

Athanasios Mouratidis

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.

49
papers

2,513
citations

24
h-index

50
g-index

52
ext. papers

3,055
ext. citations

2.9
avg, IF

5.11
L-index

| # | Paper | IF | Citations |
|----|--|-----|-----------|
| 49 | Basic psychological need satisfaction, need frustration, and need strength across four cultures. <i>Motivation and Emotion</i> , 2015 , 39, 216-236 | 2.5 | 805 |
| 48 | 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 | 5.8 | 201 |
| 47 | 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, 240-68 | 1.5 | 141 |
| 46 | 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, 261-72 | 3.4 | 107 |
| 45 | 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 | 6.8 | 98 |
| 44 | 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 | 5.3 | 98 |
| 43 | 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 | 1.3 | 92 |
| 42 | 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 | 5.8 | 83 |
| 41 | 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 | 1.6 | 67 |
| 40 | 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, 619-37 | 1.5 | 64 |
| 39 | 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 | 3.1 | 58 |
| 38 | 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 | 4.2 | 58 |
| 37 | 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 | 1.3 | 52 |
| 36 | Perfectionism, self-determined motivation, and coping among adolescent athletes. <i>Psychology of Sport and Exercise</i> , 2011 , 12, 355-367 | 4.2 | 49 |
| 35 | Enriching the hierarchical model of achievement motivation: autonomous and controlling reasons underlying achievement goals. <i>British Journal of Educational Psychology</i> , 2014 , 84, 650-66 | 3.2 | 48 |
| 34 | 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, 217-42 | 1.5 | 43 |
| 33 | 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, 1738-50 | 3.6 | 30 |

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| 32 | 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 | 1.5 | 30 |
| 31 | 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 | 2.2 | 28 |
| 30 | 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 | 3.1 | 27 |
| 29 | From Daily Need Experiences to Autonomy-Supportive and Psychologically Controlling Parenting via Psychological Availability and Stress. <i>Parenting</i> , 2019 , 19, 177-202 | 1.3 | 26 |
| 28 | Daily fluctuations in perfectionism dimensions and their relation to eating disorder symptoms. <i>Journal of Research in Personality</i> , 2012 , 46, 678-687 | 2.8 | 26 |
| 27 | 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 | 5.6 | 24 |
| 26 | 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 | 3.1 | 24 |
| 25 | 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 | 3.1 | 22 |
| 24 | 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 | 5.3 | 20 |
| 23 | 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 | 4.2 | 17 |
| 22 | 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 | 0.6 | 15 |
| 21 | 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> , 2020 , 1-18 | 3.8 | 14 |
| 20 | Self-determined motivation and social achievement goals in children's emotions. <i>Educational Psychology</i> , 2011 , 31, 67-86 | 2.2 | 13 |
| 19 | Social achievement goals, needs satisfaction, and coping among adolescents. <i>Personality and Individual Differences</i> , 2016 , 99, 260-265 | 3.3 | 13 |
| 18 | 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 | 2.8 | 12 |
| 17 | The relation between balanced need satisfaction and adolescents' motivation in physical education. <i>European Physical Education Review</i> , 2015 , 21, 421-431 | 2.8 | 11 |
| 16 | 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 | 2.3 | 9 |
| 15 | Students' achievement goals, emotion perception ability and affect and performance in the classroom: a multilevel examination. <i>Educational Psychology</i> , 2016 , 36, 879-897 | 2.2 | 8 |

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| 14 | 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 | 5.8 | 7 |
| 13 | 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 | 1.6 | 6 |
| 12 | 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, | 4.6 | 5 |
| 11 | On the differentiation of achievement goal orientations in physical education: a Rasch analysis approach. <i>Educational Psychology</i> , 2010 , 30, 671-697 | 2.2 | 5 |
| 10 | Reciprocal associations between daily need-based experiences, energy, and sleep in chronic fatigue syndrome. <i>Health Psychology</i> , 2018 , 37, 1168-1178 | 5 | 5 |
| 9 | 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 | 1.7 | 4 |
| 8 | 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 | 2.2 | 3 |
| 7 | 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 | 4.1 | 3 |
| 6 | See the forest by looking at the trees: Physical education teachers' interpersonal style profiles and students' engagement. <i>European Physical Education Review</i> , 1356336X2210755 | 2.8 | 3 |
| 5 | Towards a detailed understanding of preschool children's memory-related functioning and emotion regulation: The role of parents' observed reminiscence style, memory valence, and parental gender. <i>Developmental Psychology</i> , 2020 , 56, 1696-1708 | 3.7 | 2 |
| 4 | Week-to-week interplay between teachers' motivating style and students' engagement. <i>Journal of Experimental Education</i> , 1-20 | 1.3 | 1 |
| 3 | No aspect of structure should be left behind in relation to student autonomous motivation.. <i>British Journal of Educational Psychology</i> , 2022 , e12489 | 3.2 | 1 |
| 2 | 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 | 3.9 | 0 |
| 1 | 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 | 1.5 | 0 |