

# Lennia Matos

## List of Publications by Year in descending order

Source: <https://exaly.com/author-pdf/8268698/publications.pdf>

Version: 2024-02-01

23  
papers

2,362  
citations

759055

12  
h-index

752573

20  
g-index

26  
all docs

26  
docs citations

26  
times ranked

2156  
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	Examining the Motivational Impact of Intrinsic Versus Extrinsic Goal Framing and Autonomy-Supportive Versus Internally Controlling Communication Style on Early Adolescents' Academic Achievement. <i>Child Development</i> , 2005, 76, 483-501.	1.7	339
3	Less is sometimes more: Goal content matters.. <i>Journal of Educational Psychology</i> , 2004, 96, 755-764.	2.1	158
4	Economic Inequality Is Linked to Biased Self-Perception. <i>Psychological Science</i> , 2011, 22, 1254-1258.	1.8	147
5	Autonomous and controlled regulation of performance-approach goals: Their relations to perfectionism and educational outcomes. <i>Motivation and Emotion</i> , 2010, 34, 333-353.	0.8	132
6	Understanding the impact of intrinsic versus extrinsic goal framing on exercise performance: The conflicting role of task and ego involvement. <i>Psychology of Sport and Exercise</i> , 2007, 8, 771-794.	1.1	69
7	Students' Agentic Engagement Predicts Longitudinal Increases in Perceived Autonomy-Supportive Teaching: The Squeaky Wheel Gets the Grease. <i>Journal of Experimental Education</i> , 2018, 86, 579-596.	1.6	65
8	Integrative and suppressive emotion regulation differentially predict well-being through basic need satisfaction and frustration: A test of three countries. <i>Motivation and Emotion</i> , 2020, 44, 67-81.	0.8	61
9	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
10	Achievement Goals, Learning Strategies and Language Achievement among Peruvian High School Students. <i>Psychologica Belgica</i> , 2013, 47, 51.	1.0	24
11	Building on the Enriched Hierarchical Model of Achievement Motivation: Autonomous and Controlling Reasons Underlying Mastery Goals. <i>Psychologica Belgica</i> , 2016, 56, 269-287.	1.0	19
12	Context Matters: Teaching Styles and Basic Psychological Needs Predicting Flourishing and Perfectionism in University Music Students. <i>Frontiers in Psychology</i> , 2021, 12, 623312.	1.1	14
13	Propiedades psicométricas escala satisfacci3n y frustraci3n necesidades psicol3gicas (ESFNPB) en universitarios chilenos. <i>Prop3sitos Y Representaciones</i> , 2017, 6, .	0.1	10
14	Motivational profiles related to the academic satisfaction of university students. <i>Anales De Psicología</i> , 2019, 35, 464-471.	0.3	9
15	When students show some initiative: Two experiments on the benefits of greater agentic engagement. <i>Learning and Instruction</i> , 2022, 80, 101564.	1.9	7
16	Internalization of Mastery Goals: The Differential Effect of Teachers'™ Autonomy Support and Control. <i>Frontiers in Psychology</i> , 2020, 11, 599303.	1.1	6
17	EL PROFESOR COMO FUENTE DE MOTIVACI3N DE LOS ESTUDIANTES: HABLANDO DEL QU3% Y DEL POR QU3% DEL APRENDIZAJE DE LOS ESTUDIANTES. <i>Revista Digital De Investigaci3n En Docencia Universitaria</i> , 0, , 9.	0.8	5
18	Examining school boards'™ chaotic leadership style in relation to teachers' job satisfaction and emotional exhaustion. <i>Teaching and Teacher Education</i> , 2022, 118, 103821.	1.6	5

#	ARTICLE	IF	CITATIONS
19	School Motivation Questionnaire for the Portuguese Population: Structure and Psychometric Studies. Spanish Journal of Psychology, 2012, 15, 1441-1455.	1.1	2
20	The effect of mastery goal-complexes on mathematics grades and engagement: The case of Low-SES Peruvian students. Learning and Instruction, 2022, 80, 101558.	1.9	2
21	Propiedades Psicométricas del Cuestionario de Comportamientos Interpersonales en el Deporte en deportistas universitarios de Lima. Revista Digital De Investigaci3n En Docencia Universitaria, 2021, 15, e1236.	0.8	2
22	A Tribute to Dr. Willy Lens. Psychologica Belgica, 2016, 56, 311-316.	1.0	0
23	The type of motivation does matter for university preparation. Estudos De Psicologia (Campinas), 0, 39, .	0.8	0