

Philip D Parker

List of Publications by Year in descending order

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Version: 2024-02-01

150
papers

9,246
citations

41323

49
h-index

49868

87
g-index

175
all docs

175
docs citations

175
times ranked

8564
citing authors

#	ARTICLE	IF	CITATIONS
1	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.	6.3	1,098
2	Domain-Specific Physical Activity and Mental Health: A Meta-analysis. <i>American Journal of Preventive Medicine</i> , 2017, 52, 653-666.	1.6	386
3	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.	1.2	275
4	Self-determination theory applied to physical education: A systematic review and meta-analysis.. <i>Journal of Educational Psychology</i> , 2020, 112, 1444-1469.	2.1	271
5	Emotion regulation strategies in daily life: mindfulness, cognitive reappraisal and emotion suppression. <i>Cognitive Behaviour Therapy</i> , 2017, 46, 91-113.	1.9	234
6	Is Self-Esteem a Cause or Consequence of Social Support? A 4-Year Longitudinal Study. <i>Child Development</i> , 2014, 85, 1275-1291.	1.7	202
7	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.	2.1	194
8	Juxtaposing math self-efficacy and self-concept as predictors of long-term achievement outcomes. <i>Educational Psychology</i> , 2014, 34, 29-48.	1.2	193
9	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.	2.1	189
10	Achievement, motivation, and educational choices: A longitudinal study of expectancy and value using a multiplicative perspective.. <i>Developmental Psychology</i> , 2015, 51, 1163-1176.	1.2	189
11	Teachers' workplace well-being: Exploring a process model of goal orientation, coping behavior, engagement, and burnout. <i>Teaching and Teacher Education</i> , 2012, 28, 503-513.	1.6	179
12	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.	2.7	166
13	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.	1.8	158
14	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.	1.5	140
15	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.	2.1	134
16	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.	1.2	128
17	Motivating young language learners: A longitudinal model of self-determined motivation in elementary school foreign language classes. <i>Contemporary Educational Psychology</i> , 2017, 49, 140-150.	1.6	125
18	Beginning teachers' efficacy and emotional exhaustion: Latent changes, reciprocity, and the influence of professional knowledge. <i>Contemporary Educational Psychology</i> , 2015, 41, 62-72.	1.6	123

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19	Dorian Gray without his portrait: Psychological, social, and physical health costs associated with the Dark Triad. <i>Personality and Individual Differences</i> , 2015, 78, 5-13.	1.6	122
20	Self-compassion protects against the negative effects of low self-esteem: A longitudinal study in a large adolescent sample. <i>Personality and Individual Differences</i> , 2015, 74, 116-121.	1.6	119
21	Coping and buoyancy in the workplace: Understanding their effects on teachers' work-related well-being and engagement. <i>Teaching and Teacher Education</i> , 2009, 25, 68-75.	1.6	117
22	Hope and emotional well-being: A six-year study to distinguish antecedents, correlates, and consequences. <i>Journal of Positive Psychology</i> , 2015, 10, 520-532.	2.6	117
23	Directionality of the Associations of High School Expectancy-Value, Aspirations, and Attainment. <i>American Educational Research Journal</i> , 2015, 52, 371-402.	1.6	111
24	The development of compulsive internet use and mental health: A four-year study of adolescence.. <i>Developmental Psychology</i> , 2016, 52, 272-283.	1.2	110
25	Video Improves Learning in Higher Education: A Systematic Review. <i>Review of Educational Research</i> , 2021, 91, 204-236.	4.3	110
26	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.	1.9	105
27	Achievement, agency, gender, and socioeconomic background as predictors of postschool choices: A multicontext study.. <i>Developmental Psychology</i> , 2012, 48, 1629-1642.	1.2	104
28	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.	1.2	104
29	The Internal/External Frame of Reference Model of Self-Concept and Achievement Relations. <i>American Educational Research Journal</i> , 2015, 52, 168-202.	1.6	102
30	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.	1.6	100
31	Predicting career aspirations and university majors from academic ability and self-concept. , 2014, , 224-246.		99
32	Developmental processes in school burnout: A comparison of major developmental models. <i>Learning and Individual Differences</i> , 2011, 21, 244-248.	1.5	94
33	Physical Activity and School Engagement in Youth: A Systematic Review and Meta-Analysis. <i>Educational Psychologist</i> , 2016, 51, 129-145.	4.7	91
34	A longitudinal person-centered perspective on youth social support: Relations with psychological wellbeing.. <i>Developmental Psychology</i> , 2017, 53, 1154-1169.	1.2	87
35	Empathy and nonattachment independently predict peer nominations of prosocial behavior of adolescents. <i>Frontiers in Psychology</i> , 2015, 6, 263.	1.1	85
36	The link between perceived maternal and paternal autonomy support and adolescent well-being across three major educational transitions.. <i>Developmental Psychology</i> , 2017, 53, 1978-1994.	1.2	85

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37	Contextual Positive Psychology: Policy Recommendations for Implementing Positive Psychology into Schools. <i>Frontiers in Psychology</i> , 2016, 7, 1561.	1.1	81
38	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.	1.9	80
39	Nonattachment and mindfulness: Related but distinct constructs.. <i>Psychological Assessment</i> , 2016, 28, 819-829.	1.2	79
40	Personality and Relationship Quality During the Transition From High School to Early Adulthood. <i>Journal of Personality</i> , 2012, 80, 1061-1089.	1.8	77
41	Phase-adequate engagement at the post-school transition.. <i>Developmental Psychology</i> , 2012, 48, 1575-1593.	1.2	76
42	Type of screen time moderates effects on outcomes in 4013 children: evidence from the Longitudinal Study of Australian Children. <i>International Journal of Behavioral Nutrition and Physical Activity</i> , 2019, 16, 117.	2.0	76
43	Changes in Young Europeansâ€™ Values During the Global Financial Crisis. <i>Social Psychological and Personality Science</i> , 2019, 10, 15-25.	2.4	74
44	Longitudinal associations between employeesâ€™ beliefs about the quality of the change management process, affective commitment to change and psychological empowerment. <i>Human Relations</i> , 2016, 69, 839-867.	3.8	72
45	Hope, Friends, and Subjective Well-Being: A Social Network Approach to Peer Group Contextual Effects. <i>Child Development</i> , 2015, 86, 642-650.	1.7	71
46	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.	2.1	69
47	Daily stress and the benefits of mindfulness: Examining the daily and longitudinal relations between present-moment awareness and stress responses. <i>Journal of Research in Personality</i> , 2016, 65, 30-37.	0.9	67
48	Socioeconomic inequality in access to high-status colleges: A cross-country comparison. <i>Research in Social Stratification and Mobility</i> , 2015, 42, 20-32.	1.2	64
49	Mediators of Psychological Well-being in Adolescent Boys. <i>Journal of Adolescent Health</i> , 2016, 58, 230-236.	1.2	64
50	Communication Skills Training for Practitioners to Increase Patient Adherence to Home-Based Rehabilitation for Chronic Low Back Pain: Results of a Cluster Randomized Controlled Trial. <i>Archives of Physical Medicine and Rehabilitation</i> , 2017, 98, 1732-1743.e7.	0.5	56
51	Using Genetic Algorithms in a Large Nationally Representative American Sample to Abbreviate the Multidimensional Experiential Avoidance Questionnaire. <i>Frontiers in Psychology</i> , 2016, 7, 189.	1.1	55
52	A Multination Study of Socioeconomic Inequality in Expectations for Progression to Higher Education. <i>American Educational Research Journal</i> , 2016, 53, 6-32.	1.6	53
53	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.	2.1	50
54	Girls get smart, boys get smug: Historical changes in gender differences in math, literacy, and academic social comparison and achievement. <i>Learning and Instruction</i> , 2018, 54, 125-137.	1.9	44

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55	Job satisfaction of teachers and their principals in relation to climate and student achievement.. Journal of Educational Psychology, 2020, 112, 1061-1073.	2.1	43
56	Differential school contextual effects for math and English: Integrating the big-fish-little-pond effect and the internal/external frame of reference. Learning and Instruction, 2013, 23, 78-89.	1.9	42
57	Validating the Copenhagen Psychosocial Questionnaire (COPSOQ-II) Using Set-ESEM: Identifying Psychosocial Risk Factors in a Sample of School Principals. Frontiers in Psychology, 2018, 9, 584.	1.1	42
58	Statistical power of latent growth curve models to detect quadratic growth. Behavior Research Methods, 2014, 46, 357-371.	2.3	41
59	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. Learning and Instruction, 2018, 58, 210-219.	1.9	41
60	Is Self-Compassion Selfish? The Development of Self-Compassion, Empathy, and Prosocial Behavior in Adolescence. Journal of Research on Adolescence, 2020, 30, 472-484.	1.9	40
61	The Big-Fish-Little-Pond Effect in Mathematics. Journal of Cross-Cultural Psychology, 2014, 45, 777-804.	1.0	39
62	Scaling-up an efficacious school-based physical activity intervention: Study protocol for the Internet-based Professional Learning to help teachers support Activity in Youth™ (iPLAY) cluster randomized controlled trial and scale-up implementation evaluation. BMC Public Health, 2016, 16, 873.	1.2	39
63	Domain-specific physical activity and affective wellbeing among adolescents: an observational study of the moderating roles of autonomous and controlled motivation. International Journal of Behavioral Nutrition and Physical Activity, 2018, 15, 87.	2.0	38
64	A worthy self is a caring self: Examining the developmental relations between self-esteem and self-compassion in adolescents. Journal of Personality, 2018, 86, 619-630.	1.8	36
65	Physical activity and sleep are inconsistently related in healthy children: A systematic review and meta-analysis. Sleep Medicine Reviews, 2020, 51, 101278.	3.8	36
66	School-based interventions modestly increase physical activity and cardiorespiratory fitness but are least effective for youth who need them most: an individual participant pooled analysis of 20 controlled trials. British Journal of Sports Medicine, 2021, 55, 721-729.	3.1	36
67	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.. Journal of Educational Psychology, 2017, 109, 425-438.	2.1	36
68	Joint physical-activity/screen-time trajectories during early childhood: socio-demographic predictors and consequences on health-related quality-of-life and socio-emotional outcomes. International Journal of Behavioral Nutrition and Physical Activity, 2019, 16, 55.	2.0	35
69	Clergy Motivation and Occupational Well-being: Exploring a Quadripolar Model and Its Role in Predicting Burnout and Engagement. Journal of Religion and Health, 2011, 50, 656-674.	0.8	34
70	If one goes up the other must come down: Examining ipsative relationships between math and English self-concept trajectories across high school. British Journal of Educational Psychology, 2015, 85, 172-191.	1.6	33
71	Does Living Closer to a University Increase Educational Attainment? A Longitudinal Study of Aspirations, University Entry, and Elite University Enrolment of Australian Youth. Journal of Youth and Adolescence, 2016, 45, 1156-1175.	1.9	32
72	I wish I had (not) taken a gap-year? The psychological and attainment outcomes of different post-school pathways.. Developmental Psychology, 2015, 51, 323-333.	1.2	31

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73	Inequity and Excellence in Academic Performance: Evidence From 27 Countries. <i>American Educational Research Journal</i> , 2018, 55, 836-858.	1.6	31
74	A Systematic Evaluation and Comparison Between Exploratory Structural Equation Modeling and Bayesian Structural Equation Modeling. <i>Structural Equation Modeling</i> , 2019, 26, 529-556.	2.4	30
75	Different pathways, same effects: Autonomous goal regulation is associated with subjective well-being during the post-school transition. <i>Motivation and Emotion</i> , 2013, 37, 444-456.	0.8	29
76	When Empathy Matters: The Role of Sex and Empathy in Close Friendships. <i>Journal of Personality</i> , 2017, 85, 494-504.	1.8	28
77	Multimedia Design for Learning: An Overview of Reviews With Meta-Meta-Analysis. <i>Review of Educational Research</i> , 2022, 92, 413-454.	4.3	28
78	Factors Predicting Life Satisfaction: A Process Model of Personality, Multidimensional Self-Concept, and Life Satisfaction. <i>Australian Journal of Guidance and Counselling</i> , 2008, 18, 15-29.	0.5	26
79	The Reciprocal Effects Model Revisited. <i>Gifted Child Quarterly</i> , 2015, 59, 143-156.	1.2	25
80	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.	1.2	25
81	Reciprocal Relationships between Teacher Ratings of Internalizing and Externalizing Behaviors in Adolescents with Different Levels of Cognitive Abilities. <i>Journal of Youth and Adolescence</i> , 2017, 46, 801-825.	1.9	24
82	Burning passion, burning out: The passionate school principal, burnout, job satisfaction, and extending the dualistic model of passion.. <i>Journal of Educational Psychology</i> , 2021, 113, 1668-1688.	2.1	24
83	What effect did the global financial crisis have upon youth wellbeing? Evidence from four Australian cohorts.. <i>Developmental Psychology</i> , 2016, 52, 640-651.	1.2	23
84	The Intersection of Gender, Social Class, and Cultural Context: a Meta-Analysis. <i>Educational Psychology Review</i> , 2020, 32, 197-228.	5.1	22
85	Regular Physical Activity and Educational Outcomes in Youth: A Longitudinal Study. <i>Journal of Adolescent Health</i> , 2018, 62, 334-340.	1.2	21
86	Countries, parental occupation, and girls' interest in science. <i>Lancet, The</i> , 2019, 393, e6-e8.	6.3	21
87	A qualitative investigation of the perceived influence of adolescents'™ motivation on relationships between domain-specific physical activity and positive and negative affect. <i>Mental Health and Physical Activity</i> , 2018, 14, 113-120.	0.9	20
88	A monitoring system to provide feedback on student physical activity during physical education lessons. <i>Scandinavian Journal of Medicine and Science in Sports</i> , 2019, 29, 1305-1312.	1.3	20
89	Three Paradoxical Effects on Academic Self-Concept Across Countries, Schools, and Students. <i>European Psychologist</i> , 2019, 24, 231-242.	1.8	20
90	Paths to the light and dark sides of human nature: A meta-analytic review of the prosocial benefits of autonomy and the antisocial costs of control.. <i>Psychological Bulletin</i> , 2021, 147, 921-946.	5.5	20

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91	Psychological flexibility is not a single dimension: The distinctive flexibility profiles of underweight, overweight, and obese people. <i>Journal of Contextual Behavioral Science</i> , 2014, 3, 236-247.	1.3	19
92	Exposing the patterns of statistical blindness: Centring Indigenous standpoints on student identity, motivation, and future aspirations. <i>Australian Journal of Education</i> , 2017, 61, 225-249.	0.9	19
93	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.	1.6	18
94	Stages of Change in Physical Activity: A Validation Study in Late Adolescence. <i>Health Education and Behavior</i> , 2010, 37, 318-329.	1.3	17
95	Cognitive Defusion Predicts More Approach and Less Avoidance Coping With Stress, Independent of Threat and Self-efficacy Appraisals. <i>Journal of Personality</i> , 2017, 85, 716-729.	1.8	17
96	Effects of physical activity and breaks on mathematics engagement in adolescents. <i>Journal of Science and Medicine in Sport</i> , 2018, 21, 63-68.	0.6	17
97	Effect of a Scalable School-Based Intervention on Cardiorespiratory Fitness in Children. <i>JAMA Pediatrics</i> , 2021, 175, 680-688.	3.3	17
98	Private Schooling, Educational Transitions, and Early Labour Market Outcomes: Evidence from Three Anglophone Countries. <i>European Sociological Review</i> , 2016, 32, 280-294.	1.3	16
99	How Robust Are Cross-country Comparisons of PISA Scores to the Scaling Model Used?. <i>Educational Measurement: Issues and Practice</i> , 2018, 37, 28-39.	0.8	16
100	Introducing block mode to first-year university students: a natural experiment on satisfaction and performance. <i>Studies in Higher Education</i> , 2022, 47, 1097-1120.	2.9	16
101	Influences on User Engagement in Online Professional Learning: A Narrative Synthesis and Meta-Analysis. <i>Review of Educational Research</i> , 0, , 003465432199791.	4.3	15
102	Reprint of "Self-compassion protects against the negative effects of low self-esteem: A longitudinal study in a large adolescent sample". <i>Personality and Individual Differences</i> , 2015, 81, 201-206.	1.6	14
103	Reliability of GENEActiv accelerometers to estimate sleep, physical activity, and sedentary time in children. <i>International Journal of Behavioral Nutrition and Physical Activity</i> , 2021, 18, 73.	2.0	14
104	A configural approach to aspirations: The social breadth of aspiration profiles predicts well-being over and above the intrinsic and extrinsic aspirations that comprise the profiles.. <i>Journal of Personality and Social Psychology</i> , 2021, 120, 226-256.	2.6	13
105	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.	2.1	13
106	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, 150-163.	0.7	12
107	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.	1.9	12
108	The effects of the Australian bushfires on physical activity in children. <i>Environment International</i> , 2021, 146, 106214.	4.8	12

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109	Ability Stratification Predicts the Size of the Big-Fish-Little-Pond Effect. <i>Educational Researcher</i> , 2021, 50, 334-344.	3.3	12
110	Moderation of the Big-Fish-Little-Pond Effect: Juxtaposition of Evolutionary (Darwinian-Economic) and Achievement Motivation Theory Predictions Based on a Delphi Approach. <i>Educational Psychology Review</i> , 2021, 33, 1353-1378.	5.1	12
111	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.	2.6	12
112	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.	0.9	10
113	Is Belief in God Related to Differences in Adolescents' Psychological Functioning?. <i>Journal for the Scientific Study of Religion</i> , 2016, 55, 40-53.	0.9	10
114	Lifestyle behaviors predict adolescents bullying victimization in low and middle-income countries. <i>Journal of Affective Disorders</i> , 2020, 273, 364-374.	2.0	10
115	High-Frequency Heart Rate Variability Linked to Affiliation with a New Group. <i>PLoS ONE</i> , 2015, 10, e0129583.	1.1	10
116	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.	1.4	8
117	Integration of personality constructs: The role of traits and motivation in the willingness to exert effort in academic and social life domains. <i>Journal of Research in Personality</i> , 2014, 48, 98-106.	0.9	8
118	Developmental investigation of the domain-specific nature of the life satisfaction construct across the post-school transition.. <i>Developmental Psychology</i> , 2015, 51, 1074-1085.	1.2	8
119	A psychometric evaluation of the Gender Bias in Medical Education Scale. <i>BMC Medical Education</i> , 2016, 16, 251.	1.0	8
120	The Centrality of Academic Self-Concept to Motivation and Learning. , 2019, , 36-62.		7
121	Compulsive internet use and the development of self-esteem and hope: A four-year longitudinal study. <i>Journal of Personality</i> , 2019, 87, 981-995.	1.8	7
122	Academic self-concept formation and peer-group contagion: Development of the big-fish-little-pond effect in primary-school classrooms and peer groups.. <i>Journal of Educational Psychology</i> , 2022, 114, 198-213.	2.1	7
123	School belonging predicts whether an emerging adult will be not in education, employment, or training (NEET) after school.. <i>Journal of Educational Psychology</i> , 2022, 114, 1881-1894.	2.1	7
124	Personal capacity building for the human services: The roles of curriculum and individual differences in predicting self-concept in college/university students. <i>Learning and Individual Differences</i> , 2008, 18, 486-491.	1.5	6
125	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.	1.6	6
126	Self-Esteem Trajectories and Their Social Determinants in Adolescents With Different Levels of Cognitive Ability. <i>American Journal on Intellectual and Developmental Disabilities</i> , 2017, 122, 539-560.	0.8	6

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127	Trends in Indigenous and Non-Indigenous Multidomain Well-Being: Decomposing Persistent, Maturation, and Period Effects in Emerging Adulthood. <i>Emerging Adulthood</i> , 2019, 7, 391-410.	1.4	6
128	Day-to-day and longer-term longitudinal associations between physical activity, sedentary behavior, and sleep in children. <i>Sleep</i> , 2021, 44, .	0.6	6
129	The negative year in school effect: Extending scope and strengthening causal claims.. <i>Journal of Educational Psychology</i> , 2019, 111, 118-130.	2.1	6
130	Ubiquitous emotional exhaustion in school principals: Stable trait, enduring autoregressive trend, or occasion-specific state?. <i>Journal of Educational Psychology</i> , 2022, 114, 426-441.	2.1	6
131	Improving muscular fitness enhances psychological well-being in low-income adolescent boys: Findings from the ATLAS cluster RCT. <i>Journal of Science and Medicine in Sport</i> , 2015, 19, e75.	0.6	5
132	Mediators effecting moderate-to-vigorous physical activity and inactivity for girls from an intervention program delivered in an organised youth sports setting. <i>Journal of Science and Medicine in Sport</i> , 2015, 18, 678-683.	0.6	5
133	Development of Friendship and Task Values in a New School: Friend Selection for the Arts and Physical Education but Socialization for Academic Subjects. <i>Journal of Youth and Adolescence</i> , 2018, 47, 1966-1977.	1.9	5
134	Socioeconomic Inequality and Student Outcomes in Australia. <i>Education Policy & Social Inequality</i> , 2019, , 189-204.	0.1	5
135	The perceived conditions for living well: Positive perceptions of primary goods linked with basic psychological needs and wellness. <i>Journal of Positive Psychology</i> , 2023, 18, 44-60.	2.6	5
136	Internal/External Frame of Reference Model. , 2015, , 425-432.		4
137	Self-Concept: From Unidimensional to Multidimensional and Beyond. , 2015, , 460-468.		4
138	Does school average achievement explain the effect of socioeconomic status on math and reading interest? A test of the Information Distortion Model. <i>Learning and Instruction</i> , 2021, 73, 101432.	1.9	4
139	Relative age effects on academic achievement in the first ten years of formal schooling: A nationally representative longitudinal prospective study.. <i>Journal of Educational Psychology</i> , 2022, 114, 308-325.	2.1	4
140	Discrimination as a frame-of-reference effect in overlapping friendship communities of ethnically diverse youth.. <i>Cultural Diversity and Ethnic Minority Psychology</i> , 2020, 26, 71-81.	1.3	4
141	The role of achievement, gender, SES, location and policy in explaining the Indigenous gap in high school completion. <i>British Educational Research Journal</i> , 2022, 48, 730-750.	1.4	4
142	The immigrant paradox and math self-concept: An SES-of-origin-country hypothesis. <i>Learning and Instruction</i> , 2022, 77, 101539.	1.9	3
143	The Dimensionality of Reading Self-Concept: Examining Its Stability Using Local Structural Equation Models. <i>Assessment</i> , 2023, 30, 873-890.	1.9	3
144	A Systematic Review of Machine Learning for Assessment and Feedback of Treatment Fidelity. <i>Psychosocial Intervention</i> , 2021, 30, 139-153.	1.1	2

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145	Gateways to Occupational Success. , 2021, , 376-401.		2
146	High school studentsâ€™ tenacity and flexibility in goal pursuit linked to life satisfaction and achievement on competencies tests.. Journal of Educational Psychology, 2022, 114, 622-636.	2.1	2
147	Development in relationship self-concept from high school to university predicts adjustment.. Developmental Psychology, 2020, 56, 1547-1555.	1.2	2
148	Person- and variable-centred quantitative analyses in educational research: insights concerning Australian studentsâ€™ and teachersâ€™ engagement and wellbeing. Australian Educational Researcher, 2020, 47, 501-515.	1.6	1
149	Maternal Judgments of Child Numeracy and Reading Ability Predict Gains in Academic Achievement and Interest. Child Development, 2021, 92, 2020-2034.	1.7	0
150	Occupational Well-Being and Motivation of Those in the Helping Professions. , 2014, , 4461-4464.		0