practices are flexible, supportive, and responsive to individual learner needs. Research examining instructional effectiveness has highlighted that supportive pedagogical practices, adaptive educational environments, and meaningful teacher-student

interactions contribute substantially to educational success (Aljehani, 2024; Hortsch & Rompolski, 2022). The present findings therefore reinforce the necessity of creating student-centered educational systems that recognize the multidimensional nature of educational transitions.

The study also contributes to the literature by providing a validated quantitative model that integrates multiple educational dimensions into a coherent framework. While many previous studies have focused on isolated variables such as learner engagement, educational technology, or instructional quality, the present study developed and validated a comprehensive model encompassing causal, contextual, strategic, and outcome-related dimensions. This integrated perspective offers educational administrators and policymakers a more systematic understanding of the factors influencing effective student transfer and provides a practical framework for designing intervention programs and educational policies.

One of the limitations of the present study was that the statistical population was restricted to educational administrators, teachers, and counselors in District 2 of Tehran, which may limit the generalizability of the findings to other educational contexts and regions. Additionally, the study relied on self-report questionnaire data, which may be influenced by response bias and participants' subjective perceptions. Another limitation concerns the cross-sectional nature of the research design, which restricted the possibility of examining long-term changes and causal relationships among the variables over time.

Future research is recommended to examine the proposed model in different educational regions, school levels, and cultural contexts in order to improve the external validity of the findings. Researchers may also investigate the role of additional variables such as students' personality characteristics, family educational background, digital literacy, and academic resilience in relation to effective student transfer. Longitudinal and mixed-method studies are further suggested to provide deeper insights into the dynamic and developmental aspects of educational transition processes over time.

From a practical perspective, educational authorities and school administrators should develop comprehensive transition support programs that emphasize psychological preparation, parent-school collaboration, counseling services, and social integration strategies for students. Schools should also improve coordination between origin and destination institutions and create supportive educational climates that reduce student anxiety and



strengthen motivation during transfer processes. Furthermore, the use of communication technologies, orientation programs, and collaborative educational planning can substantially enhance the effectiveness of student transfer and contribute to students' academic success and emotional well-being.

Authors' Contributions

Authors equally contributed to this article.

Declaration

In order to correct and improve the academic writing of our paper, we have used the language model ChatGPT.

Transparency Statement

Data are available for research purposes upon reasonable request to the corresponding author.

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Declaration of Interest

The authors report no conflict of interest.

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Ethical Considerations

All procedures performed in studies involving human participants were under the ethical standards of the institutional and, or national research committee and with the 1964 Helsinki Declaration and its later amendments or comparable ethical standards.

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