

Mickaël Jury

List of Publications by Year in descending order

Source: <https://exaly.com/author-pdf/8140807/publications.pdf>

Version: 2024-02-01

20
papers

502
citations

933447

10
h-index

752698

20
g-index

20
all docs

20
docs citations

20
times ranked

375
citing authors

#	ARTICLE	IF	CITATIONS
1	The Experience of Low-SES Students in Higher Education: Psychological Barriers to Success and Interventions to Reduce Social-Class Inequality. <i>Journal of Social Issues</i> , 2017, 73, 23-41.	3.3	142
2	French teachers' general attitude toward inclusion: the indirect effect of teacher efficacy. <i>Educational Psychology</i> , 2019, 39, 38-50.	2.7	47
3	First-generation students' underperformance at university: the impact of the function of selection. <i>Frontiers in Psychology</i> , 2015, 6, 710.	2.1	41
4	Trait and perceived environmental competitiveness in achievement situations. <i>Journal of Personality</i> , 2018, 86, 353-367.	3.2	38
5	When first-generation students succeed at university: On the link between social class, academic performance, and performance-avoidance goals. <i>Contemporary Educational Psychology</i> , 2015, 41, 25-36.	2.9	37
6	Attitudes Toward Inclusive Education: An Exploration of the Interaction Between Teachers' Status and Students' Type of Disability Within the French Context. <i>Frontiers in Education</i> , 2021, 6, .	2.1	29
7	Teachers' attitudes toward the inclusion of students with autism spectrum disorder: Impact of students' difficulties. <i>Research in Autism Spectrum Disorders</i> , 2021, 83, 101746.	1.5	27
8	Who benefits from mastery-approach and performance-approach goals in college? Students' social class as a moderator of the link between goals and grade. <i>European Journal of Psychology of Education</i> , 2018, 33, 713-726.	2.6	23
9	The student-institution fit at university: interactive effects of academic competition and social class on achievement goals. <i>Frontiers in Psychology</i> , 2015, 6, 769.	2.1	19
10	Examining the role of perceived prestige in the link between students' subjective socioeconomic status and sense of belonging. <i>Group Processes and Intergroup Relations</i> , 2019, 22, 356-370.	3.9	14
11	Are performance-avoidance goals always deleterious for academic achievement in college? The moderating role of social class. <i>Social Psychology of Education</i> , 2019, 22, 539-555.	2.5	12
12	Doing better (or worse) than one's parents: Social status, mobility, and performance-avoidance goals. <i>British Journal of Educational Psychology</i> , 2018, 88, 659-674.	2.9	11
13	Influence of Social Support on Teachers' Attitudes Toward Inclusive Education. <i>Frontiers in Psychology</i> , 2021, 12, 736535.	2.1	11
14	The social utility of performance-approach goals in a selective educational environment. <i>Social Psychology of Education</i> , 2017, 20, 215-235.	2.5	10
15	The conflict between inclusive education and the selection function of schools in the minds of French teachers. <i>Teaching and Teacher Education</i> , 2021, 106, 103454.	3.2	10
16	Higher and lower status individuals' performance goals: The role of hierarchy stability.. <i>Motivation Science</i> , 2019, 5, 52-65.	1.6	10
17	Are teachers' personal values related to their attitudes toward inclusive education? A correlational study. <i>Social Psychology of Education</i> , 2021, 24, 1085-1104.	2.5	8
18	Are perceived learning environments related to subjective well-being? A visit to university students. <i>Learning and Individual Differences</i> , 2017, 54, 226-233.	2.7	7

#	ARTICLE	IF	CITATIONS
19	The distinct effect of multiple sources of stereotype threat. <i>Journal of Social Psychology</i> , 2019, 159, 628-641.	1.5	4
20	What does the French public think about inclusive education?. <i>Journal of Intellectual and Developmental Disability</i> , 2021, 46, 362-369.	1.6	2