

Theresa Dicke

List of Publications by Year in descending order

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Version: 2024-02-01

36
papers

2,102
citations

304743

22
h-index

330143

37
g-index

50
all docs

50
docs citations

50
times ranked

1943
citing authors

#	ARTICLE	IF	CITATIONS
1	The murky distinction between self-concept and self-efficacy: Beware of lurking jingle-jangle fallacies.. <i>Journal of Educational Psychology</i> , 2019, 111, 331-353.	2.9	194
2	Self-efficacy in classroom management, classroom disturbances, and emotional exhaustion: A moderated mediation analysis of teacher candidates.. <i>Journal of Educational Psychology</i> , 2014, 106, 569-583.	2.9	189
3	Reducing reality shock: The effects of classroom management skills training on beginning teachers. <i>Teaching and Teacher Education</i> , 2015, 48, 1-12.	3.2	177
4	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
5	Confirmatory Factor Analysis (CFA), Exploratory Structural Equation Modeling (ESEM), and Set-ESEM: Optimal Balance Between Goodness of Fit and Parsimony. <i>Multivariate Behavioral Research</i> , 2020, 55, 102-119.	3.1	158
6	A longitudinal study of teachers' occupational well-being: Applying the job demands-resources model.. <i>Journal of Occupational Health Psychology</i> , 2018, 23, 262-277.	3.3	154
7	An integrated model of academic self-concept development: Academic self-concept, grades, test scores, and tracking over 6 years.. <i>Developmental Psychology</i> , 2018, 54, 263-280.	1.6	128
8	Beginning teachers' efficacy and emotional exhaustion: Latent changes, reciprocity, and the influence of professional knowledge. <i>Contemporary Educational Psychology</i> , 2015, 41, 62-72.	2.9	123
9	Extending expectancy-value theory predictions of achievement and aspirations in science: Dimensional comparison processes and expectancy-by-value interactions. <i>Learning and Instruction</i> , 2017, 49, 81-91.	3.2	105
10	Effects of Physical Activity on the Physical and Psychosocial Health of Youth With Intellectual Disabilities: A Systematic Review and Meta-Analysis. <i>Journal of Physical Activity and Health</i> , 2019, 16, 1187-1195.	2.0	70
11	Effects of school-average achievement on individual self-concept and achievement: Unmasking phantom effects masquerading as true compositional effects.. <i>Journal of Educational Psychology</i> , 2018, 110, 1112-1126.	2.9	50
12	Job satisfaction of teachers and their principals in relation to climate and student achievement.. <i>Journal of Educational Psychology</i> , 2020, 112, 1061-1073.	2.9	43
13	Validating the Copenhagen Psychosocial Questionnaire (COPSOQ-II) Using Set-ESEM: Identifying Psychosocial Risk Factors in a Sample of School Principals. <i>Frontiers in Psychology</i> , 2018, 9, 584.	2.1	42
14	Cross-cultural generalizability of social and dimensional comparison effects on reading, math, and science self-concepts for primary school students using the combined PIRLS and TIMSS data. <i>Learning and Instruction</i> , 2018, 58, 210-219.	3.2	41
15	Long-term positive effects of repeating a year in school: Six-year longitudinal study of self-beliefs, anxiety, social relations, school grades, and test scores.. <i>Journal of Educational Psychology</i> , 2017, 109, 425-438.	2.9	36
16	Inequity and Excellence in Academic Performance: Evidence From 27 Countries. <i>American Educational Research Journal</i> , 2018, 55, 836-858.	2.7	31
17	A Systematic Evaluation and Comparison Between Exploratory Structural Equation Modeling and Bayesian Structural Equation Modeling. <i>Structural Equation Modeling</i> , 2019, 26, 529-556.	3.8	30
18	„Doppelter Praxisschock“ auf dem Weg ins Lehramt? Verlauf und potenzielle Einflussfaktoren emotionaler Erschöpfung während des Vorbereitungsdienstes und nach dem Berufseintritt. <i>Physics and Chemistry of Minerals</i> , 2016, 63, 244.	0.8	30

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19	Teachers'™ knowledge about psychology: Development and validation of a test measuring theoretical foundations for teaching and its relation to instructional behavior. <i>Studies in Educational Evaluation</i> , 2015, 44, 36-49.	2.3	28
20	Temporal ordering effects of adolescent depression, relational aggression, and victimization over six waves: Fully latent reciprocal effects models.. <i>Developmental Psychology</i> , 2016, 52, 1994-2009.	1.6	25
21	Countries, parental occupation, and girls' interest in science. <i>Lancet, The</i> , 2019, 393, e6-e8.	13.7	21
22	The Role of Nonattachment in the Development of Adolescent Mental Health: a Three-Year Longitudinal Study. <i>Mindfulness</i> , 2020, 11, 2131-2139.	2.8	15
23	An information distortion model of social class differences in math self-concept, intrinsic value, and utility value.. <i>Journal of Educational Psychology</i> , 2018, 110, 445-463.	2.9	13
24	Ability Stratification Predicts the Size of the Big-Fish-Little-Pond Effect. <i>Educational Researcher</i> , 2021, 50, 334-344.	5.4	12
25	Moderation of the Big-Fish-Little-Pond Effect: Juxtaposition of Evolutionary (Darwinian-Economic) and Achievement Motivation Theory Predictions Based on a Delphi Approach. <i>Educational Psychology Review</i> , 2021, 33, 1353-1378.	8.4	12
26	A tale of two quests: The (almost) non-overlapping research literatures on students' evaluations of secondary-school and university teachers. <i>Contemporary Educational Psychology</i> , 2019, 58, 1-18.	2.9	10
27	Phantom and big-fish-little-pond-effects on academic self-concept and academic achievement: Evidence from English early primary schools. <i>Learning and Instruction</i> , 2021, 71, 101399.	3.2	10
28	The Centrality of Academic Self-Concept to Motivation and Learning. , 2019, , 36-62.		7
29	Academic self-concept formation and peer-group contagion: Development of the big-fish-little-pond effect in primary-school classrooms and peer groups.. <i>Journal of Educational Psychology</i> , 2022, 114, 198-213.	2.9	7
30	School belonging predicts whether an emerging adult will be not in education, employment, or training (NEET) after school.. <i>Journal of Educational Psychology</i> , 2022, 114, 1881-1894.	2.9	7
31	Ubiquitous emotional exhaustion in school principals: Stable trait, enduring autoregressive trend, or occasion-specific state?. <i>Journal of Educational Psychology</i> , 2022, 114, 426-441.	2.9	6
32	Inszenierte Unterrichtsvideovignetten zur Förderung des Wissens um Klassenführung von (angehenden) Lehrkräften. , 2019, , 241-257.		5
33	The immigrant paradox and math self-concept: An SES-of-origin-country hypothesis. <i>Learning and Instruction</i> , 2022, 77, 101539.	3.2	3
34	The Dimensionality of Reading Self-Concept: Examining Its Stability Using Local Structural Equation Models. <i>Assessment</i> , 2023, 30, 873-890.	3.1	3
35	High school students'™ tenacity and flexibility in goal pursuit linked to life satisfaction and achievement on competencies tests.. <i>Journal of Educational Psychology</i> , 2022, 114, 622-636.	2.9	2
36	Development in relationship self-concept from high school to university predicts adjustment.. <i>Developmental Psychology</i> , 2020, 56, 1547-1555.	1.6	2