

# Papers and book chapters based on the TRAIN Data

## 2023

Bardach, L., Hübner, N., Nagengast, B., Trautwein, U., & von Stumm, S. (2023). Personality, intelligence, and academic achievement: Charting their developmental interplay. *Journal of Personality*. Advance Online Publication. <https://doi.org/10.1111/jopy.12810>

Hübner, N., Wagner, W., Zitzmann, S., & Nagengast, B. (accepted). How causal is a reciprocal effect? Contrasting traditional and new methods to investigate the reciprocal effects model of self-concept and achievement. *Educational Psychology Review*.

## 2022

Rieger, S., Göllner, R., Spengler, M., Trautwein, U., Nagengast, B., & Roberts, B. W. (2022). The persistence of students' academic effort: The unique and combined effects of conscientiousness and individual interest. *Learning and Instruction*, 80(4), 101613. <https://doi.org/10.1016/j.learninstruc.2022.101613>

## 2021

Ayoub, M., Zhang, B., Göllner, R., Atherton, O. E., Trautwein, U., & Roberts, B. W. (2021). Longitudinal associations between parenting and child big five personality traits. *Collabra: Psychology*, 7(1), 29766. <https://doi.org/10.1525/collabra.29766>

Gfrörer, T., Stoll, G., Rieger, S., Trautwein, U., & Nagengast, B. (2021). The Development of Vocational Interests in Early Adolescence: Stability, Change, and State-Trait Components. *European Journal of Personality*, 08902070211035630. <https://doi.org/10.1177/08902070211035630>

## 2019

Hübner, N., Wagner, W., Nagengast, B., & Trautwein, U. (2019). Putting all students in one basket does not produce equality: Gender-specific effects of curricular intensification in upper secondary school. *School Effectiveness and School Improvement*, 30(3), 261-285. <https://doi.org/10.1080/09243453.2018.1504801>

Lazarides, R., Gaspard, H., & Dicke, A. L. (2019). Dynamics of classroom motivation: Teacher enthusiasm and the development of math interest and teacher support. *Learning and Instruction*, 60, 126-137. <https://doi.org/10.1016/j.learninstruc.2018.01.012>

## 2018

Aldrup, K., Klusmann, U., Lüdtke, O., Göllner, R., & Trautwein, U. (2018). Social support and classroom management are related to secondary students' general school adjustment: A multilevel structural equation model using student and teacher ratings. *Journal of Educational Psychology, 110*(8), 1066-1083. <https://doi.org/10.1037/edu0000256>

Rieger, S., Göllner, R., Spengler, M., Trautwein, U., Nagengast, B., Harring, J. R., & Roberts, B. W. (2018). The effects of getting a new teacher on the consistency of personality. *Journal of Personality, 00*, 1-16. <https://doi.org/10.1111/jopy.12410>

Wagner, J., Lüdtke, O., Robitzsch, A., Göllner, R., & Trautwein, U. (2018). Self-esteem development in the school context: The roles of intrapersonal and interpersonal social predictors. *Journal of Personality, 86*(3), 481-497. <https://doi.org/10.1111/jopy.12330>

## 2017

Göllner, R., Damian, R., Rose, N., Spengler, M., Trautwein, U., Nagengast, B., & Roberts, B.W. (2017). Is doing your homework associated with becoming more conscientious? *Journal of Research on Personality, 71*, 1-12. <https://doi.org/10.1016/j.jrp.2017.08.007>

Göllner, R., Roberts, B.W., Damian, R.I., Lüdtke, O., Jonkmann, K., & Trautwein, U. (2017). Whose "storm and stress" is it? Parent and child reports of personality development in the transition to early adolescence. *Journal of Personality, 83*(3), 376-387. <https://doi.org/10.1111/jopy.12246>

Lösch, T., Kelava, A., Nagengast, B., Trautwein, U., & Lüdtke, O. (2017). Perspective matters: The internal/external frame of reference model for self- and peer ratings of achievement. *Learning and Instruction, 52*, 80-89. <https://doi.org/10.1016/j.learninstruc.2017.05.001>

Lösch, T., Lüdtke, O., Robitzsch, A., Kelava, A., Nagengast, B., & Trautwein, U. (2017). A well-rounded view: Using an interpersonal approach to predict achievement by academic self-concept and peer ratings of competence. *Contemporary Educational Psychology, 51*, 198-208. <https://doi.org/10.1016/j.cedpsych.2017.07.003>

Rieger, S., Göllner, R., Spengler, M., Trautwein, U., Nagengast, B., & Roberts, B.W. (2017). Social cognitive constructs are just as stable as the Big Five between grades five and eight. *AERA Open, 3*, 1-9. <https://doi.org/10.1177/2332858417717691>

## 2016

Moroni, S., Dumont, H. & Trautwein, U. (2016). Typen elterlicher Hausaufgabenhilfe und ihr Zusammenhang mit der familialen Sozialisation. *Zeitschrift für Entwicklungspsychologie und Pädagogische Psychologie, 48*(3), 111-128. <https://doi.org/10.1026/0049-8637/a000153>

Moroni, S., Dumont, H. & Trautwein, U. (2016). Keine Hausaufgaben ohne Streit? Eine empirische Untersuchung zu Prädiktoren von Streit wegen Hausaufgaben. *Psychologie in Erziehung und Unterricht, 63*(2), 107-121. <https://doi.org/10.2378/peu2016.art12d>

## 2015

Trautwein, U., Lüdtke, O., Nagy, N., Lenski, A., Niggli, A., & Schnyder, I. (2015). Using individual interest and conscientiousness to predict academic effort: additive, synergistic, or compensatory effects? *Journal of Personality and Social Psychology*, *109*, 142-162. <https://doi.org/10.1037/pspp0000034>

## 2014

Dumont, H., Trautwein, U., Nagy, G., & Nagengast, B. (2014). Quality of parental homework involvement: Predictors and reciprocal relations with academic functioning in the reading domain. *Journal of Educational Psychology*, *106*(1), 144-161. <https://doi.org/10.1037/a0034100>

## 2013

Dumont, H., Neumann, M., Nagy, G., Becker, M., Rose, N. & Trautwein, U. (2013). Einfluss der Klassenkomposition auf die Leistungsentwicklung in Haupt- und Realschulen in Baden-Württemberg. *Psychologie in Erziehung und Unterricht*, *60*(3), 198-213. <https://doi.org/10.2378/peu2013.art16d>