

Meera Komarraju

List of Publications by Year in descending order

Source: <https://exaly.com/author-pdf/12162827/publications.pdf>

Version: 2024-02-01

9
papers

1,139
citations

1307594

7
h-index

1588992

8
g-index

9
all docs

9
docs citations

9
times ranked

1045
citing authors

| # | ARTICLE | IF | CITATIONS |
|---|---|-----|-----------|
| 1 | Role of the Big Five personality traits in predicting college students' academic motivation and achievement. <i>Learning and Individual Differences</i> , 2009, 19, 47-52. | 2.7 | 443 |
| 2 | Role of Student-Faculty Interactions in Developing College Students' Academic Self-Concept, Motivation, and Achievement. <i>Journal of College Student Development</i> , 2010, 51, 332-342. | 0.9 | 271 |
| 3 | The relationship between the big five personality traits and academic motivation. <i>Personality and Individual Differences</i> , 2005, 39, 557-567. | 2.9 | 220 |
| 4 | Cognitive and non-cognitive predictors of college readiness and performance: Role of academic discipline. <i>Learning and Individual Differences</i> , 2013, 24, 103-109. | 2.7 | 64 |
| 5 | Horizontal and vertical dimensions of individualism-collectivism: A comparison of African Americans and European Americans.. <i>Cultural Diversity and Ethnic Minority Psychology</i> , 2008, 14, 336-343. | 2.0 | 62 |
| 6 | Do adaptive perfectionism and self-determined motivation reduce academic procrastination?. <i>Learning and Individual Differences</i> , 2014, 36, 165-172. | 2.7 | 54 |
| 7 | A Social-Cognitive Approach to Training Teaching Assistants. <i>Teaching of Psychology</i> , 2008, 35, 327-334. | 1.2 | 19 |
| 8 | Contextualizing the think crisis-think female stereotype in explaining the glass cliff: Gendered traits, gender, and type of crisis. <i>PLoS ONE</i> , 2021, 16, e0246576. | 2.5 | 6 |
| 9 | Learning to teach and teaching to learn: A small-group tutorial model enhances postgraduate tutors' and tutees' academic experience. <i>International Journal of Educational Research Open</i> , 2022, 3, 100153. | 2.0 | 0 |