

Athanasios Mouratidis

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.

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	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
48	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
47	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
46	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
45	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}	2.2	3
44	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
43	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
42	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
41	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
40	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
39	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
38	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
37	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
36	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
35	Reciprocal associations between daily need-based experiences, energy, and sleep in chronic fatigue syndrome. <i>Health Psychology</i> , 2018 , 37, 1168-1178	5	5
34	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
33	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

32	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
31	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
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	2.3 9
29	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
28	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
27	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
26	Social achievement goals, needs satisfaction, and coping among adolescents. <i>Personality and Individual Differences</i> , 2016 , 99, 260-265	3.3 13
25	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
24	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
23	Basic psychological need satisfaction, need frustration, and need strength across four cultures. <i>Motivation and Emotion</i> , 2015 , 39, 216-236	2.5 805
22	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
21	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
20	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
19	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
18	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
17	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
16	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
15	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

14	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
13	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
12	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
11	Perfectionism, self-determined motivation, and coping among adolescent athletes. <i>Psychology of Sport and Exercise</i> , 2011 , 12, 355-367	4.2	49
10	Self-determined motivation and social achievement goals in children's emotions. <i>Educational Psychology</i> , 2011 , 31, 67-86	2.2	13
9	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
8	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
7	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
6	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
5	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
4	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
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, 240-68	1.5	141
2	Week-to-week interplay between teachers' motivating style and students' engagement. <i>Journal of Experimental Education</i> , 1-20	1.3	1
1	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