

# Thomas Goetz

## List of Publications by Year in descending order

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Version: 2024-02-01

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	Starting Tests With Easy Versus Difficult Tasks: Effects on Appraisals and Emotions. <i>Journal of Experimental Education</i> , 2023, 91, 317-335.	1.6	3
2	School grades and students' emotions: Longitudinal models of within-person reciprocal effects. <i>Learning and Instruction</i> , 2023, 83, 101626.	1.9	15
3	Self-Concept and Self-Efficacy in Math: Longitudinal Interrelations and Reciprocal Linkages with Achievement. <i>Journal of Experimental Education</i> , 2022, 90, 615-633.	1.6	24
4	Classroom Social Environment as Student Emotions' Antecedent: Mediating Role of Achievement Goals. <i>Journal of Experimental Education</i> , 2022, 90, 146-157.	1.6	14
5	Teachers' enthusiasm and humor and its' lagged relationships with students' enjoyment and boredom - A latent trait-state-approach. <i>Learning and Instruction</i> , 2022, 81, 101579.	1.9	9
6	Predictive validity of state versus trait challenge and boredom for career aspirations. <i>Learning and Instruction</i> , 2022, 81, 101596.	1.9	1
7	Is English the Culprit? Longitudinal Associations Between Students' Value Beliefs in English, German, and French in Multilingual Switzerland. <i>Modern Language Journal</i> , 2022, 106, 313-327.	1.3	4
8	Getting along and feeling good: Reciprocal associations between student-teacher relationship quality and students' emotions. <i>Learning and Instruction</i> , 2021, 71, 101349.	1.9	38
9	Test anxiety components: an intra-individual approach testing their control antecedents and effects on performance. <i>Anxiety, Stress and Coping</i> , 2021, 34, 279-298.	1.7	13
10	Test Anxiety and Physiological Arousal: A Systematic Review and Meta-Analysis. <i>Educational Psychology Review</i> , 2021, 33, 579-618.	5.1	44
11	The AEQ-S: A short version of the Achievement Emotions Questionnaire. <i>Contemporary Educational Psychology</i> , 2021, 65, 101940.	1.6	67
12	Boredom Makes Me Sick: Adolescents' Boredom Trajectories and Their Health-Related Quality of Life. <i>International Journal of Environmental Research and Public Health</i> , 2021, 18, 6308.	1.2	9
13	Angry Women Are More Trusting: The Differential Effects of Perceived Social Distance on Trust Behavior. <i>Frontiers in Psychology</i> , 2021, 12, 591312.	1.1	2
14	Should I grade or should I comment: Links among feedback, emotions, and performance. <i>Learning and Individual Differences</i> , 2021, 89, 102020.	1.5	23
15	Reading with the eyes and under the skin: Comprehending conflicting digital texts. <i>Journal of Computer Assisted Learning</i> , 2020, 36, 89-101.	3.3	19
16	Associations between teachers' interpersonal behavior, physiological arousal, and lesson-focused emotions. <i>Contemporary Educational Psychology</i> , 2020, 63, 101906.	1.6	12
17	The Differential Effects of Anger on Trust: A Cross-Cultural Comparison of the Effects of Gender and Social Distance. <i>Frontiers in Psychology</i> , 2020, 11, 597436.	1.1	8
18	Exploring the Structure of Teachers' Emotional Labor in the Classroom: A Multitrait-Multimethod Analysis. <i>Educational Measurement: Issues and Practice</i> , 2020, 39, 122-134.	0.8	8

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19	Mathematics Motivation in Students With Low Cognitive Ability: A Longitudinal Study of Motivation and Relations With Effort, Self-Regulation, and Grades. <i>American Journal on Intellectual and Developmental Disabilities</i> , 2020, 125, 125-147.	0.8	1
20	Adaptability Promotes Student Engagement Under COVID-19: The Multiple Mediating Effects of Academic Emotion. <i>Frontiers in Psychology</i> , 2020, 11, 633265.	1.1	55
21	The dynamics of real-time classroom emotions: Appraisals mediate the relation between students' perceptions of teaching and their emotions.. <i>Journal of Educational Psychology</i> , 2020, 112, 1243-1260.	2.1	30
22	Excessive boredom among adolescents: A comparison between low and high achievers. <i>PLoS ONE</i> , 2020, 15, e0241671.	1.1	9
23	Excessive boredom among adolescents: A comparison between low and high achievers. , 2020, 15, e0241671.		0
24	Excessive boredom among adolescents: A comparison between low and high achievers. , 2020, 15, e0241671.		0
25	Excessive boredom among adolescents: A comparison between low and high achievers. , 2020, 15, e0241671.		0
26	Excessive boredom among adolescents: A comparison between low and high achievers. , 2020, 15, e0241671.		0
27	Boredom. , 2019, , 465-489.		6
28	Being over- or underchallenged in class: Effects on students' career aspirations via academic self-concept and boredom. <i>Learning and Individual Differences</i> , 2019, 69, 206-218.	1.5	32
29	Do positive illusions of control foster happiness?. <i>Emotion</i> , 2019, 19, 1014-1022.	1.5	12
30	Happy fish in little ponds: Testing a reference group model of achievement and emotion.. <i>Journal of Personality and Social Psychology</i> , 2019, 117, 166-185.	2.6	65
31	Student emotions in class: The relative importance of teachers and their interpersonal relations with students. <i>Learning and Instruction</i> , 2018, 53, 109-119.	1.9	105
32	When Academic Technology Fails: Effects of Students' Attributions for Computing Difficulties on Emotions and Achievement. <i>Social Sciences</i> , 2018, 7, 223.	0.7	5
33	Webpage reading: Psychophysiological correlates of emotional arousal and regulation predict multiple-text comprehension. <i>Computers in Human Behavior</i> , 2018, 87, 317-326.	5.1	26
34	Emotion transmission in the classroom revisited: A reciprocal effects model of teacher and student enjoyment.. <i>Journal of Educational Psychology</i> , 2018, 110, 628-639.	2.1	189
35	Technology, attributions, and emotions in post-secondary education: An application of Weiner's attribution theory to academic computing problems. <i>PLoS ONE</i> , 2018, 13, e0193443.	1.1	9
36	Teaching methods and their impact on students' emotions in mathematics: an experience-sampling approach. <i>ZDM - International Journal on Mathematics Education</i> , 2017, 49, 411-422.	1.3	29

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37	Achievement Emotions and Academic Performance: Longitudinal Models of Reciprocal Effects. <i>Child Development</i> , 2017, 88, 1653-1670.	1.7	489
38	Is it good to value math? Investigating mothers'™ impact on their children's™ test anxiety based on control-value theory. <i>Contemporary Educational Psychology</i> , 2017, 51, 11-21.	1.6	29
39	Affect and motivation within and between school subjects: Development and validation of an integrative structural model of academic self-concept, interest, and anxiety. <i>Contemporary Educational Psychology</i> , 2017, 49, 46-65.	1.6	47
40	It ain't™t over 'til it's™t over: The effect of task completion on the savoring of success. <i>Motivation and Emotion</i> , 2017, 41, 38-50.	0.8	8
41	Teachers' goal orientations: Effects on classroom goal structures and emotions. <i>British Journal of Educational Psychology</i> , 2017, 87, 90-107.	1.6	53
42	Examining the accuracy of students'™ self-reported academic grades from a correlational and a discrepancy perspective: Evidence from a longitudinal study. <i>PLoS ONE</i> , 2017, 12, e0187367.	1.1	65
43	Short- and long-term effects of over-reporting of grades on academic self-concept and achievement.. <i>Journal of Educational Psychology</i> , 2017, 109, 842-854.	2.1	11
44	Spillover Effects of Loss of Control on Risky Decision-Making. <i>PLoS ONE</i> , 2016, 11, e0150470.	1.1	9
45	Developmental Dynamics of General and School-Subject-Specific Components of Academic Self-Concept, Academic Interest, and Academic Anxiety. <i>Frontiers in Psychology</i> , 2016, 7, 356.	1.1	35
46	How Accurately Can Parents Judge Their Children's™ Boredom in School?. <i>Frontiers in Psychology</i> , 2016, 7, 770.	1.1	3
47	Being smart or getting smarter: Implicit theory of intelligence moderates stereotype threat and stereotype lift effects. <i>British Journal of Social Psychology</i> , 2016, 55, 564-587.	1.8	41
48	Smiling on the Inside. <i>Personality and Social Psychology Bulletin</i> , 2016, 42, 559-571.	1.9	23
49	Academic Emotions and Their Regulation via Emotional Intelligence. <i>Plenum Series on Human Exceptionality</i> , 2016, , 279-298.	2.0	13
50	Measuring Teachers'™ enjoyment, anger, and anxiety: The Teacher Emotions Scales (TES). <i>Contemporary Educational Psychology</i> , 2016, 46, 148-163.	1.6	223
51	Teacher Enthusiasm: Reviewing and Redefining a Complex Construct. <i>Educational Psychology Review</i> , 2016, 28, 743-769.	5.1	178
52	Intraindividual relations between achievement goals and discrete achievement emotions: An experience sampling approach. <i>Learning and Instruction</i> , 2016, 41, 115-125.	1.9	125
53	Assessing Academic Emotions via the Experience Sampling Method. , 2016, , 245-258.		23
54	Achievement goals, emotions, learning, and performance: A process model.. <i>Motivation Science</i> , 2015, 1, 98-120.	1.2	78

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55	Responses to Success: Seeking Pleasant Experiences before a Task Is Complete?. PLoS ONE, 2015, 10, e0135952.	1.1	1
56	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
57	Antecedents of teachers' negative emotions in the classroom: an intraindividual approach. Frontiers in Psychology, 2015, 6, 635.	1.1	91
58	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
59	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
60	Gender stereotype endorsement differentially predicts girls' and boys' trait-state discrepancy in math anxiety. Frontiers in Psychology, 2015, 6, 1404.	1.1	68
61	Examining boredom: Different causes for different coping profiles. Learning and Individual Differences, 2015, 37, 255-261.	1.5	72
62	Teaching This Class Drives Me Nuts! - Examining the Person and Context Specificity of Teacher Emotions. PLoS ONE, 2015, 10, e0129630.	1.1	84
63	What Students Think They Feel Differs from What They Really Feel – Academic Self-Concept Moderates the Discrepancy between Students' Trait and State Emotional Self-Reports. PLoS ONE, 2014, 9, e92563.	1.1	48
64	Between-domain relations of students' academic emotions and their judgments of school domain similarity. Frontiers in Psychology, 2014, 5, 1153.	1.1	28
65	Teachers' negative 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
66	Boredom and academic achievement: Testing a model of reciprocal causation.. Journal of Educational Psychology, 2014, 106, 696-710.	2.1	250
67	Exploring the antecedents of boredom: Do teachers know why students are bored?. Teaching and Teacher Education, 2014, 39, 22-30.	1.6	52
68	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
69	“My Questionnaire is Too Long!” The assessments of motivational-affective constructs with three-item and single-item measures. Contemporary Educational Psychology, 2014, 39, 188-205.	1.6	289
70	Types of boredom: An experience sampling approach. Motivation and Emotion, 2014, 38, 401-419.	0.8	202
71	The importance of teachers' emotions and instructional behavior for their students' emotions – An experience sampling analysis. Teaching and Teacher Education, 2014, 43, 15-26.	1.6	256
72	Exploring Teacher Emotions. , 2014, , 69-82.		58

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73	Do Girls Really Experience More Anxiety in Mathematics?. <i>Psychological Science</i> , 2013, 24, 2079-2087.	1.8	270
74	Can I master it and does it matter? An intraindividual analysis on controlâ€™value antecedents of trait and state academic emotions. <i>Learning and Individual Differences</i> , 2013, 28, 102-108.	1.5	82
75	Characteristics of teaching and studentsâ€™™ emotions in the classroom: Investigating differences across domains. <i>Contemporary Educational Psychology</i> , 2013, 38, 383-394.	1.6	124
76	Beyond quantitative decline: Conceptual shifts in adolescents' development of interest in mathematics.. <i>Developmental Psychology</i> , 2012, 48, 1069-1082.	1.2	94
77	Students' emotions during homework: Structures, self-concept antecedents, and achievement outcomes. <i>Learning and Individual Differences</i> , 2012, 22, 225-234.	1.5	145
78	Metacognitive Strategies and Test Performance: An Experience Sampling Analysis of Students' Learning Behavior. <i>Education Research International</i> , 2012, 2012, 1-16.	0.6	25
79	Studentsâ€™™ emotions during homework in mathematics: Testing a theoretical model of antecedents and achievement outcomes. <i>Contemporary Educational Psychology</i> , 2011, 36, 25-35.	1.6	168
80	Measuring emotions in studentsâ€™™ learning and performance: The Achievement Emotions Questionnaire (AEQ). <i>Contemporary Educational Psychology</i> , 2011, 36, 36-48.	1.6	1,229
81	Coping with boredom in school: An experience sampling perspective. <i>Contemporary Educational Psychology</i> , 2011, 36, 49-59.	1.6	189
82	Testing the predictors of boredom at school: Development and validation of the precursors to boredom scales. <i>British Journal of Educational Psychology</i> , 2011, 81, 421-440.	1.6	121
83	Attributional Retraining, Self-Esteem, and the Job Interview: Benefits and Risks for College Student Employment. <i>Journal of Experimental Education</i> , 2011, 79, 318-339.	1.6	24
84	Boredom in achievement settings: Exploring controlâ€™value antecedents and performance outcomes of a neglected emotion.. <i>Journal of Educational Psychology</i> , 2010, 102, 531-549.	2.1	742
85	Antecedents of everyday positive emotions: An experience sampling analysis. <i>Motivation and Emotion</i> , 2010, 34, 49-62.	0.8	178
86	Development of Mathematics Interest in Adolescence: Influences of Gender, Family, and School Context. <i>Journal of Research on Adolescence</i> , 2010, 20, 507-537.	1.9	311
87	Between-Domain Relations of Academic Emotions: Does Having the Same Instructor Make a Difference?. <i>Journal of Experimental Education</i> , 2010, 79, 84-101.	1.6	35
88	What to do when feeling bored?. <i>Learning and Individual Differences</i> , 2010, 20, 626-638.	1.5	136
89	Academic self-concept and emotion relations: Domain specificity and age effects. <i>Contemporary Educational Psychology</i> , 2010, 35, 44-58.	1.6	166
90	Emotional transmission in the classroom: Exploring the relationship between teacher and student enjoyment.. <i>Journal of Educational Psychology</i> , 2009, 101, 705-716.	2.1	519

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91	Antecedents and Effects of Teachers's Emotional Experiences: An Integrated Perspective and Empirical Test. , 2009, , 129-151.		124
92	Female "big fish" swimming against the tide: The "big-fish-little-pond effect" and gender-ratio in special gifted classes. Contemporary Educational Psychology, 2008, 33, 78-96.	1.6	44
93	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
94	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
95	Gender Differences in Gifted and Average-Ability Students. Gifted Child Quarterly, 2008, 52, 146-159.	1.2	183
96	Between- and within-domain relations of students' academic emotions.. Journal of Educational Psychology, 2007, 99, 715-733.	2.1	283
97	Perceived learning environment and students' emotional experiences: A multilevel analysis of mathematics classrooms. Learning and Instruction, 2007, 17, 478-493.	1.9	312
98	Emotional experiences during test taking: Does cognitive ability make a difference?. Learning and Individual Differences, 2007, 17, 3-16.	1.5	64
99	Attributional retraining and elaborative learning: Improving academic development through writing-based interventions. Learning and Individual Differences, 2007, 17, 280-290.	1.5	66
100	Achievement Emotions in Germany and China. Journal of Cross-Cultural Psychology, 2007, 38, 302-309.	1.0	151
101	The Control-Value Theory of Achievement Emotions. , 2007, , 13-36.		603
102	Girls and mathematics "A "hopeless" 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
103	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
104	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
105	A hierarchical conceptualization of enjoyment in students. Learning and Instruction, 2006, 16, 323-338.	1.9	102
106	The Domain Specificity of Academic Emotional Experiences. Journal of Experimental Education, 2006, 75, 5-29.	1.6	162
107	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
108	The structure of students' emotions experienced during a mathematical achievement test. Zentralblatt für Didaktik Der Mathematik, 2005, 37, 221-225.	0.4	30

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109	Beyond test anxiety: Development and validation of the test emotions questionnaire (TEQ). <i>Anxiety, Stress and Coping</i> , 2004, 17, 287-316.	1.7	252
110	Academic Emotions in Students' Self-Regulated Learning and Achievement: A Program of Qualitative and Quantitative Research. <i>Educational Psychologist</i> , 2002, 37, 91-105.	4.7	2,396
111	Positive Emotions in Education. , 2002, , 149-174.		116
112	Academic Boredom. , 0, , .		1
113	Performance Feedback and Emotions. , 0, , 554-574.		6