

Kendra J Thomas

List of Publications by Year in descending order

Source: <https://exaly.com/author-pdf/3402103/publications.pdf>

Version: 2024-02-01

22
papers

234
citations

1163117

8
h-index

1125743

13
g-index

24
all docs

24
docs citations

24
times ranked

186
citing authors

#	ARTICLE	IF	CITATIONS
1	The relationship of school climate, teacher defending and friends on students' perceptions of bullying in high school. <i>Journal of Adolescence</i> , 2018, 62, 128-139.	2.4	53
2	Fairness, trust, and school climate as foundational to growth mindset: A study among Brazilian children and adolescents. <i>Educational Psychology</i> , 2019, 39, 510-529.	2.7	20
3	Educational privilege: The role of school context in the development just world beliefs among Brazilian adolescents. <i>International Journal of Psychology</i> , 2017, 52, 106-113.	2.8	16
4	Brazilian Adolescents'™ Just World Beliefs and Its Relationships with School Fairness, Student Conduct, and Legal Authorities. <i>Social Justice Research</i> , 2018, 31, 41-60.	1.1	15
5	Socializing justice: The interface of just world beliefs and legal socialization. <i>Journal of Social Issues</i> , 2021, 77, 314-335.	3.3	15
6	PARENTAL LEGITIMACY, PROCEDURAL JUSTICE, AND COMPLIANCE WITH PARENTAL RULES AMONG BRAZILIAN PREADOLESCENTS. <i>International Journal of Child, Youth & Family Studies: IJCYFS</i> , 2018, 9, 21.	0.2	15
7	How fair is my world? Development of just world beliefs among Kenyan students. <i>Journal of Adolescence</i> , 2016, 49, 244-253.	2.4	14
8	The Just World Gap, Privilege, and Legal Socialization: A Study Among Brazilian Preadolescents. <i>Social Justice Research</i> , 2020, 33, 18-43.	1.1	13
9	Justice Perceptions and Demographics of Privilege Among Brazilian Adolescents. <i>Psychological Reports</i> , 2018, 121, 1086-1105.	1.7	10
10	The relationships between bonding social capital, personal belief in a just world and well-being: an analysis of a diverse student sample. <i>Social Psychology of Education</i> , 2020, 23, 1609-1626.	2.5	10
11	The Contextual Difference. <i>Education and Urban Society</i> , 2016, 48, 364-383.	1.5	8
12	A dark lens or a dark world? Conceptualising Justice Capital. <i>International Journal of Psychology</i> , 2022, 57, 190-198.	2.8	7
13	What Predicts Pre-adolescent Compliance with Family Rules? A Longitudinal Analysis of Parental Discipline, Procedural Justice, and Legitimacy Evaluations. <i>Journal of Youth and Adolescence</i> , 2020, 49, 936-950.	3.5	6
14	Socially responsible children: A link between school climate and aggression and victimization. <i>International Journal of Behavioral Development</i> , 2021, 45, 504-512.	2.4	6
15	Belief in a just world, perceived control, perceived risk, and hopelessness during the COVID-19 pandemic: Findings from a globally diverse sample. <i>Current Psychology</i> , 2022, 41, 8400-8409.	2.8	6
16	The predictive value of school climate and teacher techniques on students'™ just world beliefs: a comprehensive Brazilian sample. <i>Social Psychology of Education</i> , 2019, 22, 1239-1257.	2.5	5
17	Changes in Character Virtues are Driven by Classroom Relationships: A Longitudinal Study of Elementary School Children. <i>School Mental Health</i> , 2022, 14, 266-277.	2.1	5
18	Reducing barriers to primary school education for girls in rural Kenya: reusable pads'™ intervention. <i>International Journal of Adolescent Medicine and Health</i> , 2019, 31, .	1.3	4

#	ARTICLE	IF	CITATIONS
19	Youth gun carrying and household firearm ownership in 22 US states. <i>Journal of Community Psychology</i> , 2022, 50, 3640-3658.	1.8	4
20	Factors that Differentiate Preadolescents' Perception-Change of Parental Legitimacy. <i>International Journal of Child, Youth & Family Studies: IJCYFS</i> , 2020, 11, 22-44.	0.2	1
21	Just environments foster character: A longitudinal assessment of school climate. <i>Journal of Moral Education</i> , 0, , 1-18.	1.5	1
22	Translational Research on Caregiver Reading and Playing Behaviors: Evidence from an In Vivo Community-based Intervention throughout the COVID-19 Pandemic. <i>Journal of Child and Family Studies</i> , 0, , .	1.3	0