

Li-Ming Chen

List of Publications by Year in descending order

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Version: 2024-02-01

18
papers

364
citations

758635

12
h-index

839053

18
g-index

20
all docs

20
docs citations

20
times ranked

326
citing authors

| # | ARTICLE | IF | CITATIONS |
|----|---|-----|-----------|
| 1 | Cyberbullying among adolescents in Taiwan, Hong Kong, and Mainland China: a cross-national study in Chinese societies. <i>Asia Pacific Journal of Social Work and Development</i> , 2020, 30, 227-241. | 0.5 | 37 |
| 2 | Prevalence of school bullying among secondary students in Taiwan: Measurements with and without a specific definition of bullying. <i>School Psychology International</i> , 2013, 34, 707-720. | 1.1 | 32 |
| 3 | A Cross-National Examination of School Violence and Nonattendance Due to School Violence in Taiwan, Hong Kong, and Mainland China: A Rasch Model Approach. <i>Journal of School Violence</i> , 2020, 19, 177-191. | 1.1 | 27 |
| 4 | Choosing to be a defender or an outsider in a school bullying incident: Determining factors and the defending process. <i>School Psychology International</i> , 2016, 37, 289-302. | 1.1 | 26 |
| 5 | Perceived severity of cyberbullying behaviour: differences between genders, grades and participant roles. <i>Educational Psychology</i> , 2017, 37, 599-610. | 1.2 | 23 |
| 6 | Double trouble: The developmental process of school bully-victims. <i>Children and Youth Services Review</i> , 2018, 91, 279-288. | 1.0 | 19 |
| 7 | A Qualitative Inquiry of Wisdom Development: Educators' Perspectives. <i>International Journal of Aging and Human Development</i> , 2011, 72, 171-187. | 1.0 | 17 |
| 8 | Prevalence and Behavioral Ranking of Bullying and Victimization Among Secondary Students in Hong Kong, Taiwan, and Macao. <i>Asia-Pacific Education Researcher</i> , 2014, 23, 757-767. | 2.2 | 15 |
| 9 | Self-Reported Frequency and Perceived Severity of Being Bullied Among Elementary School Students. <i>Journal of School Health</i> , 2015, 85, 587-594. | 0.8 | 15 |
| 10 | Educators' implicit perspectives on wisdom: A comparison between interpersonal and intrapersonal perspectives. <i>International Journal of Psychology</i> , 2014, 49, 425-433. | 1.7 | 13 |
| 11 | Multiple perspectives on the targets and causes of school bullying. <i>Educational Psychology in Practice</i> , 2013, 29, 278-292. | 0.5 | 10 |
| 12 | Implementation and perceived effectiveness of anti-bullying strategies among teachers in Taiwan. <i>Educational Psychology</i> , 2018, 38, 1185-1200. | 1.2 | 10 |
| 13 | Self-blame tendency of bullied victims in elementary and secondary schools. <i>Educational Studies</i> , 2019, 45, 480-496. | 1.4 | 8 |
| 14 | How to Enhance Teachers' Bullying Identification: A Comparison Among Providing a Training Program, a Written Definition, and a Definition with a Checklist of Bullying Characteristics. <i>Asia-Pacific Education Researcher</i> , 2017, 26, 351-359. | 2.2 | 6 |
| 15 | School-based anti-bullying strategies in Taiwan and their effects. <i>Studies in Educational Evaluation</i> , 2018, 59, 218-223. | 1.2 | 4 |
| 16 | Teachers' cognitions and handling strategies regarding bully-victims. <i>Research Papers in Education</i> , 2020, 35, 249-265. | 1.7 | 3 |
| 17 | Development and validation of the willingness to intervene in bullying scale. <i>British Journal of Educational Psychology</i> , 2020, 90, 224-239. | 1.6 | 3 |
| 18 | Exploring teachers' competence in immediately intervening in school bullying: developing a valid intervening process. <i>Journal of Psychologists and Counsellors in Schools</i> , 2021, 31, 15-35. | 0.5 | 0 |