

# Kirsi Pyhälä

## List of Publications by Year in descending order

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Version: 2024-02-01

105  
papers

3,332  
citations

185998

28  
h-index

214527

47  
g-index

105  
all docs

105  
docs citations

105  
times ranked

1738  
citing authors

#	ARTICLE	IF	CITATIONS
1	The influence of the COVID-19 pandemic on PhD candidates' study progress and study wellbeing. Higher Education Research and Development, 2023, 42, 413-426.	1.9	21
2	Experiences of the doctoral journey: A cross-national perspective. Innovations in Education and Teaching International, 2022, 59, 70-81.	1.5	1
3	The Nexus between Study Burnout Profiles and Social Support – The Differences between Domestic (Finnish) and International Master's Degree Students. Behavioral Sciences (Basel, Switzerland), 2022, 12, 79.	1.0	2
4	Primary and Lower Secondary School Students' Social Support Profiles and Study Wellbeing. Journal of Early Adolescence, 2022, 42, 613-646.	1.1	3
5	The interrelationship between pre-primary and early primary school teachers' learning in the professional community and burnout: a person-centered approach. European Early Childhood Education Research Journal, 2022, 30, 930-948.	1.2	1
6	Differences in Teacher Burnout Between Schools: Exploring the Effect of Proactive Strategies on Burnout Trajectories. Frontiers in Education, 2022, 7, .	1.2	7
7	Experienced risk of burnout among teachers with persistent turnover intentions. Teacher Development, 2022, 26, 317-337.	0.4	7
8	How does teachers' professional agency in the classroom change in the professional transition from early career teachers to more experienced ones?. Learning: Research and Practice, 2022, 8, 169-190.	1.1	2
9	Engaged and/or burnt out? Finnish and South African doctoral students' experiences. Studies in Graduate and Postdoctoral Education, 2022, 14, 1.	0.9	1
10	Teacher burnout profiles and proactive strategies. European Journal of Psychology of Education, 2021, 36, 219-242.	1.3	78
11	Primary school students' perceived social support in relation to study engagement. European Journal of Psychology of Education, 2021, 36, 653-672.	1.3	26
12	Disciplinary differences in doctoral student engagement in generic skills learning. Studies in Graduate and Postdoctoral Education, 2021, 12, 230-246.	0.9	1
13	Professional Agency for Learning as a Key for Developing Teachers' Competencies?. Education Sciences, 2021, 11, 324.	1.4	15
14	Crossover of burnout in the classroom – Is teacher exhaustion transmitted to students?. International Journal of School and Educational Psychology, 2021, 9, 326-339.	1.0	12
15	Is individual- and school-level teacher burnout reduced by proactive strategies?. International Journal of School and Educational Psychology, 2021, 9, 340-355.	1.0	13
16	Shared Sense-Making as Key for Large Scale Curriculum Reform in Finland. , 2021, , 247-272.		7
17	Study Engagement and Burnout of the PhD Candidates in Medicine: A Person-Centered Approach. Frontiers in Psychology, 2021, 12, 727746.	1.1	5
18	Social support experiences by pupils in Finnish secondary school. International Journal of Adolescence and Youth, 2021, 26, 471-486.	0.9	2

#	ARTICLE	IF	CITATIONS
19	Does It Feel the Same? Danish and Finnish Social Science and Humanities Doctoral Students' Academic Emotions. <i>Frontiers in Education</i> , 2021, 6, .	1.2	1
20	What Are Ethics in Doctoral Supervision, and How Do They Matter? Doctoral Students' Perspective. <i>Scandinavian Journal of Educational Research</i> , 2020, 64, 535-550.	1.0	25
21	What sustains doctoral students' interest? Comparison of Finnish, UK and Spanish doctoral students' perceptions. <i>Compare</i> , 2020, 50, 726-741.	1.5	12
22	Lessons learnt from a large-scale curriculum reform: The strategies to enhance development work and reduce reform-related stress. <i>Journal of Educational Change</i> , 2020, 21, 543-567.	2.5	19
23	What influences PhD graduate trajectories during the degree: a research-based policy agenda. <i>Higher Education</i> , 2020, 80, 1011-1043.	2.8	21
24	Why leave the teaching profession? A longitudinal approach to the prevalence and persistence of teacher turnover intentions. <i>Social Psychology of Education</i> , 2020, 23, 837-859.	1.2	56
25	PhD experience (and progress) is more than work: life-work relations and reducing exhaustion (and) Tj ETQq1 1 0.784314 rgBT /Overl	2.9	15
26	The development of student teachers' sense of professional agency in the classroom during teacher education. <i>Learning: Research and Practice</i> , 2020, 6, 114-136.	1.1	12
27	Doctoral students' writing profiles and their relations to well-being and perceptions of the academic environment. <i>Higher Education</i> , 2019, 77, 587-602.	2.8	18
28	Student teachers' and pupils' co-regulated learning behaviours in authentic classroom situations in teaching practicums. <i>Teaching and Teacher Education</i> , 2019, 85, 92-104.	1.6	10
29	Curriculum coherence as perceived by district-level stakeholders in large-scale national curriculum reform in Finland. <i>Curriculum Journal</i> , 2019, 30, 244-263.	1.0	21
30	Are learning skills associated with academic emotions elicited by master's thesis work?. <i>Journal of Further and Higher Education</i> , 2019, 43, 1299-1313.	1.4	2
31	Shared Sense-making in Curriculum Reform: Orchestrating the Local Curriculum Work. <i>Scandinavian Journal of Educational Research</i> , 2019, 63, 491-505.	1.0	22
32	Building a more robust conception of early career researcher experience: what might we be overlooking?. <i>Studies in Continuing Education</i> , 2018, 40, 149-165.	1.2	16
33	Student teachers' proactive strategies for avoiding study-related burnout during teacher education. <i>European Journal of Teacher Education</i> , 2018, 41, 301-317.	2.2	38
34	Dynamic and shared sense-making in large-scale curriculum reform in school districts. <i>Curriculum Journal</i> , 2018, 29, 181-200.	1.0	31
35	Student teachers' emotional landscapes in self- and co-regulated learning. <i>Teachers and Teaching: Theory and Practice</i> , 2018, 24, 538-558.	0.9	12
36	European Cross-National Mixed-Method Study on Early Career Researcher Experience. , 2018, , 143-174.		6

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37	The function of social support in engaging and disengaging experiences among post PhD researchers in STEM disciplines. <i>Studies in Higher Education</i> , 2018, 43, 1439-1453.	2.9	29
38	Student teachers'™ feelings of anxiety and exhaustion: can self-regulated learning skills function as an antidote?. <i>Educational Research and Evaluation</i> , 2018, 24, 462-480.	0.9	2
39	Socially Embedded Academic Emotions in School. <i>Journal of Education and Learning</i> , 2018, 7, 87.	0.2	4
40	Similar or different?. <i>Studies in Graduate and Postdoctoral Education</i> , 2018, 9, 274-295.	0.9	18
41	Shared sense-making strategies in curriculum reform: District-level perspective. <i>Improving Schools</i> , 2018, 21, 111-126.	0.6	24
42	Ethics in the supervisory relationship: supervisors' and doctoral students' dilemmas in the natural and behavioural sciences. <i>Studies in Higher Education</i> , 2017, 42, 232-247.	2.9	29
43	Social support as a contributor to student teachers'™ experienced well-being. <i>Research Papers in Education</i> , 2017, 32, 41-55.	1.7	34
44	Early career teachers'™ sense of professional agency in the classroom: associations with turnover intentions and perceived inadequacy in teacher-student interaction. <i>Asia-Pacific Journal of Teacher Education</i> , 2017, 45, 250-266.	1.2	75
45	Large-scale curriculum reform in Finland – exploring the interrelation between implementation strategy, the function of the reform, and curriculum coherence. <i>Curriculum Journal</i> , 2017, 28, 22-40.	1.0	69
46	How does the learning environment in teacher education cultivate first year student teachers' sense of professional agency in the professional community?. <i>Teaching and Teacher Education</i> , 2017, 63, 126-136.	1.6	51
47	Spanish and UK post-PhD researchers: writing perceptions, well-being and productivity. <i>Higher Education Research and Development</i> , 2017, 36, 1108-1122.	1.9	35
48	Interrelations between principals'™ risk of burnout profiles and proactive self-regulation strategies. <i>Social Psychology of Education</i> , 2017, 20, 259-274.	1.2	19
49	How does social support contribute to engaging post-PhD experience?. <i>European Journal of Higher Education</i> , 2017, 7, 373-387.	1.6	20
50	Primary determinants of a large-scale curriculum reform. <i>Journal of Educational Administration</i> , 2017, 55, 702-716.	0.8	9
51	Student-teachers'™ strategies in classroom interaction in the context of the teaching practicum. <i>Journal of Education for Teaching</i> , 2017, 43, 534-549.	1.1	22
52	From anxiety to enthusiasm: emotional patterns among student teachers. <i>European Journal of Teacher Education</i> , 2017, 40, 447-464.	2.2	24
53	More or less engaged in doctoral studies? Domestic and international students'™ satisfaction and motivation for doctoral studies in Finland. <i>Research in Comparative and International Education</i> , 2017, 12, 143-159.	0.8	12
54	Intensive studying or restlessness in the classroom: Does the quality of control matter?. <i>Teaching and Teacher Education</i> , 2017, 67, 361-369.	1.6	4

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55	What if teachers learn in the classroom?. <i>Teacher Development</i> , 2016, 20, 380-397.	0.4	37
56	Students'™ experiences of the development of emotional engagement. <i>International Journal of Educational Research</i> , 2016, 79, 86-96.	1.2	34
57	Leading a school through change – principals'™ hands-on leadership strategies in school reform. <i>School Leadership and Management</i> , 2016, 36, 452-469.	1.0	15
58	The anatomy of adolescents'™ emotional engagement in schoolwork. <i>Social Psychology of Education</i> , 2016, 19, 587-606.	1.2	21
59	Teacher'™s professional agency – a relational approach to teacher learning. <i>Learning: Research and Practice</i> , 2016, 2, 112-129.	1.1	21
60	How does it feel to become a teacher? Emotions in teacher education. <i>Social Psychology of Education</i> , 2016, 19, 451-473.	1.2	42
61	Student teachers'™ self- and co-regulation of learning during teacher education. <i>Learning: Research and Practice</i> , 2016, 2, 44-63.	1.1	22
62	The way ahead for Finnish comprehensive school? Examining state-level school administrators'™ theory of change. <i>Journal of Curriculum Studies</i> , 2016, 48, 671-691.	1.2	15
63	Engagement in learning: a comparison between Asian and European international university students. <i>Compare</i> , 2016, 46, 24-47.	1.5	29
64	Doctoral Student Learning Patterns: Learning about Active Knowledge Creation or Passive Production. <i>International Journal of Higher Education</i> , 2015, 5, .	0.2	3
65	The Added Value of a PhD in Medicine - PhD Students'™ Perceptions of Acquired Competences. <i>International Journal of Higher Education</i> , 2015, 4, .	0.2	11
66	Teachers'™ professional agency and learning – from adaption to active modification in the teacher community. <i>Teachers and Teaching: Theory and Practice</i> , 2015, 21, 811-830.	0.9	93
67	When teaching gets tough – Professional community inhibitors of teacher-targeted bullying and turnover intentions. <i>Improving Schools</i> , 2015, 18, 263-276.	0.6	14
68	What contributes to first-year student teachers'™ sense of professional agency in the classroom?. <i>Teachers and Teaching: Theory and Practice</i> , 2015, 21, 641-659.	0.9	69
69	Teachers'™ professional agency in contradictory times. <i>Teachers and Teaching: Theory and Practice</i> , 2015, 21, 615-623.	0.9	138
70	Fit matters in the supervisory relationship: doctoral students and supervisors perceptions about the supervisory activities. <i>Innovations in Education and Teaching International</i> , 2015, 52, 4-16.	1.5	93
71	“I Don't Even Have Time to be Their Friend!” Ethical Dilemmas in Ph.D. Supervision in the Hard Sciences. <i>International Journal of Science Education</i> , 2015, 37, 2721-2739.	1.0	21
72	Student Teachers'™ Key Learning Experiences – Mapping the Steps for Becoming a Professional Teacher. <i>International Journal of Higher Education</i> , 2014, 4, .	0.2	17

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73	On personal and collective dimensions of agency in doctoral training: medicine and natural science programs. <i>Studies in Continuing Education</i> , 2014, 36, 83-100.	1.2	18
74	Engaging and disengaging doctoral experiences in the behavioural sciences. <i>International Journal for Researcher Development</i> , 2014, 5, 33-55.	1.0	24
75	Strategies for academic engagement perceived by Finnish sixth and eighth graders. <i>Cambridge Journal of Education</i> , 2014, 44, 425-443.	1.6	11
76	Comprehensive school teachers' professional agency in large-scale educational change. <i>Journal of Educational Change</i> , 2014, 15, 303-325.	2.5	80
77	Conceptions of research: the doctoral student experience in three domains. <i>Studies in Higher Education</i> , 2014, 39, 251-264.	2.9	52
78	Ethical Issues in Doctoral Supervision: The Perspectives of PhD Students in the Natural and Behavioral Sciences. <i>Ethics and Behavior</i> , 2014, 24, 195-214.	1.3	36
79	Teachers' professional beliefs about their roles and the pupils' roles in the school. <i>Teacher Development</i> , 2014, 18, 177-197.	0.4	23
80	Students' emotional and cognitive engagement as the determinants of well-being and achievement in school. <i>International Journal of Educational Research</i> , 2014, 67, 40-51.	1.2	159
81	Reducing teacher burnout: A socio-contextual approach. <i>Teaching and Teacher Education</i> , 2013, 35, 62-72.	1.6	123
82	How do ninth-graders perceive their involvement in the most meaningful episodes of their school career?. <i>International Journal of Educational Research</i> , 2013, 58, 25-35.	1.2	7
83	Validity and Reliability of the Socio-Contextual Teacher Burnout Inventory (STBI). <i>Psychology</i> , 2013, 04, 73-82.	0.3	21
84	Factors affecting international doctoral students' academic engagement, satisfaction with their studies, and dropping out. <i>International Journal for Researcher Development</i> , 2012, 3, 99-117.	1.0	30
85	Doctoral students' key learning experiences in the natural sciences. <i>International Journal for Researcher Development</i> , 2012, 3, 154-183.	1.0	29
86	The Experienced Meaning of Working with a PhD Thesis. <i>Scandinavian Journal of Educational Research</i> , 2012, 56, 439-456.	1.0	53
87	The Supervisory Relationship as an Arena for Ethical Problem Solving. <i>Education Research International</i> , 2012, 2012, 1-12.	0.6	19
88	Challenges of Becoming a Scholar: A Study of Doctoral Students' Problems and Well-Being. <i>ISRN Education</i> , 2012, 2012, 1-12.	0.5	92
89	Doctoral Students' Sense of Relational Agency in Their Scholarly Communities. <i>International Journal of Higher Education</i> , 2012, 1, .	0.2	54
90	Do comprehensive school teachers perceive themselves as active professional agents in school reforms?. <i>Journal of Educational Change</i> , 2012, 13, 95-116.	2.5	87

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91	What Engages Doctoral Students in Biosciences in Doctoral Studies?. Psychology, 2012, 03, 1231-1237.	0.3	13
92	Teacherâ€™s working-environment fit as a framework for burnout experienced by Finnish teachers. Teaching and Teacher Education, 2011, 27, 1101-1110.	1.6	117
93	A systemic perspective on school reform. Journal of Educational Administration, 2011, 49, 46-61.	0.8	33
94	Pupilsâ€™ pedagogical well-being in comprehensive schoolâ€™s significant positive and negative school experiences of Finnish ninth graders. European Journal of Psychology of Education, 2010, 25, 207-221.	1.3	44
95	A horizontal approach to school transitions: a lesson learned from Finnish 15-year-olds. Cambridge Journal of Education, 2010, 40, 229-245.	1.6	23
96	Pedagogical well-being: reflecting learning and well-being in teachersâ€™ work. Teachers and Teaching: Theory and Practice, 2010, 16, 735-751.	0.9	110
97	Developing scholarly communities as learning environments for doctoral students. International Journal for Academic Development, 2009, 14, 221-232.	0.8	136
98	Relationships between change management, knowledge sharing, curriculum coherence and school impact in national curriculum reform: a longitudinal approach. International Journal of Leadership in Education, 0, , 1-25.	1.4	1
99	Emotionally engaged or feeling anxious and cynical? School experiences and links to school achievement among Finland-Swedish general and special education students. Social Psychology of Education, 0, , 1.	1.2	4
100	Exploring the Fit between Doctoral Studentsâ€™ and Supervisorsâ€™ Perceptions of Resources and Challenges vis-à-vis the Doctoral Journey. International Journal of Doctoral Studies, 0, 7, 395-414.	1.0	55
101	Experiences of Disengagement â€“ A Study of Doctoral Students in the Behavioral Sciences. International Journal of Doctoral Studies, 0, 8, 061-081.	1.0	48
102	The Relationships between Doctoral Studentsâ€™ Perceptions of Supervision and Burnout. International Journal of Doctoral Studies, 0, 12, 091-106.	1.0	73
103	Doctoral Studentsâ€™ Social Support Profiles and Their Relationship to Burnout, Drop-Out Intentions, and Time to Candidacy. International Journal of Doctoral Studies, 0, 12, 157-173.	1.0	34
104	Doctoral Candidatesâ€™ Research Writing Perceptions: A Cross-National Study. International Journal of Doctoral Studies, 0, 13, 327-345.	1.0	7
105	Building coherence and impact: differences in Finnish school level curriculum making. Curriculum Perspectives, 0, , .	0.7	0