

STUDENTS' PRIMARY TO MIDDLE SCHOOL TRANSITION

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Abstract

The middle school transition is a developmental experience impacting all students. This study examined the correlation between the perceived difficulties associated with primary to middle school transition and the parental style (mothers' and fathers' responsiveness and control), stress, test anxiety and the importance given to school, grades, math and Romanian language; possible gender differences were also examined. Participants included 5th grade high-school students (N = 56; 60% boys, aged 10 to 12), who were assessed in the spring semester of their first middle school year. The results revealed important associations of transition difficulties in boys and girls, and parental styles, both from mothers and fathers; stress and test anxiety were also related to parental style and stress was associated with the importance given to Romanian language, grades and school. These results provide preliminary evidence for the need of sustained interventions at the beginning of middle school years.

Keywords: middle school transition; stress; test anxiety; parental style; academic achievement

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