

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	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
2	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
3	Beyond utility value interventions: The why, when, and how for next steps in expectancy-value intervention research. <i>Educational Psychologist</i> , 2022, 57, 11-30.	9.0	46
4	Components of engagement in saying-is-believing exercises. <i>Current Psychology</i> , 2022, , 1-16.	2.8	0
5	Does Instructional Quality Impact Male and Female University Students Differently? Focusing on Academic Stress, Academic Satisfaction, and Mental Health Impairment. <i>Frontiers in Education</i> , 2022, 7, .	2.1	1
6	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
7	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
8	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
9	African-American Mothers' Socialization Strategies to Address Adolescent-related Academic Expectations and Risk Concerns. <i>Journal of Child and Family Studies</i> , 2021, 30, 855-869.	1.3	1
10	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
11	Gender by racial/ethnic intersectionality in the patterns of Adolescents' math motivation and their math achievement and engagement. <i>Contemporary Educational Psychology</i> , 2021, 66, 101974.	2.9	29
12	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
13	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
14	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
15	Achievement Motivation: What We Know and Where We Are Going. <i>Annual Review of Developmental Psychology</i> , 2021, 3, 87-111.	2.9	23
16	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
17	35 years of research on students' subjective task values and motivation: A look back and a look forward. <i>Advances in Motivation Science</i> , 2020, 7, 161-198.	3.7	142
18	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

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19	Crossâ€Domain Trajectories of Studentsâ€™ Ability Selfâ€Concepts and Intrinsic Values in Math and Language Arts. Child Development, 2020, 91, 1800-1818.	3.0	33
20	Predicting Late Adolescent Anxiety From Early Adolescent Environmental Stress Exposure: Cognitive Control as Mediator. Frontiers in Psychology, 2020, 11, 1838.	2.1	9
21	How Dimensional Comparisons Help to Understand Linkages Between Expectancies, Values, Performance, and Choice. Educational Psychology Review, 2020, 32, 657-680.	8.4	40
22	From expectancy-value theory to situated expectancy-value theory: A developmental, social cognitive, and sociocultural perspective on motivation. Contemporary Educational Psychology, 2020, 61, 101859.	2.9	675
23	Individualsâ€™ 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
24	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
25	A theoretical and qualitative approach to evaluating childrenâ€™s robot-mediated levels of presence.. Technology Mind and Behavior, 2020, 1, .	1.7	10
26	Traditional Gender Role Beliefs and Career Attainment in STEM: A Gendered Story?. Frontiers in Psychology, 2019, 10, 1053.	2.1	36
27	The Development of Motivation and Amotivation to Study and Work across Age-Graded Transitions in Adolescence and Young Adulthood. Journal of Youth and Adolescence, 2019, 48, 1131-1145.	3.5	21
28	Expectancy-Value Theory and Its Relevance for Student Motivation and Learning. , 2019, , 617-644.		48
29	Stress and executive control: Mechanisms, moderators, and malleability. Brain and Cognition, 2019, 133, 54-59.	1.8	26
30	Gendered STEM career choices: Altruistic values, beliefs, and identity. Journal of Vocational Behavior, 2019, 110, 28-42.	3.4	45
31	A preliminary investigation of attachment style and inflammation in African-American young adults. Attachment and Human Development, 2019, 21, 57-69.	2.1	14
32	Threats and Supports to Female Studentsâ€™ Math Beliefs and Achievement. Journal of Research on Adolescence, 2019, 29, 449-465.	3.7	18
33	Who Holds a Fixed Mindset and Whom Does It Harm in Mathematics?. Youth and Society, 2019, 51, 247-267.	2.3	26
34	I can do this! The development and calibration of childrenâ€™s expectations for success and competence beliefs. Developmental Review, 2018, 48, 24-39.	4.7	144
35	Patterns of math and English self-concepts as motivation for college major selection. Contemporary Educational Psychology, 2018, 53, 146-158.	2.9	29
36	To the means and beyond: Understanding variation in studentsâ€™ perceptions of teacher emotional support. Learning and Instruction, 2018, 55, 13-21.	3.2	27

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37	Uncovering young children's motivational beliefs about learning science. <i>Journal of Research in Science Teaching</i> , 2018, 55, 399-421.	3.3	38
38	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
39	Students' idiosyncratic perceptions of teaching quality in mathematics: A result of rater tendency alone or an expression of dyadic effects between students and teachers?. <i>Journal of Educational Psychology</i> , 2018, 110, 709-725.	2.9	44
40	Why do children worry about their academic achievement? An expectancy-value perspective on elementary students' worries about their mathematics and reading performance. <i>ZDM - International Journal on Mathematics Education</i> , 2017, 49, 339-354.	2.2	37
41	Heterogeneity of student perceptions of the classroom climate: a latent profile approach. <i>Learning Environments Research</i> , 2017, 20, 289-306.	2.8	38
42	Passionate Experiences in Adolescence: Situational Variability and Long-Term Stability. <i>Journal of Research on Adolescence</i> , 2017, 27, 344-361.	3.7	25
43	III: PRELIMINARY ANALYSES AND ANALYTIC PLAN. <i>Monographs of the Society for Research in Child Development</i> , 2017, 82, 54-69.	6.8	1
44	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
45	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
46	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
47	Engagement: Where to next?. <i>Learning and Instruction</i> , 2016, 43, 71-75.	3.2	96
48	Perceived Ethnic Discrimination by Teachers and Ethnic Minority Students' 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
49	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
50	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
51	Early Adolescents' Development of Academic Self-Concept and Intrinsic Task Value: The Role of Contextual Feedback. <i>Journal of Research on Adolescence</i> , 2015, 25, 459-473.	3.7	51
52	Passion and Motivation. , 2015, , 570-576.		4
53	Trajectories of change in students' self-concepts of ability and values in math and college major choice. <i>Educational Research and Evaluation</i> , 2015, 21, 343-370.	1.6	136
54	Do teachers' perceptions of children's math and reading related ability and effort predict children's self-concept of ability in math and reading?. <i>Educational Psychology</i> , 2015, 35, 110-127.	2.7	32

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55	Mindfulness and compassion in human development: Introduction to the special section.. Developmental Psychology, 2015, 51, 1-6.	1.6	52
56	Schools, Peers, and Prejudice in Adolescence. Journal of Research on Adolescence, 2015, 25, 173-188.	3.7	39
57	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
58	Predicting career aspirations and university majors from academic ability and self-concept. , 2014, , 224-246.		99
59	Does priority matter?. , 2014, , 247-265.		2
60	Do teenagers want to become scientists?. , 2014, , 203-223.		12
61	Binge Drinking Trajectories Across Adolescence: For Early Maturing Youth, Extra-Curricular Activities Are Protective. Journal of Adolescent Health, 2014, 54, 61-66.	2.5	59
62	Conscientiousness, health, and aging: The Life Course of Personality Model.. Developmental Psychology, 2014, 50, 1407-1425.	1.6	176
63	Conscientiousness and public health: Synthesizing current research to promote healthy aging.. Developmental Psychology, 2014, 50, 1303-1314.	1.6	28
64	Not Lack of Ability but More Choice. Psychological Science, 2013, 24, 770-775.	3.3	375
65	Achievement, agency, gender, and socioeconomic background as predictors of postschool choices: A multicontext study.. Developmental Psychology, 2012, 48, 1629-1642.	1.6	104
66	Charting the Eccles' expectancy-value model from mothers' beliefs in childhood to youths' activities in adolescence.. Developmental Psychology, 2012, 48, 1019-1032.	1.6	177
67	Gendered motivational processes affecting high school mathematics participation, educational aspirations, and career plans: A comparison of samples from Australia, Canada, and the United States.. Developmental Psychology, 2012, 48, 1594-1611.	1.6	257
68	Task value profiles across subjects and aspirations to physical and IT-related sciences in the United States and Finland.. Developmental Psychology, 2012, 48, 1612-1628.	1.6	109
69	Racial discrimination and substance use: longitudinal associations and identity moderators. Journal of Behavioral Medicine, 2012, 35, 581-590.	2.1	67
70	Adolescent Behavioral, Emotional, and Cognitive Engagement Trajectories in School and Their Differential Relations to Educational Success. Journal of Research on Adolescence, 2012, 22, 31-39.	3.7	374
71	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
72	Differential effects of perceived discrimination on the diurnal cortisol rhythm of African Americans and Whites. Psychoneuroendocrinology, 2012, 37, 107-118.	2.7	116

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73	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
74	Part I Commentary: So What Is Student Engagement Anyway?. , 2012, , 133-145.		151
75	Schools as Developmental Contexts During Adolescence. <i>Journal of Research on Adolescence</i> , 2011, 21, 225-241.	3.7	806
76	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
77	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
78	Ability self-concepts and subjective value in literacy: Joint trajectories from grades 1 through 12.. <i>Journal of Educational Psychology</i> , 2010, 102, 804-816.	2.9	153
79	The Development of Students' Mathematics Self-Concept in Relation to Gender: Different Countries, Different Trajectories?. <i>Journal of Research on Adolescence</i> , 2010, 20, 482-506.	3.7	137
80	Developing and Fostering Passion in Academic and Nonacademic Domains. <i>Gifted Child Quarterly</i> , 2010, 54, 18-30.	2.0	90
81	Who Am I and What Am I Going to Do With My Life? Personal and Collective Identities as Motivators of Action. <i>Educational Psychologist</i> , 2009, 44, 78-89.	9.0	917
82	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
83	Adolescent pathways to adulthood drinking: sport activity involvement is not necessarily risky or protective. <i>Addiction</i> , 2008, 103, 69-83.	3.3	56
84	Predicting Positive Citizenship from Adolescence to Young Adulthood: The Effects of a Civic Context. <i>Applied Developmental Science</i> , 2008, 12, 38-53.	1.7	138
85	Gendered high school course selection as a precursor of gendered careers: The mediating role of self-concept and intrinsic value.. , 2008, , 115-143.		70
86	Parents' expectations and students' achievement in two western nations. <i>International Journal of Behavioral Development</i> , 2007, 31, 594-602.	2.4	108
87	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
88	Empathy or Antipathy? The Impact of Diversity. <i>American Economic Review</i> , 2006, 96, 1890-1905.	8.5	230
89	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
90	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

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91	Healthy Mind, Healthy Habits: The Influence of Activity Involvement in Middle Childhood. , 2006, , 283-302.		29
92	The leaky mathematics pipeline for girls. Equality, Diversity and Inclusion, 2006, 25, 642-659.	0.4	86
93	Ethnicity as a social context for the development of African-American adolescents. Journal of School Psychology, 2006, 44, 407-426.	2.9	187
94	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
95	Ability Self-Perceptions and Subjective Task Values in Adolescents and Children. , 2005, , 237-249.		84
96	Studying gender and ethnic differences in participation in math, physical science, and information technology. New Directions for Child and Adolescent Development, 2005, 2005, 7-14.	2.2	99
97	Developmental Benefits of Extracurricular Involvement: Do Peer Characteristics Mediate the Link Between Activities and Youth Outcomes?. Journal of Youth and Adolescence, 2005, 34, 507-520.	3.5	197
98	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
99	Adolescent Participation in Structured and Unstructured Activities: A Person-Oriented Analysis. Journal of Youth and Adolescence, 2003, 32, 233-241.	3.5	285
100	Extracurricular Activities and Adolescent Development. Journal of Social Issues, 2003, 59, 865-889.	3.3	821
101	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
102	Differential effects of support providers on adolescents' mental health. Social Work Research, 2003, 27, 19-30.	0.6	291
103	Psychosocial factors predicting pubertal onset. , 2003, , 217-238.		6
104	When coming of age means coming undone: links between puberty and psychosocial adjustment among European American and African American girls. , 2003, , 277-304.		19
105	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
106	Motivational Beliefs, Values, and Goals. Annual Review of Psychology, 2002, 53, 109-132.	17.7	4,145
107	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
108	Parental Influence on Students' Educational Choices in the United States and Germany: Different Ramificationsâ€”Same Effect?. Journal of Vocational Behavior, 2002, 60, 178-198.	3.4	140

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109	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
110	Parents' Roles in Shaping Early Adolescents' Occupational Aspirations. <i>Child Development</i> , 2001, 72, 1247-1266.	3.0	255
111	Am I as You See Me or Do You See Me as I Am? Self-Fulfilling Prophecies and Self-Verification. <i>Personality and Social Psychology Bulletin</i> , 2001, 27, 1214-1224.	3.0	57
112	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
113	Parents, task values, and Real-Life achievement-related choices. , 2000, , 405-439.		129
114	Expectancyâ€“Value Theory of Achievement Motivation. <i>Contemporary Educational Psychology</i> , 2000, 25, 68-81.	2.9	4,316
115	Adolescents' Commitment to Developing Talent: The Role of Peers in Continuing Motivation for Sports and the Arts. <i>Journal of Youth and Adolescence</i> , 1999, 28, 741-763.	3.5	145
116	The Accuracy and Power of Sex, Social Class, and Ethnic Stereotypes: A Naturalistic Study in Person Perception. <i>Personality and Social Psychology Bulletin</i> , 1998, 24, 1304-1318.	3.0	147
117	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
118	Parents' influence on children's achievement-related perceptions.. <i>Journal of Personality and Social Psychology</i> , 1998, 74, 435-452.	2.8	389
119	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
120	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
121	Change in children's competence beliefs and subjective task values across the elementary school years: A 3-year study.. <i>Journal of Educational Psychology</i> , 1997, 89, 451-469.	2.9	761
122	Course enrollment as self-regulatory behavior: Who takes optional high school math courses?. <i>Learning and Individual Differences</i> , 1996, 8, 239-259.	2.7	126
123	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
124	The Long-Term Effects of Seventh-Grade Ability Grouping in Mathematics. <i>Journal of Early Adolescence</i> , 1995, 15, 58-89.	1.9	68
125	In the Mind of the Actor: The Structure of Adolescents' Achievement Task Values and Expectancy-Related Beliefs. <i>Personality and Social Psychology Bulletin</i> , 1995, 21, 215-225.	3.0	1,130
126	Surviving the Junior High School Transition Family Processes and Self-Perceptions as Protective and Risk Factors. <i>Journal of Early Adolescence</i> , 1994, 14, 162-199.	1.9	151

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127	Understanding Women's Educational And Occupational Choices: <i>Applying the Eccles et al. Model of Achievement-Related Choices</i>. Psychology of Women Quarterly, 1994, 18, 585-609.	2.0	983
128	Age and Gender Differences in Children's Self- and Task Perceptions during Elementary School. Child Development, 1993, 64, 830.	3.0	891
129	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
130	Age and Gender Differences in Children's Self- and Task Perceptions during Elementary School. Child Development, 1993, 64, 830-847.	3.0	961
131	The impact of mothers' gender-role stereotypic beliefs on mothers' and children's ability perceptions.. Journal of Personality and Social Psychology, 1992, 63, 932-944.	2.8	304
132	The development of achievement task values: A theoretical analysis. Developmental Review, 1992, 12, 265-310.	4.7	1,166
133	What Are We Doing to Early Adolescents? The Impact of Educational Contexts on Early Adolescents. American Journal of Education, 1991, 99, 521-542.	1.1	336
134	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
135	Gender differences in sport involvement: Applying the eccles' expectancy-value model. Journal of Applied Sport Psychology, 1991, 3, 7-35.	2.3	447
136	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
137	Gender Role Stereotypes, Expectancy Effects, and Parents' Socialization of Gender Differences. Journal of Social Issues, 1990, 46, 183-201.	3.3	589
138	Student/Teacher Relations and Attitudes toward Mathematics before and after the Transition to Junior High School. Child Development, 1989, 60, 981.	3.0	292
139	Self-Concepts, Domain Values, and Self-Esteem: Relations and Changes at Early Adolescence. Journal of Personality, 1989, 57, 283-310.	3.2	350
140	Change in teacher efficacy and student self- and task-related beliefs in mathematics during the transition to junior high school.. Journal of Educational Psychology, 1989, 81, 247-258.	2.9	479
141	Parent perceptions and attributions for children's math achievement. Sex Roles, 1988, 19, 317-333.	2.4	187
142	Student, Teacher, and Observer Perceptions of the Classroom Environment Before and after the Transition to Junior High School. Journal of Early Adolescence, 1988, 8, 133-156.	1.9	235
143	Gender Roles and Women's Achievement-Related Decisions. Psychology of Women Quarterly, 1987, 11, 135-172.	2.0	755
144	Classroom Experiences and Student Gender: Are There Differences and Do They Matter?. , 1985, , 79-114.		116

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145	Young people, gender, and science. , 0, , 321-345.		1
146	Linking gender to educational, occupational, and recreational choices: Applying the Eccles et al. model of achievement-related choices.. , 0, , 153-192.		112
147	Where Are All the Women? Gender Differences in Participation in Physical Science and Engineering.. , 0, , 199-210.		194