

Hong-biao Yin

List of Publications by Year in descending order

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Version: 2024-02-01

105
papers

3,306
citations

186265
28
h-index

206112
48
g-index

109
all docs

109
docs citations

109
times ranked

1555
citing authors

#	ARTICLE	IF	CITATIONS
1	Exploring the effects of professional learning communities on teacher's self-efficacy and job satisfaction in Shanghai, China. <i>Educational Studies</i> , 2023, 49, 17-34.	2.4	17
2	How ethical leadership influences professional learning communities via teacher obligation and participation in decision making: A moderated-mediation analysis. <i>Educational Management Administration and Leadership</i> , 2023, 51, 345-364.	3.8	16
3	Principal leadership practices, professional learning communities, and teacher commitment in Hong Kong kindergartens: A multilevel SEM analysis. <i>Educational Management Administration and Leadership</i> , 2023, 51, 889-911.	3.8	9
4	A mixed blessing: student engagement in emergency online learning during COVID-19 in China. <i>Assessment and Evaluation in Higher Education</i> , 2023, 48, 362-376.	5.6	11
5	Three Approaches to the Inquiry into Teacher Identity: A Narrative Review Enlightened by Habermas's Human Interests. <i>ECNU Review of Education</i> , 2023, 6, 57-83.	1.9	3
6	What Facilitates Kindergarten Teachers' Intentions to Implement Play-Based Learning?. <i>Early Childhood Education Journal</i> , 2022, 50, 555-566.	2.7	13
7	Which Type of Interpersonal Interaction Better Facilitates College Student Learning and Development in China: Face-to-Face or Online?. <i>ECNU Review of Education</i> , 2022, 5, 9-36.	1.9	6
8	How to reflect more effectively in online video learning: Balancing processes and outcomes. <i>British Journal of Educational Technology</i> , 2022, 53, 114-129.	6.3	4
9	“Teaching, my passion; publishing, my pain”: unpacking academics' professional identity tensions through the lens of emotional resilience. <i>Higher Education</i> , 2022, 84, 235-254.	4.4	24
10	Can professional learning communities promote teacher innovation? A multilevel moderated mediation analysis. <i>Teaching and Teacher Education</i> , 2022, 109, 103571.	3.2	20
11	Online course experiences matter: adapting and applying the CEQ to the online teaching context during COVID-19 in China. <i>Assessment and Evaluation in Higher Education</i> , 2022, 47, 1374-1387.	5.6	4
12	More Knowledge, More Satisfaction with Online Teaching? Examining the Mediation of Teacher Efficacy and Moderation of Engagement during COVID-19. <i>Sustainability</i> , 2022, 14, 4405.	3.2	12
13	The Roles of Transformational Leadership and Growth Mindset in Teacher Professional Development: The Mediation of Teacher Self-Efficacy. <i>Sustainability</i> , 2022, 14, 6489.	3.2	5
14	The bright side of dark emotions: Exploring EFL teachers' emotions, emotional capital, and engagement in curriculum implementation. <i>Teaching and Teacher Education</i> , 2022, 117, 103811.	3.2	11
15	Faculty stressors and their relations to teacher efficacy, engagement and teaching satisfaction. <i>Higher Education Research and Development</i> , 2021, 40, 247-262.	2.9	20
16	Are professional learning communities beneficial for teachers? A multilevel analysis of teacher self-efficacy and commitment in China. <i>School Effectiveness and School Improvement</i> , 2021, 32, 197-217.	2.9	24
17	For the Sustainable Development of Universities: Exploring the External Factors Impacting Returned Early Career Academics' Research Performance in China. <i>Sustainability</i> , 2021, 13, 1333.	3.2	11
18	The relationships between teacher emotions and classroom instruction: Evidence from senior secondary mathematics teachers in China. <i>International Journal of Educational Research</i> , 2021, 108, 101792.	2.2	7

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19	Does ICT use matter? The relationships between students' ICT use, motivation, and science achievement in East Asia. <i>Learning and Individual Differences</i> , 2021, 86, 101957.	2.7	18
20	Being the Weather Gauge of Mood: Demystifying the Emotion Regulation of Kindergarten Principals. <i>Asia-Pacific Education Researcher</i> , 2021, 30, 315-325.	3.7	12
21	International Undergraduate Students in Chinese Higher Education: An Engagement Typology and Associated Factors. <i>Frontiers in Psychology</i> , 2021, 12, 680392.	2.1	5
22	“Frustration drives me to grow”: Unraveling EFL teachers' emotional trajectory interacting with identity development. <i>Teaching and Teacher Education</i> , 2021, 105, 103420.	3.2	26
23	Does Emotional Labor Matter for University Teaching? Examining the Antecedents and Consequences of University Teachers' Emotional Labor Strategies. <i>Frontiers in Psychology</i> , 2021, 12, 731099.	2.1	5
24	“Doing authentic research” with artifacts to facilitate teacher learning across multiple communities. <i>Teaching and Teacher Education</i> , 2021, 105, 103394.	3.2	12
25	Applying structural equation modelling to research on teaching and teacher education: Looking back and forward. <i>Teaching and Teacher Education</i> , 2021, 107, 103438.	3.2	17
26	Is Familism a Motivator or Stressor? Relationships Between Confucian Familism, Emotional Labor, Work-Family Conflict, and Emotional Exhaustion Among Chinese Teachers. <i>Frontiers in Psychology</i> , 2021, 12, 766047.	2.1	15
27	Collaborative cheating among chinese college students: the effects of peer influence and Individualism-Collectivism orientations. <i>Assessment and Evaluation in Higher Education</i> , 2020, 45, 54-69.	5.6	20
28	Antecedents and Consequences of Creativity in Teams: When and How Leader Humility Promotes Performance via Team Creativity. <i>Journal of Creative Behavior</i> , 2020, 54, 843-856.	2.9	16
29	Challenge job demands and job resources to university teacher well-being: the mediation of teacher efficacy. <i>Studies in Higher Education</i> , 2020, 45, 1771-1785.	4.5	43
30	Job demands and resources as antecedents of university teachers' exhaustion, engagement and job satisfaction. <i>Educational Psychology</i> , 2020, 40, 318-335.	2.7	62
31	Kindergarten teachers' perceptions of whole-child development: The roles of leadership practices and professional learning communities. <i>Educational Management Administration and Leadership</i> , 2020, 48, 875-892.	3.8	24
32	Editorial: Teacher Emotions Matter—Nature, Antecedents, and Effects. <i>Frontiers in Psychology</i> , 2020, 11, 605389.	2.1	8
33	Teacher-Student Interaction and Chinese Students' Mathematics Learning Outcomes: The Mediation of Mathematics Achievement Emotions. <i>International Journal of Environmental Research and Public Health</i> , 2020, 17, 4742.	2.6	9
34	Catering for Learner Diversity: Issues and Trends. <i>ECNU Review of Education</i> , 2020, 3, 607-609.	1.9	6
35	Linking university mathematics classroom environments to student achievement: The mediation of mathematics beliefs. <i>Studies in Educational Evaluation</i> , 2020, 66, 100905.	2.3	11
36	Student Engagement for Sustainability of Chinese International Education: The Case of International Undergraduate Students in China. <i>Sustainability</i> , 2020, 12, 6831.	3.2	11

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37	Examining the Relationships Between Job Characteristics, Emotional Regulation and University Teachers' Well-Being: The Mediation of Emotional Regulation. <i>Frontiers in Psychology</i> , 2020, 11, 1727.	2.1	16
38	Principal Leadership Styles and Teacher Job Performance: Viewpoint of Middle Management. <i>Sustainability</i> , 2020, 12, 3390.	3.2	22
39	Catering for Learner Diversity in Hong Kong Secondary Schools: Insights from the Relationships Between Students' Learning Styles and Approaches. <i>ECNU Review of Education</i> , 2020, 3, 610-631.	1.9	5
40	Demystifying and sustaining the resilience of teacher educators: the perspectives of Teaching Research Officers in China. <i>Asia Pacific Education Review</i> , 2020, 21, 311-323.	2.5	4
41	Why are Chinese university teachers (not) confident in their competence to teach? The relationships between faculty-perceived stress and self-efficacy. <i>International Journal of Educational Research</i> , 2020, 100, 101529.	2.2	21
42	Teacher Conceptions Matter: Exploring the Relationships Between Mathematics Teachers' Conceptions and Commitment in China. <i>Asia-Pacific Education Researcher</i> , 2020, 29, 581-592.	3.7	3
43	Teachers' self-monitoring, environmental appraisals and their professional functioning. , 2020, , 96-110.		0
44	Design of a "Micro-Module Bank" for Facilitating Higher Education Teachers to Adopt the Flipped Classroom in Practice. , 2019, , .		1
45	Teacher participation in school-based professional development in China: does it matter for teacher efficacy and teaching strategies?. <i>Teachers and Teaching: Theory and Practice</i> , 2019, 25, 821-836.	1.9	16
46	Do Chinese Teachers Perform Emotional Labor Equally? Multi-Group Comparisons Across Genders, Grade Levels and Regions. <i>Frontiers in Psychology</i> , 2019, 10, 190.	2.1	11
47	The relationships between teachers' emotional labor and their burnout and satisfaction: A meta-analytic review. <i>Educational Research Review</i> , 2019, 28, 100283.	7.8	110
48	Emotional Labor in Knowledge-Based Service Relationships: The Roles of Self-Monitoring and Display Rule Perceptions. <i>Frontiers in Psychology</i> , 2019, 10, 801.	2.1	12
49	The Relationship Between Distributed Leadership and Teacher Efficacy in China: The Mediation of Satisfaction and Trust. <i>Asia-Pacific Education Researcher</i> , 2019, 28, 509-518.	3.7	28
50	Professional learning communities count: Examining the relationship between faculty trust and teacher professional learning in Hong Kong kindergartens. <i>Teaching and Teacher Education</i> , 2019, 82, 153-163.	3.2	37
51	Job characteristics and teacher well-being: the mediation of teacher self-monitoring and teacher self-efficacy. <i>Educational Psychology</i> , 2019, 39, 313-331.	2.7	55
52	miR156/SPL9 Regulates Reactive Oxygen Species Accumulation and Immune Response in <i>Arabidopsis thaliana</i> . <i>Phytopathology</i> , 2019, 109, 632-642.	2.2	45
53	Exploring the relationships among instructional leadership, professional learning communities and teacher self-efficacy in China. <i>Educational Management Administration and Leadership</i> , 2019, 47, 843-859.	3.8	85
54	What motivates Chinese undergraduates to engage in learning? Insights from a psychological approach to student engagement research. <i>Higher Education</i> , 2018, 76, 827-847.	4.4	51

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55	Investigating academic dishonesty among Chinese undergraduate students: does gender matter?. Assessment and Evaluation in Higher Education, 2018, 43, 812-826.	5.6	34
56	A case study of faculty perceptions of teaching support and teaching efficacy in China: characteristics and relationships. Higher Education, 2018, 76, 519-536.	4.4	16
57	Psychological Capital, Emotional Labor and Exhaustion: Examining Mediating and Moderating Models. Current Psychology, 2018, 37, 343-356.	2.8	24
58	Teacher Efficacy and Affective Well-Being in Hong Kong: An Examination of Their Relationships and Individual Differences. ECNU Review of Education, 2018, 1, 102-126.	1.9	12
59	Are we racing to the data-ism in education?. Educational Philosophy and Theory, 2018, 50, 1370-1371.	1.8	1
60	A Multilevel Analysis of Job Characteristics, Emotion Regulation, and Teacher Well-Being: A Job Demands-Resources Model. Frontiers in Psychology, 2018, 9, 2395.	2.1	49
61	Facilitating professional learning communities in China: Do leadership practices and faculty trust matter?. Teaching and Teacher Education, 2018, 76, 140-150.	3.2	56
62	Undergraduate students' approaches to studying and perceptions of learning context: a comparison between China and Chile. Higher Education Research and Development, 2018, 37, 1530-1544.	2.9	10
63	Leading with teachers' emotional labour: relationships between leadership practices, emotional labour strategies and efficacy in China. Teachers and Teaching: Theory and Practice, 2018, 24, 965-979.	1.9	27
64	Employees' Emotional Labor and Emotional Exhaustion: Trust and Gender as Moderators. Social Behavior and Personality, 2018, 46, 733-748.	0.6	6
65	Chinese tertiary teachers' goal orientations for teaching and teaching approaches: the mediation of teacher engagement. Teaching in Higher Education, 2017, 22, 766-784.	2.6	25
66	Choose your strategy wisely: Examining the relationships between emotional labor in teaching and teacher efficacy in Hong Kong primary schools. Teaching and Teacher Education, 2017, 66, 127-136.	3.2	79
67	Environment matters: exploring the relationships between the classroom environment and college students' affect in mathematics learning in China. Asia Pacific Education Review, 2017, 18, 321-333.	2.5	14
68	Students' course experience and engagement: an attempt to bridge two lines of research on the quality of undergraduate education. Assessment and Evaluation in Higher Education, 2017, 42, 1145-1158.	5.6	27
69	Effects of Professional Learning Community and Collective Teacher Efficacy on Teacher Involvement and Support as well as Student Motivation and Learning Strategies. Education in the Asia-Pacific Region, 2017, , 433-452.	0.4	4
70	Work Environment Characteristics and Teacher Well-Being: The Mediation of Emotion Regulation Strategies. International Journal of Environmental Research and Public Health, 2016, 13, 907.	2.6	93
71	The missing links between emotional job demand and exhaustion and satisfaction: testing a moderated mediation model. Journal of Management and Organization, 2016, 22, 80-95.	3.0	11
72	Teacher motivation: Definition, research development and implications for teachers. Cogent Education, 2016, 3, 1217819.	1.5	189

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73	Effects of leadership practices on professional learning communities: the mediating role of trust in colleagues. <i>Asia Pacific Education Review</i> , 2016, 17, 521-532.	2.5	34
74	Knife-like mouth and tofu-like heart: emotion regulation by Chinese teachers in classroom teaching. <i>Social Psychology of Education</i> , 2016, 19, 1-22.	2.5	108
75	Undergraduate students'™ motivation and engagement in China: an exploratory study. <i>Assessment and Evaluation in Higher Education</i> , 2016, 41, 601-621.	5.6	49
76	The effect of tertiary teachers'™ goal orientations for teaching on their commitment: the mediating role of teacher engagement. <i>Educational Psychology</i> , 2016, 36, 526-547.	2.7	59
77	Chinese undergraduates'™ perceptions of teaching quality and the effects on approaches to studying and course satisfaction. <i>Higher Education</i> , 2016, 71, 39-57.	4.4	58
78	College English Curriculum Reform in Mainland China: Contexts, Contents and Changes. <i>Asian Education Studies</i> , 2016, 1, 1.	0.1	8
79	Exploring the relationship between goal orientations for teaching of tertiary teachers and their teaching approaches in China. <i>Asia Pacific Education Review</i> , 2015, 16, 537-547.	2.5	27
80	The effect of teachers'™ emotional labour on teaching satisfaction: moderation of emotional intelligence. <i>Teachers and Teaching: Theory and Practice</i> , 2015, 21, 789-810.	1.9	113
81	Assessing and improving the quality of undergraduate teaching in China: the Course Experience Questionnaire. <i>Assessment and Evaluation in Higher Education</i> , 2015, 40, 1032-1049.	5.6	34
82	Dilemmas of leading national curriculum reform in a global era. <i>Educational Management Administration and Leadership</i> , 2014, 42, 293-311.	3.8	38
83	Different regions, diverse classrooms? A study of primary classrooms in China. <i>Asia Pacific Journal of Education</i> , 2014, 34, 319-336.	2.1	1
84	Development and Validation of an Instrument for Assessing Mathematics Classroom Environment in Tertiary Institutions. <i>Asia-Pacific Education Researcher</i> , 2014, 23, 655-669.	3.7	16
85	Unmasking the teaching quality of higher education: students'™ course experience and approaches to learning in China. <i>Assessment and Evaluation in Higher Education</i> , 2014, 39, 949-970.	5.6	49
86	Dilemmas of teacher development in the context of curriculum reform. , 2014, , 85-104.		0
87	Societal culture and teachers'™ responses to curriculum reform: experiences from China. <i>Asia Pacific Education Review</i> , 2013, 14, 391-401.	2.5	28
88	Exploring the relationship among teachers' emotional intelligence, emotional labor strategies and teaching satisfaction. <i>Teaching and Teacher Education</i> , 2013, 35, 137-145.	3.2	139
89	The effect of trust on teacher empowerment: the mediation of teacher efficacy. <i>Educational Studies</i> , 2013, 39, 13-28.	2.4	23
90	Implementing the National Curriculum Reform In China: A Review of the Decade. <i>Frontiers of Education in China</i> , 2013, 8, 331-359.	2.2	16

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91	Adaptation and validation of the teacher emotional labour strategy scale in China. Educational Psychology, 2012, 32, 451-465.	2.7	69
92	Be passionate, but be rational as well: Emotional rules for Chinese teachers' work. Teaching and Teacher Education, 2012, 28, 56-65.	3.2	160
93	A multilevel analysis of the impact of a professional learning community, faculty trust in colleagues and collective efficacy on teacher commitment to students. Teaching and Teacher Education, 2011, 27, 820-830.	3.2	190
94	Teachers' emotions and professional identity in curriculum reform: A Chinese perspective. Journal of Educational Change, 2011, 12, 25-46.	3.6	138
95	Teacher Empowerment and Receptivity in Curriculum Reform in China. Chinese Education and Society, 2011, 44, 64-81.	0.2	34
96	Emotions Matter. Chinese Education and Society, 2011, 44, 82-97.	0.2	17
97	Using multidimensional Rasch analysis to validate the Chinese version of the Motivated Strategies for Learning Questionnaire (MSLQ-CV). European Journal of Psychology of Education, 2010, 25, 141-155.	2.6	24
98	Curriculum Policy Implementation in China: Interactions between Policy Designs, Place and People. Curriculum and Teaching, 2010, 25, 31-53.	0.2	5
99	Adaptation and Analysis of Motivated Strategies for Learning Questionnaire in the Chinese Setting. International Journal of Testing, 2010, 10, 149-165.	0.3	38
100	Examining Hong Kong students' motivational beliefs, strategy use and their relations with two relational factors in classrooms. Educational Psychology, 2009, 29, 685-700.	2.7	22
101	Teacher receptivity to system-wide curriculum reform in the initiation stage: a Chinese perspective. Asia Pacific Education Review, 2009, 10, 423-432.	2.5	26
102	Exploring the Influence of the Classroom Environment on Students' Motivation and Self-regulated Learning in Hong Kong. Asia-Pacific Education Researcher, 2009, 18, .	3.7	40
103	A School Day in the Context of Globalisation: Tales from Three Cities in China. Educational Practice and Theory, 2008, 30, 15-34.	0.2	1
104	Empowering Student Learning in Higher Education: Pathways to Possibility. ECNU Review of Education, 0, , 209653112110739.	1.9	1
105	Emotional Labour Matters for Kindergarten Teachers: An Examination of the Antecedents and Consequences. Asia-Pacific Education Researcher, 0, , 1.	3.7	5