

# Benjamin Nagengast

## List of Publications by Year in descending order

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Version: 2024-02-01

109  
papers

7,369  
citations

87888

38  
h-index

60623

81  
g-index

121  
all docs

121  
docs citations

121  
times ranked

5464  
citing authors

#	ARTICLE	IF	CITATIONS
1	When academic achievement (also) reflects personality: Using the personality-achievement saturation hypothesis (PASH) to explain differential associations between achievement measures and personality traits.. <i>Journal of Educational Psychology</i> , 2022, 114, 326-345.	2.9	18
2	The "situative nature" of competence and value beliefs and the predictive power of autonomy support: A multilevel investigation of repeated observations.. <i>Journal of Educational Psychology</i> , 2022, 114, 791-814.	2.9	21
3	Which class matters? Juxtaposing multiple class environments as frames-of-reference for academic self-concept formation.. <i>Journal of Educational Psychology</i> , 2022, 114, 127-143.	2.9	4
4	The persistence of students'™ academic effort: The unique and combined effects of conscientiousness and individual interest. <i>Learning and Instruction</i> , 2022, 80, 101613.	3.2	8
5	Reading to learn? The co-development of mathematics and reading during primary school. <i>Child Development</i> , 2022, 93, 1760-1776.	3.0	4
6	What Is the Maximum Likelihood Estimate When the Initial Solution to the Optimization Problem Is Inadmissible? The Case of Negatively Estimated Variances. <i>Psych</i> , 2022, 4, 343-356.	1.6	3
7	Should I stay or should I go? Predictors and effects of studying abroad during high school. <i>Learning and Instruction</i> , 2021, 71, 101398.	3.2	11
8	Using Multilevel Mixture Models in Educational Research: An Illustration with Homework Research. <i>Journal of Experimental Education</i> , 2021, 89, 209-236.	2.6	12
9	The fit between dignity self-construal and independent university norms: Effects on university belonging, well-being, and academic success. <i>European Journal of Social Psychology</i> , 2021, 51, 100-112.	2.4	5
10	Long-term relevance and interrelation of symbolic and non-symbolic abilities in mathematical-numerical development: Evidence from large-scale assessment data. <i>Cognitive Development</i> , 2021, 58, 101008.	1.3	6
11	Stability and change in vocational interests after graduation from high school: A six-wave longitudinal study.. <i>Journal of Personality and Social Psychology</i> , 2021, 120, 1091-1116.	2.8	16
12	Basic reading and reading-related language skills in adults with deficient reading comprehension who read a transparent orthography. <i>Reading and Writing</i> , 2021, 34, 2357-2379.	1.7	4
13	Parental relationship quality and children's behavioural problems: Childcare quality as a protective factor?. <i>Journal of Family Research</i> , 2021, 33, 703-733.	1.9	2
14	Social Studies Textbook Effects: Evidence From Texas. <i>AERA Open</i> , 2021, 7, 233285842199234.	2.1	4
15	Investigating the Association between the Big Fish Little Pond Effect and Grading on a Curve: A Large-Scale Quasi-Experimental Study. <i>International Journal of Educational Research</i> , 2021, 110, 101853.	2.2	4
16	The potential of relevance interventions for scaling up: A cluster-randomized trial testing the effectiveness of a relevance intervention in math classrooms.. <i>Journal of Educational Psychology</i> , 2021, 113, 1507-1528.	2.9	17
17	Relevance Interventions in the Classroom: A Means to Promote Students'™ Homework Motivation and Behavior. <i>AERA Open</i> , 2021, 7, 233285842110520.	2.1	1
18	How can a relevance intervention in math support students' career choices?. <i>Journal of Applied Developmental Psychology</i> , 2020, 71, 101185.	1.7	6

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19	The transmission of values from math teachers to their ninth-grade students: Different mechanisms for different value dimensions?. Contemporary Educational Psychology, 2020, 62, 101891.	2.9	23
20	RIASEC interests and the Big Five personality traits matter for life successâ€™But do they already matter for educational track choices?. Journal of Personality, 2020, 88, 1007-1024.	3.2	18
21	Who sticks to the instructionsâ€™and does it matter? Antecedents and effects of studentsâ€™ responsiveness to a classroom-based motivation intervention. Zeitschrift Fur Erziehungswissenschaft, 2020, 23, 121-144.	2.9	9
22	Assessing students' values and costs in three countries: Gender and age differences within countries and structural differences across countries. Learning and Individual Differences, 2020, 79, 101836.	2.7	11
23	It Takes Two: Expectancy-Value Constructs and Vocational Interests Jointly Predict STEM Major Choices. Contemporary Educational Psychology, 2020, 61, 101858.	2.9	26
24	Comparing apples and oranges: Curricular intensification reforms can change the meaning of studentsâ€™ grades!. Journal of Educational Psychology, 2020, 112, 204-220.	2.9	15
25	The Conscientiousness - Interest Compensation (CONIC) model: Generalizability across domains, outcomes, and predictors.. Journal of Educational Psychology, 2020, 112, 271-287.	2.9	9
26	Modeling Multiple Item Context Effects With Generalized Linear Mixed Models. Frontiers in Psychology, 2019, 10, 248.	2.1	9
27	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, 2019, 30, 261-285.	2.9	3
28	Predicting Academic Effort. , 2019, , 353-372.		4
29	Helping parents support adolescentsâ€™ career orientation: Effects of a parent-based utility-value intervention. Unterrichtswissenschaft, 2019, 47, 271-293.	1.0	7
30	The effects of getting a new teacher on the consistency of personality. Journal of Personality, 2019, 87, 485-500.	3.2	3
31	School or Work? The Choice May Change Your Personality. Psychological Science, 2019, 30, 32-42.	3.3	17
32	A multilevel study of position effects in PISA achievement tests: student- and school-level predictors in the German tracked school system. Assessment in Education, 2019, 26, 422-443.	1.2	23
33	Model-Based Manifest and Latent Composite Scores in Structural Equation Models. Collabra: Psychology, 2019, 5, .	1.8	30
34	Quantitative Bildungsforschung und Assessments. , 2018, , 669-688.		2
35	The Role of Family Characteristics for Studentsâ€™ Academic Outcomes: A Person-Centered Approach. Child Development, 2018, 89, 1405-1422.	3.0	17
36	Learning More From Educational Intervention Studies: Estimating Complier Average Causal Effects in a Relevance Intervention. Journal of Experimental Education, 2018, 86, 105-123.	2.6	14

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37	Dimensional comparisons: How academic track students'™ achievements are related to their expectancy and value beliefs across multiple domains. <i>Contemporary Educational Psychology</i> , 2018, 52, 1-14.	2.9	84
38	Effectiveness of a "Grass Roots" Statewide Enrichment Program for Gifted Elementary School Children. <i>Journal of Research on Educational Effectiveness</i> , 2018, 11, 375-408.	1.6	19
39	Gender Stereotypes in a Children's Television Program: Effects on Girls' and Boys' Stereotype Endorsement, Math Performance, Motivational Dispositions, and Attitudes. <i>Frontiers in Psychology</i> , 2018, 9, 2435.	2.1	24
40	It's Not Only Who You Are but Who You Are With: High School Composition and Individuals'™ Attainment Over the Life Course. <i>Psychological Science</i> , 2018, 29, 1785-1796.	3.3	27
41	Belonging Mediates Effects of Student-University Fit on Well-Being, Motivation, and Dropout Intention. <i>Social Psychology</i> , 2018, 49, 16-28.	0.7	84
42	What to do when scalar invariance fails: The extended alignment method for multi-group factor analysis comparison of latent means across many groups.. <i>Psychological Methods</i> , 2018, 23, 524-545.	3.5	166
43	Modeling Omitted and Not-Reached Items in IRT Models. <i>Psychometrika</i> , 2017, 82, 795-819.	2.1	54
44	Perspective matters: The internal/external frame of reference model for self- and peer ratings of achievement. <i>Learning and Instruction</i> , 2017, 52, 80-89.	3.2	6
45	Frame of Reference effects on values in mathematics: evidence from German secondary school students. <i>ZDM - International Journal on Mathematics Education</i> , 2017, 49, 435-447.	2.2	8
46	Using propensity score matching to construct experimental stimuli. <i>Behavior Research Methods</i> , 2017, 49, 1107-1119.	4.0	12
47	Is doing your homework associated with becoming more conscientious?. <i>Journal of Research in Personality</i> , 2017, 71, 1-12.	1.7	32
48	Social Cognitive Constructs Are Just as Stable as the Big Five Between Grades 5 and 8. <i>AERA Open</i> , 2017, 3, 233285841771769.	2.1	17
49	A well-rounded view: Using an interpersonal approach to predict achievement by academic self-concept and peer ratings of competence. <i>Contemporary Educational Psychology</i> , 2017, 51, 198-208.	2.9	9
50	Short Intervention, Sustained Effects: Promoting Students'™ Math Competence Beliefs, Effort, and Achievement. <i>American Educational Research Journal</i> , 2017, 54, 1048-1078.	2.7	60
51	Assessing task values in five subjects during secondary school: Measurement structure and mean level differences across grade level, gender, and academic subject. <i>Contemporary Educational Psychology</i> , 2017, 48, 67-84.	2.9	139
52	Effectiveness of lab-work learning environments in and out of school: A cluster randomized study. <i>Contemporary Educational Psychology</i> , 2017, 48, 98-115.	2.9	34
53	Vocational interests assessed at the end of high school predict life outcomes assessed 10 years later over and above IQ and Big Five personality traits.. <i>Journal of Personality and Social Psychology</i> , 2017, 113, 167-184.	2.8	77
54	A person-centered approach to homework behavior: Students'™ characteristics predict their homework learning type. <i>Contemporary Educational Psychology</i> , 2017, 48, 1-15.	2.9	31

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55	Robin Hood effects on motivation in math: Family interest moderates the effects of relevance interventions.. <i>Developmental Psychology</i> , 2017, 53, 1522-1539.	1.6	7
56	Maximizing gender equality by minimizing course choice options? Effects of obligatory coursework in math on gender differences in STEM.. <i>Journal of Educational Psychology</i> , 2017, 109, 993-1009.	2.9	27
57	Side Effects of Motivational Interventions? Effects of an Intervention in Math Classrooms on Motivation in Verbal Domains. <i>AERA Open</i> , 2016, 2, 233285841664916.	2.1	23
58	Probing the Unique Contributions of Self-Concept, Task Values, and Their Interactions Using Multiple Value Facets and Multiple Academic Outcomes. <i>AERA Open</i> , 2016, 2, 233285841562688.	2.1	100
59	Quantitative Bildungsforschung und Assessments. , 2016, , 1-20.		0
60	Fostering adolescents' value beliefs for mathematics with a relevance intervention in the classroom.. <i>Developmental Psychology</i> , 2015, 51, 1226-1240.	1.6	243
61	More value through greater differentiation: Gender differences in value beliefs about math.. <i>Journal of Educational Psychology</i> , 2015, 107, 663-677.	2.9	214
62	Internal/External Frame of Reference Model. , 2015, , 425-432.		4
63	The big-fish-little-pond effect: Generalizability of social comparison processes over two age cohorts from Western, Asian, and Middle Eastern Islamic countries.. <i>Journal of Educational Psychology</i> , 2015, 107, 258-271.	2.9	69
64	The Janus-faced nature of time spent on homework: Using latent profile analyses to predict academic achievement over a school year. <i>Learning and Instruction</i> , 2015, 39, 97-106.	3.2	43
65	Phantom effects in school composition research: consequences of failure to control biases due to measurement error in traditional multilevel models. <i>School Effectiveness and School Improvement</i> , 2015, 26, 75-101.	2.9	43
66	Effects of a science center outreach lab on school students' achievement " Are student lab visits needed when they teach what students can learn at school?. <i>Learning and Instruction</i> , 2015, 38, 43-52.	3.2	33
67	The Internal/External Frame of Reference Model of Self-Concept and Achievement Relations. <i>American Educational Research Journal</i> , 2015, 52, 168-202.	2.7	102
68	Pygmalion effects in the classroom: Teacher expectancy effects on students' math achievement. <i>Contemporary Educational Psychology</i> , 2015, 41, 1-12.	2.9	121
69	Dimensional Comparison Theory: Paradoxical relations between self-beliefs and achievements in multiple domains. <i>Learning and Instruction</i> , 2015, 35, 16-32.	3.2	91
70	Analyzing average and conditional effects with multigroup multilevel structural equation models. <i>Frontiers in Psychology</i> , 2014, 5, 304.	2.1	16
71	Testing Measurement Invariance Across Spanish and English Versions of the Physical Self-Description Questionnaire: An Application of Exploratory Structural Equation Modeling. <i>Journal of Sport and Exercise Psychology</i> , 2014, 36, 179-188.	1.2	19
72	Character building or subversive consequences of employment during high school: Causal effects based on propensity score models for categorical treatments.. <i>Journal of Educational Psychology</i> , 2014, 106, 584-603.	2.9	7

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73	Quality of parental homework involvement: Predictors and reciprocal relations with academic functioning in the reading domain.. Journal of Educational Psychology, 2014, 106, 144-161.	2.9	179
74	Importance models of the physical self: Improved methodology supports a normativeâ€cultural importance model but not the individual importance model. European Journal of Social Psychology, 2014, 44, 154-174.	2.4	10
75	Doubly Latent Multilevel Analyses of Classroom Climate: An Illustration. Journal of Experimental Education, 2014, 82, 143-167.	2.6	183
76	The Big-Fish-Little-Pond Effect in Mathematics. Journal of Cross-Cultural Psychology, 2014, 45, 777-804.	1.6	39
77	A Nonlinear Structural Equation Mixture Modeling Approach for Nonnormally Distributed Latent Predictor Variables. Structural Equation Modeling, 2014, 21, 468-481.	3.8	41
78	Der Wert der Mathematik im Klassenzimmer â€“ Die Bedeutung relevanzbezogener Unterrichtsmerkmale fÃ¼r die WertÃ¼berzeugungen der SchÃ¼lerinnen und SchÃ¼ler. Zeitschrift Fur Erziehungswissenschaft, 2014, 17, 225-255.	2.9	8
79	Impact of social and dimensional comparisons on student's mathematical and English subject-interest at the beginning of secondary school. Learning and Instruction, 2014, 34, 32-41.	3.2	55
80	Why is support for Jamesian actualâ€ideal discrepancy model so elusive? A latent-variable approach. Personality and Individual Differences, 2014, 69, 62-68.	2.9	6
81	Teachers' and students' perceptions of self-regulated learning and math competence: Differentiation and agreement. Learning and Individual Differences, 2013, 27, 26-34.	2.7	18
82	Effects of Single-Sex Schooling in the Final Years of High School: A Comparison of Analysis of Covariance and Propensity Score Matching. Sex Roles, 2013, 69, 404-422.	2.4	14
83	Synergistic Effects of Expectancy and Value on Homework Engagement: The Case for a Within-Person Perspective. Multivariate Behavioral Research, 2013, 48, 428-460.	3.1	43
84	School Life and Adolescents' Selfâ€Esteem Trajectories. Child Development, 2013, 84, 1967-1988.	3.0	89
85	Latent-Variable Approaches to the Jamesian Model of Importance-Weighted Averages. Personality and Social Psychology Bulletin, 2013, 39, 100-114.	3.0	11
86	Factorial, convergent, and discriminant validity of timss math and science motivation measures: A comparison of Arab and Anglo-Saxon countries.. Journal of Educational Psychology, 2013, 105, 108-128.	2.9	134
87	Relationship between self-esteem and academic self-concept for German elementary and secondary school students. Educational Psychology, 2013, 33, 443-464.	2.7	13
88	Measurement invariance of big-five factors over the life span: ESEM tests of gender, age, plasticity, maturity, and la dolce vita effects.. Developmental Psychology, 2013, 49, 1194-1218.	1.6	320
89	Why item parcels are (almost) never appropriate: Two wrongs do not make a rightâ€Camouflaging misspecification with item parcels in CFA models.. Psychological Methods, 2013, 18, 257-284.	3.5	290
90	Moderation. , 2013, , .		23

#	ARTICLE	IF	CITATIONS
91	Correction to: "The negative effect of school-average ability on science self-concept in the UK, the UK countries and the world: the Big-Fish-Little-Pond-Effect for PISA 2006". Educational Psychology, 2012, 32, 547-547.	2.7	1
92	Classroom Climate and Contextual Effects: Conceptual and Methodological Issues in the Evaluation of Group-Level Effects. Educational Psychologist, 2012, 47, 106-124.	9.0	427
93	A Bayesian Model For The Estimation Of Latent Interaction And Quadratic Effects When Latent Variables Are Non-Normally Distributed. Multivariate Behavioral Research, 2012, 47, 717-742.	3.1	23
94	Big fish in little ponds aspire more: Mediation and cross-cultural generalizability of school-average ability effects on self-concept and career aspirations in science.. Journal of Educational Psychology, 2012, 104, 1033-1053.	2.9	180
95	Probing for the multiplicative term in modern expectancy-value theory: A latent interaction modeling study.. Journal of Educational Psychology, 2012, 104, 763-777.	2.9	321
96	The Longitudinal Interplay of Adolescents' Self-Esteem and Body Image: A Conditional Autoregressive Latent Trajectory Analysis. Multivariate Behavioral Research, 2011, 46, 157-201.	3.1	79
97	Assessing Educational Effectiveness: Policy Implications from Diverse Areas of Research*. Fiscal Studies, 2011, 32, 279-295.	1.5	7
98	Who Took the "A" out of Expectancy-Value Theory?. Psychological Science, 2011, 22, 1058-1066.	3.3	294
99	General Growth Mixture Analysis of Adolescents' Developmental Trajectories of Anxiety: The Impact of Untested Invariance Assumptions on Substantive Interpretations. Structural Equation Modeling, 2011, 18, 613-648.	3.8	167
100	Methodological Measurement Fruitfulness of Exploratory Structural Equation Modeling (ESEM): New Approaches to Key Substantive Issues in Motivation and Engagement. Journal of Psychoeducational Assessment, 2011, 29, 322-346.	1.5	160
101	Construct validity of the multidimensional structure of bullying and victimization: An application of exploratory structural equation modeling.. Journal of Educational Psychology, 2011, 103, 701-732.	2.9	162
102	The negative effect of school-average ability on science self-concept in the UK, the UK countries and the world: the Big-Fish-Little-Pond-Effect for PISA 2006. Educational Psychology, 2011, 31, 629-656.	2.7	40
103	Use of student ratings to benchmark universities: Multilevel modeling of responses to the Australian Course Experience Questionnaire (CEQ).. Journal of Educational Psychology, 2011, 103, 733-748.	2.9	38
104	A new look at the big five factor structure through exploratory structural equation modeling.. Psychological Assessment, 2010, 22, 471-491.	1.5	680
105	Longitudinal tests of competing factor structures for the Rosenberg Self-Esteem Scale: Traits, ephemeral artifacts, and stable response styles.. Psychological Assessment, 2010, 22, 366-381.	1.5	263
106	Doubly-Latent Models of School Contextual Effects: Integrating Multilevel and Structural Equation Approaches to Control Measurement and Sampling Error. Multivariate Behavioral Research, 2009, 44, 764-802.	3.1	380
107	Evaluative conditioning and the awareness issue: Assessing contingency awareness with the Four-Picture Recognition Test.. Journal of Experimental Psychology, 2006, 32, 454-459.	1.7	66
108	Evaluative conditioning in social psychology: Facts and speculations. Cognition and Emotion, 2005, 19, 175-196.	2.0	137

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109	The Development of Vocational Interests in Early Adolescence: Stability, Change, and State-Trait Components. <i>European Journal of Personality</i> , 0, , 089020702110356.	3.1	3