

Andrew J Martin

List of Publications by Year in Descending Order

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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	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. <i>Learning and Instruction</i> , 2022 , 80, 101619	5.8	1
235	Understanding Teacher Wellbeing Through Job Demands-Resources Theory 2021 , 229-244		11
234	The role of mobile technology in promoting social inclusion among adults with intellectual disabilities. <i>Journal of Applied Research in Intellectual Disabilities</i> , 2021 , 34, 840-851	2.2	5
233	Assessing Instructional Cognitive Load in the Context of Students' Psychological Challenge and Threat Orientations: A Multi-Level Latent Profile Analysis of Students and Classrooms. <i>Frontiers in Psychology</i> , 2021 , 12, 656994	3.4	1
232	Teacher assistants working with students with disability: the role of adaptability in enhancing their workplace wellbeing. <i>International Journal of Inclusive Education</i> , 2021 , 25, 565-587	1.5	6
231	Association of elevated neonatal thyroid-stimulating hormone levels with school performance and stimulant prescription for attention deficit hyperactivity disorder in childhood. <i>European Journal of Pediatrics</i> , 2021 , 180, 1073-1080	4.1	1
230	Optimizing science self-efficacy: A multilevel examination of the moderating effects of anxiety on the relationship between self-efficacy and achievement in science. <i>Contemporary Educational Psychology</i> , 2021 , 64, 101937	5.6	2
229	Adaptability and Social Support: Examining Links With Psychological Wellbeing Among UK Students and Non-students. <i>Frontiers in Psychology</i> , 2021 , 12, 636520	3.4	8
228	Challenge and threat appraisals in high school science: investigating the roles of psychological and physiological factors. <i>Educational Psychology</i> , 2021 , 41, 618-639	2.2	3
227	A future time perspective of secondary school students' academic engagement and disengagement: A longitudinal investigation. <i>Journal of School Psychology</i> , 2021 , 84, 109-123	4.5	4
226	Adaptability and High School Students' Online Learning During COVID-19: A Job Demands-Resources Perspective. <i>Frontiers in Psychology</i> , 2021 , 12, 702163	3.4	7
225	A Multilevel Person-Centered Examination of Teachers' Workplace Experiences: Replication and Extension With Links to Instructional Support and Achievement. <i>Frontiers in Psychology</i> , 2021 , 12, 711173	3.4	1
224	Load reduction instruction in science and students' science engagement and science achievement.. <i>Journal of Educational Psychology</i> , 2021 , 113, 1126-1142	5.3	8
223	Perceived classroom disruption undermines the positive educational effects of perceived need-supportive teaching in science. <i>Learning and Instruction</i> , 2021 , 75, 101498	5.8	1
222	Motivational Issues in Gifted Education: Understanding the Role of Students' Attribution and Control Beliefs, Self-Worth Protection and Growth Orientation. <i>Springer International Handbooks of Education</i> , 2021 , 339-357	0.2	
221	Teacher, classroom, and student growth orientation in mathematics: A multilevel examination of growth goals, growth mindset, engagement, and achievement. <i>Teaching and Teacher Education</i> , 2020 , 94, 103100	2.9	8
220	Adaptability and Academic Development 2020 , 1-11		1

219	The ins and outs of student engagement in mathematics: shifts in engagement factors among high and low achievers. <i>Mathematics Education Research Journal</i> , 2020 , 33, 469	0.9	6
218	Supporting and thwarting interpersonal dynamics and student achievement: a multi-level examination of PISA 2015. <i>International Journal of Research and Method in Education</i> , 2020 , 43, 364-378	1.6	1
217	Quality teaching frameworks and arts education: Seeking a compatible approach. <i>Journal of Curriculum Studies</i> , 2020 , 52, 840-856	1.4	2
216	Motivational processes that support arts participation: An examination of goal orientations and aspirations.. <i>Psychology of Aesthetics, Creativity, and the Arts</i> , 2020 , 14, 384-400	4.9	2
215	Investigating the reciprocal relations between academic buoyancy and academic adversity: Evidence for the protective role of academic buoyancy in reducing academic adversity over time. <i>International Journal of Behavioral Development</i> , 2020 , 44, 301-312	2.6	9
214	Adaptability among science teachers in schools: A multi-nation examination of its role in school outcomes. <i>Teaching and Teacher Education</i> , 2020 , 95, 103148	2.9	9
213	Examining the unique roles of adaptability and buoyancy in teachers' work-related outcomes. <i>Teachers and Teaching: Theory and Practice</i> , 2020 , 26, 350-364	2	4
212	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
211	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
210	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
209	Boarding and Day School Students: A Large-Scale Multilevel Investigation of Academic Outcomes Among Students and Classrooms. <i>Frontiers in Psychology</i> , 2020 , 11, 608949	3.4	0
208	Motivation, Engagement, Academic Buoyancy, and Adaptability: The Roles of Socio-Demographics among Middle School Students in China. <i>Measurement</i> , 2019 , 17, 119-132	1.3	2
207	The role of teacher feedback feedforward and personal best goal setting in students' mathematics achievement: a goal setting theory perspective. <i>Educational Psychology</i> , 2019 , 1-19	2.2	0
206	What happens when students reflect on their self-efficacy during a test? Exploring test experience and test outcome in science. <i>Learning and Individual Differences</i> , 2019 , 73, 59-66	3.1	5
205	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
204	How students switch on and switch off in mathematics: exploring patterns and predictors of (dis)engagement across middle school and high school. <i>Educational Psychology</i> , 2019 , 39, 489-509	2.2	6
203	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
202	Processes of students' effort exertion, competence beliefs and motivation: Cyclic and dynamic effects of learning experiences within school days and school subjects. <i>Contemporary Educational Psychology</i> , 2019 , 58, 299-309	5.6	7

201	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
200	Growth goals and growth mindset from a methodological-synergistic perspective: lessons learned from a quantitative correlational research program. <i>International Journal of Research and Method in Education</i> , 2019 , 42, 204-219	1.6	2
199	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
198	Motivational Issues in Gifted Education: Understanding the Role of Students' Attribution and Control Beliefs, Self-Worth Protection, and Growth Orientation. <i>Springer International Handbooks of Education</i> , 2019 , 1-19	0.2	4
197	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
196	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
195	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
194	Adaptability: does students' adjustment to university predict their mid-course academic achievement and satisfaction?. <i>Journal of Further and Higher Education</i> , 2019 , 43, 1444-1455	1.5	3
193	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
192	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
191	Personal Best (PB) goal-setting enhances arithmetical problem-solving. <i>Australian Educational Researcher</i> , 2018 , 45, 533-551	2	5
190	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	2.2	18
189	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
188	Neonatal Morbidity at Term, Early Child Development, and School Performance: A Population Study. <i>Pediatrics</i> , 2018 , 141,	7.4	7
187	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
186	Young People's Creative and Performing Arts Participation and Arts Self-concept: A Longitudinal Study of Reciprocal Effects. <i>Journal of Creative Behavior</i> , 2018 , 52, 240-255	2.6	3
185	Motivation and Engagement in Jamaica: Testing a Multidimensional Framework Among Students in an Emerging Regional Context. <i>Journal of Psychoeducational Assessment</i> , 2018 , 36, 233-248	1.3	2
184	Personality, coping, and school well-being: an investigation of high school students. <i>Social Psychology of Education</i> , 2018 , 21, 1061-1080	2	10

183	Student learning in Australian high schools: Contrasting personological and contextual variables in a longitudinal structural model. <i>Learning and Individual Differences</i> , 2018 , 64, 83-93	3.1	5
182	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
181	Achievement in large-scale national numeracy assessment: An ecological study of motivation and student, home, and school predictors.. <i>Journal of Educational Psychology</i> , 2018 , 110, 465-482	5.3	8
180	Students' self-worth protection and approaches to learning in higher education: predictors and consequences. <i>Higher Education</i> , 2018 , 76, 163-181	3	14
179	Reply to Ritchie-McLean, Susanna; Wilmshurst, Sally, regarding their comment "Can population cohort studies assess the long-term impact of anesthesia in children?". <i>Paediatric Anaesthesia</i> , 2018 , 28, 1157-1158	1.8	1
178	The role of medication in reducing the negative effects of hyperactivity-inattention on achievement: A population-based longitudinal investigation of students and their classrooms. <i>Contemporary Educational Psychology</i> , 2018 , 55, 97-109	5.6	1
177	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
176	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
175	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
174	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
173	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
172	Student engagement in the Caribbean region: Exploring its role in the motivation and achievement of Jamaican middle school students. <i>School Psychology International</i> , 2017 , 38, 184-200	1.7	6
171	Social and Emotional Competence and At-Risk Children's Well-Being: The Roles of Personal and Interpersonal Agency for Children with ADHD, Emotional and Behavioral Disorder, Learning Disability, and Developmental Disability 2017 , 123-145		6
170	Social and Emotional Learning, Social and Emotional Competence, and Students' Academic Outcomes: The Roles of Psychological Need Satisfaction, Adaptability, and Buoyancy 2017 , 17-37		4
169	Motivation and engagement: Same or different? Does it matter?. <i>Learning and Individual Differences</i> , 2017 , 55, 150-162	3.1	36
168	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
167	Learning disabilities, attention-deficit hyperactivity disorder, and executive functioning: Contributions from educational psychology in progressing theory, measurement, and practice. <i>Contemporary Educational Psychology</i> , 2017 , 50, 1-3	5.6	3
166	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

165	Getting into Flow in the Arts Classroom: Research Findings and Implications for Practice. <i>Educational Practice and Theory</i> , 2017 , 39, 5-15	0.6	0
164	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
163	Conducting Research in a Medical Science Museum: Lessons Learned from Collaboration Between Researchers and Museum Educators. <i>Journal of Museum Education</i> , 2017 , 42, 273-283	0.5	1
162	Academic risk and resilience for children and young people in Asia. <i>Educational Psychology</i> , 2017 , 37, 921-929	2.2	9
161	The role of puberty in students' academic motivation and achievement. <i>Learning and Individual Differences</i> , 2017 , 53, 37-46	3.1	15
160	Adaptability, engagement and academic achievement at university. <i>Educational Psychology</i> , 2017 , 37, 632-647	2.2	38
159	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
158	Social and Emotional Learning: Lessons Learned and Opportunities Going Forward 2017 , 459-471		7
157	Students' Growth Mindsets, Goals, and Academic Outcomes in Mathematics. <i>Zeitschrift Fur Psychologie / Journal of Psychology</i> , 2017 , 225, 107-116	1.8	20
156	Adaptability-what it is and what it is not: Comment on Chandra and Leong (2016). <i>American Psychologist</i> , 2017 , 72, 696-698	9.5	6
155	Multidimensional motivation and engagement for writing: construct validation with a sample of boys. <i>Educational Psychology</i> , 2016 , 36, 771-791	2.2	25
154	What secondary teachers think and do about student engagement in mathematics. <i>Mathematics Education Research Journal</i> , 2016 , 28, 545-566	0.9	13
153	Student, home, and school socio-demographic factors: links to school, home, and community arts participation. <i>Australian Educational Researcher</i> , 2016 , 43, 221-244	2	6
152	Challenging teacher beliefs about student engagement in mathematics. <i>Journal of Mathematics Teacher Education</i> , 2016 , 19, 33-55	1.2	20
151	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
150	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
149	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
148	Students' interpersonal relationships, personal best (PB) goals, and academic engagement. <i>Learning and Individual Differences</i> , 2016 , 45, 65-76	3.1	45

147	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
146	Adaptability: An Important Capacity for Effective Teachers. <i>Educational Practice and Theory</i> , 2016 , 38, 27-39	0.6	34
145	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
144	Planned Birth Before 39 Weeks and Child Development: A Population-Based Study. <i>Pediatrics</i> , 2016 , 138,	7.4	60
143	Positive Education in Asia and Beyond. <i>Asia-Pacific Education Researcher</i> , 2016 , 25, 493-498	1.7	4
142	Motivation, engagement, and social climate: An international study of boarding schools.. <i>Journal of Educational Psychology</i> , 2016 , 108, 772-787	5.3	11
141	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
140	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
139	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
138	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
137	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
136	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
135	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
134	Measuring and Visualizing Students' Behavioral Engagement in Writing Activities. <i>IEEE Transactions on Learning Technologies</i> , 2015 , 8, 215-224	4	21
133	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
132	Teacher Well-Being: Exploring Its Components and a Practice-Oriented Scale. <i>Journal of Psychoeducational Assessment</i> , 2015 , 33, 744-756	1.3	38
131	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
130	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

129	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
128	Are These Testing Times, or Is It a Time to Test? Considering the Place of Tests in Students' Academic Development 2015 , 55-62		2
127	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
126	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
125	Structural and concurrent validity of the International English Mini-Markers in an adolescent sample: Exploring analytic approaches and implications for personality assessment. <i>Journal of Research in Personality</i> , 2014 , 53, 182-192	2.8	8
124	Student Learning Theory goes (back) to (high) school. <i>Instructional Science</i> , 2014 , 42, 485-504	2	10
123	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
122	Academic Buoyancy, Resilience, and Adaptability in Students with ADHD. <i>The ADHD Report</i> , 2014 , 22, 1-9	1.4	30
121	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
120	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
119	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
118	ADHD and Adaptability: The Roles of Cognitive, Behavioural, and Emotional Regulation. <i>Australian Journal of Guidance and Counselling</i> , 2014 , 24, 227-242		12
117	From Measurement to Modeling: A Case Study of the Development and Implementation of the Adaptability Scale 2014 ,		2
116	Interpersonal Relationships and Students' Academic and Non-Academic Development 2014 , 9-24		5
115	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
114	Designing Instructional Text in a Conversational Style: A Meta-analysis. <i>Educational Psychology Review</i> , 2013 , 25, 445-472	7.1	53
113	Academic buoyancy and psychological risk: Exploring reciprocal relationships. <i>Learning and Individual Differences</i> , 2013 , 27, 128-133	3.1	38
112	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

111	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
110	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
109	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
108	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
107	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
106	Quality of measurement of the learning experience questionnaire for personal digital assistants. <i>International Journal of Quantitative Research in Education</i> , 2013 , 1, 275	0.1	8
105	The role of academic buoyancy in Aboriginal/Indigenous students' educational intentions: Sowing the early seeds of success for post-school education and training. <i>Diversity in Higher Education</i> , 2013 , 57-79	0.1	5
104	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
103	Male Involvement in Children's Lives: The Australian Context 2013 , 241-260		1
102	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	7
101	Latent Variable Modeling in Educational Psychology 2013 , 187-216		
100	The Motivation and Engagement Scale: Theoretical Framework, Psychometric Properties, and Applied Yields. <i>Australian Psychologist</i> , 2012 , 47, 3-13	1.7	75
99	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
98	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
97	Personal best goals and academic and social functioning: A longitudinal perspective. <i>Learning and Instruction</i> , 2012 , 22, 222-230	5.8	49
96	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
95	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
94	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

93	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
92	Preparation, Perseverance, and Performance in Music: Views from a Program of Educational Psychology Research 2012 , 660-666		
91	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
90	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
89	What Determines Young People's Engagement with Performing Arts Events?. <i>Leisure Sciences</i> , 2012 , 34, 314-331	1.4	15
88	A Longitudinal Analysis of Physical and Psychological Wellbeing amongst Late Adolescents: Exploring the Transition from School to Postschool Life. <i>Australian Educational and Developmental Psychologist</i> , 2012 , 29, 17-43		6
87	Part II Commentary: Motivation and Engagement: Conceptual, Operational, and Empirical Clarity 2012 , 303-311		39
86	Attention-Deficit/Hyperactivity Disorder (ADHD), Perceived Competence, and Self-Worth: Evidence and Implications for Students and Practitioners 2012 , 47-72		5
85	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
84	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
83	Courage in the classroom: Exploring a new framework predicting academic performance and engagement.. <i>School Psychology Quarterly</i> , 2011 , 26, 145-160	0	23
82	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
81	Academic self-concept and academic achievement: relations and causal ordering. <i>British Journal of Educational Psychology</i> , 2011 , 81, 59-77	3.2	387
80	Prescriptive Statements and Educational Practice: What Can Structural Equation Modeling (SEM) Offer?. <i>Educational Psychology Review</i> , 2011 , 23, 235-244	7.1	26
79	Clergy motivation and occupational well-being: exploring a quadripartite model and its role in predicting burnout and engagement. <i>Journal of Religion and Health</i> , 2011 , 50, 656-74	2.6	28
78	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
77	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
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