

Philip D Parker

List of Publications by Citations

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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.

145
papers

5,780
citations

44
h-index

72
g-index

175
ext. papers

7,341
ext. citations

4.7
avg, IF

6.23
L-index

#	Paper	IF	Citations
145	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
144	Domain-Specific Physical Activity and Mental Health: A Meta-analysis. <i>American Journal of Preventive Medicine</i> , 2017 , 52, 653-666	6.1	204
143	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
142	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
141	Emotion regulation strategies in daily life: mindfulness, cognitive reappraisal and emotion suppression. <i>Cognitive Behaviour Therapy</i> , 2017 , 46, 91-113	4.4	140
140	Self-determination theory applied to physical education: A systematic review and meta-analysis.. <i>Journal of Educational Psychology</i> , 2020 , 112, 1444-1469	5.3	136
139	Is self-esteem a cause or consequence of social support? A 4-year longitudinal study. <i>Child Development</i> , 2014 , 85, 1275-1291	4.9	135
138	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	2.9	125
137	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
136	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
135	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
134	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
133	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
132	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	3.3	94
131	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}	3.1	92
130	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	3.3	90
129	Predicting career aspirations and university majors from academic ability and self-concept		88

128	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	3.2	83
127	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	2.9	83
126	Beginning teachers' efficacy and emotional exhaustion: Latent changes, reciprocity, and the influence of professional knowledge. <i>Contemporary Educational Psychology</i> , 2015 , 41, 62-72	5.6	81
125	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	5.6	77
124	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
123	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
122	Achievement, agency, gender, and socioeconomic background as predictors of postschool choices: a multicontext study. <i>Developmental Psychology</i> , 2012 , 48, 1629-42	3.7	74
121	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
120	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
119	Physical Activity and School Engagement in Youth: A Systematic Review and Meta-Analysis. <i>Educational Psychologist</i> , 2016 , 51, 129-145	6.8	72
118	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
117	Developmental processes in school burnout: A comparison of major developmental models. <i>Learning and Individual Differences</i> , 2011 , 21, 244-248	3.1	71
116	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
115	The development of compulsive internet use and mental health: A four-year study of adolescence. <i>Developmental Psychology</i> , 2016 , 52, 272-83	3.7	64
114	Phase-adequate engagement at the post-school transition. <i>Developmental Psychology</i> , 2012 , 48, 1575-93	3.7	61
113	Empathy and nonattachment independently predict peer nominations of prosocial behavior of adolescents. <i>Frontiers in Psychology</i> , 2015 , 6, 263	3.4	59
112	Nonattachment and mindfulness: Related but distinct constructs. <i>Psychological Assessment</i> , 2016 , 28, 819-29	5.3	55
111	Personality and relationship quality during the transition from high school to early adulthood. <i>Journal of Personality</i> , 2012 , 80, 1061-89	4.4	54

110	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
109	Socioeconomic inequality in access to high-status colleges: A cross-country comparison. <i>Research in Social Stratification and Mobility</i> , 2015 , 42, 20-32	2.9	49
108	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	3.7	49
107	Mediators of Psychological Well-being in Adolescent Boys. <i>Journal of Adolescent Health</i> , 2016 , 58, 230-6	5.8	48
106	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	2.8	47
105	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
104	Contextual Positive Psychology: Policy Recommendations for Implementing Positive Psychology into Schools. <i>Frontiers in Psychology</i> , 2016 , 7, 1561	3.4	45
103	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
102	Longitudinal associations between employees' beliefs about the quality of the change management process, affective commitment to change and psychological empowerment. <i>Human Relations</i> , 2016 , 69, 839-867	4.3	44
101	A longitudinal person-centered perspective on youth social support: Relations with psychological wellbeing. <i>Developmental Psychology</i> , 2017 , 53, 1154-1169	3.7	44
100	Hope, friends, and subjective well-being: a social network approach to peer group contextual effects. <i>Child Development</i> , 2015 , 86, 642-50	4.9	42
99	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
98	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	8.4	37
97	Changes in Young Europeans' Values During the Global Financial Crisis. <i>Social Psychological and Personality Science</i> , 2019 , 10, 15-25	4.3	35
96	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
95	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	2.8	32
94	Statistical power of latent growth curve models to detect quadratic growth. <i>Behavior Research Methods</i> , 2014 , 46, 357-71	6.1	32
93	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

92	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	5.8	30
91	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
90	Clergy motivation and occupational well-being: exploring a quadripolar model and its role in predicting burnout and engagement. <i>Journal of Religion and Health</i> , 2011 , 50, 656-74	2.6	28
89	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
88	Video Improves Learning in Higher Education: A Systematic Review. <i>Review of Educational Research</i> , 2021 , 91, 204-236	10.3	27
87	Does Living Closer to a University Increase Educational Attainment? A Longitudinal Study of Aspirations, University Entry, and Elite University Enrolment of Australian Youth. <i>Journal of Youth and Adolescence</i> , 2016 , 45, 1156-75	4.5	26
86	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	3.4	26
85	I wish I had (not) taken a gap-year? The psychological and attainment outcomes of different post-school pathways. <i>Developmental Psychology</i> , 2015 , 51, 323-33	3.7	24
84	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
83	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
82	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	2.5	22
81	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. <i>BMC Public Health</i> , 2016 , 16, 873	4.1	21
80	A worthy self is a caring self: Examining the developmental relations between self-esteem and self-compassion in adolescents. <i>Journal of Personality</i> , 2018 , 86, 619-630	4.4	20
79	Inequity and Excellence in Academic Performance: Evidence From 27 Countries. <i>American Educational Research Journal</i> , 2018 , 55, 836-858	2.9	19
78	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
77	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
76	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. <i>British Journal of Sports Medicine</i> , 2021 ,	10.3	19
75	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		17

74	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
73	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
72	Domain-specific physical activity and affective wellbeing among adolescents: an observational study of the moderating roles of autonomous and controlled motivation. <i>International Journal of Behavioral Nutrition and Physical Activity</i> , 2018 , 15, 87	8.4	17
71	What effect did the global financial crisis have upon youth wellbeing? Evidence from four Australian cohorts. <i>Developmental Psychology</i> , 2016 , 52, 640-51	3.7	16
70	Joint physical-activity/screen-time trajectories during early childhood: socio-demographic predictors and consequences on health-related quality-of-life and socio-emotional outcomes. <i>International Journal of Behavioral Nutrition and Physical Activity</i> , 2019 , 16, 55	8.4	16
69	Physical activity and sleep are inconsistently related in healthy children: A systematic review and meta-analysis. <i>Sleep Medicine Reviews</i> , 2020 , 51, 101278	10.2	15
68	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	5	14
67	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	2.1	14
66	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	4.4	14
65	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
64	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
63	Regular Physical Activity and Educational Outcomes in Youth: A Longitudinal Study. <i>Journal of Adolescent Health</i> , 2018 , 62, 334-340	5.8	14
62	When Empathy Matters: The Role of Sex and Empathy in Close Friendships. <i>Journal of Personality</i> , 2017 , 85, 494-504	4.4	13
61	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	4.6	13
60	Private Schooling, Educational Transitions, and Early Labour Market Outcomes: Evidence from Three Anglophone Countries. <i>European Sociological Review</i> , 2016 , 32, 280-294	2.7	13
59	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	4.5	12
58	Is Self-Compassion Selfish? The Development of Self-Compassion, Empathy, and Prosocial Behavior in Adolescence. <i>Journal of Research on Adolescence</i> , 2020 , 30 Suppl 2, 472-484	3.2	12
57	Countries, parental occupation, and girls' interest in science. <i>Lancet, The</i> , 2019 , 393, e6-e8	4.0	11

56	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 ^{3,3}		11
55	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	11
54	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	4.4	11
53	The Intersection of Gender, Social Class, and Cultural Context: a Meta-Analysis. <i>Educational Psychology Review</i> , 2020 , 32, 197-228	7.1	11
52	Effects of physical activity and breaks on mathematics engagement in adolescents. <i>Journal of Science and Medicine in Sport</i> , 2018 , 21, 63-68	4.4	9
51	Three Paradoxical Effects on Academic Self-Concept Across Countries, Schools, and Students. <i>European Psychologist</i> , 2019 , 24, 231-242	4.4	9
50	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
49	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
48	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
47	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
46	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
45	Is Belief in God Related to Differences in Adolescents' Psychological Functioning?. <i>Journal for the Scientific Study of Religion</i> , 2016 , 55, 40-53	1.7	7
44	Lifestyle behaviors predict adolescents bullying victimization in low and middle-income countries. <i>Journal of Affective Disorders</i> , 2020 , 273, 364-374	6.6	6
43	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
42	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	2.8	6
41	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
40	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
39	High-Frequency Heart Rate Variability Linked to Affiliation with a New Group. <i>PLoS ONE</i> , 2015 , 10, e0129583 ⁵⁸³		6

38	Introducing block mode to first-year university students: a natural experiment on satisfaction and performance. <i>Studies in Higher Education</i> , 2020 , 1-24	2.6	6
37	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	6.5	6
36	A psychometric evaluation of the Gender Bias in Medical Education Scale. <i>BMC Medical Education</i> , 2016 , 16, 251	3.3	5
35	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	1.2	5
34	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	2.2	5
33	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	3.1	5
32	The Centrality of Academic Self-Concept to Motivation and Learning 2019 , 36-62		5
31	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	4.4	5
30	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	4.4	4
29	Measures That Make a Difference 2015 , 320-346		4
28	Internal/External Frame of Reference Model 2015 , 425-432		4
27	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, 678-83	4.4	4
26	A macro context theory of academic self-concept: Ability stratification and the big-fish-little-pond effect		4
25	Validation Of The Social Identity Group Need Satisfaction And Frustration Scale		4
24	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
23	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	4.5	3
22	Remote learning during COVID-19: Student satisfaction and performance		3
21	Influences on User Engagement in Online Professional Learning: A Narrative Synthesis and Meta-Analysis. <i>Review of Educational Research</i> , 003465432199791	10.3	3

20	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
19	Ability Stratification Predicts the Size of the Big-Fish-Little-Pond Effect. <i>Educational Researcher</i> , 2021 , 50, 334-344	4.8	3
18	The Dimensionality of Reading Self-Concept: Examining Its Stability Using Local Structural Equation Models.. <i>Assessment</i> , 2022 , 10731911211069675	3.7	2
17	Burning passion, burning out: The passionate school principal, burnout, job satisfaction, and extending the dualistic model of passion.. <i>Journal of Educational Psychology</i> ,	5.3	2
16	Effect of a Scalable School-Based Intervention on Cardiorespiratory Fitness in Children: A Cluster Randomized Clinical Trial. <i>JAMA Pediatrics</i> , 2021 , 175, 680-688	8.3	2
15	The effects of the Australian bushfires on physical activity in children. <i>Environment International</i> , 2021 , 146, 106214	12.9	2
14	Day-to-day and longer-term longitudinal associations between physical activity, sedentary behavior, and sleep in children. <i>Sleep</i> , 2021 , 44,	1.1	2
13	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> ,1	7.1	2
12	Self-Concept: From Unidimensional to Multidimensional and Beyond 2015 , 460-468		1
11	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	3.2	1
10	Multimedia Design for Learning: An Overview of Reviews With Meta-Meta-Analysis. <i>Review of Educational Research</i> ,003465432110523	10.3	1
9	Development in relationship self-concept from high school to university predicts adjustment. <i>Developmental Psychology</i> , 2020 , 56, 1547-1555	3.7	1
8	The perceived conditions for living well: Positive perceptions of primary goods linked with basic psychological needs and wellness. <i>Journal of Positive Psychology</i> ,1-17	3.2	1
7	Socioeconomic Inequality and Student Outcomes in Australia. <i>Education Policy & Social Inequality</i> , 2019 , 189-204	0.6	1
6	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	8.4	1
5	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	5.8	1
4	Person- and variable-centred quantitative analyses in educational research: insights concerning Australian students and teachers engagement and wellbeing. <i>Australian Educational Researcher</i> , 2020 , 47, 501-515	2	1
3	A Systematic Review of Machine Learning for Assessment and Feedback of Treatment Fidelity. <i>Psychosocial Intervention</i> , 2021 , 000-000	3.1	1

- 2 The immigrant paradox and math self-concept: An SES-of-origin-country hypothesis. *Learning and Instruction*, **2021**, 101539 5.8 ○
- 1 Maternal Judgments of Child Numeracy and Reading Ability Predict Gains in Academic Achievement and Interest. *Child Development*, **2021**, 92, 2020-2034 4.9