

Juan Antonio Moreno-Murcia

List of Publications by Year in descending order

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95
papers

1,369
citations

394421

19
h-index

434195

31
g-index

99
all docs

99
docs citations

99
times ranked

1101
citing authors

#	ARTICLE	IF	CITATIONS
1	Using Self-Determination Theory to Explain Sport Persistence and Dropout in Adolescent Athletes. Spanish Journal of Psychology, 2010, 13, 677-684.	2.1	110
2	Preliminary Validation in Spanish of a Scale Designed to Measure Motivation in Physical Education Classes: The Perceived Locus of Causality (PLOC) Scale. Spanish Journal of Psychology, 2009, 12, 327-337.	2.1	106
3	Relationships among Goal Orientations, Motivational Climate and Flow in Adolescent Athletes: Differences by Gender. Spanish Journal of Psychology, 2008, 11, 181-191.	2.1	80
4	Questionnaire evaluating teaching competencies in the university environment. Evaluation of teaching competencies in the university. Journal of New Approaches in Educational Research, 2015, 4, 54-61.	3.6	71
5	Cross-cultural invariance of the basic psychological needs in exercise scale and need satisfaction latent mean differences among Greek, Spanish, Portuguese and Turkish samples. Psychology of Sport and Exercise, 2013, 14, 622-631.	2.1	53
6	Validación de la Escala de Satisfacción de las Necesidades Psicológicas Básicas y del Cuestionario de la Regulación Conductual en el Deporte al contexto español. (Validation of Psychological Need and Behavioral Regulation Questionnaire in the Spanish Sport Context). Journal of Sport and Exercise Psychology, 2010, 12, 100-109.	0.2	53
7	Promotion of autonomy for participation in physical activity: a study based on the trans-contextual model of motivation. Educational Psychology, 2014, 34, 367-384.	2.7	43
8	Clima motivacional percibido, necesidades psicológicas y motivación intrínseca como predictores del compromiso deportivo en adolescentes. (Perceived motivational climate, psychological needs and intrinsic motivation as predictors of sports commitment in adolescents). International Journal of Environmental Research and Public Health, 2010, 7, 37-50.	0.2	37
9	Prediction of Adolescents doing Physical Activity after Completing Secondary Education. Spanish Journal of Psychology, 2012, 15, 90-100.	2.1	36
10	Passion or Perseverance? The Effect of Perceived Autonomy Support and Grit on Academic Performance in College Students. International Journal of Environmental Research and Public Health, 2020, 17, 2143.	2.6	35
11	Influence of Perceived Sport Competence and Body Attractiveness on Physical Activity and other Healthy Lifestyle Habits in Adolescents. Spanish Journal of Psychology, 2011, 14, 282-292.	2.1	33
12	Actitudes hacia la práctica físico-deportiva según el sexo del practicante. (Gender and attitudes towards physical activity according to the sex of the practitioner). Revista Latinoamericana De Psicología, 2006, 2, 20-43.	0.2	30
13	Spanish adaptation and validation of the Exercise Addiction Inventory (EAI). Psicothema, 2013, 25, 377-83.	0.9	29
14	Perceptions of Controlling Teaching Behaviors and the Effects on the Motivation and Behavior of High School Physical Education Students. International Journal of Environmental Research and Public Health, 2018, 15, 2288.	2.6	28
15	Interpersonal autonomy support style and its consequences in physical education classes. PLoS ONE, 2019, 14, e0216609.	2.5	28
16	The effects of autonomy support in physical education classes [Efectos del soporte de autonomía en clases de educación física]. RICYDE Revista Internacional De Ciencias Del Deporte, 2016, 12, 79-89.	0.2	25
17	Social support, physical exercise and life satisfaction in women. Revista Latinoamericana De Psicología, 2017, 49, 194-202.	0.3	22
18	Self-Determined Motivation and Physical Education Importance. Human Movement, 2009, 10, .	0.9	21

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19	Teachers'™ Interpersonal Style in Physical Education: Exploring Patterns of Students'™ Self-Determined Motivation and Enjoyment of Physical Activity in a Longitudinal Study. <i>Frontiers in Psychology</i> , 2018, 9, 2721.	2.1	21
20	Motivational Factors in Young Spanish Athletes: A Qualitative Focus Drawing From Self-Determination Theory and Achievement Goal Perspectives. <i>Sport Psychologist</i> , 2015, 29, 15-28.	0.9	20
21	Interpersonal styles, motivation and satisfaction in physical education classes and physical activity level in adolescents. <i>Universitas Psychologica</i> , 2017, 16, 1.	0.6	19
22	Sport commitment in adolescent soccer players. <i>Motricidade</i> , 2016, 11, 3.	0.2	18
23	Search for autonomy in motor task learning in physical education university students. <i>European Journal of Psychology of Education</i> , 2010, 25, 37-47.	2.6	17
24	Del soporte de autonomía y la motivación autodeterminada a la satisfacción docente. <i>European Journal of Education and Psychology</i> , 2015, 8, 68-75.	1.5	16
25	Revisión sistemática del apoyo a la autonomía en educación física. <i>Apunts Educacion Fisica Y Deportes</i> , 2019, , 51-61.	0.2	16
26	Motivational Profiles and Flow in Physical Education Lessons. <i>Perceptual and Motor Skills</i> , 2008, 106, 473-494.	1.3	15
27	The moderating role of sportsmanship and violent attitudes on social and personal responsibility in adolescents. A clustering-classification approach. <i>PLoS ONE</i> , 2019, 14, e0211933.	2.5	15
28	Relación del tipo de <i>feed-back</i> del docente con la percepción de autonomía del alumnado en clases de educación física. <i>Infancia Y Aprendizaje</i> , 2012, 35, 87-98.	0.9	14
29	Motivational Profiles of High School Physical Education Students: The Role of Controlling Teacher Behavior. <i>International Journal of Environmental Research and Public Health</i> , 2019, 16, 1714.	2.6	14
30	Prediction of Autonomy Support, Psychological Mediators and Academic Motivation on Basic Competences in Adolescent Students // Predicción del soporte de autonomía, los mediadores psicológicos y la motivación académica sobre las competencias básicas. <i>Revista De Psicodidactica</i> , 2015, 20, 359-376.	1.3	14
31	Perfiles motivacionales de estudiantes universitarios. Procesos de estudio y satisfacción con la vida. <i>Revista Electronica Interuniversitaria De Formacion Del Profesorado</i> , 2015, 18, 169.	0.5	13
32	Relación de los motivos de práctica deportiva en adolescentes con la percepción de competencia, imagen corporal y hábitos saludables. <i>Cultura Y Educación</i> , 2011, 23, 533-542.	0.6	11
33	Effect of autonomy support and dialogic learning on school children's™ physical activity and sport. <i>Scandinavian Journal of Psychology</i> , 2020, 61, 402-409.	1.5	11
34	Adaptación y validación de los cuestionarios de apoyo a la autonomía y estilo controlador a la educación física: relación con el feedback. <i>Revista Ciencias De La Actividad Física</i> , 2020, 21, 1-16.	0.1	11
35	The Importance of Supporting Adolescents'™ Autonomy in Promoting Physical-Sport Exercise. <i>Spanish Journal of Psychology</i> , 2013, 16, E81.	2.1	10
36	Coaches'™ Motivational Style and Athletes'™ Fear of Failure. <i>International Journal of Environmental Research and Public Health</i> , 2019, 16, 1563.	2.6	10

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37	Protocolo de estudio cuasi-experimental para promover un estilo interpersonal de apoyo a la autonomía en docentes de educación física. Cuadernos De Psicología Del Deporte, 2019, 19, 83-101.	0.4	10
38	From Students' Personal and Social Responsibility to Autonomy in Physical Education Classes. Sustainability, 2019, 11, 6589.	3.2	10
39	From Autonomy Support and Grit to Satisfaction With Life Through Self-Determined Motivation and Group Cohesion in Higher Education. Frontiers in Psychology, 2020, 11, 579492.	2.1	10
40	Estilo interpersonal controlador y percepción de competencia en educación superior. European Journal of Education and Psychology, 2018, 11, 33.	1.5	9
41	Formación y orientación para el emprendimiento. lo que dicen la bibliometría y los emprendedores noveles. Revista Espanola De Orientacion Y Psicopedagogia, 2019, 30, 116.	0.2	8
42	Individualism, Competitiveness, and Fear of Negative Evaluation in Pre-adolescents: Does the Teacher's Controlling Style Matter?. Frontiers in Psychology, 2021, 12, 626786.	2.1	8
43	Examining Controlling Styles of Significant Others and Their Implications for Motivation, Boredom and Burnout in Young Swimmers. International Journal of Environmental Research and Public Health, 2021, 18, 5828.	2.6	8
44	Mejora personal y social a través de la promoción de la responsabilidad en la actividad físico-deportiva. (Personal and social improvement through the promotion of responsibility for) Tj ETQq0 0 0 rgBT (Overlock 10 Tf 50 45	0.2	7
45	Prediction of Adolescent Physical Self-Concept through Autonomous Motivation and Basic Psychological Needs in Spanish Physical Education Students. Sustainability, 2021, 13, 11759.	3.2	8
46	Relación del feed-back y las barreras de comunicación del docente con la motivación intrínseca de estudiantes adolescentes de educación física. Anales De Psicología, 2013, 29, .	0.7	7
47	Design and Validation of the Scale to Measure Aquatic Competence in Children (SMACC). International Journal of Environmental Research and Public Health, 2020, 17, 6188.	2.6	7
48	Validación de la Escala de Creencias Implícitas de habilidad (CNAAQ-2) al contexto español. Diferencias según la práctica físico-deportiva. (Validation of the Scale of Implicit Beliefs of Ability (CNAAQ-2) to) Tj ETQq0 0 0 rgBT /Overlock 10 T	0.2	7
49	Predicción del motivo salud en el ejercicio físico en centros de fitness. [Prediction of health reason in physical exercise in fitness centers].. RICYDE Revista Internacional De Ciencias Del Deporte, 2015, 11, 163-172.	0.2	7
50	Relación del feed-back positivo y el miedo a fallar sobre la motivación intrínseca / Relationship between positive feedback and the fear of failure of intrinsic motivation. Revista Espanola De Orientacion Y Psicopedagogia, 2014, 24, 8.	0.2	6
51	Teachers' interpersonal styles and fear of failure from the perspective of physical education students. PLoS ONE, 2020, 15, e0235011.	2.5	6
52	Influencia del estilo docente en la motivación y estilo de vida de adolescentes en educación física. Universitas Psychologica, 0, 19, 1-11.	0.6	6
53	Capacidad predictiva del apoyo a la autonomía en clases de educación física sobre el ejercicio físico. Revista Latinoamericana De Psicología, 2019, 51, .	0.3	6
54	La cesión de responsabilidad en la evaluación: una estrategia adaptada al Espacio Europeo de Educación Superior. Educación XXI, 2013, 17, .	0.8	5

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55	Social support by teacher and motivational profile of Higher Education students. <i>Psychology, Society and Education</i> , 2021, 13, 9.	0.5	5
56	Effects of an Autonomy Support Intervention on the Involvement of Higher Education Students. <i>Sustainability</i> , 2021, 13, 5006.	3.2	5
57	Motivation and Physical Self-Concept in Physical Education: Differences by Gender. <i>The Open Education Journal</i> , 2012, 5, 9-17.	0.6	5
58	Coeducaci3n y climas de aprendizaje en educaci3n f3sica. Aportaciones desde la teor3a de Metas de Logro. (Coeducation and learning climates in physical education. Contributions from the) <i>TJ ETQq0 0 0 rgBT /Overlock 10 Tf 50 617 Td</i>		
59	Desarrollo y validaci3n de escalas para la medida de la comunicaci3n en Educaci3n F3sica y relaci3n con la motivaci3n intr3nseca. <i>Universitas Psychologica</i> , 2012, 11, 968.	0.6	5
60	Teor3a de la Acci3n Planeada y tasa de ejercicio: un modelo predictivo en estudiantes adolescentes de educaci3n f3sica. <i>Anales De Psicología</i> , 2014, 30, .	0.7	4
61	Conceptions of ability and self-determined motivation in young Spanish athletes. <i>Psicología: Reflexao E Critica</i> , 2014, 27, 515-521.	0.9	4
62	Miedo a equivocarse y motivaci3n autodeterminada en estudiantes adolescentes. <i>Cuadernos De Psicología Del Deporte</i> , 2015, 15, 65-74.	0.4	4
63	Assessing the Relationship between Autonomy Support and Student Group Cohesion across Ibero-American Countries. <i>International Journal of Environmental Research and Public Health</i> , 2020, 17, 3981.	2.6	4
64	Motivation, self-esteem and life satisfaction in women practicing fitness classes. <i>Cultura, Ciencia Y Deporte</i> , 2017, 12, 47-53.	0.2	4
65	The current situation of physical education according to teachers: A qualitative study with teachers from the Region of Murcia. <i>Cultura, Ciencia Y Deporte</i> , 2014, 9, 225-234.	0.2	4
66	Diseño y validaci3n de una escala para medir el estilo controlador del estudiante de Educaci3n Superior. <i>Psychology, Society and Education</i> , 2017, 9, 239.	0.5	4
67	Modelo predictivo para la mejora de la percepci3n de competencia y rendimiento acad3mico en estudiantes universitarios. <i>Revista De Docencia Universitaria</i> , 2015, 13, 173.	0.3	4
68	The Role of Controlled Motivation in the Self-Esteem of Adolescent Students in Physical Education Classes. <i>International Journal of Environmental Research and Public Health</i> , 2021, 18, 11602.	2.6	4
69	Efecto del estilo docente en la motivaci3n de mujeres practicantes de ejercicio f3sico [Effect of style teaching in the motivation of women practitioners of physical exercise]. <i>Acci3n Psicol3gica</i> , 2015, 12, 57.	0.2	3
70	Understanding Contextual Relation in Promotion Physical Exercise from Autonomy Support. <i>International Journal of Psychological Studies</i> , 2016, 9, 1.	0.2	3
71	Effects of an Autonomy-Supportive Physical Activity Program for Compensatory Care Students During Recess Time. <i>Frontiers in Psychology</i> , 2020, 10, 3091.	2.1	3
72	Proposal for Modeling Motivational Strategies for Autonomy Support in Physical Education. <i>International Journal of Environmental Research and Public Health</i> , 2021, 18, 7717.	2.6	3

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73	Perception of Equal Treatment and the Importance of Physical Education of Adolescent Girls // Percepci3n de igualdad de trato e importancia de la educaci3n f3sica de alumnas adolescentes. Revista De Psicodidactica, 2013, 19, 173-189.	1.3	3
74	Validation of the Spanish version of the childrens self-perceptions of adequacy in and predilection for physical activity (CSAPPA) questionnaire. Psychology, Society and Education, 2017, 3, 113.	0.5	3
75	ADQUISICI3N DE LAS COMPETENCIAS PROFESIONALES SEG3N EL SOPORTE DE AUTONOM3A, MEDIADORES PSICOL3GICOS Y MOTIVACI3N. Bordon, 2015, 67, 61.	0.5	3
76	Supported teaching autonomy support. [Ense3anza apoyada en el soporte de autonom3a].. RICYDE Revista Internacional De Ciencias Del Deporte, 2016, 12, 2-4.	0.2	3
77	Longitudinal perspective of autonomy support on habitual physical activity of adolescents. International Journal of Sports Science and Coaching, 2022, 17, 829-837.	1.4	3
78	RAZONES INTR3NSECAS PARA LA DISCIPLINA EN ESTUDIANTES ADOLESCENTES DE EDUCACI3N F3SICA. Educaci3n XXI, 2016, 19, .	0.8	2
79	El papel de la motivaci3n en la predicci3n del conocimiento procedimental en jugadores de baloncesto. Universitas Psychologica, 2016, 15, .	0.6	2
80	Controlling style, relatedness and cohesion in university students: A six countries comparison. Current Psychology, 0, , 1.	2.8	2
81	Acquisition of Aquatic Motor Skills Through Childrens Motor Stories. International Journal of Aquatic Research and Education, 2017, 10, .	0.2	2
82	Autonomy support in the aquatic motivational healthy program through the SDT. Motricidade, 2018, 14, 95-106.	0.2	2
83	Interpersonal Style of Coaching, Motivational Profiles and the Intention to be Physically Active in Young Athletes. Studia Psychologica, 2019, 61, 110-119.	0.5	2
84	An3lisis de los contenidos y actividades desarrolladas en las clases de actividades acu3ticas: una propuesta para Ense3anza Secundaria. Apunts: Educaci3n F3sica I Esports, 2012, , 32-43.	0.2	1
85	Predictive power of task orientation, general self-efficacy and self-determined motivation on fun and boredom. Motriz Revista De Educacao Fisica, 2015, 21, 361-369.	0.2	1
86	Efectos de las estrategias docentes autodeterminadas sobre la disciplina en estudiantes adolescentes//Effects of self-determined teaching strategies on discipline in adolescents. Revista Espanola De Orientacion Y Psicopedagogia, 2017, 27, 91.	0.2	1
87	Estilo interpessoal docente e desmotiva33o na educa33o f3sica: valida33o das escalas no contexto brasileiro. Revista Brasileira De Ciencias Do Esporte, 2019, 41, 427-436.	0.4	1
88	El disfrute como mediador de la salud en el ejercicio f3sico. Universitas Psychologica, 2016, 15, .	0.6	1
89	MOTIVACI3N, AUTOCONFIANZA Y EXPERIENCIA AUTOT3LICA EN DEPORTISTAS DE SALVAMENTO Y SOCORRISMO. Revista De Investigaci3n En Actividades Acu3ticas, 2019, 3, 35-40.	0.1	1
90	Hacia una mejor predicci3n de la percepci3n de competencia laboral en los universitarios. Revista De Docencia Universitaria, 2015, 13, 277.	0.3	1

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91	Diseño y validación de una escala observacional sobre el estilo motivador docente. Cuadernos De Psicología Del Deporte, 2022, 22, 67-80.	0.4	1
92	Effect of the Interpersonal Autonomy-Supportive Teaching Style on the Professional Training of Lifeguards. Sustainability, 2020, 12, 4364.	3.2	0
93	Análisi dels continguts i activitats exercides a les classes d'activitats aquàtiques: una proposta per a l'ensenyament secundari. Apunts: Educació Física I Esports, 2012, , 32-43.	0.2	0
94	El papel de la comunicación, la motivación y el disfrute sobre el compromiso en practicantes de musculación. Universitas Psychologica, 2017, 16, 1.	0.6	0
95	Estilo controlador docente e a motivação autodeterminada dos estudantes na educação física escolar. Revista Brasileira De Psicologia Do Esporte, 2020, 10, .	0.1	0