References

Atteberry, A., Wedow, R., Cook, N. J., & McEachin, A. (2022). A Replication of a Quasi-Experimental Approach to Estimating Middle School Structural Transition Effects on Student Learning Trajectories. *Educational Policy*, *36*(7), 1612–1651. <https://doi.org/10.1177/0895904820987797>

Barber, B. K., & Olsen, J. A. (2004). Assessing the Transitions to Middle and High School. *Journal of Adolescent Research*, *19*(1), 3–30. <https://doi.org/10.1177/0743558403258113>

Bellmore, A. (2011). Peer rejection and unpopularity: Associations with GPAs across the transition to middle school. *Journal of Educational Psychology*, *103*(2), 282–295. <https://doi.org/10.1037/a0023312>

Benner, A. D., & Graham, S. (2007). Navigating the Transition to Multi‐Ethnic Urban High Schools: Changing Ethnic Congruence and Adolescents’ School‐Related Affect. *Journal of Research on Adolescence*, *17*(1), 207–220. <https://doi.org/10.1111/j.1532-7795.2007.00519.x>

Benner, A. D., & Wang, Y. (2014). Shifting attendance trajectories from middle to high school: Influences of school transitions and changing school contexts. *Developmental Psychology*, *50*(4), 1288–1301. <https://doi.org/10.1037/a0035366>

Benner, A. D., Boyle, A. E., & Bakhtiari, F. (2017). Understanding Students’ Transition to High School: Demographic Variation and the Role of Supportive Relationships. *Journal of Youth and Adolescence*, *46*(10), 2129–2142. <https://doi.org/10.1007/s10964-017-0716-2>

Burchinal, M. R., Roberts, J. E., Zeisel, S. A., & Rowley, S. J. (2008). Social risk and protective factors for African American children’s academic achievement and adjustment during the transition to middle school. *Developmental Psychology*, *44*(1), 286–292. <https://doi.org/10.1037/0012-1649.44.1.286>

Cantrell, S. C., Rintamaa, M., Anderman, E. M., & Anderman, L. H. (2018). Rural adolescents’ reading motivation, achievement and behavior across transition to high school. *The Journal of Educational Research*, *111*(4), 417–428. <https://doi.org/10.1080/00220671.2017.1284737>

Carmichael, C. (2015). Transitioning to Secondary School: The Case of Mathematics. *Australian Journal of Educational & Developmental Psychology*, *15*, 13–23.

Chambers, G. N. (2019). Pupils’ reflections on the primary to secondary school transition with reference to modern language learning: A motivational self-system perspective. *Innovation in Language Learning and Teaching*, *13*(3), 221–236. <https://doi.org/10.1080/17501229.2018.1424172>

Courtney, L. (2017). Transition in modern foreign languages: A longitudinal study of motivation for language learning and second language proficiency. *Oxford Review of Education*, *43*(4), 462–481. <https://doi.org/10.1080/03054985.2017.1329721>

Denner, J., Valdes, O., Dickson, D. J., & Laursen, B. (2019). Math interest and self‐concept among latino/a students: Reciprocal influences across the transition to middle school. *Journal of Adolescence*, *75*(1), 22–36. <https://doi.org/10.1016/j.adolescence.2019.06.015>

Endleman, S., Brittain, H., & Vaillancourt, T. (2022). The longitudinal associations between perfectionism and academic achievement across adolescence. *International Journal of Behavioral Development*, *46*(2), 91–100. <https://doi.org/10.1177/01650254211037400>

Engels, M. C., Pakarinen, E., Lerkkanen, M.-K., & Verschueren, K. (2019). Students’ academic and emotional adjustment during the transition from primary to secondary school: A cross-lagged study. *Journal of School Psychology*, *76*, 140–158. <https://doi.org/10.1016/j.jsp.2019.07.012>

Estell, D. B., Farmer, T. W., Irvin, M. J., Thompson, J. H., Hutchins, B. C., & McDonough, E. M. (2007). Patterns of Middle School Adjustment and Ninth Grade Adaptation of Rural African American Youth: Grades and Substance Use. *Journal of Youth and Adolescence*, *36*(4), 477–487. <https://doi.org/10.1007/s10964-007-9167-5>

Evans, D., & Field, A. P. (2020). Predictors of mathematical attainment trajectories across the primary-to-secondary education transition: Parental factors and the home environment. *Royal Society Open Science*, *7*(7), 200422. <https://doi.org/10.1098/rsos.200422>

Evans-Whipp, T., Mundy, L., Canterford, L., & Patton, G. (2017). Student Wellbeing, Engagement and Learning across the Middle Years. In *Australian Government Department of Education and Training*. Australian Government Department of Education and Training. <https://eric.ed.gov/?id=ED592582>

Felmlee, D., McMillan, C., Inara Rodis, P., & Osgood, D. W. (2018). Falling Behind: Lingering Costs of the High School Transition for Youth Friendships and Grades. *Sociology of Education*, *91*(2), 159–182. <https://doi.org/10.1177/0038040718762136>

Fraser, A. M., Bryce, C. I., Alexander, B. L., & Fabes, R. A. (2021). Hope levels across adolescence and the transition to high school: Associations with school stress and achievement. *Journal of Adolescence*, *91*(1), 48–58. <https://doi.org/10.1016/j.adolescence.2021.07.004>

Fréchette-Simard, C., Plante, I., Duchesne, S., & Chaffee, K. E. (2022). The mediating role of test anxiety in the evolution of motivation and achievement of students transitioning from elementary to high school. *Contemporary Educational Psychology*, *71*, 102116. <https://doi.org/10.1016/j.cedpsych.2022.102116>

Gibbons, S., & Telhaj, S. (2016). Peer Effects: Evidence from Secondary School Transition in England. *Oxford Bulletin of Economics and Statistics*, *78*(4), 548–575. <https://doi.org/10.1111/obes.12095>

Graham, S., Courtney, L., Tonkyn, A., & Marinis, T. (2016). Motivational trajectories for early language learning across the primary–secondary school transition. *British Educational Research Journal*, *42*(4), 682–702. <https://doi.org/10.1002/berj.3230>

Grolnick, W. S., Raftery‐Helmer, J. N., Flamm, E. S., Marbell, K. N., & Cardemil, E. V. (2015). Parental Provision of Academic Structure and the Transition to Middle School. *Journal of Research on Adolescence*, *25*(4), 668–684. <https://doi.org/10.1111/jora.12161>

Jindal‐Snape, D., Bradshaw, P., Gilbert, A., Smith, N., & Knudsen, L. (2023). Primary–secondary school transition experiences and factors associated with differences in these experiences: Analysis of the longitudinal Growing Up in Scotland dataset. *Review of Education*, *11*(3), e3444. <https://doi.org/10.1002/rev3.3444>

Kellich, R. A. (2017). Community and the Connection to Performance in High School: Suggestions for the Transition to High School for Urban Districts. (184). [Dissertation; Temple University] TU repository. <http://dx.doi.org/10.34944/dspace/3080>

Kingery, J. N., Erdley, C. A., & Marshall, K. C. (2011). Peer Acceptance and Friendship as Predictors of Early Adolescents’ Adjustment Across the Middle School Transition. *Merrill-Palmer Quarterly*, *57*(3), 215–243. <https://doi.org/10.1353/mpq.2011.0012>

Kiuru, N., Wang, M.-T., Salmela-Aro, K., Kannas, L., Ahonen, T., & Hirvonen, R. (2020). Associations between Adolescents’ Interpersonal Relationships, School Well-being, and Academic Achievement during Educational Transitions. *Journal of Youth and Adolescence*, *49*(5), 1057–1072. <https://doi.org/10.1007/s10964-019-01184-y>

Langenkamp, A. G. (2011). Effects of Educational Transitions on Students’ Academic Trajectory: A Life Course Perspective. *Sociological Perspectives*, *54*(4), 497–520. <https://doi.org/10.1525/sop.2011.54.4.497>

Longoria, L. V. (2021). *Factors that Contribute to Motivation and Student Achievement as Adolescents Transition from Elementary to Middle School or Junior High in One Urban District in the Rio Grande Valley* (172) [Dissertation; University of Texas Rio Grande Valley]. ProQuest Dissertations and Theses.

McCoy, W. (2014). *Transition to middle school: Academic achievement influenced by students perception of self-efficacy motivation, peer relationships, student-teacher relationships, and parental influences* (122) [Dissertation; California State University, Fullerton]. ProQuest Dissertations and Theses. <https://www.proquest.com/docview/1524004544?accountid=10606&parentSessionId=CwXfMR%2FEl3jua%2FgoIzjg4g%2Fp30dlUQtq1dYKbXOdYuM%3D&sourcetype=Dissertations%20&%20Theses>

McIntosh, K., Brigid Flannery, K., Sugai, G., Braun, D. H., & Cochrane, K. L. (2008). Relationships Between Academics and Problem Behavior in the Transition from Middle School to High School. *Journal of Positive Behavior Interventions*, *10*(4), 243–255. <https://doi.org/10.1177/1098300708318961>

Mudaly, V., & Sukhdeo, S. (2015). Mathematics Learning in the Midst of School Transition from Primary to Secondary School. *International Journal of Educational Sciences*, *11*(3), 244–252. <https://doi.org/10.1080/09751122.2015.11890395>

Palmu, I. R., Määttä, S. J., Närhi, V. M., & Savolainen, H. K. (2024). ADHD-symptoms and transition to middle school: The effects of academic and social adjustment. *European Journal of Special Needs Education*, *39*(1), 48–63. <https://doi.org/10.1080/08856257.2023.2191106>

Palmu, I. R., Sami J., M., Vesa M., N., & Hannu K., S. (2023). ADHD symptoms and maladaptive achievement strategies: The reciprocal prediction of academic performance beyond the transition to middle school. *Emotional and Behavioural Difficulties*, *28*(1), 3–17. <https://doi.org/10.1080/13632752.2023.2189404>

Paulick, I., Watermann, R., & Nückles, M. (2013). Achievement goals and school achievement: The transition to different school tracks in secondary school. *Contemporary Educational Psychology*, *38*(1), 75–86. <https://doi.org/10.1016/j.cedpsych.2012.10.003>

Pitzer, J. R. (2015). *Exploring the Developmental Dynamics of Motivational Resilience Over the Transition to Middle School*. (Paper 2305) [Dissertation; Portland State University]. Pdxscholar.  
<https://doi.org/10.15760/etd.2302>

Ramos, A., De Fraine, B., & Verschueren, K. (2021). Learning goal orientation in high-ability and average-ability students: Developmental trajectories, contextual predictors, and long-term educational outcomes. *Journal of Educational Psychology*, *113*(2), 370–389. <https://doi.org/10.1037/edu0000476>

Ratelle, C. F., Vargas Lascano, D. I., Guay, F., & Duchesne, S. (2023). Need satisfaction profiles during the transition to secondary school and its implications in later education. *Learning and Individual Differences*, *107*, 102357. <https://doi.org/10.1016/j.lindif.2023.102357>

Raufelder, D., Hoferichter, F., Hirvonen, R., & Kiuru, N. (2022). How students’ motivational profiles change during the transition from primary to lower secondary school. *Contemporary Educational Psychology*, *71*, 102117. <https://doi.org/10.1016/j.cedpsych.2022.102117>

Rickert, N. P., & Skinner, E. A. (2022). Parent and teacher involvement and the development of students’ academic engagement: A growth curve analysis over four time points. *Journal of Adolescence*, *94*(2), 224–239. <https://doi.org/10.1002/jad.12019>

Ryan, A. M., Shim, S. S., & Makara, K. A. (2013). Changes in Academic Adjustment and Relational Self-worth Across the Transition to Middle School. *Journal of Youth and Adolescence*, *42*(9), 1372–1384. <https://doi.org/10.1007/s10964-013-9984-7>

Sainio, P. J., Eklund, K. M., Pakarinen, E. K., & Kiuru, N. H. (2023). The Role of Teacher Closeness in Emotions and Achievement for Adolescents With and Without Learning Difficulties. *Learning Disability Quarterly*, *46*(3), 151–165. <https://doi.org/10.1177/07319487221086006>

Serbin, L. A., Stack, D. M., & Kingdon, D. (2013). Academic Success Across the Transition from Primary to Secondary Schooling Among Lower-Income Adolescents: Understanding the Effects of Family Resources and Gender. *Journal of Youth and Adolescence*, *42*(9), 1331–1347. <https://doi.org/10.1007/s10964-013-9987-4>

Shi, Q., Liew, J., Ettekal, I., & Woltering, S. (2021). Childhood resilient personality trajectories and associations with developmental trajectories of behavioral, social-emotional, and academic outcomes across childhood and adolescence: A longitudinal study across 12 years. *Personality and Individual Differences*, *177*, 110789. <https://doi.org/10.1016/j.paid.2021.110789>

Simić, N., & Vukelić, M. (2023). The Transition to Vocational Secondary School in Serbia: A Two-Wave Moderated Mediation Study on School Climate, Teacher Support, Engagement and School Adjustment. *SAGE Open*, *13*(1), 215824402311648. <https://doi.org/10.1177/21582440231164899>

Smyth, E., & Privalko, I. (2024). School transition difficulty in Scotland and Ireland: A longitudinal perspective. *Educational Review*, 1–17. <https://doi.org/10.1080/00131911.2024.2337889>

Snipes, J., & Jacobson, A. (2021). Academic Mindsets and Behaviors, Prior Achievement, and the Transition to Middle School. REL 2022-123. In *Regional Educational Laboratory West*. Regional Educational Laboratory West. <https://eric.ed.gov/?id=ED615451>

Snozzi, R., A. Zurbriggen, C. L., & Müller, C. M. (2024). School transfers in special education: Frequency, direction, and timing of transfers between different school settings. *European Journal of Special Needs Education*, *39*(2), 249–264. <https://doi.org/10.1080/08856257.2023.2207056>

Sutton, A., Langenkamp, A. G., Muller, C., & Schiller, K. S. (2018). Who Gets Ahead and Who Falls Behind During the Transition to High School? Academic Performance at the Intersection of Race/Ethnicity and Gender. *Social Problems*, *65*(2), 154–173. <https://doi.org/10.1093/socpro/spx044>

Tsuzuki, M. (2012). Dynamic changing process of hope in early adolescence: Analysis of individual differences during the transition from elementary school to junior high school 1. *Japanese Psychological Research*, *54*(3), 253–262. <https://doi.org/10.1111/j.1468-5884.2012.00527.x>

Van Der Kleij, S. W., Burgess, A. P., Ricketts, J., & Shapiro, L. R. (2023). Tracking vocabulary and reading growth in children from lower and higher socioeconomic backgrounds during the transition from primary to secondary education. *Child Development*, *94*(1). <https://doi.org/10.1111/cdev.13862>

Van Ophuysen, S. (2009). Moving to Secondary School: On the Role of Affective Expectations in a Tracking School System. *European Educational Research Journal*, *8*(3), 434–446. <https://doi.org/10.2304/eerj.2009.8.3.434>

Vasquez-Salgado, Y., & Chavira, G. (2014). The Transition From Middle School to High School as a Developmental Process Among Latino Youth. *Hispanic Journal of Behavioral Sciences*, *36*(1), 79–94. <https://doi.org/10.1177/0739986313513718>

Virtanen, T. E., Räikkönen, E., Engels, M. C., Vasalampi, K., & Lerkkanen, M.-K. (2021). Student engagement, truancy, and cynicism: A longitudinal study from primary school to upper secondary education. *Learning and Individual Differences*, *86*, 101972. <https://doi.org/10.1016/j.lindif.2021.101972>

Virtanen, T. E., Vasalampi, K., Kiuru, N., Lerkkanen, M.-K., & Poikkeus, A.-M. (2020). The Role of Perceived Social Support as a Contributor to the Successful Transition from Primary to Lower Secondary School. *Scandinavian Journal of Educational Research*, *64*(7), 967–983. <https://doi.org/10.1080/00313831.2019.1639816>

Weiss, C. C., & Baker-Smith, E. C. (2010). Eighth-Grade School Form and Resilience in the Transition to High School: A Comparison of Middle Schools and K-8 Schools. *Journal of Research on Adolescence*, *20*(4), 825–839. <https://doi.org/10.1111/j.1532-7795.2010.00664.x>

Weiss, C. C., & Bearman, P. S. (2007). Fresh Starts: Reinvestigating the Effects of the Transition to High School on Student Outcomes. *American Journal of Education*, *113*(3), 395–421. <https://doi.org/10.1086/512738>

West, P., Sweeting, H., & Young, R. (2010). Transition matters: Pupils’ experiences of the primary–secondary school transition in the West of Scotland and consequences for well‐being and attainment. *Research Papers in Education*, *25*(1), 21–50. <https://doi.org/10.1080/02671520802308677>

Whitley, J., Lupart, J. L., & Beran, T. (2007). Differences in Achievement between Adolescents Who Remain in a K-8 School and Those Who Transition to a Junior High School. *Canadian Journal of Education*, *30*(3), 649. <https://doi.org/10.2307/20466657>

Wisdom, S. L. (2008). *Predictors of academic success for high school students: The correlation between middle school Missouri Assessment Program scores and freshman year grade point average* (288076575). [Dissertation; Lindenwood University]. ProQuest Dissertations and Theses. <https://www.proquest.com/docview/288076575?accountid=10606&parentSessionId=W%2B%2FTAjjm2KjafKkAHHYO%2BweJkPfb%2Fq5%2Ba7WCN3yM9oE%3D&sourcetype=Dissertations%20&%20Theses>

Witherspoon, D., & Ennett, S. (2011). Stability and Change in Rural Youths’ Educational Outcomes Through the Middle and High School Years. *Journal of Youth and Adolescence*, *40*(9), 1077–1090. <https://doi.org/10.1007/s10964-010-9614-6>

Yi, H. S., Na, W., & Lee, C. (2023). Predicting secondary school students’ academic achievement from their elementary school performance and learning behaviours: A longitudinal study based on South Korea’s national assessment of educational achievement. *Asia Pacific Journal of Education*, *43*(4), 1031–1048. <https://doi.org/10.1080/02188791.2021.1963673>

Yu, J., Kreijkes, P., & Salmela-Aro, K. (2023). Interconnected trajectories of achievement goals, academic achievement, and well-being: Insights from an expanded goal framework. *Learning and Individual Differences*, *108*, 102384. <https://doi.org/10.1016/j.lindif.2023.102384>

Zhang, Y., Watermann, R., & Daniel, A. (2023). The Sustained Effects of Achievement Goal Profiles on School Achievement across the Transition to Secondary School. *Journal of Youth and Adolescence*, *52*(10), 2078–2094. <https://doi.org/10.1007/s10964-023-01813-7>