

Anne C Frenzel

List of Publications by Year in descending order

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Version: 2024-02-01

77
papers

8,159
citations

117571

34
h-index

118793

62
g-index

82
all docs

82
docs citations

82
times ranked

3812
citing authors

#	ARTICLE	IF	CITATIONS
1	Measuring emotions in students' learning and performance: The Achievement Emotions Questionnaire (AEQ). <i>Contemporary Educational Psychology</i> , 2011, 36, 36-48.	1.6	1,229
2	The Control-Value Theory of Achievement Emotions. , 2007, , 13-36.		603
3	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
4	Girls and mathematics "A hopeless" issue? A control-value approach to gender differences in emotions towards mathematics. <i>European Journal of Psychology of Education</i> , 2007, 22, 497-514.	1.3	347
5	Perceived learning environment and students' emotional experiences: A multilevel analysis of mathematics classrooms. <i>Learning and Instruction</i> , 2007, 17, 478-493.	1.9	312
6	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
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	Between- and within-domain relations of students' academic emotions.. <i>Journal of Educational Psychology</i> , 2007, 99, 715-733.	2.1	283
9	Teacher enthusiasm: Dimensionality and context specificity. <i>Contemporary Educational Psychology</i> , 2011, 36, 289-301.	1.6	257
10	Antecedents of academic emotions: Testing the internal/external frame of reference model for academic enjoyment. <i>Contemporary Educational Psychology</i> , 2008, 33, 9-33.	1.6	225
11	Measuring Teachers' enjoyment, anger, and anxiety: The Teacher Emotions Scales (TES). <i>Contemporary Educational Psychology</i> , 2016, 46, 148-163.	1.6	223
12	Types of boredom: An experience sampling approach. <i>Motivation and Emotion</i> , 2014, 38, 401-419.	0.8	202
13	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
14	Facets of teachers' emotional lives: A quantitative investigation of teachers' genuine, faked, and hidden emotions. <i>Teaching and Teacher Education</i> , 2015, 49, 78-88.	1.6	187
15	Antecedents of everyday positive emotions: An experience sampling analysis. <i>Motivation and Emotion</i> , 2010, 34, 49-62.	0.8	178
16	Teacher Enthusiasm: Reviewing and Redefining a Complex Construct. <i>Educational Psychology Review</i> , 2016, 28, 743-769.	5.1	178
17	Students' 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
18	Academic self-concept and emotion relations: Domain specificity and age effects. <i>Contemporary Educational Psychology</i> , 2010, 35, 44-58.	1.6	166

#	ARTICLE	IF	CITATIONS
19	The Domain Specificity of Academic Emotional Experiences. <i>Journal of Experimental Education</i> , 2006, 75, 5-29.	1.6	162
20	Achievement Emotions in Germany and China. <i>Journal of Cross-Cultural Psychology</i> , 2007, 38, 302-309.	1.0	151
21	Teachers' emotional experiences and exhaustion as predictors of emotional labor in the classroom: an experience sampling study. <i>Frontiers in Psychology</i> , 2014, 5, 1442.	1.1	151
22	Antecedents and Effects of Teachers' Emotional Experiences: An Integrated Perspective and Empirical Test. , 2009, , 129-151.		124
23	Teacher emotions in the classroom and their implications for students. <i>Educational Psychologist</i> , 2021, 56, 250-264.	4.7	109
24	Ability grouping of gifted students: Effects on academic self-concept and boredom. <i>British Journal of Educational Psychology</i> , 2010, 80, 451-472.	1.6	106
25	A hierarchical conceptualization of enjoyment in students. <i>Learning and Instruction</i> , 2006, 16, 323-338.	1.9	102
26	Effect of classroom air quality on students' concentration: results of a cluster-randomized cross-over experimental study. <i>Indoor Air</i> , 2012, 22, 378-387.	2.0	96
27	Beyond quantitative decline: Conceptual shifts in adolescents' development of interest in mathematics.. <i>Developmental Psychology</i> , 2012, 48, 1069-1082.	1.2	94
28	Antecedents of teachers' emotions in the classroom: an intraindividual approach. <i>Frontiers in Psychology</i> , 2015, 6, 635.	1.1	91
29	Teaching This Class Drives Me Nuts! - Examining the Person and Context Specificity of Teacher Emotions. <i>PLoS ONE</i> , 2015, 10, e0129630.	1.1	84
30	Do quality teacher-student relationships protect teachers from emotional exhaustion? The mediating role of enjoyment and anger. <i>Social Psychology of Education</i> , 2019, 22, 209-226.	1.2	68
31	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
32	Exploring Teacher Emotions. , 2014, , 69-82.		58
33	Teachers' goal orientations: Effects on classroom goal structures and emotions. <i>British Journal of Educational Psychology</i> , 2017, 87, 90-107.	1.6	53
34	Teachers' self-concepts and emotions: Conceptualization and relations. <i>Teaching and Teacher Education</i> , 2018, 70, 111-120.	1.6	45
35	Who Enjoys Teaching, and When? Between- and Within-Person Evidence on Teachers' Appraisal-Emotion Links. <i>Frontiers in Psychology</i> , 2020, 11, 1092.	1.1	43
36	The Glass Half Empty: How Emotional Exhaustion Affects the State-Trait Discrepancy in Self-Reports of Teaching Emotions. <i>PLoS ONE</i> , 2015, 10, e0137441.	1.1	42

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37	Teacher anger: New empirical insights using a multi-method approach. <i>Teaching and Teacher Education</i> , 2019, 86, 102895.	1.6	41
38	Displayed enthusiasm attracts attention and improves recall. <i>British Journal of Educational Psychology</i> , 2021, 91, 911-927.	1.6	40
39	Inauthentic expressions of enthusiasm: Exploring the cost of emotional dissonance in teachers. <i>Learning and Instruction</i> , 2018, 53, 74-88.	1.9	37
40	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
41	Teacher emotional labour, instructional strategies, and students'™ academic engagement: a multilevel analysis. <i>Teachers and Teaching: Theory and Practice</i> , 2021, 27, 335-352.	0.9	35
42	When Teacher Enthusiasm Is Authentic or Inauthentic: Lesson Profiles of Teacher Enthusiasm and Relations to Students'™ Emotions. <i>AERA Open</i> , 2018, 4, 233285841878296.	1.3	32
43	Independent and joint effects of teacher enthusiasm and motivation on student motivation and experiences: A field experiment. <i>Motivation and Emotion</i> , 2019, 43, 255-265.	0.8	29
44	Between-domain relations of students' academic emotions and their judgments of school domain similarity. <i>Frontiers in Psychology</i> , 2014, 5, 1153.	1.1	28
45	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
46	Exceptional circumstances: Changes in teachers'™ work characteristics and well-being during COVID-19 lockdown.. <i>School Psychology</i> , 2021, 36, 516-532.	1.7	25
47	Good teaching feels good"but what is "good teaching"? Exploring teachers'™ definitions of teaching success in mathematics. <i>ZDM - International Journal on Mathematics Education</i> , 2017, 49, 461-473.	1.3	24
48	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
49	Striving to Become a Better Teacher: Linking Teacher Emotions With Informal Teacher Learning Across the Teaching Career. <i>Frontiers in Psychology</i> , 2020, 11, 1067.	1.1	23
50	Experiencing more mathematics anxiety than expected? Contrasting trait and state anxiety in high achieving students. <i>High Ability Studies</i> , 2015, 26, 245-258.	1.0	20
51	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.	1.6	19
52	Teacher Procrastination, Emotions, and Stress: A Qualitative Study. <i>Frontiers in Psychology</i> , 2019, 10, 2325.	1.1	17
53	School grades and students'™ emotions: Longitudinal models of within-person reciprocal effects. <i>Learning and Instruction</i> , 2023, 83, 101626.	1.9	15
54	Emotionen. <i>Springer-Lehrbuch</i> , 2015, , 201-224.	0.1	14

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55	Brief Research Report: The Message Behind Teacher Emotions. <i>Journal of Experimental Education</i> , 2020, 88, 595-604.	1.6	9
56	Unpacking domain-specific achievement motivation: the role of contextualising items for test-criterion correlations. <i>Educational Psychology</i> , 2022, 42, 501-525.	1.2	9
57	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
58	Excessive boredom among adolescents: A comparison between low and high achievers. <i>PLoS ONE</i> , 2020, 15, e0241671.	1.1	9
59	Editorial: Teacher Emotions Matter—Nature, Antecedents, and Effects. <i>Frontiers in Psychology</i> , 2020, 11, 605389.	1.1	8
60	<i>Psychologische Bildungsforschung.</i> , 2010, , 71-91.		6
61	<i>Teacher Emotions.</i> , 0, , .		4
62	Unintended emotions in the laboratory: Emotions incidentally induced by a standard visual working memory task relate to task performance.. <i>Journal of Experimental Psychology: General</i> , 2022, 151, 1591-1605.	1.5	4
63	The teacher-class relationship. <i>Zeitschrift Fur Padagogische Psychologie</i> , 2022, 36, 115-132.	1.2	3
64	<i>Emotionen.</i> , 2020, , 211-234.		3
65	<i>Psychologische Bildungsforschung.</i> , 2018, , 73-99.		2
66	<i>Emotionen.</i> , 2019, , 185-206.		2
67	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
68	<i>Psychologische Bildungsforschung.</i> , 2016, , 1-27.		1
69	Adaptation of the Teacher Emotions Scales (TES) to the Brazilian context. <i>Psico-USF</i> , 2021, 26, 71-81.	0.1	1
70	<i>Emotionen beim technologiebasierten Lernen.</i> Springer Reference Psychologie, 2019, , 1-21.	0.0	0
71	<i>Functions for Learning and Achievement.</i> , 2017, , 30-51.		0
72	<i>Emotionen beim technologiebasierten Lernen.</i> Springer Reference Psychologie, 2018, , 1-21.	0.0	0

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73	Emotionen beim technologiebasierten Lernen. , 2020, , 417-437.		0
74	Excessive boredom among adolescents: A comparison between low and high achievers. , 2020, 15, e0241671.		0
75	Excessive boredom among adolescents: A comparison between low and high achievers. , 2020, 15, e0241671.		0
76	Excessive boredom among adolescents: A comparison between low and high achievers. , 2020, 15, e0241671.		0
77	Excessive boredom among adolescents: A comparison between low and high achievers. , 2020, 15, e0241671.		0