

David Putwain

List of Publications by Year in descending order

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Version: 2024-02-01

91
papers

3,121
citations

147801

31
h-index

197818

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.	2.2	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.	2.9	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.	2.9	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.	2.7	12
5	Do teachers' engaging messages predict motivation to learn and performance?. <i>Revista De Psicodidáctica (English Ed)</i> , 2022, 27, 86-95.	1.1	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.	2.6	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.	2.9	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.	2.9	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.	1.9	10
10	Interpretation and use of the Multidimensional Test Anxiety Scale (MTAS).. <i>School Psychology</i> , 2021, 36, 86-96.	2.4	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.	2.9	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.	3.0	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.	3.7	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.	2.9	40
15	Development and Validation of a New Multidimensional Language Class Anxiety Scale. <i>Journal of Psychoeducational Assessment</i> , 2020, 38, 649-658.	1.5	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.	2.9	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.	2.9	23
18	Academic buoyancy protects achievement against minor academic adversities. <i>Learning and Individual Differences</i> , 2020, 83-84, 101936.	2.7	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.	2.7	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.	2.7	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.	0.2	3
22	The Four Ws of Test Anxiety. <i>Psychologica</i> , 2020, 63, 31-52.	0.6	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.	2.6	9
24	Expectancy of success, attainment value, engagement, and Achievement: A moderated mediation analysis. <i>Learning and Instruction</i> , 2019, 60, 117-125.	3.2	56
25	Wellbeing and higher education. <i>Educational Psychology</i> , 2019, 39, 291-293.	2.7	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.	2.7	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.	2.7	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.	1.9	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.	1.5	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.	2.6	28
31	The Development and Validation of a Mental Toughness Scale for Adolescents. <i>Journal of Psychoeducational Assessment</i> , 2018, 36, 148-161.	1.5	14
32	The importance of psychological need satisfaction in educational re-engagement. <i>Research Papers in Education</i> , 2018, 33, 169-186.	3.0	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.	2.0	28
34	Reciprocal relations between students'™ academic enjoyment, boredom, and achievement over time. <i>Learning and Instruction</i> , 2018, 54, 73-81.	3.2	129
35	Achievement goals, behavioural engagement, and mathematics achievement: A mediational analysis. <i>Learning and Individual Differences</i> , 2018, 68, 12-19.	2.7	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.	2.5	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.	2.7	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.	2.0	31
39	Does increased effort compensate for performance debilitating test anxiety?. <i>School Psychology Quarterly</i> , 2018, 33, 482-491.	2.0	17
40	Mental toughness and transitions to high school and to undergraduate study. <i>Educational Psychology</i> , 2017, 37, 792-809.	2.7	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.	3.2	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.	2.9	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.	2.9	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.	2.9	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.	2.7	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.	2.5	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.	2.4	13
48	"Sink or swim": buoyancy and coping in the cognitive test anxiety "academic performance relationship". <i>Educational Psychology</i> , 2016, 36, 1807-1825.	2.7	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.	4.5	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.	2.7	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.	1.9	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.	2.9	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.	3.2	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.	1.6	10

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55	Examining the context of instruction to facilitate student success. <i>School Psychology International</i> , 2015, 36, 552-558.	1.9	13
56	The scare tactic: Do fear appeals predict motivation and exam scores?. <i>School Psychology Quarterly</i> , 2014, 29, 503-516.	2.0	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.	2.7	13
58	Test anxiety prevalence and gender differences in a sample of English secondary school students. <i>Educational Studies</i> , 2014, 40, 554-570.	2.4	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.	2.5	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.	0.3	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 nd -2 framework of achievement goals to predict achievement emotions and academic performance. <i>Learning and Individual Differences</i> , 2013, 25, 80-84.	2.7	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.	2.9	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.	4.5	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.	2.9	172
66	Do clusters of test anxiety and academic buoyancy differentially predict academic performance?. <i>Learning and Individual Differences</i> , 2013, 27, 157-162.	2.7	74
67	Relationship between Undergraduate Student Confidence, Approach to Learning and Academic Performance: The role of gender // Relaci3n entre la confianza acad3mica, los enfoques de aprendizaje y el rendimiento acad3mico de estudiantes universitarios.... <i>Revista De Psicodidactica</i> , 2013, 18, 375-393.	1.3	24
68	Stress and anxiety surrounding forthcoming Standard Assessment Tests in English schoolchildren. <i>Pastoral Care in Education</i> , 2012, 30, 289-302.	1.8	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.	1.1	18
70	Fear and efficacy appeals in the classroom: the secondary teachers' perspective. <i>Educational Psychology</i> , 2012, 32, 355-372.	2.7	23
71	Is academic buoyancy anything more than adaptive coping?. <i>Anxiety, Stress and Coping</i> , 2012, 25, 349-358.	2.9	86
72	Do creativity self-beliefs predict literacy achievement and motivation?. <i>Learning and Individual Differences</i> , 2012, 22, 370-374.	2.7	43

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73	Achievement goals as mediators of the relationship between competence beliefs and test anxiety. British Journal of Educational Psychology, 2012, 82, 207-224.	2.9	66
74	Perceived fear appeals and examination performance: Facilitating or debilitating outcomes?. Learning and Individual Differences, 2011, 21, 227-232.	2.7	51
75	Developing and piloting a dot-probe measure of attentional bias for test anxiety. Learning and Individual Differences, 2011, 21, 478-482.	2.7	37
76	Fear appeals in the primary classroom: Effects on test anxiety and test grade. Learning and Individual Differences, 2011, 21, 580-584.	2.7	59
77	Teachers'™ use of fear appeals in the Mathematics classroom: Worrying or motivating students?. British Journal of Educational Psychology, 2011, 81, 456-474.	2.9	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?. International Journal of Qualitative Studies in Education, 2011, 24, 717-731.	1.2	12
79	Personal and situational predictors of test anxiety of students in post-compulsory education. British Journal of Educational Psychology, 2010, 80, 137-160.	2.9	128
80	Do cognitive distortions mediate the test anxiety-examination performance relationship?. Educational Psychology, 2010, 30, 11-26.	2.7	72
81	Is the relationship between competence beliefs and test anxiety influenced by goal orientation?. Learning and Individual Differences, 2010, 20, 8-13.	2.7	72
82	Situated and Contextual Features of Test Anxiety in UK Adolescent Students. School Psychology International, 2009, 30, 56-74.	1.9	27
83	The development of an instrument to measure teachers' use of fear appeals in the GCSE classroom. British Journal of Educational Psychology, 2009, 79, 643-661.	2.9	43
84	Assessment and examination stress in Key Stage 4. British Educational Research Journal, 2009, 35, 391-411.	2.5	83
85	Test anxiety and GCSE performance: the effect of gender and socio-economic background. Educational Psychology in Practice, 2008, 24, 319-334.	1.0	51
86	Do examinations stakes moderate the test anxiety-examination performance relationship?. Educational Psychology, 2008, 28, 109-118.	2.7	34
87	Deconstructing test anxiety. Emotional and Behavioural Difficulties, 2008, 13, 141-155.	1.2	77
88	Supporting assessment stress in key stage 4 students. Educational Studies, 2008, 34, 83-95.	2.4	17
89	Researching academic stress and anxiety in students: some methodological considerations. British Educational Research Journal, 2007, 33, 207-219.	2.5	84
90	Test anxiety in UK schoolchildren: Prevalence and demographic patterns. British Journal of Educational Psychology, 2007, 77, 579-593.	2.9	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, , .	2.9	0