

Wing-kai Fung

List of Publications by Year in descending order

Source: <https://exaly.com/author-pdf/6959848/publications.pdf>

Version: 2024-02-01

17
papers

198
citations

1307594

7
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1199594

12
g-index

18
all docs

18
docs citations

18
times ranked

78
citing authors

#	ARTICLE	IF	CITATIONS
1	Effect of School Pretend Play on Preschoolers's Social Competence in Peer Interactions: Gender as a Potential Moderator. <i>Early Childhood Education Journal</i> , 2017, 45, 35-42.	2.7	36
2	Bidirectional relationships between children's executive functioning, visual skills, and word reading ability during the transition from kindergarten to primary school. <i>Contemporary Educational Psychology</i> , 2019, 59, 101779.	2.9	22
3	Gender Differences in Social Mastery Motivation and Its Relationships to Vocabulary Knowledge, Behavioral Self-Regulation, and Socioemotional Skills. <i>Early Education and Development</i> , 2019, 30, 280-293.	2.6	22
4	The role of socioeconomic status in Chinese word reading and writing among Chinese kindergarten children. <i>Reading and Writing</i> , 2020, 33, 377-397.	1.7	21
5	Mathematics, executive functioning, and visual-spatial skills in Chinese kindergarten children: Examining the bidirectionality. <i>Journal of Experimental Child Psychology</i> , 2020, 199, 104923.	1.4	16
6	Development and Validation of the Chinese Inventory of Children's Socioemotional Competence (CICSEC). <i>Early Education and Development</i> , 2020, 31, 854-872.	2.6	12
7	The roles of social mastery motivation and parental response in preschoolers' vocabulary knowledge and self-regulation. <i>Early Child Development and Care</i> , 2021, 191, 21-35.	1.3	10
8	Bidirectionality in kindergarten children's school readiness and emotional regulation. <i>Social Development</i> , 2020, 29, 801-817.	1.3	8
9	Executive functioning and word reading in Hong Kong Chinese children: A 1-year longitudinal perspective. <i>Journal of Research in Reading</i> , 2020, 43, 382-393.	2.0	8
10	Associations between overexcitabilities and playfulness of kindergarten children. <i>Thinking Skills and Creativity</i> , 2021, 40, 100834.	3.5	8
11	Parental play supportiveness and kindergartners' peer problems: Children's playfulness as a potential mediator. <i>Social Development</i> , 2022, 31, 1126-1137.	1.3	6
12	The direct and indirect relationships among kindergarten children's social mastery motivation, receptive vocabulary, and socioemotional skills. <i>Current Psychology</i> , 2021, 40, 5559-5566.	2.8	5
13	Perceived parental stress in face of kindergarten children's academic setback: roles of parents' goals and education. <i>European Journal of Psychology of Education</i> , 2021, 36, 439-451.	2.6	5
14	Association between Children's Imaginational Overexcitability and Parent-Reported Creative Potential: Cognitive and Affective Play Processes as Potential Mediators. <i>Journal of Creative Behavior</i> , 2021, 55, 962-969.	2.9	5
15	Parental self-efficacy: Examining its mediating and reciprocally predictive roles in supportive emotion socialization. <i>Family Process</i> , 2022, 61, 779-791.	2.6	3
16	What Predicts First- and Second-Language Difficulties? Testing Language and Executive Functioning Skills as Correlates. <i>Learning Disabilities Research and Practice</i> , 2022, 37, 85-99.	1.1	2
17	The Effects of Bilingual Reading Program on Chinese Children from Low Socioeconomic Status Families. <i>Early Education and Development</i> , 0, , 1-15.	2.6	1