

# Diana Raufelder

## List of Publications by Year in descending order

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Version: 2024-02-01

52  
papers

960  
citations

430874

18  
h-index

552781

26  
g-index

57  
all docs

57  
docs citations

57  
times ranked

805  
citing authors

#	ARTICLE	IF	CITATIONS
1	The impact of adolescents' self-efficacy and self-regulated goal attainment processes on school performance – Do gender and test anxiety matter?. <i>Learning and Individual Differences</i> , 2015, 38, 90-98.	2.7	70
2	Maternal parenting behavior and emotion processing in adolescents – An fMRI study. <i>Biological Psychology</i> , 2016, 120, 120-125.	2.2	50
3	Students'™ perception of –good– and –bad– teachers – Results of a qualitative thematic analysis with German adolescents. <i>International Journal of Educational Research</i> , 2016, 75, 31-44.	2.2	49
4	Positive emotions, learning behavior and teacher support in self-directed learning during adolescence: Do age and gender matter?. <i>Journal of Adolescence</i> , 2019, 73, 73-84.	2.4	38
5	Development and validation of the Relationship and Motivation (REMO) scale to assess students' perceptions of peers and teachers as motivators in adolescence. <i>Learning and Individual Differences</i> , 2013, 24, 182-189.	2.7	35
6	The Perceived Role of Parental Support and Pressure in the Interplay of Test Anxiety and School Engagement Among Adolescents: Evidence for Gender-Specific Relations. <i>Journal of Child and Family Studies</i> , 2015, 24, 3742-3756.	1.3	35
7	The mediating role of social relationships in the association of adolescents'™ individual school self-concept and their school engagement, belonging and helplessness in school. <i>Educational Psychology</i> , 2015, 35, 137-157.	2.7	35
8	THE MEDIATING ROLE OF SOCIO-MOTIVATIONAL RELATIONSHIPS IN THE INTERPLAY OF PERCEIVED STRESS, NEUROTICISM, AND TEST ANXIETY AMONG ADOLESCENT STUDENTS. <i>Psychology in the Schools</i> , 2014, 51, 736-752.	1.8	33
9	Social relationships and motivation in secondary school: Four different motivation types. <i>Learning and Individual Differences</i> , 2013, 24, 89-95.	2.7	32
10	The interplay of parental support, parental pressure and test anxiety – Gender differences in adolescents. <i>Journal of Adolescence</i> , 2015, 45, 67-79.	2.4	29
11	Assessing the Multi-faceted Nature of Test Anxiety Among Secondary School Students: An English Version of the German Test Anxiety Questionnaire: PAF-E. <i>Journal of Psychology: Interdisciplinary and Applied</i> , 2016, 150, 450-468.	1.6	28
12	The essential role of the teacher-student relationship in students' need satisfaction during adolescence. <i>Journal of Applied Developmental Psychology</i> , 2018, 58, 57-65.	1.7	26
13	Self-Perceived Competence and Test Anxiety. <i>Journal of Individual Differences</i> , 2016, 37, 159-167.	1.0	26
14	Test anxiety and learned helplessness is moderated by student perceptions of teacher motivational support. <i>Educational Psychology</i> , 2018, 38, 54-74.	2.7	25
15	Needs satisfaction and motivation among adolescent boys and girls during self-directed learning intervention. <i>Journal of Adolescence</i> , 2021, 88, 1-13.	2.4	25
16	Validating the proposed structure of the relationships among test anxiety and its predictors based on control-value theory: evidence for gender-specific patterns. <i>Educational Psychology</i> , 2016, 36, 1826-1844.	2.7	24
17	The mediating role of socio-motivational support in the association between individual school self-concept and achievement motivation amongst adolescent students. <i>European Journal of Psychology of Education</i> , 2014, 29, 347-366.	2.6	20
18	Effects of social and individual school self-concepts on school engagement during adolescence. <i>European Journal of Psychology of Education</i> , 2020, 35, 73-91.	2.6	20

#	ARTICLE	IF	CITATIONS
19	Frontal glutamate and reward processing in adolescence and adulthood. <i>Brain Structure and Function</i> , 2015, 220, 3087-3099.	2.3	19
20	Examining the role of social relationships in the association between neuroticism and test anxiety – results from a study with German secondary school students. <i>Educational Psychology</i> , 2015, 35, 851-868.	2.7	19
21	THE INTERPLAY BETWEEN ADOLESCENTS’ PERCEPTIONS OF TEACHER-STUDENT RELATIONSHIPS AND THEIR ACADEMIC SELF-REGULATION: DOES LIKING A SPECIFIC TEACHER MATTER?. <i>Psychology in the Schools</i> , 2016, 53, 736-750.	1.8	18
22	Longitudinal Effects of Student-Perceived Classroom Support on Motivation – A Latent Change Model. <i>Frontiers in Psychology</i> , 2017, 8, 417.	2.1	18
23	Does self-determination predict the school engagement of four different motivation types in adolescence?. <i>Educational Psychology</i> , 2016, 36, 1242-1263.	2.7	16
24	Does Stress Mediate the Association Between Emotional Intelligence and Life Satisfaction During Adolescence?. <i>Journal of School Health</i> , 2019, 89, 354-364.	1.6	15
25	The Interplay of Students’ School Engagement, School Self-Concept and Motivational Relations during Adolescence. <i>Frontiers in Psychology</i> , 2017, 8, 2171.	2.1	14
26	Control-value theory in the context of teaching: does teaching quality moderate relations between academic self-concept and achievement emotions?. <i>British Journal of Educational Psychology</i> , 2021, 91, 127-147.	2.9	14
27	School-related pressure and parental support as predictors of change in student stress levels from early to middle adolescence. <i>Journal of Adolescence</i> , 2021, 87, 38-51.	2.4	14
28	How the learning context affects adolescents’ goal orientation, effort, and learning strategies. <i>Journal of Educational Research</i> , 2019, 112, 604-614.	1.6	13
29	Enjoyment benefits adolescents’ self-determined motivation in student-centered learning. <i>International Journal of Educational Research</i> , 2020, 103, 101635.	2.2	13
30	The development of socio-motivational dependency from early to middle adolescence. <i>Frontiers in Psychology</i> , 2015, 6, 194.	2.1	12
31	Knowledge transfer or social competence? A comparison of German and Canadian adolescent students on their socio-motivational relationships in school. <i>School Psychology International</i> , 2014, 35, 627-648.	1.9	11
32	THE POWER OF SOCIAL AND MOTIVATIONAL RELATIONSHIPS FOR TEST-ANXIOUS ADOLESCENTS’ ACADEMIC SELF-REGULATION. <i>Psychology in the Schools</i> , 2015, 52, 447-462.	1.8	11
33	The relationship of school self-concept, goal orientations and achievement during adolescence. <i>Self and Identity</i> , 2020, 19, 235-249.	1.6	11
34	The role of the learning environment in adolescents’ motivational development. <i>Motivation and Emotion</i> , 2021, 45, 299-311.	1.3	11
35	Interest, flow and learning strategies how the learning context affects the moderating function of flow. <i>Journal of Educational Research</i> , 2021, 114, 196-209.	1.6	11
36	Do Belonging and Social Exclusion at School Affect Structural Brain Development During Adolescence?. <i>Child Development</i> , 2021, 92, 2213-2223.	3.0	11

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37	The Role of Sport Involvement and General Self-Worth in the Interplay between Body Dissatisfaction, Worry, and School Disaffection in Preadolescent Boys and Girls. <i>Child Development Research</i> , 2013, 2013, 1-11.	1.9	10
38	How classmates' stress affects student's quality of motivation. <i>Stress and Health</i> , 2018, 34, 649-662.	2.6	10
39	The role of social belonging and exclusion at school and the teacher's student relationship for the development of learned helplessness in adolescents. <i>British Journal of Educational Psychology</i> , 2022, 92, 59-81.	2.9	10
40	Examining positive emotions, autonomy support and learning strategies: Self-directed versus teacher-directed learning environments. <i>Learning Environments Research</i> , 2022, 25, 507-522.	2.8	9
41	Unterschiede im Zusammenspiel von Stresserleben, SchÃ¼lersozialklima und Schulengagement von adolescenten Gymnasiastinnen bzw. Gymnasiasten und OberschÃ¼lerinnen bzw. OberschÃ¼lern. <i>Physics and Chemistry of Minerals</i> , 2015, 62, 233.	0.8	8
42	Do socio-motivational relationships predict achievement motivation in adolescents with high and low school self-concepts?. <i>Journal of Educational Research</i> , 2016, 109, 219-231.	1.6	7
43	Adolescents' expectancy value profiles in school context: The impact of self-directed learning intervals. <i>Journal of Adolescence</i> , 2022, 94, 569-586.	2.4	7
44	Development and Validation of the Teacher and Motivation (TEMO) Scale: A Self-Report Measure Assessing Students' Perceptions of Liked and Disliked Teachers as Motivators. <i>International Journal of School and Educational Psychology</i> , 2015, 3, 97-106.	1.6	6
45	Motivational relations with peers and teachers among German and Turkish adolescents: A cross-cultural perspective. <i>Learning and Individual Differences</i> , 2017, 55, 13-20.	2.7	6
46	Adolescents' goals, self-efficacy, and positive emotions - how important is the learning context?. <i>International Journal of School and Educational Psychology</i> , 2022, 10, 1-17.	1.6	5
47	Biophysiological stress markers relate differently to grit and school engagement among lower- and higher-track secondary school students. <i>British Journal of Educational Psychology</i> , 2023, 93, 174-194.	2.9	5
48	Die Bedeutung von sozio-emotionaler UnterstÃ¼tzung und akademischer LernunterstÃ¼tzung fÃ¼r epistemische Neugier. , 2021, , 150-168.		3
49	Students' interest and self-efficacy and the impact of changing learning environments. <i>Contemporary Educational Psychology</i> , 2022, 70, 102082.	2.9	3
50	Moderiert die soziale Kompetenz adoleszenter SchÃ¼ler den Zusammenhang zwischen ihren schulischen Peer-Beziehungen und ihrer Motivation?. <i>Diskurs Kindheits- Und Jugendforschung / Discourse Journal of Childhood and Adolescence Research</i> , 2014, 9, 339-353.	0.2	2
51	Lehrer-SchÃ¼ler-Beziehung. , 2021, , 1-19.		1
52	Similar but different: social relations and achievement motivation in adolescent students from MontrÃ©al and Moscow. <i>Compare</i> , 2020, 50, 904-921.	2.1	0