

Achievement Emotions Questionnaire – Revised (AEQ-R) - User's Manual 2022 -

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Purpose and Supporting Validity Data

The AEQ-R assesses 12 achievement emotions, including 6 positive emotions (enjoyment, hope, pride, relaxation, assurance, relief) and 6 negative emotions (anger, anxiety, shame, boredom, hopelessness, disappointment). The instrument comprises 79 items. Scale development was based on Pekrun et al.'s (2023, cited above) taxonomy of achievement emotions. The purpose of this revision of the original AEQ (Pekrun et al., 2011) was to represent the taxonomy more fully and to shorten administration time (the original AEQ has 232 items).

Validity data for the AEQ-R are reported in Pekrun et al. (2023). The instrument was tested in three independent studies with samples of university students from Canada, the US, and Germany. The findings support the psychometric quality of the instrument. The 12 scales showed good to excellent reliability (across the three studies, average $\alpha > .82$ for all 12 scales, and average $\alpha > .90$ for eight of the scales). Structural validity is supported by findings from confirmatory factor analysis (CFA), exploratory structural equation modeling (ESEM), and multilevel facet analysis. Construct validity is documented in significant relations with participants' appraisals, personality traits, demographic variables, use of learning strategies, cognitive performance, and self-reported health problems. These relations were consistent with predictions from the control-value theory of achievement emotions (see, e.g., Pekrun, 2021).

Pekrun, R. (2021). Self-appraisals and emotions: A generalized control-value approach. In T. Dicke, F. Guay, H. W. Marsh, R. G. Craven, & D. M. McInerney (Eds). *Self – a multidisciplinary concept* (pp. 1–30). Information Age Publishing.

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Instructions and Scales

In this section, items are presented in a systematic order. In the questionnaire itself (see next section), items are presented in three blocks pertaining to emotional feelings experienced before, during, and after achievement situations (indicated by the last letter ["B", "D", or "A"] within items labels). This format supports participants in situating their responses. Below we present the instructions to assess achievement emotions in academic settings, that is, in relation to attending class, studying, and taking tests and exams. In addition, we provide information on how to adapt instructions for assessing achievement emotions in nonacademic settings (e.g., work or sports). Items are answered using a 5-point Likert scale, 1 = *strongly disagree* to 5 = *strongly agree*.

Instructions for the Three Blocks of the AEQ-R

“A. Before starting to work. Attending classes, studying, and taking tests and exams at university can induce different feelings. This part of the questionnaire refers to emotions you may experience **BEFORE** being in class, studying, or taking a test in this course. Prior to answering the questions on the following pages, please recall some typical situations of attending class, studying, or taking a test you have experienced in this course. Please read each item carefully and indicate how you typically feel before attending class, studying, or taking a test in this course.”

“B. During work. The following questions pertain to feelings you may experience **DURING** class, studying, or taking a test. Please indicate how you typically feel during class, studying, or taking a test in this course.”

“C. After work. The following questions pertain to feelings you may experience **AFTER** class, studying, or taking a test. Please indicate how you typically feel after class, studying, or taking a test in this course.”

Using the AEQ-R to Assess Achievement Emotions in Work and Sports

The AEQ-R can be used to assess emotions in achievement settings in various domains, such as education, work, and sports. The current instructions pertain to educational contexts. For use in other contexts, the instructions can be modified by depicting achievement settings in those contexts. A few items of the current instrument refer to emotions “in this course” to provide context. This term can be skipped or replaced by alternative terms when the scales are used to assess achievement emotions in other domains.

Scales and Items of the AEQ-R**1. Enjoyment**

- JOY1B I get excited about doing my work.
JOY2B I look forward to doing my assignments.
JOY3B Before starting to work, I am eager to get going.
JOY4D I enjoy doing my assignments.
JOY5D Difficult tasks in this course are a challenge that I enjoy.
JOY6D I enjoy the challenges in my work.
JOY7D I enjoy working so much that I get invigorated.
JOY8D When my work is going well, it gives me a rush.

2. Hope

- HOP1B I am full of hope that I will excel in this course.
HOP2B I am hopeful that I will perform well in this course.
HOP3B I have great hope that my abilities will be sufficient.
HOP4D I sense a feeling of hope that I will be successful.

3. Pride

- PRD1A I am proud of myself.
PRD2A I'm proud of my competence.
PRD3A To think about my success makes me feel proud.
PRD4A I'm proud of how well I mastered my assignments.
PRD5A I'm proud of my accomplishments.
PRD6A I am bursting with pride because I have done well.

4. Relaxation

- RLX1D I feel relaxed when doing my work.
RLX2D I feel calm when working on my assignments.
RLX3D During my work in this course I feel laid-back.
RLX4D I feel relaxed when working on difficult tasks.
RLX5D I feel at ease doing my work in this course.

5. Assurance

- ASS1B I feel relaxed because I know I will be successful.
ASS2B The thought of succeeding makes me feel relaxed.
ASS3B I feel relaxed because I know I will succeed even if it gets difficult.
ASS4B I feel relaxed because I anticipate mastering the demands of this course.

6. Relief

- RLF1A I feel relieved when I learn I have not done poorly.
RLF2A I feel relief because I succeeded on my assignments.
RLF3A When I have been able to complete difficult work in this course, I feel freed.
RLF4A When I succeed at a difficult task, the tension in my stomach goes away.
RLF5A After successful task completion, I can finally breathe easily again.

7. Anger

- ANG1B I get angry when I have to do my work.
ANG2B I get angry about the amount of work I need to do in this course.
ANG3D Doing my work makes me irritated.
ANG4D I get quite annoyed when doing my assignments.
ANG5D When thinking about all my useless assignments in this course, I get aggravated.
ANG6D Because I'm angry, I get restless at work in this course.
ANG7D When working for an extended period of time, my irritation makes me restless.
ANG8D I get so angry, I start feeling hot and flushed.

8. Anxiety

- ANX1B I get tense when I start to work.
ANX2B Before difficult tasks in this course I feel nervous and uneasy.
ANX3B I worry my assignments might be too difficult.
ANX4B I worry I might fail at my assignments in this course.
ANX5B When I think about my work, I feel queasy.
ANX6B Before difficult tasks I feel sick to my stomach.
ANX7D I get tense during my work.
ANX8D I feel nervous during difficult tasks.
ANX9D I worry I might not be able to complete all my work.
ANX10D I worry I might fail.
ANX11D I feel panicky when a task gets difficult in this course.
ANX12D Worry about not completing my assignments makes me sweat.

9. Shame

- SHM1A My poor performance embarrasses me.
SHM2A I feel ashamed because I am not as competent as others.
SHM3A I feel ashamed that I can't absorb the simplest of details.
SHM4A I feel ashamed because I realize that I lack ability.
SHM5A Because I am ashamed my pulse races.
SHM6A When others find out about my poor performance I start to blush.

10. Boredom

- BOR1D I get bored.
BOR2D This course bores me to death.
BOR3D Because I get bored, my mind begins to wander.
BOR4D While working, it seems like this task will never be over.
BOR5D My assignments are so boring that I find myself daydreaming.
BOR6D I get so bored, I have problems staying alert.
BOR7D I start yawning because I'm so bored.
BOR8D The work in this course bores me so much that I feel exhausted.

11. Hopelessness

- HPL1B I feel hopeless.
- HPL2B Even before starting to work, I am resigned to the fact that I won't understand the material.
- HPL3B I have lost all hope in understanding my assignments.
- HPL4B My hopelessness steals of all my energy.
- HPL5D I have given up hope.
- HPL6D I start to think that no matter how hard I try I won't succeed.
- HPL7D I'm discouraged about the fact that I'll never master the material.
- HPL8D I'm resigned to the fact that I haven't got the ability.
- HPL9D I feel so hopeless that I have no energy left.

12. Disappointment

- DIS1A I am disappointed about my lack of accomplishments.
- DIS2A I feel disappointed that I did not succeed.
- DIS3A I am disappointed that I did not perform well.
- DIS4A I feel disappointed about my lack of ability.

QUESTIONNAIRE

A. Before Starting to Work

Attending classes, studying, and taking tests and exams at university can induce different feelings. This part of the questionnaire refers to emotions you may experience **BEFORE** being in class, studying, or taking a test in this course. Prior to answering the questions on the following pages, please recall some typical situations of attending class, studying, or taking a test you have experienced in this course. Please read each item carefully and indicate how you typically feel before attending class, studying, or taking a test in this course.

Strongly Disagree 1	2	3	4	Strongly Agree 5
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				
11.				
12.				
13.				
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17.				
18.				
19.				
20.				
21.				
22.				

B. During Work

The following questions pertain to feelings you may experience **DURING** class, studying, or taking a test. Please indicate how you typically feel during class, studying, or taking a test in this course.

Strongly Disagree					Strongly Agree
1	2	3	4	5	

1. I enjoy doing my assignments.
2. Difficult tasks in this course are a challenge that I enjoy.
3. I enjoy the challenges in my work.
4. I enjoy working so much that I get invigorated.
5. When my work is going well, it gives me a rush.
6. I have given up hope.
7. I start to think that no matter how hard I try I won't succeed.
8. I'm discouraged about the fact that I'll never master the material.
9. I'm resigned to the fact that I haven't got the ability.
10. I feel so hopeless that I have no energy left.
11. Doing my work makes me irritated.
12. I get quite annoyed when doing my assignments.
13. When thinking about all my useless assignments in this course, I get aggravated.
14. Because I'm angry, I get restless at work in this course.
15. When working for an extended period of time, my irritation makes me restless.
16. I get so angry, I start feeling hot and flushed.
17. I feel relaxed when doing my work.
18. I feel calm when working on my assignments.
19. During my work in this course I feel laid-back.
20. I feel relaxed when working on difficult tasks.
21. I feel at ease doing my work in this course.
22. I get tense during my work.
23. I feel nervous during difficult tasks.
24. I worry I might not be able to complete all my work.
25. I worry I might fail.
26. I feel panicky when a task gets difficult in this course.

27. Worry about not completing my assignments makes me sweat.
28. I sense a feeling of hope that I will be successful.
29. I get bored.
30. This course bores me to death.
31. Because I get bored, my mind begins to wander.
32. While working, it seems like this task will never be over.
33. My assignments are so boring that I find myself daydreaming.
34. I get so bored, I have problems staying alert.
35. I start yawning because I'm so bored.
36. The work in this course bores me so much that I feel exhausted.

C. After Work

The following questions pertain to feelings you may experience **AFTER** class, studying, or taking a test. Please indicate how you typically feel after class, studying, or taking a test in this course.

Strongly Disagree 1	2	3	4	Strongly Agree 5
1. I am proud of myself.				
2. I'm proud of my competence.				
3. To think about my success makes me feel proud.				
4. I'm proud of how well I mastered my assignments.				
5. I'm proud of my accomplishments.				
6. I am bursting with pride because I have done well.				
7. I am disappointed about my lack of accomplishments.				
8. I feel disappointed that I did not succeed.				
9. I am disappointed that I did not perform well.				
10. I feel disappointed about my lack of ability.				
11. I feel relieved when I learn I have not done poorly.				
12. I feel relief because I succeeded on my assignments.				
13. When I have been able to complete difficult work in this course, I feel freed.				
14. When I succeed on a difficult task, the tension in my stomach goes away.				

15. After successful task completion, I can finally breathe easily again.
16. My poor performance embarrasses me.
17. I feel ashamed because I am not as competent as others.
18. I feel ashamed that I can't absorb the simplest of details.
19. I feel ashamed because I realize that I lack ability.
20. Because I am ashamed my pulse races.
21. When others find out about my poor performance I start to blush.