David Watkins

List of Publications by Citations

149 papers	3,296 citations	28 h-index	51 g-index
151 ext. papers	3,484 ext. citations	2.2 avg, IF	5.23 L-index

#	Paper	IF	Citations
149	The Issue Of Measurement Invariance Revisited. *Journal of Cross-Cultural Psychology*, **2003**, 34, 155-175	1.9	293
148	The conceptual change approach to improving teaching and learning: An evaluation of a Hong Kong staff development programme. *Higher Education*, **2001**, 42, 143-169	3	163
147	Discontinuities and continuities in the experience of learning: An interview study of high-school students in Hong Kong. *Learning and Instruction*, **1997**, 7, 21-48	5.8	157
146	Learning and Teaching: A cross-cultural perspective. *School Leadership and Management*, **2000**, 20, 161-173	1.1	139
145	The role of repetition in the processes of memorising and understanding: a comparison of the views of German and Chinese secondary school students in Hong Kong. *British Journal of Educational Psychology*, **2000**, 70 (Pt 1), 65-84	3.2	126
144	THE ROLE OF CONFIRMATORY FACTOR ANALYSIS IN CROSS-CULTURAL RESEARCH*. *International Journal of Psychology*, **1989**, 24, 685-701	1.9	99
143	The-Asian-learner-as-a-rote-learner Stereotype: myth or reality?. *Educational Psychology*, **1991**, 11, 21-34	2.2	92
142	Culture, Gender, and Response Bias: An Analysis of Responses to the Self-Description Questionnaire. *Journal of Cross-Cultural Psychology*, **1995**, 26, 490-504	1.9	86
141	Cultural Dimensions, Gender, and the Nature of Self-concept: A Fourteen-country Study. *International Journal of Psychology*, **1998**, 33, 17-31	1.9	77
140	Depth of processing and the quality of learning outcomes. *Instructional Science*, **1983**, 12, 49-58	2	77
139	Independent and Interdependent Conceptions of Self: An Investigation of Age, Gender, and Culture Differences in Importance and Satisfaction Ratings. *Cross-Cultural Research*, **2000**, 34, 113-134	1.7	76
138	Identifying the Study Process Dimensions of Australian University Students. *Australian Journal of Education*, **1982**, 26, 76-85	2.1	75
137	Personality correlates of the disposition towards interpersonal forgiveness: A Chinese perspective. *International Journal of Psychology*, **2004**, 39, 305-316	1.9	72
136	Gender differences in self-construal: how generalizable are Western findings?. *Journal of Social Psychology*, **2003**, 143, 501-19	2.3	68
135	Classroom environment and approaches to learning: An investigation of the actual and preferred perceptions of Hong Kong secondary school students. *Instructional Science*, **1994**, 22, 233-246	2	50
134	Affective variables, learning approaches and academic achievement: a causal modelling investigation with Hong Kong tertiary students. *British Journal of Educational Psychology*, **1998**, 68, 173-188	3.2	46
133	Cross-cultural Validation of Models of Approaches to Learning: an application of confirmatory factor analysis. *Educational Psychology*, **1996**, 16, 317-327	2.2	44

132	Cognitive development and student approaches to learning: An investigation of Perry's theory with Chinese and U.S. university students. *Higher Education*, **2001**, 41, 239-261	3	41
131	Student Perceptions of Factors Influencing Tertiary Learning. *Higher Education Research and Development*, **1984**, 3, 33-50	1.9	40
130	Self-concept clarity: A longitudinal study of Hong Kong adolescents. *Personality and Individual Differences*, **2010**, 48, 277-282	3.3	36
129	Approaches to Learning of Nigerian Secondary School Children: Emic and Etic Perspectives. *International Journal of Psychology*, **1994**, 29, 165-182	1.9	36
128	An investigation of the approach to learning of Nepalese tertiary students. *Higher Education*, **1990**, 20, 459-469	3	36
127	Identifying and assessing the conceptions of teaching of secondary school physics teachers in China. *British Journal of Educational Psychology*, **2001**, 71, 443-69	3.2	34
126	Awareness of the backwash effect of assessment: A phenomenographic study of the views of Hong Kong and Swedish lecturers. *Instructional Science*, **2005**, 33, 283-309	2	33
125	Factors influencing the study methods of Australian tertiary students. *Higher Education*, **1982**, 11, 369-380	3	32
124	Assessing the Self-esteem of Chinese School Children. *Educational Psychology*, **1994**, 14, 129-137	2.2	29
123	THE INTERNAL STRUCTURE OF THE SELF DESCRIPTION QUESTIONNAIRE: A NIGERIAN INVESTIGATION. *British Journal of Educational Psychology*, **1992**, 62, 120-125	3.2	29
122	The Role of Confirmatory Factor Analysis in Cross-Cultltral Research. *International Journal of Psychology*, **1989**, 24, 685-701	1.9	28
121	Towards a Hierarchical Model of Self-concept for Hong Kong Chinese Adults with Physical Disabilities. *International Journal of Psychology*, **1995**, 30, 1-17	1.9	26
120	Is the Asian Learner a Rote Learner? A Malaysian Perspective. *Contemporary Educational Psychology*, **1994**, 19, 483-488	5.6	25
119	A Test of Shavelson's Hierarchical Multifaceted Self-Concept Model in a Filipino College Sample. *International Journal of Psychology*, **1989**, 24, 367-79	1.9	25
118	Age and gender differences in the self-esteem of Chinese children. *Journal of Social Psychology*, **1997**, 137, 374-9	2.3	24
117	Age and gender invariance of self-concept factor structure: An investigation of a newly developed Chinese self-concept instrument. *International Journal of Psychology*, **2000**, 35, 186-193	1.9	24
116	A Longitudinal Study of the Psychosocial Environmental and Learning Approaches in the Hong Kong Classroom. *Journal of Educational Research*, **1998**, 91, 247-255	1.1	24
115	The development and evaluation of self-esteem measuring instruments. *Journal of Personality Assessment*, **1978**, 42, 171-82	2.8	24

114	Culture and spontaneous self-concept among Filipino college students. *Journal of Social Psychology*, **1997**, 137, 480-8	2.3	23
113	Student evaluations of university teaching: A cross-cultural perspective. *Research in Higher Education*, **1994**, 35, 251-266	2.1	23
112	Reformulating the depression model of learned hopelessness for academic outcomes. *Educational Research Review*, **2009**, 4, 103-117	7.5	22
111	Conceptions of a Good Tertiary EFL Teacher in China. *TESOL Quarterly*, **2007**, 41, 781-790	2.1	21
110	Assessing Similarity of Meaning at the Individual and Country Level. *European Journal of Psychological Assessment*, **2006**, 22, 69-77	2.2	21
109	An Investigation Of Ethnic Differences In The Motivation And Strategies For Learning Of Students In Desegregated South African Schools. *Journal of Cross-Cultural Psychology*, **2003**, 34, 189-194	1.9	21
108	Assessing self-esteem: An African perspective. *Personality and Individual Differences*, **1996**, 20, 163-169	3.3	21
107	Toward the Cross-Cultural Validation of a Western Model of Student Approaches to Learning. *Journal of Cross-Cultural Psychology*, **1996**, 27, 547-560	1.9	20
106	Academic locus of control: a relevant variable at tertiary level?. *Higher Education*, **1987**, 16, 221-229	3	20
105	PREFERRED CLASSROOM ENVIRONMENT AND APPROACH TO LEARNING. *British Journal of Educational Psychology*, **1988**, 58, 345-349	3.2	20
104	Assessing Study Approaches in Sweden. *Psychological Reports*, **1997**, 81, 131-136	1.6	19
103	The structure of self-concept: Some Filipino evidence. *Australian Psychologist*, **1989**, 24, 401-410	1.7	17
102	The Reliability and Validity of the Coopersmith Self-Esteem Inventory for a Sample of Filipino High School Girls. *Educational and Psychological Measurement*, **1980**, 40, 251-254	3.1	17
101	Assessing Approaches to Learning in Non-western Cultures: a Nepalese conceptual validity study. *Assessment and Evaluation in Higher Education*, **1995**, 20, 203-212	3.1	16
100	Self-monitoring as a mediator of person-environment fit: an investigation of Hong Kong mathematics classroom environments. *British Journal of Educational Psychology*, **1996**, 66, 223-229	3.2	16
99	ASSESSING THE APPROACHES TO LEARNING OF NIGERIAN STUDENTS. *Assessment and Evaluation in Higher Education*, **1992**, 17, 11-20	3.1	16
98	Individual and Contextual Differences in the Approaches to Learning of Australian Secondary School Students. *Educational Psychology*, **1990**, 10, 333-342	2.2	16
97	Filipino Brides: Slaves or Marriage Partners?. *Australian Journal of Social Issues*, **1982**, 17, 73-84	1.2	16

96   A China–New Zealand comparison of forgiveness. *Asian Journal of Social Psychology*, **2013**, 16, 286-291   1.4   15

95   SENSE OF HUMOR IN CHINA: THE ROLE OF INDIVIDUALISM, COLLECTIVISM, AND FACEWORK. *Psychologia*, **2013**, 56, 57-70   0.2   15

94   ASSESSING THE SCHOOL MOTIVATION OF HONG KONG STUDENTS. *Psychologia*, **2002**, 45, 144-154   0.2   15

93   Causal Relationships among Self-Concept, Attributions, and Achievement in Filipino Students. *Journal of Social Psychology*, **1990**, 130, 625-631   2.3   15

92   Validating a new measure of self-complexity. *Journal of Personality Assessment*, **2009**, 91, 381-6   2.8   14

91   Personality and forgiveness: a Nepalese perspective. *Journal of Social Psychology*, **2004**, 144, 539-40   2.3   14

90   Gender differences in the source and level of self-esteem of Chinese college students. *Journal of Social Psychology*, **1993**, 133, 347-52   2.3   14

89   The Approaches to Learning of Australian Tertiary Students: A Replication. *Higher Education Research and Development*, **1986**, 5, 185-190   1.9   14

88   Teachers as scholars of their students' conceptions of learning: a Hong Kong investigation. *British Journal of Educational Psychology*, **2004**, 74, 361-73   3.2   13

87   Does confidence in the language of instruction influence a student's approach to learning?. *Instructional Science*, **1991**, 20, 331-339   2   13

86   ASSESSING TEACHING EFFECTIVENESS: AN INDIAN PERSPECTIVE. *Assessment and Evaluation in Higher Education*, **1991**, 16, 185-198   3.1   13

85   Evaluating tertiary teaching: A New Zealand perspective. *Teaching and Teacher Education*, **1987**, 3, 41-53   2.9   13

84   An investigation of the construct validity of three recently developed personality instruments: An application of confirmatory multimethod factor analysis. *Australian Journal of Psychology*, **1981**, 33, 277-284   2.3   13

83   The Internal Structure and Predictive Validity of the Inventory of Learning Processes: Some Australian and Filipino Data. *Educational and Psychological Measurement*, **1981**, 41, 511-514   3.1   13

82   Self-Concept and Social Acceptance in Multiracial African Schools: A Test of the Insulation, Subjective Culture, and Bicultural Competence Hypotheses. *Cross-Cultural Research*, **1997**, 31, 331-355   1.7   12

81   Religion and Forgiveness from a Hong Kong Chinese Perspective. *Pastoral Psychology*, **2006**, 55, 183-195   0.6   12

80   Stability and correlates of student evaluations of teaching at a Chinese university. *Assessment and Evaluation in Higher Education*, **2010**, 35, 675-685   3.1   11

79   The Dimensionality of the Career Decision Self-Efficacy Scale–Short Form Among Chinese Graduate Students. *Journal of Career Assessment*, **2012**, 20, 520-529   2.5   11

| 78 | Some Zimbabwean Evidence of the Internal Structure of the Self Description Questionnaire-I. *Educational and Psychological Measurement*, **1994**, 54, 967-972 | 3.1 | 11 |

| 77 | Causal attribution of performance in university examinations: A Filipino investigation. *Higher Education*, **1980**, 9, 443-451 | 3 | 11 |

| 76 | SEX ROLE PERCEPTIONS OF FILIPINO ADOLESCENTS*. *International Journal of Psychology*, **1982**, 17, 359-368 | 1.9 | 11 |

| 75 | Multiple Goals in a Hong Kong Chinese Educational Context: An Investigation of Developmental Trends and Learning Outcomes. *Australian Journal of Education*, **2012**, 56, 273-286 | 2.1 | 10 |

| 74 | The Influence of Social Desirability on Learning Process Questionnaires: A Neglected Possibility?. *Contemporary Educational Psychology*, **1996**, 21, 80-82 | 5.6 | 10 |

| 73 | Assessing the learning processes of black South African students. *Journal of Psychology: Interdisciplinary and Applied*, **1997**, 131, 632-40 | 2.7 | 9 |

| 72 | An Investigation of the Internal Structure of the Biggs Study Process Questionnaire. *Educational and Psychological Measurement*, **1980**, 40, 1125-1130 | 3.1 | 9 |

| 71 | Some Evidence on the Reliability and Validity of the Biggs Study Process Questionnaire with Filipino Children. *Australian Journal of Education*, **1982**, 26, 104-106 | 2.1 | 9 |

| 70 | The role of subjective importance in self evaluation. *Australian Journal of Psychology*, **1972**, 24, 209-210 | 2.3 | 9 |

| 69 | Effects of a culture-adaptive forgiveness intervention for Chinese college students. *British Journal of Guidance and Counselling*, **2016**, 44, 335-346 | 0.8 | 8 |

| 68 | Clarifying the Measurement of a Self-Structural Process Variable: The Case of Self-Complexity. *International Journal of Testing*, **2008**, 8, 143-165 | 1.5 | 8 |

| 67 | Within-Culture and Gender Differences in Self-Concept: An Investigation with Rural and Urban Nepalese School Children. *Journal of Cross-Cultural Psychology*, **1996**, 27, 692-699 | 1.9 | 8 |

| 66 | The Self-Description Questionnaire-1: A Lithuanian Application. *European Journal of Psychological Assessment*, **1995**, 11, 41-51 | 2.2 | 8 |

| 65 | DEVELOPMENT AND VALIDATION OF A SELF-CONCEPT QUESTIONNAIRE FOR HONG KONG CHINESE ADULTS WHO HAVE PHYSICAL DISABILITY. *Social Behavior and Personality*, **1997**, 25, 1-11 | 1.2 | 7 |

| 64 | Towards a Causal Model of Learned Hopelessness for Hong Kong Adolescents. *Educational Studies*, **1997**, 23, 377-391 | 1 | 7 |

| 63 | Evaluating Undergraduate College Teaching: A Filipino Investigation. *Educational and Psychological Measurement*, **1992**, 52, 727-734 | 3.1 | 7 |

| 62 | The motive-strategy congruence model revisited. *Contemporary Educational Psychology*, **1992**, 17, 194-198 | 3.6 | 7 |

| 61 | Antecedents of Self-Esteem of Nepalese and Filipino College Students. *Journal of Genetic Psychology*, **1990**, 151, 341-347 | 1.4 | 7 |

60	Class Size and Student Ratings of Tertiary Courses. *Educational and Psychological Measurement*, **1988**, 48, 523-526	3.1	7
59	Stability of Self-Esteem of Filipino Girls. *Psychological Reports*, **1979**, 45, 993-994	1.6	7
58	The Educational Orientations of Lecturers and Their Students: A Case Study of an Australian University. *Australian Journal of Education*, **1980**, 24, 155-163	2.1	7
57	Birth Order, Family Size, and Self-Esteem: A Filipino Study. *Journal of Genetic Psychology*, **1980**, 137, 297-298	2.4	7
56	Self-Esteem and School Achievement of Filipino Girls. *Journal of Psychology: Interdisciplinary and Applied*, **1980**, 105, 3-5	2.7	7
55	Intellective and Non-Intellective Predictors of Academic Achievement At a Filipino University. *Educational and Psychological Measurement*, **1980**, 40, 245-249	3.1	7
54	The antecedents of self-esteem in australian university students. *Australian Psychologist*, **1976**, 11, 169-172	1.7	7
53	Incremental validity of thinking styles in predicting academic achievements: an experimental study in hypermedia learning environments. *Educational Psychology*, **2010**, 30, 605-623	2.2	6
52	Evaluating a Social Skills Training Program for Hong Kong Students. *Journal of Social Psychology*, **1995**, 135, 527-528	2.3	6
51	Assessing causal dimensions. *Australian Psychologist*, **1986**, 21, 467-472	1.7	6
50	Learning Processes and Background Characteristics as Predictors of Tertiary Grades. *Educational and Psychological Measurement*, **1986**, 46, 199-203	3.1	6
49	DEVELOPMENT AND VALIDATION OF A CHINESE VERSION OF THE SELF-CONCEPT CLARITY SCALE. *Psychologia*, **2009**, 52, 67-79	0.2	5
48	CULTURE AND GENDER DIFFERENCES IN THE SELF-ESTEEM OF COLLEGE STUDENTS: A FOUR-COUNTRY COMPARISON. *Social Behavior and Personality*, **1996**, 24, 321-327	1.2	5
47	The revised Causal Dimension Scale: a confirmatory factor analysis with Hong Kong students. *British Journal of Educational Psychology*, **1995**, 65, 249-252	3.2	5
46	The structure of self-esteem of Nepalese children. *Psychological Reports*, **1994**, 74, 832-4	1.6	5
45	The Dimensionality, Antecedents, and Study Method Correlates of the Causal Attribution of Filipino Children. *Journal of Social Psychology*, **1984**, 124, 191-199	2.3	5
44	Causal Attributions for Achievement of Filipino Barrio Children. *Journal of Social Psychology*, **1982**, 118, 149-156	2.3	5
43	Antecedents of self-esteem, locus of control, and academic achievement: A path analytic investigation with Filipino children. *Applied Psychology*, **1982**, 31, 475-490	4.3	5

42   ASSESSING STUDY APPROACHES IN SWEDEN. *Psychological Reports*, **1997**, 81, 131   1.6   5

41   Confirmatory Factor Analysis of the Revised Causal Dimension Scale: A Nepalese Investigation. *Psychological Reports*, **1997**, 81, 963-967   1.6   4

40   Students' Evaluations of University Teaching: A China Perspective. *Higher Education Research and Development*, **1995**, 14, 61-74   1.9   4

39   Social Desirability and the Learning Process Questionnaire: An Investigation with Students in India. *Psychological Reports*, **1996**, 79, 181-182   1.6   4

38   The Basis of Self-Esteem of Urban and Rural Nepalese Children. *Journal of Social Psychology*, **1993**, 133, 255-257   2.3   4

37   Student Evaluations of Tertiary Teaching: a Nepalese investigation. *Educational Psychology*, **1992**, 12, 131-142   2.2   4

36   STUDENT RATINGS OF TERTIARY COURSES FOR ALTERNATIVE CALENDAR PURPOSES. *Assessment and Evaluation in Higher Education*, **1990**, 15, 12-21   3.1   4

35   The motive/stategy model of learning processes: some empirical findings. *Instructional Science*, **1988**, 17, 159-168   2   4

34   COMPONENTS OF SELF-ESTEEM OF CHILDREN FROM A DEPRIVED CROSS-CULTURAL BACKGROUND. *Social Behavior and Personality*, **1988**, 16, 1-3   1.2   4

33   Field Independence as a Predictor of Filipino University Engineering Grades. *Educational and Psychological Measurement*, **1981**, 41, 893-895   3.1   4

32   Self-Esteem and Social Class in the Philippines. *Journal of Psychology: Interdisciplinary and Applied*, **1979**, 102, 211-214   2.7   4

31   Modifying the Study Process Questionnaire for Students Learning English as a Second Language: Comparisons of Reliability and Factor Structure. *Psychological Reports*, **1994**, 74, 1023-1026   1.6   3

30   Social Desirability and the Self-Description Questionnaire. *Psychological Reports*, **1995**, 77, 376-378   1.6   3

29   Causal Dominance Among Self-Concept, Locus of Causality, and Academic Achievement. *Journal of Psychology: Interdisciplinary and Applied*, **1986**, 120, 627-633   2.7   3

28   The Spheres of Control Scale: An Attempt at Cross-Cultural Validation. *Educational and Psychological Measurement*, **1988**, 48, 453-458   3.1   3

27   Filipino Brides Revisited A Reply To Robinson and Wall. *Australian Journal of Social Issues*, **1983**, 18, 221-222   1.2   3

26   Learning Strategies as Threshold Variables in the Prediction of Tertiary Grades. *Educational and Psychological Measurement*, **1984**, 44, 523-525   3.1   3

25   Field Dependence and Self-Esteem in Filipino Girls. *Psychological Reports*, **1979**, 44, 574-574   1.6   3

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24	Faculty and student orientations to tertiary education: A case study of a filipino university. *Higher Education*, **1980**, 9, 707-720	3	3
23	SELF-ESTEEM AND HEARING IMPAIRMENT: AN INVESTIGATION OF HONG KONG SECONDARY SCHOOL STUDENTS. *Social Behavior and Personality*, **1997**, 25, 367-374	1.2	2
22	Attributing Academic Success and Failure in Nepal. *Journal of Social Psychology*, **1994**, 134, 241-242	2.3	2
21	Student evaluations of teaching effectiveness: a Nigerian investigation. *Higher Education*, **1992**, 24, 453-463	3	2
20	Between- and within-construct aspects of academic self-attributions: An investigation of the construct validity of an australian instrument for filipino subjects. *Australian Journal of Psychology*, **1989**, 41, 291-301	2.3	2
19	Attributions in the New Zealand Sports Pages. *Journal of Social Psychology*, **1986**, 126, 817-819	2.3	2
18	Significant others of New Zealand and Filipino adolescents. *Psychological Reports*, **1988**, 62, 588-90	1.6	2
17	The Validity of the Four Subscales of the Inventory of Learning Processes for a Sample of Filipino Freshman College Students. *Educational and Psychological Measurement*, **1983**, 43, 531-536	3.1	2
16	How Students Explain Their Academic Performance. *Higher Education Research and Development*, **1985**, 4, 89-93	1.9	2
15	Students' Personality and Satisfaction with an Australian University: A Study of Interdisciplinary Differences. *Higher Education Research and Development*, **1982**, 1, 155-165	1.9	2
14	Self-esteem as a moderator in vocational choice: A test of korman's hypothesis. *Australian Psychologist*, **1975**, 10, 75-80	1.7	2
13	Student Withdrawal at the University of New England. *Australian Journal of Social Issues*, **1977**, 12, 140-151	5.1	2
12	Self-concepts of mountain children of Nepal. *Journal of Genetic Psychology*, **1999**, 160, 429-35	1.4	1
11	Self-esteem and academic streaming in Hong Kong. *Journal of Social Psychology*, **1996**, 136, 651-3	2.3	1
10	Preferred and Actual Learning Environments and the Approach to Learning of Nigerian Students. *Journal of Social Psychology*, **1993**, 133, 105-107	2.3	1
9	Self-Serving Bias: A Nepalese Investigation. *Journal of Social Psychology*, **1990**, 130, 555-556	2.3	1
8	Antecedents of Personal Adequacy of Filipino College Students. *Psychological Reports*, **1981**, 49, 727-732	1.6	1
7	Relationship between the Desire for Anonymity and Responses to a Questionnaire on Satisfaction with University. *Psychological Reports*, **1978**, 42, 259-261	1.6	1

6	Assessing the Learning Processes of Mexican and Euro-American Students. *Psychological Reports*, **1999**, 84, 1294-1302	1.6
5	Anonymity of Response to Self-Evaluations: Are We Misinterpreting Self-Concept Research?. *Psychological Reports*, **1996**, 79, 1187-1194	1.6
4	Classroom environment and approach to learning in State and international schools in Nigeria. *Research in Education*, **1995**, 54, 101-102	0.6
3	SIGNIFICANT OTHERS OF RURAL AND URBAN NEPALESE CHILDREN. *Social Behavior and Personality* , **1991**, 19, 147-150	1.2
2	Language of Instruction and Approach to Learning: A Nepalese Investigation. *Perceptual and Motor Skills*, **1990**, 71, 1075-1078	2.2
1	ASSESSING THE LEARNING PROCESSES OF MEXICAN AND EURO-AMERICAN STUDENTS. *Psychological Reports*, **1999**, 84, 1294	1.6