

A New Study on Educational Effectiveness in Secondary Introduction

School Effectiveness and School Improvement

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Citation Report

#	ARTICLE	IF	CITATIONS
1	Comparative and International Education: A Bibliography (2002). <i>Comparative Education Review</i> , 2003, 47, 352-420.	0.6	0
2	The effect of schools and classes on language achievement. <i>British Educational Research Journal</i> , 2003, 29, 841-859.	1.4	66
3	Interpersonal Teacher Behaviour and Student Outcomes. <i>School Effectiveness and School Improvement</i> , 2004, 15, 407-442.	1.4	245
4	Effect of Secondary Schools on Academic Choices and on Success in Higher Education. <i>School Effectiveness and School Improvement</i> , 2004, 15, 281-311.	1.4	31
5	Effects of single-sex versus co-educational classes and schools on gender differences in progress in language and mathematics achievement. <i>British Journal of Sociology of Education</i> , 2004, 25, 307-322.	1.1	27
7	An Analysis of WellBeing in Secondary School with Multilevel Growth Curve models and Multilevel Multivariate Models. <i>Quality and Quantity</i> , 2005, 39, 297-316.	2.0	43
8	The Effects of Student Characteristics on Mathematics Achievement in Flemish TIMSS 1999 Data. <i>Educational Research and Evaluation</i> , 2005, 11, 107-121.	0.9	19
9	Assessing and Explaining Differential Item Functioning Using Logistic Mixed Models. <i>Journal of Educational and Behavioral Statistics</i> , 2005, 30, 443-464.	1.0	56
10	The Effects of Ignoring a Level in Multilevel Analysis. <i>School Effectiveness and School Improvement</i> , 2005, 16, 281-303.	1.4	74
11	Differences between secondary schools: A study about school context, group composition, school practice, and school effects with special attention to public and Catholic schools and types of schools. <i>School Effectiveness and School Improvement</i> , 2006, 17, 87-117.	1.4	81
12	Application of Multidimensional Item Response Theory Models to Longitudinal Data. <i>Educational and Psychological Measurement</i> , 2006, 66, 5-34.	1.2	56
13	Teacher characteristics and teaching styles as effectiveness enhancing factors of classroom practice. <i>Teaching and Teacher Education</i> , 2006, 22, 1-21.	1.6	148
14	The Gender Gap in Language Achievement: The Role of School-Related Attitudes of Class Groups. <i>Sex Roles</i> , 2006, 55, 397-408.	1.4	25
15	Tracking and the effects of school-related attitudes on the language achievement of boys and girls. <i>British Journal of Sociology of Education</i> , 2006, 27, 293-309.	1.1	36
16	Impact of Attitudes of Peers on Language Achievement: Gender Differences. <i>Journal of Educational Research</i> , 2007, 101, 78-90.	0.8	34
17	A longitudinal analysis of gender differences in academic self-concept and language achievement: A multivariate multilevel latent growth approach. <i>Contemporary Educational Psychology</i> , 2007, 32, 132-150.	1.6	113
18	Measuring educational opportunity as perceived by students: A process indicator. <i>School Effectiveness and School Improvement</i> , 2007, 18, 67-91.	1.4	11
19	Do school context, student composition and school leadership affect school practice and outcomes in secondary education?. <i>British Educational Research Journal</i> , 2007, 33, 179-206.	1.4	132

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20	The short-term and the long-term effect of primary schools and classes on mathematics and language achievement scores. <i>British Educational Research Journal</i> , 2007, 33, 419-440.	1.4	14
21	The influence of student characteristics and interpersonal teacher behaviour in the classroom on student's wellbeing. <i>Social Indicators Research</i> , 2007, 85, 279-291.	1.4	105
23	Causal judgments of positive mood in relation to self-regulation: A case study with Flemish students. <i>Contemporary Educational Psychology</i> , 2008, 33, 451-485.	1.6	13
24	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.	1.6	555
25	Curriculum choice and success in the first two grades of secondary education: students, classes, or schools?. <i>School Effectiveness and School Improvement</i> , 2008, 19, 155-182.	1.4	12
26	Variables that Predict Academic Achievement in the Spanish Compulsory Secondary Educational System: A Longitudinal, Multi-Level Analysis. <i>Spanish Journal of Psychology</i> , 2008, 11, 400-413.	1.1	20
27	The Effect of Peer Socioeconomic Status on Student Achievement: A Meta-Analysis. <i>SSRN Electronic Journal</i> , 0, , .	0.4	8
28	School Engagement and Language Achievement: A Longitudinal Study of Gender Differences across Secondary School. <i>Merrill-Palmer Quarterly</i> , 2009, 55, 373-405.	0.3	45
29	Multilevel design efficiency in educational effectiveness research. <i>School Effectiveness and School Improvement</i> , 2009, 20, 357-373.	1.4	15
30	Complementary roles of care and behavioral control in classroom management: The self-determination theory perspective. <i>Contemporary Educational Psychology</i> , 2009, 34, 185-194.	1.6	98
31	Causal ordering of academic self-concept and achievement: Effects of type of achievement measure. <i>British Journal of Educational Psychology</i> , 2010, 80, 689-709.	1.6	50
32	Early antecedents to students' expected performance. <i>International Journal of Educational Management</i> , 2010, 24, 129-138.	0.9	11
33	Linking student outcome variables with school process variables: multilevel confirmatory factor analysis takes precedence. <i>Effective Education</i> , 2010, 2, 117-142.	0.3	0
34	Multilevel exploratory factor analysis: illustrating its surplus value in educational effectiveness research. <i>School Effectiveness and School Improvement</i> , 2010, 21, 209-235.	1.4	22
35	The effect of peer socioeconomic status on student achievement: A meta-analysis. <i>Educational Research Review</i> , 2010, 5, 134-150.	4.1	272
36	Do performance goals promote learning? A pattern analysis of Singapore students' achievement goals. <i>Contemporary Educational Psychology</i> , 2011, 36, 165-176.	1.6	130
37	Primary and secondary students' motivation in learning English: Grade and gender differences. <i>Contemporary Educational Psychology</i> , 2011, 36, 246-256.	1.6	71
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39	Educational choice in secondary school in Flanders: the relative impact of occupational interests on option choice. <i>Educational Research and Evaluation</i> , 2012, 18, 541-569.	0.9	19
40	Measuring "equity" and "equitability" in school effectiveness research. <i>British Educational Research Journal</i> , 2012, 38, 977-1002.	1.4	27
41	Effects of early Leader-Member Exchange perceptions on academic outcomes. <i>Learning Environments Research</i> , 2012, 15, 1-15.	1.8	8
42	Constructing measures for school process variables: the potential of multilevel confirmatory factor analysis. <i>Quality and Quantity</i> , 2012, 46, 155-188.	2.0	7
43	Parenting behaviors and learning of Singapore students: The mediational role of achievement goals. <i>Motivation and Emotion</i> , 2013, 37, 274-285.	0.8	47
44	Dropout in secondary education: an application of a multilevel discrete-time hazard model accounting for school changes. <i>Quality and Quantity</i> , 2013, 47, 2425-2446.	2.0	24
45	Academic Coping, Friendship Quality, and Student Engagement Associated with Student Quality of School Life: A Partial Least Square Analysis. <i>Social Indicators Research</i> , 2013, 112, 679-708.	1.4	30
46	The use of theory in school effectiveness research revisited. <i>School Effectiveness and School Improvement</i> , 2013, 24, 1-38.	1.4	89
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50	How to improve reading comprehension in high-risk students: effects of class practices in Grade 5. <i>School Effectiveness and School Improvement</i> , 2014, 25, 408-432.	1.4	8
51	Incremental beliefs of ability, achievement emotions and learning of Singapore students. <i>Educational Psychology</i> , 2014, 34, 619-634.	1.2	32
52	Is the cure worse than the disease? A longitudinal study on the effect of grade retention in secondary education on achievement and academic self-concept. <i>Educational Studies</i> , 2014, 40, 496-514.	1.4	29
53	"I choose so I am": a logistic analysis of major selection in university and successful completion of the first year. <i>Studies in Higher Education</i> , 2015, 40, 1919-1946.	2.9	23
54	Measuring equity in educational effectiveness research: the properties and possibilities of quantitative indicators. <i>International Journal of Research and Method in Education</i> , 2015, 38, 115-136.	1.1	13
55	Longitudinal examination of optimism, personal self-efficacy and student well-being: a path analysis. <i>Social Psychology of Education</i> , 2016, 19, 403-426.	1.2	10
56	Role of Student Well-Being. <i>Psychological Reports</i> , 2016, 119, 77-105.	0.9	17
57	Undertaking Experiments in Social Sciences: Sequential, Multiple Time Series Designs for Consideration. <i>Educational Psychology Review</i> , 2017, 29, 847-867.	5.1	10

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58	Achieving Optimal Best: Instructional Efficiency and the Use of Cognitive Load Theory in Mathematical Problem Solving. <i>Educational Psychology Review</i> , 2017, 29, 667-692.	5.1	40
59	Exploring Complete School Effectiveness via Quantile Value Added. <i>Journal of the Royal Statistical Society Series A: Statistics in Society</i> , 2017, 180, 315-340.	0.6	8
60	Perceived teaching practice and its prediction of student engagement in Singapore. <i>Asia Pacific Education Review</i> , 2017, 18, 451-463.	1.4	5
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62	The self-systems: facilitating personal well-being experiences at school. <i>Social Psychology of Education</i> , 2017, 20, 115-138.	1.2	5
63	Students' engagement in a science classroom: Does knowledge diversity matter?. <i>Journal of Educational Research</i> , 2018, 111, 756-763.	0.8	3
64	Optimizing learning from animation: Examining the impact of biofeedback. <i>Learning and Instruction</i> , 2018, 55, 32-40.	1.9	19
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66	An examination of social and psychological influences on academic learning: a focus on self-esteem, social relationships, and personal interest. <i>Social Psychology of Education</i> , 2018, 21, 51-73.	1.2	8
67	Contextualised self-beliefs in totality: an integrated framework from a longitudinal perspective. <i>Educational Psychology</i> , 2018, 38, 411-434.	1.2	19
68	Understanding levels of best practice: An empirical validation. <i>PLoS ONE</i> , 2018, 13, e0198888.	1.1	15
69	Achieving optimal best practice: An inquiry into its nature and characteristics. <i>PLoS ONE</i> , 2019, 14, e0215732.	1.1	16
70	The Impact of Gender Variance on Adolescents' Wellbeing: Does the School Context Matter?. <i>Journal of Homosexuality</i> , 2020, 67, 1-34.	1.3	6
71	Middle school student and parent perceptions of parental involvement: unravelling the associations with school achievement and wellbeing. <i>Educational Studies</i> , 2020, 46, 404-421.	1.4	20
72	Validating "optimizing" concepts: the importance of personal resolve, effective functioning, and academic striving. <i>Educational Psychology</i> , 2020, 40, 448-472.	1.2	11
73	Schooling experience and academic performance of Taiwanese students: the importance of psychosocial effects, positive emotions, levels of best practice, and personal well-being. <i>Social Psychology of Education</i> , 2020, 23, 1073-1101.	1.2	17
74	Academic self-concept, perceptions of the learning environment, engagement, and learning outcomes of university students: relationships and causal ordering. <i>Higher Education</i> , 2022, 83, 809-828.	2.8	20
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76	How achievement goals affect students' well-being and the relationship model between achievement goals, academic self-efficacy and affect at school. Journal of Applied Research in Higher Education, 2021, ahead-of-print, .	1.1	3
77	Educational Effectiveness and Improvement: The Development of the Field in Mainland Europe. , 2007, , 223-242.		10
78	Three Decades of Educational Effectiveness Research in Belgium and the Netherlands: Key Studies, Main Research Topics and Findings. , 2020, , 231-286.		5
79	Schulstruktur und die Entstehung differenzieller Lern- und Entwicklungsmilieus. , 2006, , 95-188.		198
80	Zur VerÄnderung der Mathematikleistung von Klasse 4 bis 6. Welchen Einfluss haben Kompositionsund Unterrichtsmerkmale?. , 2010, , 302-327.		2
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