

Johnmarshall Reeve

List of Publications by Citations

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The third column is the impact factor (IF) of the journal, and the fourth column is the number of citations of the article.

92
papers

11,882
citations

52
h-index

96
g-index

96
ext. papers

13,622
ext. citations

3.4
avg, IF

7.31
L-index

#	Paper	IF	Citations
92	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	6.8	758
91	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	5.3	758
90	What teachers say and do to support students' autonomy during a learning activity.. <i>Journal of Educational Psychology</i> , 2006 , 98, 209-218	5.3	750
89	Enhancing Students' Engagement by Increasing Teachers' Autonomy Support. <i>Motivation and Emotion</i> , 2004 , 28, 147-169	2.5	704
88	A Meta-analysis of the Effectiveness of Intervention Programs Designed to Support Autonomy. <i>Educational Psychology Review</i> , 2011 , 23, 159-188	7.1	468
87	Agency as a fourth aspect of students' engagement during learning activities. <i>Contemporary Educational Psychology</i> , 2011 , 36, 257-267	5.6	418
86	A Self-determination Theory Perspective on Student Engagement 2012 , 149-172		400
85	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	5.3	369
84	Autonomy-supportive teachers: How they teach and motivate students.. <i>Journal of Educational Psychology</i> , 1999 , 91, 537-548	5.3	366
83	Teachers as Facilitators: What Autonomy-Supportive Teachers Do and Why Their Students Benefit. <i>Elementary School Journal</i> , 2006 , 106, 225-236	1.1	335
82	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	5.3	310
81	How students create motivationally supportive learning environments for themselves: The concept of agentic engagement.. <i>Journal of Educational Psychology</i> , 2013 , 105, 579-595	5.3	293
80	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	2.5	293
79	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	5.8	285
78	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, 365-96	1.5	258
77	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	5.3	238
76	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	5.3	226

75	Elements of the Competitive Situation that Affect Intrinsic Motivation. <i>Personality and Social Psychology Bulletin</i> , 1996 , 22, 24-33	4.1	225
74	A classroom-based intervention to help teachers decrease students' amotivation. <i>Contemporary Educational Psychology</i> , 2015 , 40, 99-111	5.6	202
73	Providing a Rationale in an Autonomy-Supportive Way as a Strategy to Motivate Others During an Uninteresting Activity. <i>Motivation and Emotion</i> , 2002 , 26, 183-207	2.5	199
72	Autonomy Support as an Interpersonal Motivating Style: Is It Teachable?. <i>Contemporary Educational Psychology</i> , 1998 , 23, 312-30	5.6	174
71	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	5.3	163
70	The teacher benefits from giving autonomy support during physical education instruction. <i>Journal of Sport and Exercise Psychology</i> , 2014 , 36, 331-46	1.5	147
69	Students' classroom engagement produces longitudinal changes in classroom motivation.. <i>Journal of Educational Psychology</i> , 2014 , 106, 527-540	5.3	145
68	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	1.6	135
67	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	4.2	133
66	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	1.3	132
65	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	3.4	132
64	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	1.5	125
63	Autonomy-Supportive Teaching: What It Is, How to Do It 2016 , 129-152		120
62	The interest-enjoyment distinction in intrinsic motivation. <i>Motivation and Emotion</i> , 1989 , 13, 83-103	2.5	117
61	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	4.2	113
60	Teachers become more autonomy supportive after they believe it is easy to do. <i>Psychology of Sport and Exercise</i> , 2016 , 22, 178-189	4.2	110
59	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	4.2	106
58	Why autonomy-supportive interventions work: Explaining the professional development of teachers' motivating style. <i>Teaching and Teacher Education</i> , 2018 , 69, 43-51	2.9	106

57	How K-12 teachers can put self-determination theory principles into practice. <i>Theory and Research in Education</i> , 2009 , 7, 145-154	0.8	106
56	The beliefs that underlie autonomy-supportive and controlling teaching: A multinational investigation. <i>Motivation and Emotion</i> , 2014 , 38, 93-110	2.5	92
55	Interest as Emotion, as Affect, and as Schema 2015 , 79-92		91
54	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	5.3	90
53	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	2.9	87
52	Personality-based antecedents of teachers' autonomy-supportive and controlling motivating styles. <i>Learning and Individual Differences</i> , 2018 , 62, 12-22	3.1	83
51	Introduction to Motivational Neuroscience. <i>Advances in Motivation and Achievement: A Research Annual</i> , 2016 , 1-19	1.5	78
50	Recommending goals and supporting needs: An intervention to help physical education teachers communicate their expectations while supporting students' psychological needs. <i>Psychology of Sport and Exercise</i> , 2019 , 41, 107-118	4.2	77
49	Fostering Personal Meaning and Self-relevance: A Self-Determination Theory Perspective on Internalization. <i>Journal of Experimental Education</i> , 2018 , 86, 30-49	1.3	73
48	Conceptualizing and testing a new tripartite measure of coach interpersonal behaviors. <i>Psychology of Sport and Exercise</i> , 2019 , 44, 107-120	4.2	71
47	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	2.5	70
46	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	3.1	70
45	Medical students' motivation for internal medicine. <i>Journal of General Internal Medicine</i> , 1994 , 9, 327-334		69
44	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	3.1	62
43	A grand theory of motivation: Why not?. <i>Motivation and Emotion</i> , 2016 , 40, 31-35	2.5	61
42	Stability, change, and implications of students' motivation profiles: A latent transition analysis. <i>Contemporary Educational Psychology</i> , 2017 , 51, 222-239	5.6	55
41	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, 538-45	4	53
40	Teachers' estimates of their students' motivation and engagement: being in synch with students. <i>Educational Psychology</i> , 2012 , 32, 727-747	2.2	50

39	The face of interest. <i>Motivation and Emotion</i> , 1993 , 17, 353-375	2.5	49
38	Motivation and performance: Two consequences of winning and losing in competition. <i>Motivation and Emotion</i> , 1985 , 9, 291-298	2.5	49
37	When Adolescents with High Self-Concept Lose their Engagement in School // Cuando se pierde la motivaci3n escolar de los adolescentes con mejor autoconcepto. <i>Revista De Psicodidactica</i> , 2015 , 20, 305-320	1.8	45
36	Neural differences between intrinsic reasons for doing versus extrinsic reasons for doing: an fMRI study. <i>Neuroscience Research</i> , 2012 , 73, 68-72	2.9	43
35	Neuroscience and Human Motivation 2012 , 364-380		43
34	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	1.3	40
33	Autonomy-supportive teaching: Its malleability, benefits, and potential to improve educational practice. <i>Educational Psychologist</i> , 2021 , 56, 54-77	6.8	40
32	Expressing Intrinsic Motivation Through Acts of Exploration and Facial Displays of Interest. <i>Motivation and Emotion</i> , 1997 , 21, 237-250	2.5	32
31	Giving and Summoning Autonomy Support in Hierarchical Relationships. <i>Social and Personality Psychology Compass</i> , 2015 , 9, 406-418	3	30
30	Identifying the neural substrates of intrinsic motivation during task performance. <i>Cognitive, Affective and Behavioral Neuroscience</i> , 2017 , 17, 939-953	3.5	27
29	How teachers can support students' agentic engagement. <i>Theory Into Practice</i> , 2020 , 59, 150-161	1.6	27
28	A neuroscientific perspective on basic psychological needs. <i>Journal of Personality</i> , 2019 , 87, 102-114	4.4	26
27	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	5.3	25
26	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	2.8	25
25	An Intervention-Based Program of Research on Teachers' Motivating Styles. <i>Advances in Motivation and Achievement: A Research Annual</i> , 2014 , 293-339	1.5	21
24	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		21
23	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	5.6	21
22	An autonomy-supportive intervention to develop students' resilience by boosting agentic engagement. <i>International Journal of Behavioral Development</i> , 2020 , 44, 325-338	2.6	21

21	The Zeigarnik effect and intrinsic motivation: Are they the same?. <i>Motivation and Emotion</i> , 1986 , 10, 233-245		18
20	An effective psychoeducational intervention for early childhood caries prevention: part I. <i>Pediatric Dentistry (discontinued)</i> , 2013 , 35, 241-6	1.2	17
19	Measuring psychological need states in sport: Theoretical considerations and a new measure. <i>Psychology of Sport and Exercise</i> , 2020 , 47, 101617	4.2	16
18	An intervention to help teachers establish a prosocial peer climate in physical education. <i>Learning and Instruction</i> , 2019 , 64, 101223	5.8	13
17	A Teacher-Focused Intervention to Enhance Students' Classroom Engagement 2019 , 87-102		12
16	Supporting Motivation in Music Education 2012 ,		11
15	Teaching in Ways that Support Students' Autonomy 2011 , 90-103		10
14	Factors associated with mutans streptococci among young WIC-enrolled children. <i>Journal of Public Health Dentistry</i> , 2012 , 72, 269-78	1.6	6
13	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	2.3	6
12	Intrinsic Motivation and the Acquisition and Maintenance of Four Experiential States. <i>Journal of Social Psychology</i> , 1989 , 129, 841-854	2.3	5
11	Intrinsic instructional goal adoption increases autonomy-supportive teaching: A randomized control trial and intervention. <i>Learning and Instruction</i> , 2021 , 73, 101415	5.8	5
10	Thematic Issue: Autonomy, Volitional Motivation, and Wellness. <i>Motivation and Emotion</i> , 2006 , 30, 257-258		4
9	What Determines Teachers' Use of Motivational Strategies in the Classrooms? A Self-Determination Theory Perspective. <i>Journal of Education</i> , 2020 , 200, 185-195	0.5	4
8	Integration of Affect and Cognition in Intrinsic Motivation. <i>Journal of Psychology: Interdisciplinary and Applied</i> , 1987 , 121, 441-449	2.7	3
7	Autonomy-Supportive Interventions 2020 , 510-522		3
6	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	5.1	3
5	Brain gray matter correlates of general psychological need satisfaction: a voxel-based morphometry study. <i>Motivation and Emotion</i> , 2020 , 44, 151-158	2.5	2
4	Remembering pleasure and personal meaning from episodes of intrinsic motivation: an fMRI study. <i>Motivation and Emotion</i> , 2020 , 44, 810-818	2.5	1

3	Week-to-week interplay between teachers' motivating style and students' engagement. <i>Journal of Experimental Education</i> , 1-20	1.3	1
2	Intervention-enabled autonomy-supportive teaching improves the PE classroom climate to reduce antisocial behavior. <i>Psychology of Sport and Exercise</i> , 2022 , 60, 102174	4.2	1
1	When students show some initiative: Two experiments on the benefits of greater agentic engagement. <i>Learning and Instruction</i> , 2021 , 101564	5.8	