

Frederic Guay

List of Publications by Year in descending order

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Version: 2024-02-01

111
papers

9,664
citations

66343
42
h-index

40979
93
g-index

112
all docs

112
docs citations

112
times ranked

6639
citing authors

#	ARTICLE	IF	CITATIONS
1	School-to-Work Transition of Youth with Learning Difficulties: The Role of Motivation and Autonomy Support. <i>Exceptional Children</i> , 2023, 89, 216-232.	2.2	4
2	Association entre le temps d'attente de la télévisi�on et le rendement scolaire des enfants et des adolescents : Recension syst�matique et m�ta-analyse des �tudes longitudinales r�alis�es � ce jour.. <i>Canadian Journal of Behavioural Science</i> , 2022, 54, 304-314.	0.6	1
3	Investigating how autonomy�supportive teaching moderates the relation between student honesty and premeditated cheating. <i>British Journal of Educational Psychology</i> , 2022, 92, 175-193.	2.9	6
4	Effect of pelleting on nutrients and energy digestibility in growing pigs fed corn-soybean meal-based diet or diet containing corn distillers dried grains with solubles (cDDGS), wheat middlings, and bakery meal. <i>Canadian Journal of Animal Science</i> , 2022, 102, 108-116.	1.5	1
5	Pathways to Student Motivation: A Meta-Analysis of Antecedents of Autonomous and Controlled Motivations. <i>Review of Educational Research</i> , 2022, 92, 46-72.	7.5	68
6	Applying Self-Determination Theory to Education: Regulations Types, Psychological Needs, and Autonomy Supporting Behaviors. <i>Canadian Journal of School Psychology</i> , 2022, 37, 75-92.	2.9	63
7	Can teachers� need-supportive practices moderate the big-fish-little-pond effect? A quasi-experimental study with elementary school children. <i>Contemporary Educational Psychology</i> , 2022, 69, 102060.	2.9	6
8	Mental toughness in sport: The Goal-Expectancy-Self-Control (GES) model. <i>Journal of Applied Sport Psychology</i> , 2021, 33, 627-643.	2.3	11
9	Student Motivation and Associated Outcomes: A Meta-Analysis From Self-Determination Theory. <i>Perspectives on Psychological Science</i> , 2021, 16, 1300-1323.	9.0	211
10	Trajectories of self-determined motivation during the secondary school: A growth mixture analysis.. <i>Journal of Educational Psychology</i> , 2021, 113, 390-410.	2.9	22
11	Predicting college students' psychological distress through basic psychological need-relevant practices by teachers, peers, and the academic program. <i>Motivation and Emotion</i> , 2021, 45, 436-455.	1.3	21
12	Social status and previous experience in the group as predictors of welfare of sows housed in large semi-static groups. <i>PLoS ONE</i> , 2021, 16, e0244704.	2.5	8
13	Toward Precise Nutrient Value of Feed in Growing Pigs: Effect of Meal Size, Frequency and Dietary Fibre on Nutrient Utilisation. <i>Animals</i> , 2021, 11, 2598.	2.3	12
14	Hierarchical clustering as a tool to develop a classification scheme for rabbit meat quality. <i>World Rabbit Science</i> , 2021, 29, 129.	0.6	1
15	COVID-19 illegal social gatherings: Predicting rule compliance from autonomous and controlled forms of motivation.. <i>Motivation Science</i> , 2021, 7, 356-362.	1.6	6
16	The Relation Between Television Viewing Time and Reading Achievement in Elementary School Children: A Test of Substitution and Inhibition Hypotheses. <i>Frontiers in Psychology</i> , 2021, 12, 580763.	2.1	0
17	Fostering the use of pedagogical practices among teachers to support elementary students� motivation to write. <i>Contemporary Educational Psychology</i> , 2020, 63, 101922.	2.9	12
18	The Role of Genetic Selection on Agonistic Behavior and Welfare of Gestating Sows Housed in Large Semi-Static Groups. <i>Animals</i> , 2020, 10, 2299.	2.3	7

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19	Impact of birth weight and neonatal nutritional interventions with micronutrients and bovine colostrum on the development of piglet immune response during the peri-weaning period. <i>Veterinary Immunology and Immunopathology</i> , 2020, 226, 110072.	1.2	4
20	A review and empirical comparison of motivation scoring methods: An application to self-determination theory. <i>Motivation and Emotion</i> , 2020, 44, 534-548.	1.3	43
21	A self-determination theory perspective on RIASEC occupational themes: Motivation types as predictors of self-efficacy and college program domain.. <i>Motivation Science</i> , 2020, 6, 164-170.	1.6	8
22	Developmental trajectories of vocational exploration from adolescence to early adulthood: The role of parental need supporting behaviors. <i>Journal of Vocational Behavior</i> , 2019, 115, 103338.	3.4	11
23	Validation of Anatomical Sites for the Measurement of Infrared Body Surface Temperature Variation in Response to Handling and Transport. <i>Animals</i> , 2019, 9, 425.	2.3	25
24	Effects of deoxynivalenol and sodium meta-bisulphite on nutrient digestibility in growing pigs. <i>Archives of Animal Nutrition</i> , 2019, 73, 360-373.	1.8	9
25	Teachers's relatedness with students as a predictor of students's intrinsic motivation, self-concept, and reading achievement. <i>Early Childhood Research Quarterly</i> , 2019, 48, 215-225.	2.7	30
26	Plant extracts and essential oil product as feed additives to control rabbit meat microbial quality. <i>Meat Science</i> , 2019, 150, 111-121.	5.5	29
27	Extracurricular activities and career indecision: A look at the mediating role of vocational exploration. <i>Journal of Vocational Behavior</i> , 2019, 110, 43-53.	3.4	31
28	Regard transactionnel sur l'effet des stratégies punitives mobilisées par l'enseignant auprès des élèves présentant des problèmes de comportements extériorisés. <i>La Nouvelle Revue - Éducation Et Sociétés</i> , 2019, N° 86, 187-206.		4
29	Sources of evaluation of parental behaviors as predictors of achievement outcomes. <i>Motivation and Emotion</i> , 2018, 42, 513-526.	1.3	9
30	Faculty members's motivation for teaching and best practices: Testing a model based on self-determination theory across institution types. <i>Contemporary Educational Psychology</i> , 2018, 53, 15-26.	2.9	97
31	Mothers's and Fathers's Autonomy-Supportive and Controlling Behaviors: An Analysis of Interparental Contributions. <i>Parenting</i> , 2018, 18, 45-65.	1.4	13
32	Mental toughness among high school students: a test of its multidimensionality and nomological validity with academic achievement and preference for difficult tasks. <i>Social Psychology of Education</i> , 2018, 21, 827-848.	2.5	6
33	Application of <i>Carnobacterium maltaromaticum</i> as a feed additive for weaned rabbits to improve meat microbial quality and safety. <i>Meat Science</i> , 2018, 135, 174-188.	5.5	17
34	Piglet weight gain during the first two weeks of lactation influences the immune system development. <i>Veterinary Immunology and Immunopathology</i> , 2018, 206, 25-34.	1.2	17
35	Motivation at school: Differentiation between and within school subjects matters in the prediction of academic achievement. <i>Contemporary Educational Psychology</i> , 2018, 54, 42-54.	2.9	40
36	Comparing the contribution of overall structure and its specific dimensions for competence-related constructs: A bifactor model. <i>Contemporary Educational Psychology</i> , 2018, 54, 89-98.	2.9	9

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37	Teacher structure as a predictor of students' perceived competence and autonomous motivation: The moderating role of differentiated instruction. <i>British Journal of Educational Psychology</i> , 2017, 87, 224-240.	2.9	39
38	Intestinal fate of dietary zinc and copper: Postprandial net fluxes of these trace elements in portal vein of pigs. <i>Journal of Trace Elements in Medicine and Biology</i> , 2017, 44, 65-70.	3.0	15
39	What fuels the fire: Job- or task-specific motivation (or both)? On the hierarchical and multidimensional nature of teacher motivation in relation to job burnout. <i>Work and Stress</i> , 2017, 31, 145-163.	4.5	42
40	Motivation towards extracurricular activities and motivation at school: A test of the generalization effect hypothesis. <i>Journal of Adolescence</i> , 2017, 54, 94-103.	2.4	17
41	School attachment and relatedness with parents, friends and teachers as predictors of students' intrinsic and identified regulation. <i>Contemporary Educational Psychology</i> , 2017, 51, 416-428.	2.9	22
42	Predicting school adjustment from multiple perspectives on parental behaviors. <i>Journal of Adolescence</i> , 2017, 54, 60-72.	2.4	40
43	Intrinsic Motivation and Achievement in Mathematics in Elementary School: A Longitudinal Investigation of Their Association. <i>Child Development</i> , 2016, 87, 165-175.	3.0	112
44	The virtue of culture in understanding motivation at school: Commentary on the special issue on culture and motivation. <i>British Journal of Educational Psychology</i> , 2016, 86, 154-160.	2.9	13
45	Examining the effects of a professional development program on teachers' pedagogical practices and students' motivational resources and achievement in written French. <i>Learning and Individual Differences</i> , 2016, 45, 291-298.	2.7	36
46	How Can We Create Better Learning Contexts for Children? Promoting Students' Autonomous Motivation as a Way to Foster Enhanced Educational Outcomes. , 2016, , 83-106.		18
47	Oral supplementations of betaine, choline, creatine and vitamin B ₆ and their influence on the development of homocysteinaemia in neonatal piglets. <i>Journal of Nutritional Science</i> , 2015, 4, e31.	1.9	3
48	Are Autonomous and Controlled Motivations School-Subjects-Specific?. <i>PLoS ONE</i> , 2015, 10, e0134660.	2.5	32
49	Physical Self-concept and Participation in Physical Activity in College Students. <i>Medicine and Science in Sports and Exercise</i> , 2015, 47, 142-150.	0.4	27
50	Motivation for PhD studies: Scale development and validation. <i>Learning and Individual Differences</i> , 2015, 41, 1-13.	2.7	73
51	The role of passion for work and need satisfaction in psychological adjustment to retirement. <i>Journal of Vocational Behavior</i> , 2015, 88, 84-94.	3.4	78
52	Application of Exploratory Structural Equation Modeling to Evaluate the Academic Motivation Scale. <i>Journal of Experimental Education</i> , 2015, 83, 51-82.	2.6	148
53	Why children differ in motivation to learn: Insights from over 13,000 twins from 6 countries. <i>Personality and Individual Differences</i> , 2015, 80, 51-63.	2.9	67
54	Validation of a short form of an indecision test: the vocational assessment test. <i>International Journal for Educational and Vocational Guidance</i> , 2015, 15, 5-22.	1.3	5

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55	The relations between implicit intelligence beliefs, autonomous academic motivation, and school persistence intentions: a mediation model. <i>Social Psychology of Education</i> , 2015, 18, 255-272.	2.5	60
56	Impact of deoxynivalenol (DON) contaminated feed on intestinal integrity and immune response in swine. <i>Food and Chemical Toxicology</i> , 2015, 80, 7-16.	3.6	77
57	Dropout intentions in PhD studies: A comprehensive model based on interpersonal relationships and motivational resources. <i>Contemporary Educational Psychology</i> , 2015, 41, 218-231.	2.9	137
58	The big-fish-“little-pond effect on academic self-concept: The moderating role of differentiated instruction and individual achievement. <i>Learning and Individual Differences</i> , 2015, 42, 110-116.	2.7	33
59	University Students’s Subjective Well-being: The Role of Autonomy Support from Parents, Friends, and the Romantic Partner. <i>Journal of Happiness Studies</i> , 2013, 14, 893-910.	3.2	112
60	Longitudinal testing of a dietary self-care motivational model in adolescents with diabetes. <i>Journal of Psychosomatic Research</i> , 2013, 75, 153-159.	2.6	17
61	The number of autonomy-supportive relationships: Are more relationships better for motivation, perceived competence, and achievement?. <i>Contemporary Educational Psychology</i> , 2013, 38, 375-382.	2.9	58
62	Passion: Does one scale fit all? Construct validity of two-factor passion scale and psychometric invariance over different activities and languages.. <i>Psychological Assessment</i> , 2013, 25, 796-809.	1.5	275
63	Teaching to address diverse learning needs: development and validation of a Differentiated Instruction Scale. <i>International Journal of Inclusive Education</i> , 2013, 17, 1186-1204.	2.6	92
64	Using the Self-Directed Search in Research. <i>Journal of Career Development</i> , 2012, 39, 186-207.	2.8	10
65	Predicting intraindividual changes in teacher burnout: The role of perceived school environment and motivational factors. <i>Teaching and Teacher Education</i> , 2012, 28, 514-525.	3.2	351
66	Examining perceived control level and instability as predictors of first-year college students’s academic achievement. <i>Contemporary Educational Psychology</i> , 2012, 37, 81-90.	2.9	30
67	Impact of a College Student Academic Mentoring Program on Perceived Parental and Teacher Educational Involvement. <i>Journal of Applied Social Psychology</i> , 2012, 42, 2137-2162.	2.0	4
68	Effects of gender, age, and diabetes duration on dietary self-care in adolescents with type 1 diabetes: A Self-Determination Theory perspective. <i>Journal of Health Psychology</i> , 2011, 16, 917-928.	2.3	44
69	Dietary Self-Care in Adolescents with Type 1 Diabetes: Report from the Juvenile Diabetes and Dietary Study. <i>Canadian Journal of Diabetes</i> , 2011, 35, 39-45.	0.8	2
70	Academic Mentoring and Dropout Prevention for Students in Math, Science and Technology. <i>Mentoring and Tutoring: Partnership in Learning</i> , 2011, 19, 419-439.	1.4	26
71	Intrinsic, identified, and controlled types of motivation for school subjects in young elementary school children. <i>British Journal of Educational Psychology</i> , 2010, 80, 711-735.	2.9	267
72	Adolescents' motivation toward the environment: Age-related trends and correlates.. <i>Canadian Journal of Behavioural Science</i> , 2010, 42, 194-199.	0.6	17

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73	Women's Depressive Symptoms during the Transition to Motherhood. <i>Journal of Health Psychology</i> , 2010, 15, 1145-1156.	2.3	29
74	Academic self-concept, autonomous academic motivation, and academic achievement: Mediating and additive effects. <i>Learning and Individual Differences</i> , 2010, 20, 644-653.	2.7	234
75	Personal and social support factors involved in students' decision to participate in formal academic mentoring. <i>Journal of Vocational Behavior</i> , 2009, 74, 108-116.	3.4	22
76	Longitudinal Relations among Perceived Autonomy Support from Health Care Practitioners, Motivation, Coping Strategies and Dietary Compliance in a Sample of Adults with Type 2 Diabetes. <i>Journal of Health Psychology</i> , 2009, 14, 457-470.	2.3	31
77	Verbal, mathematics, and physical education self-concepts and achievements: An extension and test of the Internal/External Frame of Reference Model. <i>Psychology of Sport and Exercise</i> , 2009, 10, 61-66.	2.1	14
78	Predicting stereotype endorsement and academic motivation in women in science programs: A longitudinal model. <i>Learning and Individual Differences</i> , 2009, 19, 468-475.	2.7	25
79	Representations of relatedness with parents and friends and autonomous academic motivation during the late adolescence-early adulthood period: Reciprocal or unidirectional effects?. <i>British Journal of Educational Psychology</i> , 2008, 78, 621-637.	2.9	26
80	The role of passion for teaching in intrapersonal and interpersonal outcomes.. <i>Journal of Educational Psychology</i> , 2008, 100, 977-987.	2.9	274
81	The Work Tasks Motivation Scale for Teachers (WTMST). <i>Journal of Career Assessment</i> , 2008, 16, 256-279.	2.5	194
82	Optimal learning in optimal contexts: The role of self-determination in education.. <i>Canadian Psychology</i> , 2008, 49, 233-240.	2.1	349
83	DOES TASK-RELATED IDENTIFIED REGULATION MODERATE THE SOCIOMETER EFFECT? A STUDY OF PERFORMANCE FEEDBACK, PERCEIVED INCLUSION, AND STATE SELF-ESTEEM. <i>Social Behavior and Personality</i> , 2008, 36, 239-254.	0.6	8
84	Autonomous, controlled, and amotivated types of academic motivation: A person-oriented analysis.. <i>Journal of Educational Psychology</i> , 2007, 99, 734-746.	2.9	489
85	Adjustment trajectories in college science programs: Perceptions of qualities of parents' and college teachers' relationships.. <i>Journal of Counseling Psychology</i> , 2007, 54, 62-71.	2.0	50
86	Construction et validation de l'échelle de motivation à avoir un enfant (EMAE). <i>Revue Européenne De Psychologie Appliquée</i> , 2007, 57, 77-89.	0.8	11
87	Trajectories of science self-efficacy beliefs during the college transition and academic and vocational adjustment in science and technology programs. <i>Educational Research and Evaluation</i> , 2006, 12, 373-393.	1.6	48
88	Distinguishing Developmental From Chronic Career Indecision: Self-Efficacy, Autonomy, and Social Support. <i>Journal of Career Assessment</i> , 2006, 14, 235-251.	2.5	87
89	The transition from elementary to high school: The pivotal role of mother and child characteristics in explaining trajectories of academic functioning. <i>International Journal of Behavioral Development</i> , 2005, 29, 409-417.	2.4	12
90	Perceptions of Parental Involvement and Support as Predictors of College Students' Persistence in a Science Curriculum.. <i>Journal of Family Psychology</i> , 2005, 19, 286-293.	1.3	147

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91	The transition from elementary to high school: The pivotal role of mother and child characteristics in explaining trajectories of academic functioning. <i>International Journal of Behavioral Development</i> , 2005, 29, 409-417.	2.4	23
92	Motivations Underlying Career Decision-Making Activities: The Career Decision-Making Autonomy Scale (CDMAS). <i>Journal of Career Assessment</i> , 2005, 13, 77-97.	2.5	52
93	Academic Self-concept and Educational Attainment Level: A Ten-year Longitudinal Study. <i>Self and Identity</i> , 2004, 3, 53-68.	1.6	104
94	Adjusting to job demands: The role of work self-determination and job control in predicting burnout. <i>Journal of Vocational Behavior</i> , 2004, 65, 39-56.	3.4	196
95	Family Correlates of Trajectories of Academic Motivation During a School Transition: A Semiparametric Group-Based Approach. <i>Journal of Educational Psychology</i> , 2004, 96, 743-754.	2.9	85
96	Role conflict and academic procrastination: A self-determination perspective. <i>European Journal of Social Psychology</i> , 2003, 33, 135-145.	2.4	108
97	On the Hierarchical Structure of Self-Determined Motivation: A Test of Top-Down, Bottom-Up, Reciprocal, and Horizontal Effects. <i>Personality and Social Psychology Bulletin</i> , 2003, 29, 992-1004.	3.0	195
98	Academic self-concept and academic achievement: Developmental perspectives on their causal ordering. <i>Journal of Educational Psychology</i> , 2003, 95, 124-136.	2.9	489
99	Predicting career indecision: A self-determination theory perspective. <i>Journal of Counseling Psychology</i> , 2003, 50, 165-177.	2.0	201
100	Les dÃ©terminants de la procrastination acadÃ©mique: Un modÃ©le mÃ©diationnel du contexte familial et des processus du soi. <i>Canadian Journal of Behavioural Science</i> , 2003, 35, 97-110.	0.6	4
101	Attachment, Social Support, and Loneliness in Young Adulthood: A Test of Two Models. <i>Personality and Social Psychology Bulletin</i> , 2002, 28, 684-693.	3.0	81
102	Antecedents and Outcomes of Work-Family Conflict: Toward a Motivational Model. <i>Personality and Social Psychology Bulletin</i> , 2001, 27, 176-186.	3.0	104
103	Autonomy Support, Intrinsic Motivation, and Perceived Competence: Conceptual and Empirical Linkages. <i>Personality and Social Psychology Bulletin</i> , 2001, 27, 643-650.	3.0	120
104	Title is missing!. <i>Motivation and Emotion</i> , 2000, 24, 175-213.	1.3	915
105	Predicting change in academic achievement: A model of peer experiences and self-system processes. <i>Journal of Educational Psychology</i> , 1999, 91, 105-115.	2.9	110
106	Social comparison processes and academic achievement: The dependence of the development of self-evaluations on friends' performance. <i>Journal of Educational Psychology</i> , 1999, 91, 564-568.	2.9	25
107	Preschool behavior and first-grade school achievement: The mediational role of cognitive self-control. <i>Journal of Educational Psychology</i> , 1998, 90, 111-121.	2.9	160
108	Self-determination and persistence in a real-life setting: Toward a motivational model of high school dropout. <i>Journal of Personality and Social Psychology</i> , 1997, 72, 1161-1176.	2.8	875

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109	Social context, student's motivation, and academic achievement: Toward a process model. Social Psychology of Education, 1996, 1, 211-233.	2.5	178
110	Academic Motivation and School Performance: Toward a Structural Model. Contemporary Educational Psychology, 1995, 20, 257-274.	2.9	326
111	Validation de l'Échelle de motivation À l'égard de l'orthographe (EMO). Mesure Et Evaluation En Education, 0, 33, 63-78.	0.1	1