

Einar M Skaalvik

List of Publications by Year in descending order

Source: <https://exaly.com/author-pdf/3452516/publications.pdf>

Version: 2024-02-01

30
papers

6,038
citations

279798

23
h-index

454955

30
g-index

30
all docs

30
docs citations

30
times ranked

3835
citing authors

#	ARTICLE	IF	CITATIONS
1	Teacher Stress and Coping Strategiesâ€”The Struggle to Stay in Control. <i>Creative Education</i> , 2021, 12, 1273-1295.	0.4	8
2	Collective teacher culture: exploring an elusive construct and its relations with teacher autonomy, belonging, and job satisfaction. <i>Social Psychology of Education</i> , 2021, 24, 1389-1406.	2.5	11
3	Teacher burnout: relations between dimensions of burnout, perceived school context, job satisfaction and motivation for teaching. A longitudinal study. <i>Teachers and Teaching: Theory and Practice</i> , 2020, 26, 602-616.	1.9	54
4	Teacher Self-Efficacy and Collective Teacher Efficacy: Relations with Perceived Job Resources and Job Demands, Feeling of Belonging, and Teacher Engagement. <i>Creative Education</i> , 2019, 10, 1400-1424.	0.4	43
5	Job demands and job resources as predictors of teacher motivation and well-being. <i>Social Psychology of Education</i> , 2018, 21, 1251-1275.	2.5	193
6	Still motivated to teach? A study of school context variables, stress and job satisfaction among teachers in senior high school. <i>Social Psychology of Education</i> , 2017, 20, 15-37.	2.5	141
7	Motivated for teaching? Associations with school goal structure, teacher self-efficacy, job satisfaction and emotional exhaustion. <i>Teaching and Teacher Education</i> , 2017, 67, 152-160.	3.2	175
8	Teacher Stress and Teacher Self-Efficacy: Relations and Consequences. <i>Aligning Perspectives on Health, Safety and Well-being</i> , 2017, , 101-125.	0.3	42
9	Dimensions of teacher burnout: relations with potential stressors at school. <i>Social Psychology of Education</i> , 2017, 20, 775-790.	2.5	125
10	Relations between classroom goal structures and studentsâ€™ goal orientations in mathematics classes: When is a mastery goal structure adaptive?. <i>Social Psychology of Education</i> , 2016, 19, 135-150.	2.5	18
11	Teacher Stress and Teacher Self-Efficacy as Predictors of Engagement, Emotional Exhaustion, and Motivation to Leave the Teaching Profession. <i>Creative Education</i> , 2016, 07, 1785-1799.	0.4	188
12	Job Satisfaction, Stress and Coping Strategies in the Teaching Professionâ€”What Do Teachers Say?. <i>International Education Studies</i> , 2015, 8, .	0.6	201
13	Principal self-efficacy: relations with burnout, job satisfaction and motivation to quit. <i>Social Psychology of Education</i> , 2012, 15, 295-320.	2.5	136
14	Teachers' feeling of belonging, exhaustion, and job satisfaction: the role of school goal structure and value consonance. <i>Anxiety, Stress and Coping</i> , 2011, 24, 369-385.	2.9	82
15	Teacher job satisfaction and motivation to leave the teaching profession: Relations with school context, feeling of belonging, and emotional exhaustion. <i>Teaching and Teacher Education</i> , 2011, 27, 1029-1038.	3.2	719
16	Principal self-efficacy and work engagement: assessing a Norwegian Principal Self-Efficacy Scale. <i>Social Psychology of Education</i> , 2011, 14, 575-600.	2.5	61
17	Teacher self-efficacy and teacher burnout: A study of relations. <i>Teaching and Teacher Education</i> , 2010, 26, 1059-1069.	3.2	907
18	Does school context matter? Relations with teacher burnout and job satisfaction. <i>Teaching and Teacher Education</i> , 2009, 25, 518-524.	3.2	366

#	ARTICLE	IF	CITATIONS
19	Dimensions of teacher self-efficacy and relations with strain factors, perceived collective teacher efficacy, and teacher burnout.. Journal of Educational Psychology, 2007, 99, 611-625.	2.9	932
20	Self-Concept, Motivational Orientation, and Help-Seeking Behavior in Mathematics: A Study of Adults Returning to High School. Social Psychology of Education, 2005, 8, 285-302.	2.5	49
21	Self-Concept and Self-Efficacy: A Test of the Internal/External Frame of Reference Model and Predictions of Subsequent Motivation and Achievement. Psychological Reports, 2004, 95, 1187-1202.	1.7	39
22	Gender Differences in Math and Verbal Self-Concept, Performance Expectations, and Motivation. Sex Roles, 2004, 50, 241-252.	2.4	150
23	Academic Self-Concept and Self-Efficacy: How Different Are They Really?. Educational Psychology Review, 2003, 15, 1-40.	8.4	1,251
24	Task Involvement and Ego Involvement: relations with academic achievement, academic self-concept and self-esteem. Scandinavian Journal of Educational Research, 1994, 38, 231-243.	1.7	27
25	Attribution of perceived achievement in school in general and in maths and verbal areas: relations with academic self-concept and self-esteem. British Journal of Educational Psychology, 1994, 64, 133-143.	2.9	37
26	Gender differences in mathematics and verbal achievement, self-perception and motivation. British Journal of Educational Psychology, 1994, 64, 419-428.	2.9	59
27	EXPERIENCES IN SCHOOL AS DETERMINANTS OF BEHAVIOUR IN A DISCUSSION SITUATION. British Journal of Educational Psychology, 1990, 60, 133-141.	2.9	2
28	Attribution of Perceived Academic Results and Relations with Self-esteem in Senior High School Students. Scandinavian Journal of Educational Research, 1990, 34, 259-269.	1.7	12
29	Age Trends in Male and Female Self-Esteem in Norwegian Samples. Scandinavian Journal of Educational Research, 1986, 30, 107-119.	1.7	9
30	An Evaluation of Mastery Learning. Scandinavian Journal of Educational Research, 1975, 19, 59-74.	1.7	1