

Constantinos M Kokkinos

List of Publications by Year in descending order

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Version: 2024-02-01

83
papers

2,994
citations

218381

26
h-index

182168

51
g-index

83
all docs

83
docs citations

83
times ranked

2649
citing authors

#	ARTICLE	IF	CITATIONS
1	Job stressors, personality and burnout in primary school teachers. <i>British Journal of Educational Psychology</i> , 2007, 77, 229-243.	1.6	550
2	The relationship between bullying, victimization, trait emotional intelligence, self-efficacy and empathy among preadolescents. <i>Social Psychology of Education</i> , 2012, 15, 41-58.	1.2	220
3	Cyber-bullying: An investigation of the psychological profile of university student participants. <i>Journal of Applied Developmental Psychology</i> , 2014, 35, 204-214.	0.8	146
4	Problematic Online Behaviors among Adolescents and Emerging Adults: Associations between Cyberbullying Perpetration, Problematic Social Media Use, and Psychosocial Factors. <i>International Journal of Mental Health and Addiction</i> , 2019, 17, 891-908.	4.4	132
5	Correlates of teacher appraisals of student behaviors. <i>Psychology in the Schools</i> , 2005, 42, 79-89.	1.1	127
6	Predicting bullying and victimization among early adolescents: Associations with disruptive behavior disorders. <i>Aggressive Behavior</i> , 2004, 30, 520-533.	1.5	113
7	Dimensionality of Coping. <i>Journal of Health Psychology</i> , 2010, 15, 215-229.	1.3	110
8	Factor structure and psychometric properties of the Maslach Burnout Inventory-Educators Survey among elementary and secondary school teachers in Cyprus. <i>Stress and Health</i> , 2006, 22, 25-33.	1.4	95
9	Bullying and Victimization in Early Adolescence: Associations With Attachment Style and Perceived Parenting. <i>Journal of School Violence</i> , 2013, 12, 174-192.	1.1	80
10	Relational aggression in adolescents: A review of theoretical and empirical research. <i>Aggression and Violent Behavior</i> , 2015, 23, 87-97.	1.2	74
11	Personality and relational aggression: Moral disengagement and friendship quality as mediators. <i>Personality and Individual Differences</i> , 2016, 95, 74-79.	1.6	71
12	Perceived seriousness of pupils' undesirable behaviours: the student teachers' perspective. <i>Educational Psychology</i> , 2004, 24, 109-120.	1.2	61
13	Parenting and Internet Behavior Predictors of Cyber-Bullying and Cyber-Victimization among Preadolescents. <i>Deviant Behavior</i> , 2016, 37, 439-455.	1.1	58
14	Cyber and school bullying: Same or different phenomena?. <i>Aggression and Violent Behavior</i> , 2015, 25, 363-372.	1.2	52
15	Prevalence and personality correlates of Facebook bullying among university undergraduates. <i>Computers in Human Behavior</i> , 2016, 55, 840-850.	5.1	51
16	Cyber-Bullying, Personality and Coping among Pre-Adolescents. <i>International Journal of Cyber Behavior, Psychology and Learning</i> , 2013, 3, 55-69.	0.6	48
17	Possible common correlates between bullying and cyber-bullying among adolescents. <i>Psicologia Educativa</i> , 2016, 22, 27-38.	0.5	47
18	Cyber-bullying and cyber-victimization among undergraduate student teachers through the lens of the General Aggression Model. <i>Computers in Human Behavior</i> , 2019, 98, 59-68.	5.1	47

#	ARTICLE	IF	CITATIONS
19	Bullying, moral disengagement and empathy: exploring the links among early adolescents. <i>Educational Psychology</i> , 2018, 38, 535-552.	1.2	44
20	Special education teachers under stress: evidence from a Greek national study. <i>Educational Psychology</i> , 2009, 29, 407-424.	1.2	39
21	Relational and cyber aggression among adolescents: Personality and emotion regulation as moderators. <i>Computers in Human Behavior</i> , 2017, 68, 528-537.	5.1	38
22	Relational aggression, big five and hostile attribution bias in adolescents. <i>Journal of Applied Developmental Psychology</i> , 2017, 52, 101-113.	0.8	37
23	INTERACTIVE LINKS BETWEEN RELATIONAL AGGRESSION, THEORY OF MIND, AND MORAL DISENGAGEMENT AMONG EARLY ADOLESCENTS. <i>Psychology in the Schools</i> , 2016, 53, 253-269.	1.1	36
24	Interpersonal teacher behaviour in primary school classrooms: A cross-cultural validation of a Greek translation of the Questionnaire on Teacher Interaction. <i>Learning Environments Research</i> , 2009, 12, 101-114.	1.8	32
25	Links between relational aggression, parenting and personality among adolescents. <i>European Journal of Developmental Psychology</i> , 2017, 14, 249-264.	1.0	32
26	A review of research on cyber-bullying in Greece. <i>International Journal of Adolescence and Youth</i> , 2015, 20, 185-201.	0.9	31
27	Indirect and Direct Associations Between Personality and Psychological Distress Mediated by Dispositional Coping. <i>Journal of Psychology: Interdisciplinary and Applied</i> , 2014, 148, 549-567.	0.9	27
28	Traditional and Cyber Bullying/Victimization Among Adolescents: Examining Their Psychosocial Profile Through Latent Profile Analysis. <i>International Journal of Bullying Prevention</i> , 2019, 1, 85-98.	1.3	27
29	Development, construct validation and measurement invariance of the Greek cyber-bullying/victimization experiences questionnaire (CBVEQ-G). <i>Computers in Human Behavior</i> , 2016, 65, 380-390.	5.1	26
30	Searching for the "Big Five" in a Greek context: the NEO-FFI under the microscope. <i>Personality and Individual Differences</i> , 2004, 36, 1841-1854.	1.6	25
31	The effects of perceived psychological, educational, and financial impact of COVID-19 pandemic on Greek university students' satisfaction with life through Mental Health. <i>Journal of Affective Disorders</i> , 2022, 300, 289-295.	2.0	25
32	Parental discipline practices and locus of control: relationship to bullying and victimization experiences of elementary school students. <i>Social Psychology of Education</i> , 2007, 10, 281-301.	1.2	24
33	A lifestyle exposure perspective of victimization through Facebook among university students. Do individual differences matter?. <i>Computers in Human Behavior</i> , 2017, 74, 235-245.	5.1	24
34	Coping with bullying and victimisation among preadolescents: the moderating effects of self-efficacy. <i>Emotional and Behavioural Difficulties</i> , 2015, 20, 205-222.	0.7	23
35	The relationship between learning and study strategies and big five personality traits among junior university student teachers. <i>Learning and Individual Differences</i> , 2015, 43, 39-47.	1.5	23
36	Emotion Regulation and Relational Aggression in Adolescents: Parental Attachment as Moderator. <i>Journal of Child and Family Studies</i> , 2019, 28, 3146-3160.	0.7	23

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37	Self-consciousness and psychological distress: A study using the Greek SCS. <i>Personality and Individual Differences</i> , 2006, 41, 83-93.	1.6	21
38	Burning out during the practicum: the case of teacher trainees. <i>Educational Psychology</i> , 2016, 36, 548-568.	1.2	21
39	Individual and contextual parameters associated with adolescents' domain specific self-perceptions. <i>Journal of Adolescence</i> , 2011, 34, 349-360.	1.2	19
40	Relationships among shyness, social competence, peer relations, and theory of mind among pre-adolescents. <i>Social Psychology of Education</i> , 2016, 19, 117-133.	1.2	17
41	The moderating role of emotional intelligence in the association between parenting practices and academic achievement among adolescents. <i>Current Psychology</i> , 2021, 40, 4333-4347.	1.7	17
42	Relational Victimization, Callous-Unemotional Traits, and Hostile Attribution Bias Among Preadolescents. <i>Journal of School Violence</i> , 2018, 17, 111-122.	1.1	15
43	Measuring relational aggression in children and adolescents: A systematic review of the available instruments. <i>Aggression and Violent Behavior</i> , 2019, 46, 82-97.	1.2	15
44	The Relational aggression scale (RAS): Psychometric properties of a newly developed measure of relational aggression. <i>Revue Europeenne De Psychologie Appliquee</i> , 2018, 68, 11-22.	0.4	14
45	Psychopathic traits and social anxiety in cyber-space: A context-dependent theoretical framework explaining online disinhibition. <i>Computers in Human Behavior</i> , 2019, 99, 228-234.	5.1	14
46	Understanding the association between Big Five and relational aggression: The mediating role of social goals and friendship jealousy. <i>Personality and Individual Differences</i> , 2020, 160, 109946.	1.6	12
47	Development of a short form of the Greek Big Five Questionnaire for Children (GBFQ-C-SF): Validation among preadolescents. <i>Personality and Individual Differences</i> , 2017, 112, 12-17.	1.6	11
48	Investigating the association between callous-unemotional traits with relational bullying and victimization: A cross-national study. <i>Social Development</i> , 2019, 28, 854-872.	0.8	11
49	The mediating role of friendship jealousy and anxiety in the association between parental attachment and adolescents' relational aggression: A short-term longitudinal cross-lagged analysis. <i>Child Abuse and Neglect</i> , 2020, 109, 104717.	1.3	11
50	The Big Five Questionnaire for Children (BFQ-C). <i>European Journal of Psychological Assessment</i> , 2017, 33, 129-133.	1.7	11
51	Greek EPQ-J: Further Support for a Three-Factor Model of Personality in Children and Adolescents. <i>Journal of Psychoeducational Assessment</i> , 2010, 28, 259-269.	0.9	10
52	Students' Big Three Personality Traits, Perceptions of Teacher Interpersonal Behavior, and Mathematics Achievement: An Application of the Model of Reciprocal Causation. <i>Communication Education</i> , 2014, 63, 235-258.	0.7	10
53	The Greek elementary 'What Is Happening In this Class?' (G-EWIHC): A three-phase multi-sample mixed-methods study. <i>Studies in Educational Evaluation</i> , 2017, 52, 55-70.	1.2	10
54			

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55	Motivational beliefs as mediators in the association between perceived scholastic competence, self-esteem and learning strategies among Greek secondary school students. <i>Educational Psychology</i> , 2018, 38, 753-771.	1.2	10
56	Pre-adolescents'™ representations of multiple attachment relationships: the role of perceived teacher interpersonal behaviour. <i>Learning Environments Research</i> , 2016, 19, 63-86.	1.8	9
57	Development of an instrument measuring student teachers'™ perceived stressors about the practicum. <i>Teacher Development</i> , 2016, 20, 275-293.	0.4	9
58	The Role of the Teacher in Identifying Learning Disabilities. <i>Journal of Learning Disabilities</i> , 2009, 42, 483-493.	1.5	8
59	Primary school teacher interpersonal behavior through the lens of students'™ Eysenckian personality traits. <i>Social Psychology of Education</i> , 2010, 13, 331-349.	1.2	8
60	Bullying and victimization experiences in elementary school students nominated by their teachers for Specific Learning Disabilities. <i>School Psychology International</i> , 2013, 34, 674-690.	1.1	8
61	Peer victimization and depression in Greek preadolescents: Personality and attachment as moderators. <i>Personal Relationships</i> , 2016, 23, 280-295.	0.9	8
62	Rating students'™ problem behaviour: the role of teachers'™ individual characteristics. <i>Educational Psychology</i> , 2016, 36, 1516-1532.	1.2	7
63	Empathy in Traditional and Cyber Bullying/Victimization Involvement From Early to Middle Adolescence: A Cross Sectional Study. <i>Journal of Educational and Developmental Psychology</i> , 2017, 8, 153.	0.0	7
64	The Indirect Effects of Anger on Relational Aggression through Anger Rumination. <i>Journal of School Violence</i> , 2021, 20, 511-522.	1.1	7
65	The "What Is Happening in This Class" Questionnaire: A Qualitative Examination in Elementary Classrooms. <i>Journal of Research in Childhood Education</i> , 2017, 31, 379-400.	0.6	6
66	Friendship quality, emotion understanding, and emotion regulation of children with and without attention deficit/hyperactivity disorder or specific learning disorder. <i>Emotional and Behavioural Difficulties</i> , 2022, 27, 3-19.	0.7	6
67	The structure of pre-adolescents'™ perceptions of their teachers'™ interpersonal behaviours and their relation to pre-adolescents'™ learning outcomes. <i>Educational Studies</i> , 2018, 44, 167-189.	1.4	5
68	Reactive and proactive aggression subgroups in early adolescents and the interplay among callous-unemotional traits, moral disengagement, empathy and functions of aggression. <i>Current Psychology</i> , 2022, 41, 3551-3564.	1.7	5
69	General Mental Health and Subjective Well-Being Among University Students: The Moderating Role of Personal Cultural Orientations. <i>Human Arenas</i> , 2023, 6, 776-793.	1.1	5
70	The Model of Interpersonal Teacher Behaviour: a qualitative cross-cultural validation within the Greek elementary education context. <i>British Educational Research Journal</i> , 2013, 39, 182-205.	1.4	4
71	Relational Aggressors'™ Coping: The Moderating Role of Empathy. <i>Journal of School Violence</i> , 2019, 18, 536-549.	1.1	3
72	Preadolescents'™ psychosocial functioning: The role of personality and attachment style. <i>Mental Health and Prevention</i> , 2016, 4, 105-114.	0.7	2

