Accepted Manuscript

Dimensional Comparisons: How Academic Track Students' Achievements are Related to Their Expectancy and Value Beliefs Across Multiple Domains

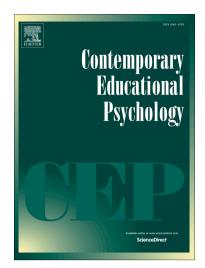
Hanna Gaspard, Allan Wigfield, Yi Jiang, Benjamin Nagengast, Ulrich Trautwein, Herb W. Marsh

PII: S0361-476X(17)30256-4

DOI: https://doi.org/10.1016/j.cedpsych.2017.10.003

Reference: YCEPS 1659

To appear in: Contemporary Educational Psychology



Please cite this article as: Gaspard, H., Wigfield, A., Jiang, Y., Nagengast, B., Trautwein, U., Marsh, H.W., Dimensional Comparisons: How Academic Track Students' Achievements are Related to Their Expectancy and Value Beliefs Across Multiple Domains, *Contemporary Educational Psychology* (2017), doi: https://doi.org/10.1016/j.cedpsych.2017.10.003

This is a PDF file of an unedited manuscript that has been accepted for publication. As a service to our customers we are providing this early version of the manuscript. The manuscript will undergo copyediting, typesetting, and review of the resulting proof before it is published in its final form. Please note that during the production process errors may be discovered which could affect the content, and all legal disclaimers that apply to the journal pertain.

Dimensional Comparisons: How Academic Track Students' Achievements are Related to

Their Expectancy and Value Beliefs Across Multiple Domains

Hanna Gaspard¹, Allan Wigfield², Yi Jiang^{1,3}, Benjamin Nagengast¹, Ulrich Trautwein¹, and Herb W. Marsh^{4,5}

¹ Hector Research Institute of Education Sciences and Psychology, University of Tübingen
² University of Maryland

³ Faculty of Education, East China Normal University

⁴ Australian Catholic University

⁵ Oxford University

This research was funded by the LEAD Graduate School & Research Network [GSC1028], a project of the Excellence Initiative of the German federal and state governments. It was additionally supported by the Graduate School of the University of Maryland, College Park and the Institutional Strategy of the University of Tübingen (Deutsche Forschungsgemeinschaft, ZUK 63), as well as by the Postdoc Academy of the Hector Research Institute of Education Sciences and Psychology, Tübingen, funded by the Baden-Württemberg Ministry of Science, Research and the Arts. We are also indebted to the Pathways to Adulthood Programme and the Eliteprogramme for Postdocs of the Baden-Württemberg Stiftung for supporting the work of the first author. This work was conducted while the third author was a Teach@Tübingen fellow at the University of Tübingen, supported by the German Research Foundation (ZUK 63).

Download English Version:

https://daneshyari.com/en/article/6839717

Download Persian Version:

https://daneshyari.com/article/6839717

<u>Daneshyari.com</u>