

Kit-Tai Hau

List of Publications by Year in descending order

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85
papers

11,589
citations

134610

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66518

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86
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times ranked

10975
citing authors

#	ARTICLE	IF	CITATIONS
1	In Search of Golden Rules: Comment on Hypothesis-Testing Approaches to Setting Cutoff Values for Fit Indexes and Dangers in Overgeneralizing Hu and Bentler's (1999) Findings. <i>Structural Equation Modeling</i> , 2004, 11, 320-341.	2.4	4,501
2	Is More Ever Too Much? The Number of Indicators per Factor in Confirmatory Factor Analysis. <i>Multivariate Behavioral Research</i> , 1998, 33, 181-220.	1.8	936
3	Structural Equation Models of Latent Interactions: Evaluation of Alternative Estimation Strategies and Indicator Construction.. <i>Psychological Methods</i> , 2004, 9, 275-300.	2.7	779
4	Assessing Goodness of Fit. <i>Journal of Experimental Education</i> , 1996, 64, 364-390.	1.6	516
5	Big-Fish–Little-Pond effect on academic self-concept: A cross-cultural (26-country) test of the negative effects of academically selective schools.. <i>American Psychologist</i> , 2003, 58, 364-376.	3.8	505
6	OECD's Brief Self-Report Measure of Educational Psychology's Most Useful Affective Constructs: Cross-Cultural, Psychometric Comparisons Across 25 Countries. <i>International Journal of Testing</i> , 2006, 6, 311-360.	0.2	328
7	The use of item parcels in structural equation modelling: Non-normal data and small sample sizes. <i>British Journal of Mathematical and Statistical Psychology</i> , 2004, 57, 327-351.	1.0	303
8	Who Took the "œœ–œœ-out of Expectancy-Value Theory?. <i>Psychological Science</i> , 2011, 22, 1058-1066.	1.8	294
9	The Big-fish–little-pond-effect Stands Up to Critical Scrutiny: Implications for Theory, Methodology, and Future Research. <i>Educational Psychology Review</i> , 2008, 20, 319-350.	5.1	292
10	Longitudinal multilevel models of the big-fish-little-pond effect on academic self-concept: Counterbalancing contrast and reflected-glorry effects in Hong Kong schools.. <i>Journal of Personality and Social Psychology</i> , 2000, 78, 337-349.	2.6	262
11	Explaining Paradoxical Relations Between Academic Self-Concepts and Achievements: Cross-Cultural Generalizability of the Internal/External Frame of Reference Predictions Across 26 Countries.. <i>Journal of Educational Psychology</i> , 2004, 96, 56-67.	2.1	237
12	Applications of latent-variable models in educational psychology: The need for methodological-substantive synergies. <i>Contemporary Educational Psychology</i> , 2007, 32, 151-170.	1.6	179
13	Multilevel Causal Ordering of Academic Self-Concept and Achievement: Influence of Language of Instruction (English Compared With Chinese) for Hong Kong Students. <i>American Educational Research Journal</i> , 2002, 39, 727-763.	1.6	135
14	Late Immersion and Language of Instruction in Hong Kong High Schools: Achievement Growth in Language and Nonlanguage Subjects. <i>Harvard Educational Review</i> , 2000, 70, 302-347.	0.8	128
15	Quality of life of Chinese urban community residents: a psychometric study of the mainland Chinese version of the WHOQOL-BREF. <i>BMC Medical Research Methodology</i> , 2012, 12, 37.	1.4	125
16	Structure and Semantic Differential Placement of Specific Causes: Academic Causal Attributions by Chinese Students in Hong Kong. <i>International Journal of Psychology</i> , 1991, 26, 175-193.	1.7	123
17	Australian and Chinese teacher efficacy: similarities and differences in personal instruction, discipline, guidance efficacy and beliefs in external determinants. <i>Teaching and Teacher Education</i> , 2004, 20, 313-323.	1.6	98
18	Unconstrained Structural Equation Models of Latent Interactions: Contrasting Residual- and Mean-Centered Approaches. <i>Structural Equation Modeling</i> , 2007, 14, 570-580.	2.4	87

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19	Text comprehension in Chinese children: Relative contribution of verbal working memory, pseudoword reading, rapid automatized naming, and onset-rime phonological segmentation.. <i>Journal of Educational Psychology</i> , 2008, 100, 135-149.	2.1	85
20	Childhood obesity, gender, actual-ideal body image discrepancies, and physical self-concept in Hong Kong children: Cultural differences in the value of moderation.. <i>Developmental Psychology</i> , 2007, 43, 647-662.	1.2	81
21	Extension of the internal/external frame of reference model of self-concept formation: Importance of native and nonnative languages for Chinese students.. <i>Journal of Educational Psychology</i> , 2001, 93, 543-553.	2.1	78
22	Academic achievement in the Chinese context: The role of goals, strategies, and effort. <i>International Journal of Psychology</i> , 2008, 43, 892-897.	1.7	75
23	Structural Equation Models of Latent Interactions: An Appropriate Standardized Solution and Its Scale-Free Properties. <i>Structural Equation Modeling</i> , 2010, 17, 1-22.	2.4	70
24	Are physical activity and academic performance compatible? Academic achievement, conduct, physical activity and self-esteem of Hong Kong Chinese primary school children. <i>Educational Studies</i> , 2006, 32, 331-341.	1.4	69
25	Prediction of Academic Performance among Chinese Students: Effort Can Compensate for Lack of Ability. <i>Organizational Behavior and Human Decision Processes</i> , 1996, 65, 83-94.	1.4	57
26	The association between teacher-student relationship and academic achievement in Chinese EFL context: a serial multiple mediation model. <i>Educational Psychology</i> , 2018, 38, 687-707.	1.2	49
27	Editorial: Insights from research on Asian students' achievement motivation. <i>International Journal of Psychology</i> , 2008, 43, 865-869.	1.7	48
28	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
29	The Big-Fish-Little-Pond Effect Stands Up to Scrutiny.. <i>American Psychologist</i> , 2004, 59, 269-271.	3.8	48
30	Motivation and engagement in the "Asian Century": a comparison of Chinese students in Australia, Hong Kong, and Mainland China. <i>Educational Psychology</i> , 2014, 34, 417-439.	1.2	47
31	Integrating direct and inquiry-based instruction in the teaching of critical thinking: an intervention study. <i>Instructional Science</i> , 2014, 42, 251-269.	1.1	43
32	Teacher-student relationship and mathematical problem-solving ability: mediating roles of self-efficacy and mathematical anxiety. <i>Educational Psychology</i> , 2020, 40, 473-489.	1.2	43
33	Students' evaluations of university teaching: Chinese version of the Students' Evaluations of Educational Quality Instrument.. <i>Journal of Educational Psychology</i> , 1997, 89, 568-572.	2.1	42
34	Self-perception of physical competences in preadolescent overweight Chinese children. <i>European Journal of Clinical Nutrition</i> , 2005, 59, 101-106.	1.3	42
35	The internal/external frame of reference of academic self-concept: Extension to a foreign language and the role of language of instruction.. <i>Journal of Educational Psychology</i> , 2013, 105, 489-503.	2.1	41
36	A Comparison of CFA, ESEM, and BSEM in Test Structure Analysis. <i>Structural Equation Modeling</i> , 2019, 26, 665-677.	2.4	40

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37	Development of the Multi-Trait Personality Inventory (MTPI): Comparison Among Four Chinese Populations. <i>Journal of Personality Assessment</i> , 1992, 59, 528-551.	1.3	38
38	Item Selection in Computerized Adaptive Testing: Should More Discriminating Items be Used First?. <i>Journal of Educational Measurement</i> , 2001, 38, 249-266.	0.7	36
39	Achievement Motivation among Chinese and Australian School Students: Assessing Differences of Kind and Differences of Degree. <i>International Journal of Testing</i> , 2010, 10, 274-294.	0.2	35
40	Exploring Two-Wave Reciprocal Structural Relations Among Orthographic Knowledge, Phonological Sensitivity, and Reading and Spelling of English Words by Chinese Students.. <i>Journal of Educational Psychology</i> , 2005, 97, 591-600.	2.1	32
41	Multilevel Modeling of Longitudinal Growth and Change: Substantive Effects or Regression Toward the Mean Artifacts?. <i>Multivariate Behavioral Research</i> , 2002, 37, 245-282.	1.8	31
42	Item Selection in Computerized Adaptive Testing: Improving the a-Stratified Design with the Sympton-Hetter Algorithm. <i>Applied Psychological Measurement</i> , 2002, 26, 376-392.	0.6	29
43	Learning to Read and Spell English Words by Chinese Students. <i>Scientific Studies of Reading</i> , 2005, 9, 63-84.	1.3	29
44	Effects of Cross-loadings on Determining the Number of Factors to Retain. <i>Structural Equation Modeling</i> , 2020, 27, 841-863.	2.4	28
45	A Comparison of Strategies for Forming Product Indicators for Unequal Numbers of Items in Structural Equation Models of Latent Interactions. <i>Structural Equation Modeling</i> , 2013, 20, 551-567.	2.4	25
46	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
47	A Multimethod Perspective on Self-Concept Research in Educational Psychology: A Construct Validity Approach.. , 2006, , 441-456.		24
48	Moderation. , 2013, , .		23
49	Constructivist teaching and teacher-centred teaching: a comparison of students' learning in a university course. <i>Innovations in Education and Teaching International</i> , 2006, 43, 279-290.	1.5	21
50	Component skills of text comprehension in less competent Chinese comprehenders. <i>Annals of Dyslexia</i> , 2007, 57, 75-97.	1.2	21
51	Measurement of achievement attribution: A review of instigation methods, question contents, and measurement formats. <i>Educational Psychology Review</i> , 1993, 5, 377-422.	5.1	20
52	Influence of Leaders' Psychological Capital on Their Followers: Multilevel Mediation Effect of Organizational Identification. <i>Frontiers in Psychology</i> , 2017, 8, 1776.	1.1	20
53	Confirmatory factor analyses of Chinese students' evaluations of university teaching. <i>Structural Equation Modeling</i> , 1998, 5, 143-164.	2.4	17
54	Mediation Effects In 2-1-1 Multilevel Model: Evaluation Of Alternative Estimation Methods. <i>Structural Equation Modeling</i> , 2019, 26, 591-606.	2.4	16

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55	Interaction Effects in Growth Modeling: A Full Model. <i>Structural Equation Modeling</i> , 2002, 9, 20-39.	2.4	15
56	Consequences of the Confucian culture: High achievement but negative psychological attributes?. <i>Learning and Individual Differences</i> , 2010, 20, 571-573.	1.5	15
57	Problems in the application of structural equation modeling: Comment on Randhawa, Beamer, and Lundberg (1993).. <i>Journal of Educational Psychology</i> , 1994, 86, 457-462.	2.1	14
58	Effects of Single-Sex Schooling in the Final Years of High School: A Comparison of Analysis of Covariance and Propensity Score Matching. <i>Sex Roles</i> , 2013, 69, 404-422.	1.4	14
59	Epistemological beliefs and the effect of authority on argumentâ€™counterargument integration: An experiment. <i>Thinking Skills and Creativity</i> , 2014, 13, 67-79.	1.9	14
60	Reading Ability Development from Kindergarten to Junior Secondary: Latent Transition Analyses with Growth Mixture Modeling. <i>Frontiers in Psychology</i> , 2016, 7, 1659.	1.1	14
61	Computerized adaptive testing: A mixture item selection approach for constrained situations. <i>British Journal of Mathematical and Statistical Psychology</i> , 2005, 58, 239-257.	1.0	13
62	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
63	The baby and the bathwater: On the need for substantiveâ€™methodological synergy in organizational research. <i>Industrial and Organizational Psychology</i> , 2021, 14, 497-504.	0.5	13
64	Is Parsimony Always Desirable: Response to Sivo and Willson, Hoyle, Markus, Mulaik, Tweedledee, Tweedledum, the Cheshire Cat, and Others. <i>Journal of Experimental Education</i> , 1998, 66, 274-285.	1.6	12
65	Are intelligence and personality changeable? Generality of Chinese students' beliefs across various personal attributes and age groups. <i>Personality and Individual Differences</i> , 2003, 34, 731-748.	1.6	12
66	Moderation of the Big-Fish-Little-Pond Effect: Juxtaposition of Evolutionary (Darwinian-Economic) and Achievement Motivation Theory Predictions Based on a Delphi Approach. <i>Educational Psychology Review</i> , 2021, 33, 1353-1378.	5.1	12
67	Motivational effects of teachers' ability versus effort feedback on Chinese students' learning. <i>Social Psychology of Education</i> , 1996, 1, 69-85.	1.2	11
68	Studentsâ€™ achievement goals and approaches to learning: the relationship between emphasis on self-improvement and thorough understanding. <i>Research in Education</i> , 1996, 55, 74-85.	0.5	10
69	The Effect of Self-Consciousness on the Expression of Gender Views1. <i>Journal of Applied Social Psychology</i> , 2001, 31, 340-351.	1.3	10
70	Measuring Motivation to Take Low-Stakes Large-Scale Test: New Model Based on Analyses of â€™Participant-Ownedâ€™Missingness. <i>Educational and Psychological Measurement</i> , 2020, 80, 1115-1144.	1.2	10
71	Incorporation Of Content Balancing Requirements In Stratification Designs For Computerized Adaptive Testing. <i>Educational and Psychological Measurement</i> , 2003, 63, 257-270.	1.2	9
72	Effects of education on very mild dementia among Chinese people in Hong Kong: Potential mediators in the Cantonese Mini-Mental State Examination tasks. <i>Aging and Mental Health</i> , 2013, 17, 310-318.	1.5	9

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73	Interaction Effects in Latent Growth Models: Evaluation of Alternative Estimation Approaches. Structural Equation Modeling, 2014, 21, 361-374.	2.4	8
74	Appropriate Standardized Estimates for Moderating Effects in Structural Equation Models. Acta Psychologica Sinica, 2008, 40, 729-736.	0.4	8
75	Performance of Coefficient Alpha and Its Alternatives: Effects of Different Types of Non-Normality. Educational and Psychological Measurement, 2023, 83, 5-27.	1.2	8
76	Confirmatory Factor Analyses of Seven Locus of Control Measures. Journal of Personality Assessment, 1995, 65, 117-132.	1.3	7
77	Character building or subversive consequences of employment during high school: Causal effects based on propensity score models for categorical treatments.. Journal of Educational Psychology, 2014, 106, 584-603.	2.1	7
78	Differential importance of language components in determining secondary school students' Chinese reading literacy performance. Language Testing, 2013, 30, 419-439.	1.7	6
79	Moral Development of Chinese Students in Hong Kong. International Journal of Psychology, 1989, 24, 561-569.	1.7	5
80	Bias in discriminating very mild dementia for older adults with different levels of education in Hong Kong. International Psychogeriatrics, 2014, 26, 995-1010.	0.6	5
81	The utility of a non-verbal prospective memory measure as a sensitive marker for early-stage Alzheimer's disease in Hong Kong. International Psychogeriatrics, 2015, 27, 231-242.	0.6	4
82	Automated and interactive game-based assessment of critical thinking. Education and Information Technologies, 2022, 27, 4553-4575.	3.5	3
83	Book Review of Structural Equation Modeling With LISREL, PRELIS, and SIMPLIS: Basic Concepts, Applications, and Programming. Structural Equation Modeling, 2000, 7, 640-643.	2.4	2
84	Academic Self-Concept and Achievement. , 2015, , 54-63.		2
85	A simulation of Rutherford experiment. Journal of Chemical Education, 1982, 59, 973.	1.1	1