

Jacquelynne Eccles

List of Publications by Year in descending order

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Version: 2024-02-01

147
papers

42,696
citations

6254

80
h-index

11607

135
g-index

156
all docs

156
docs citations

156
times ranked

16176
citing authors

#	ARTICLE	IF	CITATIONS
1	Expectancy-Value Theory of Achievement Motivation. Contemporary Educational Psychology, 2000, 25, 68-81.	2.9	4,316
2	Motivational Beliefs, Values, and Goals. Annual Review of Psychology, 2002, 53, 109-132.	17.7	4,145
3	Development during adolescence: The impact of stage-environment fit on young adolescents' experiences in schools and in families.. American Psychologist, 1993, 48, 90-101.	4.2	2,204
4	Changes in Children's Self-Competence and Values: Gender and Domain Differences across Grades One through Twelve. Child Development, 2002, 73, 509-527.	3.0	1,256
5	The development of achievement task values: A theoretical analysis. Developmental Review, 1992, 12, 265-310.	4.7	1,166
6	In the Mind of the Actor: The Structure of Adolescents' Achievement Task Values and Expectancy-Related Beliefs. Personality and Social Psychology Bulletin, 1995, 21, 215-225.	3.0	1,130
7	Understanding Women's Educational And Occupational Choices: Applying the Eccles et al. Model of Achievement-Related Choices. Psychology of Women Quarterly, 1994, 18, 585-609.	2.0	983
8	Age and Gender Differences in Children's Self- and Task Perceptions during Elementary School. Child Development, 1993, 64, 830-847.	3.0	961
9	Who Am I and What Am I Going to Do With My Life? Personal and Collective Identities as Motivators of Action. Educational Psychologist, 2009, 44, 78-89.	9.0	917
10	Age and Gender Differences in Children's Self- and Task Perceptions during Elementary School. Child Development, 1993, 64, 830.	3.0	891
11	Predictors of math anxiety and its influence on young adolescents' course enrollment intentions and performance in mathematics.. Journal of Educational Psychology, 1990, 82, 60-70.	2.9	871
12	Extracurricular Activities and Adolescent Development. Journal of Social Issues, 2003, 59, 865-889.	3.3	821
13	Schools as Developmental Contexts During Adolescence. Journal of Research on Adolescence, 2011, 21, 225-241.	3.7	806
14	Change in children's competence beliefs and subjective task values across the elementary school years: A 3-year study.. Journal of Educational Psychology, 1997, 89, 451-469.	2.9	761
15	Gender Roles and Women's Achievement-Related Decisions. Psychology of Women Quarterly, 1987, 11, 135-172.	2.0	755
16	The Influence of Ethnic Discrimination and Ethnic Identification on African American adolescents' School and Socioemotional Adjustment. Journal of Personality, 2003, 71, 1197-1232.	3.2	744
17	Children's competence and value beliefs from childhood through adolescence: Growth trajectories in two male-sex-typed domains.. Developmental Psychology, 2002, 38, 519-533.	1.6	739
18	Transitions during early adolescence: Changes in children's domain-specific self-perceptions and general self-esteem across the transition to junior high school.. Developmental Psychology, 1991, 27, 552-565.	1.6	719

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19	From expectancy-value theory to situated expectancy-value theory: A developmental, social cognitive, and sociocultural perspective on motivation. <i>Contemporary Educational Psychology</i> , 2020, 61, 101859.	2.9	675
20	School as a Context of Early Adolescents' Academic and Social-Emotional Development: A Summary of Research Findings. <i>Elementary School Journal</i> , 2000, 100, 443-471.	1.4	629
21	Social Support Matters: Longitudinal Effects of Social Support on Three Dimensions of School Engagement From Middle to High School. <i>Child Development</i> , 2012, 83, 877-895.	3.0	624
22	Gender Role Stereotypes, Expectancy Effects, and Parents' Socialization of Gender Differences. <i>Journal of Social Issues</i> , 1990, 46, 183-201.	3.3	589
23	Math and science motivation: A longitudinal examination of the links between choices and beliefs.. <i>Developmental Psychology</i> , 2006, 42, 70-83.	1.6	538
24	Change in teacher efficacy and student self- and task-related beliefs in mathematics during the transition to junior high school.. <i>Journal of Educational Psychology</i> , 1989, 81, 247-258.	2.9	479
25	Gender differences in sport involvement: Applying the eccles' expectancy-value model. <i>Journal of Applied Sport Psychology</i> , 1991, 3, 7-35.	2.3	447
26	Parents' influence on children's achievement-related perceptions.. <i>Journal of Personality and Social Psychology</i> , 1998, 74, 435-452.	2.8	389
27	Academic and emotional functioning in early adolescence: Longitudinal relations, patterns, and prediction by experience in middle school. <i>Development and Psychopathology</i> , 1998, 10, 321-352.	2.3	379
28	Not Lack of Ability but More Choice. <i>Psychological Science</i> , 2013, 24, 770-775.	3.3	375
29	Adolescent Behavioral, Emotional, and Cognitive Engagement Trajectories in School and Their Differential Relations to Educational Success. <i>Journal of Research on Adolescence</i> , 2012, 22, 31-39.	3.7	374
30	Task values and ability beliefs as predictors of high school literacy choices: A developmental analysis.. <i>Journal of Educational Psychology</i> , 2006, 98, 382-393.	2.9	353
31	Self-Concepts, Domain Values, and Self-Esteem: Relations and Changes at Early Adolescence. <i>Journal of Personality</i> , 1989, 57, 283-310.	3.2	350
32	I Like to Do It, I'm Able, and I Know I Am: Longitudinal Couplings Between Domain-Specific Achievement, Self-Concept, and Interest. <i>Child Development</i> , 2007, 78, 430-447.	3.0	337
33	What Are We Doing to Early Adolescents? The Impact of Educational Contexts on Early Adolescents. <i>American Journal of Education</i> , 1991, 99, 521-542.	1.1	336
34	Social Perception, Social Stereotypes, and Teacher Expectations: Accuracy and the Quest for the Powerful Self-Fulfilling Prophecy. <i>Advances in Experimental Social Psychology</i> , 1996, 28, 281-388.	3.3	322
35	Adolescents' Perceptions of Middle School: Relation to Longitudinal Changes in Academic and Psychological Adjustment. <i>Journal of Research on Adolescence</i> , 1998, 8, 123-158.	3.7	321
36	The impact of mothers' gender-role stereotypic beliefs on mothers' and children's ability perceptions.. <i>Journal of Personality and Social Psychology</i> , 1992, 63, 932-944.	2.8	304

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37	Student/Teacher Relations and Attitudes toward Mathematics before and after the Transition to Junior High School. <i>Child Development</i> , 1989, 60, 981.	3.0	292
38	Differential effects of support providers on adolescents' mental health. <i>Social Work Research</i> , 2003, 27, 19-30.	0.6	291
39	Adolescent Participation in Structured and Unstructured Activities: A Person-Oriented Analysis. <i>Journal of Youth and Adolescence</i> , 2003, 32, 233-241.	3.5	285
40	The assessment of school engagement: Examining dimensionality and measurement invariance by gender and race/ethnicity. <i>Journal of School Psychology</i> , 2011, 49, 465-480.	2.9	272
41	Gendered motivational processes affecting high school mathematics participation, educational aspirations, and career plans: A comparison of samples from Australia, Canada, and the United States.. <i>Developmental Psychology</i> , 2012, 48, 1594-1611.	1.6	257
42	Parents' Roles in Shaping Early Adolescents' Occupational Aspirations. <i>Child Development</i> , 2001, 72, 1247-1266.	3.0	255
43	Student, Teacher, and Observer Perceptions of the Classroom Environment Before and after the Transition to Junior High School. <i>Journal of Early Adolescence</i> , 1988, 8, 133-156.	1.9	235
44	Empathy or Antipathy? The Impact of Diversity. <i>American Economic Review</i> , 2006, 96, 1890-1905.	8.5	230
45	The Academic Achievement of African American Students During Early Adolescence: An Examination of Multiple Risk, Promotive, and Protective Factors. <i>American Journal of Community Psychology</i> , 2002, 30, 367-399.	2.5	227
46	What motivates females and males to pursue careers in mathematics and science?. <i>International Journal of Behavioral Development</i> , 2016, 40, 100-106.	2.4	222
47	The Relation of Connection, Regulation, and Support for Autonomy to Adolescents' Functioning. <i>Journal of Adolescent Research</i> , 1997, 12, 263-286.	2.1	216
48	Developmental Benefits of Extracurricular Involvement: Do Peer Characteristics Mediate the Link Between Activities and Youth Outcomes?. <i>Journal of Youth and Adolescence</i> , 2005, 34, 507-520.	3.5	197
49	Where Are All the Women? Gender Differences in Participation in Physical Science and Engineering.. , 0, , 199-210.		194
50	Math-related career aspirations and choices within Eccles et al.'s expectancy-value theory of achievement-related behaviors.. <i>Developmental Psychology</i> , 2017, 53, 1540-1559.	1.6	190
51	Parent perceptions and attributions for children's math achievement. <i>Sex Roles</i> , 1988, 19, 317-333.	2.4	187
52	Ethnicity as a social context for the development of African-American adolescents. <i>Journal of School Psychology</i> , 2006, 44, 407-426.	2.9	187
53	Charting the Eccles' expectancy-value model from mothers' beliefs in childhood to youths' activities in adolescence.. <i>Developmental Psychology</i> , 2012, 48, 1019-1032.	1.6	177
54	Conscientiousness, health, and aging: The Life Course of Personality Model.. <i>Developmental Psychology</i> , 2014, 50, 1407-1425.	1.6	176

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55	Ability self-concepts and subjective value in literacy: Joint trajectories from grades 1 through 12.. Journal of Educational Psychology, 2010, 102, 804-816.	2.9	153
56	Surviving the Junior High School Transition Family Processes and Self-Perceptions as Protective and Risk Factors. Journal of Early Adolescence, 1994, 14, 162-199.	1.9	151
57	Part I Commentary: So What Is Student Engagement Anyway?. , 2012, , 133-145.		151
58	The Accuracy and Power of Sex, Social Class, and Ethnic Stereotypes: A Naturalistic Study in Person Perception. Personality and Social Psychology Bulletin, 1998, 24, 1304-1318.	3.0	147
59	Developmental histories of perceived racial discrimination and diurnal cortisol profiles in adulthood: A 20-year prospective study. Psychoneuroendocrinology, 2015, 62, 279-291.	2.7	147
60	Adolescents' Commitment to Developing Talent: The Role of Peers in Continuing Motivation for Sports and the Arts. Journal of Youth and Adolescence, 1999, 28, 741-763.	3.5	145
61	I can do this! The development and calibration of children's expectations for success and competence beliefs. Developmental Review, 2018, 48, 24-39.	4.7	144
62	35 years of research on students' subjective task values and motivation: A look back and a look forward. Advances in Motivation Science, 2020, 7, 161-198.	3.7	142
63	Parental Influence on Students' Educational Choices in the United States and Germany: Different Ramifications—Same Effect?. Journal of Vocational Behavior, 2002, 60, 178-198.	3.4	140
64	Why don't they want a male-dominated job? An investigation of young women who changed their occupational aspirations. Educational Research and Evaluation, 2006, 12, 359-372.	1.6	140
65	Predicting Positive Citizenship from Adolescence to Young Adulthood: The Effects of a Civic Context. Applied Developmental Science, 2008, 12, 38-53.	1.7	138
66	The Development of Students' Mathematics Self-Concept in Relation to Gender: Different Countries, Different Trajectories?. Journal of Research on Adolescence, 2010, 20, 482-506.	3.7	137
67	Trajectories of change in students' self-concepts of ability and values in math and college major choice. Educational Research and Evaluation, 2015, 21, 343-370.	1.6	136
68	Parents, task values, and Real-Life achievement-related choices. , 2000, , 405-439.		129
69	Course enrollment as self-regulatory behavior: Who takes optional high school math courses?. Learning and Individual Differences, 1996, 8, 239-259.	2.7	126
70	Self-concept of computer and math ability: Gender implications across time and within ICT studies. Journal of Vocational Behavior, 2012, 80, 486-499.	3.4	124
71	Parents' Socializing Behavior and Children's Participation in Math, Science, and Computer Out-of-School Activities. Applied Developmental Science, 2005, 9, 14-30.	1.7	121
72	Classroom Experiences and Student Gender: Are There Differences and Do They Matter?. , 1985, , 79-114.		116

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73	Differential effects of perceived discrimination on the diurnal cortisol rhythm of African Americans and Whites. <i>Psychoneuroendocrinology</i> , 2012, 37, 107-118.	2.7	116
74	Linking gender to educational, occupational, and recreational choices: Applying the Eccles et al. model of achievement-related choices.. , 0, , 153-192.		112
75	Exploring the Roles of Extracurricular Activity Quantity and Quality in the Educational Resilience of Vulnerable Adolescents: Variable- and Pattern- Centered Approaches. <i>Journal of Social Issues</i> , 2008, 64, 135-156.	3.3	109
76	Task value profiles across subjects and aspirations to physical and IT-related sciences in the United States and Finland.. <i>Developmental Psychology</i> , 2012, 48, 1612-1628.	1.6	109
77	Parents' expectations and students' achievement in two western nations. <i>International Journal of Behavioral Development</i> , 2007, 31, 594-602.	2.4	108
78	Achievement, agency, gender, and socioeconomic background as predictors of postschool choices: A multicontext study.. <i>Developmental Psychology</i> , 2012, 48, 1629-1642.	1.6	104
79	Studying gender and ethnic differences in participation in math, physical science, and information technology. <i>New Directions for Child and Adolescent Development</i> , 2005, 2005, 7-14.	2.2	99
80	Predicting career aspirations and university majors from academic ability and self-concept. , 2014, , 224-246.		99
81	Engagement: Where to next?. <i>Learning and Instruction</i> , 2016, 43, 71-75.	3.2	96
82	Perceived Racial Discrimination as a Predictor of Health Behaviors: the Moderating Role of Gender. <i>Race and Social Problems</i> , 2011, 3, 160-169.	2.2	91
83	Developing and Fostering Passion in Academic and Nonacademic Domains. <i>Gifted Child Quarterly</i> , 2010, 54, 18-30.	2.0	90
84	The leaky mathematics pipeline for girls. <i>Equality, Diversity and Inclusion</i> , 2006, 25, 642-659.	0.4	86
85	Ability Self-Perceptions and Subjective Task Values in Adolescents and Children. , 2005, , 237-249.		84
86	Stress of university students before and after campus closure in response to COVID-19. <i>Journal of Community Psychology</i> , 2022, 50, 285-301.	1.8	70
87	Gendered high school course selection as a precursor of gendered careers: The mediating role of self-concept and intrinsic value.. , 2008, , 115-143.		70
88	The Long-Term Effects of Seventh-Grade Ability Grouping in Mathematics. <i>Journal of Early Adolescence</i> , 1995, 15, 58-89.	1.9	68
89	Racial discrimination and substance use: longitudinal associations and identity moderators. <i>Journal of Behavioral Medicine</i> , 2012, 35, 581-590.	2.1	67
90	Binge Drinking Trajectories Across Adolescence: For Early Maturing Youth, Extra-Curricular Activities Are Protective. <i>Journal of Adolescent Health</i> , 2014, 54, 61-66.	2.5	59

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91	Am I as You See Me or Do You See Me as I Am? Self-Fulfilling Prophecies and Self-Verification. Personality and Social Psychology Bulletin, 2001, 27, 1214-1224.	3.0	57
92	Adolescent pathways to adulthood drinking: sport activity involvement is not necessarily risky or protective. Addiction, 2008, 103, 69-83.	3.3	56
93	Mindfulness and compassion in human development: Introduction to the special section.. Developmental Psychology, 2015, 51, 1-6.	1.6	52
94	Individuals' math and science motivation and their subsequent STEM choices and achievement in high school and college: A longitudinal study of gender and college generation status differences.. Developmental Psychology, 2020, 56, 2137-2151.	1.6	52
95	Early Adolescents' Development of Academic Self-Concept and Intrinsic Task Value: The Role of Contextual Feedback. Journal of Research on Adolescence, 2015, 25, 459-473.	3.7	51
96	Expectancy-Value Theory and Its Relevance for Student Motivation and Learning. , 2019, , 617-644.		48
97	Beyond utility value interventions: The why, when, and how for next steps in expectancy-value intervention research. Educational Psychologist, 2022, 57, 11-30.	9.0	46
98	Gendered STEM career choices: Altruistic values, beliefs, and identity. Journal of Vocational Behavior, 2019, 110, 28-42.	3.4	45
99	Students' idiosyncratic perceptions of teaching quality in mathematics: A result of rater tendency alone or an expression of dyadic effects between students and teachers?. Journal of Educational Psychology, 2018, 110, 709-725.	2.9	44
100	Profiles of motivational beliefs in math: Exploring their development, relations to student-perceived classroom characteristics, and impact on future career aspirations and choices.. Journal of Educational Psychology, 2020, 112, 70-92.	2.9	43
101	How Dimensional Comparisons Help to Understand Linkages Between Expectancies, Values, Performance, and Choice. Educational Psychology Review, 2020, 32, 657-680.	8.4	40
102	Schools, Peers, and Prejudice in Adolescence. Journal of Research on Adolescence, 2015, 25, 173-188.	3.7	39
103	Heterogeneity of student perceptions of the classroom climate: a latent profile approach. Learning Environments Research, 2017, 20, 289-306.	2.8	38
104	Uncovering young children's motivational beliefs about learning science. Journal of Research in Science Teaching, 2018, 55, 399-421.	3.3	38
105	Why do children worry about their academic achievement? An expectancy-value perspective on elementary students' worries about their mathematics and reading performance. ZDM - International Journal on Mathematics Education, 2017, 49, 339-354.	2.2	37
106	Traditional Gender Role Beliefs and Career Attainment in STEM: A Gendered Story?. Frontiers in Psychology, 2019, 10, 1053.	2.1	36
107	Cross-Domain Trajectories of Students' Ability Self-Concepts and Intrinsic Values in Math and Language Arts. Child Development, 2020, 91, 1800-1818.	3.0	33
108	Do teachers' perceptions of children's math and reading related ability and effort predict children's self-concept of ability in math and reading?. Educational Psychology, 2015, 35, 110-127.	2.7	32

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109	Perceived Ethnic Discrimination by Teachers and Ethnic Minority Studentsâ€™ Academic Futility: Can Parents Prepare Their Youth for Better or for Worse?. <i>Journal of Youth and Adolescence</i> , 2016, 45, 1075-1089.	3.5	30
110	Healthy Mind, Healthy Habits: The Influence of Activity Involvement in Middle Childhood. , 2006, , 283-302.		29
111	Patterns of math and English self-concepts as motivation for college major selection. <i>Contemporary Educational Psychology</i> , 2018, 53, 146-158.	2.9	29
112	Gender by racial/ethnic intersectionality in the patterns of Adolescentsâ€™ math motivation and their math achievement and engagement. <i>Contemporary Educational Psychology</i> , 2021, 66, 101974.	2.9	29
113	Conscientiousness and public health: Synthesizing current research to promote healthy aging.. <i>Developmental Psychology</i> , 2014, 50, 1303-1314.	1.6	28
114	To the means and beyond: Understanding variation in studentsâ€™ perceptions of teacher emotional support. <i>Learning and Instruction</i> , 2018, 55, 13-21.	3.2	27
115	Stress and executive control: Mechanisms, moderators, and malleability. <i>Brain and Cognition</i> , 2019, 133, 54-59.	1.8	26
116	Who Holds a Fixed Mindset and Whom Does It Harm in Mathematics?. <i>Youth and Society</i> , 2019, 51, 247-267.	2.3	26
117	Passionate Experiences in Adolescence: Situational Variability and Longâ€™Term Stability. <i>Journal of Research on Adolescence</i> , 2017, 27, 344-361.	3.7	25
118	Achievement Motivation: What We Know and Where We Are Going. <i>Annual Review of Developmental Psychology</i> , 2021, 3, 87-111.	2.9	23
119	The Development of Motivation and Amotivation to Study and Work across Age-Graded Transitions in Adolescence and Young Adulthood. <i>Journal of Youth and Adolescence</i> , 2019, 48, 1131-1145.	3.5	21
120	When coming of age means coming undone: links between puberty and psychosocial adjustment among European American and African American girls. , 2003, , 277-304.		19
121	Socioeconomic background, education, and labor force outcomes: evidence from a regional US sample. <i>British Journal of Sociology of Education</i> , 2015, 36, 934-957.	1.8	18
122	Threats and Supports to Female Studentsâ€™ Math Beliefs and Achievement. <i>Journal of Research on Adolescence</i> , 2019, 29, 449-465.	3.7	18
123	Perceptions of parental secure base support in African American adolescents and young adults. <i>Journal of Social and Personal Relationships</i> , 2017, 34, 1168-1185.	2.3	14
124	A preliminary investigation of attachment style and inflammation in African-American young adults. <i>Attachment and Human Development</i> , 2019, 21, 57-69.	2.1	14
125	Who lower their aspirations? The development and protective factors of college-associated career aspirations in adolescence. <i>Journal of Vocational Behavior</i> , 2020, 116, 103367.	3.4	14
126	The Relationships of Teacher Ethnic Discrimination, Ethnic Identification, and Host National Identification to School Misconduct of Turkish and Moroccan Immigrant Adolescents in Belgium. <i>Deviant Behavior</i> , 2017, 38, 318-333.	1.7	13

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127	Teachers caring for students and students caring for math: The development of culturally and linguistically diverse adolescents' math motivation. <i>Journal of School Psychology</i> , 2021, 84, 32-48.	2.9	13
128	Do teenagers want to become scientists?. , 2014, , 203-223.		12
129	Top-performing math students in 82 countries: An integrative data analysis of gender differences in achievement, achievement profiles, and achievement motivation.. <i>Journal of Educational Psychology</i> , 2022, 114, 966-991.	2.9	12
130	A theoretical and qualitative approach to evaluating children's robot-mediated levels of presence.. <i>Technology Mind and Behavior</i> , 2020, 1, .	1.7	10
131	Predicting Late Adolescent Anxiety From Early Adolescent Environmental Stress Exposure: Cognitive Control as Mediator. <i>Frontiers in Psychology</i> , 2020, 11, 1838.	2.1	9
132	Less direct than you thought: Do teachers transmit math value to students through their cognitive support for understanding?. <i>Learning and Instruction</i> , 2021, 76, 101521.	3.2	8
133	Motivational profiles across domains and academic choices within Eccles et al.'s situated expectancy-value theoretical framework.. <i>Developmental Psychology</i> , 2021, 57, 1893-1909.	1.6	8
134	Psychosocial factors predicting pubertal onset. , 2003, , 217-238.		6
135	Selective Importance in Self-Enhancement: Patterns of Feedback Adolescents Use to Improve Math Self-Concept. <i>Journal of Early Adolescence</i> , 2021, 41, 253-281.	1.9	6
136	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.	3.5	5
137	Passion and Motivation. , 2015, , 570-576.		4
138	The motivational system of task values and anticipated emotions in daily academic behavior. <i>Motivation and Emotion</i> , 2021, 45, 599-616.	1.3	4
139	Developmental Trajectories of Science Identity Beliefs: Within-Group Differences among Black, Latinx, Asian, and White Students. <i>Journal of Youth and Adolescence</i> , 2021, 50, 2394-2411.	3.5	3
140	Does priority matter?. , 2014, , 247-265.		2
141	Teachers' and students' perceptions of students' ability and importance value in math and reading: A latent difference score analysis of intra-individual cross-domain differences. <i>Zeitschrift Fur Erziehungswissenschaft</i> , 2022, 25, 329-351.	2.9	2
142	Can I teach this student?: A multilevel analysis of the links between teachers' perceived effectiveness, interest-supportive teaching, and student interest in math and reading. <i>Contemporary Educational Psychology</i> , 2022, 69, 102059.	2.9	2
143	Young people, gender, and science. , 0, , 321-345.		1
144	III: PRELIMINARY ANALYSES AND ANALYTIC PLAN. <i>Monographs of the Society for Research in Child Development</i> , 2017, 82, 54-69.	6.8	1

#	ARTICLE	IF	CITATIONS
145	African-American Mothersâ€™ Socialization Strategies to Address Adolescent-related Academic Expectations and Risk Concerns. Journal of Child and Family Studies, 2021, 30, 855-869.	1.3	1
146	Does Instructional Quality Impact Male and Female University Students Differently? Focusing on Academic Stress, Academic Satisfaction, and Mental Health Impairment. Frontiers in Education, 2022, 7, .	2.1	1
147	Components of engagement in saying-is-believing exercises. Current Psychology, 2022, , 1-16.	2.8	0