

# Harsha N Perera

## List of Publications by Year in descending order

Source: <https://exaly.com/author-pdf/6757319/publications.pdf>

Version: 2024-02-01

38  
papers

1,356  
citations

361413  
20  
h-index

377865  
34  
g-index

38  
all docs

38  
docs citations

38  
times ranked

1059  
citing authors

#	ARTICLE	IF	CITATIONS
1	The relationship of trait emotional intelligence with academic performance: A meta-analytic review. <i>Learning and Individual Differences</i> , 2013, 28, 20-33.	2.7	147
2	Relations among teachers' self-efficacy beliefs, engagement, and work satisfaction: A social cognitive view. <i>Contemporary Educational Psychology</i> , 2019, 58, 75-84.	2.9	123
3	Profiles of teacher personality and relations with teacher self-efficacy, work engagement, and job satisfaction. <i>Personality and Individual Differences</i> , 2018, 120, 171-178.	2.9	109
4	Pre-service teachers' self-efficacy mediates the relationship between career adaptability and career optimism. <i>Teaching and Teacher Education</i> , 2017, 63, 176-185.	3.2	88
5	Relations among math self efficacy, interest, intentions, and achievement: A social cognitive perspective. <i>Contemporary Educational Psychology</i> , 2018, 53, 73-86.	2.9	83
6	Teacher self-efficacy profiles: Determinants, outcomes, and generalizability across teaching level. <i>Contemporary Educational Psychology</i> , 2019, 58, 186-203.	2.9	82
7	The role of trait emotional intelligence in academic performance during the university transition: An integrative model of mediation via social support, coping, and adjustment. <i>Personality and Individual Differences</i> , 2015, 83, 208-213.	2.9	67
8	Profiles of career adaptivity and their relations with adaptability, adapting, and adaptation. <i>Journal of Vocational Behavior</i> , 2017, 98, 70-84.	3.4	60
9	Teachers' self-efficacy beliefs for teaching math: Relations with teacher and student outcomes. <i>Contemporary Educational Psychology</i> , 2020, 61, 101842.	2.9	56
10	Towards an integrative perspective on the structure of teacher work engagement. <i>Journal of Vocational Behavior</i> , 2018, 108, 28-41.	3.4	53
11	The role of optimism and engagement coping in college adaptation: A career construction model. <i>Journal of Vocational Behavior</i> , 2014, 84, 395-404.	3.4	44
12	Construct Validity of the Social Provisions Scale. <i>Assessment</i> , 2016, 23, 720-733.	3.1	43
13	Career Optimism Mediates the Effect of Personality on Teachers' Career Engagement. <i>Journal of Career Assessment</i> , 2016, 24, 623-636.	2.5	39
14	Beyond congruence measures for the evaluation of personality factor structure replicability: An exploratory structural equation modeling approach. <i>Personality and Individual Differences</i> , 2015, 84, 23-29.	2.9	31
15	The Internal Structure of Responses to the Trait Emotional Intelligence Questionnaire—Short Form: An Exploratory Structural Equation Modeling Approach. <i>Journal of Personality Assessment</i> , 2015, 97, 411-423.	2.1	31
16	Revisiting the dimensionality of subjective task value: Towards clarification of competing perspectives. <i>Contemporary Educational Psychology</i> , 2020, 62, 101875.	2.9	31
17	A novel approach to estimating and testing specific mediation effects in educational research: explication and application of Macho and Ledermann's (2011) phantom model approach. <i>International Journal of Quantitative Research in Education</i> , 2013, 1, 39.	0.1	27
18	Vocational interest profiles: Profile replicability and relations with the STEM major choice and the Big-Five. <i>Journal of Vocational Behavior</i> , 2018, 106, 84-100.	3.4	27

#	ARTICLE	IF	CITATIONS
19	The mediating roles of coping and adjustment in the relationship between personality and academic achievement. <i>British Journal of Educational Psychology</i> , 2015, 85, 440-457.	2.9	25
20	Resolving Dimensionality Problems With WHOQOL-BREF Item Responses. <i>Assessment</i> , 2018, 25, 1014-1025.	3.1	25
21	Decent Work™s Association With Job Satisfaction, Work Engagement, and Withdrawal Intentions in Australian Working Adults. <i>Journal of Career Assessment</i> , 2021, 29, 18-35.	2.5	25
22	Construct Validity of Scores From the Connor–Davidson Resilience Scale in a Sample of Postsecondary Students With Disabilities. <i>Assessment</i> , 2018, 25, 193-205.	3.1	22
23	Impact of teachers™ career adaptability and family on professional learning. <i>Asia-Pacific Journal of Teacher Education</i> , 2019, 47, 103-117.	1.9	18
24	A Thematic Analysis of Career Adaptability in Retirees Who Return to Work. <i>Frontiers in Psychology</i> , 2016, 7, 193.	2.1	17
25	Students™ multidimensional profiles of math engagement: Predictors and outcomes from a self-system motivational perspective. <i>British Journal of Educational Psychology</i> , 2021, 91, 261-285.	2.9	14
26	Resilience: Distinct Construct or Conglomerate of Existing Traits?. <i>Industrial and Organizational Psychology</i> , 2016, 9, 422-429.	0.6	12
27	Relations of science teaching self-efficacy with instructional practices, student achievement and support, and teacher job satisfaction. <i>Contemporary Educational Psychology</i> , 2022, 69, 102041.	2.9	11
28	Evaluating Measures of Optimism and Sport Confidence. <i>Measurement in Physical Education and Exercise Science</i> , 2016, 20, 81-92.	1.8	8
29	Negative Career Outlook and the Working Alliance in Career Counseling. <i>Career Development Quarterly</i> , 2018, 66, 279-284.	1.8	7
30	Relations between graduates™ learning experiences and employment outcomes: a cautionary note for institutional performance indicators. <i>International Journal for Educational and Vocational Guidance</i> , 2022, 22, 137-156.	1.3	7
31	The Validity of CAAS Scores in Divergent Social Occupations. <i>Journal of Career Assessment</i> , 2018, 26, 31-51.	2.5	6
32	Profiles of Psychological Resilience in College Students With Disabilities. <i>Journal of Psychoeducational Assessment</i> , 2019, 37, 635-651.	1.5	6
33	A Short Form of the Career Interest Test. <i>Journal of Career Assessment</i> , 2016, 24, 397-409.	2.5	5
34	A multidimensional, person-centred perspective on teacher engagement: Evidence from Canadian and Australian teachers. <i>British Journal of Educational Psychology</i> , 2021, 91, 882-910.	2.9	5
35	Construct Validity of the EUROHIS-QOL for Rehabilitation Assessment. <i>Australian Journal of Rehabilitation Counselling</i> , 2016, 22, 57-75.	0.5	1
36	Person-Centred Research in Vocational Psychology: An Overview and Illustration. , 2019, , 777-795.		1

#	ARTICLE	IF	CITATIONS
37	A Framework for Career Reconstruction Following Personal Injury and Disability. , 2019, , 391-403.		0
38	Place identity and careers in regional Australia. Australian Journal of Career Development, 2022, 31, 57-65.	0.8	0