

JIESI GUO

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Overview

Professor Jiesi Guo, PhD, is a leading educational psychologist whose research explores the cognitive, motivational, and socio-emotional development of young people across ecological systems such as family, school, and culture. An ARC DECRA Fellow and recipient of the APS Rising Star Award, he is internationally recognised for his work on student motivation, STEM career aspirations, and the role of social-emotional skills in academic and life success. His recent research also examines the use of AI tools to enhance student engagement and learning. With advanced expertise in quantitative methods, Professor Guo has published over 100 high-impact papers, attracting around 10,000 citations (h-index: 45), and has secured over \$3 million in competitive research funding.

Education

2014.1 – 2016.10	Educational Psychology (Ph.D.) Supervisor: Prof. Herbert W. Marsh	Australian Catholic University Institute for Positive Psychology and Education
2012.12 – 2013.12	Educational Psychology (Ph.D.) Supervisor: Prof. Herbert W. Marsh	Australian Catholic University Centre for Positive Psychology and Education
2008.2 – 2010.3	Education in Mathematics and Science (M.A.)	University of Monash, Australia Faculty of Education
2003.9 – 2007.7	Educational Technology (B.A.)	Shenzhen University, China Faculty of Education

Editor Experience

2023.1 –	Associate Editor (one of the four)	Learning and Individual Differences (IF = from 3.5 to 9)
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Research Experience

2025.1 –	Professor	Australian Catholic University, Institute for Positive Psychology and Education
2022.1 – 2024.12	Associated Professor	Australian Catholic University, Institute for Positive Psychology and Education
2018.10 – 2021.12	Senior Research Fellow	Australian Catholic University, Institute for Positive Psychology and Education
2016.9 – 2018.10	Research Fellow	Australian Catholic University, Institute for Positive Psychology and Education
2014.5 – 2016.6	Research assistant	Australian Catholic University, Institute for Positive Psychology and Education
2013.7 – 2014.12	Research assistant	University of Western Sydney, Centre for Positive Psychology and Education

Awards

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- 2015-2021 7th Top-producing early career scholars in educational psychology
 - 2017-2022 9th Top-producing scholars in top-tier and broad-scope educational psychology journals

- **2024-2025 Top 2% most highly-cited education researcher in the world both for lifetime citations and latest-year citations according to the Stanford University database of highly-cited authors**
- **2020 Association of Psychological Science (APS) Rising Star**
- **2023 Discovery Early Career Researcher Award (DECRA)**
- **2021 Society for Social Work and Research Excellence in Research Award**
- **2017 American Educational Research Association (AERA) Outstanding Dissertation Award**
- **2017 International Self-Concept Outstanding Dissertation Award**

Grants

- Solo Chief investigator, Boosting High School Students' Interest and Course Taking in STEM Fields (\$392,877)
- Chief investigator, Student Feedback to Their Teachers - An Impactful Intervention to Improve Teachers' Effectiveness and Students' Educational Outcomes (\$360,923)
- Chief investigator, School Principals' Diminishing Wellbeing: What Makes A Positive Difference? (\$520,000)
- Chief investigator, Transforming Lives and Communities: Impact of Quality Indigenous Education (\$270,000)
- Chief investigator, Enabling Thriving Futures: Forging and Capitalising Upon An Innovative Positive Psychology Multi-Dimensional Well-Being Framework for Positive Education Schooling (\$365,027)
- Chief investigator, Driven to Distraction: A Pilot Study of The Mental Health Effects of Compulsive Smartphone Use Among Managers at Work (\$50,000)
- Chief investigator, Australian Principal Health and Wellbeing - Combined (CSNSW, APPA, ASPA, AHISA, NSWSPC) (\$61,333)

Selected Publications

First Author

- **Guo, J.,** Marsh, H. W., Parker, P. D., Dicke, T., & Zanden, B. Van. (2019). Countries, parental occupation, and girls' interest in science. *The Lancet*, 393(10171), e6–e8. doi:10.1016/S0140-6736(19)30210-7
- **Guo, J.,** Tang, X., & Xu, K. M. Capturing the multiplicative effect of perseverance and passion: measurement issues of combining two grit facets (2019). *Proceedings of the National Academy of Sciences of the United States of America*. doi: 10.1073/pnas.1820125116
- **Guo, J.,** Hu, X., Elliot, A. J., Marsh, H. W., Murayama, K., Basarkod, G., Parker, P. D., & Dicke, T. (2022). Mastery-approach goals: A large-scale cross-cultural analysis of antecedents and consequences. *Journal of Personality and Social Psychology*. <https://doi.org/10.1037/pspp0000436>
- **Guo, J.,** Tang, X., Marsh, H. W., Parker, P., Basarkod, G., Sahdra, B., Ranta, M., & Salmela-Aro, K. (2022). The roles of social-emotional skills in students' academic and life success: A multi-informant and multicohort perspective. *Journal of Personality and Social Psychology*. <https://doi.org/10.1037/pspp0000426>
- **Guo, J.,** Hu, X., Marsh, H. W., & Pekrun, R. (2021). Relations of epistemic beliefs with motivation, achievement, and aspirations in science: Generalizability across 72 societies. *Journal of Educational Psychology*, 114(4), 734–751. <https://doi.org/10.1037/edu0000660>
- **Guo, J.** Hu, X., Marsh, H. W., & Parker, P. D. (2004). Cross-cultural patterns of gender differences in STEM: Gender stratification, gender equality, and gender-equality paradoxes. *Educ Psychol Rev*, <https://doi.org/10.1007/s10648-024-09872-3>
- **Guo, J.,** Marsh, H. W., Parker, P. D., Dicke, T., Lüdtke, O., & Diallo, T. M. O. (2019). A systematic evaluation and comparison between exploratory structural equation modeling and Bayesian structural equation modeling. *Structural Equation Modeling*, 26(4), 529–556.

- **Guo, J.**, Wang, M.-T., Ketonen, E. E., Eccles, J. S., & Salmela-Aro, K. (2018). Joint trajectories of task value in multiple subject domains: From both variable- and pattern-centered perspectives. *Contemporary Educational Psychology*, 55(October), 139–154.
- **Guo, J.**, Marsh, H. W., Parker, P. D., & Dicke, T. (2018). 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*, 58, 210–219.
- **Guo, J.**, Basarkod, G., Perales, F., Parker, P. D., Marsh, H. W., Donald, J., ... del Pozo Cruz, B. (2023). The Equality Paradox: Gender Equality Intensifies Male Advantages in Adolescent Subjective Well-Being. *Personality and Social Psychology Bulletin*, <https://doi.org/10.1177/01461672221125619>
- **Guo, J.**, Wang, M.-T., Degol, J. L. (2020). The role of sociocultural factors in student achievement motivation: A Cross-Cultural review. *Adolescent Research Review*, 5(4), 435–450.
- **Guo, J.**, Marsh, H. W., Parker, P. D., Morin, A. J. S., & Dicke, T. (2017). Extending expectancy-value theory predictions of achievement and aspirations in science: Dimensional comparison processes and expectancy-by-value interactions. *Learning and Instruction*. 49, 81-91.
- **Guo, J.**, Marsh, H. W., Morin, A. J. S., Parker, P. D., & Kaur, G. (2015). Directionality of the associations of high school expectancy-value, aspirations and attainment over eight years: A Longitudinal study. *American Educational Research Journal*, 52(2), 371–402.
- **Guo, J.**, Parker, P. D., Marsh, H. W., & Morin, A. J. S. (2015). Achievement, motivation, and educational choices: A longitudinal study of expectancy and value using a multiplicative perspective. *Developmental Psychology*, 51(8), 1163-1176.
- **Guo, J.**, Marsh, H. W., Parker, P. D., Morin, A. J. S., & Yeung, A. S. (2015). Expectancy-value, gender and socioeconomic background as predictors of achievement and aspiration: A multi-cohort study. *Learning and Individual Differences*, 37, 1–8.
- **Guo, J.**, Nagengast, B., Marsh, H. W., Kelava, A., Gaspard, H., Brandt, H., ... Trautwein, U. (2016). Probing the unique contributions of self-concept, task values, and their interactions using multiple value facets and multiple academic outcomes. *AERA Open*, 2(1), 1–20.
- **Guo, J.**, Ma, Y., Li, T., Noetel, M., Liao, K., & Greiff, S. (2024). Harnessing Artificial Intelligence in Generative Content for enhancing motivation in learning. *Learning and Individual Differences*, 102547. <https://doi.org/10.1016/j.lindif.2024.102547>
- **Guo, J.**, Eccles, J. S., Sortheix, F. M., & Salmela-Aro, K. (2018). Gendered pathways toward STEM careers: The incremental roles of work value profiles above academic task values. *Frontiers in Psychology*, 9(July), 1–15.
- **Guo, J.**, Sun, X., & Tang, X. (2025). Implicit measure of growth mindset: Reducing social desirability bias and linking to academic performance. *Social Psychology of Education*, 28(1), 166.
- **Guo, J.**, Ma, Y., Li, T., Huang, D., Wu, J., Noetel, M., et al., (under review). The Impact of Artificial Intelligence on Primary School Students' Motivation and Engagement: A Systematic Review. *Educational Research Review*.

Senior/Corresponding Author

- Huguley, J. P., Wang, M.-T., Vasquez, A. C., & **Guo, J.** (2019). Parental ethnic–racial socialization practices and the construction of children of color’s ethnic–racial identity: A research synthesis and meta-analysis. *Psychological Bulletin*, 145(5), 437–458.
- Wang, M.-T., Henry, D. A., Smith, L. V., Huguley, J. P., & **Guo, J.** (2020). Parental ethnic-racial socialization practices and children of color’s psychosocial and behavioral adjustment: A systematic review and meta-analysis. *American Psychologist*. doi:10.1037/amp0000464
- Wang, M., Degol, J. L., Amemiya, J., Parr, A., & **Guo, J.** (2020). Classroom climate and children’s academic and psychological wellbeing : A systematic review and meta-analysis. *Developmental Review*, 57, 100912.

- Núñez-Regueiro, F., Marsh, H. W., Pekrun, R., Lüdtke, O., & **Guo, J.** (2025). The Reciprocal Effects Model is Robust to Alternative Modeling Specifications: A Response to Sorjonen et al., 2025. *Educational Psychology Review*, 37(3), 79.
- Basarkod, G., Dicke, T., Allen, K. A., Parker, P. D., Ryan, M., Marsh, H. W., ... & **Guo, J.** (2024). Do intercultural education and attitudes promote student wellbeing and social outcomes? An examination across PISA countries. *Learning and Instruction*, 91, 101879.
- Jang, H.-R., Basarkod, G., Reeve, J., Marsh, H. W., Cheon, S. H., & **Guo, J.** (2024). Longitudinal reciprocal effects of agentic engagement and autonomy support: Between- and within-person perspectives. *Journal of Educational Psychology*, 116(1), 20–35. <https://doi.org/10.1037/edu0000815>
- Marsh, H. W., Fraser, M. I., Rakhimov, A., Ciarrochi, J., & **Guo, J.** (2023). The bifactor structure of the Self-Compassion Scale: Bayesian approaches to overcome exploratory structural equation modeling (ESEM) limitations. *Psychological Assessment*, 35(8), 674–691. <https://doi.org/10.1037/pas0001247>
- Donald, J. N., Ciarrochi, J., & **Guo, J.** (2022). Connected or Cutoff? A 4-year longitudinal study of the links between adolescents' compulsive internet use and social support. *Personality and Social Psychology Bulletin*, 014616722211278. <https://doi.org/10.1177/01461672221127802>
- Basarkod, G., Marsh, H. W., Parker, P. D., Dicke, T., & **Guo, J.** (2021). The immigrant paradox and math self-concept: An SES-of-origin-country hypothesis. *Learning and Instruction*, 101539.
- Donald, J. N., Ciarrochi, J., Parker, P. D., Sahdra, B. K., Marshall, S. L., & **Guo, J.** (2018). A worthy self is a caring self: Examining the developmental relations between self-esteem and self-compassion in adolescents. *Journal of Personality*, 86(4), 619–630.
- Donald, J. N., Atkins, P. W. B., Parker, P. D., Christie, A. M., & **Guo, J.** (2017). Cognitive defusion predicts more approach and less avoidance coping with stress, independent of threat and self-efficacy appraisals. *Journal of Personality*, 85(5), 716–729.

Second Authors

- Han, F., & **Guo, J.** (2025). How does university students' academic major (STEM vs. non-STEM) affect their acceptance of e-learning: A multi-group analysis. *International Journal of Educational Technology in Higher Education*, 22(1), 41.
- Teuber, Z., **Guo, J.**, Dicke, T., Jordan, G., Schiltz, C., Greiff, S., & Aunola, K. (2025). Emotionally and Cognitively Drained: Longitudinal Associations Between Cognitive Emotion Regulation and Parental Burnout From Between- and Within-Person Perspectives. *Stress and Health*, 41(3), e70053. <https://doi.org/10.1002/smi.70053>
- Liu, Z., **Guo, J.**, Huang, H., & Tang, X. (2025). Which social-emotional skills are most important for students' learning and well-being? An international comparison among China, USA and Finland. *Learning and Individual Differences*, 121, 102703. <https://doi.org/10.1016/j.lindif.2025.102703>
- Marsh, H. W., **Guo, J.**, Pekrun, R., Lüdtke, O., & Núñez-Regueiro, F. (2024). Cracking Chicken-Egg Conundrums: Juxtaposing Contemporaneous and Lagged Reciprocal Effects Models of Academic Self-Concept and Achievement's Directional Ordering. *Educational Psychology Review*, 36(2), 53. <https://doi.org/10.1007/s10648-024-09887-w>
- Marsh, H.W., **Guo, J.**, Parker, P.D. et al. Peer victimization: an integrative review and cross-national test of a tripartite model. *Educ Psychol Rev* 35, 46 (2023). <https://doi.org/10.1007/s10648-023-09765-x>
- Marsh, H. W., **Guo, J.**, Dicke, T., Parker, P. D., Craven, R. G. (2020). Confirmatory factor analysis (CFA), exploratory structural equation modeling (ESEM) & Set-ESEM: Optimal balance between goodness of fit and parsimony. *Multivariate Behavioral Research*. 55(1), 102-119.
- Marsh, H. W., **Guo, J.**, Parker, P. D., Nagengast, B., Asparouhov, T., Muthén, B., & Dicke, T. (2018). What to do when scalar invariance fails: The extended alignment method for multi-group factor analysis comparison of latent means across many groups. *Psychological Methods*, 23(3), 524–545.

- Vinni-Laakso, J., **Guo, J.**, Juuti, K., Loukomies, A., Lavonen, J., & Salmela-Aro, K. (2019). The relations of science task values, self-concept of ability, and stem aspirations among Finnish students from first to second grade. *Frontiers in Psychology*, 10(July), 1–15.

Others

2024

- Marsh, H. W., Reeve, J., **Guo, J.**, Pekrun, R., Parada, R. H., Parker, P. D., ... & Cheon, S. H. (2023). Overcoming limitations in peer-victimization research that impede successful intervention: Challenges and new directions. *Perspectives on Psychological Science*, 18(4), 812-828.
- Teuber, Z., Datu, J. A. D., Botes, E., Dicke, T., Jordan, G., Lan, X., Iliescu, D., **Guo, J.**, & Greiff, S. (2024). Gritty Parenting: The Development and Validation of the Parental Grit Scale. *Assessment*, 10731911241289242. <https://doi.org/10.1177/10731911241289242>
- Meng, H., He, S., **Guo, J.**, Wang, H., & Tang, X. (2024). Applying machine learning to understand the role of social-emotional skills on subjective well-being and physical health. *Applied Psychology: Health and Well-Being*, aphw.12624. <https://doi.org/10.1111/aphw.12624>

2023

- Marsh, H. W., Pekrun, R., **Guo, J.** et al. Too much of a good thing might be bad: the double-edged sword of parental aspirations and the adverse effects of aspiration-expectation gaps. *Educ Psychol Rev* 35, 49 (2023). <https://doi.org/10.1007/s10648-023-09768-8>
- Marsh, H. W., Pekrun, R., Dicke, T., **Guo, J.**, et al. Disentangling the Long-Term Compositional Effects of School-Average Achievement and SES: a Substantive-Methodological Synergy. *Educ Psychol Rev* 35, 70 (2023). <https://doi.org/10.1007/s10648-023-09726-4>
- Basarkod, G., Marsh, H. W., **Guo, J.**, Parker, P. D., Dicke, T., & Pekrun, R. (2023). The happy-fish-little-pond effect on enjoyment: Generalizability across multiple domains and countries. *Learning and Instruction*, 85, 101733.
- Marsh, H. W., Lüdtke, O., Pekrun, R., **Guo, J.**... & Morin, A. J. S. (2023). School leaders' self-efficacy and job satisfaction over nine annual waves: A substantive-methodological synergy juxtaposing competing models of directional ordering. *Contemporary Educational Psychology*, 73, 102170. <https://doi.org/10.1016/j.cedpsych.2023.102170>
- Televantou, I., Marsh, H. W., Xu, K. M., **Guo, J.**, & Dicke, T. (2023). Peer Spillover and Big-Fish-Little-Pond Effects with SIMS80: Revisiting a Historical Database Through the Lens of a Modern Methodological Perspective. *Educational Psychology Review*, 35(4), 100. <https://doi.org/10.1007/s10648-023-09816-3>
- Hu, X., Zuo, H., Lai, C., Zhu, G., **Guo, J.**, & Tan, H. (2023). Is social media use for math learning beneficial for ethnic minority students' math identity? A socialization perspective. *British Journal of Educational Technology*, bjet.13359. <https://doi.org/10.1111/bjet.13359>
- Basarkod, G., Marsh, H. W., **Guo, J.**, Dicke, T., Xu, K., & Parker, P. D. (2023). The Big-Fish-Little-Pond Effect for Reading Self-Beliefs: A Cross-National Exploration with PISA 2018. *Scientific Studies of Reading*, 1–18. <https://doi.org/10.1080/10888438.2023.2174028>

2022

- Dicke, T., Parker, P., **Guo, J.**, Basarkod, G., Marsh, H. W., Deady, M., Harvey, S. & Riley, P. (2022), Ubiquitous emotional exhaustion in school principals: Stable trait, enduring autoregressive trend, or occasion specific state?, *Journal of Educational Psychology*, 114(2), 426–441. <https://doi.org/10.1037/edu0000582>
- Parker, P., Allen, K.-A., Parker, R., **Guo, J.**, Marsh, H. W., Basarkod, G., & Dicke, T. (2022). School belonging predicts whether an emerging adult will be not in education, employment, or training (NEET) after school. *Journal of Educational Psychology*. Advance online publication. <https://doi.org/10.1037/edu0000733>

- Dillon, A., Craven, R. G., **Guo, J.**, Yeung, A. S., Mooney, J., Franklin, A., & Brockman, R. (2022). Boarding schools: A longitudinal examination of Australian Indigenous and non-Indigenous boarders' and non-boarders' wellbeing. *British Educational Research Journal*, *March*, 1–20. <https://doi.org/10.1002/berj.3792>
- Fleischmann, M., Hübner, N., Marsh, H. W., **Guo, J.**, Trautwein, U., & Nagengast, B. (2022). Which class matters? Juxtaposing multiple class environments as frames-of-reference for academic self-concept formation. *Journal of Educational Psychology*, *114*(1), 127–143. <https://doi.org/10.1037/edu0000491>
- Basarkod, G., Marsh, H. W., Sahdra, B. K., Parker, P. D., **Guo, J.**, Dicke, T., & Lüdtke, O. (2022). The dimensionality of reading self-concept: examining its stability using local structural equation models. *Assessment*. <https://doi.org/10.1177/107319112111069675>
- Sahdra, B. K., Ciarrochi, J., Basarkod, G., Dicke, T., **Guo, J.**, Parker, P. D., & Marsh, H. W. (2022). High school students' tenacity and flexibility in goal pursuit linked to life satisfaction and achievement on competencies tests. *Journal of Educational Psychology*, *114*(3), 622–636. <https://doi.org/10.1037/edu0000667>

2021

- Marsh, H. W., Parker, P. D., **Guo, J.**, Basarkod, G., Niepel, C., & Van Zanden, B. (2021). Illusory gender-equality paradox, math self-concept, and frame-of-reference effects: New integrative explanations for multiple paradoxes. *Journal of Personality and Social Psychology*, *121*(1), 168–183. <https://doi.org/10.1037/pspp0000306>
- Parker P, Dicke T, **Guo J**, Basarkod G, Marsh H. Ability Stratification Predicts the Size of the Big-Fish-Little-Pond Effect. *Educational Researcher*. 2021;50(6):334-344. doi:10.3102/0013189X20986176
- Niepel, C., Marsh, H. W., **Guo, J.**, Pekrun, R., & Möller, J. (2021). Revealing dynamic relations between mathematics self-concept and perceived achievement from lesson to lesson: An experience-sampling study. *Journal of Educational Psychology*. Advance online publication. <https://doi.org/10.1037/edu0000716>
- Marsh, H. W., Xu, K. M., Parker, P. D., Hau, K.-T., Pekrun, R., Elliot, A., **Guo, J.**, Dicke, T., & Basarkod, G. (2021). Moderation of the big-fish-little-pond effect: Juxtaposition of evolutionary (Darwinian-economic) and achievement motivation theory predictions based on a Delphi approach. *Educational Psychology Review*, *33*(4), 1353–1378. <https://doi.org/10.1007/s10648-020-09583-5>
- Horwood, M., Marsh, H. W., Parker, P. D., Riley, P., **Guo, J.**, & Dicke, T. (2021). Burning passion, burning out: The passionate school principal, burnout, job satisfaction, and extending the dualistic model of passion. *Journal of Educational Psychology*, *113*(8), 1668–1688. <https://doi.org/10.1037/edu0000664>

2020

- Marsh, H. W., Parker, P. D., **Guo, J.**, Pekrun, R., & Basarkod, G. (2020). Psychological comparison processes and self-concept in relation to five distinct frame-of-reference effects: Pan-human cross-cultural generalizability over 68 countries. *European Journal of Personality*, *34*(2), 180–202. doi:10.1002/per.2232
- Dicke, T., Marsh, H. W., Parker, P. D., **Guo, J.**, Riley, P., & Waldeyer, J. (2020). Job satisfaction of teachers and their principals in relation to climate and student achievement. *Journal of Educational Psychology*, *112*(5), 1061–1073.
- Koivuhovi, S., Marsh, H. W., Dicke, T., Sahdra, B., **Guo, J.**, Parker, P. D., & Vainikainen, M. (2020). Academic self-concept formation and peer-group contagion: Development of the big-fish-little-pond effect in primary-school classrooms and peer groups. *Journal of Educational Psychology*. doi: 10.1037/edu0000554
- Donald, J. N., Bradshaw, E. L., Ryan, R. M., Basarkod, G., Ciarrochi, J., **Guo, J.**, ... Sahdra, B. K. (2019). Mindfulness and its association with varied types of motivation: a systematic review and meta-analysis using self-determination theory. *Personality and Social Psychology Bulletin*, *46*(7), 1121–1138.

2019

- Tang, X., Wang, M. Te, **Guo, J.**, & Salmela-Aro, K. (2019). Building Grit: The Longitudinal Pathways between Mindset, Commitment, Grit, and Academic Outcomes. *Journal of Youth and Adolescence*, *48*(5), 850–863.

- Marsh, H. W., Van Zanden, B., Parker, P. D., **Guo, J.**, Conigrave, J., & Seaton, M. (2019). Young women face disadvantage to enrollment in university stem coursework regardless of prior achievement and attitudes. *American Educational Research Journal*, 56(5), 1629–1680.
- Ivanova, M. Y., Achenbach, T. M., Rescorla, L. A., **Guo, J.**, Althoff, R. R., Kan, K.-J., ... Verhulst, F. C. (2019). Testing syndromes of psychopathology in parent and youth ratings across societies. *Journal of Clinical Child & Adolescent Psychology*, 48(4), 596–609.
- Marsh, H. W., Pekrun, R., Parker, P. D., Murayama, K., **Guo, J.**, Dicke, T., & Arens, A. K. (2019). The murky distinction between self-concept and self-efficacy: Beware of lurking jingle-jangle fallacies. *Journal of Educational Psychology*, 111(2), 331–353.
- Dietrich, J., Moeller, J., **Guo, J.**, Viljaranta, J., & Kracke, B. (2019). In-the-moment profiles of expectancies, task values, and costs. *Frontiers in Psychology*, 10(july), 1–12.

2018

- Marsh, H. W., Pekrun, R., Murayama, K., Arens, A. K., Parker, P. D., **Guo, J.**, & Dicke, T. (2018). An integrated model of academic self-concept development: Academic self-concept, grades, test scores, and tracking over 6 years. *Developmental Psychology*, 54(2), 263–280.
- Dicke, T., Marsh, H. W., Parker, P. D., Pekrun, R., **Guo, J.**, & Televantou, I. (2018). Effects of school-average achievement on individual self-concept and achievement: Unmasking phantom effects masquerading as true compositional effects. *Journal of Educational Psychology*, 110(8), 1112–1126.
- Parker, P. D., Marsh, H. W., Jerrim, J. P., **Guo, J.**, & Dicke, T. (2018). Inequity and excellence in academic performance: evidence from 27 countries. *American Educational Research Journal*, 55(4), 836–858.
- Parker, P. D., Marsh, H. W., **Guo, J.**, Anders, J., Shure, N., & Dicke, T. (2018). An information distortion model of social class differences in math self-concept, intrinsic value, and utility value. *Journal of Educational Psychology*, 110(3), 445–463.
- Dicke, T., Marsh, H. W., Riley, P., Parker, P. D., **Guo, J.**, & Horwood, M. (2018). Validating the Copenhagen Psychosocial Questionnaire (COPSOQ-II) Using Set-ESEM: Identifying Psychosocial Risk Factors in a Sample of School Principals. *Frontiers in Psychology*, 9(APR), 1–17.

2015-2017

- Marsh, H. W., Pekrun, R., Parker, P. D., Murayama, K., **Guo, J.**, Dicke, T., & Lichtenfeld, S. (2017). 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. *Journal of Educational Psychology*, 109(3), 425–438.
- Van Zanden, B., Marsh, H. W., Seaton, M., Parker, P. D., **Guo, J.**, & Duineveld, J. J. (2017). How well do parents know their adolescent children? Parent inferences of student self-concepts reflect dimensional comparison processes. *Learning and Instruction*, 47, 25–32.
- Marsh, H. W., Pekrun, R., Lichtenfeld, S., **Guo, J.**, Arens, A. Katrin., & Murayama, Kou. (2016). Breaking the double-edged sword of effort/trying hard: Longitudinal relations between effort, achievement, and academic self-concept. *Developmental Psychology*, 52, 1273-1290.
- Marsh, H. W., Craven, R. G., Parker, P. D., Parada, R. H., **Guo, J.**, Dicke, T., & Abduljabbar, A. S. (2016). Temporal ordering effects of adolescent depression, relational aggression, and victimization over six waves: Fully latent reciprocal effects models. *Developmental Psychology*, 52(12), 1994–2009.

Book Chapters

- Basarkod, G., Marsh, H. W., Dicke, T., **Guo, J.**, & Parker, P. D. (2022). A Key Construct for Positive Psychology. In K. Allen, M. J. Furlong, D. Vella-Brodrick, & S. M. Suldo (Eds.), *Handbook of Positive Psychology in Schools: Supporting Process and Practice* (pp. 202-216). Routledge.
<https://doi.org/10.4324/9781003013778-15>

- Marsh, H. W., Basarkod, G., Pekrun, R., Dicke, T., Parker, P., & **Guo, J.** (in press). Academic self-concept formation: A three-faceted model of psychological comparison (3FPC) Processes. In A. O. Donnell, J. Reeve, & N. Barnes (Eds.) *Oxford Handbook of Educational Psychology*. Oxford University Press.
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Research Interests

- Individual and cultural differences in shaping social-emotional skills and their relationship to academic and life outcomes
- How multiple ecological systems on the cultural, social, motivational, and behavioural development of youth shape their major and career choices particularly in STEM (Science, Technology, Engineering, and Mathematics)
- Gender and cross-cultural differences in motivation beliefs and choice behaviours
- How to use AI tools to enhance student's motivation and engagement in learning
- Methodological issues in multi-group modeling, multi-level modeling, Bayesian, latent mixture modeling.

Teaching Experience

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|------------------|---|--------------------------------|
| • 2017-present | Supervisor of 17 PhD students | Australian Catholic University |
| • 2020 – present | Evidence-Based Practice for Psychologists | Australian Catholic University |
| • 2020 – present | Statistical Methods | Australian Catholic University |
| • 2017-present | Lecturer (research workshops/seminars) | Australian Catholic University |