

Athanasios Mouratidis

List of Publications by Year in descending order

Source: <https://exaly.com/author-pdf/7336666/publications.pdf>

Version: 2024-02-01

51
papers

3,742
citations

201575

27
h-index

182361

51
g-index

52
all docs

52
docs citations

52
times ranked

2913
citing authors

#	ARTICLE	IF	CITATIONS
1	Basic psychological need satisfaction, need frustration, and need strength across four cultures. <i>Motivation and Emotion</i> , 2015, 39, 216-236.	0.8	1,255
2	Identifying configurations of perceived teacher autonomy support and structure: Associations with self-regulated learning, motivation and problem behavior. <i>Learning and Instruction</i> , 2012, 22, 431-439.	1.9	281
3	The Motivating Role of Positive Feedback in Sport and Physical Education: Evidence for a Motivational Model. <i>Journal of Sport and Exercise Psychology</i> , 2008, 30, 240-268.	0.7	201
4	Perceived parental psychological control and adolescent depressive experiences: A cross-cultural study with Belgian and South Korean adolescents. <i>Journal of Adolescence</i> , 2012, 35, 261-272.	1.2	149
5	Moving the Achievement Goal Approach One Step Forward: Toward a Systematic Examination of the Autonomous and Controlled Reasons Underlying Achievement Goals. <i>Educational Psychologist</i> , 2014, 49, 153-174.	4.7	133
6	Vitality and interest—enjoyment as a function of class-to-class variation in need-supportive teaching and pupils' autonomous motivation.. <i>Journal of Educational Psychology</i> , 2011, 103, 353-366.	2.1	128
7	Day-to-day Variation in Autonomy-Supportive and Psychologically Controlling Parenting: The Role of Parents' Daily Experiences of Need Satisfaction and Need Frustration. <i>Parenting</i> , 2018, 18, 86-109.	1.0	124
8	Beware of your teaching style: A school-year long investigation of controlling teaching and student motivational experiences. <i>Learning and Instruction</i> , 2018, 53, 50-63.	1.9	123
9	Daily Ups and Downs in Women's Binge Eating Symptoms: The Role of Basic Psychological Needs, General Self-Control, and Emotional Eating. <i>Journal of Social and Clinical Psychology</i> , 2013, 32, 335-361.	0.2	92
10	How You Provide Corrective Feedback Makes a Difference: The Motivating Role of Communicating in an Autonomy-Supporting Way. <i>Journal of Sport and Exercise Psychology</i> , 2010, 32, 619-637.	0.7	91
11	Perceived structure and achievement goals as predictors of students' self-regulated learning and affect and the mediating role of competence need satisfaction. <i>Learning and Individual Differences</i> , 2013, 23, 179-186.	1.5	81
12	Beyond positive and negative affect: Achievement goals and discrete emotions in the elementary physical education classroom. <i>Psychology of Sport and Exercise</i> , 2009, 10, 336-343.	1.1	68
13	Enriching the hierarchical model of achievement motivation: Autonomous and controlling reasons underlying achievement goals. <i>British Journal of Educational Psychology</i> , 2014, 84, 650-666.	1.6	67
14	Detaching Reasons From Aims: Fair Play and Well-Being in Soccer as a Function of Pursuing Performance-Approach Goals for Autonomous or Controlling Reasons. <i>Journal of Sport and Exercise Psychology</i> , 2010, 32, 217-242.	0.7	66
15	On Social Achievement Goals: Their Relations With Peer Acceptance, Classroom Belongingness, and Perceptions of Loneliness. <i>Journal of Experimental Education</i> , 2009, 77, 285-308.	1.6	65
16	Perfectionism, self-determined motivation, and coping among adolescent athletes. <i>Psychology of Sport and Exercise</i> , 2011, 12, 355-367.	1.1	60
17	Begin-of-school-year perceived autonomy-support and structure as predictors of end-of-school-year study efforts and procrastination: the mediating role of autonomous and controlled motivation. <i>Educational Psychology</i> , 2018, 38, 435-450.	1.2	58
18	From Daily Need Experiences to Autonomy-Supportive and Psychologically Controlling Parenting via Psychological Availability and Stress. <i>Parenting</i> , 2019, 19, 177-202.	1.0	49

#	ARTICLE	IF	CITATIONS
19	Perceived teachers' behavior and students' engagement in physical education: the mediating role of basic psychological needs and self-determined motivation. <i>Physical Education and Sport Pedagogy</i> , 2022, 27, 59-76.	1.8	48
20	Perceived coach-created and peer-created motivational climates and their associations with team cohesion and athlete satisfaction: evidence from a longitudinal study. <i>Journal of Sports Sciences</i> , 2014, 32, 1738-1750.	1.0	46
21	Different goals, different pathways to success: Performance-approach goals as direct and mastery-approach goals as indirect predictors of grades in mathematics. <i>Learning and Individual Differences</i> , 2018, 61, 127-135.	1.5	42
22	Emerging Trends and Future Directions for the Field of Motivation Psychology: A Special Issue in Honor of Prof. Dr. Willy Lens. <i>Psychologica Belgica</i> , 2016, 56, 317-341.	1.0	40
23	Adolescents' autonomous functioning and implicit theories of ability as predictors of their school achievement and week-to-week study regulation and well-being. <i>Contemporary Educational Psychology</i> , 2017, 48, 56-66.	1.6	39
24	Daily fluctuations in perfectionism dimensions and their relation to eating disorder symptoms. <i>Journal of Research in Personality</i> , 2012, 46, 678-687.	0.9	35
25	Examining Correlates of Game-to-Game Variation in Volleyball Players' Achievement Goal Pursuit and Underlying Autonomous and Controlling Reasons. <i>Journal of Sport and Exercise Psychology</i> , 2014, 36, 131-145.	0.7	35
26	Personal and contextual antecedents of achievement goals: Their direct and indirect relations to students' learning strategies. <i>Learning and Individual Differences</i> , 2013, 23, 187-194.	1.5	34
27	Optimal motivation in Peruvian high schools: Should learners pursue and teachers promote mastery goals, performance-approach goals or both?. <i>Learning and Individual Differences</i> , 2017, 55, 87-96.	1.5	29
28	Within-person configurations and temporal relations of personal and perceived parent-promoted aspirations to school correlates among adolescents.. <i>Journal of Educational Psychology</i> , 2013, 105, 895-910.	2.1	25
29	Social achievement goals, needs satisfaction, and coping among adolescents. <i>Personality and Individual Differences</i> , 2016, 99, 260-265.	1.6	25
30	Interparental Conflict and Adolescents' Relational Aggression and Loneliness: The Mediating Role of Maternal Psychological Control. <i>Journal of Child and Family Studies</i> , 2017, 26, 3546-3558.	0.7	25
31	Self-determined motivation and social achievement goals in children's emotions. <i>Educational Psychology</i> , 2011, 31, 67-86.	1.2	21
32	Intrapersonal Achievement Goals and Underlying Reasons among Long Distance Runners: Their Relation with Race Experience, Self-Talk, and Running Time. <i>Psychologica Belgica</i> , 2016, 56, 288-310.	1.0	21
33	A game-to-game investigation of the relation between need-supportive and need-thwarting coaching and moral behavior in soccer. <i>Psychology of Sport and Exercise</i> , 2017, 31, 1-10.	1.1	20
34	How does knowledge about the criteria for an upcoming test relate to adolescents' situational motivation in physical education? A self-determination theory approach. <i>European Physical Education Review</i> , 2019, 25, 983-1001.	1.2	18
35	The relation between balanced need satisfaction and adolescents' motivation in physical education. <i>European Physical Education Review</i> , 2015, 21, 421-431.	1.2	15
36	It is autonomous, not controlled motivation that counts: Linear and curvilinear relations of autonomous and controlled motivation to school grades. <i>Learning and Instruction</i> , 2021, 73, 101433.	1.9	13

#	ARTICLE	IF	CITATIONS
37	See the forest by looking at the trees: Physical education teachers's interpersonal style profiles and students's engagement. <i>European Physical Education Review</i> , 2022, 28, 720-738.	1.2	12
38	Students's achievement goals, emotion perception ability and affect and performance in the classroom: a multilevel examination. <i>Educational Psychology</i> , 2016, 36, 879-897.	1.2	11
39	Study efforts, learning strategies and test anxiety when striving for language competence: the role of utility value, self-efficacy, and reasons for learning English. <i>Educational Psychology</i> , 2020, 40, 781-799.	1.2	10
40	Toward a Better Understanding of the Reciprocal Relations Between Adolescent Psychological Need Experiences and Sleep. <i>Personality and Social Psychology Bulletin</i> , 2021, 47, 377-394.	1.9	10
41	Understanding Physical Activity Intentions in Physical Education Context: A Multi-Level Analysis from the Self-Determination Theory. <i>International Journal of Environmental Research and Public Health</i> , 2020, 17, 799.	1.2	9
42	Reciprocal associations between daily need-based experiences, energy, and sleep in chronic fatigue syndrome.. <i>Health Psychology</i> , 2018, 37, 1168-1178.	1.3	9
43	Adolescents' Psychological Functioning at School and in Sports: The Role of Future Time Perspective and Domain-Specific and Situation-Specific Self-Determined Motivation. <i>Journal of Social and Clinical Psychology</i> , 2015, 34, 643-673.	0.2	8
44	Week-to-week interplay between teachers's motivating style and students's engagement. <i>Journal of Experimental Education</i> , 2023, 91, 166-185.	1.6	8
45	Towards a detailed understanding of preschool children's memory-related functioning and emotion regulation: The role of parents's observed reminiscence style, memory valence, and parental gender.. <i>Developmental Psychology</i> , 2020, 56, 1696-1708.	1.2	8
46	On the differentiation of achievement goal orientations in physical education: a Rasch analysis approach. <i>Educational Psychology</i> , 2010, 30, 671-697.	1.2	7
47	Maternal Knowledge as a Mediator of the Relation Between Maternal Psychological Control and Altruistic Prosocial, Instrumental Prosocial, and Antisocial Behavior. <i>Merrill-Palmer Quarterly</i> , 2019, 65, 207.	0.3	6
48	Need Satisfaction as a Mediator of Associations between Interparental Relationship Dimensions and Autonomy Supportive Parenting: A Weekly Diary Study. <i>Family Process</i> , 2020, 59, 1874-1890.	1.4	3
49	Procrastination, perceived maternal psychological control, and structure in math class: The intervening role of academic self-concept. <i>Psychology in the Schools</i> , 2021, 58, 1782-1798.	1.1	3
50	No aspect of structure should be left behind in relation to student autonomous motivation. <i>British Journal of Educational Psychology</i> , 2022, 92, 1086-1108.	1.6	2
51	A Tribute to Dr. Willy Lens. <i>Psychologica Belgica</i> , 2016, 56, 311-316.	1.0	0