

Jiesi Guo

Academic Curriculum Vitae

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Research Profile

Professor Jiesi Guo is an educational psychologist at the Institute for Positive Psychology and Education, Australian Catholic University. His research examines how motivation, self-beliefs, social-emotional skills, school contexts, and cultural systems shape achievement, wellbeing, and educational pathways, with particular attention to STEM participation, gender, and quantitative methodology.

His work includes more than 100 publications, 10,693 Google Scholar citations (h-index 47), and more than \$3 million in competitive research funding.

100+
PUBLICATIONS

10,693
CITATIONS

47
H-INDEX

\$3m+
FUNDING

Academic Appointments

2025–present	Professor, Institute for Positive Psychology and Education, Australian Catholic University
2022–2024	Associate Professor, Institute for Positive Psychology and Education, Australian Catholic University
2018–2021	Senior Research Fellow, Institute for Positive Psychology and Education, Australian Catholic University
2016–2018	Research Fellow, Institute for Positive Psychology and Education, Australian Catholic University
2014–2016	Research Assistant, Institute for Positive Psychology and Education, Australian Catholic University
2013–2014	Research Assistant, University of Western Sydney

Education

2014–2016	PhD, Educational Psychology, Australian Catholic University · Supervisor: Herbert W. Marsh
2012–2013	PhD study, Educational Psychology, Australian Catholic University · Supervisor: Herbert W. Marsh
2008–2010	MA, Education in Mathematics and Science, Monash University, Australia
2003–2007	BA, Educational Technology, Shenzhen University, China

Editorial Service

2023–present	Associate Editor, Learning and Individual Differences
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Recognition

2024–2025	Stanford/Elsevier World's Top 2% Scientists list
2023	Australian Research Council Discovery Early Career Researcher Award (DECRA)
2021	Society for Social Work and Research Excellence in Research Award
2020	Association for Psychological Science Rising Star
2017	AERA Outstanding Dissertation Award, Learning and Instruction Division
2017	International Self-Concept Research Group Outstanding Dissertation Award
2017–2022	9th top-producing early-career scholar in educational psychology journals
2015–2021	7th top-producing early-career scholar in educational psychology journals

Research Funding

\$520,000	School Principals' Diminishing Wellbeing · Chief Investigator
\$392,877	Boosting High School Students' Interest in STEM Careers · Sole Chief Investigator
\$365,027	Enabling Thriving Futures · Chief Investigator
\$360,923	Student Feedback: Improving Engagement and Educational Outcomes · Chief Investigator
\$270,000	Transforming Lives Through Educational Opportunity for Indigenous Students · Chief Investigator
\$61,333	Australian Principal Health and Wellbeing Survey · Chief Investigator
\$50,000	Driven to Distraction · Chief Investigator

Research Themes

MOTIVATION	Development of achievement motivation, self-beliefs, and educational aspirations
STEM	Gendered and cultural pathways into science, technology, engineering, and mathematics
WELLBEING	Social-emotional development, school belonging, and principal wellbeing
METHODS	Advanced quantitative methods, including machine learning, SEM, and cross-cultural modelling

Teaching & Supervision

TEACHING	Guest lecturer, Educational Measurement and Assessment, Australian Catholic University
SUPERVISION	Principal supervisor for seven completed PhD theses
SUPERVISION	Co-supervisor for ten completed PhD theses
MENTORING	Research training in structural equation modelling and advanced quantitative methods

Selected Publications

Publications are grouped by authorship role and ordered in reverse chronological order within each group.

First-author Publications

- Guo, J.,** Huang, D., Wu, J., Mogouie, H., & Dicke, T. (2026). Predictive modelling of Australian school principals' turnover intentions using machine learning with random effects. *Discover Computing*, 29(1), 24. <https://doi.org/10.1007/s10791-025-09838-1>
- Guo, J.,** Greiff, S., & Tang, X. (2026). Shaping the socio-emotional landscape: Advances, mechanisms, and contexts in learning and individual differences. *Learning and Individual Differences*, 125, 102844. <https://doi.org/10.1016/j.lindif.2025.102844>
- 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., Jang, H., Li, T., Wu, J., Huang, D., Han, F., Noetel, M., Liao, K., Tang, X., & Xie, K. (2025). The impact of artificial intelligence on primary school students' motivation and engagement: A systematic review. *PsyArXiv Preprints*. https://doi.org/10.31234/osf.io/ecspn_v1
- Guo, J.,** Marsh, H. W., Parker, P. D., & Hu, X. (2024). Cross-cultural patterns of gender differences in STEM: Gender stratification, gender equality, and gender-equality paradoxes. *Educational Psychology Review*, 36(2), 37. <https://doi.org/10.1007/s10648-024-09872-3>
- 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.,** 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.,** 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.,** 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., 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.,** 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.,** 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.,** 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.,** 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.,** 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.

Senior/Corresponding-author Publications

- Núñez-Regueiro, F., Marsh, H. W., Pekrun, R., Lüdtke, O., & **Guo, J.** (2026). On model interpretability and time-reversal testing in analyses of reciprocal effects: Clarifying modeling issues in Sorjonen et al.'s (2025a, 2025b) commentaries. *Educational Psychology Review*, 38(1), 80. <https://doi.org/10.1007/s10648-026-10179-8>
- 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.
- 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.
- 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.
- 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-author Publications

- Tang, Y., **Guo, J.**, & Hu, X. (2026). Does social media use really matter for students' well-being? The cross-cultural generalizability across 52 societies. *Journal of Happiness Studies*, 27(6), 90. <https://doi.org/10.1007/s10902-026-01070-y>
- Marsh, H. W., **Guo, J.**, Lüdtke, O., & Pekrun, R. (2026). Throwing out the bathwater but keeping the baby: Extending Campbell-Fiske's multitrait-multimethod framework. *Advances in Methods and Practices in Psychological Science*, 9(2), 25152459251407652. <https://doi.org/10.1177/25152459251407652>
- Symonds, J. E., **Guo, J.**, Tang, X., Upadaya, K., Yu, J., Vaccaro, N., Guigui, D., Ponce, S., Costello, N., & Salmela-Aro, K. (2026). Student engagement declines across adolescence: A meta-analysis of longitudinal studies. *Review of Education*, 14(1), e70134. <https://doi.org/10.1002/rev3.70134>
- Hu, X., **Guo, J.**, King, R. B., & Leung, F. K. S. (2025). A cultural explanation of motivation-achievement paradox in math. *Educational Researcher*, 55(2), 115–124. <https://doi.org/10.3102/0013189x251370677>
- 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.
- 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.

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.

Other Co-authored Publications

Jang, H., Reeve, J., Cheon, S. H., **Guo, J.**, Marsh, H. W., Dicke, T., Huang, D., & Kim, S. (2026). Psychological need satisfaction and behavioral engagement reciprocally enhance each other—Unless one’s teacher is perceived to be highly controlling. *Journal of Educational Psychology*. <https://doi.org/10.1037/edu0001048>

Rare, T., Basarkod, G., **Guo, J.**, Allen, K., & Dicke, T. (2026). The association between student–teacher relationship quality and students’ school belonging: A cross-national perspective. *Journal of Educational Psychology*, 118(4), 465–483. <https://doi.org/10.1037/edu0001026>

Wu, J., Marsh, H. W., **Guo, J.**, Reeve, J., Pekrun, R., Dicke, T., Jang, H., & Basarkod, G. (2026). Mapping the intellectual landscape of educational psychology: Citation rankings and network structures of 60 journals, scholars, and institutions. *Learning and Individual Differences*, 125, 102816. <https://doi.org/10.1016/j.lindif.2025.102816>

Dicke, T., Marsh, H. W., Parker, P. D., Pekrun, R., **Guo, J.**, Basarkod, G., Televantou, I., & Teuber, Z. (2026). Investigating the effects of class average achievement: Attending a high-achieving class is neither beneficial for student achievement nor for academic self-concept. *Contemporary Educational Psychology*, 84, 102441. <https://doi.org/10.1016/j.cedpsych.2025.102441>

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>

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.

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>

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/10.1177/10731911211069675>

- 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>
- 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](https://doi.org/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>
- 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.
- 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.
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