Andrew J Martin

List of Publications by Year
in descending order

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253 papers	12,966 citations	23565 58 h-index	33889 99 g-index
258 all docs	258 docs citations	258 times ranked	6980 citing authors

#	Article	IF	Citations
1	Academic self-concept and academic achievement: Relations and causal ordering. British Journal of Educational Psychology, 2011, 81, 59-77.	2.9	585
2	Interpersonal Relationships, Motivation, Engagement, and Achievement: Yields for Theory, Current Issues, and Educational Practice. Review of Educational Research, 2009, 79, 327-365.	7.5	564
3	Academic resilience and its psychological and educational correlates: A construct validity approach. Psychology in the Schools, 2006, 43, 267-281.	1.8	452
4	Examining a multidimensional model of student motivation and engagement using a construct validation approach. British Journal of Educational Psychology, 2007, 77, 413-440.	2.9	393
5	Academic buoyancy: Towards an understanding of students' everyday academic resilience. Journal of School Psychology, 2008, 46, 53-83.	2.9	366
6	Long and Short Measures of Flow: The Construct Validity of the FSS-2, DFS-2, and New Brief Counterparts. Journal of Sport and Exercise Psychology, 2008, 30, 561-587.	1.2	297
7	Academic resilience and academic buoyancy: multidimensional and hierarchical conceptual framing of causes, correlates and cognate constructs. Oxford Review of Education, 2009, 35, 353-370.	2.0	249
8	Academic motivation, selfâ€concept, engagement, and performance in high school: Key processes from a longitudinal perspective. Journal of Adolescence, 2012, 35, 1111-1122.	2.4	225
9	Adaptability: How studentsâ€™ responses to uncertainty and novelty predict their academic and non-academic outcomes.. Journal of Educational Psychology, 2013, 105, 728-746.	2.9	200
10	Self-handicapping and defensive pessimism: Exploring a model of predictors and outcomes from a self-protection perspective.. Journal of Educational Psychology, 2001, 93, 87-102.	2.9	180
11	Teachersâ€™ workplace well-being: Exploring a process model of goal orientation, coping behavior, engagement, and burnout. Teaching and Teacher Education, 2012, 28, 503-513.	3.2	179
12	Enhancing student motivation and engagement: The effects of a multidimensional intervention. Contemporary Educational Psychology, 2008, 33, 239-269.	2.9	175
13	Fear of failure: Friend or foe?. Australian Psychologist, 2003, 38, 31-38.	1.6	173
14	Introducing a Short Version of the Physical Self Description Questionnaire: New Strategies, Short-Form Evaluative Criteria, and Applications of Factor Analyses. Journal of Sport and Exercise Psychology, 2010, 32, 438-482.	1.2	172
15	Academic buoyancy and academic resilience: Exploring â€˜everydayâ€™ and â€˜classicâ€™ resilience in the face of academic adversity. School Psychology International, 2013, 34, 488-500.	1.9	171
16	Brief approaches to assessing task absorption and enhanced subjective experience: Examining â€˜shortâ€™ and â€˜coreâ€™ flow in diverse performance domains. Motivation and Emotion, 2008, 32, 141-157.	1.3	164
17	Methodological Measurement Fruitfulness of Exploratory Structural Equation Modeling (ESEM): New Approaches to Key Substantive Issues in Motivation and Engagement. Journal of Psychoeducational Assessment, 2011, 29, 322-346.	1.5	160
18	Motivation and Academic Resilience: Developing a Model for Student Enhancement. Australian Journal of Education, 2002, 46, 34-49.	1.5	141

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19	Motivation and engagement in English, mathematics and science high school subjects: Towards an understanding of multidimensional domain specificity. Learning and Individual Differences, 2007, 17, 269-279.	2.7	141
20	Switching on and switching off in mathematics: An ecological study of future intent and disengagement among middle school students.. Journal of Educational Psychology, 2012, 104, 1-18.	2.9	132
21	School motivation of boys and girls: Differences of degree, differences of kind, or both?. Australian Journal of Psychology, 2004, 56, 133-146.	2.8	131
22	Adaptability: Conceptual and Empirical Perspectives on Responses to Change, Novelty and Uncertainty. Australian Journal of Guidance and Counselling, 2012, 22, 58-81.	0.4	130
23	The role of arts participation in studentsâ€™ academic and nonacademic outcomes: A longitudinal study of school, home, and community factors.. Journal of Educational Psychology, 2013, 105, 709-727.	2.9	129
24	A multilevel perspective on gender in classroom motivation and climate: Potential benefits of male teachers for boys?. Journal of Educational Psychology, 2008, 100, 78-95.	2.9	126
25	Self-handicapping and defensive pessimism: A model of self-protection from a longitudinal perspective. Contemporary Educational Psychology, 2003, 28, 1-36.	2.9	124
26	Motivating Boys and Motivating Girls: Does Teacher Gender Really Make a Difference?. Australian Journal of Education, 2005, 49, 320-334.	1.5	121
27	Longitudinal modelling of academic buoyancy and motivation: Do the 5Cs hold up over time?. British Journal of Educational Psychology, 2010, 80, 473-496.	2.9	119
28	Coping and buoyancy in the workplace: Understanding their effects on teachers' work-related well-being and engagement. Teaching and Teacher Education, 2009, 25, 68-75.	3.2	117
29	Personal bests (PBs): A proposed multidimensional model and empirical analysis. British Journal of Educational Psychology, 2006, 76, 803-825.	2.9	116
30	Self-handicapping, defensive pessimism, and goal orientation: A qualitative study of university students.. Journal of Educational Psychology, 2003, 95, 617-628.	2.9	114
31	Teachersâ€™ psychological functioning in the workplace: Exploring the roles of contextual beliefs, need satisfaction, and personal characteristics.. Journal of Educational Psychology, 2016, 108, 788-799.	2.9	113
32	Workplace and Academic Buoyancy. Journal of Psychoeducational Assessment, 2008, 26, 168-184.	1.5	112
33	The Motivation and Engagement Scale: Theoretical Framework, Psychometric Properties, and Applied Yields. Australian Psychologist, 2012, 47, 3-13.	1.6	112
34	The Student Motivation Scale: A Tool for Measuring and Enhancing Motivation. Journal of Psychologists and Counsellors in Schools, 2001, 11, 1-20.	0.8	105
35	Teacherâ€“student relationships and studentsâ€™ engagement in high school: Does the number of negative and positive relationships with teachers matter?. Journal of Educational Psychology, 2019, 111, 861-876.	2.9	103
36	Teacher Well-Being. Journal of Psychoeducational Assessment, 2015, 33, 744-756.	1.5	102

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37	The Student Motivation Scale: Further Testing of an Instrument that Measures School Students' Motivation. Australian Journal of Education, 2003, 47, 88-106.	1.5	101
38	Peer relationships and adolescentsâ€™ academic and nonâ€academic outcomes: Sameâ€sex and oppositeâ€sex peer effects and the mediating role of school engagement. British Journal of Educational Psychology, 2011, 81, 183-206.	2.9	92
39	Academic personal bests (PBs), engagement, and achievement: A cross-lagged panel analysis. Learning and Individual Differences, 2010, 20, 265-270.	2.7	91
40	Planned Birth Before 39 Weeks and Child Development: A Population-Based Study. Pediatrics, 2016, 138, .	2.1	90
41	Teachersâ€™ perceived autonomy support and adaptability: An investigation employing the job demands-resources model as relevant to workplace exhaustion, disengagement, and commitment. Teaching and Teacher Education, 2018, 74, 125-136.	3.2	88
42	Adaptability, engagement and academic achievement at university. Educational Psychology, 2017, 37, 632-647.	2.7	82
43	The impact of general anesthesia on child development and school performance: a populationâ€based study. Paediatric Anaesthesia, 2018, 28, 528-536.	1.1	81
44	Boarding School, Academic Motivation and Engagement, and Psychological Well-Being. American Educational Research Journal, 2014, 51, 1007-1049.	2.7	80
45	Teachers' sense of adaptability: Examining links with perceived autonomy support, teachers' psychological functioning, and students' numeracy achievement. Learning and Individual Differences, 2017, 55, 29-39.	2.7	80
46	The Role of Positive Psychology in Enhancing Satisfaction, Motivation, and Productivity in the Workplace. Journal of Organizational Behavior Management, 2005, 24, 113-133.	1.2	76
47	Academic buoyancy, student's achievement, and the linking role of control: A cross-lagged analysis of high school students. British Journal of Educational Psychology, 2015, 85, 113-130.	2.9	76
48	A Quadripolar Need Achievement Representation of Self-Handicapping and Defensive Pessimism. American Educational Research Journal, 2001, 38, 583-610.	2.7	75
49	Motivation and engagement: Same or different? Does it matter?. Learning and Individual Differences, 2017, 55, 150-162.	2.7	74
50	Designing Instructional Text in a Conversational Style: A Meta-analysis. Educational Psychology Review, 2013, 25, 445-472.	8.4	73
51	The Relationship Between Teachers' Perceptions of Student Motivation and Engagement and Teachers' Enjoyment of and Confidence in Teaching. Asia-Pacific Journal of Teacher Education, 2006, 34, 73-93.	1.9	72
52	The role of a museumâ€based science education program in promoting content knowledge and science motivation. Journal of Research in Science Teaching, 2016, 53, 1364-1384.	3.3	72
53	How teachers respond to concerns about misbehavior in their classroom. Psychology in the Schools, 1999, 36, 347-358.	1.8	71
54	Age appropriateness and motivation, engagement, and performance in high school: Effects of age within cohort, grade retention, and delayed school entry.. Journal of Educational Psychology, 2009, 101, 101-114.	2.9	71

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55	Real-time motivation and engagement during a month at school: Every moment of every day for every student matters. Learning and Individual Differences, 2015, 38, 26-35.	2.7	70
56	Students' interpersonal relationships, personal best (PB) goals, and academic engagement. Learning and Individual Differences, 2016, 45, 65-76.	2.7	68
57	Exploring the Ups and Downs of Mathematics Engagement in the Middle Years of School. Journal of Early Adolescence, 2015, 35, 199-244.	1.9	67
58	Part II Commentary: Motivation and Engagement: Conceptual, Operational, and Empirical Clarity. , 2012, , 303-311.		65
59	Academic buoyancy and academic outcomes: Towards a further understanding of students with attentionâ€deficit/hyperactivity disorder (ADHD), students without <scp>ADHD</scp>, and academic buoyancy itself. British Journal of Educational Psychology, 2014, 84, 86-107.	2.9	64
60	Adaptability: An Important Capacity for Effective Teachers. Educational Practice and Theory, 2016, 38, 27-39.	0.2	64
61	Holding back and holding behind: grade retention and studentsâ€™ non-academic and academic outcomes. British Educational Research Journal, 2011, 37, 739-763.	2.5	63
62	Adaptability, personal best (PB) goals setting, and gains in studentsâ€™ academic outcomes: A longitudinal examination from a social cognitive perspective. Contemporary Educational Psychology, 2018, 53, 57-72.	2.9	62
63	Academic buoyancy and psychological risk: Exploring reciprocal relationships. Learning and Individual Differences, 2013, 27, 128-133.	2.7	61
64	The Big-Fish-Little-Pond Effect and a National Policy of Within-School Ability Streaming. American Educational Research Journal, 2013, 50, 326-370.	2.7	61
65	Personal best goals and academic and social functioning: A longitudinal perspective. Learning and Instruction, 2012, 22, 222-230.	3.2	60
66	Should students have a gap year? Motivation and performance factors relevant to time out after completing school.. Journal of Educational Psychology, 2010, 102, 561-576.	2.9	57
67	Getting Along with Teachers and Parents: The Yields of Good Relationships for Students' Achievement Motivation and Self-Esteem. Australian Journal of Guidance and Counselling, 2007, 17, 109-125.	0.4	56
68	The role of ADHD in academic adversity: Disentangling ADHD effects from other personal and contextual factors.. School Psychology Quarterly, 2014, 29, 395-408.	2.0	53
69	Young peopleâ€™s academic buoyancy and adaptability: a cross-cultural comparison of China with North America and the United Kingdom. Educational Psychology, 2017, 37, 930-946.	2.7	51
70	Motivation and Engagement in Music and Sport: Testing a Multidimensional Framework in Diverse Performance Settings. Journal of Personality, 2008, 76, 135-170.	3.2	50
71	Implicit theories about intelligence and growth (personal best) goals: Exploring reciprocal relationships. British Journal of Educational Psychology, 2015, 85, 207-223.	2.9	50
72	Problem solving and immigrant student mathematics and science achievement: Multination findings from the Programme for International Student Assessment (PISA).. Journal of Educational Psychology, 2012, 104, 1054-1073.	2.9	49

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73	Teachers' beliefs about social-emotional learning: Identifying teacher profiles and their relations with job stress and satisfaction. Learning and Instruction, 2015, 39, 148-157.	3.2	48
74	Boys and motivation. Australian Educational Researcher, 2003, 30, 43-65.	2.3	47
75	Sociocultural antecedents of academic motivation and achievement: Role of values and achievement motives in achievement goals and academic performance. Asian Journal of Social Psychology, 2012, 15, 1-13.	2.1	47
76	Exploring the effects of a youth enrichment program on academic motivation and engagement. Social Psychology of Education, 2005, 8, 179-206.	2.5	46
77	The role of personal best (PB) goal setting in students' academic achievement gains. Learning and Individual Differences, 2016, 45, 222-227.	2.7	46
78	The role of personal best (PB) goals in the achievement and behavioral engagement of students with ADHD and students without ADHD. Contemporary Educational Psychology, 2012, 37, 91-105.	2.9	45
79	Personal best (PB) and â€˜classicâ€™ achievement goals in the Chinese context: their role in predicting academic motivation, engagement and buoyancy. Educational Psychology, 2014, 34, 635-658.	2.7	44
80	Selfâ€reports of mathematics selfâ€concept and educational outcomes: the roles of egoâ€dimensions and selfâ€consciousness. British Journal of Educational Psychology, 1998, 68, 517-535.	2.9	42
81	Graduate Satisfaction with University and Perceived Employment Preparation. Journal of Education and Work, 2000, 13, 199-213.	1.6	41
82	Adaptability, engagement, and degree completion: a longitudinal investigation of university students. Educational Psychology, 2018, 38, 785-799.	2.7	41
83	The role of personal best (PB) and dichotomous achievement goals in studentsâ€™ academic motivation and engagement: a longitudinal investigation. Educational Psychology, 2016, 36, 1285-1302.	2.7	40
84	How domain specific is motivation and engagement across school, sport, and music? A substantiveâ€“methodological synergy assessing young sportspeople and musicians. Contemporary Educational Psychology, 2008, 33, 785-813.	2.9	38
85	Use of student ratings to benchmark universities: Multilevel modeling of responses to the Australian Course Experience Questionnaire (CEQ).. Journal of Educational Psychology, 2011, 103, 733-748.	2.9	38
86	The role of implicit theories of intelligence and ability in predicting achievement for Indigenous (Aboriginal) Australian students. Contemporary Educational Psychology, 2016, 47, 61-71.	2.9	38
87	Personal Best (PB) Approaches to Academic Development: Implications for Motivation and Assessment. Educational Practice and Theory, 2011, 33, 93-99.	0.2	38
88	The role of adaptability in promoting control and reducing failure dynamics: A mediation model. Learning and Individual Differences, 2015, 38, 36-43.	2.7	37
89	Exploring the relationships between academic buoyancy, academic self-concept, and academic performance: a study of mathematics and reading among primary school students. Educational Psychology, 2019, 39, 1068-1089.	2.7	37
90	A Multilevel Person-Centered Examination of Teachersâ€™ Workplace Demands and Resources: Links With Work-Related Well-Being. Frontiers in Psychology, 2020, 11, 626.	2.1	37

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91	Multidimensional motivation and engagement for writing: construct validation with a sample of boys. Educational Psychology, 2016, 36, 771-791.	2.7	36
92	Adaptability and High School Studentsâ€™ Online Learning During COVID-19: A Job Demands-Resources Perspective. Frontiers in Psychology, 2021, 12, 702163.	2.1	36
93	Understanding Teacher Wellbeing Through Job Demands-Resources Theory. , 2021, , 229-244.		36
94	Achievement Motivation among Chinese and Australian School Students: Assessing Differences of Kind and Differences of Degree. International Journal of Testing, 2010, 10, 274-294.	0.3	35
95	Academic Momentum at University/College: Exploring the Roles of Prior Learning, Life Experience, and Ongoing Performance in Academic Achievement Across Time. Journal of Higher Education, 2013, 84, 640-674.	2.7	35
96	Teachers' motivational approach: Links with studentsâ€™ basic psychological need frustration, maladaptive engagement, and academic outcomes. Teaching and Teacher Education, 2019, 86, 102872.	3.2	35
97	Investigating the reciprocal relations between academic buoyancy and academic adversity: Evidence for the protective role of academic buoyancy in reducing academic adversity over time. International Journal of Behavioral Development, 2020, 44, 301-312.	2.4	35
98	Studentsâ€™ Growth Mindsets, Goals, and Academic Outcomes in Mathematics. Zeitschrift Fur Psychologie / Journal of Psychology, 2017, 225, 107-116.	1.0	35
99	Clergy Motivation and Occupational Well-being: Exploring a Quadripolar Model and Its Role in Predicting Burnout and Engagement. Journal of Religion and Health, 2011, 50, 656-674.	1.7	34
100	Academic Buoyancy, Resilience, and Adaptability in Students with ADHD. The ADHD Report, 2014, 22, 1-9.	0.6	34
101	Prescriptive Statements and Educational Practice: What Can Structural Equation Modeling (SEM) Offer?. Educational Psychology Review, 2011, 23, 235-244.	8.4	33
102	Content and Structure of Values in Middle Adolescence: Evidence From Singapore, the Philippines, Indonesia, and Australia. Journal of Cross-Cultural Psychology, 2011, 42, 146-154.	1.6	33
103	Challenging teacher beliefs about student engagement in mathematics. Journal of Mathematics Teacher Education, 2016, 19, 33-55.	1.8	33
104	Academic buoyancy in secondary school: Exploring patterns of convergence in English, mathematics, science, and physical education. Learning and Individual Differences, 2013, 23, 262-266.	2.7	32
105	Measuring and Visualizing Studentsâ€™ Behavioral Engagement in Writing Activities. IEEE Transactions on Learning Technologies, 2015, 8, 215-224.	3.2	32
106	Adaptive and maladaptive work-related motivation among teachers: AÂperson-centered examination and links with well-being. Teaching and Teacher Education, 2017, 64, 199-210.	3.2	32
107	Patterns of Multilevel Variance in Psycho-Educational Phenomena: Comparing Motivation, Engagement, Climate, Teaching, and Achievement Factors. Zeitschrift Fur Padagogische Psychologie, 2011, 25, 49-61.	3.0	32
108	Assessing Multidimensional Physical Activity Motivation: A Construct Validity Study of High School Students. Journal of Sport and Exercise Psychology, 2006, 28, 171-192.	1.2	31

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109	A Motivational Psychology for the Education of Indigenous Australian Students. Australian Journal of Indigenous Education, 2006, 35, 30-43.	0.8	31
110	Motivation and Engagement in the United States, Canada, United Kingdom, Australia, and China. Journal of Psychoeducational Assessment, 2015, 33, 103-114.	1.5	31
111	Academic buoyancy mediates academic anxietyâ€™s effects on learning strategies: an investigation of English- and Chinese-speaking Australian students. Educational Psychology, 2017, 37, 947-964.	2.7	31
112	What factors influence studentsâ€™ real-time motivation and engagement? An experience sampling study of high school students using mobile technology. Educational Psychology, 2020, 40, 1113-1135.	2.7	31
113	Adaptability and Social Support: Examining Links With Psychological Wellbeing Among UK Students and Non-students. Frontiers in Psychology, 2021, 12, 636520.	2.1	31
114	Studentsâ€™ adaptability in mathematics: Examining self-reports and teachersâ€™ reports and links with engagement and achievement outcomes. Contemporary Educational Psychology, 2017, 49, 355-366.	2.9	30
115	Load reduction instruction: Exploring a framework that assesses explicit instruction through to independent learning. Teaching and Teacher Education, 2018, 73, 203-214.	3.2	30
116	Teacher, classroom, and student growth orientation in mathematics: A multilevel examination of growth goals, growth mindset, engagement, and achievement. Teaching and Teacher Education, 2020, 94, 103100.	3.2	30
117	Behaviours of Concern to Teachers in the Early Years of School. International Journal of Disability Development and Education, 2000, 47, 225-235.	1.1	29
118	The role of puberty in students' academic motivation and achievement. Learning and Individual Differences, 2017, 53, 37-46.	2.7	28
119	Motivational constructs in Greek physical education classes: Factor structure, gender and age effects in a nationally representative longitudinal sample. International Journal of Sport and Exercise Psychology, 2006, 4, 121-148.	2.1	27
120	Courage in the classroom: Exploring a new framework predicting academic performance and engagement.. School Psychology Quarterly, 2011, 26, 145-160.	2.0	27
121	Studentsâ€™ self-worth protection and approaches to learning in higher education: predictors and consequences. Higher Education, 2018, 76, 163-181.	4.4	27
122	Factors Predicting Life Satisfaction: A Process Model of Personality, Multidimensional Self-Concept, and Life Satisfaction. Australian Journal of Guidance and Counselling, 2008, 18, 15-29.	0.4	26
123	Home, Parents, and Achievement Motivation: A Study of Key Home and Parental Factors that Predict Student Motivation and Engagement. Australian Educational and Developmental Psychologist, 2009, 26, 111-126.	0.5	26
124	Primary school students' learning experiences of, and self-beliefs about competence, effort, and difficulty: Random effects models. Learning and Individual Differences, 2013, 28, 54-65.	2.7	26
125	Understanding the role of personal best (PB) goal setting in studentsâ€™ declining engagement: A latent growth model.. Journal of Educational Psychology, 2019, 111, 557-572.	2.9	26
126	Motivation and engagement in diverse performance settings: Testing their generality across school, university/college, work, sport, music, and daily life. Journal of Research in Personality, 2008, 42, 1607-1612.	1.7	25

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127	What secondary teachers think and do about student engagement in mathematics. Mathematics Education Research Journal, 2016, 28, 545-566.	1.7	25
128	Social support, academic adversity and academic buoyancy: a person-centred analysis and implications for academic outcomes. Educational Psychology, 2017, 37, 550-564.	2.7	25
129	A Multimethod Perspective on Self-Concept Research in Educational Psychology: A Construct Validity Approach.. , 2006, , 441-456.		24
130	Motivation and engagement in mathematics: a qualitative framework for teacher-student interactions. Mathematics Education Research Journal, 2017, 29, 163-181.	1.7	23
131	Examining the yields of growth feedback from science teachers and students' intrinsic valuing of science: Implications for studentâ€•and schoolâ€level science achievement. Journal of Research in Science Teaching, 2019, 56, 1060-1082.	3.3	23
132	Perceived autonomy support, relatedness with students, and workplace outcomes: an investigation of differences by teacher gender. Educational Psychology, 2020, 40, 253-272.	2.7	23
133	Alternative Factor Structure for the Revised Self-Consciousness Scale. Journal of Personality Assessment, 1999, 72, 266-281.	2.1	22
134	The study design and methodology for the ARCHER study - adolescent rural cohort study of hormones, health, education, environments and relationships. BMC Pediatrics, 2012, 12, 143.	1.7	22
135	Young peopleâ€™s responses to environmental issues: Exploring the roles of adaptability and personality. Personality and Individual Differences, 2015, 79, 91-97.	2.9	22
136	School Context and Educational System Factors Impacting Educator Stress. Aligning Perspectives on Health, Safety and Well-being, 2017, , 3-22.	0.3	22
137	The role of mobile technology in promoting social inclusion among adults with intellectual disabilities. Journal of Applied Research in Intellectual Disabilities, 2021, 34, 840-851.	2.0	22
138	ADHD, personal and interpersonal agency, and achievement: Exploring links from a social cognitive theory perspective. Contemporary Educational Psychology, 2017, 50, 13-22.	2.9	21
139	Performance and Mastery Orientation of High School and University/College Students. Educational and Psychological Measurement, 2008, 68, 464-487.	2.4	20
140	To Free the Spirit? Motivation and Engagement of Indigenous Students. Australian Journal of Indigenous Education, 2008, 37, 98-107.	0.8	20
141	Risk, protection, and resilience in Chinese adolescents: A psychoâ€social study. Asian Journal of Social Psychology, 2011, 14, 269-282.	2.1	20
142	Improving the Achievement, Motivation, and Engagement of Students With ADHD: The Role of Personal Best Goals and Other Growth-Based Approaches. Australian Journal of Guidance and Counselling, 2013, 23, 143-155.	0.4	20
143	Motivation, engagement, and social climate: An international study of boarding schools.. Journal of Educational Psychology, 2016, 108, 772-787.	2.9	20
144	The roles of anxious and prosocial behavior in early academic performance: A population-based study examining unique and moderated effects. Learning and Individual Differences, 2018, 62, 141-152.	2.7	20

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145	Personality, coping, and school well-being: an investigation of high school students. Social Psychology of Education, 2018, 21, 1061-1080.	2.5	20
146	How students switch on and switch off in mathematics: exploring patterns and predictors of (dis)engagement across middle school and high school. Educational Psychology, 2019, 39, 489-509.	2.7	20
147	Growth orientation predicts gains in middle and high school studentsâ€™ mathematics outcomes over time. Contemporary Educational Psychology, 2019, 58, 213-227.	2.9	20
148	Adaptability among science teachers in schools: A multi-nation examination of its role in school outcomes. Teaching and Teacher Education, 2020, 95, 103148.	3.2	20
149	Load reduction instruction in science and studentsâ€™ science engagement and science achievement.. Journal of Educational Psychology, 2021, 113, 1126-1142.	2.9	20
150	Personal best (<scp>PB</scp>) goal structure, individual <scp>PB</scp> goals, engagement, and achievement: A study of <scp>C</scp>hineseâ€•and <scp>E</scp>nglishâ€•speaking background students in <scp>A</scp>ustralian schools. British Journal of Educational Psychology, 2016, 86, 75-91.	2.9	19
151	Academic risk and resilience for children and young people in Asia. Educational Psychology, 2017, 37, 921-929.	2.7	19
152	The role of teachers' instrumental and emotional support in students' academic buoyancy, engagement, and academic skills: A study of high school and elementary school students in different national contexts. Learning and Instruction, 2022, 80, 101619.	3.2	19
153	Neonatal Morbidity at Term, Early Child Development, and School Performance: A Population Study. Pediatrics, 2018, 141, .	2.1	18
154	Understanding Girlsâ€™ Disengagement: Identifying Patterns and the Role of Teacher and Peer Support using Latent Growth Modeling. Journal of Youth and Adolescence, 2019, 48, 979-995.	3.5	18
155	The â€œins and outsâ€•of student engagement in mathematics: shifts in engagement factors among high and low achievers. Mathematics Education Research Journal, 2021, 33, 469-493.	1.7	18
156	Exploring the cycle of mother-child relations, maternal confidence, and children's aggression. Australian Journal of Psychology, 2000, 52, 34-40.	2.8	17
157	Stages of Change in Physical Activity: A Validation Study in Late Adolescence. Health Education and Behavior, 2010, 37, 318-329.	2.5	17
158	Growth approaches to academic development: Research into academic trajectories and growth assessment, goals, and mindsets. British Journal of Educational Psychology, 2015, 85, 133-137.	2.9	17
159	Cultural Factors Relevant to Secondary School Students in Australia, Singapore, the Philippines and Indonesia: Relative Differences and Congruencies. Australian Journal of Guidance and Counselling, 2009, 19, 161-178.	0.4	16
160	What Determines Young People's Engagement with Performing Arts Events?. Leisure Sciences, 2012, 34, 314-331.	3.1	16
161	Processes of studentsâ€™ effort exertion, competence beliefs and motivation: Cyclic and dynamic effects of learning experiences within school days and school subjects. Contemporary Educational Psychology, 2019, 58, 299-309.	2.9	16
162	Examining the unique roles of adaptability and buoyancy in teachersâ€™ work-related outcomes. Teachers and Teaching: Theory and Practice, 2020, 26, 350-364.	1.9	16

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163	Teacher assistants working with students with disability: the role of adaptability in enhancing their workplace wellbeing. International Journal of Inclusive Education, 2021, 25, 565-587.	2.6	16
164	Attitudes to teaching mathematics: Further development of a measurement instrument. Mathematics Education Research Journal, 1994, 6, 56-69.	1.7	15
165	ADHD and Adaptability: The Roles of Cognitive, Behavioural, and Emotional Regulation. Australian Journal of Guidance and Counselling, 2014, 24, 227-242.	0.4	15
166	The role of resilience in assisting the educational connectedness of at-risk youth: A study of service users and non-users. International Journal of Educational Research, 2015, 74, 1-12.	2.2	15
167	Adaptability: does studentsâ€™ adjustment to university predict their mid-course academic achievement and satisfaction?. Journal of Further and Higher Education, 2019, 43, 1444-1455.	2.5	15
168	Optimizing science self-efficacy: A multilevel examination of the moderating effects of anxiety on the relationship between self-efficacy and achievement in science. Contemporary Educational Psychology, 2021, 64, 101937.	2.9	15
169	Adaptabilityâ€"what it is and what it is not: Comment on Chandra and Leong (2016).. American Psychologist, 2017, 72, 696-698.	4.2	15
170	The role of engagement in immigrant studentsâ€™ academic resilience. Learning and Instruction, 2022, 82, 101650.	3.2	15
171	The Lethal Cocktail: Low Self-belief, Low Control, and High Fear of Failure. Journal of Psychologists and Counsellors in Schools, 2002, 12, 74-85.	0.8	14
172	Student Learning Theory goes (back) to (high) school. Instructional Science, 2014, 42, 485-504.	2.0	14
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