

Jiesi Guo

List of Publications by Year in descending order

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Version: 2024-02-01

52
papers

2,825
citations

218677

26
h-index

197818

49
g-index

54
all docs

54
docs citations

54
times ranked

2302
citing authors

#	ARTICLE	IF	CITATIONS
1	The murky distinction between self-concept and self-efficacy: Beware of lurking jingle-jangle fallacies.. <i>Journal of Educational Psychology</i> , 2019, 111, 331-353.	2.9	194
2	Achievement, motivation, and educational choices: A longitudinal study of expectancy and value using a multiplicative perspective.. <i>Developmental Psychology</i> , 2015, 51, 1163-1176.	1.6	189
3	What to do when scalar invariance fails: The extended alignment method for multi-group factor analysis comparison of latent means across many groups.. <i>Psychological Methods</i> , 2018, 23, 524-545.	3.5	166
4	Classroom climate and children's academic and psychological wellbeing: A systematic review and meta-analysis. <i>Developmental Review</i> , 2020, 57, 100912.	4.7	163
5	Confirmatory Factor Analysis (CFA), Exploratory Structural Equation Modeling (ESEM), and Set-ESEM: Optimal Balance Between Goodness of Fit and Parsimony. <i>Multivariate Behavioral Research</i> , 2020, 55, 102-119.	3.1	158
6	Parental ethnic-racial socialization practices and children of color's psychosocial and behavioral adjustment: A systematic review and meta-analysis.. <i>American Psychologist</i> , 2020, 75, 1-22.	4.2	151
7	Building Grit: The Longitudinal Pathways between Mindset, Commitment, Grit, and Academic Outcomes. <i>Journal of Youth and Adolescence</i> , 2019, 48, 850-863.	3.5	145
8	Expectancy-value in mathematics, gender and socioeconomic background as predictors of achievement and aspirations: A multi-cohort study. <i>Learning and Individual Differences</i> , 2015, 37, 161-168.	2.7	140
9	Parental ethnic-racial socialization practices and the construction of children of color's ethnic-racial identity: A research synthesis and meta-analysis.. <i>Psychological Bulletin</i> , 2019, 145, 437-458.	6.1	132
10	An integrated model of academic self-concept development: Academic self-concept, grades, test scores, and tracking over 6 years.. <i>Developmental Psychology</i> , 2018, 54, 263-280.	1.6	128
11	Directionality of the Associations of High School Expectancy-Value, Aspirations, and Attainment. <i>American Educational Research Journal</i> , 2015, 52, 371-402.	2.7	111
12	Extending expectancy-value theory predictions of achievement and aspirations in science: Dimensional comparison processes and expectancy-by-value interactions. <i>Learning and Instruction</i> , 2017, 49, 81-91.	3.2	105
13	Probing the Unique Contributions of Self-Concept, Task Values, and Their Interactions Using Multiple Value Facets and Multiple Academic Outcomes. <i>AERA Open</i> , 2016, 2, 233285841562688.	2.1	100
14	Breaking the double-edged sword of effort/trying hard: Developmental equilibrium and longitudinal relations among effort, achievement, and academic self-concept.. <i>Developmental Psychology</i> , 2016, 52, 1273-1290.	1.6	77
15	Mindfulness and Its Association With Varied Types of Motivation: A Systematic Review and Meta-Analysis Using Self-Determination Theory. <i>Personality and Social Psychology Bulletin</i> , 2020, 46, 1121-1138.	3.0	59
16	Effects of school-average achievement on individual self-concept and achievement: Unmasking phantom effects masquerading as true compositional effects.. <i>Journal of Educational Psychology</i> , 2018, 110, 1112-1126.	2.9	50
17	In-the-Moment Profiles of Expectancies, Task Values, and Costs. <i>Frontiers in Psychology</i> , 2019, 10, 1662.	2.1	43
18	Job satisfaction of teachers and their principals in relation to climate and student achievement.. <i>Journal of Educational Psychology</i> , 2020, 112, 1061-1073.	2.9	43

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19	Validating the Copenhagen Psychosocial Questionnaire (COPSOQ-II) Using Set-ESEM: Identifying Psychosocial Risk Factors in a Sample of School Principals. <i>Frontiers in Psychology</i> , 2018, 9, 584.	2.1	42
20	Cross-cultural generalizability of social and dimensional comparison effects on reading, math, and science self-concepts for primary school students using the combined PIRLS and TIMSS data. <i>Learning and Instruction</i> , 2018, 58, 210-219.	3.2	41
21	A worthy self is a caring self: Examining the developmental relations between self-esteem and self-compassion in adolescents. <i>Journal of Personality</i> , 2018, 86, 619-630.	3.2	36
22	Long-term positive effects of repeating a year in school: Six-year longitudinal study of self-beliefs, anxiety, social relations, school grades, and test scores.. <i>Journal of Educational Psychology</i> , 2017, 109, 425-438.	2.9	36
23	Capturing the multiplicative effect of perseverance and passion: Measurement issues of combining two grit facets. <i>Proceedings of the National Academy of Sciences of the United States of America</i> , 2019, 116, 3938-3940.	7.1	33
24	Inequity and Excellence in Academic Performance: Evidence From 27 Countries. <i>American Educational Research Journal</i> , 2018, 55, 836-858.	2.7	31
25	A Systematic Evaluation and Comparison Between Exploratory Structural Equation Modeling and Bayesian Structural Equation Modeling. <i>Structural Equation Modeling</i> , 2019, 26, 529-556.	3.8	30
26	Testing Syndromes of Psychopathology in Parent and Youth Ratings Across Societies. <i>Journal of Clinical Child and Adolescent Psychology</i> , 2019, 48, 596-609.	3.4	29
27	Joint trajectories of task value in multiple subject domains: From both variable- and pattern-centered perspectives. <i>Contemporary Educational Psychology</i> , 2018, 55, 139-154.	2.9	26
28	Temporal ordering effects of adolescent depression, relational aggression, and victimization over six waves: Fully latent reciprocal effects models.. <i>Developmental Psychology</i> , 2016, 52, 1994-2009.	1.6	25
29	Gendered Pathways Toward STEM Careers: The Incremental Roles of Work Value Profiles Above Academic Task Values. <i>Frontiers in Psychology</i> , 2018, 9, 1111.	2.1	24
30	Burning passion, burning out: The passionate school principal, burnout, job satisfaction, and extending the dualistic model of passion.. <i>Journal of Educational Psychology</i> , 2021, 113, 1668-1688.	2.9	24
31	Countries, parental occupation, and girls' interest in science. <i>Lancet, The</i> , 2019, 393, e6-e8.	13.7	21
32	The roles of social-emotional skills in students' academic and life success: A multi-informant and multicohort perspective.. <i>Journal of Personality and Social Psychology</i> , 2023, 124, 1079-1110.	2.8	20
33	The Relations of Science Task Values, Self-Concept of Ability, and STEM Aspirations Among Finnish Students From First to Second Grade. <i>Frontiers in Psychology</i> , 2019, 10, 1449.	2.1	19
34	The Role of Sociocultural Factors in Student Achievement Motivation: A Cross-Cultural Review. <i>Adolescent Research Review</i> , 2020, 5, 435-450.	4.5	19
35	Relations of epistemic beliefs with motivation, achievement, and aspirations in science: Generalizability across 72 societies.. <i>Journal of Educational Psychology</i> , 2022, 114, 734-751.	2.9	18
36	Young Women Face Disadvantage to Enrollment in University STEM Coursework Regardless of Prior Achievement and Attitudes. <i>American Educational Research Journal</i> , 2019, 56, 1629-1680.	2.7	18

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37	Cognitive Defusion Predicts More Approach and Less Avoidance Coping With Stress, Independent of Threat and Self-Efficacy Appraisals. <i>Journal of Personality</i> , 2017, 85, 716-729.	3.2	17
38	Revealing dynamic relations between mathematics self-concept and perceived achievement from lesson to lesson: An experience-sampling study.. <i>Journal of Educational Psychology</i> , 2022, 114, 1380-1393.	2.9	15
39	An information distortion model of social class differences in math self-concept, intrinsic value, and utility value.. <i>Journal of Educational Psychology</i> , 2018, 110, 445-463.	2.9	13
40	How well do parents know their adolescent children? Parent inferences of student self-concepts reflect dimensional comparison processes. <i>Learning and Instruction</i> , 2017, 47, 25-32.	3.2	12
41	Ability Stratification Predicts the Size of the Big-Fish-Little-Pond Effect. <i>Educational Researcher</i> , 2021, 50, 334-344.	5.4	12
42	Moderation of the Big-Fish-Little-Pond Effect: Juxtaposition of Evolutionary (Darwinian-Economic) and Achievement Motivation Theory Predictions Based on a Delphi Approach. <i>Educational Psychology Review</i> , 2021, 33, 1353-1378.	8.4	12
43	Illusory gender-equality paradox, math self-concept, and frame-of-reference effects: New integrative explanations for multiple paradoxes.. <i>Journal of Personality and Social Psychology</i> , 2021, 121, 168-183.	2.8	12
44	Academic self-concept formation and peer-group contagion: Development of the big-fish-little-pond effect in primary-school classrooms and peer groups.. <i>Journal of Educational Psychology</i> , 2022, 114, 198-213.	2.9	7
45	School belonging predicts whether an emerging adult will be not in education, employment, or training (NEET) after school.. <i>Journal of Educational Psychology</i> , 2022, 114, 1881-1894.	2.9	7
46	Ubiquitous emotional exhaustion in school principals: Stable trait, enduring autoregressive trend, or occasion-specific state?. <i>Journal of Educational Psychology</i> , 2022, 114, 426-441.	2.9	6
47	Socioeconomic Inequality and Student Outcomes in Australia. <i>Education Policy & Social Inequality</i> , 2019, , 189-204.	0.1	5
48	Which class matters? Juxtaposing multiple class environments as frames-of-reference for academic self-concept formation.. <i>Journal of Educational Psychology</i> , 2022, 114, 127-143.	2.9	4
49	The immigrant paradox and math self-concept: An SES-of-origin-country hypothesis. <i>Learning and Instruction</i> , 2022, 77, 101539.	3.2	3
50	The Dimensionality of Reading Self-Concept: Examining Its Stability Using Local Structural Equation Models. <i>Assessment</i> , 2023, 30, 873-890.	3.1	3
51	Boarding schools: A longitudinal examination of Australian Indigenous and non-Indigenous boarders'™ and non-boarders'™ wellbeing. <i>British Educational Research Journal</i> , 0, , .	2.5	3
52	High school students'™ tenacity and flexibility in goal pursuit linked to life satisfaction and achievement on competencies tests.. <i>Journal of Educational Psychology</i> , 2022, 114, 622-636.	2.9	2