

Zheng Xin

List of Publications by Year in descending order

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14
papers

411
citations

932766

10
h-index

1058022

14
g-index

14
all docs

14
docs citations

14
times ranked

182
citing authors

| # | ARTICLE | IF | CITATIONS |
|----|--|-----|-----------|
| 1 | Exploring the relationships among instructional leadership, professional learning communities and teacher self-efficacy in China. <i>Educational Management Administration and Leadership</i> , 2019, 47, 843-859. | 2.2 | 85 |
| 2 | Facilitating professional learning communities in China: Do leadership practices and faculty trust matter?. <i>Teaching and Teacher Education</i> , 2018, 76, 140-150. | 1.6 | 56 |
| 3 | Multiplicative effect of intrinsic and extrinsic motivation on academic performance: A longitudinal study of Chinese students. <i>Journal of Personality</i> , 2020, 88, 584-595. | 1.8 | 48 |
| 4 | Effects of leadership practices on professional learning communities: the mediating role of trust in colleagues. <i>Asia Pacific Education Review</i> , 2016, 17, 521-532. | 1.4 | 34 |
| 5 | Leading Teachers' Emotions Like Parents: Relationships Between Paternalistic Leadership, Emotional Labor and Teacher Commitment in China. <i>Frontiers in Psychology</i> , 2020, 11, 519. | 1.1 | 29 |
| 6 | The Relationship Between Distributed Leadership and Teacher Efficacy in China: The Mediation of Satisfaction and Trust. <i>Asia-Pacific Education Researcher</i> , 2019, 28, 509-518. | 2.2 | 28 |
| 7 | Leading with teachers' emotional labour: relationships between leadership practices, emotional labour strategies and efficacy in China. <i>Teachers and Teaching: Theory and Practice</i> , 2018, 24, 965-979. | 0.9 | 27 |
| 8 | Does instrumental motivation help students with low intrinsic motivation? Comparison between Western and Confucian students. <i>International Journal of Psychology</i> , 2020, 55, 182-191. | 1.7 | 24 |
| 9 | Are professional learning communities beneficial for teachers? A multilevel analysis of teacher self-efficacy and commitment in China. <i>School Effectiveness and School Improvement</i> , 2021, 32, 197-217. | 1.4 | 24 |
| 10 | Teacher learning as boundary crossing: a case study of Master Teacher Studios in China. <i>Teachers and Teaching: Theory and Practice</i> , 2019, 25, 837-854. | 0.9 | 15 |
| 11 | Do Both Intrinsic and Identified Motivations Have Long-Term Effects?. <i>Journal of Psychology: Interdisciplinary and Applied</i> , 2019, 153, 288-306. | 0.9 | 13 |
| 12 | Exploring the Relationship Between Paternalistic Leadership, Teacher Commitment, and Job Satisfaction in Chinese Schools. <i>Frontiers in Psychology</i> , 2020, 11, 1481. | 1.1 | 12 |
| 13 | Doing authentic research with artifacts to facilitate teacher learning across multiple communities. <i>Teaching and Teacher Education</i> , 2021, 105, 103394. | 1.6 | 12 |
| 14 | The Influence of Schools' Organizational Environment on Teacher Collaborative Learning: A Survey of Shanghai Teachers. <i>Chinese Education and Society</i> , 2020, 53, 300-317. | 0.3 | 4 |