

Herbert Marsh

List of Publications by Citations

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493 papers	57,859 citations	122 h-index	227 g-index
518 ext. papers	64,083 ext. citations	4 avg, IF	8.12 L-index

#	Paper	IF	Citations
493	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	3.7	3478
492	Goodness-of-fit indexes in confirmatory factor analysis: The effect of sample size.. <i>Psychological Bulletin</i> , 1988 , 103, 391-410	19.1	2520
491	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	19.1	1844
490	Choosing a multivariate model: Noncentrality and goodness of fit.. <i>Psychological Bulletin</i> , 1990 , 107, 247-255	19.1	967
489	Self-Concept: Its Multifaceted, Hierarchical Structure. <i>Educational Psychologist</i> , 1985 , 20, 107-123	6.8	770
488	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	20.5	767
487	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	2.1	733
486	Is More Ever Too Much? The Number of Indicators per Factor in Confirmatory Factor Analysis. <i>Multivariate Behavioral Research</i> , 1998 , 33, 181-220	2.3	718
485	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, 133-138	9.8	685
484	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	1.5	677
483	Academic self-concept, interest, grades, and standardized test scores: reciprocal effects models of causal ordering. <i>Child Development</i> , 2005 , 76, 397-416	4.9	670
482	The big-fish-little-pond effect on academic self-concept.. <i>Journal of Educational Psychology</i> , 1987 , 79, 280-295	5.3	630
481	Structural equation models of latent interactions: evaluation of alternative estimation strategies and indicator construction. <i>Psychological Methods</i> , 2004 , 9, 275-300	7.1	618
480	Exploratory Structural Equation Modeling, Integrating CFA and EFA: Application to Students' Evaluations of University Teaching. <i>Structural Equation Modeling</i> , 2009 , 16, 439-476	3.7	613
479	A multidimensional, hierarchical model of self-concept: Theoretical and empirical justification. <i>Educational Psychology Review</i> , 1990 , 2, 77-172	7.1	613
478	The Relationship Between Research and Teaching: A Meta-Analysis. <i>Review of Educational Research</i> , 1996 , 66, 507-542	10.3	594
477	Age and sex effects in multiple dimensions of self-concept: Preadolescence to early adulthood.. <i>Journal of Educational Psychology</i> , 1989 , 81, 417-430	5.3	591

476	A new look at the big five factor structure through exploratory structural equation modeling. <i>Psychological Assessment</i> , 2010 , 22, 471-91	5.3	565
475	Positive and negative global self-esteem: A substantively meaningful distinction or artifacts?. <i>Journal of Personality and Social Psychology</i> , 1996 , 70, 810-819	6.5	538
474	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	3.7	531
473	Making students' evaluations of teaching effectiveness effective: The critical issues of validity, bias, and utility.. <i>American Psychologist</i> , 1997 , 52, 1187-1197	9.5	518
472	Verbal and Math Self-Concepts: An Internal/External Frame of Reference Model. <i>American Educational Research Journal</i> , 1986 , 23, 129-149	2.9	515
471	Adventure Education and Outward Bound: Out-of-Class Experiences That Make a Lasting Difference. <i>Review of Educational Research</i> , 1997 , 67, 43-87	10.3	482
470	The multilevel latent covariate model: a new, more reliable approach to group-level effects in contextual studies. <i>Psychological Methods</i> , 2008 , 13, 203-29	7.1	450
469	Students' evaluations of university teaching: Dimensionality, reliability, validity, potential biases, and utility.. <i>Journal of Educational Psychology</i> , 1984 , 76, 707-754	5.3	438
468	SELF DESCRIPTION QUESTIONNAIRE III: THE CONSTRUCT VALIDITY OF MULTIDIMENSIONAL SELF-CONCEPT RATINGS BY LATE ADOLESCENTS. <i>Journal of Educational Measurement</i> , 1984 , 21, 153-174	1.1	431
467	The structure of academic self-concept: The Marsh/Shavelson model.. <i>Journal of Educational Psychology</i> , 1990 , 82, 623-636	5.3	419
466	Academic self-concept and academic achievement: Developmental perspectives on their causal ordering.. <i>Journal of Educational Psychology</i> , 2003 , 95, 124-136	5.3	418
465	Assessing Goodness of Fit. <i>Journal of Experimental Education</i> , 1996 , 64, 364-390	1.3	414
464	Big-fish-little-pond effect on academic self-concept. A cross-cultural (26-country) test of the negative effects of academically selective schools. <i>American Psychologist</i> , 2003 , 58, 364-76	9.5	412
463	Confirmatory Factor Analyses of Multitrait-Multimethod Data: Many Problems and a Few Solutions. <i>Applied Psychological Measurement</i> , 1989 , 13, 335-361	1.5	388
462	Academic self-concept and academic achievement: relations and causal ordering. <i>British Journal of Educational Psychology</i> , 2011 , 81, 59-77	3.2	387
461	Physical Self-Description Questionnaire: Psychometric Properties and a Multitrait-Multimethod Analysis of Relations to Existing Instruments. <i>Journal of Sport and Exercise Psychology</i> , 1994 , 16, 270-305	1.5	384
460	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	5.3	364
459	Causal ordering of academic self-concept and academic achievement: A multiwave, longitudinal panel analysis.. <i>Journal of Educational Psychology</i> , 1990 , 82, 646-656	5.3	358

458	A multifaceted academic self-concept: Its hierarchical structure and its relation to academic achievement.. <i>Journal of Educational Psychology</i> , 1988 , 80, 366-380	5.3	358
457	A Bifactor Exploratory Structural Equation Modeling Framework for the Identification of Distinct Sources of Construct-Relevant Psychometric Multidimensionality. <i>Structural Equation Modeling</i> , 2016 , 23, 116-139	3.7	351
456	Classroom Climate and Contextual Effects: Conceptual and Methodological Issues in the Evaluation of Group-Level Effects. <i>Educational Psychologist</i> , 2012 , 47, 106-124	6.8	324
455	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?. <i>Journal of Personality and Social Psychology</i> , 1984 , 47, 213-231	6.5	320
454	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	7.4	315
453	Confirmatory factor analysis models of factorial invariance: A multifaceted approach. <i>Structural Equation Modeling</i> , 1994 , 1, 5-34	3.7	310
452	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	2.3	305
451	Academic resilience and its psychological and educational correlates: A construct validity approach. <i>Psychology in the Schools</i> , 2006 , 43, 267-281	1.5	298
450	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	2.9	288
449	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, 542-52	4.1	284
448	Do Self-Concept Interventions Make a Difference? A Synergistic Blend of Construct Validation and Meta-Analysis. <i>Educational Psychologist</i> , 2006 , 41, 181-206	6.8	273
447	Achievement Emotions and Academic Performance: Longitudinal Models of Reciprocal Effects. <i>Child Development</i> , 2017 , 88, 1653-1670	4.9	263
446	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	6.5	253
445	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	10.3	250
444	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	3.7	244
443	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, 257-84	7.1	241
442	Who took the "x" out of expectancy-value theory? A psychological mystery, a substantive-methodological synergy, and a cross-national generalization. <i>Psychological Science</i> , 2011 , 22, 1058-66	7.9	241
441	Academic buoyancy: Towards an understanding of students' everyday academic resilience. <i>Journal of School Psychology</i> , 2008 , 46, 53-83	4.5	241

440	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	240
439	SEEQ: A RELIABLE, VALID, AND USEFUL INSTRUMENT FOR COLLECTING STUDENTS' EVALUATIONS OF UNIVERSITY TEACHING. <i>British Journal of Educational Psychology</i> , 1982 , 52, 77-95	3.2	240
438	Extracurricular School Activities: The Good, the Bad, and the Nonlinear. <i>Harvard Educational Review</i> , 2002 , 72, 464-515	1.6	239
437	Extracurricular activities: Beneficial extension of the traditional curriculum or subversion of academic goals?. <i>Journal of Educational Psychology</i> , 1992 , 84, 553-562	5.3	237
436	Confirmatory Factor Analyses of Multitrait-Multimethod Data: A Comparison of Alternative Models. <i>Applied Psychological Measurement</i> , 1991 , 15, 47-70	1.5	236
435	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, 327-51	2.8	235
434	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	5.3	230
433	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	2.9	227
432	The Hierarchical Structure of Self-Concept and the Application of Hierarchical Confirmatory Factor Analysis. <i>Journal of Educational Measurement</i> , 1987 , 24, 17-39	1.1	226
431	Negative item bias in ratings scales for preadolescent children: A cognitive-developmental phenomenon.. <i>Developmental Psychology</i> , 1986 , 22, 37-49	3.7	225
430	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	7.1	224
429	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	6.5	223
428	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	5.3	220
427	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	1.5	217
426	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, 366-81	5.3	205
425	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	2.9	205
424	Relationships between Flow, Self-Concept, Psychological Skills, and Performance. <i>Journal of Applied Sport Psychology</i> , 2001 , 13, 129-153	2	205
423	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	5.3	204

422	Causal ordering of academic self-concept and achievement: Reanalysis of a pioneering study and.... <i>Educational Psychologist</i> , 1999 , 34, 155-167	6.8	204
421	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	5.3	202
420	Failure of High-Ability High Schools to Deliver Academic Benefits Commensurate With Their Students' Ability Levels. <i>American Educational Research Journal</i> , 1991 , 28, 445-480	2.9	196
419	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	5.3	195
418	Coursework Selection: Relations to Academic Self-Concept and Achievement. <i>American Educational Research Journal</i> , 1997 , 34, 691-720	2.9	192
417	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	5.3	192
416	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, 403-56	4.4	192
415	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	3.7	191
414	Students' Evaluations of University Teaching: Dimensionality, Reliability, Validity, Potential Biases and Usefulness 2007 , 319-383		190
413	Content specificity of relations between academic achievement and academic self-concept.. <i>Journal of Educational Psychology</i> , 1992 , 84, 35-42	5.3	187
412	Improving the peer-review process for grant applications: reliability, validity, bias, and generalizability. <i>American Psychologist</i> , 2008 , 63, 160-8	9.5	176
411	Dimensional comparison theory. <i>Psychological Review</i> , 2013 , 120, 544-60	6.3	175
410	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	5.3	175
409	Structure, Stability, and Development of Young Children's Self-Concepts: A Multicohort/Multioccasion Study. <i>Child Development</i> , 1998 , 69, 1030-1053	4.9	174
408	Effects of internally focused feedback and attributional feedback on enhancement of academic self-concept.. <i>Journal of Educational Psychology</i> , 1991 , 83, 17-27	5.3	174
407	Multidimensional Adolescent Self-Concepts: Their Relationship to Age, Sex, and Academic Measures. <i>American Educational Research Journal</i> , 1985 , 22, 422-444	2.9	174
406	How do preschool children feel about themselves? Unraveling measurement and multidimensional self-concept structure.. <i>Developmental Psychology</i> , 2002 , 38, 376-393	3.7	172
405	The Use of Students' Evaluations and an Individually Structured Intervention to Enhance University Teaching Effectiveness. <i>American Educational Research Journal</i> , 1993 , 30, 217-251	2.9	171

404	The Multidimensional Structure of Academic Self-Concept: Invariance Over Gender and Age. <i>American Educational Research Journal</i> , 1993 , 30, 841-860	2.9	169
403	Self-concept: The construct validity of interpretations based upon the SDQ.. <i>Journal of Personality and Social Psychology</i> , 1983 , 45, 173-187	6.5	168
402	Multidimensional self-concepts: Relations with sex and academic achievement.. <i>Journal of Educational Psychology</i> , 1985 , 77, 581-596	5.3	166
401	Academic motivation, self-concept, engagement, and performance in high school: key processes from a longitudinal perspective. <i>Journal of Adolescence</i> , 2012 , 35, 1111-22	3.4	164
400	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	1.6	164
399	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	5.3	164
398	School Athletic Participation: Mostly Gain with Little Pain. <i>Journal of Sport and Exercise Psychology</i> , 2003 , 25, 205-228	1.5	163
397	Psychological Correlates of Flow in Sport. <i>Journal of Sport and Exercise Psychology</i> , 1998 , 20, 358-378	1.5	163
396	Application of Confirmatory Factor Analysis and Structural Equation Modeling in Sport and Exercise Psychology	7.4	159
395	A 2 \times 2 taxonomy of multilevel latent contextual models: accuracy-bias trade-offs in full and partial error correction models. <i>Psychological Methods</i> , 2011 , 16, 444-67	7.1	157
394	Intrinsic, identified, and controlled types of motivation for school subjects in young elementary school children. <i>British Journal of Educational Psychology</i> , 2010 , 80, 711-35	3.2	157
393	Applications of latent-variable models in educational psychology: The need for methodological-substantive synergies. <i>Contemporary Educational Psychology</i> , 2007 , 32, 151-170	5.6	147
392	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	5.3	144
391	Juxtaposing math self-efficacy and self-concept as predictors of long-term achievement outcomes. <i>Educational Psychology</i> , 2014 , 34, 29-48	2.2	142
390	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	5.3	142
389	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	5.3	142
388	Employment During High School: Character Building or a Subversion of Academic Goals?. <i>Sociology of Education</i> , 1991 , 64, 172	5	141
387	Doubly Latent Multilevel Analyses of Classroom Climate: An Illustration. <i>Journal of Experimental Education</i> , 2014 , 82, 143-167	1.3	140

386	The Work Tasks Motivation Scale for Teachers (WTMST). <i>Journal of Career Assessment</i> , 2008 , 16, 256-279.	2.5	140
385	CONFIRMATORY FACTOR ANALYSIS OF MULTITRAIT-MULTIMETHOD MATRICES. <i>Journal of Educational Measurement</i> , 1983 , 20, 231-248	1.1	135
384	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	3.7	133
383	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, 438-82	1.5	131
382	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	5.3	129
381	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	5.3	129
380	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, 156-70	6.5	129
379	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	6.5	128
378	Seven-year longitudinal study of the early prediction of reading achievement.. <i>Journal of Educational Psychology</i> , 1985 , 77, 349-361	5.3	127
377	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	1.3	125
376	Achievement, motivation, and educational choices: A longitudinal study of expectancy and value using a multiplicative perspective. <i>Developmental Psychology</i> , 2015 , 51, 1163-76	3.7	124
375	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	5.3	124
374	Relations among dimensions of self-attribution, dimensions of self-concept, and academic achievements.. <i>Journal of Educational Psychology</i> , 1984 , 76, 1291-1308	5.3	123
373	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	5.3	122
372	The Relation between Research Productivity and Teaching Effectiveness. <i>Journal of Higher Education</i> , 2002 , 73, 603-641	2.7	122
371	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	5.3	119
370	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	1.5	119
369	Disentangling Shape from Level Effects in Person-Centered Analyses: An Illustration Based on University Teachers' Multidimensional Profiles of Effectiveness. <i>Structural Equation Modeling</i> , 2015 , 22, 39-59	3.7	118

368	The Reciprocal Internal/External Frame of Reference Model: An Integration of Models of Relations Between Academic Achievement and Self-Concept. <i>American Educational Research Journal</i> , 2011 , 48, 1315-1346	2.9	118
367	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, 152-74	3.2	116
366	Causal modeling of self-concept, job satisfaction, and retention of nurses. <i>International Journal of Nursing Studies</i> , 2008 , 45, 1449-59	5.8	115
365	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	2.9	115
364	Fear of failure: Friend or foe?. <i>Australian Psychologist</i> , 2003 , 38, 31-38	1.7	114
363	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	2.9	114
362	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	1.6	112
361	Why Multicollinearity Matters: A Reexamination of Relations Between Self-Efficacy, Self-Concept, and Achievement.. <i>Journal of Educational Psychology</i> , 2004 , 96, 518-522	5.3	110
360	Multidimensional students' evaluations of teaching effectiveness: A test of alternative higher-order structures.. <i>Journal of Educational Psychology</i> , 1991 , 83, 285-296	5.3	109
359	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	1.5	109
358	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	5.3	108
357	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	5.3	107
356	Subject-specific components of academic self-concept and self-efficacy. <i>Contemporary Educational Psychology</i> , 1991 , 16, 331-345	5.6	107
355	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	2.9	106
354	The Influence of Student, Course, and Instructor Characteristics in Evaluations of University Teaching. <i>American Educational Research Journal</i> , 1980 , 17, 219-237	2.9	105
353	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	3.1	104
352	Self-handicapping and defensive pessimism: A model of self-protection from a longitudinal perspective. <i>Contemporary Educational Psychology</i> , 2003 , 28, 1-36	5.6	103
351	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	7.1	101

350	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	10.3	100
349	Cultural Perspectives on School Motivation: The Relevance and Application of Goal Theory. <i>American Educational Research Journal</i> , 1997 , 34, 207-236	2.9	99
348	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	5.3	99
347	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	5.3	98
346	Self-concept: A synergy of theory, method, and application. 2012 , 427-458		97
345	Goodness of fit in confirmatory factor analysis: The effects of sample size and model parsimony. <i>Quality and Quantity</i> , 1994 , 28, 185-217	2.4	97
344	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	4.9	96
343	Big-Fish-Little-Pond Effect: Generalizability and Moderation—Two Sides of the Same Coin. <i>American Educational Research Journal</i> , 2010 , 47, 390-433	2.9	96
342	Motivating Boys and Motivating Girls: Does Teacher Gender Really Make a Difference?. <i>Australian Journal of Education</i> , 2005 , 49, 320-334	2.1	96
341	Self??other agreement on multidimensional self-concept ratings: Factor analysis and multitrait??multimethod analysis.. <i>Journal of Personality and Social Psychology</i> , 1985 , 49, 1360-1377	6.5	96
340	Teacher frame of reference and the big-fish??little-pond effect. <i>Contemporary Educational Psychology</i> , 2005 , 30, 263-285	5.6	95
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