

Robert M Klassen

List of Publications by Year in descending order

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Version: 2024-02-01

86
papers

8,046
citations

61857

43
h-index

64668

79
g-index

101
all docs

101
docs citations

101
times ranked

4812
citing authors

#	ARTICLE	IF	CITATIONS
1	Effects on teachers' self-efficacy and job satisfaction: Teacher gender, years of experience, and job stress.. <i>Journal of Educational Psychology</i> , 2010, 102, 741-756.	2.1	1,201
2	Teachersâ€™ self-efficacy, personality, and teaching effectiveness: A meta-analysis. <i>Educational Research Review</i> , 2014, 12, 59-76.	4.1	565
3	Teacher Efficacy Research 1998â€“2009: Signs of Progress or Unfulfilled Promise?. <i>Educational Psychology Review</i> , 2011, 23, 21-43.	5.1	523
4	The occupational commitment and intention to quit of practicing and pre-service teachers: Influence of self-efficacy, job stress, and teaching context. <i>Contemporary Educational Psychology</i> , 2011, 36, 114-129.	1.6	385
5	Academic procrastination of undergraduates: Low self-efficacy to self-regulate predicts higher levels of procrastination. <i>Contemporary Educational Psychology</i> , 2008, 33, 915-931.	1.6	352
6	Exploring the validity of a teachersâ€™ self-efficacy scale in five countries. <i>Contemporary Educational Psychology</i> , 2009, 34, 67-76.	1.6	314
7	Teachers' relatedness with students: An underemphasized component of teachers' basic psychological needs.. <i>Journal of Educational Psychology</i> , 2012, 104, 150-165.	2.1	294
8	Measuring Teachersâ€™ enjoyment, anger, and anxiety: The Teacher Emotions Scales (TES). <i>Contemporary Educational Psychology</i> , 2016, 46, 148-163.	1.6	223
9	Teachersâ€™ Collective Efficacy, Job Satisfaction, and Job Stress in Cross-Cultural Context. <i>Journal of Experimental Education</i> , 2010, 78, 464-486.	1.6	206
10	Optimism and realism: A review of self-efficacy from a cross-cultural perspective. <i>International Journal of Psychology</i> , 2004, 39, 205-230.	1.7	205
11	Evaluating the Relationship Between Boredom and Academic Outcomes: A Meta-Analysis. <i>Educational Psychology Review</i> , 2016, 28, 119-144.	5.1	177
12	A Meta-Analysis of the Effects of Teacher Personality on Teacher Effectiveness and Burnout. <i>Educational Psychology Review</i> , 2019, 31, 163-195.	5.1	161
13	A Cross-Cultural Investigation of the Efficacy Beliefs of South Asian Immigrant and Anglo Canadian Nonimmigrant Early Adolescents.. <i>Journal of Educational Psychology</i> , 2004, 96, 731-742.	2.1	148
14	Relations of mathematics self-concept and its calibration with mathematics achievement: Cultural differences among fifteen-year-olds in 34 countries. <i>Learning and Instruction</i> , 2010, 20, 2-17.	1.9	143
15	Mathematics achievement and self-efficacy: Relations with motivation for mathematics. <i>International Journal of Educational Research</i> , 2015, 72, 129-136.	1.2	137
16	Teacher Stress: The Mediating Role of Collective Efficacy Beliefs. <i>Journal of Educational Research</i> , 2010, 103, 342-350.	0.8	122
17	Weekly self-efficacy and work stress during the teaching practicum: A mixed methods study. <i>Learning and Instruction</i> , 2014, 33, 158-169.	1.9	117
18	Preservice teachersâ€™ work stress, self-efficacy, and occupational commitment in four countries. <i>European Journal of Psychology of Education</i> , 2013, 28, 1289-1309.	1.3	111

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19	Writing in Early Adolescence: A Review of the Role of Self-Efficacy Beliefs. <i>Educational Psychology Review</i> , 2002, 14, 173-203.	5.1	108
20	Self-efficacy in educational settings: Recent research and emerging directions. <i>Advances in Motivation and Achievement: A Research Annual</i> , 2010, , 1-33.	0.3	103
21	Motivation and collaboration: The keys to a developmental framework for teachers'™ professional learning. <i>Teaching and Teacher Education</i> , 2017, 67, 53-66.	1.6	100
22	Investigating pre-service teacher motivation across cultures using the Teachers'™ Ten Statements Test. <i>Teaching and Teacher Education</i> , 2011, 27, 579-588.	1.6	98
23	Self-efficacy beliefs of medical students: a critical review. <i>Perspectives on Medical Education</i> , 2022, 7, 76-82.	1.8	98
24	Measuring Teacher Engagement: Development of the Engaged Teachers Scale (ETS). <i>Frontline Learning Research</i> , 2013, 1, .	0.4	91
25	Academic Procrastination in Two Settings: Motivation Correlates, Behavioral Patterns, and Negative Impact of Procrastination in Canada and Singapore. <i>Applied Psychology</i> , 2010, 59, 361-379.	4.4	86
26	Academic procrastination and motivation of adolescents in Turkey. <i>Educational Psychology</i> , 2009, 29, 69-81.	1.2	85
27	Teachers'™ Engagement at Work: An International Validation Study. <i>Journal of Experimental Education</i> , 2012, 80, 317-337.	1.6	83
28	Inclusion in Australia. <i>School Psychology International</i> , 2007, 28, 131-147.	1.1	76
29	Longitudinal relations between teaching-related motivations and student-reported teaching quality. <i>Teaching and Teacher Education</i> , 2017, 65, 241-254.	1.6	75
30	Patterns of boredom and its relationship with perceived autonomy support and engagement. <i>Contemporary Educational Psychology</i> , 2014, 39, 175-187.	1.6	71
31	Cross-cultural invariance of the Academic Expectations Stress Inventory: Adolescent samples from Canada and Singapore. <i>Journal of Adolescence</i> , 2009, 32, 1225-1237.	1.2	68
32	The Relationships Among School Types, Teacher Efficacy Beliefs, and Academic Climate: Perspective from Asian Middle Schools. <i>Journal of Educational Research</i> , 2010, 103, 183-190.	0.8	68
33	Internalizing Problems of Adults With Learning Disabilities. <i>Journal of Learning Disabilities</i> , 2013, 46, 317-327.	1.5	65
34	National context and teacher characteristics: Exploring the critical non-cognitive attributes of novice teachers in four countries. <i>Teaching and Teacher Education</i> , 2018, 72, 64-74.	1.6	64
35	Confidence to Manage Learning: The Self-Efficacy for Self-Regulated Learning of Early Adolescents with Learning Disabilities. <i>Learning Disability Quarterly</i> , 2010, 33, 19-30.	0.9	60
36	Correlates of Academic Procrastination and Students'™ Grade Goals. <i>Current Psychology</i> , 2008, 27, 135-144.	0.4	57

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37	Are you looking to teach? Cultural, temporal and dynamic insights into expert teacher gaze. <i>Learning and Instruction</i> , 2017, 49, 41-53.	1.9	56
38	Research and teaching self-efficacy of university faculty: Relations with job satisfaction. <i>International Journal of Educational Research</i> , 2019, 98, 55-66.	1.2	55
39	Self-Efficacy From the Perspective of Adolescents With LD and Their Specialist Teachers. <i>Journal of Learning Disabilities</i> , 2007, 40, 494-507.	1.5	53
40	Selecting teachers and prospective teachers: A meta-analysis. <i>Educational Research Review</i> , 2019, 26, 32-51.	4.1	53
41	Smart teachers, successful students? A systematic review of the literature on teachers'™ cognitive abilities and teacher effectiveness. <i>Educational Research Review</i> , 2020, 30, 100312.	4.1	53
42	Canadian and Chinese university students' approaches to coping with academic boredom. <i>Learning and Individual Differences</i> , 2013, 23, 32-43.	1.5	52
43	A Cross-Cultural Study of Adolescent Procrastination. <i>Journal of Research on Adolescence</i> , 2009, 19, 799-811.	1.9	51
44	Using predictions to learn about the self-efficacy of early adolescents with and without learning disabilities. <i>Contemporary Educational Psychology</i> , 2007, 32, 173-187.	1.6	47
45	Procrastination and Motivation of Undergraduates with Learning Disabilities: A Mixed-Methods Inquiry. <i>Learning Disabilities Research and Practice</i> , 2008, 23, 137-147.	0.9	46
46	Motivation beliefs of secondary school teachers in Canada and Singapore: A mixed methods study. <i>Teaching and Teacher Education</i> , 2008, 24, 1919-1934.	1.6	45
47	Calibration of reading self-concept and reading achievement among 15-year-olds: Cultural differences in 34 countries. <i>Learning and Individual Differences</i> , 2009, 19, 372-386.	1.5	43
48	Teachers'™ Psychological Characteristics: Do They Matter for Teacher Effectiveness, Teachers'™ Well-being, Retention, and Interpersonal Relations? An Integrative Review. <i>Educational Psychology Review</i> , 2022, 34, 259-300.	5.1	43
49	Capturing teacher priorities: Using real-world eye-tracking to investigate expert teacher priorities across two cultures. <i>Learning and Instruction</i> , 2019, 60, 215-224.	1.9	41
50	Teaching in the Yukon: Exploring teachers'™ efficacy beliefs, stress, and job satisfaction in a remote setting. <i>International Journal of Educational Research</i> , 2009, 48, 381-394.	1.2	38
51	Teachers' cognitive processing of complex school-based scenarios: Differences across experience levels. <i>Teaching and Teacher Education</i> , 2018, 73, 215-226.	1.6	32
52	The power of feedback and reflection: Testing an online scenario-based learning intervention for student teachers. <i>Computers and Education</i> , 2021, 169, 104194.	5.1	31
53	How times change: Secondary teachers' job satisfaction and dissatisfaction in 1962 and 2007. <i>British Educational Research Journal</i> , 2009, 35, 745-759.	1.4	30
54	Can we improve how we screen applicants for initial teacher education?. <i>Teaching and Teacher Education</i> , 2020, 87, 102949.	1.6	30

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55	Teacher motivation and student outcomes: Searching for the signal. <i>Educational Psychologist</i> , 2021, 56, 283-297.	4.7	30
56	Reactivity effects in video-based classroom research: an investigation using teacher and student questionnaires as well as teacher eye-tracking. <i>Zeitschrift Fur Erziehungswissenschaft</i> , 2017, 20, 49-74.	3.5	27
57	Developing a Proof-of-Concept Selection Test for Entry into Primary Teacher Education Programs. <i>International Journal of Assessment Tools in Education</i> , 2017, 4, 96-114.	0.4	27
58	Collective motivation beliefs of early adolescents working in small groups. <i>Journal of School Psychology</i> , 2009, 47, 101-120.	1.5	26
59	Task performance in small group settings: the role of group members' self-efficacy and collective efficacy and group's characteristics. <i>Educational Psychology</i> , 2017, 37, 1082-1105.	1.2	25
60	When IQ is Irrelevant to the Definition of Learning Disabilities. <i>School Psychology International</i> , 2005, 26, 297-316.	1.1	22
61	Predicting performance on academic and non-academic tasks: A comparison of adolescents with and without learning disabilities. <i>Contemporary Educational Psychology</i> , 2012, 37, 162-169.	1.6	20
62	A Cross-Cultural Validation of the Learning-Related Boredom Scale (LRBS) With Canadian and Chinese College Students. <i>Journal of Psychoeducational Assessment</i> , 2013, 31, 29-40.	0.9	19
63	Using video- and text-based situational judgement tests for teacher selection: a quasi-experiment exploring the relations between test format, subgroup differences, and applicant reactions. <i>European Journal of Work and Organizational Psychology</i> , 2021, 30, 251-264.	2.2	17
64	An international validation of the engaged teacher scale. <i>Teachers and Teaching: Theory and Practice</i> , 2018, 24, 673-689.	0.9	16
65	Specificity of Reading Self-Efficacy Among Primary School Children. <i>Journal of Experimental Education</i> , 2019, 87, 496-516.	1.6	16
66	A Comparative Analysis of Practitioners' Errors on WIS C-R and WIS C-III. <i>Canadian Journal of School Psychology</i> , 1996, 12, 35-43.	1.6	15
67	National differences in mindset among students who plan to be teachers. <i>International Journal of School and Educational Psychology</i> , 2016, 4, 158-164.	1.0	15
68	Examining teacher recruitment strategies in England. <i>Journal of Education for Teaching</i> , 2021, 47, 163-185.	1.1	15
69	The development of a situational judgement test of personal attributes for quality teaching in rural and remote Australia. <i>Australian Educational Researcher</i> , 2018, 45, 255-276.	1.6	14
70	How Should Stressors Be Examined in Teachers? Answering Questions about Dimensionality, Generalizability and Predictive Effects Using the Multicontext Stressors Scale. <i>International Journal of Environmental Research and Public Health</i> , 2019, 16, 3388.	1.2	14
71	The development and testing of an online scenario-based learning activity to prepare preservice teachers for teaching placements. <i>Teaching and Teacher Education</i> , 2021, 104, 103385.	1.6	14
72	Examining the factor structure and validity of the English Precursors to Boredom Scales. <i>Learning and Individual Differences</i> , 2014, 32, 254-260.	1.5	12

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73	Normative and appearance performance-approach goal structures: Two-level factor structure and external linkages. <i>Journal of Experimental Education</i> , 2022, 90, 130-145.	1.6	9
74	The selection gap in teacher education: Adverse effects of ethnicity, gender, and socio-economic status on situational judgement test performance. <i>British Journal of Educational Psychology</i> , 2021, 91, 1015-1034.	1.6	8
75	Attracting prospective STEM teachers using realistic job previews: a mixed methods study. <i>European Journal of Teacher Education</i> , 0, , 1-23.	2.2	7
76	Developing a situational judgement test for admission into initial teacher education in Oman: An exploratory study. <i>International Journal of School and Educational Psychology</i> , 2020, 8, 187-198.	1.0	6
77	Spelling and Writing Self-efficacy of Indo-Canadian and Anglo-Canadian Early Adolescents. <i>Journal of International Migration and Integration</i> , 2008, 9, 311-326.	0.8	4
78	Different Levels of Context-Specificity of Teacher Self-Efficacy and Their Relations With Teaching Quality. <i>Frontiers in Psychology</i> , 0, 13, .	1.1	4
79	A Cross-National Validation of the Academic Expectations Stress Inventory With Chinese and Korean High School Students. <i>Journal of Psychoeducational Assessment</i> , 2016, 34, 289-295.	0.9	3
80	The teacher-class relationship. <i>Zeitschrift Fur Padagogische Psychologie</i> , 2022, 36, 115-132.	1.2	3
81	Criteria for adulthood, resilience, and self-esteem among emerging adults in Hong Kong: A path analysis approach. <i>Children and Youth Services Review</i> , 2020, 119, 105607.	1.0	2
82	Situational Judgment Tests and Their Use for Teacher Selection. , 2021, , 99-117.		1
83	The Importance of Selecting the Most Effective Teachers. , 2021, , 1-11.		0
84	What Does "Teacher Effectiveness"™ Look like?. , 2021, , 15-32.		0
85	Procrastination. , 2017, , 1-7.		0
86	Procrastination. , 2018, , 2891-2897.		0