

# Eve Kikas

## List of Publications by Year in descending order

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Version: 2024-02-01

94  
papers

2,040  
citations

279778

23  
h-index

302107

39  
g-index

94  
all docs

94  
docs citations

94  
times ranked

1617  
citing authors

#	ARTICLE	IF	CITATIONS
1	Teachersâ€™ Knowledge of Learning Strategies. <i>Scandinavian Journal of Educational Research</i> , 2023, 67, 870-885.	1.7	5
2	Literacy instruction activities and their associations with first gradersâ€™ reading performance in two transparent orthographies. <i>Compare</i> , 2022, 52, 92-109.	2.1	6
3	Evaluating the efficacy of a teacher-guided comprehension-oriented learning strategy intervention among students in Grade 4. <i>European Journal of Psychology of Education</i> , 2022, 37, 509-530.	2.6	5
4	Unravelling the Parent-Child Contexts in Which Corporal Punishment Predicts Increases vs. Decreases in Childrenâ€™s Aggression. <i>Journal of Clinical Child and Adolescent Psychology</i> , 2022, 51, 183-194.	3.4	2
5	Patterns of Childrenâ€™s Relationships With Parents and Teachers in Grade 1: Links to Task Persistence and Performance. <i>Frontiers in Psychology</i> , 2022, 13, .	2.1	0
6	Is part-time special education beneficial for children at risk for reading difficulties? An example from Estonia. <i>Dyslexia</i> , 2021, 27, 126-150.	1.5	3
7	Effects of Prior Knowledge on Comprehending Text About Learning Strategies. <i>Frontiers in Education</i> , 2021, 6, .	2.1	2
8	What role do comprehension-oriented learning strategies have in solving math calculation and word problems at the end of middle school?. <i>British Journal of Educational Psychology</i> , 2020, 90, 105-123.	2.9	15
9	Child-perceived teacher emotional support, its relations with teaching practices, and task persistence. <i>European Journal of Psychology of Education</i> , 2019, 34, 359-374.	2.6	17
10	Math homework: Parental help and childrenâ€™s academic outcomes. <i>Contemporary Educational Psychology</i> , 2019, 59, 101784.	2.9	30
11	Early prediction of reading trajectories of children with and without reading instruction in kindergarten: a comparison study of Estonia and Finland. <i>Journal of Research in Reading</i> , 2019, 42, 389-410.	2.0	7
12	Child-centered and teacher-directed practices in relation to calculation and word problem solving skills. <i>Learning and Individual Differences</i> , 2019, 70, 76-85.	2.7	12
13	Parental Involvement in Math Homework: Links to Childrenâ€™s Performance and Motivation. <i>Scandinavian Journal of Educational Research</i> , 2019, 63, 17-37.	1.7	67
14	Developmental trajectories of goal orientations and math skills from grades 7 to 9. <i>European Journal of Psychology of Education</i> , 2019, 34, 147-167.	2.6	1
15	Reading comprehension from grade 1 to 6 in two shallow orthographies: comparison of Estonian and Finnish students. <i>Compare</i> , 2019, 49, 681-699.	2.1	5
16	Associations Between Reading Skills, Interest in Reading, and Teaching Practices in First Grade. <i>Scandinavian Journal of Educational Research</i> , 2018, 62, 832-849.	1.7	19
17	Effortful control, task persistence, and reading skills. <i>Journal of Applied Developmental Psychology</i> , 2018, 54, 42-52.	1.7	14
18	Teacher Judgments of Student Reading and Math Skills: Associations With Child- and Classroom-Related Factors. <i>Scandinavian Journal of Educational Research</i> , 2018, 62, 783-797.	1.7	5

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19	Calculation and word problem-solving skill profiles: relationship to previous skills and interest. <i>Educational Psychology</i> , 2018, 38, 1239-1254.	2.7	6
20	Teachers'™ Promotion or Inhibition of Children's™ Aggression Depends on Peer-Group Characteristics. <i>Journal of Clinical Child and Adolescent Psychology</i> , 2017, 46, 848-857.	3.4	3
21	Relationships between teachers'™ metacognitive knowledge and students'™ metacognitive knowledge and reading achievement. <i>European Journal of Psychology of Education</i> , 2017, 32, 201-218.	2.6	29
22	Does Self-Efficacy Mediate the Effect of Primary School Teachers'™ Emotional Support on Learning Behavior and Academic Skills?. <i>Journal of Early Adolescence</i> , 2017, 37, 696-730.	1.9	20
23	Validating the early childhood classroom observation measure in first and third grade classrooms. <i>Scandinavian Journal of Educational Research</i> , 2017, 61, 275-294.	1.7	11
24	Kindergarten and Primary School Children's™ Everyday, Synthetic, and Scientific Concepts of Clouds and Rainfall. <i>Research in Science Education</i> , 2017, 47, 539-558.	2.3	15
25	Profiles of teaching practices and reading skills at the first and third grade in Finland and Estonia. <i>Teaching and Teacher Education</i> , 2017, 64, 150-161.	3.2	16
26	Relations among parental causal attributions and children's™ math performance and task persistence. <i>Educational Psychology</i> , 2017, 37, 332-345.	2.7	6
27	Associations of newly qualified teachers'™ beliefs with classroom management practices and approaches to instruction over one school year. <i>European Journal of Teacher Education</i> , 2017, 40, 28-45.	3.7	9
28	The role of teacher-related factors in mathematics skills between children attending Estonian-speaking and Russian-speaking schools. <i>European Journal of Psychology of Education</i> , 2017, 32, 501-520.	2.6	1
29	Calculation and word problem-solving skills in primary grades – Impact of cognitive abilities and longitudinal interrelations with task-persistent behaviour. <i>British Journal of Educational Psychology</i> , 2016, 86, 165-181.	2.9	26
30	Teachers'™ ability and help attributions and children's math performance and task persistence. <i>Early Child Development and Care</i> , 2016, 186, 1259-1270.	1.3	5
31	Student teachers'™ emotional teaching experiences in relation to different teaching methods. <i>Educational Studies</i> , 2016, 42, 269-286.	2.4	10
32	Task persistence mediates the effect of children's™ literacy skills on mothers'™ academic help. <i>Educational Psychology</i> , 2016, 36, 975-991.	2.7	12
33	Students' understanding of cloud and rainbow formation and teachers' awareness of students' performance. <i>International Journal of Science Education</i> , 2016, 38, 993-1011.	1.9	6
34	Developmental trajectories of calculation and word problem solving from third to fifth grade. <i>Learning and Individual Differences</i> , 2016, 49, 151-161.	2.7	4
35	Cultural universality and specificity of student engagement in school: The results of an international study from 12 countries. <i>British Journal of Educational Psychology</i> , 2016, 86, 137-153.	2.9	63
36	Profiles of self-regulation in elementary grades: Relations to math and reading skills. <i>Learning and Individual Differences</i> , 2016, 51, 37-48.	2.7	24

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37	Effects of teacher's individualized support on children's reading skills and interest in classrooms with different teaching styles. <i>Learning and Individual Differences</i> , 2016, 49, 270-277.	2.7	23
38	Assessment of learning strategies: self-report questionnaire or learning task. <i>European Journal of Psychology of Education</i> , 2016, 31, 579-593.	2.6	14
39	Student teachers'™ knowledge about children with ADHD and depression and its relations to emotions. <i>Emotional and Behavioural Difficulties</i> , 2016, 21, 190-204.	1.2	2
40	Classroom management practices and their associations with children's™ mathematics skills in two cultural groups. <i>Educational Psychology</i> , 2016, 36, 216-235.	2.7	3
41	Family- and classroom-related factors and mother's™ kindergarten teacher trust in Estonia and Finland. <i>Educational Psychology</i> , 2016, 36, 47-72.	2.7	8
42	Transactional development of parental beliefs and academic skills in primary school. <i>Early Child Development and Care</i> , 2015, 185, 1148-1165.	1.3	5
43	The effects of children's™ reading skills and interest on teacher perceptions of children's™ skills and individualized support. <i>International Journal of Behavioral Development</i> , 2015, 39, 402-412.	2.4	18
44	Does early reading instruction promote the rate of acquisition? A comparison of two transparent orthographies. <i>Learning and Instruction</i> , 2015, 38, 14-23.	3.2	51
45	Cross-lagged relations between math-related interest, performance goals and skills in groups of children with different general abilities. <i>Learning and Individual Differences</i> , 2015, 39, 105-113.	2.7	31
46	Lugemisoskuse ja -motivatsiooni seosed Æpetajate kasvatusstiilidega esimeses klassis. <i>Estonian Journal of Education</i> , 2014, 2, 67-95.	0.1	0
47	Socialization Values and Parenting Practices as Predictors of Parental Involvement in Their Children's Educational Process. <i>Early Education and Development</i> , 2014, 25, 1-18.	2.6	16
48	Authoritative and authoritarian-inconsistent teachers'™ preferences for teaching methods and instructional goals. <i>Education 3-13</i> , 2014, 42, 5-22.	1.0	19
49	Understanding and measuring student engagement in school: The results of an international study from 12 countries.. <i>School Psychology Quarterly</i> , 2014, 29, 213-232.	2.0	156
50	The National Status of the Preparation of School Psychologists in Estonia. <i>International Journal of School and Educational Psychology</i> , 2014, 2, 172-178.	1.6	3
51	Collective student characteristics alter the effects of teaching practices on academic outcomes. <i>Journal of Applied Developmental Psychology</i> , 2014, 35, 273-283.	1.7	34
52	Esimese klassi Æpilaste matemaatikateadmiste arengu seosed klassiÆpetajate vÆimekususkumuste ja tulemusootuste profiiliga. <i>Estonian Journal of Education</i> , 2014, 2, 50-66.	0.1	0
53	Mothers'™ trust toward teachers in relation to teaching practices. <i>Early Childhood Research Quarterly</i> , 2013, 28, 153-165.	2.7	36
54	A Validation of the Early Childhood Classroom Observation Measure in Finnish and Estonian Kindergartens. <i>Early Education and Development</i> , 2012, 23, 323-350.	2.6	29

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55	Cognitive correlates of math skills in third-grade students. <i>Educational Psychology</i> , 2012, 32, 21-44.	2.7	20
56	Do girls and boys perceive themselves as equally engaged in school? The results of an international study from 12 countries. <i>Journal of School Psychology</i> , 2012, 50, 77-94.	2.9	191
57	Changes in Children's Answers to Open Questions about the Earth and Gravity. <i>Child Development Research</i> , 2012, 2012, 1-10.	1.9	1
58	Mutual Trust between Kindergarten Teachers and Mothers and its Associations with Family Characteristics in Estonia and Finland. <i>Scandinavian Journal of Educational Research</i> , 2011, 55, 23-37.	1.7	22
59	Instructional approaches: differences between kindergarten and primary school teachers. <i>Compare</i> , 2011, 41, 91-111.	2.1	18
60	Assessing Estonian mothers' involvement in their children's education and trust in teachers. <i>Early Child Development and Care</i> , 2011, 181, 1079-1094.	1.3	13
61	Controlled Drawing Observation for Assessing a Child's Readiness for School and Predicting Academic Achievement at the End of the First Grade. <i>Scandinavian Journal of Educational Research</i> , 2011, 55, 61-78.	1.7	5
62	Qualities to be developed in Estonian children at home and at school. <i>Journal of Applied Developmental Psychology</i> , 2010, 31, 315-321.	1.7	23
63	Performance approach goals, task-avoidant behaviour and conceptual knowledge as predictors of first graders' school performance. <i>Educational Psychology</i> , 2010, 30, 89-106.	2.7	22
64	Macrostructure in the Narratives of Estonian Children With Typical Development and Language Impairment. <i>Journal of Speech, Language, and Hearing Research</i> , 2010, 53, 1321-1333.	1.6	30
65	Young children's acquisition of knowledge about the Earth: A longitudinal study. <i>Journal of Experimental Child Psychology</i> , 2010, 107, 164-180.	1.4	27
66	Relations Between Achievement Goal Orientations and Math Achievement in Primary Grades: A Follow-Up Study. <i>Scandinavian Journal of Educational Research</i> , 2010, 54, 295-312.	1.7	22
67	Children's Thinking. Clouds, Rain, and Rainbow in Children's Explanations. <i>Folklore (Estonia)</i> , 2010, 44, 113-130.	0.1	4
68	Vahendamata ja vahendatud narratiiv laste k�mnearengu hindamisel. <i>Eesti Rakenduslingvistika Uingu Aastaraamat</i> , 2010, 6, 277-296.	0.0	4
69	School Psychologists' Role in School. <i>School Psychology International</i> , 2009, 30, 331-346.	1.9	17
70	The role of individual and contextual factors in the development of maths skills. <i>Educational Psychology</i> , 2009, 29, 541-560.	2.7	36
71	Associations Between Verbal Reasoning, Normative Beliefs About Aggression, and Different Forms of Aggression. <i>Journal of Research on Adolescence</i> , 2009, 19, 137-149.	3.7	21
72	The Roles of a Primary School Teacher in the Information Society. <i>Scandinavian Journal of Educational Research</i> , 2008, 52, 459-480.	1.7	19

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73	The Effect of Testing Condition on Word Guessing in Elementary School Children. <i>Journal of Psychoeducational Assessment</i> , 2008, 26, 16-26.	1.5	15
74	The Relationships among Verbal Skills of Primary School Students with Specific Learning Disabilities and a Typically Developing Comparison Group. <i>International Journal of Disability Development and Education</i> , 2008, 55, 315-329.	1.1	8
75	Cognitive Functioning in Children With and Without Attention-Deficit/Hyperactivity Disorder With and Without Comorbid Learning Disabilities. <i>Journal of Learning Disabilities</i> , 2007, 40, 194-202.	2.2	39
76	Hostile attributions and behavioral strategies in children: Does relationship type matter?. <i>Developmental Psychology</i> , 2007, 43, 889-900.	1.6	71
77	Children's knowledge of astronomy and its change in the course of learning. <i>Early Childhood Research Quarterly</i> , 2007, 22, 89-104.	2.7	57
78	The Effect of Verbal and Visuo-Spatial Abilities on the Development of Knowledge of the Earth. <i>Research in Science Education</i> , 2006, 36, 269-283.	2.3	17
79	Aggressive strategies and victimization during adolescence: grade and gender differences, and cross-informant agreement. <i>Aggressive Behavior</i> , 2006, 32, 68-79.	2.4	72
80	Development of Children's Knowledge: The Sky, the Earth and the Sun in Children's Explanations. <i>Folklore (Estonia)</i> , 2005, 31, 31-56.	0.1	11
81	Teachers' conceptions and misconceptions concerning three natural phenomena. <i>Journal of Research in Science Teaching</i> , 2004, 41, 432-448.	3.3	90
82	The International School Psychology Survey. <i>School Psychology International</i> , 2004, 25, 259-286.	1.9	45
83	University Students' Conceptions of Different Physical Phenomena. <i>Journal of Adult Development</i> , 2003, 10, 139-150.	1.4	28
84	Developing an Estonian version of the Psychoeducational Profile Revised (PEP-R). <i>Journal of Autism and Developmental Disorders</i> , 2003, 33, 217-217.	2.7	5
85	Pupils as Consumers of School Psychological Services. <i>School Psychology International</i> , 2003, 24, 20-32.	1.9	2
86	The influence of teaching on students'™ explanations and illustrations of the day/night cycle and seasonal changes. <i>European Journal of Psychology of Education</i> , 2000, 15, 281-295.	2.6	13
87	School Psychology in Estonia. <i>School Psychology International</i> , 1999, 20, 352-364.	1.9	13
88	Pupils' explanations of seasonal changes: age differences and the influence of teaching. <i>British Journal of Educational Psychology</i> , 1998, 68, 505-516.	2.9	28
89	The impact of teaching on students' definitions and explanations of astronomical phenomena. <i>Learning and Instruction</i> , 1998, 8, 439-454.	3.2	86
90	The Development of Word Definitions in Children. <i>Journal of Russian and East European Psychology: A Journal of Translations</i> , 1993, 31, 40-54.	0.1	8

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91	Longitudinal study of children's aggressive behavior, and its relations to individual and contextual factors. <i>International Journal of School and Educational Psychology</i> , 0, , 1-14.	1.6	0
92	School Psychology in Estonia. , 0, , 91-102.		3
93	Longitudinal associations between third-grade teaching styles and sixth-grade reading skills: a 3-year follow-up study. <i>Journal of Research in Reading</i> , 0, , .	2.0	2
94	Parental homework-help profiles throughout grades 6 – 9: Relations to motivation and mathematics skills. <i>Frontiers in Education</i> , 0, 7, .	2.1	3