

Andrew J Martin

List of Publications by Citations

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The third column is the impact factor (IF) of the journal, and the fourth column is the number of citations of the article.

236
papers

8,632
citations

48
h-index

84
g-index

258
ext. papers

10,489
ext. citations

2.9
avg, IF

6.97
L-index

#	Paper	IF	Citations
236	Interpersonal Relationships, Motivation, Engagement, and Achievement: Yields for Theory, Current Issues, and Educational Practice. <i>Review of Educational Research</i> , 2009 , 79, 327-365	10.3	430
235	Academic self-concept and academic achievement: relations and causal ordering. <i>British Journal of Educational Psychology</i> , 2011 , 81, 59-77	3.2	387
234	Academic resilience and its psychological and educational correlates: A construct validity approach. <i>Psychology in the Schools</i> , 2006 , 43, 267-281	1.5	298
233	Examining a multidimensional model of student motivation and engagement using a construct validation approach. <i>British Journal of Educational Psychology</i> , 2007 , 77, 413-40	3.2	288
232	Academic buoyancy: Towards an understanding of students' everyday academic resilience. <i>Journal of School Psychology</i> , 2008 , 46, 53-83	4.5	241
231	Long and short measures of flow: the construct validity of the FSS-2, DFS-2, and new brief counterparts. <i>Journal of Sport and Exercise Psychology</i> , 2008 , 30, 561-87	1.5	211
230	Academic motivation, self-concept, engagement, and performance in high school: key processes from a longitudinal perspective. <i>Journal of Adolescence</i> , 2012 , 35, 1111-22	3.4	164
229	Academic resilience and academic buoyancy: multidimensional and hierarchical conceptual framing of causes, correlates and cognate constructs. <i>Oxford Review of Education</i> , 2009 , 35, 353-370	1.6	164
228	Self-handicapping and defensive pessimism: Exploring a model of predictors and outcomes from a self-protection perspective.. <i>Journal of Educational Psychology</i> , 2001 , 93, 87-102	5.3	144
227	Introducing a short version of the physical self description questionnaire: new strategies, short-form evaluative criteria, and applications of factor analyses. <i>Journal of Sport and Exercise Psychology</i> , 2010 , 32, 438-82	1.5	131
226	Brief approaches to assessing task absorption and enhanced subjective experience: Examining Short and Core Flow in diverse performance domains. <i>Motivation and Emotion</i> , 2008 , 32, 141-157	2.5	131
225	Enhancing student motivation and engagement: The effects of a multidimensional intervention. <i>Contemporary Educational Psychology</i> , 2008 , 33, 239-269	5.6	127
224	Teachers' workplace well-being: Exploring a process model of goal orientation, coping behavior, engagement, and burnout. <i>Teaching and Teacher Education</i> , 2012 , 28, 503-513	2.9	125
223	Methodological Measurement Fruitfulness of Exploratory Structural Equation Modeling (ESEM): New Approaches to Key Substantive Issues in Motivation and Engagement. <i>Journal of Psychoeducational Assessment</i> , 2011 , 29, 322-346	1.3	125
222	Adaptability: How students' responses to uncertainty and novelty predict their academic and non-academic outcomes.. <i>Journal of Educational Psychology</i> , 2013 , 105, 728-746	5.3	117
221	Fear of failure: Friend or foe?. <i>Australian Psychologist</i> , 2003 , 38, 31-38	1.7	114
220	Motivation and engagement in English, mathematics and science high school subjects: Towards an understanding of multidimensional domain specificity. <i>Learning and Individual Differences</i> , 2007 , 17, 269-279	3.1	104

219	School motivation of boys and girls: Differences of degree, differences of kind, or both?. <i>Australian Journal of Psychology</i> , 2004 , 56, 133-146	2.3	103
218	Self-handicapping and defensive pessimism: A model of self-protection from a longitudinal perspective. <i>Contemporary Educational Psychology</i> , 2003 , 28, 1-36	5.6	103
217	Switching on and switching off in mathematics: An ecological study of future intent and disengagement among middle school students.. <i>Journal of Educational Psychology</i> , 2012 , 104, 1-18	5.3	102
216	Academic buoyancy and academic resilience: Exploring Everyday and Classic Resilience in the face of academic adversity. <i>School Psychology International</i> , 2013 , 34, 488-500	1.7	99
215	A multilevel perspective on gender in classroom motivation and climate: Potential benefits of male teachers for boys?. <i>Journal of Educational Psychology</i> , 2008 , 100, 78-95	5.3	98
214	Motivating Boys and Motivating Girls: Does Teacher Gender Really Make a Difference?. <i>Australian Journal of Education</i> , 2005 , 49, 320-334	2.1	96
213	Motivation and Academic Resilience: Developing a Model for Student Enhancement. <i>Australian Journal of Education</i> , 2002 , 46, 34-49	2.1	94
212	Personal bests (PBs): a proposed multidimensional model and empirical analysis. <i>British Journal of Educational Psychology</i> , 2006 , 76, 803-25	3.2	89
211	Coping and buoyancy in the workplace: Understanding their effects on teachers' work-related well-being and engagement. <i>Teaching and Teacher Education</i> , 2009 , 25, 68-75	2.9	83
210	The role of arts participation in students' academic and nonacademic outcomes: A longitudinal study of school, home, and community factors.. <i>Journal of Educational Psychology</i> , 2013 , 105, 709-727	5.3	82
209	Longitudinal modelling of academic buoyancy and motivation: do the '5Cs' hold up over time?. <i>British Journal of Educational Psychology</i> , 2010 , 80, 473-96	3.2	81
208	Self-handicapping, defensive pessimism, and goal orientation: A qualitative study of university students.. <i>Journal of Educational Psychology</i> , 2003 , 95, 617-628	5.3	78
207	Workplace and Academic Buoyancy: Psychometric Assessment and Construct Validity Amongst School Personnel and Students. <i>Journal of Psychoeducational Assessment</i> , 2008 , 26, 168-184	1.3	77
206	The Motivation and Engagement Scale: Theoretical Framework, Psychometric Properties, and Applied Yields. <i>Australian Psychologist</i> , 2012 , 47, 3-13	1.7	75
205	Academic personal bests (PBs), engagement, and achievement: A cross-lagged panel analysis. <i>Learning and Individual Differences</i> , 2010 , 20, 265-270	3.1	74
204	Adaptability: Conceptual and Empirical Perspectives on Responses to Change, Novelty and Uncertainty. <i>Australian Journal of Guidance and Counselling</i> , 2012 , 22, 58-81		72
203	The Student Motivation Scale: Further Testing of an Instrument that Measures School Students' Motivation. <i>Australian Journal of Education</i> , 2003 , 47, 88-106	2.1	72
202	Teachers' psychological functioning in the workplace: Exploring the roles of contextual beliefs, need satisfaction, and personal characteristics.. <i>Journal of Educational Psychology</i> , 2016 , 108, 788-799	5.3	71

201	Planned Birth Before 39 Weeks and Child Development: A Population-Based Study. <i>Pediatrics</i> , 2016 , 138,	7.4	60
200	Peer relationships and adolescents' academic and non-academic outcomes: same-sex and opposite-sex peer effects and the mediating role of school engagement. <i>British Journal of Educational Psychology</i> , 2011 , 81, 183-206	3.2	59
199	A Quadripolar Need Achievement Representation of Self-Handicapping and Defensive Pessimism. <i>American Educational Research Journal</i> , 2001 , 38, 583-610	2.9	59
198	The Student Motivation Scale: A Tool for Measuring and Enhancing Motivation. <i>Journal of Psychologists and Counsellors in Schools</i> , 2001 , 11, 1-20	0.5	59
197	Real-time motivation and engagement during a month at school: Every moment of every day for every student matters. <i>Learning and Individual Differences</i> , 2015 , 38, 26-35	3.1	55
196	Age appropriateness and motivation, engagement, and performance in high school: Effects of age within cohort, grade retention, and delayed school entry.. <i>Journal of Educational Psychology</i> , 2009 , 101, 101-114	5.3	55
195	The Relationship Between Teachers' Perceptions of Student Motivation and Engagement and Teachers' Enjoyment of and Confidence in Teaching. <i>Asia-Pacific Journal of Teacher Education</i> , 2006 , 34, 73-93	1.2	55
194	Designing Instructional Text in a Conversational Style: A Meta-analysis. <i>Educational Psychology Review</i> , 2013 , 25, 445-472	7.1	53
193	Teacher-student relationships and students' engagement in high school: Does the number of negative and positive relationships with teachers matter?. <i>Journal of Educational Psychology</i> , 2019 , 111, 861-876	5.3	52
192	The impact of general anesthesia on child development and school performance: a population-based study. <i>Paediatric Anaesthesia</i> , 2018 , 28, 528-536	1.8	51
191	How teachers respond to concerns about misbehavior in their classroom. <i>Psychology in the Schools</i> , 1999 , 36, 347-358	1.5	50
190	Personal best goals and academic and social functioning: A longitudinal perspective. <i>Learning and Instruction</i> , 2012 , 22, 222-230	5.8	49
189	The Role of Positive Psychology in Enhancing Satisfaction, Motivation, and Productivity in the Workplace. <i>Journal of Organizational Behavior Management</i> , 2005 , 24, 113-133	1.1	48
188	Academic buoyancy, student's achievement, and the linking role of control: A cross-lagged analysis of high school students. <i>British Journal of Educational Psychology</i> , 2015 , 85, 113-30	3.2	47
187	Exploring the Ups and Downs of Mathematics Engagement in the Middle Years of School. <i>Journal of Early Adolescence</i> , 2015 , 35, 199-244	1.9	47
186	Teachers' perceived autonomy support and adaptability: An investigation employing the job demands-resources model as relevant to workplace exhaustion, disengagement, and commitment. <i>Teaching and Teacher Education</i> , 2018 , 74, 125-136	2.9	46
185	Students' interpersonal relationships, personal best (PB) goals, and academic engagement. <i>Learning and Individual Differences</i> , 2016 , 45, 65-76	3.1	45
184	The Big-Fish-Little-Pond Effect and a National Policy of Within-School Ability Streaming: Alternative Frames of Reference. <i>American Educational Research Journal</i> , 2013 , 50, 326-370	2.9	45

183	Should students have a gap year? Motivation and performance factors relevant to time out after completing school.. <i>Journal of Educational Psychology</i> , 2010 , 102, 561-576	5.3	45
182	Boarding School, Academic Motivation and Engagement, and Psychological Well-Being: A Large-Scale Investigation. <i>American Educational Research Journal</i> , 2014 , 51, 1007-1049	2.9	43
181	Holding back and holding behind: Grade retention and students' non-academic and academic outcomes. <i>British Educational Research Journal</i> , 2011 , 37, 739-763	1.6	43
180	Getting Along with Teachers and Parents: The Yields of Good Relationships for Students' Achievement Motivation and Self-Esteem. <i>Australian Journal of Guidance and Counselling</i> , 2007 , 17, 109-125		42
179	Teachers' sense of adaptability: Examining links with perceived autonomy support, teachers' psychological functioning, and students' numeracy achievement. <i>Learning and Individual Differences</i> , 2017 , 55, 29-39	3.1	40
178	Motivation and engagement in music and sport: testing a multidimensional framework in diverse performance settings. <i>Journal of Personality</i> , 2008 , 76, 135-70	4.4	39
177	Boys and motivation. <i>Australian Educational Researcher</i> , 2003 , 30, 43-65	2	39
176	The role of a museum-based science education program in promoting content knowledge and science motivation. <i>Journal of Research in Science Teaching</i> , 2016 , 53, 1364-1384	3.4	39
175	Part II Commentary: Motivation and Engagement: Conceptual, Operational, and Empirical Clarity 2012 , 303-311		39
174	Implicit theories about intelligence and growth (personal best) goals: Exploring reciprocal relationships. <i>British Journal of Educational Psychology</i> , 2015 , 85, 207-23	3.2	38
173	Academic buoyancy and psychological risk: Exploring reciprocal relationships. <i>Learning and Individual Differences</i> , 2013 , 27, 128-133	3.1	38
172	Adaptability, engagement and academic achievement at university. <i>Educational Psychology</i> , 2017 , 37, 632-647	2.2	38
171	Teacher Well-Being: Exploring Its Components and a Practice-Oriented Scale. <i>Journal of Psychoeducational Assessment</i> , 2015 , 33, 744-756	1.3	38
170	Academic buoyancy and academic outcomes: towards a further understanding of students with attention-deficit/hyperactivity disorder (ADHD), students without ADHD, and academic buoyancy itself. <i>British Journal of Educational Psychology</i> , 2014 , 84, 86-107	3.2	37
169	Exploring the effects of a youth enrichment program on academic motivation and engagement. <i>Social Psychology of Education</i> , 2005 , 8, 179-206	2	37
168	Motivation and engagement: Same or different? Does it matter?. <i>Learning and Individual Differences</i> , 2017 , 55, 150-162	3.1	36
167	The role of ADHD in academic adversity: disentangling ADHD effects from other personal and contextual factors. <i>School Psychology Quarterly</i> , 2014 , 29, 395-408	0	36
166	The role of personal best (PB) goals in the achievement and behavioral engagement of students with ADHD and students without ADHD. <i>Contemporary Educational Psychology</i> , 2012 , 37, 91-105	5.6	35

165	Personal best (PB) and classic achievement goals in the Chinese context: their role in predicting academic motivation, engagement and buoyancy. <i>Educational Psychology</i> , 2014 , 34, 635-658	2.2	34
164	Self-reports of mathematics self-concept and educational outcomes: the roles of ego-dimensions and self-consciousness. <i>British Journal of Educational Psychology</i> , 1998 , 68 (Pt 4), 517-35	3.2	34
163	Adaptability: An Important Capacity for Effective Teachers. <i>Educational Practice and Theory</i> , 2016 , 38, 27-39	0.6	34
162	Teachers' beliefs about social-emotional learning: Identifying teacher profiles and their relations with job stress and satisfaction. <i>Learning and Instruction</i> , 2015 , 39, 148-157	5.8	33
161	Sociocultural antecedents of academic motivation and achievement: Role of values and achievement motives in achievement goals and academic performance. <i>Asian Journal of Social Psychology</i> , 2012 , 15, 1-13	1.4	33
160	Graduate Satisfaction with University and Perceived Employment Preparation. <i>Journal of Education and Work</i> , 2000 , 13, 199-213	0.8	32
159	Adaptability, personal best (PB) goals setting, and gains in students' academic outcomes: A longitudinal examination from a social cognitive perspective. <i>Contemporary Educational Psychology</i> , 2018 , 53, 57-72	5.6	31
158	Problem solving and immigrant student mathematics and science achievement: Multination findings from the Programme for International Student Assessment (PISA).. <i>Journal of Educational Psychology</i> , 2012 , 104, 1054-1073	5.3	31
157	Academic Buoyancy, Resilience, and Adaptability in Students with ADHD. <i>The ADHD Report</i> , 2014 , 22, 1-9	1.4	30
156	Achievement Motivation among Chinese and Australian School Students: Assessing Differences of Kind and Differences of Degree. <i>International Journal of Testing</i> , 2010 , 10, 274-294	1.5	30
155	Use of student ratings to benchmark universities: Multilevel modeling of responses to the Australian Course Experience Questionnaire (CEQ).. <i>Journal of Educational Psychology</i> , 2011 , 103, 733-748	5.3	29
154	The role of implicit theories of intelligence and ability in predicting achievement for Indigenous (Aboriginal) Australian students. <i>Contemporary Educational Psychology</i> , 2016 , 47, 61-71	5.6	28
153	The role of personal best (PB) goal setting in students' academic achievement gains. <i>Learning and Individual Differences</i> , 2016 , 45, 222-227	3.1	28
152	Clergy motivation and occupational well-being: exploring a quadripolar model and its role in predicting burnout and engagement. <i>Journal of Religion and Health</i> , 2011 , 50, 656-74	2.6	28
151	How domain specific is motivation and engagement across school, sport, and music? A substantive methodological synergy assessing young sportspeople and musicians. <i>Contemporary Educational Psychology</i> , 2008 , 33, 785-813	5.6	28
150	Assessing Multidimensional Physical Activity Motivation: A Construct Validity Study of High School Students. <i>Journal of Sport and Exercise Psychology</i> , 2006 , 28, 171-192	1.5	27
149	Prescriptive Statements and Educational Practice: What Can Structural Equation Modeling (SEM) Offer?. <i>Educational Psychology Review</i> , 2011 , 23, 235-244	7.1	26
148	A Motivational Psychology for the Education of Indigenous Australian Students. <i>Australian Journal of Indigenous Education</i> , 2006 , 35, 30-43	0.7	26

147	Multidimensional motivation and engagement for writing: construct validation with a sample of boys. <i>Educational Psychology</i> , 2016 , 36, 771-791	2.2	25
146	Academic Momentum at University/College: Exploring the Roles of Prior Learning, Life Experience, and Ongoing Performance in Academic Achievement Across Time. <i>Journal of Higher Education</i> , 2013 , 84, 640-674	2.7	25
145	Motivational constructs in Greek physical education classes: Factor structure, gender and age effects in a nationally representative longitudinal sample. <i>International Journal of Sport and Exercise Psychology</i> , 2006 , 4, 121-148	2.5	25
144	Patterns of Multilevel Variance in Psycho-Educational Phenomena: Comparing Motivation, Engagement, Climate, Teaching, and Achievement Factors 1Dieser Beitrag wurde unter der geschäftsführenden Herausgeberschaft von Jens Müller angenommen.. <i>Zeitschrift Fur Pädagogische Psychologie</i> , 2011 , 25, 49-61	1.3	25
143	Young people's academic buoyancy and adaptability: a cross-cultural comparison of China with North America and the United Kingdom. <i>Educational Psychology</i> , 2017 , 37, 930-946	2.2	24
142	The role of adaptability in promoting control and reducing failure dynamics: A mediation model. <i>Learning and Individual Differences</i> , 2015 , 38, 36-43	3.1	24
141	Personal Best (PB) Approaches to Academic Development: Implications for Motivation and Assessment. <i>Educational Practice and Theory</i> , 2011 , 33, 93-99	0.6	24
140	Motivation and Engagement in the United States, Canada, United Kingdom, Australia, and China: Testing a Multi-Dimensional Framework. <i>Journal of Psychoeducational Assessment</i> , 2015 , 33, 103-114	1.3	23
139	The role of personal best (PB) and dichotomous achievement goals in students' academic motivation and engagement: a longitudinal investigation. <i>Educational Psychology</i> , 2016 , 36, 1285-1302	2.2	23
138	Academic buoyancy in secondary school: Exploring patterns of convergence in English, mathematics, science, and physical education. <i>Learning and Individual Differences</i> , 2013 , 23, 262-266	3.1	23
137	Courage in the classroom: Exploring a new framework predicting academic performance and engagement.. <i>School Psychology Quarterly</i> , 2011 , 26, 145-160	0	23
136	Content and Structure of Values in Middle Adolescence: Evidence From Singapore, the Philippines, Indonesia, and Australia. <i>Journal of Cross-Cultural Psychology</i> , 2011 , 42, 146-154	1.9	23
135	Measuring and Visualizing Students' Behavioral Engagement in Writing Activities. <i>IEEE Transactions on Learning Technologies</i> , 2015 , 8, 215-224	4	21
134	Behaviours of Concern to Teachers in the Early Years of School. <i>International Journal of Disability Development and Education</i> , 2000 , 47, 225-235	0.8	21
133	Challenging teacher beliefs about student engagement in mathematics. <i>Journal of Mathematics Teacher Education</i> , 2016 , 19, 33-55	1.2	20
132	Students' Growth Mindsets, Goals, and Academic Outcomes in Mathematics. <i>Zeitschrift Fur Psychologie / Journal of Psychology</i> , 2017 , 225, 107-116	1.8	20
131	A Multimethod Perspective on Self-Concept Research in Educational Psychology: A Construct Validity Approach. 2006 , 441-456		20
130	Alternative Factor Structure for the Revised Self-Consciousness Scale. <i>Journal of Personality Assessment</i> , 1999 , 72, 266-281	2.8	19

129	Adaptive and maladaptive work-related motivation among teachers: A person-centered examination and links with well-being. <i>Teaching and Teacher Education</i> , 2017 , 64, 199-210	2.9	18
128	Load reduction instruction: Exploring a framework that assesses explicit instruction through to independent learning. <i>Teaching and Teacher Education</i> , 2018 , 73, 203-214	2.9	18
127	Adaptability, engagement, and degree completion: a longitudinal investigation of university students** The research has received Human Research Ethics Committee approval and the manuscript is not being considered elsewhere for publication nor has it been published elsewhere. View all notes. <i>Educational Psychology</i> , 2018 , 38, 785-799	2.2	18
126	Primary school students' learning experiences of, and self-beliefs about competence, effort, and difficulty: Random effects models. <i>Learning and Individual Differences</i> , 2013 , 28, 54-65	3.1	18
125	Home, Parents, and Achievement Motivation: A Study of Key Home and Parental Factors that Predict Student Motivation and Engagement. <i>Australian Educational and Developmental Psychologist</i> , 2009 , 26, 111-126		18
124	Motivation and engagement in diverse performance settings: Testing their generality across school, university/college, work, sport, music, and daily life. <i>Journal of Research in Personality</i> , 2008 , 42, 1607-1612	2.8	18
123	Students' adaptability in mathematics: Examining self-reports and teachers' reports and links with engagement and achievement outcomes. <i>Contemporary Educational Psychology</i> , 2017 , 49, 355-366	5.6	17
122	Factors Predicting Life Satisfaction: A Process Model of Personality, Multidimensional Self-Concept, and Life Satisfaction. <i>Australian Journal of Guidance and Counselling</i> , 2008 , 18, 15-29		17
121	Young people's responses to environmental issues: Exploring the roles of adaptability and personality. <i>Personality and Individual Differences</i> , 2015 , 79, 91-97	3.3	16
120	The study design and methodology for the ARCHER study--adolescent rural cohort study of hormones, health, education, environments and relationships. <i>BMC Pediatrics</i> , 2012 , 12, 143	2.6	16
119	Improving the Achievement, Motivation, and Engagement of Students With ADHD: The Role of Personal Best Goals and Other Growth-Based Approaches. <i>Australian Journal of Guidance and Counselling</i> , 2013 , 23, 143-155		16
118	Risk, protection, and resilience in Chinese adolescents: A psycho-social study. <i>Asian Journal of Social Psychology</i> , 2011 , 14, 269-282	1.4	16
117	Cultural Factors Relevant to Secondary School Students in Australia, Singapore, the Philippines and Indonesia: Relative Differences and Congruencies. <i>Australian Journal of Guidance and Counselling</i> , 2009 , 19, 161-178		16
116	Performance and Mastery Orientation of High School and University/College Students: A Rasch Perspective. <i>Educational and Psychological Measurement</i> , 2008 , 68, 464-487	3.1	16
115	To Free the Spirit? Motivation and Engagement of Indigenous Students. <i>Australian Journal of Indigenous Education</i> , 2008 , 37, 98-107	0.7	16
114	Understanding the role of personal best (PB) goal setting in students' declining engagement: A latent growth model.. <i>Journal of Educational Psychology</i> , 2019 , 111, 557-572	5.3	16
113	Personal best (PB) goal structure, individual PB goals, engagement, and achievement: A study of Chinese- and English-speaking background students in Australian schools. <i>British Journal of Educational Psychology</i> , 2016 , 86, 75-91	3.2	16
112	A Multilevel Person-Centered Examination of Teachers' Workplace Demands and Resources: Links With Work-Related Well-Being. <i>Frontiers in Psychology</i> , 2020 , 11, 626	3.4	16

111	Social support, academic adversity and academic buoyancy: a person-centred analysis and implications for academic outcomes. <i>Educational Psychology</i> , 2017 , 37, 550-564	2.2	15
110	Motivation and engagement in mathematics: a qualitative framework for teacher-student interactions. <i>Mathematics Education Research Journal</i> , 2017 , 29, 163-181	0.9	15
109	Teachers' motivational approach: Links with students' basic psychological need frustration, maladaptive engagement, and academic outcomes. <i>Teaching and Teacher Education</i> , 2019 , 86, 102872	2.9	15
108	The role of puberty in students' academic motivation and achievement. <i>Learning and Individual Differences</i> , 2017 , 53, 37-46	3.1	15
107	What Determines Young People's Engagement with Performing Arts Events?. <i>Leisure Sciences</i> , 2012 , 34, 314-331	1.4	15
106	Academic buoyancy mediates academic anxiety's effects on learning strategies: an investigation of English- and Chinese-speaking Australian students. <i>Educational Psychology</i> , 2017 , 37, 947-964	2.2	14
105	Stages of change in physical activity: a validation study in late adolescence. <i>Health Education and Behavior</i> , 2010 , 37, 318-29	4.2	14
104	Exploring the cycle of mother-child relations, maternal confidence, and children's aggression. <i>Australian Journal of Psychology</i> , 2000 , 52, 34-40	2.3	14
103	What factors influence students' real-time motivation and engagement? An experience sampling study of high school students using mobile technology. <i>Educational Psychology</i> , 2020 , 40, 1113-1135	2.2	14
102	Students' self-worth protection and approaches to learning in higher education: predictors and consequences. <i>Higher Education</i> , 2018 , 76, 163-181	3	14
101	Exploring the relationships between academic buoyancy, academic self-concept, and academic performance: a study of mathematics and reading among primary school students. <i>Educational Psychology</i> , 2019 , 39, 1068-1089	2.2	13
100	What secondary teachers think and do about student engagement in mathematics. <i>Mathematics Education Research Journal</i> , 2016 , 28, 545-566	0.9	13
99	Motivation and Engagement in the Workplace: Examining a Multidimensional Framework and Instrument From a Measurement and Evaluation Perspective. <i>Measurement and Evaluation in Counseling and Development</i> , 2009 , 41, 223-243	0.8	13
98	Examining the yields of growth feedback from science teachers and students' intrinsic valuing of science: Implications for student- and school-level science achievement. <i>Journal of Research in Science Teaching</i> , 2019 , 56, 1060-1082	3.4	12
97	ADHD and Adaptability: The Roles of Cognitive, Behavioural, and Emotional Regulation. <i>Australian Journal of Guidance and Counselling</i> , 2014 , 24, 227-242		12
96	ADHD, personal and interpersonal agency, and achievement: Exploring links from a social cognitive theory perspective. <i>Contemporary Educational Psychology</i> , 2017 , 50, 13-22	5.6	11
95	Growth orientation predicts gains in middle and high school students' mathematics outcomes over time. <i>Contemporary Educational Psychology</i> , 2019 , 58, 213-227	5.6	11
94	The role of resilience in assisting the educational connectedness of at-risk youth: A study of service users and non-users. <i>International Journal of Educational Research</i> , 2015 , 74, 1-12	2.1	11

93	The roles of anxious and prosocial behavior in early academic performance: A population-based study examining unique and moderated effects. <i>Learning and Individual Differences</i> , 2018 , 62, 141-152	3.1	11
92	Personal Best (PB) Goal Setting and Students' Motivation in Science: A Study of Science Valuing and Aspirations. <i>Australian Educational and Developmental Psychologist</i> , 2014 , 31, 85-96		11
91	Understanding Teacher Wellbeing Through Job Demands-Resources Theory 2021 , 229-244		11
90	Motivation, engagement, and social climate: An international study of boarding schools.. <i>Journal of Educational Psychology</i> , 2016 , 108, 772-787	5.3	11
89	Perceived autonomy support, relatedness with students, and workplace outcomes: an investigation of differences by teacher gender. <i>Educational Psychology</i> , 2020 , 40, 253-272	2.2	11
88	Cultivating imaginative thinking: teacher strategies used in high-performing arts education classrooms. <i>Cambridge Journal of Education</i> , 2016 , 46, 435-453	1.7	10
87	Personality, coping, and school well-being: an investigation of high school students. <i>Social Psychology of Education</i> , 2018 , 21, 1061-1080	2	10
86	Student Learning Theory goes (back) to (high) school. <i>Instructional Science</i> , 2014 , 42, 485-504	2	10
85	To Free the Spirit? Motivation and Engagement of Indigenous Students		10
84	Understanding Girls' Disengagement: Identifying Patterns and the Role of Teacher and Peer Support using Latent Growth Modeling. <i>Journal of Youth and Adolescence</i> , 2019 , 48, 979-995	4.5	10
83	School Context and Educational System Factors Impacting Educator Stress. <i>Aligning Perspectives on Health, Safety and Well-being</i> , 2017 , 3-22	0.2	9
82	Academic risk and resilience for children and young people in Asia. <i>Educational Psychology</i> , 2017 , 37, 921-929	2.2	9
81	The role of arts-related information and communication technology use in problem solving and achievement: Findings from the programme for international student assessment.. <i>Journal of Educational Psychology</i> , 2014 , 106, 348-363	5.3	9
80	Perplexity and Passion. <i>Journal of Organizational Behavior Management</i> , 2005 , 24, 203-205	1.1	9
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78	Attitudes to teaching mathematics: Further development of a measurement instrument. <i>Mathematics Education Research Journal</i> , 1994 , 6, 56-69	0.9	9
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