Kathryn R Wentzel

List of Publications by Year
in descending order

63 papers	10,061 citations	71097 41 h-index	144002 57 g-index
68 all docs	68 docs citations	68 times ranked	4718 citing authors

#	Article	IF	Citations
1	Social relationships and motivation in middle school: The role of parents, teachers, and peers.. Journal of Educational Psychology, 1998, 90, 202-209.	2.9	989
2	Student motivation in middle school: The role of perceived pedagogical caring.. Journal of Educational Psychology, 1997, 89, 411-419.	2.9	751
3	Are Effective Teachers Like Good Parents? Teaching Styles and Student Adjustment in Early Adolescence. Child Development, 2002, 73, 287-301.	3.0	530
4	Social supports from teachers and peers as predictors of academic and social motivation. Contemporary Educational Psychology, 2010, 35, 193-202.	2.9	463
5	Does being good make the grade? Social behavior and academic competence in middle school.. Journal of Educational Psychology, 1993, 85, 357-364.	2.9	424
6	Social-motivational processes and interpersonal relationships: Implications for understanding motivation at school.. Journal of Educational Psychology, 1999, 91, 76-97.	2.9	407
7	Friendships in Middle School: Influences on Motivation and School Adjustment.. Journal of Educational Psychology, 2004, 96, 195-203.	2.9	393
8	Relations between Social Competence and Academic Achievement in Early Adolescence. Child Development, 1991, 62, 1066-1078.	3.0	362
9	Social Competence at School: Relation Between Social Responsibility and Academic Achievement. Review of Educational Research, 1991, 61, 1-24.	7.5	316
10	Relations between Social Competence and Academic Achievement in Early Adolescence. Child Development, 1991, 62, 1066.	3.0	301
11	The Academic Lives of Neglected, Rejected, Popular, and Controversial Children. Child Development, 1995, 66, 754-763.	3.0	267
12	Friendships, Peer Acceptance, and Group Membership: Realtions to Academic Achievement in Middle School. Child Development, 1997, 68, 1198-1209.	3.0	263
13	Friendships, Peer Acceptance, and Group Membership: Relations to Academic Achievement in Middle School. Child Development, 1997, 68, 1198.	3.0	256
14	Relations of social goal pursuit to social acceptance, classroom behavior, and perceived social support.. Journal of Educational Psychology, 1994, 86, 173-182.	2.9	254
15	Friend influence on prosocial behavior: The role of motivational factors and friendship characteristics.. Developmental Psychology, 2006, 42, 153-163.	1.6	250
16	The Academic Lives of Neglected, Rejected, Popular, and Controversial Children. Child Development, 1995, 66, 754.	3.0	230
17	Adolescent classroom goals, standards for performance, and academic achievement: An interactionist perspective.. Journal of Educational Psychology, 1989, 81, 131-142.	2.9	214
18	Motivation and Achievement in Early Adolescence. Journal of Early Adolescence, 1993, 13, 4-20.	1.9	196

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19	Academic and Social Motivational Influences on Students' Academic Performance. Educational Psychology Review, 1998, 10, 155-175.	8.4	192
20	Adolescent Prosocial Behavior: The Role of Self-Processes and Contextual Cues. Child Development, 2007, 78, 895-910.	3.0	168
21	Parental Aspirations for Their Children's Educational Attainment: Relations to Ethnicity, Parental Education, Children's Academic Performance, and Parental Perceptions of School Climate. Journal of Youth and Adolescence, 2009, 38, 1140-1152.	3.5	165
22	Critical Connections: Health and Academics. Journal of School Health, 2015, 85, 740-758.	1.6	155
23	Interpersonal relationships in the school environment and children's early school adjustment: The role of teachers and peers. , 1996, , 199-225.		149
24	What Is It That I'm Trying to Achieve? Classroom Goals from a Content Perspective. Contemporary Educational Psychology, 2000, 25, 105-115.	2.9	148
25	Peer Relationships and Collaborative Learning as Contexts for Academic Enablers. School Psychology Review, 2002, 31, 366-377.	3.0	140
26	Social and Academic Motivation in Middle School. Journal of Early Adolescence, 1996, 16, 390-406.	1.9	134
27	Interpersonal Relationships, Emotional Distress, and Prosocial Behavior in Middle School. Journal of Early Adolescence, 1999, 19, 114-125.	1.9	132
28	Emotional support and expectations from parents, teachers, and peers predict adolescent competence at school.. Journal of Educational Psychology, 2016, 108, 242-255.	2.9	117
29	Friend influence on prosocial behavior: The role of motivational factors and friendship characteristics.. Developmental Psychology, 2006, 42, 153-163.	1.6	104
30	Social goals and social relationships as motivators of school adjustment. , 1996, , 226-247.		93
31	Peer and teacher supports in relation to motivation and effort: A multi-level study. Contemporary Educational Psychology, 2017, 49, 32-45.	2.9	84
32	Academic achievement in preadolescence: The role of motivational, affective, and self-regulatory processes. Journal of Applied Developmental Psychology, 1990, 11, 179-193.	1.7	80
33	Peer social acceptance and academic achievement: A meta-analytic study.. Journal of Educational Psychology, 2021, 113, 157-180.	2.9	79
34	Introduction to Motivation at School: Interventions That Work. Educational Psychologist, 2007, 42, 191-196.	9.0	76
35	Strategies for making friends: Relations to social behavior and peer acceptance in early adolescence.. Developmental Psychology, 1993, 29, 819-826.	1.6	74
36	A comparison of the views of mothers, fathers, and pre-adolescents about family cohesion and power.. Journal of Family Psychology, 1989, 3, 39-60.	1.3	72

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37	Peer networks and students' classroom engagement during childhood and adolescence. , 1996, , 279-312.		71
38	Motivational Interventions That Work: Themes and Remaining Issues. Educational Psychologist, 2007, 42, 261-271.	9.0	70
39	Motivating Students to Behave in Socially Competent Ways. Theory Into Practice, 2003, 42, 319-326.	1.6	65
40	Relations among family interaction patterns, classroom self-restraint, and academic achievement in preadolescent boys.. Journal of Educational Psychology, 1990, 82, 813-819.	2.9	63
41	Family Functioning and Academic Achievement in Middle School A Social-Emotional Perspective. Journal of Early Adolescence, 1994, 14, 268-291.	1.9	57
42	Processes Associated with Integrative Social Competence. Journal of Adolescent Research, 1989, 4, 405-425.	2.1	55
43	Do Friendships Afford Academic Benefits? A Meta-analytic Study. Educational Psychology Review, 2018, 30, 1241-1267.	8.4	50
44	Young Adolescents' Perceptions of Teachers' and Peers' Goals as Predictors of Social and Academic Goal Pursuit. Applied Psychology, 2012, 61, 605-633.	7.1	43
45	Teacher-Student Relationships and Adolescent Competence at School. , 2012, , 19-35.		42
46	Marital satisfaction of parents of preadolescent boys and its relationship to family and child functioning.. Journal of Family Psychology, 1990, 4, 213-234.	1.3	38
47	Friends' influence on school adjustment: A motivational analysis. , 1996, , 248-278.		38
48	Emotional support, social goals, and classroom behavior: A multilevel, multisite study.. Journal of Educational Psychology, 2018, 110, 611-627.	2.9	37
49	Parental Child Rearing and Academic Achievement in Boys. Journal of Early Adolescence, 1991, 11, 321-339.	1.9	32
50	The Contribution of Social Goal Setting to Children's School Adjustment. , 2002, , 221-246.		28
51	Social motivation: Goals and social-cognitive processes. A comment. , 1996, , 181-196.		23
52	Understanding classroom competence: The role of social-motivational and self-processes. Advances in Child Development and Behavior, 2004, 32, 213-241.	1.3	22
53	Conflict in families of adolescents: The impact on cohesion and power structures.. Journal of Family Psychology, 1990, 3, 290-309.	1.3	21
54	Parental Predictors of Boys' Self-Restraint and Motivation to Achieve at School. Journal of Early Adolescence, 1993, 13, 183-203.	1.9	18

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55	Congruence between students' and teachers' goals: implications for social and academic motivation. International Journal of Educational Research, 2003, 39, 395-413.	2.2	16
56	Training boys with ADHD to work collaboratively: Social and learning outcomes. Contemporary Educational Psychology, 2008, 33, 625-646.	2.9	13
57	Teachers' beliefs about the development of teacher–adolescent trust. Learning Environments Research, 2016, 19, 241-266.	2.8	13
58	Open science reforms: Strengths, challenges, and future directions. Educational Psychologist, 2021, 56, 161-173.	9.0	9
59	Gender differences in math and english achievement: A longitudinal study. Sex Roles, 1988, 18-18, 691-699.	2.4	7
60	Relations of Marital Satisfaction to Peer Outcomes in Adolescent Boys. Journal of Early Adolescence, 1995, 15, 220-237.	1.9	7
61	Perceptions of competence, control, and belongingness over the transition to high school: A mixed-method study. Contemporary Educational Psychology, 2019, 56, 55-66.	2.9	7
62	Does interest justify further research? Comments on Tang and Hall. Applied Cognitive Psychology, 1995, 9, 405-409.	1.6	2
63	Motivational decision-making in achievement settings: A competence-in-context approach. Advances in Motivation Science, 2020, , .	3.7	2