

Herbert Marsh

List of Publications by Year in Descending Order

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The third column is the impact factor (IF) of the journal, and the fourth column is the number of citations of the article.

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	The Dimensionality of Reading Self-Concept: Examining Its Stability Using Local Structural Equation Models.. <i>Assessment</i> , 2022 , 10731911211069675	3.7	2
492	Uncovering everyday dynamics in students' perceptions of instructional quality with experience sampling. <i>Learning and Instruction</i> , 2022 , 101594	5.8	0
491	Intervention-enabled autonomy-supportive teaching improves the PE classroom climate to reduce antisocial behavior. <i>Psychology of Sport and Exercise</i> , 2022 , 60, 102174	4.2	1
490	School grades and students' emotions: Longitudinal models of within-person reciprocal effects. <i>Learning and Instruction</i> , 2022 , 101626	5.8	2
489	The baby and the bathwater: On the need for substantive methodological synergy in organizational research. <i>Industrial and Organizational Psychology</i> , 2021 , 14, 497-504	0.5	2
488	Investigating the Association between the Big Fish Little Pond Effect and Grading on a Curve: A Large-Scale Quasi-Experimental Study. <i>International Journal of Educational Research</i> , 2021 , 110, 101853	2.1	0
487	Illusory gender-equality paradox, math self-concept, and frame-of-reference effects: New integrative explanations for multiple paradoxes. <i>Journal of Personality and Social Psychology</i> , 2021 , 121, 168-183	6.5	3
486	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	5.8	3
485	Ability Stratification Predicts the Size of the Big-Fish-Little-Pond Effect. <i>Educational Researcher</i> , 2021 , 50, 334-344	4.8	3
484	A growth mindset lowers perceived cognitive load and improves learning: Integrating motivation to cognitive load.. <i>Journal of Educational Psychology</i> , 2021 , 113, 1177-1191	5.3	9
483	The immigrant paradox and math self-concept: An SES-of-origin-country hypothesis. <i>Learning and Instruction</i> , 2021 , 101539	5.8	0
482	Control-value appraisals, achievement emotions, and foreign language performance: A latent interaction analysis. <i>Learning and Instruction</i> , 2020 , 69, 101356	5.8	32
481	Development in relationship self-concept from high school to university predicts adjustment. <i>Developmental Psychology</i> , 2020 , 56, 1547-1555	3.7	1
480	Value Beliefs About Math. <i>European Journal of Psychological Assessment</i> , 2020 , 36, 259-268	2.2	4
479	Job satisfaction of teachers and their principals in relation to climate and student achievement.. <i>Journal of Educational Psychology</i> , 2020 , 112, 1061-1073	5.3	17
478	The well-being profile (WB-Pro): Creating a theoretically based multidimensional measure of well-being to advance theory, research, policy, and practice. <i>Psychological Assessment</i> , 2020 , 32, 294-313	5.3	31
477	Investigating the reciprocal relations between academic buoyancy and academic adversity: Evidence for the protective role of academic buoyancy in reducing academic adversity over time. <i>International Journal of Behavioral Development</i> , 2020 , 44, 301-312	2.6	9

476	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	2.3	54
475	The Intersection of Gender, Social Class, and Cultural Context: a Meta-Analysis. <i>Educational Psychology Review</i> , 2020 , 32, 197-228	7.1	11
474	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	5.6	7
473	Countries, parental occupation, and girls' interest in science. <i>Lancet, The</i> , 2019 , 393, e6-e8	4.0	11
472	Young Women Face Disadvantage to Enrollment in University STEM Coursework Regardless of Prior Achievement and Attitudes. <i>American Educational Research Journal</i> , 2019 , 56, 1629-1680	2.9	8
471	Three Paradoxical Effects on Academic Self-Concept Across Countries, Schools, and Students. <i>European Psychologist</i> , 2019 , 24, 231-242	4.4	9
470	The negative year in school effect: Extending scope and strengthening causal claims.. <i>Journal of Educational Psychology</i> , 2019 , 111, 118-130	5.3	4
469	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
468	Happy fish in little ponds: Testing a reference group model of achievement and emotion. <i>Journal of Personality and Social Psychology</i> , 2019 , 117, 166-185	6.5	37
467	The Centrality of Academic Self-Concept to Motivation and Learning 2019 , 36-62		5
466	The dimensional structure of students' self-concept and interest in science depends on course composition. <i>Learning and Instruction</i> , 2019 , 60, 20-28	5.8	7
465	A Systematic Evaluation and Comparison Between Exploratory Structural Equation Modeling and Bayesian Structural Equation Modeling. <i>Structural Equation Modeling</i> , 2019 , 26, 529-556	3.7	19
464	Inequity and Excellence in Academic Performance: Evidence From 27 Countries. <i>American Educational Research Journal</i> , 2018 , 55, 836-858	2.9	19
463	Psychometric Validation of the Parental Bonding Instrument in a U.K. Population-Based Sample: Role of Gender and Association With Mental Health in Mid-Late Life. <i>Assessment</i> , 2018 , 25, 716-728	3.7	15
462	Dimensional comparisons: How academic track students' achievements are related to their expectancy and value beliefs across multiple domains. <i>Contemporary Educational Psychology</i> , 2018 , 52, 1-14	5.6	48
461	Individually Weighted-Average Models: Testing a Taxonomic SEM Approach Across Different Multidimensional/Global Constructs Because the Weights Don't Make No Nevermind. <i>Structural Equation Modeling</i> , 2018 , 25, 137-159	3.7	7
460	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	3.4	22
459	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	5.8	29

458	Control-Value Appraisals, Enjoyment, and Boredom in Mathematics: A Longitudinal Latent Interaction Analysis. <i>American Educational Research Journal</i> , 2018 , 55, 1339-1368	2.9	45
457	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	3.7	73
456	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	5.3	9
455	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	5.3	28
454	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
453	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
452	Achievement Emotions and Academic Performance: Longitudinal Models of Reciprocal Effects. <i>Child Development</i> , 2017 , 88, 1653-1670	4.9	263
451	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	5.8	72
450	How well do parents know their adolescent children? Parent inferences of student self-concepts reflect dimensional comparison processes. <i>Learning and Instruction</i> , 2017 , 47, 25-32	5.8	8
449	Music self-concept and self-esteem formation in adolescence: A comparison between individual and normative models of importance within a latent framework. <i>Psychology of Music</i> , 2017 , 45, 763-780	1.2	5
448	The factor structure of the Values in Action Inventory of Strengths (VIA-IS): An item-level exploratory structural equation modeling (ESEM) bifactor analysis. <i>Psychological Assessment</i> , 2017 , 29, 1053-1058	5.3	33
447	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	5.3	17
446	Math self-concept, grades, and achievement test scores: Long-term reciprocal effects across five waves and three achievement tracks.. <i>Journal of Educational Psychology</i> , 2017 , 109, 621-634	5.3	47
445	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
444	The Music Self-Perception Inventory: Development of a short form. <i>Psychology of Music</i> , 2016 , 44, 915-934	3.4	14
443	Testing the Factor Structure and Measurement Invariance Across Gender of the Big Five Inventory Through Exploratory Structural Equation Modeling. <i>Journal of Personality Assessment</i> , 2016 , 98, 88-99	2.8	30
442	A Bayesian Approach for Estimating Multilevel Latent Contextual Models. <i>Structural Equation Modeling</i> , 2016 , 23, 661-679	3.7	25
441	Don't aim too high for your kids: Parental overaspiration undermines students' learning in mathematics. <i>Journal of Personality and Social Psychology</i> , 2016 , 111, 766-779	6.5	41

440	Further Reflections on Disentangling Shape and Level Effects in Person-Centered Analyses: An Illustration Exploring the Dimensionality of Psychological Health. <i>Structural Equation Modeling</i> , 2016 , 23, 438-454	3.7	77
439	A Multination Study of Socioeconomic Inequality in Expectations for Progression to Higher Education: The Role of Between-School Tracking and Ability Stratification. <i>American Educational Research Journal</i> , 2016 , 53, 6-32	2.9	38
438	Math self-concept in preschool children: Structure, achievement relations, and generalizability across gender. <i>Early Childhood Research Quarterly</i> , 2016 , 36, 391-403	3.3	35
437	Probing the Unique Contributions of Self-Concept, Task Values, and Their Interactions Using Multiple Value Facets and Multiple Academic Outcomes. <i>AERA Open</i> , 2016 , 2, 233285841562688	2.2	63
436	Measurement Invariance of the Self-Description Questionnaire II in a Chinese Sample. <i>European Journal of Psychological Assessment</i> , 2016 , 32, 128-139	2.2	14
435	Breaking the double-edged sword of effort/trying hard: Developmental equilibrium and longitudinal relations among effort, achievement, and academic self-concept. <i>Developmental Psychology</i> , 2016 , 52, 1273-90	3.7	49
434	The Quest for Comparability: Studying the Invariance of the Teachers' Sense of Self-Efficacy (TSES) Measure across Countries. <i>PLoS ONE</i> , 2016 , 11, e0150829	3.7	15
433	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	3.7	14
432	Cultural perspectives on Indigenous and non-Indigenous Australian students' school motivation and engagement. <i>Contemporary Educational Psychology</i> , 2016 , 47, 11-23	5.6	14
431	Cross-cultural generalizability of year in school effects: Negative effects of acceleration and positive effects of retention on academic self-concept.. <i>Journal of Educational Psychology</i> , 2016 , 108, 256-273	5.3	23
430	The big-fish-little-pond effect: Generalizability of social comparison processes over two age cohorts from Western, Asian, and Middle Eastern Islamic countries.. <i>Journal of Educational Psychology</i> , 2015 , 107, 258-271	5.3	44
429	Phantom effects in school composition research: consequences of failure to control biases due to measurement error in traditional multilevel models. <i>School Effectiveness and School Improvement</i> , 2015 , 26, 75-101	2	39
428	The Internal/External Frame of Reference Model of Self-Concept and Achievement Relations: Age-Cohort and Cross-Cultural Differences. <i>American Educational Research Journal</i> , 2015 , 52, 168-202	2.9	70
427	Profiles of dual commitment to the occupation and organization: Relations to well-being and turnover intentions. <i>Asia Pacific Journal of Management</i> , 2015 , 32, 717-744	2.5	50
426	If one goes up the other must come down: Examining ipsative relationships between math and English self-concept trajectories across high school. <i>British Journal of Educational Psychology</i> , 2015 , 85, 172-91	3.2	23
425	Exploring commitment and turnover intentions among teachers: What we can learn from Hong Kong teachers. <i>Teaching and Teacher Education</i> , 2015 , 52, 11-23	2.9	46
424	Directionality of the Associations of High School Expectancy-Value, Aspirations, and Attainment: A Longitudinal Study. <i>American Educational Research Journal</i> , 2015 , 52, 371-402	2.9	77
423	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

422	Dimensional Comparison Theory: Paradoxical relations between self-beliefs and achievements in multiple domains. <i>Learning and Instruction</i> , 2015 , 35, 16-32	5.8	72
421	Physical self-concept changes in a selective sport high school: a longitudinal cohort-sequence analysis of the big-fish-little-pond effect. <i>Journal of Sport and Exercise Psychology</i> , 2015 , 37, 150-63	1.5	7
420	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
419	Developmental investigation of the domain-specific nature of the life satisfaction construct across the post-school transition. <i>Developmental Psychology</i> , 2015 , 51, 1074-85	3.7	6
418	Contrast and assimilation effects of dimensional comparisons in five subjects: An extension of the I/E model.. <i>Journal of Educational Psychology</i> , 2015 , 107, 1086-1101	5.3	55
417	Will closing the achievement gap solve the problem? An analysis of primary and secondary effects for indigenous university entry. <i>Journal of Sociology</i> , 2015 , 51, 1085-1102	2	7
416	Internal/External Frame of Reference Model 2015 , 425-432		4
415	The Big-Fish-Little-Pond Effect, Competence Self-perceptions, and Relativity: Substantive Advances and Methodological Innovation. <i>Advances in Motivation Science</i> , 2015 , 2, 127-184	5	82
414	Academic Self-Concept and Achievement 2015 , 54-63		1
413	Teachers' Commitment and psychological well-being: implications of self-beliefs for teaching in Hong Kong. <i>Educational Psychology</i> , 2015 , 35, 926-945	2.2	33
412	Self-Concept: From Unidimensional to Multidimensional and Beyond 2015 , 460-468		1
411	The Reciprocal Effects Model Revisited: Extending Its Reach to Gifted Students Attending Academically Selective Schools. <i>Gifted Child Quarterly</i> , 2015 , 59, 143-156	2.3	19
410	Validity of Social, Moral and Emotional Facets of Self-Description Questionnaire II. <i>Journal of Experimental Education</i> , 2015 , 83, 1-23	1.3	15
409	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	3.1	92
408	Tracking the Elusive Actual-Ideal Discrepancy Model Within Latent Subpopulations. <i>Journal of Individual Differences</i> , 2015 , 36, 65-72	1.8	12
407	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
406	The reciprocal relations between self-concept, motivation and achievement: juxtaposing academic self-concept and achievement goal orientations for mathematics success. <i>Educational Psychology</i> , 2014 , 34, 49-72	2.2	74
405	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

404	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
403	Interaction Effects in Latent Growth Models: Evaluation of Alternative Estimation Approaches. <i>Structural Equation Modeling</i> , 2014 , 21, 361-374	3.7	4
402	Dimensional comparison theory: an extension of the internal/external frame of reference effect on academic self-concept formation. <i>Contemporary Educational Psychology</i> , 2014 , 39, 326-341	5.6	71
401	Why is support for Jamesian actual-ideal discrepancy model so elusive? A latent-variable approach. <i>Personality and Individual Differences</i> , 2014 , 69, 62-68	3.3	5
400	Mathematics and Science Achievements Predicted by Self-Concept and Subject Value Among 8th Grade Saudi Students: Invariance Across Gender. <i>International Perspectives in Psychology: Research, Practice, Consultation</i> , 2014 , 3, 268-283	0.8	4
399	Testing measurement invariance across Spanish and English versions of the physical self-description questionnaire: an application of exploratory structural equation modeling. <i>Journal of Sport and Exercise Psychology</i> , 2014 , 36, 179-88	1.5	15
398	Character building or subversive consequences of employment during high school: Causal effects based on propensity score models for categorical treatments.. <i>Journal of Educational Psychology</i> , 2014 , 106, 584-603	5.3	5
397	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
396	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
395	Importance models of the physical self: Improved methodology supports a normative-cultural importance model but not the individual importance model. <i>European Journal of Social Psychology</i> , 2014 , 44, 154-174	2.9	9
394	Doubly Latent Multilevel Analyses of Classroom Climate: An Illustration. <i>Journal of Experimental Education</i> , 2014 , 82, 143-167	1.3	140
393	The Big-Fish-Little-Pond Effect in Mathematics: A Cross-Cultural Comparison of U.S. and Saudi Arabian TIMSS Responses. <i>Journal of Cross-Cultural Psychology</i> , 2014 , 45, 777-804	1.9	31
392	Big-fish-little-pond social comparison and local dominance effects: Integrating new statistical models, methodology, design, theory and substantive implications. <i>Learning and Instruction</i> , 2014 , 33, 50-66	5.8	46
391	Effects of Single-Sex Schooling in the Final Years of High School: A Comparison of Analysis of Covariance and Propensity Score Matching. <i>Sex Roles</i> , 2013 , 69, 404-422	3.1	12
390	Construct validity of self-concept in TIMSS student background questionnaire: a test of separation and conflation of cognitive and affective dimensions of self-concept among Saudi eighth graders. <i>European Journal of Psychology of Education</i> , 2013 , 28, 1201-1220	2.3	23
389	Designing Instructional Text in a Conversational Style: A Meta-analysis. <i>Educational Psychology Review</i> , 2013 , 25, 445-472	7.1	53
388	School life and adolescents' self-esteem trajectories. <i>Child Development</i> , 2013 , 84, 1967-88	4.9	64
387	Dimensional comparison theory. <i>Psychological Review</i> , 2013 , 120, 544-60	6.3	175

386	The internal/external frame of reference of academic self-concept: Extension to a foreign language and the role of language of instruction.. <i>Journal of Educational Psychology</i> , 2013 , 105, 489-503	5.3	32
385	Differential school contextual effects for math and English: Integrating the big-fish-little-pond effect and the internal/external frame of reference. <i>Learning and Instruction</i> , 2013 , 23, 78-89	5.8	34
384	Latent-variable approaches to the Jamesian model of importance-weighted averages. <i>Personality and Social Psychology Bulletin</i> , 2013 , 39, 100-114	4.1	11
383	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
382	The Big-Fish-Little-Pond Effect and a National Policy of Within-School Ability Streaming: Alternative Frames of Reference. <i>American Educational Research Journal</i> , 2013 , 50, 326-370	2.9	45
381	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
380	Domain Specificity Between Peer Support and Self-Concept. <i>Journal of Early Adolescence</i> , 2013 , 33, 227-244	2.4	11
379	A Comparison of Strategies for Forming Product Indicators for Unequal Numbers of Items in Structural Equation Models of Latent Interactions. <i>Structural Equation Modeling</i> , 2013 , 20, 551-567	3.7	22
378	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
377	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
376	Moderation 2013 ,		17
375	Self-concept: A synergy of theory, method, and application. 2012 , 427-458		97
374	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
373	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
372	Personality traits moderate the Big-Fish-Little-Pond Effect of academic self-concept. <i>Learning and Individual Differences</i> , 2012 , 22, 736-746	3.1	35
371	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
370	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
369	A 2 D 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

368	Assessing Educational Effectiveness: Policy Implications from Diverse Areas of Research*. <i>Fiscal Studies</i> , 2011 , 32, 279-295	6	6
367	Academic self-concept and academic achievement: relations and causal ordering. <i>British Journal of Educational Psychology</i> , 2011 , 81, 59-77	3.2	387
366	The Longitudinal Interplay of Adolescents' Self-Esteem and Body Image: A Conditional Autoregressive Latent Trajectory Analysis. <i>Multivariate Behavioral Research</i> , 2011 , 46, 157-201	2.3	61
365	Gender differences in peer reviews of grant applications: A substantive-methodological synergy in support of the null hypothesis model. <i>Journal of Informetrics</i> , 2011 , 5, 167-180	3.1	28
364	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
363	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
362	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
361	The Big Fish down under: Examining Moderators of the Big-Fish-Little-Pond Effect for Australia's High Achievers. <i>Australian Journal of Education</i> , 2011 , 55, 93-114	2.1	16
360	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
359	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
358	The negative effect of school-average ability on science self-concept in the UK, the UK countries and the world: the Big-Fish-Little-Pond-Effect for PISA 2006. <i>Educational Psychology</i> , 2011 , 31, 629-656	2.2	36
357	Use of student ratings to benchmark universities: Multilevel modeling of responses to the Australian Course Experience Questionnaire (CEQ).. <i>Journal of Educational Psychology</i> , 2011 , 103, 733-748	5.3	29
356	Quantitative Modelling of Correlational and Multilevel Data in Educational Research: A Construct Validity Approach to Exploring and Testing Theory 2011 , 209-224		
355	Phantom behavioral assimilation effects: systematic biases in social comparison choice studies. <i>Journal of Personality</i> , 2010 , 78, 671-710	4.4	15
354	Longitudinal Approaches to Stages of Change Measurement: Effects on Cognitive and Behavioral Physical Activity Factors. <i>Measurement and Evaluation in Counseling and Development</i> , 2010 , 43, 108-120	0.8	6
353	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
352	Stages of change in physical activity: a validation study in late adolescence. <i>Health Education and Behavior</i> , 2010 , 37, 318-29	4.2	14
351	What Happens to Physical Activity Behavior, Motivation, Self-Concept, and Flow After Completing School? A Longitudinal Study. <i>Journal of Applied Sport Psychology</i> , 2010 , 22, 437-457	2	6

350	Fathers and Male Teachers: Effects on Boys Academic and Non-Academic Development. <i>Childhood Education</i> , 2010 , 86, 404-408	0.3	4
349	National Student Survey: are differences between universities and courses reliable and meaningful?. <i>Oxford Review of Education</i> , 2010 , 36, 693-712	1.6	62
348	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
347	Structural Equation Models of Latent Interactions: An Appropriate Standardized Solution and Its Scale-Free Properties. <i>Structural Equation Modeling</i> , 2010 , 17, 1-22	3.7	41
346	Structural Equation Models of Latent Interactions: Clarification of Orthogonalizing and Double-Mean-Centering Strategies. <i>Structural Equation Modeling</i> , 2010 , 17, 374-391	3.7	85
345	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
344	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
343	Longitudinal modelling of academic buoyancy and motivation: do the '5Cs' hold up over time?. <i>British Journal of Educational Psychology</i> , 2010 , 80, 473-96	3.2	81
342	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
341	Long-Term Total Negative Effects of School-Average Ability on Diverse Educational Outcomes. <i>Zeitschrift Fur Padagogische Psychologie</i> , 2010 , 24, 51-72	1.3	24
340	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
339	Addressing the challenges faced by early adolescents: a mixed-method evaluation of the benefits of peer support. <i>American Journal of Community Psychology</i> , 2009 , 44, 54-75	3.5	16
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