

Leen Haerens

List of Publications by Year in descending order

Source: <https://exaly.com/author-pdf/342656/publications.pdf>

Version: 2024-02-01

110
papers

6,240
citations

66315

42
h-index

79644

73
g-index

112
all docs

112
docs citations

112
times ranked

4571
citing authors

#	ARTICLE	IF	CITATIONS
1	Perseverance in motor tasks: the impact of different types of positive feedback. <i>Physical Education and Sport Pedagogy</i> , 2024, 29, 221-234.	1.8	3
2	Effectiveness of a lesson study intervention on teacher behaviour and student motivation in physical education lessons. <i>Physical Education and Sport Pedagogy</i> , 2023, 28, 121-138.	1.8	6
3	Which cyclists manage to cope with the corona crisis in a resilient way? The role of motivational profiles. <i>International Journal of Sport and Exercise Psychology</i> , 2022, 20, 1049-1067.	1.1	6
4	Changes in students' goal pursuits and motivational regulations toward healthy behaviors during the pandemic: A Self-Determination Theory perspective. <i>Psychology of Sport and Exercise</i> , 2022, 59, 102131.	1.1	7
5	Toward a Refined Insight Into the Importance of Volunteers' Motivations for Need-Based Experiences, Job Satisfaction, Work Effort, and Turnover Intentions in Nonprofit Sports Clubs: A Person-Centered Approach. <i>Voluntas</i> , 2022, 33, 807-819.	1.1	6
6	The Importance of the Leaders' and Coaches' Motivating Style for Sports Club Members' Motivation to Participate in Organized Sports: Study of Trickle-Down Effects. <i>Sport Psychologist</i> , 2022, 36, 153-161.	0.4	1
7	The role of motivation in the conceptual model of motor development in childhood. <i>Psychology of Sport and Exercise</i> , 2022, 61, 102188.	1.1	9
8	An online Delphi study to investigate the completeness of the CanMEDS Roles and the relevance, formulation, and measurability of their key competencies within eight healthcare disciplines in Flanders. <i>BMC Medical Education</i> , 2022, 22, 260.	1.0	7
9	Examining school boards' chaotic leadership style in relation to teachers' job satisfaction and emotional exhaustion. <i>Teaching and Teacher Education</i> , 2022, 118, 103821.	1.6	5
10	Volunteers Managing Volunteers: The Role of Volunteer Board Members' Motivating and Demotivating Style in Relation to Volunteers' Motives to Stay Volunteer. <i>Voluntas</i> , 2021, 32, 1271-1284.	1.1	11
11	Fostering student engagement with motivating teaching: an observation study of teacher and student behaviours. <i>Research Papers in Education</i> , 2021, 36, 754-779.	1.7	36
12	Do both coaches and parents contribute to youth soccer players' motivation and engagement? An examination of their unique (de)motivating roles. <i>International Journal of Sport and Exercise Psychology</i> , 2021, 19, 761-779.	1.1	11
13	Enhancing volunteers capacity in all-volunteer nonprofit organizations: The role of volunteer leaders' reliance on effective management processes and (de)motivating leadership. <i>Nonprofit Management and Leadership</i> , 2021, 31, 481-503.	1.7	10
14	Do goal clarification and process feedback positively affect students' need-based experiences? A quasi-experimental study grounded in Self-Determination Theory. <i>Physical Education and Sport Pedagogy</i> , 2021, 26, 483-503.	1.8	10
15	The promise of self-determination theory to study the therapist-client relationship in speech-language treatment. <i>Journal of Communication Disorders</i> , 2021, 89, 106059.	0.8	7
16	Self-Determination Theory to observe healthcare professionals' counselling in chronic care encounters: Development of the COUNSEL-CCE tool. <i>Patient Education and Counseling</i> , 2021, 104, 1773-1780.	1.0	6
17	Differences in Weight Status and Autonomous Motivation towards Sports among Children with Various Profiles of Motor Competence and Organized Sports Participation. <i>Children</i> , 2021, 8, 156.	0.6	11
18	Antecedents of primary school teachers' need-supportive and need-thwarting styles in physical education. <i>European Physical Education Review</i> , 2021, 27, 961-980.	1.2	7

#	ARTICLE	IF	CITATIONS
19	Adopting the Situation in School Questionnaire to Examine Physical Education Teachers'™ Motivating and Demotivating Styles Using a Circumplex Approach. <i>International Journal of Environmental Research and Public Health</i> , 2021, 18, 7342.	1.2	14
20	The Relation between Physical Education Teachers'™ (De-)Motivating Style, Students'™ Motivation, and Students'™ Physical Activity: A Multilevel Approach. <i>International Journal of Environmental Research and Public Health</i> , 2021, 18, 7457.	1.2	11
21	Personal and social development in physical education and sports: A review study. <i>European Physical Education Review</i> , 2020, 26, 797-813.	1.2	121
22	How do adolescents deal with intrusive parenting? The role of coping with psychologically controlling parenting in internalizing and externalizing problems. <i>Journal of Adolescence</i> , 2020, 84, 200-212.	1.2	12
23	The Relationship Between Actual and Perceived Motor Competence in Children, Adolescents and Young Adults: A Systematic Review and Meta-analysis. <i>Sports Medicine</i> , 2020, 50, 2001-2049.	3.1	75
24	An experimental, video-based investigation into the motivating impact of choice and positive feedback among students with different motor competence levels. <i>Physical Education and Sport Pedagogy</i> , 2020, 25, 361-378.	1.8	15
25	A classification of motivation and behavior change techniques used in self-determination theory-based interventions in health contexts.. <i>Motivation Science</i> , 2020, 6, 438-455.	1.2	239
26	Why Do Sport Coaches Adopt a Controlling Coaching Style? The Role of an Evaluative Context and Psychological Need Frustration. <i>Sport Psychologist</i> , 2020, 34, 89-98.	0.4	13
27	How does knowledge about the criteria for an upcoming test relate to adolescents'™ situational motivation in physical education? A self-determination theory approach. <i>European Physical Education Review</i> , 2019, 25, 983-1001.	1.2	18
28	Adopting a helicopter-perspective towards motivating and demotivating coaching: A circumplex approach. <i>Psychology of Sport and Exercise</i> , 2019, 40, 110-126.	1.1	50
29	Does the Level of Motivation of Physical Education Teachers Matter in Terms of Job Satisfaction and Emotional Exhaustion? A Person-Centered Examination Based on Self-Determination Theory. <i>International Journal of Environmental Research and Public Health</i> , 2019, 16, 2839.	1.2	15
30	Developmental Change in Motor Competence: A Latent Growth Curve Analysis. <i>Frontiers in Physiology</i> , 2019, 10, 1273.	1.3	40
31	Where to go and how to get there: Goal clarification, process feedback and students'™ need satisfaction and frustration from lesson to lesson. <i>Learning and Instruction</i> , 2019, 61, 1-11.	1.9	36
32	Towards a more refined understanding of the interplay between burnout and engagement among secondary school teachers: A person-centered perspective. <i>Learning and Individual Differences</i> , 2019, 72, 69-79.	1.5	20
33	The role of task and ego-oriented climate in explaining students'™ bright and dark motivational experiences in Physical Education. <i>Physical Education and Sport Pedagogy</i> , 2019, 24, 344-358.	1.8	32
34	Seeking Stability in Stormy Educational Times: A Need-based Perspective on (De)motivating Teaching Grounded in Self-determination Theory. <i>Advances in Motivation and Achievement: A Research Annual</i> , 2019, , 53-80.	0.3	110
35	Do athletes'™ responses to coach autonomy support and control depend on the situation and athletes'™ personal motivation?. <i>Psychology of Sport and Exercise</i> , 2019, 43, 321-332.	1.1	19
36	Coaching the coach: Intervention effects on need-supportive coaching behavior and athlete motivation and engagement. <i>Psychology of Sport and Exercise</i> , 2019, 43, 288-300.	1.1	41

#	ARTICLE	IF	CITATIONS
37	Identifying motivational profiles among VET students: differences in self-efficacy, test anxiety and perceived motivating teaching. <i>Journal of Vocational Education and Training</i> , 2019, 71, 600-622.	0.9	11
38	Why is physical education more stimulating for pupils who are more satisfied with their own body?. <i>Health Education Journal</i> , 2019, 78, 251-265.	0.6	8
39	Correlates of students' internalization and defiance of classroom rules: A self-determination theory perspective. <i>British Journal of Educational Psychology</i> , 2019, 89, 22-40.	1.6	47
40	Toward an integrative and fine-grained insight in motivating and demotivating teaching styles: The merits of a circumplex approach.. <i>Journal of Educational Psychology</i> , 2019, 111, 497-521.	2.1	288
41	Teachers' motivation in relation to their psychological functioning and interpersonal style: A variable- and person-centered approach. <i>Teaching and Teacher Education</i> , 2018, 74, 21-34.	1.6	57
42	Understanding body image in physical education. <i>European Physical Education Review</i> , 2018, 24, 255-265.	1.2	30
43	Identifying a motor proficiency barrier for meeting physical activity guidelines in children. <i>Journal of Science and Medicine in Sport</i> , 2018, 21, 58-62.	0.6	100
44	Different combinations of perceived autonomy support and control: identifying the most optimal motivating style. <i>Physical Education and Sport Pedagogy</i> , 2018, 23, 16-36.	1.8	108
45	Fostering Personal Meaning and Self-relevance: A Self-Determination Theory Perspective on Internalization. <i>Journal of Experimental Education</i> , 2018, 86, 30-49.	1.6	132
46	Body Dissatisfaction, Perceptions of Competence, and Lesson Content in Physical Education. <i>Journal of School Health</i> , 2018, 88, 576-582.	0.8	15
47	Development and optimisation of an in-service teacher training programme on motivational assessment in physical education. <i>European Physical Education Review</i> , 2017, 23, 91-109.	1.2	11
48	Development and optimization of an injury prevention intervention for physical education teachers. <i>Physical Education and Sport Pedagogy</i> , 2017, 22, 171-186.	1.8	2
49	The Effects of Feedback Valence and Style on Need Satisfaction, Self-Talk, and Perseverance Among Tennis Players: An Experimental Study. <i>Journal of Sport and Exercise Psychology</i> , 2017, 39, 67-80.	0.7	56
50	Performance grading and motivational functioning and fear in physical education: A self-determination theory perspective. <i>Learning and Individual Differences</i> , 2017, 55, 202-211.	1.5	37
51	Extracurricular School-Based Sports as a Stepping Stone Toward an Active Lifestyle? Differences in Physical Activity and Sports-Motivation Between Extracurricular School-Based Sports Participants and Non-Participants. <i>Journal of Teaching in Physical Education</i> , 2017, 36, 485-497.	0.9	12
52	A game-to-game investigation of the relation between need-supportive and need-thwarting coaching and moral behavior in soccer. <i>Psychology of Sport and Exercise</i> , 2017, 31, 1-10.	1.1	20
53	Assessment quality and practices in secondary PE in the Netherlands. <i>Physical Education and Sport Pedagogy</i> , 2017, 22, 473-489.	1.8	46
54	Promoting elementary school students' autonomous reading motivation: Effects of a teacher professional development workshop. <i>Journal of Educational Research</i> , 2016, 109, 232-252.	0.8	57

#	ARTICLE	IF	CITATIONS
55	Configurations of actual and perceived motor competence among children: Associations with motivation for sports and global self-worth. <i>Human Movement Science</i> , 2016, 50, 1-9.	0.6	64
56	Dynamics of need-supportive and need-thwarting teaching behavior: the bidirectional relationship with student engagement and disengagement in the beginning of a lesson. <i>Physical Education and Sport Pedagogy</i> , 2016, 21, 653-670.	1.8	65
57	A dimensional and person-centered perspective on controlled reasons for non-participation in physical education. <i>Psychology of Sport and Exercise</i> , 2016, 23, 142-154.	1.1	39
58	Effects of a multifactorial injury prevention intervention in physical education teachers: A randomized controlled trial. <i>European Journal of Sport Science</i> , 2016, 16, 868-876.	1.4	2
59	Identifying profiles of actual and perceived motor competence among adolescents: associations with motivation, physical activity, and sports participation. <i>Journal of Sports Sciences</i> , 2016, 34, 2027-2037.	1.0	87
60	Toward a Systematic Study of the Dark Side of Student Motivation: Antecedents and Consequences of Teachers' Controlling Behaviors. , 2016, , 59-81.		26
61	Changing teachers' beliefs regarding autonomy support and structure: The role of experienced psychological need satisfaction in teacher training. <i>Psychology of Sport and Exercise</i> , 2016, 23, 64-72.	1.1	70
62	The different faces of controlling teaching: implications of a distinction between externally and internally controlling teaching for students' motivation in physical education. <i>Physical Education and Sport Pedagogy</i> , 2016, 21, 632-652.	1.8	42
63	Do students with different motives for physical education respond differently to autonomy-supportive and controlling teaching?. <i>Psychology of Sport and Exercise</i> , 2016, 22, 72-82.	1.1	73
64	Associations among Elementary School Children's Actual Motor Competence, Perceived Motor Competence, Physical Activity and BMI: A Cross-Sectional Study. <i>PLoS ONE</i> , 2016, 11, e0164600.	1.1	80
65	Intrapersonal Achievement Goals and Underlying Reasons among Long Distance Runners: Their Relation with Race Experience, Self-Talk, and Running Time. <i>Psychologica Belgica</i> , 2016, 56, 288-310.	1.0	21
66	Student (Dis)Engagement and Need-Supportive Teaching Behavior: A Multi-Informant and Multilevel Approach. <i>Journal of Sport and Exercise Psychology</i> , 2015, 37, 353-366.	0.7	21
67	Generic anthropometric and performance characteristics among elite adolescent boys in nine different sports. <i>European Journal of Sport Science</i> , 2015, 15, 357-366.	1.4	68
68	Do perceived autonomy-supportive and controlling teaching relate to physical education students' motivational experiences through unique pathways? Distinguishing between the bright and dark side of motivation. <i>Psychology of Sport and Exercise</i> , 2015, 16, 26-36.	1.1	481
69	Fostering a Need-Supportive Teaching Style: Intervention Effects on Physical Education Teachers' Beliefs and Teaching Behaviors. <i>Journal of Sport and Exercise Psychology</i> , 2014, 36, 595-609.	0.7	142
70	Does observed controlling teaching behavior relate to students' motivation in physical education?. <i>Journal of Educational Psychology</i> , 2014, 106, 541-554.	2.1	197
71	Differences in perceived competence and physical activity levels during single-gender modified basketball game play in middle school physical education. <i>European Physical Education Review</i> , 2014, 20, 20-35.	1.2	41
72	New research programmes in physical education and sport pedagogy. <i>Sport, Education and Society</i> , 2014, 19, 899-911.	1.5	28

#	ARTICLE	IF	CITATIONS
73	Research on self-determination in physical education: key findings and proposals for future research. <i>Physical Education and Sport Pedagogy</i> , 2014, 19, 97-121.	1.8	202
74	Extracurricular school-based sports as a motivating vehicle for sports participation in youth: a cross-sectional study. <i>International Journal of Behavioral Nutrition and Physical Activity</i> , 2014, 11, 48.	2.0	37
75	Moderators of the Effectiveness of a Web-Based Tailored Intervention Promoting Physical Activity in Adolescents: The HELENA Activ-O-Meter. <i>Journal of School Health</i> , 2014, 84, 256-266.	0.8	15
76	Within-person profiles of teachers' motivation to teach: Associations with need satisfaction at work, need-supportive teaching, and burnout. <i>Psychology of Sport and Exercise</i> , 2014, 15, 407-417.	1.1	92
77	Psychosocial Determinants and Perceived Environmental Barriers as Mediators of the Effectiveness of a Web-Based Tailored Intervention Promoting Physical Activity in Adolescents: The HELENA Activ-O-Meter. <i>Journal of Physical Activity and Health</i> , 2014, 11, 741-751.	1.0	7
78	Observed need-supportive and need-thwarting teaching behavior in physical education: Do teachers' motivational orientations matter?. <i>Psychology of Sport and Exercise</i> , 2013, 14, 650-661.	1.1	115
79	Exploring subgroup effects by socioeconomic position of three effective school-based dietary interventions: the European TEENAGE project. <i>International Journal of Public Health</i> , 2013, 59, 493-502.	1.0	9
80	Observing Physical Education Teachers' Need-Supportive Interactions in Classroom Settings. <i>Journal of Sport and Exercise Psychology</i> , 2013, 35, 3-17.	0.7	163
81	Emotional Exhaustion and Motivation in Physical Education Teachers: A Variable-Centered and Person-Centered Approach. <i>Journal of Teaching in Physical Education</i> , 2013, 32, 305-320.	0.9	32
82	Mediating effects of home-related factors on fat intake from snacks in a school-based nutrition intervention among adolescents. <i>Health Education Research</i> , 2012, 27, 36-45.	1.0	10
83	Effects of a 2-year healthy eating and physical activity intervention for 3-6-year-olds in communities of high and low socio-economic status: the POP (Prevention of Overweight among Pre-school and) Tj ETQq1 1 0.784314 rgB54Overlook	1.0	10
84	Students' Objectively Measured Physical Activity Levels and Engagement as a Function of Between-Class and Between-Student Differences in Motivation Toward Physical Education. <i>Journal of Sport and Exercise Psychology</i> , 2012, 34, 457-480.	0.7	125
85	Objectively measured sedentary time and physical activity time across the lifespan: a cross-sectional study in four age groups. <i>International Journal of Behavioral Nutrition and Physical Activity</i> , 2012, 9, 149.	2.0	100
86	Identifying configurations of perceived teacher autonomy support and structure: Associations with self-regulated learning, motivation and problem behavior. <i>Learning and Instruction</i> , 2012, 22, 431-439.	1.9	281
87	A Framework for Physical Activity Programs Within School-Community Partnerships. <i>Quest</i> , 2011, 63, 300-320.	0.8	29
88	Toward the Development of a Pedagogical Model for Health-Based Physical Education. <i>Quest</i> , 2011, 63, 321-338.	0.8	150
89	Pilot evaluation of the HELENA (Healthy Lifestyle in Europe by Nutrition in Adolescence) Food-O-Meter, a computer-tailored nutrition advice for adolescents: a study in six European cities. <i>Public Health Nutrition</i> , 2011, 14, 1292-1302.	1.1	33
90	Motivational profiles for secondary school physical education and its relationship to the adoption of a physically active lifestyle among university students. <i>European Physical Education Review</i> , 2010, 16, 117-139.	1.2	136

#	ARTICLE	IF	CITATIONS
91	Relationship of physical activity and dietary habits with body mass index in the transition from childhood to adolescence: a 4-year longitudinal study. <i>Public Health Nutrition</i> , 2010, 13, 1722-1728.	1.1	46
92	The relationship between children's home food environment and dietary patterns in childhood and adolescence. <i>Public Health Nutrition</i> , 2010, 13, 1729-1735.	1.1	64
93	Sex equity and physical activity levels in coeducational physical education: exploring the potential of modified game forms. <i>Physical Education and Sport Pedagogy</i> , 2010, 15, 159-173.	1.8	34
94	Evaluation of a Computer-Tailored Physical Activity Intervention in Adolescents in Six European Countries: The Activ-O-Meter in the HELENA Intervention Study. <i>Journal of Adolescent Health</i> , 2010, 46, 458-466.	1.2	56
95	Formative research to develop the IDEFICS physical activity intervention component: findings from focus groups with children and parents. <i>Journal of Physical Activity and Health</i> , 2010, 7, 246-56.	1.0	8
96	The Contribution of Home, Neighbourhood and School Environmental Factors in Explaining Physical Activity among Adolescents. <i>Journal of Environmental and Public Health</i> , 2009, 2009, 1-10.	0.4	22
97	Developing the IDEFICS community-based intervention program to enhance eating behaviors in 2- to 8-year-old children: findings from focus groups with children and parents. <i>Health Education Research</i> , 2009, 24, 381-393.	1.0	43
98	Effectiveness of a computer tailored physical activity intervention in adolescents compared to a generic advice. <i>Patient Education and Counseling</i> , 2009, 77, 38-41.	1.0	16
99	The contribution of psychosocial and home environmental factors in explaining eating behaviours in adolescents. <i>European Journal of Clinical Nutrition</i> , 2008, 62, 51-59.	1.3	116
100	Cognitive-motivational determinants of fat food consumption in overweight and obese youngsters: The implicit association between fat food and arousal. <i>Journal of Behavior Therapy and Experimental Psychiatry</i> , 2008, 39, 354-368.	0.6	27
101	The effects of a middle-school healthy eating intervention on adolescents' fat and fruit intake and soft drinks consumption. <i>Public Health Nutrition</i> , 2007, 10, 443-449.	1.1	78
102	Do overweight youngsters like food more than lean peers? Assessing their implicit attitudes with a personalized Implicit Association Task. <i>Food Quality and Preference</i> , 2007, 18, 1077-1084.	2.3	29
103	School-Based Randomized Controlled Trial of a Physical Activity Intervention among Adolescents. <i>Journal of Adolescent Health</i> , 2007, 40, 258-265.	1.2	107
104	Explaining the effects of a 1-year intervention promoting a low fat diet in adolescent girls: a mediation analysis. <i>International Journal of Behavioral Nutrition and Physical Activity</i> , 2007, 4, 55.	2.0	22
105	A computer-tailored dietary fat intake intervention for adolescents: Results of a randomized controlled trial. <i>Annals of Behavioral Medicine</i> , 2007, 34, 253-262.	1.7	41
106	Acceptability, feasibility and effectiveness of a computer-tailored physical activity intervention in adolescents. <i>Patient Education and Counseling</i> , 2007, 66, 303-310.	1.0	49
107	Physical activity and endurance in normal weight versus overweight boys and girls. <i>Journal of Sports Medicine and Physical Fitness</i> , 2007, 47, 344-50.	0.4	16
108	Body Mass Effects of a Physical Activity and Healthy Food Intervention in Middle Schools. <i>Obesity</i> , 2006, 14, 847-854.	1.5	90

#	ARTICLE	IF	CITATIONS
109	Evaluation of a 2-year physical activity and healthy eating intervention in middle school children. Health Education Research, 2006, 21, 911-921.	1.0	140
110	Physical education teachers' perceptions and operationalisations of personal and social development goals in primary education. European Physical Education Review, 0, , 1356336X2211023.	1.2	1