

# Herbert Marsh

## List of Publications by Year in descending order

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500  
papers

74,775  
citations

518

131  
h-index

850

251  
g-index

521  
all docs

521  
docs citations

521  
times ranked

32766  
citing authors

#	ARTICLE	IF	CITATIONS
1	The Dimensionality of Reading Self-Concept: Examining Its Stability Using Local Structural Equation Models. <i>Assessment</i> , 2023, 30, 873-890.	1.9	3
2	Individualized teacher frame of reference and student self-concept within and between school subjects.. <i>Journal of Educational Psychology</i> , 2023, 115, 309-329.	2.1	2
3	Extending the reciprocal effects model of math self-concept and achievement: Long-term implications for end-of-high-school, age-26 outcomes, and long-term expectations.. <i>Journal of Educational Psychology</i> , 2023, 115, 193-211.	2.1	4
4	School grades and studentsâ€™ emotions: Longitudinal models of within-person reciprocal effects. <i>Learning and Instruction</i> , 2023, 83, 101626.	1.9	15
5	Achievement emotions and elementary school childrenâ€™s academic performance: Longitudinal models of developmental ordering.. <i>Journal of Educational Psychology</i> , 2023, 115, 552-570.	2.1	9
6	Relations of epistemic beliefs with motivation, achievement, and aspirations in science: Generalizability across 72 societies.. <i>Journal of Educational Psychology</i> , 2022, 114, 734-751.	2.1	18
7	Relative age effects on academic achievement in the first ten years of formal schooling: A nationally representative longitudinal prospective study.. <i>Journal of Educational Psychology</i> , 2022, 114, 308-325.	2.1	4
8	High school studentsâ€™ tenacity and flexibility in goal pursuit linked to life satisfaction and achievement on competencies tests.. <i>Journal of Educational Psychology</i> , 2022, 114, 622-636.	2.1	2
9	The immigrant paradox and math self-concept: An SES-of-origin-country hypothesis. <i>Learning and Instruction</i> , 2022, 77, 101539.	1.9	3
10	Academic self-concept formation and peer-group contagion: Development of the big-fish-little-pond effect in primary-school classrooms and peer groups.. <i>Journal of Educational Psychology</i> , 2022, 114, 198-213.	2.1	7
11	Ubiquitous emotional exhaustion in school principals: Stable trait, enduring autoregressive trend, or occasion-specific state?. <i>Journal of Educational Psychology</i> , 2022, 114, 426-441.	2.1	6
12	Which class matters? Juxtaposing multiple class environments as frames-of-reference for academic self-concept formation.. <i>Journal of Educational Psychology</i> , 2022, 114, 127-143.	2.1	4
13	Revealing dynamic relations between mathematics self-concept and perceived achievement from lesson to lesson: An experience-sampling study.. <i>Journal of Educational Psychology</i> , 2022, 114, 1380-1393.	2.1	15
14	EXPLORATORY STRUCTURAL EQUATION MODELING IN SECOND LANGUAGE RESEARCH. <i>Studies in Second Language Acquisition</i> , 2022, 44, 1477-1500.	1.8	41
15	Uncovering everyday dynamics in studentsâ€™ perceptions of instructional quality with experience sampling. <i>Learning and Instruction</i> , 2022, 81, 101594.	1.9	1
16	Intervention-enabled autonomy-supportive teaching improves the PE classroom climate to reduce antisocial behavior. <i>Psychology of Sport and Exercise</i> , 2022, 60, 102174.	1.1	6
17	School belonging predicts whether an emerging adult will be not in education, employment, or training (NEET) after school.. <i>Journal of Educational Psychology</i> , 2022, 114, 1881-1894.	2.1	7
18	Directional Ordering of Self-Concept, School Grades, and Standardized Tests Over Five Years: New Tripartite Models Juxtaposing Within- and Between-Person Perspectives. <i>Educational Psychology Review</i> , 2022, 34, 2697-2744.	5.1	17

#	ARTICLE	IF	CITATIONS
19	Phantom and big-fish-little-pond-effects on academic self-concept and academic achievement: Evidence from English early primary schools. <i>Learning and Instruction</i> , 2021, 71, 101399.	1.9	10
20	Ability Stratification Predicts the Size of the Big-Fish-Little-Pond Effect. <i>Educational Researcher</i> , 2021, 50, 334-344.	3.3	12
21	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
22	Burning passion, burning out: The passionate school principal, burnout, job satisfaction, and extending the dualistic model of passion.. <i>Journal of Educational Psychology</i> , 2021, 113, 1668-1688.	2.1	24
23	Illusory gender-equality paradox, math self-concept, and frame-of-reference effects: New integrative explanations for multiple paradoxes.. <i>Journal of Personality and Social Psychology</i> , 2021, 121, 168-183.	2.6	12
24	A growth mindset lowers perceived cognitive load and improves learning: Integrating motivation to cognitive load.. <i>Journal of Educational Psychology</i> , 2021, 113, 1177-1191.	2.1	32
25	Investigating the Association between the Big Fish Little Pond Effect and Grading on a Curve: A Large-Scale Quasi-Experimental Study. <i>International Journal of Educational Research</i> , 2021, 110, 101853.	1.2	4
26	The baby and the bathwater: On the need for substantive“methodological synergy in organizational research. <i>Industrial and Organizational Psychology</i> , 2021, 14, 497-504.	0.5	13
27	Confirmatory Factor Analysis (CFA), Exploratory Structural Equation Modeling (ESEM), and Set-ESEM: Optimal Balance Between Goodness of Fit and Parsimony. <i>Multivariate Behavioral Research</i> , 2020, 55, 102-119.	1.8	158
28	The Intersection of Gender, Social Class, and Cultural Context: a Meta-Analysis. <i>Educational Psychology Review</i> , 2020, 32, 197-228.	5.1	22
29	Investigating the reciprocal relations between academic buoyancy and academic adversity: Evidence for the protective role of academic buoyancy in reducing academic adversity over time. <i>International Journal of Behavioral Development</i> , 2020, 44, 301-312.	1.3	35
30	Control-value appraisals, achievement emotions, and foreign language performance: A latent interaction analysis. <i>Learning and Instruction</i> , 2020, 69, 101356.	1.9	83
31	Value Beliefs About Math. <i>European Journal of Psychological Assessment</i> , 2020, 36, 259-268.	1.7	10
32	Job satisfaction of teachers and their principals in relation to climate and student achievement.. <i>Journal of Educational Psychology</i> , 2020, 112, 1061-1073.	2.1	43
33	The well-being profile (WB-Pro): Creating a theoretically based multidimensional measure of well-being to advance theory, research, policy, and practice.. <i>Psychological Assessment</i> , 2020, 32, 294-313.	1.2	67
34	Development in relationship self-concept from high school to university predicts adjustment.. <i>Developmental Psychology</i> , 2020, 56, 1547-1555.	1.2	2
35	A tale of two quests: The (almost) non-overlapping research literatures on students' evaluations of secondary-school and university teachers. <i>Contemporary Educational Psychology</i> , 2019, 58, 1-18.	1.6	10
36	Countries, parental occupation, and girls' interest in science. <i>Lancet, The</i> , 2019, 393, e6-e8.	6.3	21

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37	The Centrality of Academic Self-Concept to Motivation and Learning. , 2019, , 36-62.		7
38	The dimensional structure of studentsâ€™ self-concept and interest in science depends on course composition. Learning and Instruction, 2019, 60, 20-28.	1.9	15
39	A Systematic Evaluation and Comparison Between Exploratory Structural Equation Modeling and Bayesian Structural Equation Modeling. Structural Equation Modeling, 2019, 26, 529-556.	2.4	30
40	Three Paradoxical Effects on Academic Self-Concept Across Countries, Schools, and Students. European Psychologist, 2019, 24, 231-242.	1.8	20
41	The negative year in school effect: Extending scope and strengthening causal claims.. Journal of Educational Psychology, 2019, 111, 118-130.	2.1	6
42	The murky distinction between self-concept and self-efficacy: Beware of lurking jingle-jangle fallacies.. Journal of Educational Psychology, 2019, 111, 331-353.	2.1	194
43	Happy fish in little ponds: Testing a reference group model of achievement and emotion.. Journal of Personality and Social Psychology, 2019, 117, 166-185.	2.6	65
44	Young Women Face Disadvantage to Enrollment in University STEM Coursework Regardless of Prior Achievement and Attitudes. American Educational Research Journal, 2019, 56, 1629-1680.	1.6	18
45	Inequity and Excellence in Academic Performance: Evidence From 27 Countries. American Educational Research Journal, 2018, 55, 836-858.	1.6	31
46	Psychometric Validation of the Parental Bonding Instrument in a U.K. Populationâ€‘Based Sample: Role of Gender and Association With Mental Health in Mid-Late Life. Assessment, 2018, 25, 716-728.	1.9	22
47	Dimensional comparisons: How academic track studentsâ€™ achievements are related to their expectancy and value beliefs across multiple domains. Contemporary Educational Psychology, 2018, 52, 1-14.	1.6	84
48	Individually Weighted-Average Models: Testing a Taxonomic SEM Approach Across Different Multidimensional/Global Constructs Because the Weights â€œDonâ€™t Make No Nevermindâ€‘. Structural Equation Modeling, 2018, 25, 137-159.	2.4	14
49	Validating the Copenhagen Psychosocial Questionnaire (COPSOQ-II) Using Set-ESEM: Identifying Psychosocial Risk Factors in a Sample of School Principals. Frontiers in Psychology, 2018, 9, 584.	1.1	42
50	Cross-cultural generalizability of social and dimensional comparison effects on reading, math, and science self-concepts for primary school students using the combined PIRLS and TIMSS data. Learning and Instruction, 2018, 58, 210-219.	1.9	41
51	Control-Value Appraisals, Enjoyment, and Boredom in Mathematics: A Longitudinal Latent Interaction Analysis. American Educational Research Journal, 2018, 55, 1339-1368.	1.6	94
52	An integrated model of academic self-concept development: Academic self-concept, grades, test scores, and tracking over 6 years.. Developmental Psychology, 2018, 54, 263-280.	1.2	128
53	An information distortion model of social class differences in math self-concept, intrinsic value, and utility value.. Journal of Educational Psychology, 2018, 110, 445-463.	2.1	13
54	Effects of school-average achievement on individual self-concept and achievement: Unmasking phantom effects masquerading as true compositional effects.. Journal of Educational Psychology, 2018, 110, 1112-1126.	2.1	50

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55	What to do when scalar invariance fails: The extended alignment method for multi-group factor analysis comparison of latent means across many groups.. <i>Psychological Methods</i> , 2018, 23, 524-545.	2.7	166
56	Complementary Variable- and Person-Centered Approaches to the Dimensionality of Psychometric Constructs: Application to Psychological Wellbeing at Work. <i>Journal of Business and Psychology</i> , 2017, 32, 395-419.	2.5	147
57	Achievement Emotions and Academic Performance: Longitudinal Models of Reciprocal Effects. <i>Child Development</i> , 2017, 88, 1653-1670.	1.7	489
58	Extending expectancy-value theory predictions of achievement and aspirations in science: Dimensional comparison processes and expectancy-by-value interactions. <i>Learning and Instruction</i> , 2017, 49, 81-91.	1.9	105
59	How well do parents know their adolescent children? Parent inferences of student self-concepts reflect dimensional comparison processes. <i>Learning and Instruction</i> , 2017, 47, 25-32.	1.9	12
60	Music self-concept and self-esteem formation in adolescence: A comparison between individual and normative models of importance within a latent framework. <i>Psychology of Music</i> , 2017, 45, 763-780.	0.9	7
61	The factor structure of the Values in Action Inventory of Strengths (VIA-IS): An item-level exploratory structural equation modeling (ESEM) bifactor analysis.. <i>Psychological Assessment</i> , 2017, 29, 1053-1058.	1.2	48
62	Long-term positive effects of repeating a year in school: Six-year longitudinal study of self-beliefs, anxiety, social relations, school grades, and test scores.. <i>Journal of Educational Psychology</i> , 2017, 109, 425-438.	2.1	36
63	Math self-concept, grades, and achievement test scores: Long-term reciprocal effects across five waves and three achievement tracks.. <i>Journal of Educational Psychology</i> , 2017, 109, 621-634.	2.1	80
64	The Quest for Comparability: Studying the Invariance of the Teachers' Sense of Self-Efficacy (TSES) Measure across Countries. <i>PLoS ONE</i> , 2016, 11, e0150829.	1.1	24
65	Temporal ordering effects of adolescent depression, relational aggression, and victimization over six waves: Fully latent reciprocal effects models.. <i>Developmental Psychology</i> , 2016, 52, 1994-2009.	1.2	25
66	Cultural perspectives on Indigenous and non-Indigenous Australian students' school motivation and engagement. <i>Contemporary Educational Psychology</i> , 2016, 47, 11-23.	1.6	22
67	Cross-cultural generalizability of year in school effects: Negative effects of acceleration and positive effects of retention on academic self-concept.. <i>Journal of Educational Psychology</i> , 2016, 108, 256-273.	2.1	42
68	A Bayesian Approach for Estimating Multilevel Latent Contextual Models. <i>Structural Equation Modeling</i> , 2016, 23, 661-679.	2.4	37
69	Don't aim too high for your kids: Parental overaspiration undermines students' learning in mathematics.. <i>Journal of Personality and Social Psychology</i> , 2016, 111, 766-779.	2.6	64
70	Further Reflections on Disentangling Shape and Level Effects in Person-Centered Analyses: An Illustration Exploring the Dimensionality of Psychological Health. <i>Structural Equation Modeling</i> , 2016, 23, 438-454.	2.4	116
71	A Multination Study of Socioeconomic Inequality in Expectations for Progression to Higher Education. <i>American Educational Research Journal</i> , 2016, 53, 6-32.	1.6	53
72	Math self-concept in preschool children: Structure, achievement relations, and generalizability across gender. <i>Early Childhood Research Quarterly</i> , 2016, 36, 391-403.	1.6	52

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73	Probing the Unique Contributions of Self-Concept, Task Values, and Their Interactions Using Multiple Value Facets and Multiple Academic Outcomes. <i>AERA Open</i> , 2016, 2, 233285841562688.	1.3	100
74	A Bifactor Exploratory Structural Equation Modeling Framework for the Identification of Distinct Sources of Construct-Relevant Psychometric Multidimensionality. <i>Structural Equation Modeling</i> , 2016, 23, 116-139.	2.4	512
75	The Music Self-Perception Inventory: Development of a short form. <i>Psychology of Music</i> , 2016, 44, 915-934.	0.9	22
76	Testing the Factor Structure and Measurement Invariance Across Gender of the Big Five Inventory Through Exploratory Structural Equation Modeling. <i>Journal of Personality Assessment</i> , 2016, 98, 88-99.	1.3	44
77	Measurement Invariance of the Self-Description Questionnaire II in a Chinese Sample. <i>European Journal of Psychological Assessment</i> , 2016, 32, 128-139.	1.7	17
78	Breaking the double-edged sword of effort/trying hard: Developmental equilibrium and longitudinal relations among effort, achievement, and academic self-concept.. <i>Developmental Psychology</i> , 2016, 52, 1273-1290.	1.2	77
79	Physical Self-Concept Changes in a Selective Sport High School: A Longitudinal Cohort-Sequence Analysis of the Big-Fish-Little-Pond Effect. <i>Journal of Sport and Exercise Psychology</i> , 2015, 37, 150-163.	0.7	12
80	Achievement, motivation, and educational choices: A longitudinal study of expectancy and value using a multiplicative perspective.. <i>Developmental Psychology</i> , 2015, 51, 1163-1176.	1.2	189
81	Developmental investigation of the domain-specific nature of the life satisfaction construct across the post-school transition.. <i>Developmental Psychology</i> , 2015, 51, 1074-1085.	1.2	8
82	Contrast and assimilation effects of dimensional comparisons in five subjects: An extension of the I/E model.. <i>Journal of Educational Psychology</i> , 2015, 107, 1086-1101.	2.1	76
83	Will closing the achievement gap solve the problem? An analysis of primary and secondary effects for indigenous university entry. <i>Journal of Sociology</i> , 2015, 51, 1085-1102.	0.9	10
84	Internal/External Frame of Reference Model. , 2015, , 425-432.		4
85	The Big-Fishâ€™Little-Pond Effect, Competence Self-perceptions, and Relativity. <i>Advances in Motivation Science</i> , 2015, 2, 127-184.	2.2	103
86	Academic Self-Concept and Achievement. , 2015, , 54-63.		2
87	Teachersâ€™ Commitment and psychological well-being: implications of self-beliefs for teaching in Hong Kong. <i>Educational Psychology</i> , 2015, 35, 926-945.	1.2	60
88	Self-Concept: From Unidimensional to Multidimensional and Beyond. , 2015, , 460-468.		4
89	The Reciprocal Effects Model Revisited. <i>Gifted Child Quarterly</i> , 2015, 59, 143-156.	1.2	25
90	Validity of Social, Moral and Emotional Facets of Self-Description Questionnaire II. <i>Journal of Experimental Education</i> , 2015, 83, 1-23.	1.6	17

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91	Expectancy-value in mathematics, gender and socioeconomic background as predictors of achievement and aspirations: A multi-cohort study. <i>Learning and Individual Differences</i> , 2015, 37, 161-168.	1.5	140
92	The big-fish-little-pond effect: Generalizability of social comparison processes over two age cohorts from Western, Asian, and Middle Eastern Islamic countries.. <i>Journal of Educational Psychology</i> , 2015, 107, 258-271.	2.1	69
93	Phantom effects in school composition research: consequences of failure to control biases due to measurement error in traditional multilevel models. <i>School Effectiveness and School Improvement</i> , 2015, 26, 75-101.	1.4	43
94	The Internal/External Frame of Reference Model of Self-Concept and Achievement Relations. <i>American Educational Research Journal</i> , 2015, 52, 168-202.	1.6	102
95	Profiles of dual commitment to the occupation and organization: Relations to well-being and turnover intentions. <i>Asia Pacific Journal of Management</i> , 2015, 32, 717-744.	2.9	68
96	If one goes up the other must come down: Examining ipsative relationships between math and English self-concept trajectories across high school. <i>British Journal of Educational Psychology</i> , 2015, 85, 172-191.	1.6	33
97	Exploring commitment and turnover intentions among teachers: What we can learn from Hong Kong teachers. <i>Teaching and Teacher Education</i> , 2015, 52, 11-23.	1.6	65
98	Directionality of the Associations of High School Expectancy-Value, Aspirations, and Attainment. <i>American Educational Research Journal</i> , 2015, 52, 371-402.	1.6	111
99	Disentangling Shape from Level Effects in Person-Centered Analyses: An Illustration Based on University Teachers's Multidimensional Profiles of Effectiveness. <i>Structural Equation Modeling</i> , 2015, 22, 39-59.	2.4	186
100	Dimensional Comparison Theory: Paradoxical relations between self-beliefs and achievements in multiple domains. <i>Learning and Instruction</i> , 2015, 35, 16-32.	1.9	91
101	Tracking the Elusive Actual-Ideal Discrepancy Model Within Latent Subpopulations. <i>Journal of Individual Differences</i> , 2015, 36, 65-72.	0.5	13
102	Testing Measurement Invariance Across Spanish and English Versions of the Physical Self-Description Questionnaire: An Application of Exploratory Structural Equation Modeling. <i>Journal of Sport and Exercise Psychology</i> , 2014, 36, 179-188.	0.7	19
103	Character building or subversive consequences of employment during high school: Causal effects based on propensity score models for categorical treatments.. <i>Journal of Educational Psychology</i> , 2014, 106, 584-603.	2.1	7
104	Self-efficacy in classroom management, classroom disturbances, and emotional exhaustion: A moderated mediation analysis of teacher candidates.. <i>Journal of Educational Psychology</i> , 2014, 106, 569-583.	2.1	189
105	Juxtaposing math self-efficacy and self-concept as predictors of long-term achievement outcomes. <i>Educational Psychology</i> , 2014, 34, 29-48.	1.2	193
106	Importance models of the physical self: Improved methodology supports a normative cultural importance model but not the individual importance model. <i>European Journal of Social Psychology</i> , 2014, 44, 154-174.	1.5	10
107	Doubly Latent Multilevel Analyses of Classroom Climate: An Illustration. <i>Journal of Experimental Education</i> , 2014, 82, 143-167.	1.6	183
108	The Big-Fish-Little-Pond Effect in Mathematics. <i>Journal of Cross-Cultural Psychology</i> , 2014, 45, 777-804.	1.0	39



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109	Big-fish-little-pond social comparison and local dominance effects: Integrating new statistical models, methodology, design, theory and substantive implications. <i>Learning and Instruction</i> , 2014, 33, 50-66.	1.9	80
110	Exploratory Structural Equation Modeling: An Integration of the Best Features of Exploratory and Confirmatory Factor Analysis. <i>Annual Review of Clinical Psychology</i> , 2014, 10, 85-110.	6.3	1,098
111	The reciprocal relations between self-concept, motivation and achievement: juxtaposing academic self-concept and achievement goal orientations for mathematics success. <i>Educational Psychology</i> , 2014, 34, 49-72.	1.2	104
112	Evaluating Model Fit With Ordered Categorical Data Within a Measurement Invariance Framework: A Comparison of Estimators. <i>Structural Equation Modeling</i> , 2014, 21, 167-180.	2.4	274
113	Enjoying mathematics or feeling competent in mathematics? Reciprocal effects on mathematics achievement and perceived math effort expenditure. <i>British Journal of Educational Psychology</i> , 2014, 84, 152-174.	1.6	164
114	Interaction Effects in Latent Growth Models: Evaluation of Alternative Estimation Approaches. <i>Structural Equation Modeling</i> , 2014, 21, 361-374.	2.4	8
115	Dimensional comparison theory: an extension of the internal/external frame of reference effect on academic self-concept formation. <i>Contemporary Educational Psychology</i> , 2014, 39, 326-341.	1.6	100
116	Why is support for Jamesian actual-ideal discrepancy model so elusive? A latent-variable approach. <i>Personality and Individual Differences</i> , 2014, 69, 62-68.	1.6	6
117	Mathematics and Science Achievements Predicted by Self-Concept and Subject Value Among 8th Grade Saudi Students: Invariance Across Gender. <i>International Perspectives in Psychology: Research, Practice, Consultation</i> , 2014, 3, 268-283.	0.4	4
118	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
119	Construct validity of self-concept in TIMSS's student background questionnaire: a test of separation and conflation of cognitive and affective dimensions of self-concept among Saudi eighth graders. <i>European Journal of Psychology of Education</i> , 2013, 28, 1201-1220.	1.3	30
120	Designing Instructional Text in a Conversational Style: A Meta-analysis. <i>Educational Psychology Review</i> , 2013, 25, 445-472.	5.1	73
121	School Life and Adolescents' Self-Esteem Trajectories. <i>Child Development</i> , 2013, 84, 1967-1988.	1.7	89
122	Dimensional comparison theory.. <i>Psychological Review</i> , 2013, 120, 544-560.	2.7	236
123	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
124	Differential school contextual effects for math and English: Integrating the big-fish-little-pond effect and the internal/external frame of reference. <i>Learning and Instruction</i> , 2013, 23, 78-89.	1.9	42
125	Latent-Variable Approaches to the Jamesian Model of Importance-Weighted Averages. <i>Personality and Social Psychology Bulletin</i> , 2013, 39, 100-114.	1.9	11
126	Passion: Does one scale fit all? Construct validity of two-factor passion scale and psychometric invariance over different activities and languages.. <i>Psychological Assessment</i> , 2013, 25, 796-809.	1.2	275



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127	The Big-Fish-Little-Pond Effect and a National Policy of Within-School Ability Streaming. <i>American Educational Research Journal</i> , 2013, 50, 326-370.	1.6	61
128	Factorial, convergent, and discriminant validity of timss math and science motivation measures: A comparison of Arab and Anglo-Saxon countries.. <i>Journal of Educational Psychology</i> , 2013, 105, 108-128.	2.1	134
129	Domain Specificity Between Peer Support and Self-Concept. <i>Journal of Early Adolescence</i> , 2013, 33, 227-244.	1.1	12
130	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
131	Measurement invariance of big-five factors over the life span: ESEM tests of gender, age, plasticity, maturity, and la dolce vita effects.. <i>Developmental Psychology</i> , 2013, 49, 1194-1218.	1.2	320
132	Why item parcels are (almost) never appropriate: Two wrongs do not make a rightâ€”Camouflaging misspecification with item parcels in CFA models.. <i>Psychological Methods</i> , 2013, 18, 257-284.	2.7	290
133	Moderation. , 2013, , .		23
134	Correction to: â€œThe negative effect of school-average ability on science self-concept in the UK, the UK countries and the world: the Big-Fish-Little-Pond-Effect for PISA 2006â€™. <i>Educational Psychology</i> , 2012, 32, 547-547.	1.2	1
135	Classroom Climate and Contextual Effects: Conceptual and Methodological Issues in the Evaluation of Group-Level Effects. <i>Educational Psychologist</i> , 2012, 47, 106-124.	4.7	427
136	Self-concept: A synergy of theory, method, and application.. , 2012, , 427-458.		117
137	Big fish in little ponds aspire more: Mediation and cross-cultural generalizability of school-average ability effects on self-concept and career aspirations in science.. <i>Journal of Educational Psychology</i> , 2012, 104, 1033-1053.	2.1	180
138	Academic motivation, selfâ€”concept, engagement, and performance in high school: Key processes from a longitudinal perspective. <i>Journal of Adolescence</i> , 2012, 35, 1111-1122.	1.2	225
139	Personality traits moderate the Big-Fishâ€”Little-Pond Effect of academic self-concept. <i>Learning and Individual Differences</i> , 2012, 22, 736-746.	1.5	45
140	Probing for the multiplicative term in modern expectancyâ€”value theory: A latent interaction modeling study.. <i>Journal of Educational Psychology</i> , 2012, 104, 763-777.	2.1	321
141	The Longitudinal Interplay of Adolescents' Self-Esteem and Body Image: A Conditional Autoregressive Latent Trajectory Analysis. <i>Multivariate Behavioral Research</i> , 2011, 46, 157-201.	1.8	79
142	A 2 Ã— 2 taxonomy of multilevel latent contextual models: Accuracyâ€”bias trade-offs in full and partial error correction models.. <i>Psychological Methods</i> , 2011, 16, 444-467.	2.7	198
143	Assessing Educational Effectiveness: Policy Implications from Diverse Areas of Research*. <i>Fiscal Studies</i> , 2011, 32, 279-295.	0.8	7
144	Academic self-concept and academic achievement: Relations and causal ordering. <i>British Journal of Educational Psychology</i> , 2011, 81, 59-77.	1.6	585

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145	Gender differences in peer reviews of grant applications: A substantive-methodological synergy in support of the null hypothesis model. <i>Journal of Informetrics</i> , 2011, 5, 167-180.	1.4	39
146	The Reciprocal Internal/External Frame of Reference Model. <i>American Educational Research Journal</i> , 2011, 48, 1315-1346.	1.6	154
147	Who Took the "A" out of Expectancy-Value Theory?. <i>Psychological Science</i> , 2011, 22, 1058-1066.	1.8	294
148	General Growth Mixture Analysis of Adolescents' Developmental Trajectories of Anxiety: The Impact of Untested Invariance Assumptions on Substantive Interpretations. <i>Structural Equation Modeling</i> , 2011, 18, 613-648.	2.4	167
149	The Big Fish down under: Examining Moderators of the "Big-Fish-Little-Pond"™ Effect for Australia's High Achievers. <i>Australian Journal of Education</i> , 2011, 55, 93-114.	0.9	19
150	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.	0.9	160
151	Construct validity of the multidimensional structure of bullying and victimization: An application of exploratory structural equation modeling.. <i>Journal of Educational Psychology</i> , 2011, 103, 701-732.	2.1	162
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