

# Johnmarshall Reeve

## List of Publications by Year in Descending Order

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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	Intervention-enabled autonomy-supportive teaching improves the PE classroom climate to reduce antisocial behavior. <i>Psychology of Sport and Exercise</i> , <b>2022</b> , 60, 102174	4.2	1
91	When students show some initiative: Two experiments on the benefits of greater agentic engagement. <i>Learning and Instruction</i> , <b>2021</b> , 101564	5.8	
90	Developmental pathways of preadolescents' intrinsic and extrinsic values: The role of basic psychological needs satisfaction. <i>European Journal of Personality</i> , <b>2021</b> , 35, 151-167	5.1	3
89	Intrinsic instructional goal adoption increases autonomy-supportive teaching: A randomized control trial and intervention. <i>Learning and Instruction</i> , <b>2021</b> , 73, 101415	5.8	5
88	Autonomy-supportive teaching: Its malleability, benefits, and potential to improve educational practice. <i>Educational Psychologist</i> , <b>2021</b> , 56, 54-77	6.8	40
87	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> , <b>2020</b> , 90, 103004	2.9	87
86	A classification of motivation and behavior change techniques used in self-determination theory-based interventions in health contexts.. <i>Motivation Science</i> , <b>2020</b> , 6, 438-455	3.4	132
85	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> , <b>2020</b> , 9, 471-487	2.3	6
84	Brain gray matter correlates of general psychological need satisfaction: a voxel-based morphometry study. <i>Motivation and Emotion</i> , <b>2020</b> , 44, 151-158	2.5	2
83	What Determines Teachers' Use of Motivational Strategies in the Classrooms? A Self-Determination Theory Perspective. <i>Journal of Education</i> , <b>2020</b> , 200, 185-195	0.5	4
82	How teachers can support students' agentic engagement. <i>Theory Into Practice</i> , <b>2020</b> , 59, 150-161	1.6	27
81	Measuring psychological need states in sport: Theoretical considerations and a new measure. <i>Psychology of Sport and Exercise</i> , <b>2020</b> , 47, 101617	4.2	16
80	Remembering pleasure and personal meaning from episodes of intrinsic motivation: an fMRI study. <i>Motivation and Emotion</i> , <b>2020</b> , 44, 810-818	2.5	1
79	How and why students make academic progress: Reconceptualizing the student engagement construct to increase its explanatory power. <i>Contemporary Educational Psychology</i> , <b>2020</b> , 62, 101899	5.6	21
78	Autonomy-Supportive Interventions <b>2020</b> , 510-522		3
77	An autonomy-supportive intervention to develop students' resilience by boosting agentic engagement. <i>International Journal of Behavioral Development</i> , <b>2020</b> , 44, 325-338	2.6	21
76	A Teacher-Focused Intervention to Enhance Students' Classroom Engagement <b>2019</b> , 87-102		12

75	Conceptualizing and testing a new tripartite measure of coach interpersonal behaviors. <i>Psychology of Sport and Exercise</i> , <b>2019</b> , 44, 107-120	4.2	71
74	An intervention to help teachers establish a prosocial peer climate in physical education. <i>Learning and Instruction</i> , <b>2019</b> , 64, 101223	5.8	13
73	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> , <b>2019</b> , 111, 497-521	5.3	163
72	Expanding autonomy psychological need states from two (satisfaction, frustration) to three (dissatisfaction): A classroom-based intervention study.. <i>Journal of Educational Psychology</i> , <b>2019</b> , 111, 685-702	5.3	90
71	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> , <b>2019</b> , 41, 107-118	4.2	77
70	A neuroscientific perspective on basic psychological needs. <i>Journal of Personality</i> , <b>2019</b> , 87, 102-114	4.4	26
69	Personality-based antecedents of teachers' autonomy-supportive and controlling motivating styles. <i>Learning and Individual Differences</i> , <b>2018</b> , 62, 12-22	3.1	83
68	Why autonomy-supportive interventions work: Explaining the professional development of teachers' motivating style. <i>Teaching and Teacher Education</i> , <b>2018</b> , 69, 43-51	2.9	106
67	A needs-supportive intervention to help PE teachers enhance students' prosocial behavior and diminish antisocial behavior. <i>Psychology of Sport and Exercise</i> , <b>2018</b> , 35, 74-88	4.2	113
66	Fostering Personal Meaning and Self-relevance: A Self-Determination Theory Perspective on Internalization. <i>Journal of Experimental Education</i> , <b>2018</b> , 86, 30-49	1.3	73
65	Students' Agentic Engagement Predicts Longitudinal Increases in Perceived Autonomy-Supportive Teaching: The Squeaky Wheel Gets the Grease. <i>Journal of Experimental Education</i> , <b>2018</b> , 86, 579-596	1.3	40
64	Stability, change, and implications of students' motivation profiles: A latent transition analysis. <i>Contemporary Educational Psychology</i> , <b>2017</b> , 51, 222-239	5.6	55
63	Identifying the neural substrates of intrinsic motivation during task performance. <i>Cognitive, Affective and Behavioral Neuroscience</i> , <b>2017</b> , 17, 939-953	3.5	27
62	Autonomy-Supportive Teaching: What It Is, How to Do It <b>2016</b> , 129-152		120
61	Introduction to Motivational Neuroscience. <i>Advances in Motivation and Achievement: A Research Annual</i> , <b>2016</b> , 1-19	1.5	78
60	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> , <b>2016</b> , 38, 217-235	1.5	125
59	Applying the integrated trans-contextual model to mathematics activities in the classroom and homework behavior and attainment. <i>Learning and Individual Differences</i> , <b>2016</b> , 45, 166-175	3.1	62
58	A New Autonomy-Supportive Way of Teaching That Increases Conceptual Learning: Teaching in Students' Preferred Ways. <i>Journal of Experimental Education</i> , <b>2016</b> , 84, 686-701	1.3	132

57	Why students become more engaged or more disengaged during the semester: A self-determination theory dual-process model. <i>Learning and Instruction</i> , <b>2016</b> , 43, 27-38	5.8	285
56	Teachers become more autonomy supportive after they believe it is easy to do. <i>Psychology of Sport and Exercise</i> , <b>2016</b> , 22, 178-189	4.2	110
55	A grand theory of motivation: Why not?. <i>Motivation and Emotion</i> , <b>2016</b> , 40, 31-35	2.5	61
54	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> , <b>2015</b> , 19, 59-69	4.2	106
53	Giving and Summoning Autonomy Support in Hierarchical Relationships. <i>Social and Personality Psychology Compass</i> , <b>2015</b> , 9, 406-418	3	30
52	A classroom-based intervention to help teachers decrease students' motivation. <i>Contemporary Educational Psychology</i> , <b>2015</b> , 40, 99-111	5.6	202
51	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> , <b>2015</b> , 20, 305-320	1.8	45
50	Interest as Emotion, as Affect, and as Schema <b>2015</b> , 79-92		91
49	The teacher benefits from giving autonomy support during physical education instruction. <i>Journal of Sport and Exercise Psychology</i> , <b>2014</b> , 36, 331-46	1.5	147
48	Students' classroom engagement produces longitudinal changes in classroom motivation.. <i>Journal of Educational Psychology</i> , <b>2014</b> , 106, 527-540	5.3	145
47	An Intervention-Based Program of Research on Teachers' Motivating Styles. <i>Advances in Motivation and Achievement: A Research Annual</i> , <b>2014</b> , 293-339	1.5	21
46	The beliefs that underlie autonomy-supportive and controlling teaching: A multinational investigation. <i>Motivation and Emotion</i> , <b>2014</b> , 38, 93-110	2.5	92
45	How students create motivationally supportive learning environments for themselves: The concept of agentic engagement.. <i>Journal of Educational Psychology</i> , <b>2013</b> , 105, 579-595	5.3	293
44	Do the benefits from autonomy-supportive PE teacher training programs endure?: A one-year follow-up investigation. <i>Psychology of Sport and Exercise</i> , <b>2013</b> , 14, 508-518	4.2	133
43	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> , <b>2013</b> , 8, 538-45	4	53
42	An effective psychoeducational intervention for early childhood caries prevention: part I. <i>Pediatric Dentistry (discontinued)</i> , <b>2013</b> , 35, 241-6	1.2	17
41	Factors associated with mutans streptococci among young WIC-enrolled children. <i>Journal of Public Health Dentistry</i> , <b>2012</b> , 72, 269-78	1.6	6
40	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> , <b>2012</b> , 34, 365-96	1.5	258

39	Teachers' estimates of their students' motivation and engagement: being in synch with students. <i>Educational Psychology</i> , <b>2012</b> , 32, 727-747	2.2	50
38	Neural differences between intrinsic reasons for doing versus extrinsic reasons for doing: an fMRI study. <i>Neuroscience Research</i> , <b>2012</b> , 73, 68-72	2.9	43
37	Longitudinal test of self-determination theory's motivation mediation model in a naturally occurring classroom context.. <i>Journal of Educational Psychology</i> , <b>2012</b> , 104, 1175-1188	5.3	238
36	Supporting Motivation in Music Education <b>2012</b> ,		11
35	A Self-determination Theory Perspective on Student Engagement <b>2012</b> , 149-172		400
34	Neuroscience and Human Motivation <b>2012</b> , 364-380		43
33	Agency as a fourth aspect of students' engagement during learning activities. <i>Contemporary Educational Psychology</i> , <b>2011</b> , 36, 257-267	5.6	418
32	Teaching in Ways that Support Students' Autonomy <b>2011</b> , 90-103		10
31	A Meta-analysis of the Effectiveness of Intervention Programs Designed to Support Autonomy. <i>Educational Psychology Review</i> , <b>2011</b> , 23, 159-188	7.1	468
30	Cortisol reactivity to a teacher's motivating style: the biology of being controlled versus supporting autonomy. <i>Motivation and Emotion</i> , <b>2011</b> , 35, 63-74	2.5	70
29	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> , <b>2011</b> , 111-132		21
28	Engaging students in learning activities: It is not autonomy support or structure but autonomy support and structure.. <i>Journal of Educational Psychology</i> , <b>2010</b> , 102, 588-600	5.3	758
27	Training corporate managers to adopt a more autonomy-supportive motivating style toward employees: an intervention study. <i>International Journal of Training and Development</i> , <b>2009</b> , 13, 165-184	1.6	135
26	How K-12 teachers can put self-determination theory principles into practice. <i>Theory and Research in Education</i> , <b>2009</b> , 7, 145-154	0.8	106
25	Why Teachers Adopt a Controlling Motivating Style Toward Students and How They Can Become More Autonomy Supportive. <i>Educational Psychologist</i> , <b>2009</b> , 44, 159-175	6.8	758
24	Can self-determination theory explain what underlies the productive, satisfying learning experiences of collectivistically oriented Korean students?. <i>Journal of Educational Psychology</i> , <b>2009</b> , 101, 644-661	5.3	369
23	Teachers as Facilitators: What Autonomy-Supportive Teachers Do and Why Their Students Benefit. <i>Elementary School Journal</i> , <b>2006</b> , 106, 225-236	1.1	335
22	What teachers say and do to support students' autonomy during a learning activity.. <i>Journal of Educational Psychology</i> , <b>2006</b> , 98, 209-218	5.3	750

21	Thematic Issue: Autonomy, Volitional Motivation, and Wellness. <i>Motivation and Emotion</i> , <b>2006</b> , 30, 257-258		4
20	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> , <b>2005</b> , 29, 295-323	2.5	293
19	Enhancing Students' Engagement by Increasing Teachers' Autonomy Support. <i>Motivation and Emotion</i> , <b>2004</b> , 28, 147-169	2.5	704
18	A motivational model of rural students' intentions to persist in, versus drop out of, high school.. <i>Journal of Educational Psychology</i> , <b>2003</b> , 95, 347-356	5.3	310
17	Testing models of the experience of self-determination in intrinsic motivation and the conundrum of choice.. <i>Journal of Educational Psychology</i> , <b>2003</b> , 95, 375-392	5.3	226
16	Providing a Rationale in an Autonomy-Supportive Way as a Strategy to Motivate Others During an Uninteresting Activity. <i>Motivation and Emotion</i> , <b>2002</b> , 26, 183-207	2.5	199
15	Home schooling and teaching style: Comparing the motivating styles of home school and public school teachers.. <i>Journal of Educational Psychology</i> , <b>2002</b> , 94, 372-380	5.3	25
14	Autonomy-supportive teachers: How they teach and motivate students.. <i>Journal of Educational Psychology</i> , <b>1999</b> , 91, 537-548	5.3	366
13	Autonomy Support as an Interpersonal Motivating Style: Is It Teachable?. <i>Contemporary Educational Psychology</i> , <b>1998</b> , 23, 312-30	5.6	174
12	Expressing Intrinsic Motivation Through Acts of Exploration and Facial Displays of Interest. <i>Motivation and Emotion</i> , <b>1997</b> , 21, 237-250	2.5	32
11	Elements of the Competitive Situation that Affect Intrinsic Motivation. <i>Personality and Social Psychology Bulletin</i> , <b>1996</b> , 22, 24-33	4.1	225
10	Development and Validation of a Brief Measure of the Three Psychological Needs Underlying Intrinsic Motivation: The Afs Scales. <i>Educational and Psychological Measurement</i> , <b>1994</b> , 54, 506-515	3.1	70
9	Medical students' motivation for internal medicine. <i>Journal of General Internal Medicine</i> , <b>1994</b> , 9, 327-334		69
8	The face of interest. <i>Motivation and Emotion</i> , <b>1993</b> , 17, 353-375	2.5	49
7	The interest-enjoyment distinction in intrinsic motivation. <i>Motivation and Emotion</i> , <b>1989</b> , 13, 83-103	2.5	117
6	Intrinsic Motivation and the Acquisition and Maintenance of Four Experiential States. <i>Journal of Social Psychology</i> , <b>1989</b> , 129, 841-854	2.3	5
5	Integration of Affect and Cognition in Intrinsic Motivation. <i>Journal of Psychology: Interdisciplinary and Applied</i> , <b>1987</b> , 121, 441-449	2.7	3
4	Intrinsic motivation in competition: The intervening role of four individual differences following objective competence information. <i>Journal of Research in Personality</i> , <b>1987</b> , 21, 148-170	2.8	25

3	The Zeigarnik effect and intrinsic motivation: Are they the same?. <i>Motivation and Emotion</i> , <b>1986</b> , 10, 233-245	18
2	Motivation and performance: Two consequences of winning and losing in competition. <i>Motivation and Emotion</i> , <b>1985</b> , 9, 291-298	2.5 49
1	Week-to-week interplay between teachers' motivating style and students' engagement. <i>Journal of Experimental Education</i> , 1-20	1.3 1