

# Zheng Xin

## List of Publications by Year in Descending Order

**Source:** <https://exaly.com/author-pdf/8253347/zheng-xin-publications-by-year.pdf>

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The third column is the impact factor (IF) of the journal, and the fourth column is the number of citations of the article.

14  
papers

195  
citations

9  
h-index

13  
g-index

14  
ext. papers

279  
ext. citations

2.2  
avg, IF

3.98  
L-index

#	Paper	IF	Citations
14	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> , <b>2021</b> , 32, 197-217	2	9
13	Doing authentic research with artifacts to facilitate teacher learning across multiple communities. <i>Teaching and Teacher Education</i> , <b>2021</b> , 105, 103394	2.9	2
12	Exploring the Relationship Between Paternalistic Leadership, Teacher Commitment, and Job Satisfaction in Chinese Schools. <i>Frontiers in Psychology</i> , <b>2020</b> , 11, 1481	3.4	4
11	Leading Teachers' Emotions Like Parents: Relationships Between Paternalistic Leadership, Emotional Labor and Teacher Commitment in China. <i>Frontiers in Psychology</i> , <b>2020</b> , 11, 519	3.4	13
10	The Influence of Schools' Organizational Environment on Teacher Collaborative Learning: A Survey of Shanghai Teachers. <i>Chinese Education and Society</i> , <b>2020</b> , 53, 300-317	0.3	1
9	Multiplicative effect of intrinsic and extrinsic motivation on academic performance: A longitudinal study of Chinese students. <i>Journal of Personality</i> , <b>2020</b> , 88, 584-595	4.4	16
8	Does instrumental motivation help students with low intrinsic motivation? Comparison between Western and Confucian students. <i>International Journal of Psychology</i> , <b>2020</b> , 55, 182-191	1.9	14
7	Do Both Intrinsic and Identified Motivations Have Long-Term Effects?. <i>Journal of Psychology: Interdisciplinary and Applied</i> , <b>2019</b> , 153, 288-306	2.7	5
6	The Relationship Between Distributed Leadership and Teacher Efficacy in China: The Mediation of Satisfaction and Trust. <i>Asia-Pacific Education Researcher</i> , <b>2019</b> , 28, 509-518	1.7	10
5	Teacher learning as boundary crossing: a case study of Master Teacher Studios in China. <i>Teachers and Teaching: Theory and Practice</i> , <b>2019</b> , 25, 837-854	2	11
4	Exploring the relationships among instructional leadership, professional learning communities and teacher self-efficacy in China. <i>Educational Management Administration and Leadership</i> , <b>2019</b> , 47, 843-859 <sup>1.1</sup>	1.1	46
3	Leading with teachers' emotional labour: relationships between leadership practices, emotional labour strategies and efficacy in China. <i>Teachers and Teaching: Theory and Practice</i> , <b>2018</b> , 24, 965-979	2	13
2	Facilitating professional learning communities in China: Do leadership practices and faculty trust matter?. <i>Teaching and Teacher Education</i> , <b>2018</b> , 76, 140-150	2.9	28
1	Effects of leadership practices on professional learning communities: the mediating role of trust in colleagues. <i>Asia Pacific Education Review</i> , <b>2016</b> , 17, 521-532	1.2	23