Thomas Goetz

List of Publications by Year
in descending order

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113 papers	14,665 citations	41258 49 h-index	30848 102 g-index
121 all docs	121 docs citations	121 times ranked	6039 citing authors

#	Article	IF	Citations
1	Academic Emotions in Students' Self-Regulated Learning and Achievement: A Program of Qualitative and Quantitative Research. Educational Psychologist, 2002, 37, 91-105.	4.7	2,396
2	Measuring emotions in studentsâ€™ learning and performance: The Achievement Emotions Questionnaire (AEQ). Contemporary Educational Psychology, 2011, 36, 36-48.	1.6	1,229
3	Boredom in achievement settings: Exploring controlâ€“value antecedents and performance outcomes of a neglected emotion.. Journal of Educational Psychology, 2010, 102, 531-549.	2.1	742
4	The Control-Value Theory of Achievement Emotions. , 2007, , 13-36.		603
5	Emotional transmission in the classroom: Exploring the relationship between teacher and student enjoyment.. Journal of Educational Psychology, 2009, 101, 705-716.	2.1	519
6	Achievement Emotions and Academic Performance: Longitudinal Models of Reciprocal Effects. Child Development, 2017, 88, 1653-1670.	1.7	489
7	Girls and mathematics â€”A â€œhopelessâ€•issue? A control-value approach to gender differences in emotions towards mathematics. European Journal of Psychology of Education, 2007, 22, 497-514.	1.3	347
8	Perceived learning environment and students' emotional experiences: A multilevel analysis of mathematics classrooms. Learning and Instruction, 2007, 17, 478-493.	1.9	312
9	Development of Mathematics Interest in Adolescence: Influences of Gender, Family, and School Context. Journal of Research on Adolescence, 2010, 20, 507-537.	1.9	311
10	â€œMy Questionnaire is Too Long!â€•The assessments of motivational-affective constructs with three-item and single-item measures. Contemporary Educational Psychology, 2014, 39, 188-205.	1.6	289
11	Between- and within-domain relations of students' academic emotions.. Journal of Educational Psychology, 2007, 99, 715-733.	2.1	283
12	Do Girls Really Experience More Anxiety in Mathematics?. Psychological Science, 2013, 24, 2079-2087.	1.8	270
13	Academic emotions from a social-cognitive perspective: Antecedents and domain specificity of students' affect in the context of Latin instruction. British Journal of Educational Psychology, 2006, 76, 289-308.	1.6	260
14	The importance of teachers' emotions and instructional behavior for their students' emotions â€“ An experience sampling analysis. Teaching and Teacher Education, 2014, 43, 15-26.	1.6	256
15	Beyond test anxiety: Development and validation of the test emotions questionnaire (TEQ). Anxiety, Stress and Coping, 2004, 17, 287-316.	1.7	252
16	Boredom and academic achievement: Testing a model of reciprocal causation.. Journal of Educational Psychology, 2014, 106, 696-710.	2.1	250
17	Antecedents of academic emotions: Testing the internal/external frame of reference model for academic enjoyment. Contemporary Educational Psychology, 2008, 33, 9-33.	1.6	225
18	Measuring Teachersâ€™ enjoyment, anger, and anxiety: The Teacher Emotions Scales (TES). Contemporary Educational Psychology, 2016, 46, 148-163.	1.6	223

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19	Types of boredom: An experience sampling approach. Motivation and Emotion, 2014, 38, 401-419.	0.8	202
20	Coping with boredom in school: An experience sampling perspective. Contemporary Educational Psychology, 2011, 36, 49-59.	1.6	189
21	Emotion transmission in the classroom revisited: A reciprocal effects model of teacher and student enjoyment.. Journal of Educational Psychology, 2018, 110, 628-639.	2.1	189
22	Gender Differences in Gifted and Average-Ability Students. Gifted Child Quarterly, 2008, 52, 146-159.	1.2	183
23	Antecedents of everyday positive emotions: An experience sampling analysis. Motivation and Emotion, 2010, 34, 49-62.	0.8	178
24	Teacher Enthusiasm: Reviewing and Redefining a Complex Construct. Educational Psychology Review, 2016, 28, 743-769.	5.1	178
25	Studentsâ€™ emotions during homework in mathematics: Testing a theoretical model of antecedents and achievement outcomes. Contemporary Educational Psychology, 2011, 36, 25-35.	1.6	168
26	Academic self-concept and emotion relations: Domain specificity and age effects. Contemporary Educational Psychology, 2010, 35, 44-58.	1.6	166
27	The Domain Specificity of Academic Emotional Experiences. Journal of Experimental Education, 2006, 75, 5-29.	1.6	162
28	Achievement Emotions in Germany and China. Journal of Cross-Cultural Psychology, 2007, 38, 302-309.	1.0	151
29	TeachersÃ¢â‚¬â„¢ emotional experiences and exhaustion as predictors of emotional labor in the classroom: an experience sampling study. Frontiers in Psychology, 2014, 5, 1442.	1.1	151
30	Students' emotions during homework: Structures, self-concept antecedents, and achievement outcomes. Learning and Individual Differences, 2012, 22, 225-234.	1.5	145
31	What to do when feeling bored?. Learning and Individual Differences, 2010, 20, 626-638.	1.5	136
32	Intraindividual relations between achievement goals and discrete achievement emotions: An experience sampling approach. Learning and Instruction, 2016, 41, 115-125.	1.9	125
33	Characteristics of teaching and studentsâ€™ emotions in the classroom: Investigating differences across domains. Contemporary Educational Psychology, 2013, 38, 383-394.	1.6	124
34	Antecedents and Effects of Teachersâ€™ Emotional Experiences: An Integrated Perspective and Empirical Test. , 2009, , 129-151.		124
35	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.	1.6	121
36	Positive Emotions in Education. , 2002, , 149-174.		116

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37	Feeling and showing: A new conceptualization of dispositional teacher enthusiasm and its relation to students' interest. Learning and Instruction, 2014, 33, 29-38.	1.9	105
38	Student emotions in class: The relative importance of teachers and their interpersonal relations with students. Learning and Instruction, 2018, 53, 109-119.	1.9	105
39	A hierarchical conceptualization of enjoyment in students. Learning and Instruction, 2006, 16, 323-338.	1.9	102
40	Beyond quantitative decline: Conceptual shifts in adolescents' development of interest in mathematics.. Developmental Psychology, 2012, 48, 1069-1082.	1.2	94
41	Antecedents of teachersÃ¢â‚¬â„¢ emotions in the classroom: an intraindividual approach. Frontiers in Psychology, 2015, 6, 635.	1.1	91
42	Primary and secondary control in academic development: gender-specific implications for stress and health in college students1. Anxiety, Stress and Coping, 2006, 19, 189-210.	1.7	84
43	Teaching This Class Drives Me Nuts! - Examining the Person and Context Specificity of Teacher Emotions. PLoS ONE, 2015, 10, e0129630.	1.1	84
44	Can I master it and does it matter? An intraindividual analysis on controlâ€“value antecedents of trait and state academic emotions. Learning and Individual Differences, 2013, 28, 102-108.	1.5	82
45	Achievement goals, emotions, learning, and performance: A process model.. Motivation Science, 2015, 1, 98-120.	1.2	78
46	Examining boredom: Different causes for different coping profiles. Learning and Individual Differences, 2015, 37, 255-261.	1.5	72
47	Big fish in big ponds: A multilevel analysis of test anxiety and achievement in special gifted classes. Anxiety, Stress and Coping, 2008, 21, 185-198.	1.7	71
48	Gender stereotype endorsement differentially predicts girls' and boys' trait-state discrepancy in math anxiety. Frontiers in Psychology, 2015, 6, 1404.	1.1	68
49	The AEQ-S: A short version of the Achievement Emotions Questionnaire. Contemporary Educational Psychology, 2021, 65, 101940.	1.6	67
50	Attributional retraining and elaborative learning: Improving academic development through writing-based interventions. Learning and Individual Differences, 2007, 17, 280-290.	1.5	66
51	Examining the accuracy of studentsâ€™ self-reported academic grades from a correlational and a discrepancy perspective: Evidence from a longitudinal study. PLoS ONE, 2017, 12, e0187367.	1.1	65
52	Happy fish in little ponds: Testing a reference group model of achievement and emotion.. Journal of Personality and Social Psychology, 2019, 117, 166-185.	2.6	65
53	Emotional experiences during test taking: Does cognitive ability make a difference?. Learning and Individual Differences, 2007, 17, 3-16.	1.5	64
54	Exploring Teacher Emotions. , 2014, , 69-82.		58

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55	Adaptability Promotes Student Engagement Under COVID-19: The Multiple Mediating Effects of Academic Emotion. Frontiers in Psychology, 2020, 11, 633265.	1.1	55
56	Teachers' goal orientations: Effects on classroom goal structures and emotions. British Journal of Educational Psychology, 2017, 87, 90-107.	1.6	53
57	Exploring the antecedents of boredom: Do teachers know why students are bored?. Teaching and Teacher Education, 2014, 39, 22-30.	1.6	52
58	What Students Think They Feel Differs from What They Really Feel â€“ Academic Self-Concept Moderates the Discrepancy between Studentsâ€™ Trait and State Emotional Self-Reports. PLoS ONE, 2014, 9, e92563.	1.1	48
59	Affect and motivation within and between school subjects: Development and validation of an integrative structural model of academic self-concept, interest, and anxiety. Contemporary Educational Psychology, 2017, 49, 46-65.	1.6	47
60	Female â€˜big fishâ€™ swimming against the tide: The â€˜big-fish-little-pond effectâ€™ and gender-ratio in special gifted classes. Contemporary Educational Psychology, 2008, 33, 78-96.	1.6	44
61	Test Anxiety and Physiological Arousal: A Systematic Review and Meta-Analysis. Educational Psychology Review, 2021, 33, 579-618.	5.1	44
62	The Glass Half Empty: How Emotional Exhaustion Affects the State-Trait Discrepancy in Self-Reports of Teaching Emotions. PLoS ONE, 2015, 10, e0137441.	1.1	42
63	Being smart or getting smarter: Implicit theory of intelligence moderates stereotype threat and stereotype lift effects. British Journal of Social Psychology, 2016, 55, 564-587.	1.8	41
64	Getting along and feeling good: Reciprocal associations between student-teacher relationship quality and studentsâ€™ emotions. Learning and Instruction, 2021, 71, 101349.	1.9	38
65	Between-Domain Relations of Academic Emotions: Does Having the Same Instructor Make a Difference?. Journal of Experimental Education, 2010, 79, 84-101.	1.6	35
66	Developmental Dynamics of General and School-Subject-Specific Components of Academic Self-Concept, Academic Interest, and Academic Anxiety. Frontiers in Psychology, 2016, 7, 356.	1.1	35
67	Being over- or underchallenged in class: Effects on students' career aspirations via academic self-concept and boredom. Learning and Individual Differences, 2019, 69, 206-218.	1.5	32
68	The structure of students' emotions experienced during a mathematical achievement test. Zentralblatt FÃ¼r Didaktik Der Mathematik, 2005, 37, 221-225.	0.4	30
69	The dynamics of real-time classroom emotions: Appraisals mediate the relation between studentsâ€™ perceptions of teaching and their emotions.. Journal of Educational Psychology, 2020, 112, 1243-1260.	2.1	30
70	Teaching methods and their impact on studentsâ€™ emotions in mathematics: an experience-sampling approach. ZDM - International Journal on Mathematics Education, 2017, 49, 411-422.	1.3	29
71	Is it good to value math? Investigating mothersâ€™ impact on their childrenâ€™s test anxiety based on control-value theory. Contemporary Educational Psychology, 2017, 51, 11-21.	1.6	29
72	Between-domain relations of students' academic emotions and their judgments of school domain similarity. Frontiers in Psychology, 2014, 5, 1153.	1.1	28

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73	Webpage reading: Psychophysiological correlates of emotional arousal and regulation predict multiple-text comprehension. Computers in Human Behavior, 2018, 87, 317-326.	5.1	26
74	Metacognitive Strategies and Test Performance: An Experience Sampling Analysis of Students' Learning Behavior. Education Research International, 2012, 2012, 1-16.	0.6	25
75	Attributional Retraining, Self-Esteem, and the Job Interview: Benefits and Risks for College Student Employment. Journal of Experimental Education, 2011, 79, 318-339.	1.6	24
76	Self-Concept and Self-Efficacy in Math: Longitudinal Interrelations and Reciprocal Linkages with Achievement. Journal of Experimental Education, 2022, 90, 615-633.	1.6	24
77	Smiling on the Inside. Personality and Social Psychology Bulletin, 2016, 42, 559-571.	1.9	23
78	Should I grade or should I comment: Links among feedback, emotions, and performance. Learning and Individual Differences, 2021, 89, 102020.	1.5	23
79	Assessing Academic Emotions via the Experience Sampling Method. , 2016, , 245-258.		23
80	The effects of subjective loss of control on risk-taking behavior: the mediating role of anger. Frontiers in Psychology, 2015, 6, 774.	1.1	22
81	Reading with the eyes and under the skin: Comprehending conflicting digital texts. Journal of Computer Assisted Learning, 2020, 36, 89-101.	3.3	19
82	A longitudinal study of higher-order thinking skills: working memory and fluid reasoning in childhood enhance complex problem solving in adolescence. Frontiers in Psychology, 2015, 6, 1060.	1.1	18
83	School grades and studentsâ€™ emotions: Longitudinal models of within-person reciprocal effects. Learning and Instruction, 2023, 83, 101626.	1.9	15
84	Classroom Social Environment as Student Emotions' Antecedent: Mediating Role of Achievement Goals. Journal of Experimental Education, 2022, 90, 146-157.	1.6	14
85	Academic Emotions and Their Regulation via Emotional Intelligence. Plenum Series on Human Exceptionality, 2016, , 279-298.	2.0	13
86	Test anxiety components: an intra-individual approach testing their control antecedents and effects on performance. Anxiety, Stress and Coping, 2021, 34, 279-298.	1.7	13
87	Associations between teachersâ€™ interpersonal behavior, physiological arousal, and lesson-focused emotions. Contemporary Educational Psychology, 2020, 63, 101906.	1.6	12
88	Do positive illusions of control foster happiness?. Emotion, 2019, 19, 1014-1022.	1.5	12
89	Short- and long-term effects of over-reporting of grades on academic self-concept and achievement.. Journal of Educational Psychology, 2017, 109, 842-854.	2.1	11
90	Is the grass always greener on the other side? Social comparisons of subjective well-being. Journal of Positive Psychology, 2006, 1, 173-186.	2.6	10

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91	Spillover Effects of Loss of Control on Risky Decision-Making. PLoS ONE, 2016, 11, e0150470.	1.1	9
92	Boredom Makes Me Sick: Adolescentsâ€™ Boredom Trajectories and Their Health-Related Quality of Life. International Journal of Environmental Research and Public Health, 2021, 18, 6308.	1.2	9
93	Technology, attributions, and emotions in post-secondary education: An application of Weinerâ€™s attribution theory to academic computing problems. PLoS ONE, 2018, 13, e0193443.	1.1	9
94	Excessive boredom among adolescents: A comparison between low and high achievers. PLoS ONE, 2020, 15, e0241671.	1.1	9
95	Teachers' enthusiasm and humor and its' lagged relationships with students' enjoyment and boredom - A latent trait-state-approach. Learning and Instruction, 2022, 81, 101579.	1.9	9
96	It ainâ€™t over â€˜til itâ€™s over: The effect of task completion on the savoring of success. Motivation and Emotion, 2017, 41, 38-50.	0.8	8
97	The Differential Effects of Anger on Trust: A Cross-Cultural Comparison of the Effects of Gender and Social Distance. Frontiers in Psychology, 2020, 11, 597436.	1.1	8
98	Exploring the Structure of Teachersâ€™ Emotional Labor in the Classroom: A Multitraitâ€“Multimethod Analysis. Educational Measurement: Issues and Practice, 2020, 39, 122-134.	0.8	8
99	Performance Feedback and Emotions. , 0, , 554-574.		6
100	Boredom. , 2019, , 465-489.		6
101	When Academic Technology Fails: Effects of Studentsâ€™ Attributions for Computing Difficulties on Emotions and Achievement. Social Sciences, 2018, 7, 223.	0.7	5
102	Is English the Culprit? Longitudinal Associations Between Studentsâ€™ Value Beliefs in English, German, and French in Multilingual Switzerland. Modern Language Journal, 2022, 106, 313-327.	1.3	4
103	How Accurately Can Parents Judge Their Childrenâ€™s Boredom in School?. Frontiers in Psychology, 2016, 7, 770.	1.1	3
104	Starting Tests With Easy Versus Difficult Tasks: Effects on Appraisals and Emotions. Journal of Experimental Education, 2023, 91, 317-335.	1.6	3
105	Angry Women Are More Trusting: The Differential Effects of Perceived Social Distance on Trust Behavior. Frontiers in Psychology, 2021, 12, 591312.	1.1	2
106	Academic Boredom. , 0, , .		1
107	Responses to Success: Seeking Pleasant Experiences before a Task Is Complete?. PLoS ONE, 2015, 10, e0135952.	1.1	1
108	Mathematics Motivation in Students With Low Cognitive Ability: A Longitudinal Study of Motivation and Relations With Effort, Self-Regulation, and Grades. American Journal on Intellectual and Developmental Disabilities, 2020, 125, 125-147.	0.8	1

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109	Predictive validity of state versus trait challenge and boredom for career aspirations. Learning and Instruction, 2022, 81, 101596.	1.9	1
110	Excessive boredom among adolescents: A comparison between low and high achievers. , 2020, 15, e0241671.		0
111	Excessive boredom among adolescents: A comparison between low and high achievers. , 2020, 15, e0241671.		0
112	Excessive boredom among adolescents: A comparison between low and high achievers. , 2020, 15, e0241671.		0
113	Excessive boredom among adolescents: A comparison between low and high achievers. , 2020, 15, e0241671.		0