

# Constantinos M Kokkinos

## 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.

77  
papers

2,076  
citations

23  
h-index

44  
g-index

83  
ext. papers

2,482  
ext. citations

2.6  
avg, IF

5.76  
L-index

#	Paper	IF	Citations
77	Job stressors, personality and burnout in primary school teachers. <i>British Journal of Educational Psychology</i> , <b>2007</b> , 77, 229-43	3.2	377
76	The relationship between bullying, victimization, trait emotional intelligence, self-efficacy and empathy among preadolescents. <i>Social Psychology of Education</i> , <b>2012</b> , 15, 41-58	2	177
75	Cyber-bullying: An investigation of the psychological profile of university student participants. <i>Journal of Applied Developmental Psychology</i> , <b>2014</b> , 35, 204-214	2.5	109
74	Correlates of teacher appraisals of student behaviors. <i>Psychology in the Schools</i> , <b>2005</b> , 42, 79-89	1.5	98
73	Predicting bullying and victimization among early adolescents: Associations with disruptive behavior disorders. <i>Aggressive Behavior</i> , <b>2004</b> , 30, 520-533	2.8	90
72	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> , <b>2019</b> , 17, 891-908	8.8	77
71	Dimensionality of coping: an empirical contribution to the construct validation of the brief-COPE with a Greek-speaking sample. <i>Journal of Health Psychology</i> , <b>2010</b> , 15, 215-29	3.1	76
70	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> , <b>2006</b> , 22, 25-33	3.7	61
69	Bullying and Victimization in Early Adolescence: Associations With Attachment Style and Perceived Parenting. <i>Journal of School Violence</i> , <b>2013</b> , 12, 174-192	2.5	58
68	Personality and relational aggression: Moral disengagement and friendship quality as mediators. <i>Personality and Individual Differences</i> , <b>2016</b> , 95, 74-79	3.3	55
67	Perceived seriousness of pupils' undesirable behaviours: the student teachers' perspective. <i>Educational Psychology</i> , <b>2004</b> , 24, 109-120	2.2	52
66	Relational aggression in adolescents: A review of theoretical and empirical research. <i>Aggression and Violent Behavior</i> , <b>2015</b> , 23, 87-97	3.9	47
65	Parenting and Internet Behavior Predictors of Cyber-Bullying and Cyber-Victimization among Preadolescents. <i>Deviant Behavior</i> , <b>2016</b> , 37, 439-455	1.1	39
64	Cyber and school bullying: Same or different phenomena?. <i>Aggression and Violent Behavior</i> , <b>2015</b> , 25, 363-372	3.9	38
63	Cyber-Bullying, Personality and Coping among Pre-Adolescents. <i>International Journal of Cyber Behavior, Psychology and Learning</i> , <b>2013</b> , 3, 55-69	0.5	38
62	Prevalence and personality correlates of Facebook bullying among university undergraduates. <i>Computers in Human Behavior</i> , <b>2016</b> , 55, 840-850	7.7	36
61	Special education teachers under stress: evidence from a Greek national study. <i>Educational Psychology</i> , <b>2009</b> , 29, 407-424	2.2	33

60	Possible common correlates between bullying and cyber-bullying among adolescents. <i>Psicologia Educativa</i> , <b>2016</b> , 22, 27-38	1.2	32
59	Relational aggression, big five and hostile attribution bias in adolescents. <i>Journal of Applied Developmental Psychology</i> , <b>2017</b> , 52, 101-113	2.5	28
58	A review of research on cyber-bullying in Greece. <i>International Journal of Adolescence and Youth</i> , <b>2015</b> , 20, 185-201	3.3	27
57	INTERACTIVE LINKS BETWEEN RELATIONAL AGGRESSION, THEORY OF MIND, AND MORAL DISENGAGEMENT AMONG EARLY ADOLESCENTS. <i>Psychology in the Schools</i> , <b>2016</b> , 53, 253-269	1.5	27
56	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> , <b>2009</b> , 12, 101-114	2.1	26
55	Bullying, moral disengagement and empathy: exploring the links among early adolescents. <i>Educational Psychology</i> , <b>2018</b> , 38, 535-552	2.2	25
54	Links between relational aggression, parenting and personality among adolescents. <i>European Journal of Developmental Psychology</i> , <b>2017</b> , 14, 249-264	1.5	23
53	Cyber-bullying and cyber-victimization among undergraduate student teachers through the lens of the General Aggression Model. <i>Computers in Human Behavior</i> , <b>2019</b> , 98, 59-68	7.7	23
52	Relational and cyber aggression among adolescents: Personality and emotion regulation as moderators. <i>Computers in Human Behavior</i> , <b>2017</b> , 68, 528-537	7.7	21
51	Searching for the Big Five in a Greek context: the NEO-FFI under the microscope. <i>Personality and Individual Differences</i> , <b>2004</b> , 36, 1841-1854	3.3	21
50	Indirect and direct associations between personality and psychological distress mediated by dispositional coping. <i>Journal of Psychology: Interdisciplinary and Applied</i> , <b>2014</b> , 148, 549-67	2.7	20
49	Self-consciousness and psychological distress: A study using the Greek SCS. <i>Personality and Individual Differences</i> , <b>2006</b> , 41, 83-93	3.3	18
48	Coping with bullying and victimisation among preadolescents: the moderating effects of self-efficacy. <i>Emotional and Behavioural Difficulties</i> , <b>2015</b> , 20, 205-222	1	17
47	The relationship between learning and study strategies and big five personality traits among junior university student teachers. <i>Learning and Individual Differences</i> , <b>2015</b> , 43, 39-47	3.1	17
46	Individual and contextual parameters associated with adolescents' domain specific self-perceptions. <i>Journal of Adolescence</i> , <b>2011</b> , 34, 349-60	3.4	17
45	Parental discipline practices and locus of control: relationship to bullying and victimization experiences of elementary school students. <i>Social Psychology of Education</i> , <b>2007</b> , 10, 281-301	2	17
44	Development, construct validation and measurement invariance of the Greek cyber-bullying/victimization experiences questionnaire (CBVEQ-G). <i>Computers in Human Behavior</i> , <b>2016</b> , 65, 380-390	7.7	16
43	A lifestyle exposure perspective of victimization through Facebook among university students. Do individual differences matter?. <i>Computers in Human Behavior</i> , <b>2017</b> , 74, 235-245	7.7	14

42	Burning out during the practicum: the case of teacher trainees. <i>Educational Psychology</i> , <b>2016</b> , 36, 548-568.2		14
41	Traditional and Cyber Bullying/Victimization Among Adolescents: Examining Their Psychosocial Profile Through Latent Profile Analysis. <i>International Journal of Bullying Prevention</i> , <b>2019</b> , 1, 85-98	3.2	13
40	Relationships among shyness, social competence, peer relations, and theory of mind among pre-adolescents. <i>Social Psychology of Education</i> , <b>2016</b> , 19, 117-133	2	13
39	Emotion Regulation and Relational Aggression in Adolescents: Parental Attachment as Moderator. <i>Journal of Child and Family Studies</i> , <b>2019</b> , 28, 3146-3160	2.3	10
38	<del>Preschool and Primary Education</del> Preschool and Primary Education, <b>2013</b> , 1, 138	1	10
37	The Relational aggression scale (RAS): Psychometric properties of a newly developed measure of relational aggression. <i>Revue Europeenne De Psychologie Appliquee</i> , <b>2018</b> , 68, 11-22	0.9	9
36	Relational Victimization, Callous-Unemotional Traits, and Hostile Attribution Bias Among Preadolescents. <i>Journal of School Violence</i> , <b>2018</b> , 17, 111-122	2.5	9
35	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> , <b>2014</b> , 63, 235-258	1.3	9
34	Greek EPQ-J: Further Support for a Three-Factor Model of Personality in Children and Adolescents. <i>Journal of Psychoeducational Assessment</i> , <b>2010</b> , 28, 259-269	1.3	9
33	The Big Five Questionnaire for Children (BFQ-C). <i>European Journal of Psychological Assessment</i> , <b>2017</b> , 33, 129-133	2.2	9
32	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> , <b>2017</b> , 112, 12-17	3.3	8
31	Measuring relational aggression in children and adolescents: A systematic review of the available instruments. <i>Aggression and Violent Behavior</i> , <b>2019</b> , 46, 82-97	3.9	8
30	Development of an instrument measuring student teachers' perceived stressors about the practicum. <i>Teacher Development</i> , <b>2016</b> , 20, 275-293	0.6	8
29	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> , <b>2017</b> , 52, 55-70	2	7
28	The moderating role of emotional intelligence in the association between parenting practices and academic achievement among adolescents. <i>Current Psychology</i> , <b>2019</b> , 40, 4333	1.4	7
27	Pre-adolescents' representations of multiple attachment relationships: the role of perceived teacher interpersonal behaviour. <i>Learning Environments Research</i> , <b>2016</b> , 19, 63-86	2.1	7
26	Understanding the association between Big Five and relational aggression: The mediating role of social goals and friendship jealousy. <i>Personality and Individual Differences</i> , <b>2020</b> , 160, 109946	3.3	6
25	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> , <b>2018</b> , 38, 753-771	2.2	6

24	The role of the teacher in identifying learning disabilities: a study using the McCarney Learning Disability Evaluation Scale (LDES). <i>Journal of Learning Disabilities</i> , <b>2009</b> , 42, 483-93	2.7	6
23	Primary school teacher interpersonal behavior through the lens of students' Eysenckian personality traits. <i>Social Psychology of Education</i> , <b>2010</b> , 13, 331-349	2	6
22	Peer victimization and depression in Greek preadolescents: Personality and attachment as moderators. <i>Personal Relationships</i> , <b>2016</b> , 23, 280-295	1.2	6
21	Investigating the association between callous-unemotional traits with relational bullying and victimization: A cross-national study. <i>Social Development</i> , <b>2019</b> , 28, 854-872	2.4	5
20	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> , <b>2017</b> , 8, 153	0.3	5
19	Bullying and victimization experiences in elementary school students nominated by their teachers for Specific Learning Disabilities. <i>School Psychology International</i> , <b>2013</b> , 34, 674-690	1.7	5
18	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> , <b>2020</b> , 109, 104717	4.3	5
17	Rating students' problem behaviour: the role of teachers' individual characteristics. <i>Educational Psychology</i> , <b>2016</b> , 36, 1516-1532	2.2	5
16	Psychopathic traits and social anxiety in cyber-space: A context-dependent theoretical framework explaining online disinhibition. <i>Computers in Human Behavior</i> , <b>2019</b> , 99, 228-234	7.7	4
15	The Model of Interpersonal Teacher Behaviour: a qualitative cross-cultural validation within the Greek elementary education context. <i>British Educational Research Journal</i> , <b>2011</b> , 39, 1-24	1.6	4
14	Relational Aggressors' Coping: The Moderating Role of Empathy. <i>Journal of School Violence</i> , <b>2019</b> , 18, 536-549	2.5	2
13	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> , <b>2020</b> , 1	1.4	2
12	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> , 1-17	1	2
11	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> , <b>2021</b> , 300, 289-289	6.6	2
10	The What Is Happening in This Class? Questionnaire: A Qualitative Examination in Elementary Classrooms. <i>Journal of Research in Childhood Education</i> , <b>2017</b> , 31, 379-400	1.1	1
9	The structure of pre-adolescents' perceptions of their teacher's interpersonal behaviours and their relation to pre-adolescents' learning outcomes. <i>Educational Studies</i> , <b>2018</b> , 44, 167-189	1	1
8	Preadolescents' psychosocial functioning: The role of personality and attachment style. <i>Mental Health and Prevention</i> , <b>2016</b> , 4, 105-114	2.3	1
7	Cyber-Bullying, Personality and Coping among Pre-Adolescents <b>2014</b> , 1295-1311		1

6	General Mental Health and Subjective Well-Being Among University Students: The Moderating Role of Personal Cultural Orientations. <i>Human Arenas</i> ,1	0.6	o
5	Bullying, victimization, and psychopathy in early adolescents: The moderating role of social support. <i>European Journal of Developmental Psychology</i> , <b>2021</b> , 18, 747-764	1.5	o
4	The Indirect Effects of Anger on Relational Aggression through Anger Rumination. <i>Journal of School Violence</i> ,1-12	2.5	o
3	Temporal stability of relational aggression profiles in adolescents. <i>Journal of School Psychology</i> , <b>2022</b> , 92, 19-32	4.5	o
2	Achievement testing with the Wechsler Quicktest: an examination of its psychometric properties and applied utility with a Greek Cypriot sample. <i>Educational Psychology</i> , <b>2011</b> , 31, 105-121	2.2	
1	Disentangling the factorial structure of the Greek Big Five Questionnaire for Children Short Form. <i>Personality and Individual Differences</i> , <b>2020</b> , 156, 109742	3.3	