

Johnmarshall Reeve

List of Publications by Year in descending order

Source: <https://exaly.com/author-pdf/5663218/publications.pdf>

Version: 2024-02-01

93
papers

16,523
citations

28190

55
h-index

53109

85
g-index

96
all docs

96
docs citations

96
times ranked

6436
citing authors

#	ARTICLE	IF	CITATIONS
1	Why Teachers Adopt a Controlling Motivating Style Toward Students and How They Can Become More Autonomy Supportive. <i>Educational Psychologist</i> , 2009, 44, 159-175.	4.7	1,008
2	Engaging students in learning activities: It is not autonomy support or structure but autonomy support and structure.. <i>Journal of Educational Psychology</i> , 2010, 102, 588-600.	2.1	1,000
3	Enhancing Students' Engagement by Increasing Teachers' Autonomy Support. <i>Motivation and Emotion</i> , 2004, 28, 147-169.	0.8	979
4	What teachers say and do to support students' autonomy during a learning activity.. <i>Journal of Educational Psychology</i> , 2006, 98, 209-218.	2.1	940
5	Agency as a fourth aspect of students's™ engagement during learning activities. <i>Contemporary Educational Psychology</i> , 2011, 36, 257-267.	1.6	706
6	A Self-determination Theory Perspective on Student Engagement. , 2012, , 149-172.		623
7	A Meta-analysis of the Effectiveness of Intervention Programs Designed to Support Autonomy. <i>Educational Psychology Review</i> , 2011, 23, 159-188.	5.1	607
8	How students create motivationally supportive learning environments for themselves: The concept of agentic engagement.. <i>Journal of Educational Psychology</i> , 2013, 105, 579-595.	2.1	494
9	Can self-determination theory explain what underlies the productive, satisfying learning experiences of collectivistically oriented Korean students?. <i>Journal of Educational Psychology</i> , 2009, 101, 644-661.	2.1	462
10	Teachers as Facilitators: What Autonomy's Supportive Teachers Do and Why Their Students Benefit. <i>Elementary School Journal</i> , 2006, 106, 225-236.	0.9	459
11	Autonomy-supportive teachers: How they teach and motivate students.. <i>Journal of Educational Psychology</i> , 1999, 91, 537-548.	2.1	456
12	Why students become more engaged or more disengaged during the semester: A self-determination theory dual-process model. <i>Learning and Instruction</i> , 2016, 43, 27-38.	1.9	418
13	The Influence of Positive Affect on Intrinsic and Extrinsic Motivation: Facilitating Enjoyment of Play, Responsible Work Behavior, and Self-Control. <i>Motivation and Emotion</i> , 2005, 29, 295-323.	0.8	391
14	A motivational model of rural students' intentions to persist in, versus drop out of, high school.. <i>Journal of Educational Psychology</i> , 2003, 95, 347-356.	2.1	390
15	Experimentally Based, Longitudinally Designed, Teacher-Focused Intervention to Help Physical Education Teachers Be More Autonomy Supportive Toward Their Students. <i>Journal of Sport and Exercise Psychology</i> , 2012, 34, 365-396.	0.7	337
16	Longitudinal test of self-determination theory's motivation mediation model in a naturally occurring classroom context.. <i>Journal of Educational Psychology</i> , 2012, 104, 1175-1188.	2.1	333
17	Testing models of the experience of self-determination in intrinsic motivation and the conundrum of choice.. <i>Journal of Educational Psychology</i> , 2003, 95, 375-392.	2.1	318
18	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

#	ARTICLE	IF	CITATIONS
19	Elements of the Competitive Situation that Affect Intrinsic Motivation. <i>Personality and Social Psychology Bulletin</i> , 1996, 22, 24-33.	1.9	285
20	A classroom-based intervention to help teachers decrease students' amotivation. <i>Contemporary Educational Psychology</i> , 2015, 40, 99-111.	1.6	261
21	Title is missing!. <i>Motivation and Emotion</i> , 2002, 26, 183-207.	0.8	251
22	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
23	Students' classroom engagement produces longitudinal changes in classroom motivation.. <i>Journal of Educational Psychology</i> , 2014, 106, 527-540.	2.1	212
24	Autonomy Support as an Interpersonal Motivating Style: Is It Teachable?. <i>Contemporary Educational Psychology</i> , 1998, 23, 312-330.	1.6	201
25	A New Autonomy-Supportive Way of Teaching That Increases Conceptual Learning: Teaching in Students' Preferred Ways. <i>Journal of Experimental Education</i> , 2016, 84, 686-701.	1.6	184
26	The Teacher Benefits From Giving Autonomy Support During Physical Education Instruction. <i>Journal of Sport and Exercise Psychology</i> , 2014, 36, 331-346.	0.7	176
27	Autonomy-Supportive Teaching: What It Is, How to Do It. , 2016, , 129-152.		172
28	The interest-enjoyment distinction in intrinsic motivation. <i>Motivation and Emotion</i> , 1989, 13, 83-103.	0.8	171
29	Do the benefits from autonomy-supportive PE teacher training programs endure?: A one-year follow-up investigation. <i>Psychology of Sport and Exercise</i> , 2013, 14, 508-518.	1.1	166
30	When teachers learn how to provide classroom structure in an autonomy-supportive way: Benefits to teachers and their students. <i>Teaching and Teacher Education</i> , 2020, 90, 103004.	1.6	163
31	Training corporate managers to adopt a more autonomy-supportive motivating style toward employees: an intervention study. <i>International Journal of Training and Development</i> , 2009, 13, 165-184.	0.5	161
32	Autonomy-supportive teaching: Its malleability, benefits, and potential to improve educational practice. <i>Educational Psychologist</i> , 2021, 56, 54-77.	4.7	158
33	A needs-supportive intervention to help PE teachers enhance students' prosocial behavior and diminish antisocial behavior. <i>Psychology of Sport and Exercise</i> , 2018, 35, 74-88.	1.1	156
34	How K-12 teachers can put self-determination theory principles into practice. <i>Theory and Research in Education</i> , 2009, 7, 145-154.	0.4	155
35	A Teacher-Focused Intervention to Decrease PE Students' Amotivation by Increasing Need Satisfaction and Decreasing Need Frustration. <i>Journal of Sport and Exercise Psychology</i> , 2016, 38, 217-235.	0.7	151
36	The beliefs that underlie autonomy-supportive and controlling teaching: A multinational investigation. <i>Motivation and Emotion</i> , 2014, 38, 93-110.	0.8	140

#	ARTICLE	IF	CITATIONS
37	Why autonomy-supportive interventions work: Explaining the professional development of teachers's™ motivating style. <i>Teaching and Teacher Education</i> , 2018, 69, 43-51.	1.6	139
38	Teachers become more autonomy supportive after they believe it is easy to do. <i>Psychology of Sport and Exercise</i> , 2016, 22, 178-189.	1.1	132
39	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
40	Expanding autonomy psychological need states from two (satisfaction, frustration) to three (dissatisfaction): A classroom-based intervention study.. <i>Journal of Educational Psychology</i> , 2019, 111, 685-702.	2.1	121
41	Giving and receiving autonomy support in a high-stakes sport context: A field-based experiment during the 2012 London Paralympic Games. <i>Psychology of Sport and Exercise</i> , 2015, 19, 59-69.	1.1	120
42	Personality-based antecedents of teachers' autonomy-supportive and controlling motivating styles. <i>Learning and Individual Differences</i> , 2018, 62, 12-22.	1.5	102
43	Interest as Emotion, as Affect, and as Schema. , 2015, , 79-92.		100
44	Cortisol reactivity to a teacher's™ motivating style: the biology of being controlled versus supporting autonomy. <i>Motivation and Emotion</i> , 2011, 35, 63-74.	0.8	97
45	Recommending goals and supporting needs: An intervention to help physical education teachers communicate their expectations while supporting students's™ psychological needs. <i>Psychology of Sport and Exercise</i> , 2019, 41, 107-118.	1.1	96
46	Conceptualizing and testing a new tripartite measure of coach interpersonal behaviors. <i>Psychology of Sport and Exercise</i> , 2019, 44, 107-120.	1.1	90
47	Development and Validation of a Brief Measure of the Three Psychological Needs Underlying Intrinsic Motivation: The Afs Scales. <i>Educational and Psychological Measurement</i> , 1994, 54, 506-515.	1.2	89
48	Introduction to Motivational Neuroscience. <i>Advances in Motivation and Achievement: A Research Annual</i> , 2016, , 1-19.	0.3	88
49	Stability, change, and implications of students's™ motivation profiles: A latent transition analysis. <i>Contemporary Educational Psychology</i> , 2017, 51, 222-239.	1.6	87
50	Medical students's™ motivation for internal medicine. <i>Journal of General Internal Medicine</i> , 1994, 9, 327-333.	1.3	83
51	How teachers can support students's™ agentic engagement. <i>Theory Into Practice</i> , 2020, 59, 150-161.	0.9	79
52	The face of interest. <i>Motivation and Emotion</i> , 1993, 17, 353-375.	0.8	77
53	A grand theory of motivation: Why not?. <i>Motivation and Emotion</i> , 2016, 40, 31-35.	0.8	77
54	Teachers's™ estimates of their students's™ motivation and engagement: being in synch with students. <i>Educational Psychology</i> , 2012, 32, 727-747.	1.2	76

#	ARTICLE	IF	CITATIONS
55	Applying the integrated trans-contextual model to mathematics activities in the classroom and homework behavior and attainment. <i>Learning and Individual Differences</i> , 2016, 45, 166-175.	1.5	67
56	Students' Agentic Engagement Predicts Longitudinal Increases in Perceived Autonomy-Supportive Teaching: The Squeaky Wheel Gets the Grease. <i>Journal of Experimental Education</i> , 2018, 86, 579-596.	1.6	65
57	Self-determined, but not non-self-determined, motivation predicts activations in the anterior insular cortex: an fMRI study of personal agency. <i>Social Cognitive and Affective Neuroscience</i> , 2013, 8, 538-545.	1.5	63
58	When Adolescents with High Self-Concept Lose their Engagement in School // Cuando se pierde la motivación escolar de los adolescentes con mejor autoconcepto. <i>Revista De Psicodidactica</i> , 2015, 20, 305-320.	0.4	62
59	Motivation and performance: Two consequences of winning and losing in competition. <i>Motivation and Emotion</i> , 1985, 9, 291-298.	0.8	57
60	Expressing Intrinsic Motivation Through Acts of Exploration and Facial Displays of Interest. <i>Motivation and Emotion</i> , 1997, 21, 237-250.	0.8	55
61	Neural differences between intrinsic reasons for doing versus extrinsic reasons for doing: An fMRI study. <i>Neuroscience Research</i> , 2012, 73, 68-72.	1.0	52
62	Neuroscience and Human Motivation. , 0, , 365-380.		51
63	How and why students make academic progress: Reconceptualizing the student engagement construct to increase its explanatory power. <i>Contemporary Educational Psychology</i> , 2020, 62, 101899.	1.6	51
64	Giving and Summoning Autonomy Support in Hierarchical Relationships. <i>Social and Personality Psychology Compass</i> , 2015, 9, 406-418.	2.0	48
65	An autonomy-supportive intervention to develop students'™ resilience by boosting agentic engagement. <i>International Journal of Behavioral Development</i> , 2020, 44, 325-338.	1.3	46
66	A neuroscientific perspective on basic psychological needs. <i>Journal of Personality</i> , 2019, 87, 102-114.	1.8	45
67	Identifying the neural substrates of intrinsic motivation during task performance. <i>Cognitive, Affective and Behavioral Neuroscience</i> , 2017, 17, 939-953.	1.0	43
68	Home schooling and teaching style: Comparing the motivating styles of home school and public school teachers.. <i>Journal of Educational Psychology</i> , 2002, 94, 372-380.	2.1	36
69	Measuring psychological need states in sport: Theoretical considerations and a new measure. <i>Psychology of Sport and Exercise</i> , 2020, 47, 101617.	1.1	36
70	An Intervention-Based Program of Research on Teachers'™ Motivating Styles. <i>Advances in Motivation and Achievement: A Research Annual</i> , 2014, , 293-339.	0.3	35
71	An intervention to help teachers establish a prosocial peer climate in physical education. <i>Learning and Instruction</i> , 2019, 64, 101223.	1.9	32
72	A Teacher-Focused Intervention to Enhance Students'™ Classroom Engagement. , 2019, , 87-102.		32

#	ARTICLE	IF	CITATIONS
73	Intrinsic motivation in competition: The intervening role of four individual differences following objective competence information. <i>Journal of Research in Personality</i> , 1987, 21, 148-170.	0.9	31
74	Do Social Institutions Necessarily Suppress Individuals' Need for Autonomy? The Possibility of Schools as Autonomy-Promoting Contexts Across the Globe. <i>Cross-cultural Advancements in Positive Psychology</i> , 2011, , 111-132.	0.1	27
75	The Zeigarnik effect and intrinsic motivation: Are they the same?. <i>Motivation and Emotion</i> , 1986, 10, 233-245.	0.8	20
76	An effective psychoeducational intervention for early childhood caries prevention: part I. <i>Pediatric Dentistry (discontinued)</i> , 2013, 35, 241-6.	0.4	19
77	Supporting Motivation in Music Education. , 2012, , .		16
78	Dual processes to explain longitudinal gains in physical education students' prosocial and antisocial behavior: Need satisfaction from autonomy support and need frustration from interpersonal control.. <i>Sport, Exercise, and Performance Psychology</i> , 2020, 9, 471-487.	0.6	16
79	What Determines Teachers' Use of Motivational Strategies in the Classrooms? A Self-Determination Theory Perspective. <i>Journal of Education</i> , 2020, 200, 185-195.	0.7	11
80	Developmental pathways of preadolescents' intrinsic and extrinsic values: The role of basic psychological needs satisfaction. <i>European Journal of Personality</i> , 2021, 35, 151-167.	1.9	10
81	Remembering pleasure and personal meaning from episodes of intrinsic motivation: an fMRI study. <i>Motivation and Emotion</i> , 2020, 44, 810-818.	0.8	9
82	Week-to-week interplay between teachers' motivating style and students' engagement. <i>Journal of Experimental Education</i> , 2023, 91, 166-185.	1.6	8
83	Thematic Issue: Autonomy, Volitional Motivation, and Wellness. <i>Motivation and Emotion</i> , 2006, 30, 257-258.	0.8	7
84	Factors associated with mutans streptococci among young WIC-enrolled children. <i>Journal of Public Health Dentistry</i> , 2012, 72, 269-278.	0.5	7
85	Intrinsic instructional goal adoption increases autonomy-supportive teaching: A randomized control trial and intervention. <i>Learning and Instruction</i> , 2021, 73, 101415.	1.9	7
86	When students show some initiative: Two experiments on the benefits of greater agentic engagement. <i>Learning and Instruction</i> , 2022, 80, 101564.	1.9	7
87	Intervention-enabled autonomy-supportive teaching improves the PE classroom climate to reduce antisocial behavior. <i>Psychology of Sport and Exercise</i> , 2022, 60, 102174.	1.1	6
88	Intrinsic Motivation and the Acquisition and Maintenance of Four Experiential States. <i>Journal of Social Psychology</i> , 1989, 129, 841-854.	1.0	5
89	Integration of Affect and Cognition in Intrinsic Motivation. <i>Journal of Psychology: Interdisciplinary and Applied</i> , 1987, 121, 441-449.	0.9	4
90	Introducing a new annual feature: Publication of the SSM presidential address. <i>Motivation and Emotion</i> , 2013, 37, 1-1.	0.8	4

#	ARTICLE	IF	CITATIONS
91	Brain gray matter correlates of general psychological need satisfaction: a voxel-based morphometry study. <i>Motivation and Emotion</i> , 2020, 44, 151-158.	0.8	4
92	Autonomy-Supportive Interventions. , 2020, , 510-522.		4
93	Extrinsic Rewards and Inner Motivation. , 0, , .		1