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Sample Abstract

Academic Self-Concept, Interest, Grades and Standardized Test Scores: Reciprocal Effects Models of Causal Ordering

Herbert W. Marsh, Ulrich Trautwein, Oliver Lüdtke, Olaf Köller, and Jürgen Baumert

a Director of research services at SELF Research Centre University of Western Sydney, Australia
b Professor of Education Sciences and executive director of the Hector Research Institute of Education Sciences and Psychology at the University of Tübingen.
c Professor of Education Sciences at University of Erlangen-Nuremberg, Germany

A growing body of research shows that academic self-concept is both a cause and an effect of achievement. In structural equation models of longitudinal data, prior self-concept influences subsequent achievement beyond the effects of prior achievement, and prior achievement influences subsequent self-concept beyond the effect of prior self-concept. Based on two large, nationally representative samples of German 7th Grade students (Study 1: N= 5,649; Study 2: N= 2,264), we expand this design to include academic interest and two different measures of achievement (school grades and standardized test scores) as well as self-concept. Extending previous results, prior self-concept significantly influenced subsequent measures of academic interest, school grades, and achievement test scores beyond the effects of earlier measures of each of these constructs. In contrast, prior academic interest had small effects on subsequent academic self-concept and little or no effects on either school grades or test scores. More strongly than previous structural equation modeling research, the results of the present investigation demonstrate the positive effects of academic self-concept on a variety of different academic outcomes.

KEYWORDS: Academic research, Schools, Scientific research, Research publication

Corresponding Author:

Professor Herb Marsh
Director, SELF Research Centre
University of Western Sydney
Locked Bag 1797
Penrith South DC NSW 1797, Australia
E-mail: hw.marsh@uws.edu.au
Phone: 612 9772 6428
Fax: 612 9772 6432