

# David Putwain

## List of Publications by Year in descending order

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Version: 2024-02-01

91  
papers

3,121  
citations

147726

31  
h-index

197736

49  
g-index

95  
all docs

95  
docs citations

95  
times ranked

1564  
citing authors

#	ARTICLE	IF	CITATIONS
1	Anxiety in the mathematics classroom: reciprocal relations with control and value, and relations with subsequent achievement. <i>ZDM - International Journal on Mathematics Education</i> , 2023, 55, 285-298.	1.3	6
2	Relations between gender stereotyping and foreign language attainment: The mediating role of language learners' anxiety and self-efficacy. <i>British Journal of Educational Psychology</i> , 2022, 92, 212-235.	1.6	16
3	Achievement emotions and academic achievement: Reciprocal relations and the moderating influence of academic buoyancy. <i>Journal of Educational Psychology</i> , 2022, 114, 108-126.	2.1	42
4	Socio-economic status, gender and achievement: the mediating role of expectancy and subjective task value. <i>Educational Psychology</i> , 2022, 42, 730-748.	1.2	12
5	Do teachers' engaging messages predict motivation to learn and performance?. <i>Revista De Psicodidáctica (English Ed)</i> , 2022, 27, 86-95.	0.5	5
6	Ordinary Magic in Extraordinary Circumstances: Factors Associated with Positive Mental Health Outcomes for Early Adolescents During the COVID-19 Pandemic. <i>Adversity and Resilience Science</i> , 2022, 3, 65-79.	1.2	6
7	Cognitive-behavioral intervention for test anxiety in adolescent students: do benefits extend to school-related wellbeing and clinical anxiety. <i>Anxiety, Stress and Coping</i> , 2021, 34, 22-36.	1.7	28
8	The role of achievement emotions in primary school mathematics: Control-value antecedents and achievement outcomes. <i>British Journal of Educational Psychology</i> , 2021, 91, 347-367.	1.6	52
9	Does Test Anxiety Predispose Poor School-Related Wellbeing and Enhanced Risk of Emotional Disorders?. <i>Cognitive Therapy and Research</i> , 2021, 45, 1150.	1.2	10
10	Interpretation and use of the Multidimensional Test Anxiety Scale (MTAS). <i>School Psychology</i> , 2021, 36, 86-96.	1.7	9
11	Test anxiety, anxiety disorders, and school-related wellbeing: Manifestations of the same or different constructs?. <i>Journal of School Psychology</i> , 2021, 88, 47-67.	1.5	24
12	The Development and Validation of a New Multidimensional Test Anxiety Scale (MTAS). <i>European Journal of Psychological Assessment</i> , 2021, 37, 236-246.	1.7	19
13	Teacher motivational messages used prior to examinations: What are they, how are they evaluated, and what are their educational outcomes?. <i>Advances in Motivation Science</i> , 2021, , 63-103.	2.2	7
14	School-related subjective wellbeing promotes subsequent adaptability, achievement, and positive behavioural conduct. <i>British Journal of Educational Psychology</i> , 2020, 90, 92-108.	1.6	40
15	Development and Validation of a New Multidimensional Language Class Anxiety Scale. <i>Journal of Psychoeducational Assessment</i> , 2020, 38, 649-658.	0.9	5
16	A cross-lagged panel analysis of fear appeal appraisal and student engagement. <i>British Journal of Educational Psychology</i> , 2020, 90, 830-847.	1.6	6
17	The role of academic buoyancy and emotions in students' learning-related expectations and behaviours in primary school. <i>British Journal of Educational Psychology</i> , 2020, 90, 948-963.	1.6	23
18	Academic buoyancy protects achievement against minor academic adversities. <i>Learning and Individual Differences</i> , 2020, 83-84, 101936.	1.5	15

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19	An evaluative message fosters mathematics performance in male students but decreases intrinsic motivation in female students. <i>Educational Psychology</i> , 2020, 40, 941-960.	1.2	4
20	Attention bias in test anxiety: the impact of a test-threat congruent situation, presentation time, and approach-avoidance temperament. <i>Educational Psychology</i> , 2020, 40, 713-734.	1.2	6
21	Assessing psychological flexibility in test situations: The Test Anxiety Acceptance and Action Questionnaire for Adolescents. <i>Revista De Psicopatologia Y Psicologia Clinica</i> , 2020, 25, 147.	0.1	3
22	The Four Ws of Test Anxiety. <i>Psychologica</i> , 2020, 63, 31-52.	0.2	7
23	A Person-Centered Approach to Students' Evaluations of Perceived Fear Appeals and Their Association With Engagement. <i>Journal of Experimental Education</i> , 2019, 87, 139-160.	1.6	9
24	Expectancy of success, attainment value, engagement, and Achievement: A moderated mediation analysis. <i>Learning and Instruction</i> , 2019, 60, 117-125.	1.9	56
25	Wellbeing and higher education. <i>Educational Psychology</i> , 2019, 39, 291-293.	1.2	5
26	School-related stress among sixth-grade students – Associations with academic buoyancy and temperament. <i>Learning and Individual Differences</i> , 2019, 70, 100-108.	1.5	34
27	Teacher self-efficacy moderates the relations between imposed pressure from imposed curriculum changes and teacher stress. <i>Educational Psychology</i> , 2019, 39, 51-64.	1.2	33
28	A multi-component wellbeing programme for upper secondary students: Effects on wellbeing, buoyancy, and adaptability. <i>School Psychology International</i> , 2019, 40, 49-65.	1.1	10
29	Teacher Use of Loss-Focused, Utility Value Messages, Prior to High-Stakes Examinations, and Their Appraisal by Students. <i>Journal of Psychoeducational Assessment</i> , 2019, 37, 169-180.	0.9	12
30	An examination of the self-referent executive processing model of test anxiety: control, emotional regulation, self-handicapping, and examination performance. <i>European Journal of Psychology of Education</i> , 2019, 34, 341-358.	1.3	28
31	The Development and Validation of a Mental Toughness Scale for Adolescents. <i>Journal of Psychoeducational Assessment</i> , 2018, 36, 148-161.	0.9	14
32	The importance of psychological need satisfaction in educational re-engagement. <i>Research Papers in Education</i> , 2018, 33, 169-186.	1.7	6
33	Is perceived control a critical factor in understanding the negative relationship between cognitive test anxiety and examination performance?. <i>School Psychology Quarterly</i> , 2018, 33, 65-74.	2.4	28
34	Reciprocal relations between students' academic enjoyment, boredom, and achievement over time. <i>Learning and Instruction</i> , 2018, 54, 73-81.	1.9	129
35	Achievement goals, behavioural engagement, and mathematics achievement: A mediational analysis. <i>Learning and Individual Differences</i> , 2018, 68, 12-19.	1.5	26
36	Teachers use of fear appeals and timing reminders prior to high-stakes examinations: pressure from above, below, and within. <i>Social Psychology of Education</i> , 2018, 21, 1001-1019.	1.2	10

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37	Control-Value Appraisals, Enjoyment, and Boredom in Mathematics: A Longitudinal Latent Interaction Analysis. <i>American Educational Research Journal</i> , 2018, 55, 1339-1368.	1.6	94
38	Is reducing uncertain control the key to successful test anxiety intervention for secondary school students? Findings from a randomized control trial.. <i>School Psychology Quarterly</i> , 2018, 33, 283-292.	2.4	31
39	Does increased effort compensate for performance debilitating test anxiety?. <i>School Psychology Quarterly</i> , 2018, 33, 482-491.	2.4	17
40	Mental toughness and transitions to high school and to undergraduate study. <i>Educational Psychology</i> , 2017, 37, 792-809.	1.2	23
41	Teachers use of fear appeals prior to a high-stakes examination: Is frequency linked to perceived student engagement and how do students respond?. <i>Teaching and Teacher Education</i> , 2017, 61, 73-83.	1.6	8
42	Fear appeals, engagement, and examination performance: The role of challenge and threat appraisals. <i>British Journal of Educational Psychology</i> , 2017, 87, 16-31.	1.6	32
43	The role of attainment value, academic self-efficacy, and message frame in the appraisal of value-promoting messages. <i>British Journal of Educational Psychology</i> , 2016, 86, 446-460.	1.6	24
44	Fear appeals prior to a high-stakes examination can have a positive or negative impact on engagement depending on how the message is appraised. <i>Contemporary Educational Psychology</i> , 2016, 44-45, 21-31.	1.6	17
45	The impact of fear appeals on subjective-task value and academic self-efficacy: The role of appraisal. <i>Learning and Individual Differences</i> , 2016, 51, 307-313.	1.5	12
46	Expectancy of success, subjective task-value, and message frame in the appraisal of value-promoting messages made prior to a high-stakes examination. <i>Social Psychology of Education</i> , 2016, 19, 325-343.	1.2	18
47	Hard to reach and hard to teach: supporting the self-regulation of learning in an alternative provision secondary school. <i>Educational Studies</i> , 2016, 42, 1-18.	1.4	13
48	"Sink or swim": buoyancy and coping in the cognitive test anxiety academic performance relationship. <i>Educational Psychology</i> , 2016, 36, 1807-1825.	1.2	39
49	Does the confidence of first-year undergraduate students change over time according to achievement goal profile?. <i>Studies in Higher Education</i> , 2016, 41, 381-398.	2.9	11
50	The appraisal of fear appeals as threatening or challenging: frequency of use, academic self-efficacy and subjective value. <i>Educational Psychology</i> , 2016, 36, 1670-1690.	1.2	20
51	The enabling and protective role of academic buoyancy in the appraisal of fear appeals used prior to high stakes examinations. <i>School Psychology International</i> , 2015, 36, 605-619.	1.1	24
52	Academically buoyant students are less anxious about and perform better in high-stakes examinations. <i>British Journal of Educational Psychology</i> , 2015, 85, 247-263.	1.6	46
53	Experiencing fear appeals as a challenge or a threat influences attainment value and academic self-efficacy. <i>Learning and Instruction</i> , 2015, 40, 21-28.	1.9	19
54	The Relationship Between Goal Setting and Students' Experience of Academic Test Anxiety. <i>International Journal of School and Educational Psychology</i> , 2015, 3, 189-201.	1.0	10

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55	Examining the context of instruction to facilitate student success. <i>School Psychology International</i> , 2015, 36, 552-558.	1.1	13
56	The scare tactic: Do fear appeals predict motivation and exam scores?. <i>School Psychology Quarterly</i> , 2014, 29, 503-516.	2.4	38
57	Fear appeals used prior to a high-stakes examination: What makes them threatening?. <i>Learning and Individual Differences</i> , 2014, 36, 145-151.	1.5	13
58	Test anxiety prevalence and gender differences in a sample of English secondary school students. <i>Educational Studies</i> , 2014, 40, 554-570.	1.4	121
59	The perceived value of maths and academic self-efficacy in the appraisal of fear appeals used prior to a high-stakes test as threatening or challenging. <i>Social Psychology of Education</i> , 2014, 17, 229-248.	1.2	40
60	Using Structural Equation Modelling to Understand Predictors of Undergraduate Students' Academic Performance. <i>International Perspectives on Higher Education Research</i> , 2014, , 219-241.	0.2	8
61	Performance-Evaluation Threat Does Not Adversely Affect Verbal Working Memory in High Test-Anxious Persons. <i>Journal of Cognitive Education and Psychology</i> , 2014, 13, 120-136.	0.2	12
62	Using the 2 <sup>A</sup> –2 framework of achievement goals to predict achievement emotions and academic performance. <i>Learning and Individual Differences</i> , 2013, 25, 80-84.	1.5	41
63	A reciprocal model of achievement goals and learning related emotions in the first year of undergraduate study. <i>Contemporary Educational Psychology</i> , 2013, 38, 361-374.	1.6	21
64	The key to successful achievement as an undergraduate student: confidence and realistic expectations?. <i>Studies in Higher Education</i> , 2013, 38, 285-298.	2.9	56
65	Academic self-efficacy in study-related skills and behaviours: Relations with learning-related emotions and academic success. <i>British Journal of Educational Psychology</i> , 2013, 83, 633-650.	1.6	172
66	Do clusters of test anxiety and academic buoyancy differentially predict academic performance?. <i>Learning and Individual Differences</i> , 2013, 27, 157-162.	1.5	74
67	Relationship between Undergraduate Student Confidence, Approach to Learning and Academic Performance: The role of gender // Relación entre la confianza académica, los enfoques de aprendizaje y el rendimiento académico de estudiantes universitarios.... <i>Revista De Psicodidactica</i> , 2013, 18, 375-393.	0.4	24
68	Stress and anxiety surrounding forthcoming Standard Assessment Tests in English schoolchildren. <i>Pastoral Care in Education</i> , 2012, 30, 289-302.	0.9	23
69	Do Highly Test Anxious Students Respond Differentially to Fear Appeals Made Prior to a Test?. <i>Research in Education</i> , 2012, 88, 1-10.	0.5	18
70	Fear and efficacy appeals in the classroom: the secondary teachers' perspective. <i>Educational Psychology</i> , 2012, 32, 355-372.	1.2	23
71	Is academic buoyancy anything more than adaptive coping?. <i>Anxiety, Stress and Coping</i> , 2012, 25, 349-358.	1.7	86
72	Do creativity self-beliefs predict literacy achievement and motivation?. <i>Learning and Individual Differences</i> , 2012, 22, 370-374.	1.5	43

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73	Achievement goals as mediators of the relationship between competence beliefs and test anxiety. <i>British Journal of Educational Psychology</i> , 2012, 82, 207-224.	1.6	66
74	Perceived fear appeals and examination performance: Facilitating or debilitating outcomes?. <i>Learning and Individual Differences</i> , 2011, 21, 227-232.	1.5	51
75	Developing and piloting a dot-probe measure of attentional bias for test anxiety. <i>Learning and Individual Differences</i> , 2011, 21, 478-482.	1.5	37
76	Fear appeals in the primary classroom: Effects on test anxiety and test grade. <i>Learning and Individual Differences</i> , 2011, 21, 580-584.	1.5	59
77	Teachers'™ use of fear appeals in the Mathematics classroom: Worrying or motivating students?. <i>British Journal of Educational Psychology</i> , 2011, 81, 456-474.	1.6	52
78	How is examination stress experienced by secondary students preparing for their General Certificate of Secondary Education examinations and how can it be explained?. <i>International Journal of Qualitative Studies in Education</i> , 2011, 24, 717-731.	0.8	12
79	Personal and situational predictors of test anxiety of students in post-compulsory education. <i>British Journal of Educational Psychology</i> , 2010, 80, 137-160.	1.6	128
80	Do cognitive distortions mediate the test anxiety-examination performance relationship?. <i>Educational Psychology</i> , 2010, 30, 11-26.	1.2	72
81	Is the relationship between competence beliefs and test anxiety influenced by goal orientation?. <i>Learning and Individual Differences</i> , 2010, 20, 8-13.	1.5	72
82	Situated and Contextual Features of Test Anxiety in UK Adolescent Students. <i>School Psychology International</i> , 2009, 30, 56-74.	1.1	27
83	The development of an instrument to measure teachers' use of fear appeals in the GCSE classroom. <i>British Journal of Educational Psychology</i> , 2009, 79, 643-661.	1.6	43
84	Assessment and examination stress in Key Stage 4. <i>British Educational Research Journal</i> , 2009, 35, 391-411.	1.4	83
85	Test anxiety and GCSE performance: the effect of gender and socio-economic background. <i>Educational Psychology in Practice</i> , 2008, 24, 319-334.	0.5	51
86	Do examinations stakes moderate the test anxiety-examination performance relationship?. <i>Educational Psychology</i> , 2008, 28, 109-118.	1.2	34
87	Deconstructing test anxiety. <i>Emotional and Behavioural Difficulties</i> , 2008, 13, 141-155.	0.7	77
88	Supporting assessment stress in key stage 4 students. <i>Educational Studies</i> , 2008, 34, 83-95.	1.4	17
89	Researching academic stress and anxiety in students: some methodological considerations. <i>British Educational Research Journal</i> , 2007, 33, 207-219.	1.4	84
90	Test anxiety in UK schoolchildren: Prevalence and demographic patterns. <i>British Journal of Educational Psychology</i> , 2007, 77, 579-593.	1.6	120

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91	Warning students of the consequences of examination failure: An effective strategy for promoting student engagement?. Journal of Educational Psychology, 0, , .	2.1	0