

LEMBAR
HASIL PENILAIAN SEJAWAT SEBIDANG ATAU PEER REVIEW
KARYA ILMIAH : JURNAL ILMIAH

Judul Jurnal Ilmiah : *Development and Initial Validation of Perceived Research Environment Scale for Higher Education Academics.*
 (Artikel)
 Jumlah Penulis : 4 orang
 Status Pengusul : penulis ke - 1
 Identitas Jurnal Ilmiah : a Nama Jurnal : *Journal of Psychoeducational Assessment*
 b Nomor ISSN : 1557-5144 (online) 0734-2829 (print)
 c Vol, No., Bln Thn : Vol 38, No 2, April 2020
 d Penerbit : *Sage Publishing*
 e DOI artikel (jika ada) : 10.1177/0734282919828892
 f Alamat web jurnal : <https://journals.sagepub.com/doi/abs/10.1177/0734282919828892>
 Alamat Artikel : http://eprints.undip.ac.id/80613/1/5._Artikel_Development_and_Initial_Validation_of_Perceived_Research_Environment_Scale_for_Higher_Education_Academics.pdf
 g Terindex : Scopus

Kategori Publikasi Jurnal Ilmiah :
 (beri ✓ pada kategori yang tepat)

- Jurnal Ilmiah Internasional
 Jurnal Ilmiah Nasional Terakreditasi
 Jurnal Ilmiah Nasional Tidak Terakreditasi

Hasil Penilaian *Peer Review* :

Komponen Yang Dinilai	Nilai Maksimal Jurnal Ilmiah			Nilai Akhir Yang Diperoleh
	Internasional <input type="checkbox"/> 40	Nasional Terakreditasi <input type="checkbox"/>	Nasional Tidak Terakreditasi <input type="checkbox"/>	
a. Kelengkapan unsur isi jurnal (10%)	4			4
b. Ruang lingkup dan kedalaman pembahasan (30%)	12			11
c. Kecukupan dan kemutakhiran data/informasi dan metodologi (30%)	12			11
d. Kelengkapan unsur dan kualitas penerbit (30%)	12			12
Total = (100%)	40			38
Nilai Pengusul = 60% x 38 = 22,8				

Handwritten signature

Catatan Penilaian artikel oleh Reviewer :

1. Kesesuaian dan kelengkapan unsur isi jurnal:

Artikel sudah ditulis sesuai dengan unsur artikel jurnal meliputi Title, Abstract, Introduction, Method, Results, Discussion, References. Title cukup singkat dan jelas. Introduction sudah mereview perkembangan riset terkini mengenai instrumen terkait Method berisi tahapan penelitian. Result menunjukkan temuan yang dihasilkan. Discussion menggarisbawahi kebaruan instrumen psikologi. References, sitasi dalam teks dan tata tulis secara umum disajikan mengikuti APA Publication Manual 6th Edition.

2. Ruang lingkup dan kedalaman pembahasan:

Artikel membahas tentang pengembangan instrumen psikologi untuk mengukur perceived research environment dari perspektif dosen, sebuah instrumen psikologi yang belum pernah dikembangkan sebelumnya secara khusus untuk populasi dosen. Isi artikel mengupas dimensi terkini dari konsep yang diukur, membandingkan instrumen sejenis yang pernah dikembangkan untuk komunitas yang berbeda, dan menunjukkan kebaruan instrumen psikologi yang dikembangkan.

3. Kecukupan dan kemutakhiran data/informasi dan metodologi:

Data cukup memadai dan dianalisis secara mutakhir dengan metode analisis terkini. Pada awalnya isu perceived research environment diperoleh melalui review terhadap literature, FGD dengan dosen dan expert judgement. Kemudian item yang dikembangkan diadministrasikan kepada dosen, datanya dianalisis dengan EFA untuk menentukan struktur faktor dan jumlah item. Selanjutnya, dilakukan CFA untuk memvalidasi struktur tersebut, akhirnya diuji validitas konstruktifnya. Orisinalitas artikel tergolong baik. Turnitin similarity index : 8% dan 80% referensi terbitan 10 tahun terakhir.

4. Kelengkapan unsur dan kualitas penerbit:

Artikel dimuat di jurnal internasional yang terindeks Scopus, tergolong Q1, dengan SJR = 0,7. Jurnal diterbitkan oleh SAGE Publications yang memiliki kualitas sangat memadai.

Depok, 3 Februari 2020
Reviewer



Prof. Dr. Hamdi Muluk, M.Si.
NIP. 196603311999031001
Unit kerja : Fakultas Psikologi
Universitas Indonesia
Bidang Ilmu: Psikologi

LEMBAR
HASIL PENILAIAN SEJAWAT SEBIDANG ATAU PEER REVIEW
KARYA ILMIAH : JURNAL ILMIAH

Judul Jurnal Ilmiah : *Development and Initial Validation of Perceived Research Environment Scale for Higher Education Academics.*
 (Artikel)
 Jumlah Penulis : 4 orang
 Status Pengusul : penulis ke - 1
 Identitas Jurnal Ilmiah : a Nama Jurnal : *Journal of Psychoeducational Assessment*
 b Nomor ISSN : 1557-5144 (online) 0734-2829 (print)
 c Vol, No., Bln Thn : Vol 38, No 2, April 2020
 d Penerbit : *Sage Publishing*
 e DOI artikel (jika ada) : 10.1177/0734282919828892
 f Alamat web jurnal : <https://journals.sagepub.com/doi/abs/10.1177/0734282919828892>
 Alamat Artikel : http://eprints.undip.ac.id/80613/1/5._Artikel_Development_and_Initial_Validation_of_Perceived_Research_Environment_Scale_for_Higher_Education_Academics.pdf
 g Terindex : Scopus

Kategori Publikasi Jurnal Ilmiah :
 (beri ✓ pada kategori yang tepat)

- | | |
|-------------------------------------|--|
| <input checked="" type="checkbox"/> | Jurnal Ilmiah Internasional |
| <input type="checkbox"/> | Jurnal Ilmiah Nasional Terakreditasi |
| <input type="checkbox"/> | Jurnal Ilmiah Nasional Tidak Terakreditasi |

Hasil Penilaian *Peer Review* :

Komponen Yang Dinilai	Nilai Maksimal Jurnal Ilmiah			Nilai Akhir Yang Diperoleh
	Internasional <input type="text" value="40"/>	Nasional Terakreditasi <input type="text" value=""/>	Nasional Tidak Terakreditasi <input type="text" value=""/>	
a. Kelengkapan unsur isi jurnal (10%)	4			4
b. Ruang lingkup dan kedalaman pembahasan (30%)	12			11,5
c. Kecukupan dan kemutakhiran data/informasi dan metodologi (30%)	12			11,5
d. Kelengkapan unsur dan kualitas penerbit (30%)	12			12
Total = (100%)	40			39
Nilai Pengusul = 60% x 39 = 23,4				

91

Catatan Penilaian artikel oleh Reviewer :

1. Kesesuaian dan kelengkapan unsur isi jurnal:

Artikel ditulis sesuai dengan unsur artikel jurnal yang benar (judul, abstrak, pendahuluan, metode penelitian, hasil, diskusi, dan daftar pustaka). Judul dan abstrak sudah dipaparkan dengan jelas. Metode juga sudah sesuai kaidah penulisan ilmiah. Hasil dan diskusi sudah dipaparkan secara rinci mengenai kebaruan instrumen psikologi. Pengusul juga mencantumkan limitations serta kesimpulan artikel penelitian. Penulisan daftar pustaka juga sudah sesuai kaidah penulisan ilmiah.

2. Ruang lingkup dan kedalaman pembahasan:

Artikel jurnal ini membahas pengembangan instrumen psikologi untuk mengukur perceived research environment dari perspektif dosen. Instrumen ini belum pernah dikembangkan sebelumnya untuk populasi dosen. Isi artikel menjelaskan secara rinci dimensi-dimensi dan konsep yang diukur, membandingkan dengan instrumen yang sama yang pernah digunakan pada populasi yang berbeda, dan menunjukkan kebaruan instrumen psikologi.

3. Kecukupan dan kemutakhiran data/informasi dan metodologi:

Urutan unsur pada metode sudah lengkap. Data juga dianalisis dengan metode analisis terbaru. Instrumen penelitian dikembangkan dengan cara yang sesuai yaitu literature review, expert judgement, dan FGD pada dosen. Kemudian hasil dari sampel pertama dianalisis dengan EFA, pada kemudian data dari sampel kedua dianalisis dengan CFA sampai terkonfirmasi faktor yang well-established. Akhirnya, validitas konstruk instrumen diuji. Hasil cek plagiasi adalah 8% ini cukup kecil, dan mayoritas referensi yang digunakan merupakan terbitan 10 tahun terakhir yang mutakhir.

4. Kelengkapan unsur dan kualitas penerbit:

Artikel dipublikasikan di jurnal internasional terindeks Scopus, masuk kategori Q1, dengan nilai SJR 0,7. Jurnal diterbitkan oleh SAGE Publications dengan kualitas memadai.

Surabaya, 11 Maret 2020

Reviewer



Prof. Dr. Drs. Cholichul Hadi, M.Si., Psikolog

NIP. 196403231989031002

Unit kerja: Fakultas Psikologi Universitas Airlangga

Bidang Ilmu: Psikologi

JIPA

**Journal of
Psychoeducational
Assessment**

Guest Editor: Gordon L. Flett



Journal of Psychoeducational Assessment

Editorial Board

[Hide All](#)

Editor

Donald H. Saklofske

University of Western Ontario, Canada

Associate Editors

Bridget V. Dever

Lehigh University, USA

Stefan C. Dombrowski

Rider University, USA

Daniel B. Hajovsky

University of South Dakota, USA

Patricia A. Lowe

University of Kansas, Lawrence, USA

Ara J. Schmitt

Duquesne University, USA

W. Joel Schneider

Illinois State University, USA

Lawrence G. Weiss

Research and Measurement Consultant, USA

Founding and Consulting Editors

Bruce A. Bracken

College of William & Mary, USA

R. Steve McCallum

University of Tennessee, Knoxville, USA

Editorial Board Members

Rebecca P. Ang	Nanyang Technological University, Singapore
A. Lynne Beal	Private Practice, Canada
Nicholas F. Benson	Baylor University, USA
Giray Berberoglu	Middle East Technical University, Turkey
Stephen C. Bowden	University of Waikato, New Zealand
Jonathan M. Campbell	University of Kentucky, USA
Gary L. Canivez	Eastern Illinois University, USA
Christine L. Castillo	University of Texas Southwestern Medical Center, USA
Felicia Castro-Villarreal	The University of Texas at San Antonio, USA
Nathan H. Clemens	University of Texas, Austin, USA
Jerome D'Agostino	The Ohio State University, USA
Annemie Desoete	Ghent University, Belgium
Annamaria Di Fabio	University of Florence, Italy
Erin Dowdy	University of California, Santa Barbara, USA
Oliver W. Edwards	University of Central Florida, USA
Dawn P. Flanagan	St. John's University, USA
Randy G. Floyd	The University of Memphis, USA
Brian French	Washington State University, USA
Chad M. Gotch	Washington State University, USA
Jacques Grégoire	Catholic University of Louvain, Belgium
Meara Habashi	The University of Iowa, USA

James B. Hale	Nanyang Technological University, Singapore
David M. Hansen	The University of Kansas, USA
Leigh M. Harrell-Williams	University of Memphis, USA
Allyson G. Harrison	Queen's University, Canada
Marc P.H. Hendriks	Radboud University, The Netherlands
Robin K. Henson	University of North Texas, USA
James A. Holdnack	University of Delaware, USA
Stephen Houghton	The University of Western Australia, Australia
Thomas J. Huberty	Indiana University, USA
Anita M. Hubley	University of British Columbia, Canada
Scott Huebner	University of South Carolina, Columbia, USA
Darrell M. Hull	University of North Texas, USA
Jason C. Immekus	University of Louisville, USA
Ian Isemonger	Kumamoto University, Japan
Kelly P. Jarratt	University of Arkansas Medical Sciences, USA
Randy Kamphaus	Georgia State University, USA
Alan S. Kaufman	Yale University School of Medicine, USA
James Kaufman	University of Connecticut, USA
Kateryna V. Keefer	University of Western Ontario, Canada
Thomas J. Kehle	University of Connecticut, USA
Milena Keller-Margulis	University of Houston, USA
Eun Sook Kim	University of South Florida, USA
Colin B. King	University of Western Ontario, Canada

Don Klinger	University of Waikato, New Zealand
Jihyun Lee	University of New South Wales, Australia
Alan D. Leschied	University of Western Ontario, Canada
Larry J. Lewandowski	Syracuse University, USA
Hongli Li	Georgia State University, USA
Xinya Liang	University of Arkansas, USA
Anastasiya A. Lipnevich	Queens College, City University of New York, USA
Antolin M. Llorente	Pennsylvania State University, USA
Emilia C. Lopez	Queens College, City University of New York, USA
Francesca A. Lopez	University of Arizona, USA
Benjamin J. Lovett	State University of New York at Cortland, USA
Carolyn MacCann	The University of Sydney, Australia
Anita S. McCormick	Texas A&M University, USA
Ryan J. McGill	The College of William and Mary, USA
Kevin S. McGrew	Institute for Applied Psychometrics
Brian C. McKeivitt	University of Nebraska at Omaha, USA
Grant B. Morgan	Baylor University, USA
Jack Naglieri	University of Virginia, USA
Jason Nelson	University of Georgia, USA
David W. Nordstokke	University of Calgary, Canada
James D. A. Parker	Trent University, Canada
Gretchen Gimpel Peacock	Utah State University, USA
K V. Petrides	University College London, UK
Vicki D. Pevton	University of Kansas, USA

Steven Pfeiffer	Florida State University, USA
Aurelio Prifitera	Assessment Consultant, USA
Pamela Qualter	University of Central Lancashire, UK
Tyler L. Renshaw	Utah State University, USA
Amy Reschly	University of Georgia, USA
Cecil R. Reynolds	Texas A & M University, USA
Matthew r. Reynolds	University of Kansas, USA
Cynthia A. Riccio	Texas A & M University, USA
Alysia D. Roehrig	Florida State University, USA
Ellen W. Rowe	George Mason University, USA
Daniel A. Sass	University of Texas at San Antonio, USA
Barbara Schaefer	Pennsylvania State University, USA
Vicki L. Schwean	University of Western Ontario, Canada
Edward S. Shapiro	Lehigh University, USA
Sally Shaywitz	Yale University School of Medicine, USA
William P. Skorupski	University of Kansas, USA
Con Stough	Swinburne University, Australia
Kara M. Styck	The University of Texas at San Antonio, USA
Shannon M. Suldo	University of South Florida, USA
Jeremy R. Sullivan	University of Texas at San Antonio, USA
Mark E. Swerdlik	Illinois State University, USA
Renée M. Tobin	Temple University, USA
Jeannine E. Turner	Florida State University, USA

Russell T. Warne

Utah Valley University

Sara E. Witmer

Michigan State University, USA

Amery D. Wu

University of British Columbia, Canada

Gonggu Yan

Beijing Normal University, China

Yanyun Yang

Florida State University, USA

Myeongsun Yoon

Texas A & M University, USA

Moshe Zeidner

University of Haifa, Israel

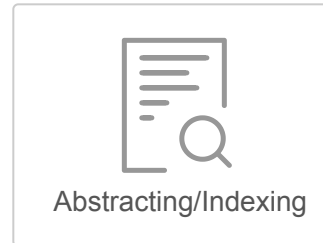
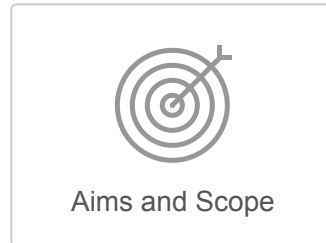
Corinne Zimmerman

Illinois State University, USA

Bruno Zumbo

University of British Columbia, Canada

More about this journal



Journal of Psychoeducational Assessment

Table of Contents

Volume 38 Issue 2, April 2020

Articles



Relative Efficacy of Teacher Rankings and Curriculum-Based Measures as Predictors of Performance on High-Stakes Tests

Maya A. Mingo , Sherry Mee Bell, R. Steve McCallum, D. Lakmal Walpitage

First Published February 21, 2019; pp. 147–167

[Abstract](#)

[> Preview](#)



Initial Development and Validation of the Perceptions of the Blended Learning Environment Questionnaire

Feifei Han , Robert A. Ellis

First Published March 6, 2019; pp. 168–181

[Abstract](#)

[> Preview](#)



Development and Initial Validation of the Computer-Delivered Test Acceptance Questionnaire for Secondary and High School Students

Journal of Psychoeducational Assessment

Relative Efficacy of Teacher Rankings and Curriculum-Based Measures as Predictors of Performance on High-Stakes Tests

Maya A. Mingo , Sherry Mee Bell, R. Steve McCallum, D. Lakmal Walpitage

First Published February 21, 2019 | Research Article

<https://doi-org.libraryproxy.griffith.edu.au/10.1177/0734282919831103>



Article Information

Volume: 38 issue: 2, page(s): 147-167

Article first published online: February 21, 2019; Issue published: April 1, 2020

 Maya A. Mingo¹, Sherry Mee Bell¹, R. Steve McCallum¹, D. Lakmal Walpitage¹

¹The University of Tennessee, Knoxville, TN, USA

Corresponding Author:

Maya A. Mingo, Department of Educational Psychology & Counseling, The University of Tennessee, Knoxville, 535 Jane & David Bailey Education Complex, 1122 Volunteer Boulevard, Knoxville, TN 37996-3452, USA. Email: mmingo@vols.utk.edu

Abstract

Data from 403 third graders were analyzed to determine relative and combined efficacy of group-administered Curriculum-Based Measures (CBMs) and Teacher Rankings of student reading and math performance taken early in the school year to predict end-of-year achievement scores. Teacher Rankings added to the power of CBMs to predict reading (R^2 change = .18) and math (R^2 change = .22). Combined CBMs and Teacher Rankings predicted at-risk status in reading (82%) and math (86%), based on logistic regression, and yielded strong area under the curve (AUC) statistics, defining risk status .88 (reading) and .82 (math). Surprisingly, Teacher Rankings yielded higher correlations with end-of-year scores than CBMs. Findings support using rankings as a simple, efficient

Journal of Psychoeducational Assessment

Initial Development and Validation of the Perceptions of the Blended Learning Environment Questionnaire

Feifei Han , Robert A. Ellis

First Published March 6, 2019 | Research Article

<https://doi.org/10.1177/0734282919834091>



Article Information

Volume: 38 issue: 2, page(s): 168-181

Article first published online: March 6, 2019; Issue published: April 1, 2020

 Feifei Han¹, Robert A. Ellis¹

¹Griffith University, Brisbane, Queensland, Australia

Corresponding Author:

Feifei Han, Office of Pro-Vice-Chancellor (Arts, Education and Law), Griffith University, Room 3.17D, Building M06, Mt Gravatt Campus, Brisbane, QLD 4122, Australia. Email: feifei.han@griffith.edu.au

Abstract

Learning in blended environments has become a ubiquitous part of student experience in tertiary education worldwide. Although students' perceptions of learning environments are a key element in the learning process, there is a dearth of valid instruments to assess students' perceptions in blended contexts. This study described the initial development and validation of a Perceptions of the Blended Learning Environment Questionnaire (PBLEQ). The analyses, involving two cohorts of students enrolled in courses either from humanities/social sciences disciplines or from sciences/engineering disciplines, consistently supported the bifactor model over a correlated first-order model and a second-order model. The bifactor model had a single perceptions factor that underlined each of the items. Separately, there were three specific factors: the perceptions of integration between face-to-face and online learning, the perceptions of online contributions, and the perceptions of the online workload, each having its own separate set of items. The invariance tests among the two cohorts validated that the PBLEQ had invariant factor structure, factor loadings, and intercepts. The PBLEQ has potential to help

Journal of Psychoeducational Assessment

OnlineFirst

Last updated December 27, 2019

Articles: 41 – 46 of 46

Article



Development and Initial Validation of Perceived Research Environment Scale for Higher Education Academics

Dian R. Sawitri, Peter A. Creed, Harlina Nurtjahjanti, Anggun R. Prasetyo

First Published 10 Feb 2019. <https://doi.org/10.1177/0734282919828892>

[Abstract](#)

[> Preview](#)



Article



The Use of a Diagnostic Competence Model About Children's Operation Sense for Criterion-Referenced Individual Feedback in a Large-Scale Formative Assessment

Andreas Schulz , Timo Leuders, Ulrike Rangel

First Published 7 Feb 2019. <https://doi.org/10.1177/0734282918823590>

[Abstract](#)

[> Preview](#)



Article



Development and Initial Validation of the Computer-Delivered Test Acceptance Questionnaire for Secondary and High School Students

Lyndon Lim

First Published 5 Feb 2019. <https://doi.org/10.1177/0734282919828464>

[Abstract](#)

> [Preview](#)

Brief Article



Examining the Psychometric Validity of the Five-Item Gratitude Questionnaire: An Item Response Theory Approach

Jana Patricia M. Valdez, Samuel Kai Wah Chu

First Published 17 Dec 2018. <https://doi.org/10.1177/0734282918816542>

[Abstract](#)

> [Preview](#)

Brief Article



A Psychometric Evaluation of the Social Anxiety Scale for Adolescents in an Educational Setting

Cliodhna E. M. O'Connor , Amanda Fitzgerald

First Published 12 Dec 2018. <https://doi.org/10.1177/0734282918816843>

[Abstract](#)

> [Preview](#)



Article



Home Learning Environments: A Cross-Cultural Study Between Germany and Iran

Shima Aminipour, Ali Asgari, Elaheh Hejazi, Hans-Günther Roßbach

First Published 20 Jun 2018. <https://doi.org/10.1177/0734282918778465>

[Abstract](#)

> [Preview](#)



Per page: [20](#) [50](#) [100](#)

Prev 1 2 3



Document details

< Back to results | 1 of 20 Next >

↗ Export ↓ Download 🖨️ Print ✉️ E-mail 📄 Save to PDF ☆ Add to List More... >

View at Publisher

Journal of Psychoeducational Assessment
Volume 38, Issue 2, 1 April 2020, Pages 195-208

Development and Initial Validation of Perceived Research Environment Scale for Higher Education Academics (Article)

Sawitri, D.R.^a ✉️, Creed, P.A.^b, Nurtjahjanti, H.^a, Prasetyo, A.R.^a 👤

^aDiponegoro University, Semarang, Indonesia

^bGriffith University, Southport, Australia

Abstract

View references (38)

There is a growing interest in the perceived research environment for higher education academics. As there is no existing, psychometrically sound scale that directly measures perceived research environment for higher education academics, we designed and validated the Perceived Research Environment Scale for use with this population. In Phase 1, items were developed based on a review of literature, six focus groups, and expert judgment. In Phase 2, the items were then administered to a sample of Indonesian academics (N = 306, M age = 42.29 years). Item analysis and exploratory factor analysis were used to reduce the number of items and determine the factor structure. In Phase 3, confirmatory factor analyses were used on a hold-out sample (N = 292, M age = 43.39) to confirm this structure. In Phase 4, we provided evidence for construct validity. The practical uses of this newly developed scale are discussed. © The Author(s) 2019.

SciVal Topic Prominence ⓘ

Topic: Research | Psychology | Clinical psychologists

Prominence percentile: 58.162 ⓘ

Author keywords

academics higher education perceived research environment scale development university

ISSN: 07342829

Source Type: Journal

Original language: English

DOI: 10.1177/0734282919828892

Document Type: Article

Publisher: SAGE Publications Inc.

References (38)

View in search results format >

All | Export 🖨️ Print ✉️ E-mail 📄 Save to PDF Create bibliography

Metrics ⓘ View all metrics >



PlumX Metrics

Usage, Captures, Mentions,
Social Media and Citations
beyond Scopus.

Cited by 0 documents

Inform me when this document
is cited in Scopus:

Set citation alert >

Set citation feed >

Related documents

The Discrepancies Between
Individual-Set and Parent-Set
Career Goals Scale: Development
and Initial Validation

Sawitri, D.R. , Creed, P.A. ,
Perdhana, M.S.
(2020) *Journal of Career
Development*

Research Training in Counseling
Psychology: A Former Training
Director's Perceptions

Bowman, S.L.
(1997) *The Counseling
Psychologist*

Preliminary Examination and
Measurement of the Internship
Research Training Environment

Phillips, J.C. , Szymanski, D.M. ,
Ozegovic, J.J.
(2004) *Journal of Counseling
Psychology*

View all related documents based
on references

Find more related documents in
Scopus based on:

- 1 Ægisdóttir, S., Gerstein, L.H., Çinarbaş, D.C.
Methodological Issues in Cross-Cultural Counseling Research: Equivalence, Bias, and Translations
(2008) *The Counseling Psychologist*, 36 (2), pp. 188-219. Cited 90 times.
doi: 10.1177/0011000007305384
[View at Publisher](#)
-
- 2 Arbuckle, J.L., Wothke, W.
(1995) *Amos 4.0 user's guide*. Cited 2271 times.
Chicago, IL, Small Waters
-
- 3 Bland, C.J., Ruffin, M.T.
Characteristics of a productive research environment: Literature review
(1992) *Academic Medicine*, 67 (6), pp. 385-397. Cited 177 times.
-
- 4 Bronfenbrenner, U.
(1979) *The ecology of human development: Experiments by nature and design*. Cited 14539 times.
Cambridge, MA, Harvard University Press
-
- 5 Bronfenbrenner, U.
Recent advances in research on the ecology of human development
(1986) *Development as Action in Context: Problem Behavior and Normal Youth Development*, pp. 287-309. Cited 150 times.
Silbereisen R.K., Eyferth K., Rudinger G., (eds), New York, NY, Springer-Verlag, (Eds.), (., –
-
- 6 Byrne, B.
(2010) *Structural equation modeling with AMOS: Basic concepts, applications, and programming*. Cited 9862 times.
New York, NY, Routledge
-
- 7 Chen, Y., Gupta, A., Hoshower, L.
Factors that motivate business faculty to conduct research: An expectancy theory analysis
(2006) *Journal of Education for Business*, 81, pp. 179-189. Cited 68 times.
-
- 8 Costello, A.B., Osborne, J.W.
Best practices in exploratory factor analysis: Four recommendations for getting the most from your analysis
(2005) *Practical Assessment, Research and Evaluation*, 10 (7). Cited 4157 times.
<http://pareonline.net/pdf/v10n7.pdf>
-
- 9 DeVellis, R.F.
(2016) *Scale development: Theory and applications*, 26. Cited 8543 times.
(.,). Los Angeles, CA: SAGE
-

-
- 10 Dueber, D.M.
(2017) *Bifactor indices calculator: A Microsoft excel-based tool to calculate various indices relevant to bifactor CFA models*. Cited 41 times.
Retrieved from
<http://sites.education.uky.edu/apslab/resources/>
-
- 11 Duffy, R.D., Torrey, C.L., Bott, E.M., Allan, B.A., Schlosser, L.Z.
Time Management, Passion, and Collaboration: A Qualitative Study of Highly Research Productive Counseling Psychologists

(2013) *The Counseling Psychologist*, 41 (6), pp. 881-917. Cited 6 times.
doi: 10.1177/0011000012457994

View at Publisher
-
- 12 Eam, P.
Investigating relationship among research self-efficacy, research outcome expectations, and research interest of Cambodian faculty: Testing social-cognitive theory
(2015) *International Journal of Sociology of Education*, 4, pp. 199-224. Cited 2 times.
-
- 13 Gelso, C.J.
Research in Counseling: Methodological and Professional Issues

(1979) *The Counseling Psychologist*, 8 (3), pp. 7-36. Cited 260 times.
doi: 10.1177/001100007900800303

View at Publisher
-
- 14 Gelso, C.J., Mallinckrodt, B., Judge, A.B.
Research Training Environment, Attitudes toward Research, and Research Self-Efficacy: The Revised Research Training Environment Scale

(1996) *The Counseling Psychologist*, 24 (2), pp. 304-322. Cited 68 times.
doi: 10.1177/0011000096242010

View at Publisher
-
- 15 Hair, J.F., Black, W.C., Babin, B.J., Anderson, R.E.
Multivariate data analysis
(2010) *A global perspective*. Cited 52896 times.
7th ed., New Jersey, NJ, Prentice Hall
-
- 16 Hayton, J.C., Allen, D.G., Scarpello, V.
Factor Retention Decisions in Exploratory Factor Analysis: A Tutorial on Parallel Analysis

(2004) *Organizational Research Methods*, 7 (2), pp. 191-205. Cited 1160 times.
doi: 10.1177/1094428104263675

View at Publisher
-

- 17 Hinkin, T.R.
A brief tutorial on the development of measures for use in survey questionnaires

(1998) *Organizational Research Methods*, 1 (1), pp. 104-121. Cited 1315 times.
<http://www.sagepub.com/ejournals>
doi: 10.1177/109442819800100106

View at Publisher
-
- 18 Holden, L., Pager, S., Golenko, X., Ware, R.S.
Validation of the research capacity and culture (RCC) tool: Measuring RCC at individual, team and organisation levels

(2012) *Australian Journal of Primary Health*, 18 (1), pp. 62-67. Cited 46 times.
doi: 10.1071/PY10081

View at Publisher
-
- 19 Kahn, J.H., Gelso, C.J.
Factor Structure of the Research Training Environment Scale-Revised: Implications for Research Training in Applied Psychology

(1997) *The Counseling Psychologist*, 25 (1), pp. 22-37. Cited 36 times.
doi: 10.1177/0011000097251004

View at Publisher
-
- 20 Kahn, J.H., Miller, S.A.
Measuring global perceptions of the research training environment using a short form of the RTES-R

(2000) *Measurement and Evaluation in Counseling and Development*, 33 (2), pp. 103-119. Cited 19 times.

View at Publisher
-
- 21 Kline, P.
(2000) *The handbook of psychological testing*. Cited 2650 times.
2nd ed., London, England, Routledge
-
- 22 Kortlik, J.W., Bartlett, J.E., Higgins, C.C., Williams, H.A.
Factors associated with research productivity of agricultural education faculty
(2002) *Journal of Agricultural Education*, 43, pp. 1-10. Cited 29 times.
-
- 23 Lindsay, R., Breen, R., Jenkins, A.
Academic research and teaching quality: The views of undergraduate and postgraduate students

(2002) *Studies in Higher Education*, 27 (3), pp. 309-327. Cited 82 times.
doi: 10.1080/03075070220000699

View at Publisher
-

- 24 MARSH, G.W., BROWN BSN, T.L.
The measurement of nurses' attitudes towards nursing research and the research environment in clinical settings

(1992) *Journal of Clinical Nursing*, 1 (6), pp. 315-322. Cited 18 times.
doi: 10.1111/j.1365-2702.1992.tb00425.x

View at Publisher
-
- 25 Nguyen, Q., Klopper, C., Smith, C.
Affordances, barriers, and motivations: engagement in research activity by academics at the research-oriented university in Vietnam (Open Access)

(2016) *Open Review of Educational Research*, 3 (1), pp. 68-84. Cited 3 times.
www.tandfonline.com/toc/rrer20/current
doi: 10.1080/23265507.2016.1170627

View at Publisher
-
- 26 O'Connor, B.P.
SPSS and SAS programs for determining the number of components using parallel analysis and Velicer's MAP test

(2000) *Behavior Research Methods, Instruments, and Computers*, 32 (3), pp. 396-402. Cited 2190 times.
<http://www.psychonomic.org/BRMIC/>
-
- 27 Owen, M.
Research at small Canadian universities
(1992) *The Canadian Journal of Higher Education*, 22, pp. 1-14. Cited 3 times.
Retrieved from
<http://journals.sfu.ca/cjhe/index.php/cjhe/article/view/183130/183106>
-
- 28 Pranulis, M.F., Gortner, S.R.
Researchmanship: Characteristics of Productive Research Environments in Nursing

(1985) *Western Journal of Nursing Research*, 7 (1), pp. 127-131. Cited 17 times.
doi: 10.1177/0092055X8500700112

View at Publisher
-
- 29 Reise, S.P., Bonifay, W.E., Haviland, M.G.
Scoring and modeling psychological measures in the presence of multidimensionality

(2013) *Journal of Personality Assessment*, 95 (2), pp. 129-140. Cited 319 times.
<http://www.tandfonline.com/toc/hjpa20/current>
doi: 10.1080/00223891.2012.725437

View at Publisher
-
- 30 Rodriguez, A., Reise, S.P., Haviland, M.G.
Evaluating bifactor models: Calculating and interpreting statistical indices

(2016) *Psychological Methods*, 21 (2), pp. 137-150. Cited 302 times.
www.apa.org/journals/met.html
doi: 10.1037/met0000045

View at Publisher
-

- 31 Royalty, G.M., Gelso, C.J., Mallinckrodt, B., Garrett, K.D.
The Environment and the Student in Counseling Psychology: Does the Research Training Environment Influence Graduate Students' Attitudes Toward Research?
(1986) *The Counseling Psychologist*, 14 (1), pp. 9-30. Cited 60 times.
doi: 10.1177/0011000086141002
[View at Publisher](#)
-
- 32 Salazar, M.S.
The dilemma of combining positive and negative items in scales
(2015) *Psicothema*, 27 (2), pp. 192-199. Cited 46 times.
<http://www.psicothema.com/pdf/4253.pdf>
doi: 10.7334/psicothema2014.266
[View at Publisher](#)
-
- 33 Vogt, D.S., King, D.W., King, L.A.
Focus groups in psychological assessment: Enhancing content validity by consulting members of the target population
(2004) *Psychological Assessment*, 16 (3), pp. 231-243. Cited 178 times.
doi: 10.1037/1040-3590.16.3.231
[View at Publisher](#)
-
- 34 Vondracek, E.W., Lerner, R.M., Schulenberg, J.E.
(1986) *Career development: A life-span developmental approach*. Cited 333 times.
Hillsdale, NJ, Erlbaum
-
- 35 Whelan, K., Copeland, E., Oladitan, L., Murrells, T., Gandy, J.
Development and Validation of a Questionnaire to Measure Research Involvement among Registered Dietitians
(2013) *Journal of the Academy of Nutrition and Dietetics*, 113 (4), pp. 563-568. Cited 6 times.
doi: 10.1016/j.jand.2012.08.027
[View at Publisher](#)
-
- 36 Whelan, K., Markless, S.
Factors that Influence Research Involvement among Registered Dietitians Working as University Faculty: A Qualitative Interview Study
(2012) *Journal of the Academy of Nutrition and Dietetics*, 112 (7), pp. 1021-1028. Cited 7 times.
doi: 10.1016/j.jand.2012.03.002
[View at Publisher](#)
-
- 37 White, C.S., James, K., Burke, L.A., Allen, R.S.
What makes a "research star"? Factors influencing the research productivity of business faculty
(2012) *International Journal of Productivity and Performance Management*, 61 (6), pp. 584-602. Cited 31 times.
doi: 10.1108/17410401211249175
[View at Publisher](#)
-

□ 38 Young, K., Rice, M.
(1983) *Measurement of attitudes toward the nursing research environment in the university setting*
January, Paper presented at the First Annual Scientific Meeting on Research on Nursing Education, San Francisco, CA, January

🔍 Sawitri, D.R.; Diponegoro University, Semarang, Indonesia; email:dian.r.sawitri@gmail.com

© Copyright 2020 Elsevier B.V., All rights reserved.

< Back to results | 1 of 20 Next >

^ Top of page

About Scopus

What is Scopus
Content coverage
Scopus blog
Scopus API
Privacy matters

Language

日本語に切り替える
切换到简体中文
切换到繁體中文
Русский язык

Customer Service

Help
Contact us

ELSEVIER

[Terms and conditions ↗](#) [Privacy policy ↗](#)

Copyright © Elsevier B.V. ↗. All rights reserved. Scopus® is a registered trademark of Elsevier B.V.

We use cookies to help provide and enhance our service and tailor content. By continuing, you agree to the use of cookies.

 RELX



Source details

Journal of Psychoeducational Assessment

Scopus coverage years: from 1983 to Present

Publisher: SAGE

ISSN: 0734-2829 E-ISSN: 1557-5144

Subject area: [Social Sciences: Education](#) [Psychology: Clinical Psychology](#) [Psychology: General Psychology](#)[View all documents >](#)[Set document alert](#)[Save to source list](#) [Journal Homepage](#)

CiteScore 2018

1.67

Add CiteScore to your site

SJR 2018

0.702

SNIP 2018

0.941[CiteScore](#) [CiteScore rank & trend](#) [CiteScore presets](#) [Scopus content coverage](#)

CiteScore 2018

Calculated using data from 30 April, 2019

CiteScore rank

$$1.67 = \frac{\text{Citation Count 2018}}{\text{Documents 2015 - 2017}^*} = \frac{291 \text{ Citations} >}{174 \text{ Documents} >}$$

*CiteScore includes all available document types

[View CiteScore methodology >](#)[CiteScore FAQ >](#)

Category	Rank	Percentile
Social Sciences		
Education	#245/1038	76th
Psychology		
Clinical Psychology	#85/262	67th

CiteScoreTracker 2019

Last updated on 09 April, 2020

Updated monthly

$$1.81 = \frac{\text{Citation Count 2019}}{\text{Documents 2016 - 2018}} = \frac{346 \text{ Citations to date} >}{191 \text{ Documents to date} >}$$

[View CiteScore trends >](#)

Metrics displaying this icon are compiled according to Snowball Metrics ↗, a collaboration between industry and academia.

About Scopus

[What is Scopus](#)[Content coverage](#)[Scopus blog](#)[Scopus API](#)[Privacy matters](#)

Language

[日本語に切り替える](#)[切换到简体中文](#)[切换到繁體中文](#)[Русский язык](#)

Customer Service

[Help](#)[Contact us](#)