Geert Devos

List of Publications by Year
in descending order

59 papers	2,251 citations	230014 27 h-index	286692 43 g-index
63 all docs	63 docs citations	63 times ranked	1410 citing authors

#	Article	IF	Citations
1	Strategic human resource management in primary and secondary schools. An explorative study in Flanders (Belgium). Educational Management Administration and Leadership, 2023, 51, 711-732.	2.2	2
2	The long road from teacher professional development to student improvement: A school-wide professionalization on self-regulated learning in primary education. Research Papers in Education, 2022, 37, 929-953.	1.7	8
3	Do you reap what you sow? The relationship between primary school students' self-regulated learning and student, teacher, and school determinants. School Effectiveness and School Improvement, 2021, 32, 118-140.	1.4	5
4	The Collegial Networks of Early Career Teachers in Primary Education. , 2021, , 99-131.		0
5	Learning in Collaboration: Exploring Processes and Outcomes. Accountability and Educational Improvement, 2021, , 197-218.	0.3	0
6	Measuring and exploring the structure of teachers' educational beliefs. Studies in Educational Evaluation, 2021, 70, 101018.	1.2	5
7	Transformational school leadership as a key factor for teachers' job attitudes during their first year in the profession. Educational Management Administration and Leadership, 2020, 48, 106-132.	2.2	31
8	It's not only about the teacher! A qualitative study into the role of school climate in primary schools' implementation of self-regulated learning. School Effectiveness and School Improvement, 2020, 31, 381-404.	1.4	8
9	Mine the process: investigating the cyclical nature of upper primary school students' self-regulated learning. Instructional Science, 2020, 48, 337-369.	1.1	14
10	An integral perspective on teacher evaluation: a review of empirical studies. Educational Assessment, Evaluation and Accountability, 2020, 32, 153-183.	1.3	7
11	Balancing Differentiation and Fairness in Teacher Evaluation: The Story of Flemish Secondary Schools. Palgrave Studies on Leadership and Learning in Teacher Education, 2019, , 129-147.	0.2	2
12	Beginning teachers' professional support: A mixed methods social network study. Teaching and Teacher Education, 2019, 83, 134-147.	1.6	25
13	Profiling upper primary school students' self-regulated learning through self-report questionnaires and think-aloud protocol analysis. Learning and Individual Differences, 2019, 70, 155-168.	1.5	33
14	Teachers' first year in the profession: the power of high-quality support. Teachers and Teaching: Theory and Practice, 2019, 25, 160-188.	0.9	44
15	School and teacher determinants underlying teachers' implementation of self-regulated learning in primary education. Research Papers in Education, 2019, 34, 701-724.	1.7	10
16	Teachers' informal feedback seeking towards the school leadership team. A social network analysis in secondary schools. Research Papers in Education, 2019, 34, 405-424.	1.7	15
17	The relationship between principals' configuration of a bundle of HR practices for new teachers and teachers' person–organisation fit. International Journal of Human Resource Management, 2019, 30, 835-855.	3.3	5
18	How competent do teachers feel instructing self-regulated learning strategies? Development and validation of the teacher self-efficacy scale to implement self-regulated learning. Teaching and Teacher Education, 2018, 71, 214-225.	1.6	51

#	ARTICLE	IF	CITATIONS
19	Evaluating teachers' professional development initiatives: towards an extended evaluative framework. Research Papers in Education, 2018, 33, 143-168.	1.7	64
20	Principals' configuration of a bundle of human resource practices. Does it make a difference for the relationship between teachers' fit, job satisfaction and intention to move to another school?. Educational Management Administration and Leadership, 2018, 46, 820-840.	2.2	9
21	The Role of Departmental Leadership for Professional Learning Communities. Educational Administration Quarterly, 2018, 54, 85-114.	2.1	33
22	Teacher evaluation policy as perceived by school principals: the case of Flanders (Belgium). Teachers and Teaching: Theory and Practice, 2018, 24, 209-222.	0.9	17
23	Psychological states and working conditions buffer beginning teachers' intention to leave the job. European Journal of Teacher Education, 2017, 40, 6-27.	2.2	33
24	The relationships between school autonomy gap, principal leadership, teachers' job satisfaction and organizational commitment. Educational Management Administration and Leadership, 2017, 45, 959-977.	2.2	90
25	Do teachers leave the profession or move to another school when they don't fit?. Educational Review, 2017, 69, 411-434.	2.2	18
26	The role of feedback from the school leader during teacher evaluation for teacher and school improvement. Teachers and Teaching: Theory and Practice, 2017, 23, 6-24.	0.9	38
27	The effects of autonomy gap in personnel policy, principal leadership and teachers' self-efficacy on their organizational commitment. Asia Pacific Education Review, 2016, 17, 339-353.	1.4	8
28	Exploring the link between experienced teachers' learning outcomes and individual and professional learning community characteristics. School Effectiveness and School Improvement, 2016, 27, 205-227.	1.4	32
29	Linking educational leadership styles to the HR architecture for new teachers in primary education. SpringerPlus, 2016, 5, 1754.	1.2	1
30	Human Resource Architectures for New Teachers in Flemish Primary Education. Educational Management Administration and Leadership, 2016, 44, 970-995.	2.2	9
31	The role of environmental factors in beginning teachers' professional learning related to differentiated instruction. School Effectiveness and School Improvement, 2016, 27, 357-379.	1.4	15
32	Relating school leadership to perceived professional learning community characteristics: A multilevel analysis. Teaching and Teacher Education, 2016, 57, 26-38.	1.6	93
33	The influence of teachers' expectations on principals' implementation of a new teacher evaluation policy in Flemish secondary education. Educational Assessment, Evaluation and Accountability, 2015, 27, 129-151.	1.3	19
34	What comes out of incentivized collaboration. Educational Management Administration and Leadership, 2015, 43, 738-754.	2.2	17
35	The importance of job resources and self-efficacy for beginning teachers' professional learning in differentiated instruction. Teaching and Teacher Education, 2015, 47, 30-41.	1.6	122
36	Teachers' Organizational Commitment: Examining the Mediating Effects of Distributed Leadership. American Journal of Education, 2014, 120, 205-231.	0.7	74

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37	Teacher education graduates' choice (not) to enter the teaching profession: does teacher education matter?. European Journal of Teacher Education, 2014, 37, 279-294.	2.2	35
38	The problematic implementation of teacher evaluation policy. Educational Management Administration and Leadership, 2014, 42, 155-174.	2.2	15
39	Examining school culture in Flemish and Chinese primary schools. Educational Management Administration and Leadership, 2014, 42, 557-575.	2.2	24
40	How to activate teachers through teacher evaluation?. School Effectiveness and School Improvement, 2014, 25, 509-530.	1.4	40
41	How may teacher evaluation have an impact on professional development? A multilevel analysis. Teaching and Teacher Education, 2013, 36, 1-11.	1.6	50
42	Self-other agreement as an alternative perspective of school leadership analysis: an exploratory study. School Effectiveness and School Improvement, 2013, 24, 296-315.	1.4	28
43	Importance of system and leadership in performance appraisal. Personnel Review, 2012, 41, 756-776.	1.6	44
44	Dimensions of Distributed Leadership and the Impact on Teachers' Organizational Commitment: A Study in Secondary Education. Journal of Applied Social Psychology, 2012, 42, 1745-1784.	1.3	62
45	Stimulating professional learning through teacher evaluation: An impossible task for the school leader?. Teaching and Teacher Education, 2011, 27, 891-899.	1.6	52
46	Teacher perceptions of school culture and their organizational commitment and well-being in a Chinese school. Asia Pacific Education Review, 2011, 12, 319-328.	1.4	57
47	The Relation Between School Leadership From a Distributed Perspective and Teachers' Organizational Commitment. Educational Administration Quarterly, 2011, 47, 728-771.	2.1	117
48	The influence of school leadership on teachers' perception of teacher evaluation policy. Educational Studies, 2010, 36, 521-536.	1.4	35
49	How distributed leadership can make a difference in teachers' organizational commitment? A qualitative study. Teaching and Teacher Education, 2010, 26, 565-575.	1.6	89
50	Teacher education and the choice to enter the teaching profession: A prospective study. Teaching and Teacher Education, 2010, 26, 1619-1629.	1.6	83
51	An Exploratory Study on Principals' Conceptions about Their Role as School Leaders. Leadership and Policy in Schools, 2009, 8, 173-196.	0.9	19
52	Teachers' perception of the new teacher evaluation policy: A validity study of the Policy Characteristics Scale. Teaching and Teacher Education, 2009, 25, 924-930.	1.6	35
53	The relationship between the perception of distributed leadership in secondary schools and teachers' and teacher leaders' job satisfaction and organizational commitment. School Effectiveness and School Improvement, 2009, 20, 291-317.	1.4	150
54	Understanding structural and cultural school characteristics in relation to educational change: the case of ICT integration. Educational Studies, 2009, 35, 223-235.	1.4	60

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55	The Influence of Distributed Leadership on Teachers' Organizational Commitment: A Multilevel Approach. Journal of Educational Research, 2009, 103, 40-52.	0.8	92
56	Principals in schools with a positive school culture. Educational Studies, 2008, 34, 159-174.	1.4	74
57	How do professional learning communities aid and hamper professional learning of beginning teachers related to differentiated instruction?. Teachers and Teaching: Theory and Practice, 0, , 1-22.	0.9	15
58	Exploring the sources of self-efficacy by Flemish school principals in primary education. Educational Management Administration and Leadership, 0, , 174114322110013.	2.2	0
59	Do teachers' educational beliefs affect the relationship between departmental leadership and interpersonal PLC characteristics?. Professional Development in Education, 0, , 1-18.	1.7	1