

Chester Chun Seng Kam

List of Publications by Year in descending order

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Version: 2024-02-01

21
papers

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citations

1040056

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all docs

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docs citations

21
times ranked

328
citing authors

#	ARTICLE	IF	CITATIONS
1	Testing the Nonlinearity Assumption Underlying the Use of Reverse-Keyed Items: A Logical Response Perspective. <i>Assessment</i> , 2023, 30, 1569-1589.	3.1	3
2	Method factor due to the use of reverse-keyed items: Is it simply a response style artifact?. <i>Current Psychology</i> , 2022, 41, 1204-1212.	2.8	2
3	Bifactor Model Is Not the Best-Fitting Model for Self-Esteem: Investigation With a Novel Technique. <i>Assessment</i> , 2021, 28, 1799-1812.	3.1	0
4	Why Do People Agree With Both Regular and Reversed Items? A Logical Response Perspective. <i>Assessment</i> , 2021, 28, 1110-1124.	3.1	8
5	Testing the Assumption of Population Homogeneity in the Measurement of Dispositional Optimism: Factor Mixture Modeling Analysis. <i>Journal of Personality Assessment</i> , 2020, 102, 238-249.	2.1	9
6	Factor structure of the attitudes toward cheating scale: An exploratory structural equation modeling analysis. <i>Current Psychology</i> , 2020, 39, 1843-1852.	2.8	0
7	Investigating Response Heterogeneity in the Context of Positively and Negatively Worded Items by Using Factor Mixture Modeling. <i>Organizational Research Methods</i> , 2020, 23, 322-341.	9.1	21
8	Expanded format shows better response consistency than Likert-scale format in the measurement of optimism. <i>Personality and Individual Differences</i> , 2020, 152, 109606.	2.9	9
9	Careless Responding Threatens Factorial Analytic Results and Construct Validity of Personality Measure. <i>Frontiers in Psychology</i> , 2019, 10, 1258.	2.1	16
10	Examination of the validity of instructed response items in identifying careless respondents. <i>Personality and Individual Differences</i> , 2018, 129, 83-87.	2.9	47
11	Academic dishonesty among Hong Kong secondary school students: application of theory of planned behaviour. <i>Educational Psychology</i> , 2018, 38, 945-963.	2.7	20
12	Why Do We Still Have an Impoverished Understanding of the Item Wording Effect? An Empirical Examination. <i>Sociological Methods and Research</i> , 2018, 47, 574-597.	6.8	16
13	Plagiarism of Chinese Secondary School Students in Hong Kong. <i>Ethics and Behavior</i> , 2018, 28, 316-335.	1.8	7
14	Novel Insights Into Item Keying/Valence Effect Using Latent Difference (LD) Modeling Analysis. <i>Journal of Personality Assessment</i> , 2018, 100, 389-397.	2.1	5
15	Psychometric quality of a student evaluation of teaching survey in higher education. <i>Assessment and Evaluation in Higher Education</i> , 2017, 42, 788-800.	5.6	30
16	Trait procrastination, self-efficacy and achievement goals: the mediation role of boredom coping strategies. <i>Educational Psychology</i> , 2017, 37, 854-872.	2.7	9
17	Validation of a Chinese Version of the Psychological Sense of School Membership (C-PSSM): Tests of Measurement Invariance and Latent Mean Differences. <i>Current Psychology</i> , 2016, 35, 83-91.	2.8	2
18	Further Considerations in Using Items With Diverse Content to Measure Acquiescence. <i>Educational and Psychological Measurement</i> , 2016, 76, 164-174.	2.4	8

#	ARTICLE	IF	CITATIONS
19	Is the Dark Triad Better Studied Using a Variable- or a Person-Centered Approach? An Exploratory Investigation. PLoS ONE, 2016, 11, e0161628.	2.5	18
20	How Careless Responding and Acquiescence Response Bias Can Influence Construct Dimensionality. Organizational Research Methods, 2015, 18, 512-541.	9.1	112
21	Implications of Item Keying and Item Valence for the Investigation of Construct Dimensionality. Multivariate Behavioral Research, 2015, 50, 457-469.	3.1	34