

Arief Darmanegara Liem

List of Publications by Year in descending order

Source: <https://exaly.com/author-pdf/8389242/publications.pdf>

Version: 2024-02-01

58
papers

3,205
citations

186265

28
h-index

161849

54
g-index

61
all docs

61
docs citations

61
times ranked

2395
citing authors

#	ARTICLE	IF	CITATIONS
1	Order processing of number symbols is influenced by direction, but not format. <i>Quarterly Journal of Experimental Psychology</i> , 2022, 75, 98-117.	1.1	4
2	Student Engagement: Current State of the Construct, Conceptual Refinement, and Future Research Directions. <i>Educational Psychology Review</i> , 2022, 34, 107-138.	8.4	43
3	The role of teachers' instrumental and emotional support in students' academic buoyancy, engagement, and academic skills: A study of high school and elementary school students in different national contexts. <i>Learning and Instruction</i> , 2022, 80, 101619.	3.2	19
4	Perceived competence and coping strategies. <i>Educational Psychology</i> , 2022, 42, 275-277.	2.7	1
5	Goal complexes: Integrating achievement goals as standards and self-attributed motives as reasons underlying goal pursuit. <i>Social Psychology of Education</i> , 2022, 25, 845-880.	2.5	1
6	Achievement and motivation. <i>Educational Psychology</i> , 2021, 41, 379-382.	2.7	1
7	Profiles of Antisocial Behavior in School-Based and At-Risk Adolescents in Singapore: A Latent Class Analysis. <i>Child Psychiatry and Human Development</i> , 2020, 51, 585-596.	1.9	5
8	Perceived school goal structure, achievement goals and emotions in teaching of Singapore teachers. <i>Asia Pacific Journal of Education</i> , 2020, 40, 344-355.	2.1	5
9	Academic performance and assessment. <i>Educational Psychology</i> , 2019, 39, 705-708.	2.7	8
10	Exploring the relationships between academic buoyancy, academic self-concept, and academic performance: a study of mathematics and reading among primary school students. <i>Educational Psychology</i> , 2019, 39, 1068-1089.	2.7	37
11	Implicit beliefs of ability and maladaptive learning: does self-efficacy matter?. <i>Educational Psychology</i> , 2019, 39, 153-168.	2.7	5
12	Student perceptions of self-efficacy and teacher support for learning in fostering youth competencies: Roles of affective and cognitive engagement. <i>Journal of Adolescence</i> , 2018, 68, 1-11.	2.4	60
13	Fostering student engagement in schools: International best practices. <i>School Psychology International</i> , 2017, 38, 121-130.	1.9	8
14	Educating for twenty-first century competencies and future-ready learners: research perspectives from Singapore. <i>Asia Pacific Journal of Education</i> , 2017, 37, 425-436.	2.1	76
15	Task performance in small group settings: the role of group members' self-efficacy and collective efficacy and group's characteristics. <i>Educational Psychology</i> , 2017, 37, 1082-1105.	2.7	25
16	Social and Emotional Learning in Singapore's Schools: Framework, Practice, Research, and Future Directions. , 2017, , 187-203.		6
17	Academic and social achievement goals: Their additive, interactive, and specialized effects on school functioning. <i>British Journal of Educational Psychology</i> , 2016, 86, 37-56.	2.9	48
18	Student, home, and school socio-demographic factors: links to school, home, and community arts participation. <i>Australian Educational Researcher</i> , 2016, 43, 221-244.	2.3	10

#	ARTICLE	IF	CITATIONS
19	Promoting Mastery-Approach Goals to Support the Success of the "Teach Less, Learn More" Educational Initiative. , 2016, , 277-302.		2
20	School-Based Intervention for Test Anxiety. Child and Youth Care Forum, 2016, 45, 1-17.	1.6	35
21	The Effects of Culture and Sex on Students' Approaches to Learning: Inspiring Insights from David Watkins' Intellectual Inquiries. , 2016, , 217-233.		2
22	The role of adaptability in promoting control and reducing failure dynamics: A mediation model. Learning and Individual Differences, 2015, 38, 36-43.	2.7	37
23	Young people's responses to environmental issues: Exploring the roles of adaptability and personality. Personality and Individual Differences, 2015, 79, 91-97.	2.9	22
24	Regulatory Focus as an Explanatory Variable for Cross-Cultural Differences in Achievement-Related Behavior. Journal of Cross-Cultural Psychology, 2015, 46, 171-190.	1.6	40
25	Academic Self-Concepts in Ability Streams: Considering Domain Specificity and Same-Stream Peers. Journal of Experimental Education, 2015, 83, 83-109.	2.6	13
26	The role of arts-related information and communication technology use in problem solving and achievement: Findings from the programme for international student assessment.. Journal of Educational Psychology, 2014, 106, 348-363.	2.9	10
27	Describing the values of Filipino adolescents: a comparison with pan-cultural norms. Journal of Tropical Psychology, 2014, 4, .	0.3	6
28	Self-related beliefs and their processes: Asian insights. Educational Psychology, 2014, 34, 529-537.	2.7	11
29	Structural and concurrent validity of the International English Mini-Markers in an adolescent sample: Exploring analytic approaches and implications for personality assessment. Journal of Research in Personality, 2014, 53, 182-192.	1.7	10
30	Boarding School, Academic Motivation and Engagement, and Psychological Well-Being. American Educational Research Journal, 2014, 51, 1007-1049.	2.7	80
31	Extending antecedents of achievement goals: The double-edged sword effect of social-oriented achievement motive and gender differences. Learning and Individual Differences, 2013, 23, 249-255.	2.7	18
32	The role of arts participation in students' academic and nonacademic outcomes: A longitudinal study of school, home, and community factors.. Journal of Educational Psychology, 2013, 105, 709-727.	2.9	129
33	Adaptability: How students' responses to uncertainty and novelty predict their academic and non-academic outcomes.. Journal of Educational Psychology, 2013, 105, 728-746.	2.9	200
34	The Big-Fish-Little-Pond Effect and a National Policy of Within-School Ability Streaming. American Educational Research Journal, 2013, 50, 326-370.	2.7	61
35	An expectancy-value perspective of civic education motivation, learning and desirable outcomes. Educational Psychology, 2013, 33, 283-313.	2.7	12
36	Academic Momentum at University/College: Exploring the Roles of Prior Learning, Life Experience, and Ongoing Performance in Academic Achievement Across Time. Journal of Higher Education, 2013, 84, 640-674.	2.7	35

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37	Academic Momentum at University/College: Exploring the Roles of Prior Learning, Life Experience, and Ongoing Performance in Academic Achievement across Time. <i>Journal of Higher Education</i> , 2013, 84, 640-674.	2.7	11
38	Latent Variable Modeling in Educational Psychology. , 2013, , 187-216.		0
39	Adaptability: Conceptual and Empirical Perspectives on Responses to Change, Novelty and Uncertainty. <i>Australian Journal of Guidance and Counselling</i> , 2012, 22, 58-81.	0.4	130
40	A Longitudinal Analysis of Physical and Psychological Wellbeing amongst Late Adolescents: Exploring the Transition from School to Postschool Life. <i>Australian Educational and Developmental Psychologist</i> , 2012, 29, 17-43.	0.5	9
41	Teachersâ€™ workplace well-being: Exploring a process model of goal orientation, coping behavior, engagement, and burnout. <i>Teaching and Teacher Education</i> , 2012, 28, 503-513.	3.2	179
42	Personal best goals and academic and social functioning: A longitudinal perspective. <i>Learning and Instruction</i> , 2012, 22, 222-230.	3.2	60
43	Academic motivation, self-concept, engagement, and performance in high school: Key processes from a longitudinal perspective. <i>Journal of Adolescence</i> , 2012, 35, 1111-1122.	2.4	225
44	Problem solving and immigrant student mathematics and science achievement: Multination findings from the Programme for International Student Assessment (PISA).. <i>Journal of Educational Psychology</i> , 2012, 104, 1054-1073.	2.9	49
45	The Motivation and Engagement Scale: Theoretical Framework, Psychometric Properties, and Applied Yields. <i>Australian Psychologist</i> , 2012, 47, 3-13.	1.6	112
46	Sociocultural antecedents of academic motivation and achievement: Role of values and achievement motives in achievement goals and academic performance. <i>Asian Journal of Social Psychology</i> , 2012, 15, 1-13.	2.1	47
47	Peer relationships and adolescentsâ€™ academic and non-academic outcomes: Same-sex and opposite-sex peer effects and the mediating role of school engagement. <i>British Journal of Educational Psychology</i> , 2011, 81, 183-206.	2.9	92
48	Content and Structure of Values in Middle Adolescence: Evidence From Singapore, the Philippines, Indonesia, and Australia. <i>Journal of Cross-Cultural Psychology</i> , 2011, 42, 146-154.	1.6	33
49	Methodological Measurement Fruitfulness of Exploratory Structural Equation Modeling (ESEM): New Approaches to Key Substantive Issues in Motivation and Engagement. <i>Journal of Psychoeducational Assessment</i> , 2011, 29, 322-346.	1.5	160
50	What Happens to Physical Activity Behavior, Motivation, Self-Concept, and Flow After Completing School? A Longitudinal Study. <i>Journal of Applied Sport Psychology</i> , 2010, 22, 437-457.	2.3	8
51	Academic personal bests (PBs), engagement, and achievement: A cross-lagged panel analysis. <i>Learning and Individual Differences</i> , 2010, 20, 265-270.	2.7	91
52	The relationship between future goals and achievement goal orientations: An intrinsic-extrinsic motivation perspective. <i>Contemporary Educational Psychology</i> , 2010, 35, 264-279.	2.9	123
53	Cultural Factors Relevant to Secondary School Students in Australia, Singapore, the Philippines and Indonesia: Relative Differences and Congruencies. <i>Australian Journal of Guidance and Counselling</i> , 2009, 19, 161-178.	0.4	16
54	Task- and self-related pathways to deep learning: The mediating role of achievement goals, classroom attentiveness, and group participation. <i>British Journal of Educational Psychology</i> , 2008, 78, 639-662.	2.9	91

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55	The role of self-efficacy, task value, and achievement goals in predicting learning strategies, task disengagement, peer relationship, and achievement outcome. <i>Contemporary Educational Psychology</i> , 2008, 33, 486-512.	2.9	555
56	Values, achievement goals, and individualâ€oriented and socialâ€oriented achievement motivations among Chinese and Indonesian secondary school students. <i>International Journal of Psychology</i> , 2008, 43, 898-903.	2.8	54
57	College seniors' theory of their academic motivation.. <i>Journal of Educational Psychology</i> , 2008, 100, 812-828.	2.9	50
58	Preliminary Evidence for Validity of the Bahasa Indonesian Version of Study Process Questionnaire. <i>Psychological Reports</i> , 2007, 100, 333-338.	1.7	0