

Jiesi Guo

Professor of Educational Psychology

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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
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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

Editorial Service

2023–present	Associate Editor, Learning and Individual Differences
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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

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

Selected 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

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

A balanced selection spanning recent work, signature contributions, research leadership, STEM, social-emotional development, and quantitative methodology.

- 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>
- 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>
- 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>
- 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>
- 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.**, 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>
- 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.
- 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
- 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.
- Guo, J.**, Eccles, J. S., Sorthaix, 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.