Robert M Klassen

List of Publications by Year
in descending order

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	Self-efficacy beliefs of medical students: a critical review. Perspectives on Medical Education, 2022, 7, 76-82.	1.8	98
2	Normative and appearance performance-approach goal structures: Two-level factor structure and external linkages. Journal of Experimental Education, 2022, 90, 130-145.	1.6	9
3	Teachers' Psychological Characteristics: Do They Matter for Teacher Effectiveness, Teachers' Well-being, Retention, and Interpersonal Relations? An Integrative Review. Educational Psychology Review, 2022, 34, 259-300.	5.1	43
4	The teacher-class relationship. Zeitschrift Fur Padagogische Psychologie, 2022, 36, 115-132.	1.2	3
5	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. European Journal of Work and Organizational Psychology, 2021, 30, 251-264.	2.2	17
6	The Importance of Selecting the Most Effective Teachers. , 2021, , 1-11.		0
7	What Does 'Teacher Effectiveness' Look like?. , 2021, , 15-32.		0
8	Situational Judgment Tests and Their Use for Teacher Selection. , 2021, , 99-117.		1
9	The selection gap in teacher education: Adverse effects of ethnicity, gender, and socio‐economic status on situational judgement test performance. British Journal of Educational Psychology, 2021, 91, 1015-1034.	1.6	8
10	The development and testing of an online scenario-based learning activity to prepare preservice teachers for teaching placements. Teaching and Teacher Education, 2021, 104, 103385.	1.6	14
11	The power of feedback and reflection: Testing an online scenario-based learning intervention for student teachers. Computers and Education, 2021, 169, 104194.	5.1	31
12	Examining teacher recruitment strategies in England. Journal of Education for Teaching, 2021, 47, 163-185.	1.1	15
13	Teacher motivation and student outcomes: Searching for the signal. Educational Psychologist, 2021, 56, 283-297.	4.7	30
14	Can we improve how we screen applicants for initial teacher education?. Teaching and Teacher Education, 2020, 87, 102949.	1.6	30
15	Developing a situational judgement test for admission into initial teacher education in Oman: An exploratory study. International Journal of School and Educational Psychology, 2020, 8, 187-198.	1.0	6
16	Criteria for adulthood, resilience, and self-esteem among emerging adults in Hong Kong: A path analysis approach. Children and Youth Services Review, 2020, 119, 105607.	1.0	2
17	Smart teachers, successful students? A systematic review of the literature on teachers' cognitive abilities and teacher effectiveness. Educational Research Review, 2020, 30, 100312.	4.1	53
18	Research and teaching self-efficacy of university faculty: Relations with job satisfaction. International Journal of Educational Research, 2019, 98, 55-66.	1.2	55

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19	How Should Stressors Be Examined in Teachers? Answering Questions about Dimensionality, Generalizability and Predictive Effects Using the Multicontext Stressors Scale. International Journal of Environmental Research and Public Health, 2019, 16, 3388.	1.2	14
20	Selecting teachers and prospective teachers: A meta-analysis. Educational Research Review, 2019, 26, 32-51.	4.1	53
21	Specificity of Reading Self-Efficacy Among Primary School Children. Journal of Experimental Education, 2019, 87, 496-516.	1.6	16
22	A Meta-Analysis of the Effects of Teacher Personality on Teacher Effectiveness and Burnout. Educational Psychology Review, 2019, 31, 163-195.	5.1	161
23	Capturing teacher priorities: Using real-world eye-tracking to investigate expert teacher priorities across two cultures. Learning and Instruction, 2019, 60, 215-224.	1.9	41
24	Teachers' cognitive processing of complex school-based scenarios: Differences across experience levels. Teaching and Teacher Education, 2018, 73, 215-226.	1.6	32
25	The development of a situational judgement test of personal attributes for quality teaching in rural and remote Australia. Australian Educational Researcher, 2018, 45, 255-276.	1.6	14
26	An international validation of the engaged teacher scale. Teachers and Teaching: Theory and Practice, 2018, 24, 673-689.	0.9	16
27	National context and teacher characteristics: Exploring the critical non-cognitive attributes of novice teachers in four countries. Teaching and Teacher Education, 2018, 72, 64-74.	1.6	64
28	Procrastination. , 2018, , 2891-2897.		0
29	Are you looking to teach? Cultural, temporal and dynamic insights into expert teacher gaze. Learning and Instruction, 2017, 49, 41-53.	1.9	56
30	Longitudinal relations between teaching-related motivations and student-reported teaching quality. Teaching and Teacher Education, 2017, 65, 241-254.	1.6	75
31	Reactivity effects in video-based classroom research: an investigation using teacher and student questionnaires as well as teacher eye-tracking. Zeitschrift Fur Erziehungswissenschaft, 2017, 20, 49-74.	3.5	27
32	Motivation and collaboration: The keys to a developmental framework for teachers' professional learning. Teaching and Teacher Education, 2017, 67, 53-66.	1.6	100
33	Task performance in small group settings: the role of group members' self-efficacy and collective efficacy and group's characteristics. Educational Psychology, 2017, 37, 1082-1105.	1.2	25
34	Developing a Proof-of-Concept Selection Test for Entry into Primary Teacher Education Programs. International Journal of Assessment Tools in Education, 2017, 4, 96-114.	0.4	27
35	Procrastination. , 2017, , 1-7.		0
36	Measuring Teachers' enjoyment, anger, and anxiety: The Teacher Emotions Scales (TES). Contemporary Educational Psychology, 2016, 46, 148-163.	1.6	223

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37	National differences in mindset among students who plan to be teachers. International Journal of School and Educational Psychology, 2016, 4, 158-164.	1.0	15
38	A Cross-National Validation of the Academic Expectations Stress Inventory With Chinese and Korean High School Students. Journal of Psychoeducational Assessment, 2016, 34, 289-295.	0.9	3
39	Evaluating the Relationship Between Boredom and Academic Outcomes: A Meta-Analysis. Educational Psychology Review, 2016, 28, 119-144.	5.1	177
40	Mathematics achievement and self-efficacy: Relations with motivation for mathematics. International Journal of Educational Research, 2015, 72, 129-136.	1.2	137
41	Teachers' self-efficacy, personality, and teaching effectiveness: A meta-analysis. Educational Research Review, 2014, 12, 59-76.	4.1	565
42	Patterns of boredom and its relationship with perceived autonomy support and engagement. Contemporary Educational Psychology, 2014, 39, 175-187.	1.6	71
43	Examining the factor structure and validity of the English Precursors to Boredom Scales. Learning and Individual Differences, 2014, 32, 254-260.	1.5	12
44	Weekly self-efficacy and work stress during the teaching practicum: A mixed methods study. Learning and Instruction, 2014, 33, 158-169.	1.9	117
45	Canadian and Chinese university students' approaches to coping with academic boredom. Learning and Individual Differences, 2013, 23, 32-43.	1.5	52
46	Preservice teachers' work stress, self-efficacy, and occupational commitment in four countries. European Journal of Psychology of Education, 2013, 28, 1289-1309.	1.3	111
47	A Cross-Cultural Validation of the Learning-Related Boredom Scale (LRBS) With Canadian and Chinese College Students. Journal of Psychoeducational Assessment, 2013, 31, 29-40.	0.9	19
48	Internalizing Problems of Adults With Learning Disabilities. Journal of Learning Disabilities, 2013, 46, 317-327.	1.5	65
49	Measuring Teacher Engagement: Development of the Engaged Teachers Scale (ETS). Frontline Learning Research, 2013, 1, .	0.4	91
50	Teachers' relatedness with students: An underemphasized component of teachers' basic psychological needs.. Journal of Educational Psychology, 2012, 104, 150-165.	2.1	294
51	Predicting performance on academic and non-academic tasks: A comparison of adolescents with and without learning disabilities. Contemporary Educational Psychology, 2012, 37, 162-169.	1.6	20
52	Teachers' Engagement at Work: An International Validation Study. Journal of Experimental Education, 2012, 80, 317-337.	1.6	83
53	The occupational commitment and intention to quit of practicing and pre-service teachers: Influence of self-efficacy, job stress, and teaching context. Contemporary Educational Psychology, 2011, 36, 114-129.	1.6	385
54	Investigating pre-service teacher motivation across cultures using the Teachers' Ten Statements Test. Teaching and Teacher Education, 2011, 27, 579-588.	1.6	98

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55	Teacher Efficacy Research 1998–2009: Signs of Progress or Unfulfilled Promise?. Educational Psychology Review, 2011, 23, 21-43.	5.1	523
56	Academic Procrastination in Two Settings: Motivation Correlates, Behavioral Patterns, and Negative Impact of Procrastination in Canada and Singapore. Applied Psychology, 2010, 59, 361-379.	4.4	86
57	Confidence to Manage Learning: The Self-Efficacy for Self-Regulated Learning of Early Adolescents with Learning Disabilities. Learning Disability Quarterly, 2010, 33, 19-30.	0.9	60
58	Effects on teachers' self-efficacy and job satisfaction: Teacher gender, years of experience, and job stress.. Journal of Educational Psychology, 2010, 102, 741-756.	2.1	1,201
59	Teacher Stress: The Mediating Role of Collective Efficacy Beliefs. Journal of Educational Research, 2010, 103, 342-350.	0.8	122
60	Self-efficacy in educational settings: Recent research and emerging directions. Advances in Motivation and Achievement: A Research Annual, 2010, , 1-33.	0.3	103
61	Teachers' Collective Efficacy, Job Satisfaction, and Job Stress in Cross-Cultural Context. Journal of Experimental Education, 2010, 78, 464-486.	1.6	206
62	Relations of mathematics self-concept and its calibration with mathematics achievement: Cultural differences among fifteen-year-olds in 34 countries. Learning and Instruction, 2010, 20, 2-17.	1.9	143
63	The Relationships Among School Types, Teacher Efficacy Beliefs, and Academic Climate: Perspective from Asian Middle Schools. Journal of Educational Research, 2010, 103, 183-190.	0.8	68
64	A Cross‐Cultural Study of Adolescent Procrastination. Journal of Research on Adolescence, 2009, 19, 799-811.	1.9	51
65	Collective motivation beliefs of early adolescents working in small groups. Journal of School Psychology, 2009, 47, 101-120.	1.5	26
66	Exploring the validity of a teachers' self-efficacy scale in five countries. Contemporary Educational Psychology, 2009, 34, 67-76.	1.6	314
67	Teaching in the Yukon: Exploring teachers' efficacy beliefs, stress, and job satisfaction in a remote setting. International Journal of Educational Research, 2009, 48, 381-394.	1.2	38
68	Calibration of reading self-concept and reading achievement among 15-year-olds: Cultural differences in 34 countries. Learning and Individual Differences, 2009, 19, 372-386.	1.5	43
69	Cross‐cultural invariance of the Academic Expectations Stress Inventory: Adolescent samples from Canada and Singapore. Journal of Adolescence, 2009, 32, 1225-1237.	1.2	68
70	How times change: Secondary teachers' job satisfaction and dissatisfaction in 1962 and 2007. British Educational Research Journal, 2009, 35, 745-759.	1.4	30
71	Academic procrastination and motivation of adolescents in Turkey. Educational Psychology, 2009, 29, 69-81.	1.2	85
72	Spelling and Writing Self-efficacy of Indo-Canadian and Anglo-Canadian Early Adolescents. Journal of International Migration and Integration, 2008, 9, 311-326.	0.8	4

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73	Correlates of Academic Procrastination and Students' Grade Goals. Current Psychology, 2008, 27, 135-144.	0.4	57
74	Procrastination and Motivation of Undergraduates with Learning Disabilities: A Mixed-Methods Inquiry. Learning Disabilities Research and Practice, 2008, 23, 137-147.	0.9	46
75	Motivation beliefs of secondary school teachers in Canada and Singapore: A mixed methods study. Teaching and Teacher Education, 2008, 24, 1919-1934.	1.6	45
76	Academic procrastination of undergraduates: Low self-efficacy to self-regulate predicts higher levels of procrastination. Contemporary Educational Psychology, 2008, 33, 915-931.	1.6	352
77	Self-Efficacy From the Perspective of Adolescents With LD and Their Specialist Teachers. Journal of Learning Disabilities, 2007, 40, 494-507.	1.5	53
78	Inclusion in Australia. School Psychology International, 2007, 28, 131-147.	1.1	76
79	Using predictions to learn about the self-efficacy of early adolescents with and without learning disabilities. Contemporary Educational Psychology, 2007, 32, 173-187.	1.6	47
80	When IQ is Irrelevant to the Definition of Learning Disabilities. School Psychology International, 2005, 26, 297-316.	1.1	22
81	Optimism and realism: A review of self-efficacy from a cross-cultural perspective. International Journal of Psychology, 2004, 39, 205-230.	1.7	205
82	A Cross-Cultural Investigation of the Efficacy Beliefs of South Asian Immigrant and Anglo Canadian Nonimmigrant Early Adolescents.. Journal of Educational Psychology, 2004, 96, 731-742.	2.1	148
83	Writing in Early Adolescence: A Review of the Role of Self-Efficacy Beliefs. Educational Psychology Review, 2002, 14, 173-203.	5.1	108
84	A Comparative Analysis of Practitioners' Errors on WIS C-R and WIS C-III. Canadian Journal of School Psychology, 1996, 12, 35-43.	1.6	15
85	Attracting prospective STEM teachers using realistic job previews: a mixed methods study. European Journal of Teacher Education, 0, , 1-23.	2.2	7
86	Different Levels of Context-Specificity of Teacher Self-Efficacy and Their Relations With Teaching Quality. Frontiers in Psychology, 0, 13, .	1.1	4