

Juan Antonio Moreno-Murcia

List of Publications by Year in descending order

Source: <https://exaly.com/author-pdf/5703907/publications.pdf>

Version: 2024-02-01

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	Longitudinal perspective of autonomy support on habitual physical activity of adolescents. <i>International Journal of Sports Science and Coaching</i> , 2022, 17, 829-837.	1.4	3
2	Diseño y validación de una escala observacional sobre el estilo motivador docente. <i>Cuadernos De Psicología Del Deporte</i> , 2022, 22, 67-80.	0.4	1
3	Social support by teacher and motivational profile of Higher Education students. <i>Psychology, Society and Education</i> , 2021, 13, 9.	0.5	5
4	Individualism, Competitiveness, and Fear of Negative Evaluation in Pre-adolescents: Does the Teacher's Controlling Style Matter?. <i>Frontiers in Psychology</i> , 2021, 12, 626786.	2.1	8
5	Effects of an Autonomy Support Intervention on the Involvement of Higher Education Students. <i>Sustainability</i> , 2021, 13, 5006.	3.2	5
6	Examining Controlling Styles of Significant Others and Their Implications for Motivation, Boredom and Burnout in Young Swimmers. <i>International Journal of Environmental Research and Public Health</i> , 2021, 18, 5828.	2.6	8
7	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
8	Prediction of Adolescent Physical Self-Concept through Autonomous Motivation and Basic Psychological Needs in Spanish Physical Education Students. <i>Sustainability</i> , 2021, 13, 11759.	3.2	8
9	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
10	Design and Validation of the Scale to Measure Aquatic Competence in Children (SMACC). <i>International Journal of Environmental Research and Public Health</i> , 2020, 17, 6188.	2.6	7
11	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
12	Passion or Perseverance? The Effect of Perceived Autonomy Support and Grit on Academic Performance in College Students. <i>International Journal of Environmental Research and Public Health</i> , 2020, 17, 2143.	2.6	35
13	Effect of the Interpersonal Autonomy-Supportive Teaching Style on the Professional Training of Lifeguards. <i>Sustainability</i> , 2020, 12, 4364.	3.2	0
14	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
15	Teachers' interpersonal styles and fear of failure from the perspective of physical education students. <i>PLoS ONE</i> , 2020, 15, e0235011.	2.5	6
16	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
17	From Autonomy Support and Grit to Satisfaction With Life Through Self-Determined Motivation and Group Cohesion in Higher Education. <i>Frontiers in Psychology</i> , 2020, 11, 579492.	2.1	10
18	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

#	ARTICLE	IF	CITATIONS
19	Estilo controlador docente e a motivação autodeterminada dos estudantes na educação física escolar. Revista Brasileira De Psicologia Do Esporte, 2020, 10, .	0.1	0
20	Estilo interpersonal docente e desmotivação na educação física: validação das escalas no contexto brasileiro. Revista Brasileira De Ciencias Do Esporte, 2019, 41, 427-436.	0.4	1
21	Motivational Profiles of High School Physical Education Students: The Role of Controlling Teacher Behavior. International Journal of Environmental Research and Public Health, 2019, 16, 1714.	2.6	14
22	Interpersonal autonomy support style and its consequences in physical education classes. PLoS ONE, 2019, 14, e0216609.	2.5	28
23	Coaches' Motivational Style and Athletes' Fear of Failure. International Journal of Environmental Research and Public Health, 2019, 16, 1563.	2.6	10
24	The moderating role of sportsmanship and violent attitudes on social and personal responsibility in adolescents. A clustering-classification approach. PLoS ONE, 2019, 14, e0211933.	2.5	15
25	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
26	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
27	From Students' Personal and Social Responsibility to Autonomy in Physical Education Classes. Sustainability, 2019, 11, 6589.	3.2	10
28	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
29	MOTIVACIÓN, AUTOCONFIANZA Y EXPERIENCIA AUTOTÉCNICA EN DEPORTISTAS DE SALVAMENTO Y SOCORRISMO. Revista De Investigación En Actividades Acuáticas, 2019, 3, 35-40.	0.1	1
30	Revisión sistemática del apoyo a la autonomía en educación física. Apunts Educacion Fisica Y Deportes, 2019, , 51-61.	0.2	16
31	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
32	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
33	Teachers' Interpersonal Style in Physical Education: Exploring Patterns of Students' Self-Determined Motivation and Enjoyment of Physical Activity in a Longitudinal Study. Frontiers in Psychology, 2018, 9, 2721.	2.1	21
34	Autonomy support in the aquatic motivational healthy program through the SDT. Motricidade, 2018, 14, 95-106.	0.2	2
35	Estilo interpersonal controlador y percepción de competencia en educación superior. European Journal of Education and Psychology, 2018, 11, 33.	1.5	9
36	Social support, physical exercise and life satisfaction in women. Revista Latinoamericana De Psicología, 2017, 49, 194-202.	0.3	22

#	ARTICLE	IF	CITATIONS
37	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
38	Interpersonal styles, motivation and satisfaction in physical education classes and physical activity level in adolescents. Universitas Psychologica, 2017, 16, 1.	0.6	19
39	Motivation, self-esteem and life satisfaction in women practicing fitness classes. Cultura, Ciencia Y Deporte, 2017, 12, 47-53.	0.2	4
40	Acquisition of Aquatic Motor Skills Through Childrenâ€™s Motor Stories. International Journal of Aquatic Research and Education, 2017, 10, .	0.2	2
41	Validation of the Spanish version of the childrenâ€™s self-perceptions of adequacy in and predilection for physical activity (CSAPPA) questionnaire. Psychology, Society and Education, 2017, 3, 113.	0.5	3
42	DiseÃ±o y validaciÃ³n de una escala para medir el estilo controlador del estudiante de EducaciÃ³n Superior. Psychology, Society and Education, 2017, 9, 239.	0.5	4
43	El papel de la comunicaciÃ³n, la motivaciÃ³n y el disfrute sobre el compromiso en practicantes de musculaciÃ³n. Universitas Psychologica, 2017, 16, 1.	0.6	0
44	RAZONES INTRÃNSECAS PARA LA DISCIPLINA EN ESTUDIANTES ADOLESCENTES DE EDUCACIÃ“N FÃSICA. EducaciÃ³n XXI, 2016, 19, .	0.8	2
45	Understanding Contextual Relation in Promotion Physical Exercise from Autonomy Support. International Journal of Psychological Studies, 2016, 9, 1.	0.2	3
46	El papel de la motivaciÃ³n en la predicciÃ³n del conocimiento procedimental en jugadores de baloncesto. Universitas Psychologica, 2016, 15, .	0.6	2
47	El disfrute como mediador de la salud en el ejercicio fÃsico. Universitas Psychologica, 2016, 15, .	0.6	1
48	The effects of autonomy support in physical education classes [Efectos del soporte de autonomÃa en clases de educaciÃ³n fÃsica].. RICYDE Revista Internacional De Ciencias Del Deporte, 2016, 12, 79-89.	0.2	25
49	Sport commitment in adolescent soccer players. Motricidade, 2016, 11, 3.	0.2	18
50	Supported teaching autonomy support. [EnseÃ±anza apoyada en el soporte de autonomÃa].. RICYDE Revista Internacional De Ciencias Del Deporte, 2016, 12, 2-4.	0.2	3
51	Del soporte de autonomÃa y la motivaciÃ³n autodeterminada a la satisfacciÃ³n docente. European Journal of Education and Psychology, 2015, 8, 68-75.	1.5	16
52	Perfiles motivacionales de estudiantes universitarios. Procesos de estudio y satisfacciÃ³n con la vida. Revista Electronica Interuniversitaria De Formacion Del Profesorado, 2015, 18, 169.	0.5	13
53	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
54	Miedo a equivocarse y motivaciÃ³n autodeterminada en estudiantes adolescentes. Cuadernos De Psicologia Del Deporte, 2015, 15, 65-74.	0.4	4

#	ARTICLE	IF	CITATIONS
55	Efecto del estilo docente en la motivación de mujeres practicantes de ejercicio físico [Effect of style teaching in the motivation of women practitioners of physical exercise]. <i>Acción Psicológica</i> , 2015, 12, 57.	0.2	3
56	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
57	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 Psicodidáctica</i> , 2015, 20, 359-376.	1.3	14
58	Modelo predictivo para la mejora de la percepción de competencia y rendimiento académico en estudiantes universitarios. <i>Revista De Docencia Universitaria</i> , 2015, 13, 173.	0.3	4
59	Predicción del motivo salud en el ejercicio físico en centros de fitness. [Prediction of health reason in physical exercise in fitness centers].. <i>RICYDE Revista Internacional De Ciencias Del Deporte</i> , 2015, 11, 163-172.	0.2	7
60	Questionnaire evaluating teaching competencies in the university environment. Evaluation of teaching competencies in the university. <i>Journal of New Approaches in Educational Research</i> , 2015, 4, 54-61.	3.6	71
61	Hacia una mejor predicción de la percepción de competencia laboral en los universitarios. <i>Revista De Docencia Universitaria</i> , 2015, 13, 277.	0.3	1
62	ADQUISICIÓN DE LAS COMPETENCIAS PROFESIONALES SEGÚN EL SOPORTE DE AUTONOMÍA, MEDIADORES PSICOLÓGICOS Y MOTIVACIÓN. <i>Bordon</i> , 2015, 67, 61.	0.5	3
63	Teoría de la Acción Planeada y tasa de ejercicio: un modelo predictivo en estudiantes adolescentes de educación física. <i>Anales De Psicología</i> , 2014, 30, .	0.7	4
64	Conceptions of ability and self-determined motivation in young Spanish athletes. <i>Psicología: Reflexão E Crítica</i> , 2014, 27, 515-521.	0.9	4
65	Relación del feedback positivo y el miedo a fallar sobre la motivación intrínseca / Relationship between positive feedback and the fear of failure of intrinsic motivation. <i>Revista Espanola De Orientacion Y Psicopedagogia</i> , 2014, 24, 8.	0.2	6
66	Promotion of autonomy for participation in physical activity: a study based on the trans-contextual model of motivation. <i>Educational Psychology</i> , 2014, 34, 367-384.	2.7	43
67	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
68	Cross-cultural invariance of the basic psychological needs in exercise scale and need satisfaction latent mean differences among Greek, Spanish, Portuguese and Turkish samples. <i>Psychology of Sport and Exercise</i> , 2013, 14, 622-631.	2.1	53
69	The Importance of Supporting Adolescents' Autonomy in Promoting Physical-Sport Exercise. <i>Spanish Journal of Psychology</i> , 2013, 16, E81.	2.1	10
70	Relación del feedback y las barreras de comunicación del docente con la motivación intrínseca de estudiantes adolescentes de educación física. <i>Anales De Psicología</i> , 2013, 29, .	0.7	7
71	La cesión de responsabilidad en la evaluación: una estrategia adaptada al Espacio Europeo de Educación Superior. <i>Educación XXI</i> , 2013, 17, .	0.8	5
72	Perception of Equal Treatment and the Importance of Physical Education of Adolescent Girls // Percepción de igualdad de trato e importancia de la educación física de alumnas adolescentes. <i>Revista De Psicodidáctica</i> , 2013, 19, 173-189.	1.3	3

#	ARTICLE	IF	CITATIONS
73	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 the Physical Education Context). <i>International Journal of Sport Psychology</i> , 2013, 42, 100-113.	0.2	1
74	Spanish adaptation and validation of the Exercise Addiction Inventory (EAI). <i>Psicothema</i> , 2013, 25, 377-83.	0.9	29
75	Análisis de los contenidos y actividades desarrolladas en las clases de actividades acuáticas: una propuesta para Enseñanza Secundaria. <i>Apuntes: Educación Física I Esports</i> , 2012, , 32-43.	0.2	1
76	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
77	Prediction of Adolescents doing Physical Activity after Completing Secondary Education. <i>Spanish Journal of Psychology</i> , 2012, 15, 90-100.	2.1	36
78	Motivation and Physical Self-Concept in Physical Education: Differences by Gender. <i>The Open Education Journal</i> , 2012, 5, 9-17.	0.6	5
79	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 physical education). <i>International Journal of Sport Psychology</i> , 2012, 41, 100-113.	0.2	1
80	Desarrollo y validación de escalas para la medida de la comunicación en Educación Física y relación con la motivación intrínseca. <i>Universitas Psychologica</i> , 2012, 11, 968.	0.6	5
81	Anàlisi dels continguts i activitats exercides a les classes d'activitats aquàtiques: una proposta per a l'ensenyament secundari. <i>Apuntes: Educación Física I Esports</i> , 2012, , 32-43.	0.2	0
82	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
83	Influence of Perceived Sport Competence and Body Attractiveness on Physical Activity and other Healthy Lifestyle Habits in Adolescents. <i>Spanish Journal of Psychology</i> , 2011, 14, 282-292.	2.1	33
84	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 sport commitment in adolescents). <i>International Journal of Sport Psychology</i> , 2011, 40, 250-265.	0.2	37
85	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 Satisfaction Scale and the Behavioral Regulation Questionnaire in the Sports Context). <i>International Journal of Sport Psychology</i> , 2011, 40, 250-265.	0.2	53
86	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
87	Using Self-Determination Theory to Explain Sport Persistence and Dropout in Adolescent Athletes. <i>Spanish Journal of Psychology</i> , 2010, 13, 677-684.	2.1	110
88	Self-Determined Motivation and Physical Education Importance. <i>Human Movement</i> , 2009, 10, .	0.9	21
89	Preliminary Validation in Spanish of a Scale Designed to Measure Motivation in Physical Education Classes: The Perceived Locus of Causality (PLOC) Scale. <i>Spanish Journal of Psychology</i> , 2009, 12, 327-337.	2.1	106
90	Relationships among Goal Orientations, Motivational Climate and Flow in Adolescent Athletes: Differences by Gender. <i>Spanish Journal of Psychology</i> , 2008, 11, 181-191.	2.1	80

#	ARTICLE	IF	CITATIONS
91	Motivational Profiles and Flow in Physical Education Lessons. Perceptual and Motor Skills, 2008, 106, 473-494.	1.3	15
92	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) Tj ETQq0 0 0 rgBT /Overlock 10 Tf 50 697 Td (0.2	30
93	Actitudes hacia la pr3ctica f3sico-deportiva seg3n el sexo del practicante. (Gender and attitudes) Tj ETQq1 1 0.784314 rgBT /Overlock 10 Tf 50 697 Td (0.2	30
94	Controlling style, relatedness and cohesion in university students: A six countries comparison. Current Psychology, 0, , 1.	2.8	2
95	Influencia del estilo docente en la motivaci3n y estilo de vida de adolescentes en educaci3n f3sica. Universitas Psychologica, 0, 19, 1-11.	0.6	6