

Herbert Marsh

List of Publications by Year in descending order

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503
papers

74,775
citations

435

131
h-index

736

251
g-index

521
all docs

521
docs citations

521
times ranked

29344
citing authors

#	ARTICLE	IF	CITATIONS
1	In Search of Golden Rules: Comment on Hypothesis-Testing Approaches to Setting Cutoff Values for Fit Indexes and Dangers in Overgeneralizing Hu and Bentler's (1999) Findings. <i>Structural Equation Modeling</i> , 2004, 11, 320-341.	3.8	4,501
2	Goodness-of-fit indexes in confirmatory factor analysis: The effect of sample size.. <i>Psychological Bulletin</i> , 1988, 103, 391-410.	6.1	3,028
3	Application of confirmatory factor analysis to the study of self-concept: First- and higher order factor models and their invariance across groups.. <i>Psychological Bulletin</i> , 1985, 97, 562-582.	6.1	2,405
4	Choosing a multivariate model: Noncentrality and goodness of fit.. <i>Psychological Bulletin</i> , 1990, 107, 247-255.	6.1	1,159
5	Exploratory Structural Equation Modeling: An Integration of the Best Features of Exploratory and Confirmatory Factor Analysis. <i>Annual Review of Clinical Psychology</i> , 2014, 10, 85-110.	12.3	1,098
6	Self-Concept: Its Multifaceted, Hierarchical Structure. <i>Educational Psychologist</i> , 1985, 20, 107-123.	9.0	957
7	Is More Ever Too Much? The Number of Indicators per Factor in Confirmatory Factor Analysis. <i>Multivariate Behavioral Research</i> , 1998, 33, 181-220.	3.1	936
8	Development and Validation of a Scale to Measure Optimal Experience: The Flow State Scale. <i>Journal of Sport and Exercise Psychology</i> , 1996, 18, 17-35.	1.2	929
9	Students' evaluations of University teaching: Research findings, methodological issues, and directions for future research. <i>International Journal of Educational Research</i> , 1987, 11, 253-388.	2.2	916
10	Reciprocal Effects of Self-Concept and Performance From a Multidimensional Perspective: Beyond Seductive Pleasure and Unidimensional Perspectives. <i>Perspectives on Psychological Science</i> , 2006, 1, 133-163.	9.0	879
11	Academic Self-Concept, Interest, Grades, and Standardized Test Scores: Reciprocal Effects Models of Causal Ordering. <i>Child Development</i> , 2005, 76, 397-416.	3.0	832
12	Exploratory Structural Equation Modeling, Integrating CFA and EFA: Application to Students' Evaluations of University Teaching. <i>Structural Equation Modeling</i> , 2009, 16, 439-476.	3.8	787
13	Structural Equation Models of Latent Interactions: Evaluation of Alternative Estimation Strategies and Indicator Construction.. <i>Psychological Methods</i> , 2004, 9, 275-300.	3.5	779
14	Classical Latent Profile Analysis of Academic Self-Concept Dimensions: Synergy of Person- and Variable-Centered Approaches to Theoretical Models of Self-Concept. <i>Structural Equation Modeling</i> , 2009, 16, 191-225.	3.8	758
15	The big-fish-little-pond effect on academic self-concept.. <i>Journal of Educational Psychology</i> , 1987, 79, 280-295.	2.9	741
16	The Relationship Between Research and Teaching: A Meta-Analysis. <i>Review of Educational Research</i> , 1996, 66, 507-542.	7.5	736
17	A multidimensional, hierarchical model of self-concept: Theoretical and empirical justification. <i>Educational Psychology Review</i> , 1990, 2, 77-172.	8.4	699
18	Age and sex effects in multiple dimensions of self-concept: Preadolescence to early adulthood.. <i>Journal of Educational Psychology</i> , 1989, 81, 417-430.	2.9	686

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19	A new look at the big five factor structure through exploratory structural equation modeling.. Psychological Assessment, 2010, 22, 471-491.	1.5	680
20	Students' evaluations of university teaching: Dimensionality, reliability, validity, potential biases, and utility.. Journal of Educational Psychology, 1984, 76, 707-754.	2.9	669
21	Making students' evaluations of teaching effectiveness effective: The critical issues of validity, bias, and utility.. American Psychologist, 1997, 52, 1187-1197.	4.2	648
22	Verbal and Math Self-Concepts: An Internal/External Frame of Reference Model. American Educational Research Journal, 1986, 23, 129-149.	2.7	626
23	Adventure Education and Outward Bound: Out-of-Class Experiences That Make a Lasting Difference. Review of Educational Research, 1997, 67, 43-87.	7.5	612
24	Academic self-concept and academic achievement: Relations and causal ordering. British Journal of Educational Psychology, 2011, 81, 59-77.	2.9	585
25	Positive and negative global self-esteem: A substantively meaningful distinction or artifacts?. Journal of Personality and Social Psychology, 1996, 70, 810-819.	2.8	582
26	The multilevel latent covariate model: A new, more reliable approach to group-level effects in contextual studies.. Psychological Methods, 2008, 13, 203-229.	3.5	565
27	Assessing Goodness of Fit. Journal of Experimental Education, 1996, 64, 364-390.	2.6	516
28	The structure of academic self-concept: The Marsh/Shavelson model.. Journal of Educational Psychology, 1990, 82, 623-636.	2.9	513
29	A Bifactor Exploratory Structural Equation Modeling Framework for the Identification of Distinct Sources of Construct-Relevant Psychometric Multidimensionality. Structural Equation Modeling, 2016, 23, 116-139.	3.8	512
30	Big-Fish-Little-Pond effect on academic self-concept: A cross-cultural (26-country) test of the negative effects of academically selective schools.. American Psychologist, 2003, 58, 364-376.	4.2	505
31	SELF DESCRIPTION QUESTIONNAIRE III: THE CONSTRUCT VALIDITY OF MULTIDIMENSIONAL SELF-CONCEPT RATINGS BY LATE ADOLESCENTS. Journal of Educational Measurement, 1984, 21, 153-174.	1.2	499
32	Academic self-concept and academic achievement: Developmental perspectives on their causal ordering.. Journal of Educational Psychology, 2003, 95, 124-136.	2.9	489
33	Achievement Emotions and Academic Performance: Longitudinal Models of Reciprocal Effects. Child Development, 2017, 88, 1653-1670.	3.0	489
34	A multifaceted academic self-concept: Its hierarchical structure and its relation to academic achievement.. Journal of Educational Psychology, 1988, 80, 366-380.	2.9	485
35	Determinants of student self-concept: Is it better to be a relatively large fish in a small pond even if you don't learn to swim as well?. Journal of Personality and Social Psychology, 1984, 47, 213-231.	2.8	474
36	Physical Self-Description Questionnaire: Psychometric Properties and a Multitrait-Multimethod Analysis of Relations to Existing Instruments. Journal of Sport and Exercise Psychology, 1994, 16, 270-305.	1.2	468

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37	Causal effects of academic self-concept on academic achievement: Structural equation models of longitudinal data.. <i>Journal of Educational Psychology</i> , 1997, 89, 41-54.	2.9	453
38	Academic resilience and its psychological and educational correlates: A construct validity approach. <i>Psychology in the Schools</i> , 2006, 43, 267-281.	1.8	452
39	Confirmatory Factor Analyses of Multitrait-Multimethod Data: Many Problems and a Few Solutions. <i>Applied Psychological Measurement</i> , 1989, 13, 335-361.	1.0	447
40	Classroom Climate and Contextual Effects: Conceptual and Methodological Issues in the Evaluation of Group-Level Effects. <i>Educational Psychologist</i> , 2012, 47, 106-124.	9.0	427
41	A new, more powerful approach to multitrait-multimethod analyses: Application of second-order confirmatory factor analysis.. <i>Journal of Applied Psychology</i> , 1988, 73, 107-117.	5.3	408
42	Causal ordering of academic self-concept and academic achievement: A multiwave, longitudinal panel analysis.. <i>Journal of Educational Psychology</i> , 1990, 82, 646-656.	2.9	398
43	Doubly-Latent Models of School Contextual Effects: Integrating Multilevel and Structural Equation Approaches to Control Measurement and Sampling Error. <i>Multivariate Behavioral Research</i> , 2009, 44, 764-802.	3.1	380
44	Reciprocal Effects Between Academic Self-Concept, Self-Esteem, Achievement, and Attainment Over Seven Adolescent Years: Unidimensional and Multidimensional Perspectives of Self-Concept. <i>Personality and Social Psychology Bulletin</i> , 2008, 34, 542-552.	3.0	375
45	Academic buoyancy: Towards an understanding of students' everyday academic resilience. <i>Journal of School Psychology</i> , 2008, 46, 53-83.	2.9	366
46	Confirmatory factor analysis models of factorial invariance: A multifaceted approach. <i>Structural Equation Modeling</i> , 1994, 1, 5-34.	3.8	360
47	Longitudinal Structural Equation Models of Academic Self-Concept and Achievement: Gender Differences in the Development of Math and English Constructs. <i>American Educational Research Journal</i> , 1998, 35, 705-738.	2.7	349
48	SEQ: A RELIABLE, VALID, AND USEFUL INSTRUMENT FOR COLLECTING STUDENTS' EVALUATIONS OF UNIVERSITY TEACHING. <i>British Journal of Educational Psychology</i> , 1982, 52, 77-95.	2.9	342
49	Do Self-Concept Interventions Make a Difference? A Synergistic Blend of Construct Validation and Meta-Analysis. <i>Educational Psychologist</i> , 2006, 41, 181-206.	9.0	334
50	OECD's Brief Self-Report Measure of Educational Psychology's Most Useful Affective Constructs: Cross-Cultural, Psychometric Comparisons Across 25 Countries. <i>International Journal of Testing</i> , 2006, 6, 311-360.	0.3	328
51	Global self-esteem: Its relation to specific facets of self-concept and their importance.. <i>Journal of Personality and Social Psychology</i> , 1986, 51, 1224-1236.	2.8	323
52	Probing for the multiplicative term in modern expectancy-value theory: A latent interaction modeling study.. <i>Journal of Educational Psychology</i> , 2012, 104, 763-777.	2.9	321
53	Measurement invariance of big-five factors over the life span: ESEM tests of gender, age, plasticity, maturity, and la dolce vita effects.. <i>Developmental Psychology</i> , 2013, 49, 1194-1218.	1.6	320
54	A Meta-Analytic Path Analysis of the Internal/External Frame of Reference Model of Academic Achievement and Academic Self-Concept. <i>Review of Educational Research</i> , 2009, 79, 1129-1167.	7.5	314

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55	The Relation Between Research Productivity and Teaching Effectiveness: Complementary, Antagonistic, or Independent Constructs?. <i>Journal of Higher Education</i> , 2002, 73, 603-641.	2.7	306
56	The use of item parcels in structural equation modelling: Non-normal data and small sample sizes. <i>British Journal of Mathematical and Statistical Psychology</i> , 2004, 57, 327-351.	1.4	303
57	Extracurricular School Activities: The Good, the Bad, and the Nonlinear. <i>Harvard Educational Review</i> , 2002, 72, 464-515.	0.9	298
58	Who Took the "œ–œ-out of Expectancy-Value Theory?. <i>Psychological Science</i> , 2011, 22, 1058-1066.	3.3	294
59	Extracurricular activities: Beneficial extension of the traditional curriculum or subversion of academic goals?. <i>Journal of Educational Psychology</i> , 1992, 84, 553-562.	2.9	293
60	The Big-fish"little-pond-effect Stands Up to Critical Scrutiny: Implications for Theory, Methodology, and Future Research. <i>Educational Psychology Review</i> , 2008, 20, 319-350.	8.4	292
61	Why item parcels are (almost) never appropriate: Two wrongs do not make a right"Camouflaging misspecification with item parcels in CFA models.. <i>Psychological Methods</i> , 2013, 18, 257-284.	3.5	290
62	Tracking, grading, and student motivation: Using group composition and status to predict self-concept and interest in ninth-grade mathematics.. <i>Journal of Educational Psychology</i> , 2006, 98, 788-806.	2.9	284
63	Passion: Does one scale fit all? Construct validity of two-factor passion scale and psychometric invariance over different activities and languages.. <i>Psychological Assessment</i> , 2013, 25, 796-809.	1.5	275
64	Evaluating Model Fit With Ordered Categorical Data Within a Measurement Invariance Framework: A Comparison of Estimators. <i>Structural Equation Modeling</i> , 2014, 21, 167-180.	3.8	274
65	Confirmatory Factor Analyses of Multitrait-Multimethod Data: A Comparison of Alternative Models. <i>Applied Psychological Measurement</i> , 1991, 15, 47-70.	1.0	271
66	Intrinsic, identified, and controlled types of motivation for school subjects in young elementary school children. <i>British Journal of Educational Psychology</i> , 2010, 80, 711-735.	2.9	267
67	Relationships between Flow, Self-Concept, Psychological Skills, and Performance. <i>Journal of Applied Sport Psychology</i> , 2001, 13, 129-153.	2.3	266
68	The Hierarchical Structure of Self-Concept and the Application of Hierarchical Confirmatory Factor Analysis. <i>Journal of Educational Measurement</i> , 1987, 24, 17-39.	1.2	265
69	Longitudinal tests of competing factor structures for the Rosenberg Self-Esteem Scale: Traits, ephemeral artifacts, and stable response styles.. <i>Psychological Assessment</i> , 2010, 22, 366-381.	1.5	263
70	Longitudinal multilevel models of the big-fish-little-pond effect on academic self-concept: Counterbalancing contrast and reflected-glory effects in Hong Kong schools.. <i>Journal of Personality and Social Psychology</i> , 2000, 78, 337-349.	2.8	262
71	Negative item bias in ratings scales for preadolescent children: A cognitive-developmental phenomenon.. <i>Developmental Psychology</i> , 1986, 22, 37-49.	1.6	259
72	The Effects of Gifted and Talented Programs on Academic Self-Concept: The Big Fish Strikes Again. <i>American Educational Research Journal</i> , 1995, 32, 285-319.	2.7	249

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73	Academic resilience and academic buoyancy: multidimensional and hierarchical conceptual framing of causes, correlates and cognate constructs. <i>Oxford Review of Education</i> , 2009, 35, 353-370.	2.0	249
74	Psychological Correlates of Flow in Sport. <i>Journal of Sport and Exercise Psychology</i> , 1998, 20, 358-378.	1.2	242
75	Effects of grading leniency and low workload on students' evaluations of teaching: Popular myth, bias, validity, or innocent bystanders?. <i>Journal of Educational Psychology</i> , 2000, 92, 202-228.	2.9	241
76	Causal ordering of academic self-concept and achievement: Reanalysis of a pioneering study and.... <i>Educational Psychologist</i> , 1999, 34, 155-167.	9.0	240
77	Explaining Paradoxical Relations Between Academic Self-Concepts and Achievements: Cross-Cultural Generalizability of the Internal/External Frame of Reference Predictions Across 26 Countries.. <i>Journal of Educational Psychology</i> , 2004, 96, 56-67.	2.9	237
78	Dimensional comparison theory.. <i>Psychological Review</i> , 2013, 120, 544-560.	3.8	236
79	The Big-Fish-Little-Pond Effect: Persistent Negative Effects of Selective High Schools on Self-Concept After Graduation. <i>American Educational Research Journal</i> , 2007, 44, 631-669.	2.7	235
80	A Short Version of the Self Description Questionnaire II: Operationalizing Criteria for Short-Form Evaluation With New Applications of Confirmatory Factor Analyses.. <i>Psychological Assessment</i> , 2005, 17, 81-102.	1.5	230
81	Integration of Multidimensional Self-Concept and Core Personality Constructs: Construct Validation and Relations to Well-Being and Achievement. <i>Journal of Personality</i> , 2006, 74, 403-456.	3.2	229
82	Content specificity of relations between academic achievement and academic self-concept.. <i>Journal of Educational Psychology</i> , 1992, 84, 35-42.	2.9	228
83	Studentsâ€™ Evaluations of University Teaching: Dimensionality, Reliability, Validity, Potential Biases and Usefulness. , 2007, , 319-383.		228
84	Failure of High-Ability High Schools to Deliver Academic Benefits Commensurate With Their Studentsâ€™ Ability Levels. <i>American Educational Research Journal</i> , 1991, 28, 445-480.	2.7	227
85	Academic motivation, selfâ€™concept, engagement, and performance in high school: Key processes from a longitudinal perspective. <i>Journal of Adolescence</i> , 2012, 35, 1111-1122.	2.4	225
86	Improving the peer-review process for grant applications: Reliability, validity, bias, and generalizability.. <i>American Psychologist</i> , 2008, 63, 160-168.	4.2	220
87	Coursework Selection: Relations to Academic Self-Concept and Achievement. <i>American Educational Research Journal</i> , 1997, 34, 691-720.	2.7	216
88	The Use of Studentsâ€™ Evaluations and an Individually Structured Intervention to Enhance University Teaching Effectiveness. <i>American Educational Research Journal</i> , 1993, 30, 217-251.	2.7	214
89	Self-concept: The construct validity of interpretations based upon the SDQ.. <i>Journal of Personality and Social Psychology</i> , 1983, 45, 173-187.	2.8	206
90	Multidimensional Adolescent Self-Concepts: Their Relationship to Age, Sex, and Academic Measures. <i>American Educational Research Journal</i> , 1985, 22, 422-444.	2.7	204

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91	School Athletic Participation: Mostly Gain with Little Pain. <i>Journal of Sport and Exercise Psychology</i> , 2003, 25, 205-228.	1.2	203
92	Multidimensional self-concepts: Relations with sex and academic achievement.. <i>Journal of Educational Psychology</i> , 1985, 77, 581-596.	2.9	199
93	The Multidimensional Structure of Academic Self-Concept: Invariance Over Gender and Age. <i>American Educational Research Journal</i> , 1993, 30, 841-860.	2.7	199
94	Self-Description Questionnaire: Age and sex effects in the structure and level of self-concept for preadolescent children.. <i>Journal of Educational Psychology</i> , 1984, 76, 940-956.	2.9	198
95	A 2 \times 2 taxonomy of multilevel latent contextual models: Accuracy \leftrightarrow bias trade-offs in full and partial error correction models.. <i>Psychological Methods</i> , 2011, 16, 444-467.	3.5	198
96	Self-concepts of young children 5 to 8 years of age: Measurement and multidimensional structure.. <i>Journal of Educational Psychology</i> , 1991, 83, 377-392.	2.9	194
97	The Work Tasks Motivation Scale for Teachers (WTMST). <i>Journal of Career Assessment</i> , 2008, 16, 256-279.	2.5	194
98	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
99	Juxtaposing math self-efficacy and self-concept as predictors of long-term achievement outcomes. <i>Educational Psychology</i> , 2014, 34, 29-48.	2.7	193
100	How do preschool children feel about themselves? Unraveling measurement and multidimensional self-concept structure.. <i>Developmental Psychology</i> , 2002, 38, 376-393.	1.6	192
101	Effects of internally focused feedback and attributional feedback on enhancement of academic self-concept.. <i>Journal of Educational Psychology</i> , 1991, 83, 17-27.	2.9	191
102	Structure, Stability, and Development of Young Children's Self \leftrightarrow Concepts: A Multicohort \leftrightarrow Multioccasion Study. <i>Child Development</i> , 1998, 69, 1030-1053.	3.0	190
103	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
104	Achievement, motivation, and educational choices: A longitudinal study of expectancy and value using a multiplicative perspective.. <i>Developmental Psychology</i> , 2015, 51, 1163-1176.	1.6	189
105	Disentangling Shape from Level Effects in Person-Centered Analyses: An Illustration Based on University Teachers \leftrightarrow ™ Multidimensional Profiles of Effectiveness. <i>Structural Equation Modeling</i> , 2015, 22, 39-59.	3.8	186
106	Doubly Latent Multilevel Analyses of Classroom Climate: An Illustration. <i>Journal of Experimental Education</i> , 2014, 82, 143-167.	2.6	183
107	Self-handicapping and defensive pessimism: Exploring a model of predictors and outcomes from a self-protection perspective.. <i>Journal of Educational Psychology</i> , 2001, 93, 87-102.	2.9	180
108	Big fish in little ponds aspire more: Mediation and cross-cultural generalizability of school-average ability effects on self-concept and career aspirations in science.. <i>Journal of Educational Psychology</i> , 2012, 104, 1033-1053.	2.9	180

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109	Applications of latent-variable models in educational psychology: The need for methodological-substantive synergies. <i>Contemporary Educational Psychology</i> , 2007, 32, 151-170.	2.9	179
110	Influences of internal and external frames of reference on the formation of math and English self-concepts.. <i>Journal of Educational Psychology</i> , 1990, 82, 107-116.	2.9	178
111	Employment During High School: Character Building or a Subversion of Academic Goals?. <i>Sociology of Education</i> , 1991, 64, 172.	2.6	177
112	Fear of failure: Friend or foe?. <i>Australian Psychologist</i> , 2003, 38, 31-38.	1.6	173
113	Introducing a Short Version of the Physical Self Description Questionnaire: New Strategies, Short-Form Evaluative Criteria, and Applications of Factor Analyses. <i>Journal of Sport and Exercise Psychology</i> , 2010, 32, 438-482.	1.2	172
114	A Multidimensional Physical Self-Concept and Its Relations to Multiple Components of Physical Fitness. <i>Journal of Sport and Exercise Psychology</i> , 1994, 16, 43-55.	1.2	167
115	General Growth Mixture Analysis of Adolescents' Developmental Trajectories of Anxiety: The Impact of Untested Invariance Assumptions on Substantive Interpretations. <i>Structural Equation Modeling</i> , 2011, 18, 613-648.	3.8	167
116	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
117	Do Multiple Dimensions of Self-Concept Become More Differentiated With Age? The Differential Distinctiveness Hypothesis.. <i>Journal of Educational Psychology</i> , 2003, 95, 687-706.	2.9	164
118	Enjoying mathematics or feeling competent in mathematics? Reciprocal effects on mathematics achievement and perceived math effort expenditure. <i>British Journal of Educational Psychology</i> , 2014, 84, 152-174.	2.9	164
119	Construct validity of the multidimensional structure of bullying and victimization: An application of exploratory structural equation modeling.. <i>Journal of Educational Psychology</i> , 2011, 103, 701-732.	2.9	162
120	Clarifying the role of social comparison in the big-fish-little-pond effect (BFLPE): An integrative study.. <i>Journal of Personality and Social Psychology</i> , 2009, 97, 156-170.	2.8	161
121	Methodological Measurement Fruitfulness of Exploratory Structural Equation Modeling (ESEM): New Approaches to Key Substantive Issues in Motivation and Engagement. <i>Journal of Psychoeducational Assessment</i> , 2011, 29, 322-346.	1.5	160
122	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
123	Relations among dimensions of self-attribution, dimensions of self-concept, and academic achievements.. <i>Journal of Educational Psychology</i> , 1984, 76, 1291-1308.	2.9	156
124	Earning its place as a pan-human theory: Universality of the big-fish-little-pond effect across 41 culturally and economically diverse countries.. <i>Journal of Educational Psychology</i> , 2009, 101, 403-419.	2.9	156
125	The Reciprocal Internal/External Frame of Reference Model. <i>American Educational Research Journal</i> , 2011, 48, 1315-1346.	2.7	154
126	Seven-year longitudinal study of the early prediction of reading achievement.. <i>Journal of Educational Psychology</i> , 1985, 77, 349-361.	2.9	152

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127	Causal modeling of self-concept, job satisfaction, and retention of nurses. <i>International Journal of Nursing Studies</i> , 2008, 45, 1449-1459.	5.6	151
128	Multidimensional students' evaluations of teaching effectiveness: A test of alternative higher-order structures.. <i>Journal of Educational Psychology</i> , 1991, 83, 285-296.	2.9	148
129	CONFIRMATORY FACTOR ANALYSIS OF MULTITRAIT-MULTIMETHOD MATRICES. <i>Journal of Educational Measurement</i> , 1983, 20, 231-248.	1.2	147
130	The Relation between Research Productivity and Teaching Effectiveness. <i>Journal of Higher Education</i> , 2002, 73, 603-641.	2.7	147
131	Complementary Variable- and Person-Centered Approaches to the Dimensionality of Psychometric Constructs: Application to Psychological Wellbeing at Work. <i>Journal of Business and Psychology</i> , 2017, 32, 395-419.	4.0	147
132	Motivation and engagement in English, mathematics and science high school subjects: Towards an understanding of multidimensional domain specificity. <i>Learning and Individual Differences</i> , 2007, 17, 269-279.	2.7	141
133	Expectancy-value in mathematics, gender and socioeconomic background as predictors of achievement and aspirations: A multi-cohort study. <i>Learning and Individual Differences</i> , 2015, 37, 161-168.	2.7	140
134	Reunification of East and West German School Systems: Longitudinal Multilevel Modeling Study of the Big-Fish-Little-Pond Effect on Academic Self-Concept. <i>American Educational Research Journal</i> , 2001, 38, 321-350.	2.7	139
135	The Influence of Student, Course, and Instructor Characteristics in Evaluations of University Teaching. <i>American Educational Research Journal</i> , 1980, 17, 219-237.	2.7	138
136	Competitive and Cooperative Physical Fitness Training Programs for Girls: Effects on Physical Fitness and Multidimensional Self-Concepts. <i>Journal of Sport and Exercise Psychology</i> , 1988, 10, 390-407.	1.2	138
137	Goodness of fit in confirmatory factor analysis: The effects of sample size and model parsimony. <i>Quality and Quantity</i> , 1994, 28, 185-217.	3.7	137
138	Within-school social comparison: How students perceive the standing of their class predicts academic self-concept.. <i>Journal of Educational Psychology</i> , 2009, 101, 853-866.	2.9	136
139	Top-down, bottom-up, and horizontal models: The direction of causality in multidimensional, hierarchical self-concept models.. <i>Journal of Personality and Social Psychology</i> , 1998, 75, 509-527.	2.8	135
140	Multilevel Causal Ordering of Academic Self-Concept and Achievement: Influence of Language of Instruction (English Compared With Chinese) for Hong Kong Students. <i>American Educational Research Journal</i> , 2002, 39, 727-763.	2.7	135
141	Factorial, convergent, and discriminant validity of timss math and science motivation measures: A comparison of Arab and Anglo-Saxon countries.. <i>Journal of Educational Psychology</i> , 2013, 105, 108-128.	2.9	134
142	Multitrait-Multimethod Analyses of the Self-description Questionnaire: Student-Teacher Agreement on Multidimensional Ratings of Student Self-concept. <i>American Educational Research Journal</i> , 1983, 20, 333-357.	2.7	133
143	Using the National Longitudinal Study of 1988 to evaluate theoretical models of self-concept: The Self-Description Questionnaire.. <i>Journal of Educational Psychology</i> , 1994, 86, 439-456.	2.9	133
144	Why Multicollinearity Matters: A Reexamination of Relations Between Self-Efficacy, Self-Concept, and Achievement.. <i>Journal of Educational Psychology</i> , 2004, 96, 518-522.	2.9	133

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145	Big-Fish-Little-Pond Effect. <i>American Educational Research Journal</i> , 2010, 47, 390-433.	2.7	130
146	Late Immersion and Language of Instruction in Hong Kong High Schools: Achievement Growth in Language and Nonlanguage Subjects. <i>Harvard Educational Review</i> , 2000, 70, 302-347.	0.9	128
147	Gender Effects in the Peer Reviews of Grant Proposals: A Comprehensive Meta-Analysis Comparing Traditional and Multilevel Approaches. <i>Review of Educational Research</i> , 2009, 79, 1290-1326.	7.5	128
148	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
149	A multilevel perspective on gender in classroom motivation and climate: Potential benefits of male teachers for boys?. <i>Journal of Educational Psychology</i> , 2008, 100, 78-95.	2.9	126
150	Subject-specific components of academic self-concept and self-efficacy. <i>Contemporary Educational Psychology</i> , 1991, 16, 331-345.	2.9	125
151	Adolescents' Perceptions of Masculine and Feminine Values in Sport and Physical Education: A Study of Gender Differences. <i>Sex Roles</i> , 2005, 52, 625-636.	2.4	125
152	Relations between global and specific domains of self: The importance of individual importance, certainty, and ideals.. <i>Journal of Personality and Social Psychology</i> , 1993, 65, 975-992.	2.8	124
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