

Jiesi Guo

List of Publications by Year in descending order

Source: <https://exaly.com/author-pdf/8187718/publications.pdf>

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 Dimensionality of Reading Self-Concept: Examining Its Stability Using Local Structural Equation Models. <i>Assessment</i> , 2023, 30, 873-890. | 3.1 | 3 |
| 2 | The roles of socialâ€œemotional skills in studentsâ€™ 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 |
| 3 | 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 |
| 4 | High school studentsâ€™ 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 |
| 5 | The immigrant paradox and math self-concept: An SES-of-origin-country hypothesis. <i>Learning and Instruction</i> , 2022, 77, 101539. | 3.2 | 3 |
| 6 | 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 |
| 7 | 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 |
| 8 | 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 |
| 9 | 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 |
| 10 | 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 |
| 11 | Ability Stratification Predicts the Size of the Big-Fish-Little-Pond Effect. <i>Educational Researcher</i> , 2021, 50, 334-344. | 5.4 | 12 |
| 12 | 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 |
| 13 | 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 |
| 14 | 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 |
| 15 | 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 |
| 16 | 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 |
| 17 | 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 |
| 18 | Classroom climate and childrenâ€™s academic and psychological wellbeing: A systematic review and meta-analysis. <i>Developmental Review</i> , 2020, 57, 100912. | 4.7 | 163 |

| # | ARTICLE | IF | CITATIONS |
|----|--|------|-----------|
| 19 | 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 |
| 20 | 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 |
| 21 | 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 |
| 22 | In-the-Moment Profiles of Expectancies, Task Values, and Costs. <i>Frontiers in Psychology</i> , 2019, 10, 1662. | 2.1 | 43 |
| 23 | 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 |
| 24 | Countries, parental occupation, and girls' interest in science. <i>Lancet, The</i> , 2019, 393, e6-e8. | 13.7 | 21 |
| 25 | 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 |
| 26 | 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 |
| 27 | 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 |
| 28 | Socioeconomic Inequality and Student Outcomes in Australia. <i>Education Policy & Social Inequality</i> , 2019, , 189-204. | 0.1 | 5 |
| 29 | 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 |
| 30 | 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 |
| 31 | 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 |
| 32 | Inequity and Excellence in Academic Performance: Evidence From 27 Countries. <i>American Educational Research Journal</i> , 2018, 55, 836-858. | 2.7 | 31 |
| 33 | 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 |
| 34 | 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 |
| 35 | 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 |
| 36 | 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 |

| # | ARTICLE | IF | CITATIONS |
|----|--|-----|-----------|
| 37 | 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 |
| 38 | 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 |
| 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 | 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 |
| 41 | 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 |
| 42 | 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 |
| 43 | 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 |
| 44 | Cognitive Defusion Predicts More Approach and Less Avoidance Coping With Stress, Independent of Threat and Selfâ€Efficacy Appraisals. <i>Journal of Personality</i> , 2017, 85, 716-729. | 3.2 | 17 |
| 45 | 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 |
| 46 | 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 |
| 47 | 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 |
| 48 | 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 |
| 49 | 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 |
| 50 | 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 |
| 51 | 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 |
| 52 | Boarding schools: A longitudinal examination of Australian Indigenous and nonâ€Indigenous boardersâ€™ and nonâ€boardersâ€™ wellbeing. <i>British Educational Research Journal</i> , 0, , . | 2.5 | 3 |