

Paul A Evans

List of Publications by Year in descending order

Source: <https://exaly.com/author-pdf/1787706/publications.pdf>

Version: 2024-02-01

21
papers

697
citations

759233

12
h-index

794594

19
g-index

22
all docs

22
docs citations

22
times ranked

401
citing authors

#	ARTICLE	IF	CITATIONS
1	Self-determination theory: An approach to motivation in music education. <i>Musicae Scientiae</i> , 2015, 19, 65-83.	2.9	116
2	Motivation and coping with the stress of assessment: Gender differences in outcomes for university students. <i>Contemporary Educational Psychology</i> , 2017, 48, 28-42.	2.9	91
3	The role of psychological needs in ceasing music and music learning activities. <i>Psychology of Music</i> , 2013, 41, 600-619.	1.6	81
4	Self-determined motivation for practice in university music students. <i>Psychology of Music</i> , 2016, 44, 1095-1110.	1.6	59
5	Applying self-regulated learning microanalysis to study musicians's™ practice. <i>Psychology of Music</i> , 2019, 47, 18-32.	1.6	50
6	Identity and practice: The motivational benefits of a long-term musical identity. <i>Psychology of Music</i> , 2015, 43, 407-422.	1.6	39
7	Choosing to study music in high school: Teacher support, psychological needs satisfaction, and elective music intentions. <i>Psychology of Music</i> , 2019, 47, 781-799.	1.6	31
8	Load reduction instruction: Exploring a framework that assesses explicit instruction through to independent learning. <i>Teaching and Teacher Education</i> , 2018, 73, 203-214.	3.2	30
9	Psychological Needs and Motivational Outcomes in a High School Orchestra Program. <i>Journal of Research in Music Education</i> , 2019, 67, 83-105.	1.4	29
10	Psychological needs satisfaction and value in students's™ intentions to study music in high school. <i>Psychology of Music</i> , 2018, 46, 881-895.	1.6	26
11	Personality, coping, and school well-being: an investigation of high school students. <i>Social Psychology of Education</i> , 2018, 21, 1061-1080.	2.5	20
12	Self-Regulated Learning in Music Practice and Performance. , 2017, , 181-193.		20
13	Motivation to pursue a career in music: The role of social constraints in university music programs. <i>Psychology of Music</i> , 2021, 49, 50-68.	1.6	16
14	Processes of Musical Identity Consolidation During Adolescence. , 2017, , 213-231.		14
15	Using a microanalysis intervention to examine shifts in musicians's™ self-regulated learning. <i>Psychology of Music</i> , 2021, 49, 972-988.	1.6	13
16	Wellness Among University-level Music Students: A Study of the Predictors of Subjective Vitality. <i>Musicae Scientiae</i> , 2021, 25, 143-160.	2.9	13
17	Student engagement in the Caribbean region: Exploring its role in the motivation and achievement of Jamaican middle school students. <i>School Psychology International</i> , 2017, 38, 184-200.	1.9	12
18	Student Vitality, Teacher Engagement, and Rapport in Studio Music Instruction. <i>Frontiers in Psychology</i> , 2020, 11, 1007.	2.1	12

#	ARTICLE	IF	CITATIONS
19	A longitudinal study of psychological needs satisfaction, value, achievement, and elective music intentions. <i>Psychology of Music</i> , 2021, 49, 382-398.	1.6	12
20	The role of teacher feedbackâ€“feedforward and personal best goal setting in studentsâ€™ mathematics achievement: a goal setting theory perspective. <i>Educational Psychology</i> , 2019, , 1-19.	2.7	6
21	Motivation and Engagement in Jamaica: Testing a Multidimensional Framework Among Students in an Emerging Regional Context. <i>Journal of Psychoeducational Assessment</i> , 2018, 36, 233-248.	1.5	4