

Constantinos M Kokkinos

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.

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	Temporal stability of relational aggression profiles in adolescents. <i>Journal of School Psychology</i> , 2022 , 92, 19-32	4.5	0
76	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> , 2021 , 300, 289-289	6.6	2
75	Bullying, victimization, and psychopathy in early adolescents: The moderating role of social support. <i>European Journal of Developmental Psychology</i> , 2021 , 18, 747-764	1.5	0
74	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> , 2020 , 1	1.4	2
73	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	3.3	6
72	Disentangling the factorial structure of the Greek Big Five Questionnaire for Children Short Form. <i>Personality and Individual Differences</i> , 2020 , 156, 109742	3.3	
71	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	4.3	5
70	Emotion Regulation and Relational Aggression in Adolescents: Parental Attachment as Moderator. <i>Journal of Child and Family Studies</i> , 2019 , 28, 3146-3160	2.3	10
69	Investigating the association between callous-unemotional traits with relational bullying and victimization: A cross-national study. <i>Social Development</i> , 2019 , 28, 854-872	2.4	5
68	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	7.7	4
67	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	7.7	23
66	Relational Aggressors Coping: The Moderating Role of Empathy. <i>Journal of School Violence</i> , 2019 , 18, 536-549	2.5	2
65	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	3.2	13
64	Measuring relational aggression in children and adolescents: A systematic review of the available instruments. <i>Aggression and Violent Behavior</i> , 2019 , 46, 82-97	3.9	8
63	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	8.8	77
62	The moderating role of emotional intelligence in the association between parenting practices and academic achievement among adolescents. <i>Current Psychology</i> , 2019 , 40, 4333	1.4	7
61	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	0.9	9

60	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	2.2	6
59	Relational Victimization, Callous-Unemotional Traits, and Hostile Attribution Bias Among Preadolescents. <i>Journal of School Violence</i> , 2018 , 17, 111-122	2.5	9
58	The structure of pre-adolescents' perceptions of their teacher's interpersonal behaviours and their relation to pre-adolescents' learning outcomes. <i>Educational Studies</i> , 2018 , 44, 167-189	1	1
57	Bullying, moral disengagement and empathy: exploring the links among early adolescents. <i>Educational Psychology</i> , 2018 , 38, 535-552	2.2	25
56	Links between relational aggression, parenting and personality among adolescents. <i>European Journal of Developmental Psychology</i> , 2017 , 14, 249-264	1.5	23
55	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	2	7
54	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	3.3	8
53	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	7.7	14
52	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	1.1	1
51	Relational and cyber aggression among adolescents: Personality and emotion regulation as moderators. <i>Computers in Human Behavior</i> , 2017 , 68, 528-537	7.7	21
50	Relational aggression, big five and hostile attribution bias in adolescents. <i>Journal of Applied Developmental Psychology</i> , 2017 , 52, 101-113	2.5	28
49	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	0.3	5
48	The Big Five Questionnaire for Children (BFQ-C). <i>European Journal of Psychological Assessment</i> , 2017 , 33, 129-133	2.2	9
47	Preadolescents' psychosocial functioning: The role of personality and attachment style. <i>Mental Health and Prevention</i> , 2016 , 4, 105-114	2.3	1
46	Relationships among shyness, social competence, peer relations, and theory of mind among pre-adolescents. <i>Social Psychology of Education</i> , 2016 , 19, 117-133	2	13
45	Possible common correlates between bullying and cyber-bullying among adolescents. <i>Psicologia Educativa</i> , 2016 , 22, 27-38	1.2	32
44	Parenting and Internet Behavior Predictors of Cyber-Bullying and Cyber-Victimization among Preadolescents. <i>Deviant Behavior</i> , 2016 , 37, 439-455	1.1	39
43	Personality and relational aggression: Moral disengagement and friendship quality as mediators. <i>Personality and Individual Differences</i> , 2016 , 95, 74-79	3.3	55

42	Prevalence and personality correlates of Facebook bullying among university undergraduates. <i>Computers in Human Behavior</i> , 2016 , 55, 840-850	7.7	36
41	Burning out during the practicum: the case of teacher trainees. <i>Educational Psychology</i> , 2016 , 36, 548-568.2		14
40	Peer victimization and depression in Greek preadolescents: Personality and attachment as moderators. <i>Personal Relationships</i> , 2016 , 23, 280-295	1.2	6
39	INTERACTIVE LINKS BETWEEN RELATIONAL AGGRESSION, THEORY OF MIND, AND MORAL DISENGAGEMENT AMONG EARLY ADOLESCENTS. <i>Psychology in the Schools</i> , 2016 , 53, 253-269	1.5	27
38	Rating students' problem behaviour: the role of teachers' individual characteristics. <i>Educational Psychology</i> , 2016 , 36, 1516-1532	2.2	5
37	Pre-adolescents' representations of multiple attachment relationships: the role of perceived teacher interpersonal behaviour. <i>Learning Environments Research</i> , 2016 , 19, 63-86	2.1	7
36	Development of an instrument measuring student teachers' perceived stressors about the practicum. <i>Teacher Development</i> , 2016 , 20, 275-293	0.6	8
35	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	7.7	16
34	Coping with bullying and victimisation among preadolescents: the moderating effects of self-efficacy. <i>Emotional and Behavioural Difficulties</i> , 2015 , 20, 205-222	1	17
33	Relational aggression in adolescents: A review of theoretical and empirical research. <i>Aggression and Violent Behavior</i> , 2015 , 23, 87-97	3.9	47
32	Cyber and school bullying: Same or different phenomena?. <i>Aggression and Violent Behavior</i> , 2015 , 25, 363-372	3.9	38
31	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	3.1	17
30	A review of research on cyber-bullying in Greece. <i>International Journal of Adolescence and Youth</i> , 2015 , 20, 185-201	3.3	27
29	Cyber-bullying: An investigation of the psychological profile of university student participants. <i>Journal of Applied Developmental Psychology</i> , 2014 , 35, 204-214	2.5	109
28	Indirect and direct associations between personality and psychological distress mediated by dispositional coping. <i>Journal of Psychology: Interdisciplinary and Applied</i> , 2014 , 148, 549-67	2.7	20
27	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	1.3	9
26	Cyber-Bullying, Personality and Coping among Pre-Adolescents 2014 , 1295-1311		1
25	 <i>Preschool and Primary Education</i> , 2013 , 1, 138	1	10

24	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	1.7	5
23	Bullying and Victimization in Early Adolescence: Associations With Attachment Style and Perceived Parenting. <i>Journal of School Violence</i> , 2013 , 12, 174-192	2.5	58
22	Cyber-Bullying, Personality and Coping among Pre-Adolescents. <i>International Journal of Cyber Behavior, Psychology and Learning</i> , 2013 , 3, 55-69	0.5	38
21	The relationship between bullying, victimization, trait emotional intelligence, self-efficacy and empathy among preadolescents. <i>Social Psychology of Education</i> , 2012 , 15, 41-58	2	177
20	Individual and contextual parameters associated with adolescents' domain specific self-perceptions. <i>Journal of Adolescence</i> , 2011 , 34, 349-60	3.4	17
19	Achievement testing with the Wechsler Quicktest: an examination of its psychometric properties and applied utility with a Greek Cypriot sample. <i>Educational Psychology</i> , 2011 , 31, 105-121	2.2	
18	The Model of Interpersonal Teacher Behaviour: a qualitative cross-cultural validation within the Greek elementary education context. <i>British Educational Research Journal</i> , 2011 , 39, 1-24	1.6	4
17	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	1.3	9
16	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> , 2010 , 15, 215-29	3.1	76
15	Primary school teacher interpersonal behavior through the lens of students' Eysenckian personality traits. <i>Social Psychology of Education</i> , 2010 , 13, 331-349	2	6
14	Special education teachers under stress: evidence from a Greek national study. <i>Educational Psychology</i> , 2009 , 29, 407-424	2.2	33
13	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> , 2009 , 42, 483-93	2.7	6
12	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	2.1	26
11	Job stressors, personality and burnout in primary school teachers. <i>British Journal of Educational Psychology</i> , 2007 , 77, 229-43	3.2	377
10	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	2	17
9	Self-consciousness and psychological distress: A study using the Greek SCS. <i>Personality and Individual Differences</i> , 2006 , 41, 83-93	3.3	18
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	3.7	61
7	Correlates of teacher appraisals of student behaviors. <i>Psychology in the Schools</i> , 2005 , 42, 79-89	1.5	98

6	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	3.3	21
5	Predicting bullying and victimization among early adolescents: Associations with disruptive behavior disorders. <i>Aggressive Behavior</i> , 2004 , 30, 520-533	2.8	90
4	Perceived seriousness of pupils' undesirable behaviours: the student teachers' perspective. <i>Educational Psychology</i> , 2004 , 24, 109-120	2.2	52
3	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
2	General Mental Health and Subjective Well-Being Among University Students: The Moderating Role of Personal Cultural Orientations. <i>Human Arenas</i> , 1	0.6	0
1	The Indirect Effects of Anger on Relational Aggression through Anger Rumination. <i>Journal of School Violence</i> , 1-12	2.5	0