

Robert H Stupnisky

List of Publications by Year in descending order

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Version: 2024-02-01

44
papers

3,063
citations

186254
28
h-index

265191
42
g-index

45
all docs

45
docs citations

45
times ranked

2051
citing authors

#	ARTICLE	IF	CITATIONS
1	Boredom in achievement settings: Exploring control-value antecedents and performance outcomes of a neglected emotion.. Journal of Educational Psychology, 2010, 102, 531-549.	2.9	742
2	A longitudinal analysis of achievement goals: From affective antecedents to emotional effects and achievement outcomes.. Journal of Educational Psychology, 2009, 101, 948-963.	2.9	243
3	Individual differences in achievement goals: A longitudinal study of cognitive, emotional, and achievement outcomes. Contemporary Educational Psychology, 2008, 33, 584-608.	2.9	224
4	Measuring students' emotions in the early years: The Achievement Emotions Questionnaire-Elementary School (AEQ-ES). Learning and Individual Differences, 2012, 22, 190-201.	2.7	130
5	Testing the predictors of boredom at school: Development and validation of the precursors to boredom scales. British Journal of Educational Psychology, 2011, 81, 421-440.	2.9	121
6	Perceived Academic Control and Academic Emotions Predict Undergraduate University Student Success: Examining Effects on Dropout Intention and Achievement. Frontiers in Psychology, 2017, 8, 243.	2.1	106
7	Faculty members'™ motivation for teaching and best practices: Testing a model based on self-determination theory across institution types. Contemporary Educational Psychology, 2018, 53, 15-26.	2.9	97
8	The Interrelation of First-Year College Students'™ Critical Thinking Disposition, Perceived Academic Control, and Academic Achievement. Research in Higher Education, 2008, 49, 513-530.	1.7	93
9	Bad Starts and Better Finishes: Attributional Retraining and Initial Performance in Competitive Achievement Settings. Journal of Social and Clinical Psychology, 2010, 29, 668-700.	0.5	78
10	Perceived Academic Control: mediating the effects of optimism and social support on college students'™ psychological health. Social Psychology of Education, 2009, 12, 233-249.	2.5	71
11	Reducing the Academic Risks of Over-Optimism: The Longitudinal Effects of Attributional Retraining on Cognition and Achievement. Research in Higher Education, 2006, 47, 755-779.	1.7	66
12	Attributional retraining and elaborative learning: Improving academic development through writing-based interventions. Learning and Individual Differences, 2007, 17, 280-290.	2.7	66
13	Not that different in theory: Discussing the control-value theory of emotions in online learning environments. Internet and Higher Education, 2012, 15, 222-226.	6.5	66
14	A Review of Attributional Retraining Treatments: Fostering Engagement and Persistence in Vulnerable College Students. Higher Education, 2009, , 227-272.	1.2	61
15	Exploring and testing the predictors of new faculty success: a mixed methods study. Studies in Higher Education, 2015, 40, 368-390.	4.5	57
16	Exploring the antecedents of boredom: Do teachers know why students are bored?. Teaching and Teacher Education, 2014, 39, 22-30.	3.2	52
17	Comparing self-esteem and perceived control as predictors of first-year college students'™ academic achievement. Social Psychology of Education, 2007, 10, 303-330.	2.5	51
18	Motivation of higher education faculty: Theoretical approaches, empirical evidence, and future directions. International Journal of Educational Research, 2020, 99, 101502.	2.2	51

#	ARTICLE	IF	CITATIONS
19	Enjoyment, Boredom, Anxiety in Elementary Schools in Two Domains: Relations With Achievement. <i>Journal of Experimental Education</i> , 2019, 87, 449-469.	2.6	50
20	Improving student relatedness through an online discussion intervention: The application of self-determination theory in synchronous hybrid programs. <i>Computers and Education</i> , 2017, 114, 117-138.	8.3	49
21	Looking beyond grades: Comparing self-esteem and perceived academic control as predictors of first-year college students' well-being. <i>Learning and Individual Differences</i> , 2013, 23, 151-157.	2.7	46
22	Students'™ emotions for achievement and technology use in synchronous hybrid graduate programmes: a control-value approach. <i>Research in Learning Technology</i> , 0, 23, .	2.3	46
23	A mixed methods study of graduate students' self-determined motivation in synchronous hybrid learning environments. <i>Internet and Higher Education</i> , 2016, 28, 85-95.	6.5	46
24	Relieving career anxiety and indecision: the role of undergraduate students'™ perceived control and faculty affiliations. <i>Social Psychology of Education</i> , 2011, 14, 409-426.	2.5	44
25	The Effect of Attributional Retraining on Mastery and Performance Motivation Among First-Year College Students. <i>Basic and Applied Social Psychology</i> , 2008, 30, 198-207.	2.1	43
26	Attributional (explanatory) thinking about failure in new achievement settings. <i>European Journal of Psychology of Education</i> , 2008, 23, 459-475.	2.6	40
27	Testing a Model of Pretenure Faculty Members'™ Teaching and Research Success: Motivation as a Mediator of Balance, Expectations, and Collegiality. <i>Journal of Higher Education</i> , 2017, 88, 376-400.	2.7	35
28	The Impact of Emotions on Student Achievement in Synchronous Hybrid Business and Public Administration Programs: A Longitudinal Test of Control-Value Theory*. <i>Decision Sciences Journal of Innovative Education</i> , 2016, 14, 441-474.	0.8	33
29	New faculty members' emotions: a mixed-method study. <i>Studies in Higher Education</i> , 2016, 41, 1167-1188.	4.5	33
30	Examining perceived control level and instability as predictors of first-year college students'™ academic achievement. <i>Contemporary Educational Psychology</i> , 2012, 37, 81-90.	2.9	30
31	Teachers'™ relatedness with students as a predictor of students'™ intrinsic motivation, self-concept, and reading achievement. <i>Early Childhood Research Quarterly</i> , 2019, 48, 215-225.	2.7	30
32	How does faculty research motivation type relate to success? A test of self-determination theory. <i>International Journal of Educational Research</i> , 2019, 98, 25-35.	2.2	25
33	When do students ask why? Examining the precursors and outcomes of causal search among first-year college students. <i>Contemporary Educational Psychology</i> , 2011, 36, 201-211.	2.9	24
34	The Emotions of Pretenure Faculty: Implications for Teaching and Research Success. <i>Review of Higher Education</i> , 2019, 42, 1489-1526.	1.3	21
35	Faculty enjoyment, anxiety, and boredom for teaching and research: instrument development and testing predictors of success. <i>Studies in Higher Education</i> , 2019, 44, 1712-1722.	4.5	20
36	Personal goals as predictors of intended classroom goals: Comparing elementary and secondary school pre-service teachers. <i>British Journal of Educational Psychology</i> , 2013, 83, 396-413.	2.9	19

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37	The longitudinal effects of achievement goals and perceived control on university student achievement. <i>European Journal of Psychology of Education</i> , 2014, 29, 175-194.	2.6	19
38	Testing the relationships of motivation, time management and career aspirations on graduate students' academic success. <i>Journal of Applied Research in Higher Education</i> , 2021, 13, 1305-1322.	1.9	11
39	Multiple causal attributions: An investigation of college students learning a foreign language. <i>European Journal of Psychology of Education</i> , 2013, 28, 1587-1602.	2.6	9
40	Value of college education mediating the predictive effects of causal attributions on academic success. <i>Social Psychology of Education</i> , 2015, 18, 531-546.	2.5	9
41	How Accurately Can Parents Judge Their Children's Boredom in School?. <i>Frontiers in Psychology</i> , 2016, 7, 770.	2.1	3
42	How Does Counseling Psychology Faculty Members' Grit Relate to their Emotions and Success in Teaching and Research?. <i>Innovative Higher Education</i> , 2022, 47, 775-792.	2.5	2
43	Testing and exploring the predictors of faculty motivation to use learning analytics to enhance teaching effectiveness. <i>Journal of Computing in Higher Education</i> , 2022, 34, 545-576.	6.1	1
44	Mine, Yours, or Ours? Perceptions of Student-Created Intellectual Property Ownership. <i>Entrepreneurship Education and Pedagogy</i> , 2021, 4, 204-224.	2.3	0