

- Abell, S. C., y Richards, M. H. (1996). The relationship between body shape satisfaction and self-esteem: An investigation of gender and classdifferences. *Journal of Youth and Adolescence*, 25, 691-703.
- Ablard, K. E., y Parker, W. D. (1997). Parent's achievement goals y perfectionism in their academically talented children. *Journal of Youth and Adolescence*, 26, 651-667.
- Ajzen, I. (1985). From intentions to actions: A theory of planned behavior. En J. Kuhl, y J. Beckmann (Eds.), *Action Control: From cognition to behavior* (pp. 11-39). Heidelberg: Springer.
- Aldenderfer, M. S., y Blashfield, R. K. (1984). *Cluster analysis*. Newbury Park, CA: Sage.
- Alexandris, K., Tsorbatzoudis, C., y Grouios, G. (2002). Perceived constraints on recreational sport participation: Investigating their relationship with intrinsic motivation, extrinsic motivation and amotivation. *Journal of Leisure Research*, 34, 233-252.
- Allen, J. B. (2003). Social motivation in youth sport. *Journal of Sport and Exercise Psychology*, 25 (4), <http://humankinetics.com/products/journal/index.cfm?id=JSEP>
- Alonso, N. (2006). *Motivación, comportamientos de disciplina, trato de igualdad y flow en estudiantes de educación física*. Tesis Doctoral. Murcia: Universidad de Murcia.
- Ames, C. (1984a). Achievement attributions and self-instructions under competitive and individualistic goal structures. *Journal of Educational Psychology*, 76, 478-487.
- Ames, C. (1984b). Competitive, cooperative, and individualistic goal structures: A cognitive-motivational analysis. En R. Ames, y C. Ames (Eds.), *Research on motivation in education: Vol.1. Student motivation* (pp. 177-208). New York: Academic Press.
- Ames, C. (1987). The enhacement of student motivation. En D. Kleiber y M. Maehr (Eds.), *Advances in motivation and achievement* (pp. 123-148). Greenwich, CT: JAI Press.
- Ames, C. (1992a). Classroom: goal, structures, and studentmotivation. *Journal of Educational Psychology*, 84, 261-271.
- Ames, C. (1992b). Achievement goals, motivational climate an motivational processes. En G. C. Roberts (Ed.), *Motivation in sport and exercise* (pp. 161-176). Champaign, IL: Human Kinetics.
- Ames, C., Ames, R., y Felker, D. (1977). Effects of competitive reward structure and valence of oucome on children´s achievement attributions. *Journal of Educational Psychology*, 69, 1-8.

- Ames, C., y Ames, R. (1984b). *Research on motivation in education: Vol. 1. Student motivation*. New York: Academic Press.
- Ames, C., y Archer, J. (1987). Mothers' beliefs about the role of ability and effort in school learning. *Journal of Educational Psychology*, 78, 409-414.
- Ames, C., y Archer, J. (1988). Achievement goals in the classroom: Student's learning and motivation processes. *Journal of Educational Psychology*, 80, 260-267.
- Ames, C., y Archer, J. (1990). *Longitudinal effects of mastery goal structure on student's learning strategies and motivation*. Unpublished manuscript.
- Amorose, A. J., Anderson-Butcher, D., Flesch, S., y Klinefelter, L. (2005). Perceived motivational climate and self-determined motivation in male and female high school athletes [Abstract]. *Research Quarterly for Exercise and Sport*, 76, A96-A97.
- Amorose, A. J., y Horn, T. (2000). Intrinsic Motivation: Relationships with collegiate athletes' gender, scholarship status, and perceptions of their coaches' behavior. *Journal of Sport and Exercise Psychology*, 22, 63-84.
- Anderson, C., Avery, P. G., Pederson, P. V., Smith, E. S., y Sullivan, J. L. (1997). Divergent perspectives on citizenship education: A Q-method study y survey of social studies teachers. *American Educational Research Journal*, 34, 333-364.
- Andrew, D. M. S. (2004). *The effect of congruence of leadership behaviors on motivation, commitment, and satisfaction of college tennis players*. Unpublished Doctoral Dissertation, College of Education, Florida State University, Gainesville, USA.
- Aravanis, G. (1998). *Discipline in Education. The role of punishments and rewards in schools and kindergarten*. Athens, Publication Grigori.
- Arbinaga, F., y García, J. M. (2003). Motivación para el entrenamiento con pesas en gimnasios: un estudio piloto. *Revista Internacional de Medicina y Ciencias de la Actividad Física y del Deporte*, 9. Obtenido el 30 de marzo de 2005 desde <http://cdeporte.rediris.es/revista/revista9/artmotivacion.html>
- Argyle, M. (1991). *Cooperation: The basis of sociability*. London, England: Routledge.
- Asçı, F. H., Kosar, S. N., y Isler, A. K. (2001). The relationship of self-concept and perceived athletic competence to physical activity level and gender among turkish early adolescents. *Adolescence*, 36 (143), 499-507.
- Asçı, F., Eklund, R. C., Whitehead, J. R., Kirazci, S., y Koca, C. (2005). Use of the CY-PSPP in other cultures: a preliminary investigation of its factorial validity for Turkish children and youth. *Psychology of Sport and Exercise*, 6, 33-50.
- Astone, N. M., y McLanahan, S. S. (1991). Family structure, parental practices and high school completion. *American Sociological Review*, 56, 309-320.

- Atienza, F., Balaguer, I., García-Merita, M. L., y Moreno, Y. (1997). *Análisis de las diferencias entre chicos y chicas adolescentes en la práctica regular de actividad física en función de la autopercepción física*. En VI Congreso Nacional de Psicología del Deporte. Las Palmas de Gran Canaria.
- Atkinson, J. W. (1977). Motivation for achievement. En T. Blass (Ed.), *Personality variables in social behavior* (pp. 115-138). Hisdale, NJ: Erlbaum.
- Avans, D. (2000). The motivational orientation in youth wrestlers attending an intensive wrestling camp [Abstract]. *Research Quarterly for Exercise and Sport*, 71, A85-A86.
- Balaguer, I., Guivernau, M., Duda, J. L., y Crespo, M. (1997). Análisis de la validez de constructo y de la validez predictiva del cuestionario de clima motivacional percibido en el deporte (PMCSQ-2) con tenistas españoles de competición. *Revista de Psicología del Deporte*, 11, 41-57.
- Balaguer, I., Tomás, I., Castillo, I., Martínez, V., Blasco, I., y Arango, C. (1994). *Healthy lifestyles and physical activity*. 8th. Conference of the European Health Psychology Society. Alicante.
- Balaguer, I., Tomás, I., y Castillo. I. (1995). *Orientación al ego y a la tarea en el deporte (TEOSQ): Propiedades psicométricas y análisis factorial de la traducción castellana*. Póster presentado en el V Congreso Nacional de Psicología de la Actividad Física y el Deporte. Valencia.
- Balaguer, I., y García Merita, M. L. (1994). Exercici físic i benestar psicològic. *Anuari de Psicología*, 1, 3-26.
- Bandura, A. (1977). Self-efficacy: Toward a unifying theory of behavioural change. *Psychological Review*, 84, 191-215.
- Bandura, A. (1982). Self-efficacy mechanisms in human agency. *American Psychologist*, 37, 122-147.
- Bandura, A. (1986). *Social foundations of thought and action: A social cognitive theory*. Englewood Cliffs, NJ: Prentice-Hall.
- Bandura, A. y Schunk, D. H. (1981). Cultivating competence, self-efficacy, and intrinsic interest through proximal self-motivation. *Journal of Personality and Social Psychology*, 41, 586-598.
- Baumeister, R. F., y Leary, M. R. (1995). The need to belong: Desire for interpersonal attachments as a fundamental human motivation. *Psychological Bulletin*, 117, 497-529.
- Beauchamp, P. H., Halliwell, W. R., Fournier, J. F., y Koestner, R. (1996). Effects of cognitive-behavioral psychological skills training on the motivation, preparation, and putting performance of novice golfers. *The Sport Psychologist*, 10, 157-170.
- Bem, S. L. (1993). *The lenses of gender: Transforming the debate on sexual inequality*. New Haven, CT: Yale University Press.

- Bertone, S., Meard, J., Flavier, E., Euzet, J. P., y Durand, M. (2002). Undisciplined actions and teacher-student transactions during two physical education lessons. *European Physical Education Review*, 8, 99-117.
- Biddle, S. (2001). Enhancing motivation in physical education. En G. C. Roberts (Ed.), *Advances in motivation in Sport and exercise* (pp. 101-127). Champaign, IL: Human Kinetics.
- Biddle, S., Cury, F., Goudas, M., Sarrazin, P., Famose, J. P., y Durand, M (1995). Development of scales to measure perceived physical education class climate: a cross-national project. *British Journal of Educational Psychology*, 65, 341-358.
- Biddle, S., Page, A., Ashford, B., Jennings, D., Brooke, R., y Fox, K. (1993). Assessment of children's physical self-perceptions. *International Journal of Adolescence and Youth*, 4, 93-109.
- Biddle, S., Soos, I., y Chatzisarantis, N. (1999). Predicting physical activity intentions using a goal perspectives approach: A study of Hungarian youth. *Scandinavian Journal of Medicine and Science in Sports*, 9, 353-357.
- Biddle, S., Wang, J., Chatzisarantis, N., y Spray, C. (2003). Motivation for physical activity in young people: entity and incremental beliefs about athletic ability. *Journal of Sport Science*, 21, 973-989.
- Biddle, S., Wang, J., Kavussanu, M., y Spray, C. (2003). Correlates of achievement goal orientations in physical activity: A systematic review of research. *European Journal of Sport Science*, 3 (5), <http://humankinetics.com/products/journal/index.cfm?id=EJS>.
- Biddle, S., y Brooke, R. (1992). Intrinsic versus extrinsic motivational orientation in physical education and sport. *British Journal of Educational Psychology*, 62, 247-256.
- Black, S. (2003). New remedies for High-School Violence. *The Education Digest*, 69, 43-47.
- Blackman, L., Hunter, G. R., Hilyer, J., y Harrison, P. (1988). The effects of dance team participation on female adolescent physical fitness and self-concept. *Adolescence*, 23, 437-448.
- Blanchard, C., Vallerand, R. J., y Provencher, P. (1998). *Une analyse des effets bidirectionnels entre la motivation contextuelle et la motivation situationnelle en milieu naturel* [An analysis of the bi-directional effects between contextual and situational motivation in a natural setting]. Unpublished manuscript.
- Blanchard, C., y Vallerand, R. J. (1996a). *Perceptions of competence, autonomy and relatedness as psychological mediators of the social factors contextual motivation relationship*. Manuscrito no publicado, University of Quebec at Montreal, Montreal, Canada.

- Blanchard, C., y Vallerand, R. J. (1996b). *On the relations between situational motivation and situational consequences in basketball*. Unpublished raw data, Université du Québec à Montréal.
- Blanchard, C., y Vallerand, R. J. (1998a). *On the recursive relations between global motivation and contextual exercise motivation*. Unpublished raw data, Université du Québec à Montréal.
- Blanchard, C., y Vallerand, R. J. (1998b). *On the relations between situational motivation and situational consequences toward exercise*. Unpublished raw data, Université du Québec à Montréal.
- Blanchard. C., y Vallerand, R.J. (1996c). *Perceptions of competence, autonomy, and relatedness as psychological mediators of the social factors-contextual motivation relationship*. Unpublished manuscript, Université du Québec à Montréal.
- Boersma, F. J., y Chapman, J. W. (1992). *Perception of Ability Scale for Students*: Los Angeles: Western Psychological Services.
- Bolger, K. E., Patterson, C. J., Thompson, W. W., y Kupersmidt, J. B. (1995). Psychology adjustment among children experiencing persistent and intermittent family economic hardship. *Child Developmen*, 66, 1107-1129.
- Bolognini, M., Plancherel, B., Bettschart, W., y Halfon, O. (1996). Self-esteem and mental health in early adolescence: development and gender differences. *Journal of Adolescence*, 19, 233-245.
- Bowlby, J. (1988). *A secure base: Parent-child attachment and healthy human development*. New York: Basic Books.
- Bowlsby, R. A., y Iso-Ahola, S. E. (1980). Self-concepts of children in summer baseball programs. *Perceptual and Motor Skills*, 51., 1202.
- Boyd, K. R., y Hrycaiko, D. W. (1997). The effect of a physical activity intervention package on the self-esteem of pre-adolescent and adolescent females. *Adolescence*, 32, 127, 693-709.
- Boyd, M. P., Weinmann, C., y Yin, Z. (2002). The relationship of physical self-perceptions and goal orientations to intrinsic motivation for exercise. *Journal of Sport Behavior*, 25, 1-18.
- Bredemeier, B. J. (1985). Moral reasoning and perceived legitimacy of intentionally injurious acts. *Journal of Sport Psychology*, 7, 110-124.
- Bredemier, B. J., y Shields, D. L. (1986). Moral growth among athletes and nonathletes: A comparative analysis. *Journal of Genetic Psychology*, 147, 257-275
- Brière, M. M., Vallerand, R. J., Blais, M. R., y Pellicer, L. G. (1995). Développment et validation d'une mesure de motivation intrinsique, extrinsique et d'amotivation en contexte sportif: L'Echelle de Motivation dans les Sport (ÈMS). *International Journal of Sport Psychology*, 26, 465-489.

- Brodkin, P., y Weiss, M. R. (1990). Developmental differences in motivation for participating in competitive swimming. *Journal of Sport and Exercise Psychology*, 12, 248-263.
- Bronstein, P., Clauson, J., Stoll, M. F., y Abrams, C. L. (1993). Parenting behavior and children's social, psychological, and academic adjustment in diverse family structures. *Family Relations*, 42, 268-276.
- Brookover, W. B., Le Pere, J., Hamakerk, E. D., Thomas, S. y Erikson, E. L. (1965). Self-concept of ability and school achievement: improving achievement through student, self-concept enhancement. *Us Office Education, Cooperative Research* 1639, Michigan State University.
- Brooks-Gunn, J. (1992). Growing up female: Stressful events and the transition to adolescence. En T. M. Field, P. M. McCabe, y N. Schneiderman (Eds.), *Stress and coping in infancy and childhood* (pp.119-145). Hillsdale, N.J.: Erlbaum.
- Brophy, J., y Rohrkemper, M. M. (1981). The influence of problem ownership on teachers' perceptions of strategies for coping with problem students. *Journal of Educational Psychology*, 73, 295-311.
- Brunelle, J. P., Brunelle, J., Gagnon, J., Goyette, R., Martel, D., Marzouk, A., y Spallanzani, C. (1993). *Reflections on disciplinary incidents identified by teaching student teachers in physical education*. Paper presented to the 3rd Congress of the Quebecois Confederation of Educators in Physical Education, Canadá.
- Brustad, R. J. (1992). Integrating socialization influences into the study of children's motivation in sport. *Journal of Sport and Exercise Psychology*, 14, 59-77.
- Brustad, R. J. (1993). Who will go out and play? Parental and psychological influences on children's attraction to physical activity. *Pediatric Exercise Science*, 5, 210-223.
- Brustad, R. J., Babkes, M. L., y Smith, A. L. (2001). Youth in sport: Psychological considerations. En R. N. Singer, H. A. Hausenblas, y C. M. Janelle (Eds.), *Hybook of sport psychology* (pp. 604-635). New York: Wiley.
- Buchan, F., y Roberts, G. C. (1991). *Perception of success of children in sport*. Manuscrito sin publicar. University of Illinois.
- Burns, R. B. (1990). *El autoconcepto. Teoría, medición, desarrollo y comportamiento*. Bilbao: Ediciones EGA.
- Burton, D. (1989). Winning isn't everything: Examining the impact of performance goals on collegiate swimmers' cognitions and performance. *The Sport Psychologist*, 3, 105-132.
- Butcher, J. (1983). Socialization of adolescents girls into physical activity. *Adolescence*, 18, 753-766.

- Butcher, J. E. (1989). Adolescent girls' sex role development: Relationship with sports participation, self-esteem, and age at menarche. *Sex Roles*, 20, 575-593.
- Butler, R. (1987). Task involving and ego involving properties of evaluation: The effects of different feedback conditions on motivational perceptions, interest and performance. *Journal of Educational Psychology*, 79, 474-482.
- Butler, R. (1988). Enhancing and undermining intrinsic motivation: The effects of task-involving and ego-involving evaluation on interest and performance. *British Journal of Educational Psychology*, 58, 1-14.
- Cairns, E.; McWhirter, L; Duffy, U., y Barry, R. (1990). The stability of selfconcept in late adolescence: Gender and situational effects. *Personality and Individual Differences*, 11, 937-944.
- Calsyn, R. J. y Kenny, D. A. (1977). Self-concept of Ability and Perceived Evaluation of Others: Cause of Effect of Academi Achievement?. *Journal of Educational Psychology*, 69 (2), 136-145.
- Calvo, A. R. (2002). Interpretación y valoración de los problemas de convivencia en los centros. *Revista Electrónica Interuniversitaria de Formación del Profesorado*, 5 (5), <http://www.aufop.org/publica/reifp/02v5n5.asp>.
- Cantana, T. (1991). *Teachers' perceptions of effective classroom management with an inner-city middle school*. Unpublished doctoral thesis. The University of Tennessee.
- Cardenal, V. (1999). *El autoconocimiento y la autoestima en el desarrollo de la madurez personal*. Archidona, Málaga: Aljibe.
- Carpenter, P. J., y Morgan, K. (1999). Motivational climate, personal goal perspectives, and cognitive and affective responses in physical education classes. *European Journal of Physical Education*, 4, 31-44.
- Carr, S., Weigand, D. A., y Hussey, W. (1999). The relative influence of parents, teachers, and peers on children's and adolescents' achievement and intrinsic motivation and perceived competence in PE. *Journal of Sport Pedagogy*, 5, 28-51.
- Carr, S., Weigand, D. A., y Jones, J. (2000). The relative influence of parents, peers, and sporting heroes on goal orientations of children and adolescents in sport. *Journal of Sport Pedagogy*, 6, 34-55.
- Carr, S., y Weigand, D. A. (2002). The influence of significant others on the goal orientations of youngsters in physical education. *Journal of Sport Behavior*, 25, 19-40.
- Carratalá, E. (2004). *Análisis de la teoría de las metas de logro y de la autodeterminación en los planes de especialización deportiva de la Generalitat Valenciana*. Tesis doctoral, Facultad de Psicología, Universidad de Valencia, Valencia, España.

- Carver, C., y Scheier, M.F. (1982). Outcome expectancy, locus of attribution for expectancy, and self-directed attention as determinants of evaluations and performance. *Journal of Experimental and Social Psychology*, 18, 184-200.
- Cash, T. F., y Pruzinsky, T. (1990). *Body images: Development, deviance, and change*. New York: Guilford Press.
- Casimiro, A. J. (2000). Autoconcepto del joven en función de su nivel de condición física y de sus hábitos de vida. *Efdeportes.com Revista Digital*, 5 (24). Obtenido el 07/10/02 desde <http://www.efdeportes.com/efd14b/autocon.htm>.
- Castillo, I., Balaguer, I., y Duda, J. L. (2000). Las orientaciones de meta y los motivos de práctica deportiva en los jóvenes valencianos escolarizados. *Revista de Psicología del Deporte*, 9, 30-50.
- Cecchini, J. A., González, C., Carmona, A. M., Arruza, J., Escartí, A., y Balagué, G. (2001). The influence of the teacher of Physical Education on intrinsic motivation, self-confidence, anxiety, and pre- and post-competition mood states. *European Journal of Sport Science*, 1 (4), <http://humankinetics.com/products/journal/index.cfm?id=EJSS>
- Cervelló, E. (1996). *La motivación y el abandono deportivo desde la perspectiva de las metas de logro*. Valencia: Servei de Publicacions de la Universitat de Valencia.
- Cervelló, E. (1999). Variables psicológicas relacionadas con la elección de tareas con diferente nivel de dificultad: implicaciones para el desarrollo de programas de entrenamiento psicológico motivacional en deporte. *Motricidad*, 5, 35-52.
- Cervelló, E. (2001). *El abandono deportivo: Teorías y Modelos*. Ponencia presentada en el I Congreso Hispano-Portugués de Psicología. Santiago de Compostela.
- Cervelló, E. (2002). Abandono deportivo: Propuestas para favorecer la adherencia a la práctica deportiva. En J. Dosil (Ed.), *Psicología y rendimiento deportivo* (pp. 175-187). Ourense: GERSAM.
- Cervelló, E., Del Villar, F., Fenoll, A., Jiménez, R., Ramos, I., y Santos-Rosa, F. J. (2002). A social-cognitive approach to the study of coeducation and discipline in Physical Education Classes. *Revista Internacional de Ciencias Sociales y Humanidades*, 11, 43-64.
- Cervelló, E., Calvo, R., Ureña, A., Martínez, M. A., Guzmán, J. F. (2003). Situational and personal predictors of goal involvement and satisfaction in Spanish females professional volleyball players. Manuscrito sin publicar.
- Cervelló, E., Del Villar, F., Jiménez, R., Ramos, L., y Blázquez, F. (2003). Clima motivacional en el aula, criterios de éxito de los discentes y percepción de igualdad de trato en función del género en las clases de Educación Física. *Enseñanza: Anuario Interuniversitario de Educación*, 21, 379-395.
- Cervelló, E., Escartí, A., Carratalá, V. y Guzmán, J. F. (1994). *Factores sociales relacionados con la práctica deportiva*. Comunicación presentada en el II

- Congreso Internacional Familia y Sociedad. Evolución y Actualidad, Santa Cruz de Tenerife.
- Cervelló, E., Escartí, A., y Balagué, G. (1999). Relaciones entre la orientación de metas disposicional y la satisfacción con los resultados deportivos, creencias sobre las causas de éxito en deporte y la diversión con la práctica deportiva. *Revista de Psicología del Deporte*, 11, 41-57.
- Cervelló, E., Jiménez, R., Fenoll, A., Ramos, L., Del Villar, F., y Santos- Rosa, F. J. (2002). A social-cognitive approach to the study of coeducation and discipline in Physical Education Classes. SOCIOTAM, *Revista Internacional de Ciencias Sociales y Humanidades*, 11, 43-64
- Cervelló, E., Jiménez, R., Del Villar, F., Ramos, L., y Santos-Rosa, F. J. (2004). Goal orientations, motivational climate, equality, and discipline of spanish physical education students. *Perceptual and Motor Skills*, 99, 271-283.
- Cervelló, E., Moreno, J. A., Del Villar, F., y Reina, R. (2006). *Desarrollo y validación de un instrumento de medida de las estrategias motivacionales empleadas en las clases de Educación Física*. Manuscrito en revisión.
- Cervelló, E., y Jiménez, R. (2001). *Un estudio correlacional entre la orientación motivacional, el clima motivacional percibido, la coeducación y los comportamientos de disciplina en las clases de Educación Física*. IV Congreso Internacional sobre la enseñanza de la Educación Física y el Deporte Escolar. La Didáctica de la Educación Física (pp. 203-209). Santander: ADEF Cantabria.
- Cervelló, E., y Santos-Rosa, F. J. (2000). Motivación en las clases de Educación Física: un estudio de la perspectiva de las metas de logro en el contexto educativo. *Revista de Psicología del Deporte*, 9, 51-70.
- Cervelló, E., y Santos-Rosa, F. J. (2000). Motivación en las clases de Educación Física: un estudio de la perspectiva de las metas de logro en el contexto educativo. *Revista de Psicología del Deporte*, 9, 51-70.
- Cervelló, E., y Santos-Rosa, F. J. (2001). Motivation in Sport: An achievement goal perspective in Spanish recreational athletes. *Perceptual and Motor Skills*, 92, 527-534.
- Chantal, Y., Guay, F., Dobreva-Martinova, T., y Vallerand, R. J. (1996). Motivation and elite performance: An exploratory investigation with Bulgarian athletes. *International Journal of Sport Psychology*, 27, 173-182.
- Chantal, Y., Robin, P., Vernat, J. P., y Bernache-Asollant, I. (2005). Motivation, sportspersonship, and athletic aggression: a mediational analysis. *Psychology of Sport and Exercise*, 6, 233-249.
- Chantal, Y., y Bernache-Asollant, I. (2003). A prospective analysis of self-determined sport motivation and sportspersonship orientations. *Athletic Insight, The Online*

- Journal of Sport Psychology*, 5(4). Extraído el 30 de Marzo de 2005 desde <http://www.athleticinsight.com/Vol5Iss4/Sportspersonship.htm>
- Chatzisarantis, N. L. D., Hagger, M. S., Biddle, S. J. K., y Karageorghis, C. (2002). The cognitive processes by which perceived locus of causality predicts participation in physical activity. *Journal of Health Psychology*, 7, 685-699.
- Chatzisarantis, N. L. D., Hagger, M. S., Biddle, S., Smith, B., y Wang, J. C. K. (2003). A meta-analysis of perceived locus of causality in exercise, sport, and physical education contexts. *Journal of Sport and Exercise Psychology*, 25, 284-306.
- Chaumeton, N., y Duda, J. L. (1988). Is it whether you play well or win or lose?. Variations in coaches' behaviors in relation to competitive level and situation. *Journal of Sport Behavior*, 11, 157-174.
- Chen, Z., y Dornbusch, S. (1998). Relating aspects of adolescent autonomy to academic achievement and deviant behavior. *Journal of Adolescent Research*, 13, 293-319.
- Christodoulidis, T., Papaioannou, A., y Digelidis, N. (2001). A year-long intervention to change motivational climate and attitudes toward exercise in Greek senior high school. *European Journal Sport Science*, 1 (4), <http://www.human kinetics.com/ejss>.
- Clifford, E. (1971). Body satisfaction in adolescence. *Perceptual and Motor skills*, 33, 119-125.
- Coakley, J., y White, A. (1992). Making decisions: Gender and sport participation among British adolescents. *Sociology of Sport Journal*, 9, 20-35.
- Colchico, K., Zybert, P., y Basch, C. E. (2000). Effects of after-school physical activity on fitness, fatness, and cognitive self-perceptions: A pilot study among urban, minority adolescent girls. *American Journal of Public Health*, 90, 977-978.
- Coleman, J. M. (1985). *Psicología de la adolescencia*. Madrid: Morata.
- Connell, J. P., y Ryan, R. M. (1989). Perceived locus of causality and internalisation: Examining reasons for acting in two domains. *Journal of Personality and Social Psychology*, 57, 749-761.
- Coopersmith, S. (1967). *The antecedents of self-esteem*. San Francisco: W.H. Freeman.
- Corbin, C. B. (2002). Physical activity for everyone: What every physical educator should know about promoting lifelong physical activity. *Journal of Teaching in Physical Education*, 21, 128-144.
- Cothran, D. J., y Ennis, C. D. (1997). Students' and teachers' perceptions of conflict and power. *Teaching and Teacher Education*, 13, 541-553.
- Crain, R. M., y Bracken, B. A. (1994). Age, race, and gender differences in child and adolescent self-concept: Evidence from behavioral-acquisition, context-dependent model. *School Psychology Review*, 23, 496-511.

- Crespo, M., y Balaguer, I. (1994). Las relaciones entre el deportista y el entrenador. En I. Balaguer (Ed.), *Entrenamiento psicológico en deporte: Principios y aplicaciones* (pp. 17-59). Valencia: Albatros Educación.
- Cuddihy, T. F., y Corbin, C. B. (1995). Gender differences in intrinsic motivation toward physical activity in a high school population. *Research Quarterly for Exercise and Sport*, 66, A-30.
- Curtner-Smith, M. D., y Todorovich, J. R. (2002). The Physical Education climate assessment instrument. *Perceptual and Motor Skills*, 95, 652-660.
- Cury, F., Biddle, S., Famoise, J. P., Goudas, M., Sarrazin, P., y Durand, M. (1996). Personal and situational factors influencing intrinsic interest of adolescent girls in school physical education: A structural equation modelling analysis. *Educational Psychology*, 16, 305-315.
- Cury, F., Biddle, S., Sarrazin, P., y Famoise, J. P. (1997). Achievement goals and perceived ability predict investment in learning a sport task. *British Journal of Educational Psychology*, 67, 293-309.
- Cury, F., Da Fonséca, D., Rufo, M., Peres, C., y Sarrazin, P. (2003). The trichotomous model and investment in learning to prepare for a sport test: A mediational analysis. *British Journal of Educational Psychology*, 73, 529-543.
- Cury, F., Da Fonséca, D., Rufo, M., y Sarrazin, P. (2002). Perceptions of competence, implicit theories of ability, perceptions of motivational climate, and achievement goals: a test of the trichotomous conceptualization of the enforcement of achievement motivation in the physical education setting. *Perceptual and Motor Skills*, 95, 233-244.
- Cury, F., De Tonac, A., y Sot, V. (1999). An unexplored aspect of achievement goal theory in sport: Development and predictive validity of the Approach and Avoidance Achievement in Sport Questionnaire (AAASQ). En V. Hosek, P. Tilinger, y L. Bilek (Eds.), *Psychology of sport and exercise: Enhancing the quality of life. Proceedings of the 10th European congress on Sport Psychology – FEPSAC* (pp. 153-155). Prague: Charles University of Prague Press.
- Darvill, D., Macnamara, L., Moseley, A., Pelham, C., y Quigley, B. (1999). Motivational factors which influence sport performance and participation of young adolescents in an Australian setting. *Sportpsych Unpublished, Achievement and Motivation*, 1. Extraído el 30 de Marzo de 2005 desde <http://www.geocities.com/CollegePark/5686/su99p14.htm>
- Davis, C., y Katzman, M. (1997). Charting new territory: Body esteem, weight satisfaction, depression, and self-esteem among Chinese males and females in Hong Kong. *Sex-Roles*, 3, 449-459.
- deCharms, R. C. (1968). *Personal causation: The internal affective determinants of behavior*. New York: Academic Press.

- Deci, E. L. (1975). *Intrinsic motivation*. New York: Plenum.
- Deci, E. L. y Ryan, R. M. (1985). *Intrinsic motivation and self-determination in human behavior*. New York: Plenum.
- Deci, E. L., Betley, G., Kahle, J., Abrams, L., y Porac, J. (1981). When trying to win: Competition and intrinsic motivation. *Personality and Social Psychology Bulletin*, 7, 79-83.
- Deci, E. L., y Ryan, R. M. (1985a). The General Causality Orientations Scale: Self-determination in personality. *Journal of Research in Personality*, 19, 109-134.
- Deci, E. L., y Ryan, R. M. (1985b). Intrinsic motivation and self-determination in human behavior. New York: Plenum Press.
- Deci, E. L., y Ryan, R. M. (1987). The support of autonomy and the control of behavior. *Journal of Personality and Social Psychology*, 53, 1024-1037.
- Deci, E. L., y Ryan, R. M. (1991). A motivational approach to self: Integration in personality. En R. A. Dienstbier (Ed.), *Nebraska symposium on motivation: Perspectives on motivation* (pp. 237-288). Lincoln, NE: University of Nebraska Press.
- Deci, E. L., y Ryan, R. M. (1996). Human anatomy: The basis of true selfesteem. En M. Kernis (Ed.), *Efficacy, agency and self-esteem*. New York: Plenum Press.
- Deci, E. L., y Ryan, R. M. (2002). *Handbook of Self-Determination research*. Rochester: The University of Rochester Press.
- Deci, E. L., y Ryan, R. M. (2000). The “what” and “why” of goal pursuits: Human needs and the self-determination of behaviour. *Psychological Inquiry*, 11, 227-268.
- Del Villar, F. (1993). *El desarrollo del conocimiento práctico de los profesores de Educación Física, a través de un programa de análisis de la práctica docente. Un estudio de casos en formación inicial*. Tesis doctoral. Granada: Universidad de Granada.
- Del Villar, F. (2001). La interacción en la Educación Física. En B. Vázquez (Ed.), *Bases educativas de la actividad física y el deporte* (pp. 199-225). Madrid: Síntesis.
- Deo, P., y Bhullar, J. (1974). Relationship of physical efficiency to selfconcept, intelligence and achievement. *Psychological Studies*, 19, 56-59.
- Diggelidis, N., Papaioannou, A. Laparidis, K., y Christodoulidis, T. (2003). A one-year th intervention in 7 grade physical education classes aiming to change motivational climate and attitudes toward exercise. *Psychology of Sport and Exercise*, 4, 195-210.
- Dorobantu, M., y Biddle, S. (1997). The influence of situational and individual goals on the intrinsic motivation of Romanian adolescents towards physical education. *European Yearbook of Sport Psychology*, 1, 148-165.

- Doyle, W. (1986). Classroom organization and management. En M. C. Wittrock (Ed.), *Hyboock of research on teaching* (pp. 99-122). New York: Macmillan.
- Duda, J. L. (1986a). A cross-cultural analysis of achievement motivation in sport and the classroom. En L. Vyer Velden, y J. Humphrey (Eds.), *Psychology and sociology in sport: Current selected research: Vol. 1* (pp. 155-188). New York: AMS Press.
- Duda, J. L. (1987). Toward a development theory of achievement motivation in children's sport. *Journal of Sport Psychology*, 9, 130-145.
- Duda, J. L. (1988). The relationship between goal perspectives and persistence and intensity among recreational sport participants. *Leisure Sciences*, 10, 95-106.
- Duda, J. L. (1989a). Goal perspectives and behaviour in sport and exercise settings. En C. Ames y M. Maehr (Eds.), *Advances in Motivation and Achievement: Vol 6.* (pp. 81-115). Greenwich, CT: JAI Press.
- Duda, J. L. (1989b). Relationship between task and ego orientation and the perceived purpose of sport among male and female high school athletes. *Journal of Sport and Exercise Psychology*, 11, 318-335.
- Duda, J. L. (1992). Sport and exercise motivation: A goal perspective analysis. En G. C. Roberts (Ed.), *Motivation in sport and exercise* (pp.57-91). Champaign, IL: Human Kinetics.
- Duda, J. L. (1993). Goals: A social-cognitive approach to the study of achievement motivation in sport. En R. N. Singer, M. Murphrey, y L. K. Tennant (Eds.), *Handbook of research on sport psychology* (pp. 421-436). New York: Macmillan.
- Duda, J. L. (2001a). Achievement goal research in sport: Pushing the boundaries and clarifying some misunderstandings. En G. C. Roberts (Ed), *Advances in motivation in sport and exercise* (pp. 129-182). Champaign, IL: Human Kinetics.
- Duda, J. L. (2001b). Goal perspectives and their implications for health-related outcomes in the physical domain. En F. Cury, P. Sarrazin, y F.P. Famoise (Eds.), *Advances in motivation theories in the sport domain* (pp. 139-164). Paris: Presses Universitaires de France.
- Duda, J. L., Chi, L., Newton, M. L., Walling, M. D., y Catley, D. (1995). Task and ego orientation and intrinsic motivation in sport. *International Journal of Sport Psychology*, 26, 40-63.
- Duda, J. L., Fox, K. R., Biddle, S., y Armnstrong, N. (1992). Children's achievement goals and beliefs about success in sport. *British Journal of Educational Psychology*, 62, 313-323.
- Duda, J. L., Olson, L. K., y Templin, T. J. (1991). The relationship of task and ego orientation to sportmanship attitudes and the perceived legitimacy of injurious acts. *Research Quarterly for Exercise and Sport*, 62, 79-87.

- Duda, J. L., y Hall, H. (2000). Achievement goal theory in sport. En R. N. Singer, H. A. Hausenblas, y C. M. Janelle (Eds.), *Hybook of Sport Psychology* (2nd ed.) (pp. 417-460). New York: Yohn Wiley.
- Duda, J. L., y Hall, H. (2001). Achievement goal theory in sport: Recent extensions and future directions. En R. N. Singer, H. A. Hausenblas, y C. M. Janelle (Eds.), *Hybook of Sport Psychology* (pp. 417-443). New York: Yohn Wiley.
- Duda, J. L., y Horn, H. L. (1993). Interdependencies between the perceived and self-reported goal orientations of young athletes and their parents. *Pediatric Exercise Science*, 5, 234-241.
- Duda, J. L., y Kim, M. S. (1997). Perceptions of the motivational climate, psychological characteristics, and attitudes toward eating among young female gymnasts. *Journal of Sport and Exercise Psychology*, 19 (Supple.), S132.
- Duda, J. L., y Nicholls, J. G. (1992). Dimensions of achievement motivation in schoolwork and sport. *Journal of Educational Psychology*, 84, 290-299.
- Duda, J. L., y Ntoumanis, N. (2003). Motivational patterns in physical education. *International Journal of Educational Research*, 39, 415-436.
- Duda, J. L., y Tappe, M. K. (1989). The personal incentives for exercise questionnaire: preliminary development. *Perceptual and Motor Skills*, 66, 543-549.
- Duda, J. L., y Whitehead, J. (1998). Measurement of goal perspectives in the physical domain. En J. L. Duda (Ed.), *Advances in Sport and Exercise Psychology Measurement* (pp. 21-48). Morgantown, WV: Fitness Information Technology.
- Duncan, S. C. (1993). The role of cognitive appraisal and friendship provisions in adolescents' affect and motivation toward activity in physical education. *Research Quarterly for Exercise and Sport*, 64, 314-323.
- Dunn, J. C. (2000). Goal orientations, perceptions of the motivational climate, and perceived competence of children with movement difficulties. *Adapted Physical Activity Quarterly*, 17, 1-19.
- Dusek, J. B., y Flaherty, J. F. (1981). The development of the self-concept during the adolescent years. *Monographs of the Society for Research in Child Development*, 46, (4, Serial No. 191).
- Dweck, C. S. (1985). Intrinsic motivation, perceived control and self-evaluation maintenance: An achievement goals analysis. En C. Ames, y R. Ames (Eds.), *Research on motivation in education: The classroom milieu* (Vol 2) (pp. 289-305). Orlyo, FL: Academic Press.
- Dweck, C. S. (1986). Motivational processes affecting learning. *American Psychologist*, 41, 1040-1048.

- Dweck, C. S., y Elliott, E. S. (1983). Achievement motivation. En E. M. Hetherington (Ed.), *Socialization, personality, and social development* (pp. 643-691). New York: Wiley.
- Dweck, C. S., y Leggett, E. L. (1988). A social-cognitive approach to motivation and personality. *Psychological Review*, 95, 256-273.
- Dwyer, J. J. M. (1995). Effect of perceived choice of music on exercise intrinsic motivation. *Health Values*, 19, 18-26.
- Eccles, J. S., Midgley, C., Wigfield, A., Reuman, D., y MacIver, D (1993). Development during adolescence: The impact of stage-environment fit on young adolescents' experiences in schools and in families. *American Psychologist*, 48, 90-101.
- Eccles, J. S., Wigfield, A., Flanagan, C. A., Miller, C., Reuman, D. A., y Yee, D. (1989). Self-concepts, domain values, and self-esteem: relations and changes at early adolescence. *Journal of Personality*, 57, 283-310.
- Eccles, J. S., y Harold, R. D. (1991). Gender differences in sport involvement: Applying the Eccles expectancy-value model. *Journal of Applied Sport Psychology*, 3, 7-35.
- Elliot, A. J. (1999). Approach and avoidance motivation and achievement goals. *Educational Psychologist*, 34, 169-189.
- Elliot, A. J., y McGregor, H. A. (2001). A 2 X 2 achievement goal framework. *Journal of Personality and Social Psychology*, 80, 501-519.
- Elliot, E. S., y Dweck, C. S. (1988). Goals: An approach to motivation and achievement. *Journal of Personality and Social Psychology*, 54, 5-12.
- Emmanouel, K., Hatziharistos, D., y Zounhia, K. (2003). Greek Secondary School Pupils' Perceived Reasons for Behaving Appropriately and Perceived Teachers' Strategies to Maintain Discipline. *Educational Review*, 55, 289-303. En J. Suls, y A. Greenwald (Eds.). *Psychological perspectives on the self*. Hillsdale, NJ: Erlbaum. (107-131).
- Epstein, S. (1973). The self concept revisited: or a theory of a theory. *American Psychologist*, 28, 404-416.
- Erikson, E. H. (1980). *Identidad: juventud y crisis*. Madrid: Taurus European French connection. *Journal of Sport and Exercise Psychology*, 26, 19-38.
- Escartí, A., Cervelló, E., y Guzmán, J. F. (1996). La orientación de metas de adolescentes deportistas de competición y la percepción de los criterios de éxito deportivo de los otros significativos. *Revista de Psicología Social Aplicada*, 6, 27-42.
- Escartí, A., Roberts, G. C., Cervelló, E. M., y Guzmán, J. F. (1999). Adolescents goal orientations and the perception of criteria of success used by significant others. *International Journal of Sport Psychology*, 30, 309

- Escartí, A., y Brustad, R. (2000). *El estudio de la motivación deportiva desde la perspectiva de la teoría de metas*. I Congreso Hispano-Portugués de Psicología. Santiago de Compostela, España.
- Escartí, A., y García-Ferriol, A. (1994). Factores de los iguales relacionados con la motivación y la práctica deportiva en la adolescencia. *Revista de Psicología del Deporte*, 6, 35-51.
- Escartí, A., y Gutiérrez, M. (2001). Influence of the motivational climate in Physical Education on the intention to practice physical activity or sport. *European Journal of Sport Science*, 1 (4), <http://humankinetics.com/products/journal/index.cfm?id=EJSS>
- Ewing, M. E. (1981). *Achievement motivation and sport behavior of males and females*. Unpublished doctoral dissertation, University of Illinois, Urbana.
- Ezeilo, B. N. (1983). Age, Sex and Self-concepts in a Nigerian Population, International. *Journal of Behavioral Development*. 6, 497-502.
- Farrington, D. P., y West, D. J. (1993). Criminal, penal, and life histories of chronic offenders: Risk and protective factors in early identification. *Criminal Behaviour and Mental Health*, 3, 492-523.
- Faust, M. S. (1983). Sex differences in preadolescent self-esteem. *Journal of Psychology*, 90, 179-183.
- Felker, D. W., y Kay, R. S. (1971). Self-concept, sports interests, sport participation and body type of seventh and eighth grade boys. *Journal of Psychology*, 78, 223-228.
- Fernández, I. (2001). *Guía para la convivencia en el aula*. Barcelona: CISS-Praxis.
- Fernández-Balboa, J. M. (1990). Helping novice teachers and discipline problems. *Journal of Physical Education, Recreation, and Dance*, 62, 50-54.
- Ferrer-Caja, E., y Weiss, M. R. (2000). Predictors of intrinsic motivation among adolescent students in physical education. *Research Quarterly for Exercise and Sport*, 71, 267-279.
- Ferron, C. (1997). Body image in adolescence: Cross-cultural research. Results of the preliminary phase of a quantitative survey. *Adolescence*, 32 (127), 735-745
- Fitts, W. H. (1965). *Tennessee Self-Concept Scale*: Manual. Los Angeles: Western Psychological Services.
- Fleming, J. S., y Courtney, B. E. (1984). The Dimensionality of Self-esteem: Hierarchical Facet Model for Revised Measurement Scales, *Journal of Personality and Social Psychology*, 46, 402-21.
- Folkins, C. H., y Sime, E. S. (1981). Physical fitness training and mental health. *American Psychologist*, 36. 373-389.
- Fontane, P. E. (1996). Exercise, fitness, and feeling well. American Behavioral for adolescents. *Journal of Social Behavior and Personality*, 8, 41-148.

- Fortier, M. S., Vallerand, R. J., Brière, N. M., y Provencher, P. J. (1995). Competitive and recreational sport structures and gender: A test of their relationship with sport motivation. *International Journal of Sport Psychology*, 26, 24-39.
- Fortier, M. S., y Grenier, M. (1999). Déterminants personnels et situationnels de l'adhérence à l'exercice: Une étude prospective [Personal and structural determinants of exercise: A prospective study]. *Revue STAPS*, 48, 25-37.
- Fox, K. R. (1988). The self-esteem complex and youth fitness, *Quest*, 40, 230-246.
- Fox, K. R. (1990). *The Physical Self- Perception Profile Manual*. Dekalb, IL: Northern Illinois University Office for Health Promotion.
- Fox, K. R. (1992). Physical education and the development of self-esteem in children. En N. Armstrong (Ed.), *New directions in physical education: II. Toward a National Curriculum*. Champaign, IL: Human Kinetics.
- Fox, K. R., Corbin, C. B., y Couldry, W. H. (1985). Female physical estimation and attraction to physical activity. *Journal of Sport Psychology*, 7, 125-136.
- Fox, K. R., Goudas, M., Biddle, S., Duda, J., y Armstrong, N. (1994). Children' task and ego goal profiles in sport. *British Journal of Educational Psychology*, 64, 253-261.
- Fox, K. R., y Corbin, C. D. (1989). The Physical Self-Perception Profile: Development and preliminary validation. *Journal of Sport and Exercise Psychology*, 11, 408-430.
- Fox, R. A., Platz, D. L., y Bentley, K. S. (1995). Maternal factors related to parenting practices, developmental expectations, and perceptions of child behavior problems. *Journal of Genetic Psychology*, 156, 431-441.
- Franzoi, S. L., y Shields, S. A. (1984). The Body Steem Scale: Multidimensional structure and sex differences in a college population. *Journal of Personality Assessment*, 48, 173-178.
- Frazier, B. (1985). *Classroom environment*. London: Croom-Helm.
- Frederick, C. M., y Ryan, R. M. (1993). Differences in motivation for sport and exercise and their relations with participation and mental health. *Journal of Sport Behavior*, 16, 124-146.
- Frederick-Recascino, C. M., y Schuster-Smith, H. (2003). Competition and intrinsic motivation in physical activity: A comparison of two groups. *Journal of Sport Behavior*, 26, 240-254.
- Freedman, R. (1984). Reflections on beauty as it relates to health in adolescent females. *Women Health*, 9, 9-45.
- Fry, M. D., y Duda, J. L. (1997). A developmental examination of children's understanding of effort and ability in the physical and academic domains. *Research Quarterly for Exercise and Sport*, 68, 331, 344.

- Gagné, M., Ryan, R. M., y Bargmann, K. (2003). Autonomy support and need satisfaction in the motivation and well-being of gymnasts. *Journal of Applied Sport Psychology*, 15, 372-390.
- Garbarino, J., DuBrow, N., Koselny, K., y Pardo, C. (1992). *Children in danger: Coping with the consequences of community violence*. San Francisco: Jossey-Bass.
- García Calvo, T. (2004). *La motivación y su importancia en el entrenamiento con jóvenes deportistas*. Memoria de Docencia e Investigación, Facultad de Ciencias del Deporte, Cáceres: Universidad de Extremadura.
- García, A. W., y King, A. C. (1991). Predicting long-term adherence to aerobic exercise: A comparison of two models. *Journal of Sport and Exercise Psychology*, 13, 394-410.
- García, F., y Musitu, G. (1999). *Manual AF-5*. Madrid: TEA.
- Gardner, R. M., Stark, K., Friedman, B. N., y Jackson, N. A. (2000). Predictors of eating disorder scores in children ages 6 through 14: A longitudinal study. *J Psychosom Res*, 49, 199-205.
- Gauvin, L., y Spence, J. C. (1996). Physical activity and psychological well-being: Knowledge base, current issues, and caveats. *Nutrition Reviews*, 54, 53-63.
- Georgiadis, M. M., Biddle, S., y Chatzisarantis, N. L. D. (2001). The mediating role of self-determination in the relationship between goal orientations and physical self-worth in Greek exercisers. *European Journal of Sport Science*, 1 (5), 1-9.
- Gill, D. L. (1986). Competitiveness among females and males in physical activity class. *Sex Roles*, 15, 239-247.
- Gill, D. L. (1992). Gender and sport behavior. En T. S. Horn (Ed.), *Advances in sport psychology* (pp. 143-160). Champaign, IL: Human Kinetics Publishers.
- Gill, D. L. (1993). Competitiveness and competitive orientation in sport. En R. N. Singer, M. Murphrey, y L. Tennant (Eds.), *Handbook of research on sport psychology* (pp. 314-327). New York: McMillan.
- Gill, D. L., y Deeter, T. E. (1988). Development of the Sport Orientation Questionnaire. *Research Quarterly for Exercise and Sport*, 59, 145-159.
- Ginn, B., Vincent, V., Semper, T., y Jorgensen, L. (2000). Activity involvement, goal perspective and self-esteem among Mexican American adolescents. *Research Quarterly for Exercise and Sport*, 71, 308-311.
- Gómez, M. T., Mir, V., y Serrats, M. G. (1999). *Propuestas de intervención en el aula. Técnicas para lograr un clima favorable en la clase*. Madrid: Narcea.
- Goñi, A., y Zulaika, L. M. (2000). Relationships between physical education classes and the enhancement of fifth Grade pupils' self-concept. *Perceptual and Motor Skills*, 91, 146-150.
- Goudas, M. (1998). Motivational climate and intrinsic motivation of young basketball players. *Perceptual and Motor Skills*, 86, 323-327.

- Goudas, M., Biddle, S., Fox, K., y Underwood, M. (1995). It ain't what you do, it's the way you do it! Teaching style affects children's motivation in track and field lesson. *The Sport Psychologist*, 9, 254-264.
- Goudas, M., Biddle, S., y Fox, K. R. (1994b). Perceived locus of causality, goal orientations, and perceived competence in school physical education classes. *British Journal of Educational Psychology*, 64, 453-463.
- Goudas, M., Biddle, S., y Underwood, M (1995). A prospective study of the relationships between motivational orientations and perceived competence with intrinsic motivation and achievement in a teacher education course. *Educational Psychology*, 15, 89-96.
- Goudas, M., Dermitzaki, I., y Bagiatis, K. (2000). Predictors of students' intrinsic motivation in school Physical Education. *European Journal of Psychology of Education*, 15, 271-280.
- Goudas, M., Underwood, A. M., y Biddle, S. (1993). *The effect of two teaching styles on students' intrinsic motivation in school physical education classes*. Unpublished raw data, University of Exeter.
- Goudas, M., y Biddle, S. (1994). Perceived motivational climate and intrinsic motivation in school physical education classes. *European Journal of Psychology of Education*, 9, 241 - 250.
- Goudas, M., y Biddle, S. (1994a). Intrinsic motivation in physical education: Theoretical foundations and contemporary research. *Educational and Child Psychology*, 11, 68-76.
- Gowers, S. G., y Shore, A. (2001). Development of weight and shape concerns in the aetiology of eating disorders. *British Journal of Psychiatry*, 179, 236- 242.
- Goyette, R., Doré, R., y Dion, E. (2000). Pupils' misbehaviors and the reactions and causal attributions of Physical Education student teachers: A sequential analysis. *Journal of Teaching in Physical Education*, 20, 3-14.
- Graef, R., Csikszentmihalyi, M., y Gianinno, S. M. (1983). Measuring intrinsic motivation in everyday life. *Leisure Studies*, 2, 155-168.
- Graham, G. (1992). *Teaching children physical education: Becoming a master teacher*. Champaign, IL: Human Kinetics.
- Greendorfer, S. L., y Ewing, M. E. (1981). Race and gender differences in children's socialization into sport. *Research Quarterly for Exercise and Sport*, 52, 301-310.
- Guay, F., Vallerand, R. J., y Blanchard, C. (2000). On the assessment of state intrinsic and extrinsic motivation: The situational motivation scale (SIMS). *Motivation and Emotion*, 24, 175-213.
- Guay, F., Blais, M. R., Vallerand, R. J., y Pelletier, L. G. (1996). *The Global Motivation Scale*. Unpublished manuscript, Université du Québec à Montréal.

- Guay, F., y Vallerand, R. J. (1995). *The Situational Motivation Scale*. Paper presented at the annual convention of the American Psychological Society, New York.
- Gurney, P. W. (1987). The use of operant techniques to raise self-esteem in maladjusted children. *British Journal of Educational Psychology*, 57, (1), 87-94.
- Gutiérrez, M. (2000). Actividad física, estilos de vida y calidad de vida. *Revista de Educación Física*, 77, 5-14.
- Gutiérrez, M., Sicilia, A., y Moreno, J. A. (1999a). Medida del autoconcepto físico: Una adaptación del PSPP de Fox (1990). En *Aplicacions i fonaments de les activitats físic-esportives* (pp. 187-198). Actes del IV Congrés de les Ciències de l'Esport, l'Educació Física i la Recreació. Lleida: INEFC.
- Gutiérrez, M., Sicilia, A., y Moreno, J. A (1999b). Autoconcepto físico y práctica deportiva de una muestra de estudiantes universitarios. En *Aplicacions i fonaments de les activitats físic-esportives* (pp. 199-214). Actes del IV Congrés de les Ciències de l'Esport, l'Educació Física i la Recreació. Lleida: INEFC.
- Guzmán, J. F., y García, A. (2003). *Percepción del tipo de práctica y del clima motivacional en adolescentes practicantes de deportes colectivos*. Comunicación presentada en el II Congreso Mundial de Ciencias de la Actividad Física y el Deporte. Deporte y Calidad de Vida, Granada.
- Hagbord, W. J. (1994). The Rosenberg self-esteem scale and Harter's self-perception profile for Adolescents: a concurrent validity study. *Psychology in the Schools*, 30, 132-136.
- Hagger, M. S., Chatzisarantis, N. L. D., y Biddle, S. (2002). The influence of autonomous and controlling motives on physical activity intentions within the theory of planned behaviour. *British Journal of Health Psychology*, 7, 283-297.
- Hagger, M., Biddle, S., y Wang, C. K. (2005). Physical Self-Concept in Adolescence: Generalizability of a Multidimensional, Hierarchical Model Across Gender and Grade. *Educational and Psychology Measurement*, 65 (2), 297-322.
- Haghborg, W. J. (1993). Gender differences on Harter's Self Perception Profile for adolescents. *Journal of Social Behavior and Personality*, 8, 41-148.
- Hair, J. F., Yerson, R. E., Tatham, R. L., y Black, W. C. (1998). *Multivariate Data Analysis*. New Jersey, Prentice-Hall: Upper Saddle River.
- Hall, H. K. (1990). *A social-cognitive approach to goal setting: The mediating effects of achievement goals and perceived ability*. Unpublished doctoral dissertation, University of Illinois at Urbana-Champaign.
- Hall, H. K., Kerr, A. W., y Matthews, J. (1998). Precompetitive anxiety in sport: The contribution of achievement goals and perfectionism. *Journal of Sport and Exercise Psychology*, 20, 194-217.

- Hall, H. K., y Kerr, A. W. (1997). Motivational antecedents of precompetitive anxiety in youth sport. *The Sport Psychologist*, 11 (1), 24-42.
- Halliburton, A. L., y Weiss, M. R. (2002). Sources of competence information and perceived motivational climate among adolescent female gymnasts varying in skill level. *Journal of Sport and Exercise Psychology*, 24, 396-419.
- Hanrahan, S., y Biddle, S. (2002). Measurement of achievement orientations: psychometric measures, gender, and sport differences. *European Journal of Sport Science*, 2 (5), <http://humankinetics.com/products/journal/index.cfm?id=EJSS>
- Hardy, L., Jones, G., y Gould, D. (1996). *Understyng psychological preparation for sport: Theory and practice of elite performers*. Chichester: Wiley.
- Harlow, H. F. (1958). The nature of love. *American Psychologist*, 13, 673-685.
- Haroun, R., y O'Hanlon, C. (1997). Do teachers and students agree in their perception of what school disciplin is? *Education Review*, 49, 237-250.
- Hart, J. G. (1985). LAWSEQ: Its Relation to Other Measures of Self-esteem and Academic Ability. *British Journal of Educational Psychology*, 55, 167-9.
- Harter, S. (1975). Developmental differences in the manifestation of mastery motivation on problem-solving tasks. *Child Development*, 46, 370-378.
- Harter, S. (1978). Effectance motivation reconsidered: Toward a developmental model. *Human Development*, 1, 34-64.
- Harter, S. (1980). A model of intrinsic motivation in children: Individual differences and developmental change. En W. A.Collins (Ed.), *Minnesota symposium in child psychology*, Vol 14 (pp. 143-166). Hillsdale, NJ: Erlbaum.
- Harter, S. (1981). The development of competence motivation in the mastery of cognitive and physical skills: Is there still a place for joy? En G. C. Roberts, y D. M. Lyers (Eds.), *Psychology of motor behavior y sport* (pp. 3-29). Champaign, IL: Human Kinetics.
- Harter, S. (1982b). *The Perceived Competence Scale for Children*. Denver, CO: University of Denver.
- Harter, S. (1985): *Manual for the Self-Perception Profile for Children. (Revision of the perceived competence scale for children)*. Denver, CO: University of Denver.
- Harter, S. (1987). The determinants and mediational role of global self-worth in children. En N. Eisenberg (Ed.), *Contemporary issues in developmental psychology* (pp. 219-242). New York: Wiley.
- Harter, S. (1988a). *Manual for the Self-Perception Profile for Adolescents*. Denver, CO: University of Denver.
- Harter, S. (1993a). Self and identity development. En S. S. Feldman, y G. R. Elliot (Eds.), *At the threshold. The developing adolescent* (pp. 54-89). Cambridge: Harvard University Press.

- Harter, S. (1998): The development of self-representations. En W. Damon (Ed.): *Handbook of child psychology*. Vol. 3. New York: Wiley.
- Harter, S. (1999). *The construction of the self. A developmental perspective*. New York, NY: The Guilford Press.
- Harwood, C. G., y Swain, A. (1998). Antecedents of pre-competition achievement goals in elite junior tennis players. *Journal of Sports Sciences*, 16, 357-371.
- Harwood, C., Hardy, L., y Swain, A. (2000). Achievement goals in competitive sport: A critique of conceptual and measurement issues. *Journal of Sport and Exercise Psychology*, 22, 235-255.
- Harwood, C., y Hardy, L. (2001). Persistence and effort in moving achievement goal research forward: A response to Treasure and Colleagues. *Journal of Sport and Exercise Psychology*, 23, 330-345.
- Hassandra, M., Goudas, M., y Chroni, S. (2003). Examining factors associated with intrinsic motivation in physical education: a qualitative approach. *Psychology of Sport and Exercise*, 4, 211-223.
- Hastie, P., y Siedentop, D. (1999). Beliefs, interactive thoughts, and actions of physical education student teachers regarding pupil misbehaviors. *Journal of Teaching in Physical Education*, 11, 59-78.
- Hellinson, D. (1995). *Teaching Responsibility through Physical Activity*. Champaign, IL: Human Kinetics.
- Hellinson, D. R. (1985). *Goals and Strategies for Teaching Physical Education*. Champaign, IL: Human Kinetics.
- Hellinson, D., y Templin, T. J. (1991). *A reflective approach to teaching physical education*. Champaign, IL: Human Kinetics.
- Herman, M. R., Dornbusch, S. M., Herron, M. C., y Herting, J. R. (1997). The influence of family regulation, connection, and psychological autonomy on six measures of adolescent functioning. *Journal of Adolescent Research*, 12, 34-67.
- Hess, R., y Azuma, H. (1991). Cultural support for schooling: Contrast between Japan and the United States. *Educational Researcher*, 20, 2-8.
- Higginson, D. C. (1985). The influence of socializing agents in female sports-participation process. *Adolescence*, 20, 73-82.
- Ho, L., y Walker, J. F. (1982). Female athletes and nonathletes: Similarities and differences in self-perception. *Journal of Sport Behavior*, 5, 13-27.
- Hodgins, H. S., Yacko, H. A., Gottlieb, E., Goowin, G. y Rath, P. (2002). *Autonomy and engaging versus defending against experience*. Unpublished manuscript, Skidmore College.
- Hom, H., Duda, J. L., y Millar, A. (1993). Correlates of goal orientations among young athletes. *Pediatrics Exercise Science*, 5, 168-176.

- Horn, T. S., y Harris, A. (1996). Perceived competence in young athletes: Research findings and recommendations for coaches and parents. En F. L. Smoll, y R. E. Smith (Eds.), *Children and youth in sport: A biopsychosocial perspective* (pp. 309-329). Madison, WI: Brown & Benchmark.
- Horn, T. S., y Weiss, M. R. (1991). A developmental analysis of children's self-ability judgments in the physical domain. *Pediatric Exercise Science*, 3, 310-326.
- Houghton, S., Wheldall, K., y Merrett, F. (1988). Classroom behavior problems which secondary school teachers say they most troublesome. *British Educational Research Journal*, 14, 297-312.
- Ingledew, D. K., y Sullivan, G. (2002). Effects of body mass and body image on exercise motives in adolescence. *Psychology of Sport and Exercise*, 3, 323-338.
- Ishee, J. H. (2004). Perceptions of misbehavior in middle school Physical Education. *Journal of Physical Education, Recreation and Dance*, 75, 9.
- Jagacinski, C. M., y Nicholls, J. G. (1990). Reducing effort to protect perceived ability: They'd do it but I Wouldn't. *Journal of Educational Psychology*, 82, 15-21.
- Jenson, J. M., y Howard, M. O. (1999). *Youth violence: Current research and practice innovations*. Washington, DC: NASW Press.
- Jhonson, B., Whittington, V., y Oswald, M. (1994). Teachers' view on school discipline: a theoretical framework. *Cambridge Journal of Education*, 24, 261-276.
- Jiménez, R. (2001). *Un estudio de la coeducación y los comportamientos de disciplina en las clases de Educación Física desde la perspectiva de las metas de logro: Análisis de las diferencias en función del género y la edad*. Memoria de Docencia e Investigación. Cáceres: Universidad de Extremadura.
- Jiménez, R. (2004). *Motivación, trato de igualdad, comportamientos de disciplina y estilos de vida saludables en estudiantes de Educación Física en Secundaria*. Tesis Doctoral, Departamento de Didáctica de la Expresión Musical, Plástica y Corporal. Cáceres: Universidad de Extremadura
- Jiménez, R., Cervelló, E., Gusi, N., y Gálvez, A. (2000). *Un estudio de la influencia del ejercicio físico en el autoconcepto de mujeres mayores*. Actas del II Congreso Internacional de Educación Física y Diversidad (pp. 297-304). Murcia: Universidad de Murcia.
- Jiménez, R., Cervelló, E., y Julián, J. (2001). *Un estudio de las diferencias en la coeducación y los comportamientos de disciplina en función del género y las etapas educativas de los alumnos/as en las clases de educación física*. Comunicación presentada en el IV Congreso Internacional sobre la enseñanza de la Educación Física y el Deporte Escolar. Santander.
- Jiménez, R., Fenoll, A., y Cervelló, E. (2001). *Elaboración de dos instrumentos de medición para analizar la coeducación-discriminación y los comportamientos de*

disciplina-indisciplina en las clases de Educación Física. Comunicación presentada en el I Congreso Hispano-Luso de Educación Física en la Enseñanza no Universitaria, Badajoz.

Johnson, D. W., Maruyama, G., Johnson, R., Nelson, D. y Skon, L. (1981). The effects of cooperative, competitive, and individualistic goal structures on achievement: A meta-analysis. *Psychological Bulletin*, 89, 47-62.

Julián, J., Cervelló, E., Jiménez, R., Fuentes, J. P., y Del Villar, F. (2001). *Evaluación de la actuación docente en un programa de actividad física orientada a la competición, a través del PMCSQ-2.* Comunicación presentada en el IV Congreso Internacional sobre la enseñanza de la Educación Física y el Deporte Escolar, Santander.

Kalhovd, T. (1999). *Implicit theories of ability and learning strategies in P.E.* Unpublished doctoral dissertation, Norwegian University of Sport and PE.

Kavussanu, M., y Roberts, G. (1996). Motivation in physical activity contexts: the relationship of perceived motivational climate to intrinsic motivation and self-efficacy. *Journal of Sport and Exercise Psychology*, 18, 264-280.

Kavussanu, M., y Roberts, G. C. (1995). *Motivation in physical activity contexts: The relationship of perceived motivational climate to intrinsic motivation and self-efficacy.* Manuscrito sin publicar.

Kavussanu, M., y Roberts, G. C. (2001). Moral functioning in sport: an achievement goal perspective. *Journal of Sport and Exercise Psychology*, 23, 37-54.

Kearney-Cooke, A. (1999). Gender differences and self-esteem. *The Journal of Gender-Specific Medicine*, 2, 46-52.

Kenyon, G. S. (1968). Six scales for assessing attitudes toward physical activity. *Research Quarterly*, 39, 566-574

Kilpatrick, M., Bartholomew, J., y Riemer, H. (2003). The measurement of goal orientations in exercise. *Journal of Sport Behavior*, 26, 121-136.

Kim, B. J., y Gill, D. L. (1997). A cross-cultural extension of goal perspective theory to Korean youth sport. *Journal of Sport and Exercise Psychology*, 19, 142-155.

Kimiecik, J. C., Horn, T. S., y Shurin, C. S. (1996). Relationships among children's beliefs, perceptions of their parents' beliefs, and their moderate-to-vigorous physical activity. *Research Quarterly for Exercise and Sport*, 67, 324-336.

Kiridis, A. (1999). *Discipline at school.* Athens: Gutenberg.

Klint, K. A., y Weiss, M. R. (1986). Dropping in and dropping out: Participation motives of current and former youth gymnasts. *Canadian Journal of Applied Sport Sciences*, 11, 106-114.

- Koestner, R., Losier, G. F., Vallerand, R. J., y Carducci, D. (1996). Identified and introjected forms of political internalization: Extending self-determination theory. *Journal of Personality and Social Psychology*, 70, 1025-1036.
- Koff, E., Rierdan, J., y Stubbs, M. L. (1990). Gender, body image, and selfconcept in early adolescence. *Journal of Early Adolescence*, 10, 56-68.
- Koka, A., y Hein, V. (2003). Perceptions of teacher's feedback and learning environment as predictors of intrinsic motivation in physical education. *Psychology of Sport and Exercise*, 4, 333-346.
- Kounin, J. S. (1970). *Discipline and group management in classrooms*. New York: Holt.
- Krane, V., Greenleaf, C. A., y Snow, J. (1997). Reaching for gold and the price of glory: A motivational case study of an elite gymnast. *The Sport Psychologist*, 11, 53-71.
- Kulinna, P., Cothran, D., y Regualos, R. (2003). Development of an Instrument to Measure Student Disruptive Behaviour. *Measurement in Physical Education and Exercise Science*, 7, 25-41.
- Kurdek, L. A., Fine, M. A., y Sinclair, R. J. (1995). School adjustment in sixth graders: parenting transitions, family climate, and peer norm effects. *Child Development*, 66, 430-445.
- L'Ecuyer, R. (1985). *El concepto de sí mismo*. Madrid: Oikos-Tau.
- Lamborn, S., Mounts, N., Steinberg, L., y Dornbusch, S. (1991). Patterns of competence and adjustment among adolescents from authoritative, authoritarian, indulgent, and neglectful families. *Child Development*, 62, 1049-1065.
- Lavay, B. W., French, R., y Henderson, H. L. (1977). *Positive behavior management strategies for physical educators*. Champaign, IL, Human Kinetics.
- Lee, A., Carter, J., y Xiang, P. (1995). Children's conceptions of ability in physical education. *Journal of Teaching in Physical Education*, 14, 384-393.
- Lenney, E. (1977). Women's self-confident in physical activity. A meta analysis of recent studies. *Journal of Sport & Exercise Psychology*, 8, 294-310.
- Lerner, R. M. Orlos, J.B., y Knapp, J. R. (1976). Physical attractiveness, physical effectiveness and self-concept on late adolescents. *Adolescence*, 11, 313-326.
- Lerner, R. M., y Karabenick, S. A. (1974). Physical attractiveness, body attitudes, and self-concept in late adolescents. *Journal of Youth and Adolescence*, 3, 307-316.
- Leung, N., Thomas, G., y Waller, G. (2000). The relationship between parental bonding and core beliefs in anorexic and bulimic women. *British Journal of Clinical Psychology*, 39 (2), 205-213.
- Lewis, R. (1997). Discipline in schools. En L. Saha (Ed.), *International Encyclopedia of the sociology in education* (pp. 404-411). Oxford, UK: Permagon.

- Lewis, R. (2001). Classroom discipline and student responsibility: the student' view. *Teaching and Teacher Education*, 17, 307-319.
- Lewko, J. H., y Greendorfer, S. L. (1988). Family influences in sport socialization of children and adolescents. En F. L. Smoll, R. A. Magill, y M. J. Ash (Eds.), *Children in sport* (3rd ed.) (pp. 287-300). Champaign, IL: Human Kinetics.
- Li, F. (1999). The Exercise Motivation Scale0: Its multifaceted structure and construct validity. *Journal of Applied Sport Psychology*, 11, 97-115.
- Li, F., Harmer, P., Duncan, T. E., Duncan, S. C., Acock, A., y Yamamoto, T. (1998). Confirmatory factor analysis of the Task and Ego Orientation in Sport Questionnaire with cross-validation. *Research Quarterly for Exercise and Sport*, 69, 276-283.
- Li, F., y Harmer, P. (1996). Testing the simple assumption underlying the Sport Motivation Scale: A structural equation modeling analysis. *Research Quarterly for Exercise and Sport*, 67, 396-405.
- Li, W., Lee, A. M., y Solmon, M. A. (2005a). Relationships among dispositional ability conceptions, intrinsic motivation, perceived competence, experience, persistence, and performance. *Journal of Teaching in Physical Education*, 24, 51-65.
- Li, W., Lee, A. M., y Solmon, M. A. (2005b). Effects of ability conceptions and intrinsic motivation on persistence and performance: An interaction approach [Abstract]. *Research Quarterly for Exercise and Sport*, 76, A81.
- Lintunen, T. (1995). Self-perceptions, fitness and exercise in early adolescence: A four-year follow-up study. *Studies in sport, physical education and health*, 41. Jyväskula: University of Jyväskula.
- Lintunen, T., Valkonen, A., Leskinen, E., y Biddle, S. (1999). Predicting physical activity intentions using a goal perspectives approach: A study of Finnish youth. *Scandinavian Journal of Medicine and Science in Sport*, 9, 344-352.
- Lirgg, C. D. (1991). Gender differences in self-confidence in physical activity: A meta-analysis of recent studies. *Journal of Sport and Exercise Psychology*, 8, 294–310.
- Liukkonen, J., Jaakkola, T., Biddle, S., y Leskinen, E. (2003). *Motivational antecedents of physical activity in Finnish youth*. Manuscript submitted to publication.
- Lochbaum, M., y Roberts, G. C. (1993). Goal orientations and perceptions of the sport experience. *Journal of Sport and Exercise Psychology*, 15 (2), 160-171.
- López, J. M. (2000). Estandarización de la escala de motivación en el deporte (EMD) de Brière N. M., Vallerand R. J., Blais M.R y Pelletier L.G. en deportistas mexicanos. *Revista Motricidad*, 6, 67-93.

- Losier, G. F., y Vallerand, R. J. (1994). The temporal relationship between perceived competence and self-determined motivation. *The Journal of Social Psychology*, 134, 793-801.
- Losier, G. F., y Vallerand, R. J. (1995). Developpment et validation de l'Echelle des Relations Interpersonnelles dans les Sports (ERIS) (Development of the Interpersonal Relationship in Sport Scale). *International Journal of Sport Psychology*, 26, 307-326.
- Loveland, K. K., y Olley, J. G. (1979). The Effect of External Reward on Interest and Quality of Task Perfomance in Children of High and Low Intrinsic Motivation. *Chil Development*, 50, (4), 1207-1210.
- Lujan, I. (2002). Autoconcepto y conflictos en la construcción de la identidad adolescente en una sociedad cambiante. *Revista Psicosocial*, 2, 1-27 Extraido el 22 de octubre de 2002 desde <http://go.to/psicosocial>.
- Maehr, M. L. (1974). Culture and achievement motivation. *American Psychologist*, 29, 887-896.
- Maehr, M. L. (1984). Meaning and motivation: toward a theory of personal investiment. En R. Ames, y C. Ames (Eds.), *Research on motivation in education: Vol. 1. Student Motivation* (p. 144). New York: Academic Press.
- Maehr, M. L., y Ames, C. (1989). *Survey of junior high school science classes*. University of Illinois, Institute for Research on Human Development. Manuscrito sin publicar.
- Maehr, M. L., y Nicholls, J. G. (1980). Culture and achievement motivation: A second look. En N. Warren (Ed.), *Studies in cross-cultural psychology* (pp. 221-267). New York: Academic Press.
- Maher, M. L., y Braskamp, L. A. (1986). *The motivation factor. A theory of personal investiment*. Lexington: Lexington Books.
- Mañano, C., Ninot, G., y Bilard, J. (2004). Age and gender effects on global self-esteem and physical self-perception in adolescents. *European Physical Education Review*, 10, 53-69.
- Mantzicopoulos, P. (1997). The relationship of family variables on Head Start children's preacademic competence. *Early Education and Development*, 8, 357-374.
- Marchago, J. (2002). Autoconcepto físico y dilemas corporales de la ciudadanía adolescente. *Revista Psicosocial*, 2, 1-25. Extraido el 22 de octubre de 2002 desde <http://go.to/psicosocial>.
- Marcotte, D., Fortin, L., Potvin, P., y Papillion, M. (2002). Gender Differences in Depressive Symptoms During Adolescence: Role of Gender-Typed Characteristics, Self-Esteem, Body Image, Stressful Life Events, and Pubertal Status. *Journal of emotional & Behavioral Disorders*, 10, 29-43.

- Markland, D. (1999). Self-determination moderates the effects of perceived competence on intrinsic motivation in an exercise setting. *Journal of Sport and Exercise Psychology*, 21, 351-361.
- Markland, D., y Hardy, L. (1997). On the factorial and construct validity of the Intrinsic Motivation Inventory: Conceptual and operational concerns. *Research Quarterly for Exercise and Sport*, 68, 20-32.
- Markland, D., y Tobin, V. (2004). A modification to Behavioural Regulation in Exercise Questionnaire to include an assessment of amotivation. *Journal of Sport and Exercise Psychology*, 26, 191-196.
- Marsh, H. W. (1986). *The Self description Questionnaire (SDQ): A theoretical and empirical basis for the measurement of multiple dimensions of preadolescent self-concept: A test manual and a research monograph*. Faculty of Education. University of Sydney, NSW Australia.
- Marsh, H. W. (1989). Age and sex effects in multiple dimensions of self-concept: Preadolescence to adulthood. *Journal of Educational Psychology*, 81, 417-430.
- Marsh, H. W. (1990a). The structure of academic-self-concept: The Marsh/Shavelson model. *Journal of Educational Psychology*, 82, 623-636.
- Marsh, H. W. (1991). *Self-Description Questionnaire, II: Manual and research monograph*. San Antonio, TX: Psychological Corp.
- Marsh, H. W. (1992a). *Self Description Questionnaire (SDQ) I: A theoretical and empirical basis for the measurement of multiple dimensions of preadolescent self-concept. A test manual and research monograph*. Macarthur, New South Wales, Australia: University of Western Sydney, Faculty of Education.
- Marsh, H. W. (1994). Sport motivation orientations: Beware of jingle-jangle fallacies. *Journal of Sport and Exercise Psychology*, 16, 365-380.
- Marsh, H. W. (1997). The measurement of Physical self-concept: A construct validation approach. En K. R. Fox (Ed.), *The physical self. From motivation to well-being* (pp. 27-58). Champaign, IL: Human Kinetics
- Marsh, H. W. (1998). Age and Gender Effects in Physical Self-Concept for Adolescent Elite Athletes and Nonathletes: A Multicohort-Multioccasion Design. *Journal of Sport and Exercise Psychology*, 20, 237-259.
- Marsh, H. W. (2001). Introduction. En R. G. Craven, & H. W. Marsh (Eds.), *Self-concept theory, research and practice: advances for the new millennium*. Collected Papers of the Inaugural Self-Concept Enhancement and Learning Facilitation (SELF) Research Centre International Conference, Sydney, Australia, October 5-6, 2000.
- Marsh, H. W. y Peart, N. D. (1988). Competitive and cooperative physical fitness training for girls: Effects on physical fitness and multidimensional selfconcepts. *Journal of Sports and Exercise Psychology*, 10, 390-407.

- Marsh, H. W., Parker, J., y Barnes, J. (1985). Multidimensional adolescent self-concept. The relationship to age, sex, and academic measures. *American Educational Research Journal*, 22, 422-444.
- Marsh, H. W., Richards, G. E., Johnson, S., Roche, L., y Tremayne, P. (1994). Physical Self-Description Questionnaire: Psychometric properties and a multitrait-multimethod analysis of relations to existing instruments. *Journal of Sport and Exercise Psychology*, 16, 270-305.
- Marsh, H. W., Smith, I. D., Marsh, M. R., y Owens, L. (1988). The transition from single-sex to coeducational high schools: Effects on multiple dimensions of self-concept and on academic achievement. *American Educational Research Journal*, 25, 237-269.
- Marsh, H. W., y Hattie, J. (1996). Theoretical perspectives on the structure of self-concept. En B. A. Bracken (Ed.), *Handbook of Self-Concept: Developmental, social and clinical considerations* (pp. 38-90). New York: Wiley.
- Marsh, H. W., y Peart, N. D. (1988). Competitive and cooperative physical fitness training for girls: Effects on physical fitness and multidimensional selfconcepts. *Journal of Sports and Exercise Psychology*, 10, 390-407.
- Marsh, H. W., y Shavelson, R. (1985). Self-concept: Its multi-faceted hierarchical structure. *Educational Psychologist*, 20, 107-123.
- Marsh, H.W. (1990). A multidimensional, hierarchical model of self-concept: Theoretical and empirical justification. *Educational Psychology Review*, 2, 77-172.
- Martens, M. P., y Weber, S. N. (2002). Psychometric properties of the sport motivation scale: An evaluation with college varsity athletes from the U.S. *Journal of Sport and Exercise Psychology*, 24, 254-270.
- Martinek, T. J., y Zaichkowsky, L. D. (1977): *Manual for the Martinek-Zaichkowsky self Concept Scale for Children*. Jacksonville, IL: Psychologists & Educators.
- Martínez Galindo, C. (2006). *Motivación, coeducación y disciplina en estudiantes de educación física*. Tesis Doctoral. Murcia: Universidad de Murcia.
- Martínez Galindo, C., Alonso, N., y Moreno, J. A. (2006). *Análisis factorial confirmatorio del "Cuestionario de Percepción de Éxito (POSQ)" en alumnos adolescentes de Educación Física*. En M. A. González, J. A. Sánchez, y A. Areces (Eds.), IV Congreso de la Asociación Española de Ciencias del Deporte (pp. 757-761). A Coruña: Xunta de Galicia.
- Mason, G. A., Cauce, A. M., Gonzales, N., Hiraga, Y., y Grove, K. (1994). An ecological model of externalizing behaviors in African-American adolescents: No family is an isly. *Journal of Research on Adolescence*, 4, 639-655.
- Matsagouras, I. (1988). *Organisation and management of school class. Theory and practice of organizational didactics*. Athens, Publication Grigori.

- Matsagouras, I. (1999a). *Theory of Instruction. The personal theory as framework of stochastic-critical analysis*. Athens: Gutenberg.
- Matsagouras, I. (1999b). *School Classroom. Space. Group. Discipline. Method*. Athens: Publication Grigori.
- Matsumoto, H., y Takenaka, K. (2004). Motivational profiles and stages of exercise behavior change. *International Journal of Sport and Health Science*, 2, 89-96.
- McAuley, E. (1992). The role of efficacy cognitions in the prediction of exercise behavior in middle-aged adults. *Journal of Behavioral Medicine*, 15, 65-88.
- McAuley, E., Duncan, T., y Tammen, V. (1989). Psychometric properties of the Intrinsic Motivation Inventory in a competitive sport setting: A confirmatory factor analysis. *Research Quarterly for Exercise and Sport*, 60, 48-58.
- McAuley, E., y Tammen, V. V. (1989). The effects of subjective and objective competitive outcomes on intrinsic motivation. *Journal of Sport and Exercise Psychology*, 11, 84-93.
- McCarthy, K., Kavussanu, M., y White, S. (1996). *Achievement goals and perceived purposes of sport*. Unpublished manuscript.
- McClelland (1984). *Motives, personality, and society*. New York: Praeger.
- McClellly, D. C. (1961). *The achieving society*. New York: Free Press.
- McElroy, M., y Kirkendall, R. (1980). Significant others and professionalized sport attitudes. *Research Quarterly for Exercise and Sport*, 51, 645-653.
- McNeill, M. C., y Wang, C. K. J. (2005). Psychological profiles of elite school sports players in Singapore. *Psychology of Sport and Exercise*, 6, 117-128.
- McPherson, B. D., y Brown, B. A. (1988). The structure, processes, and consequences of sport for children. En F. L. Smoll, R. A. Magill, y M. J. Ash (Eds.), *Children in sport* (3rd ed.) (pp. 265-286). Champaign, IL: Human Kinetics.
- Melcher, N., y Sage, G. H. (1978). Relationship between parental attitudes toward physical activity and the attitudes and motor performance of their daughters. *International Review of Sports Sociology*, 13, 75-88.
- Mendelson, B. K., y White, D. R. (1985). Development of self-body esteem in overweight youngsters. *Deviance Psychology*, 21 (1), 90-96.
- Mendoza (1994). *Conductas de los escolares españoles relacionadas con la salud*. Madrid: CSIC.
- Meyer, R. (1987). Imagen del yo en los adolescentes y posición escolar en educación física y deportiva. Estudio comparativo con alumnos varones de 3º. *Infancia y Aprendizaje*, 37, 45-56.
- Middleton, M. J., y Midgley, C. (1997). Avoiding the demonstration of lack of ability: An underexplored aspect of goal theory. *Journal of Educational Psychology*, 89, 710

- Miller, J. A. (2000). *Intrinsic, extrinsic and amotivational difference in scholarship and non scholarship collegiate track and field athletes*. Unpublished Master's thesis, Springfield College, MA, USA.
- Mitchell, S. A. (1996). Relationships between perceived learning environment and intrinsic motivation in middle school physical education. *Journal of Teaching in Physical Education*, 15, 369-383.
- Moreno, J. A. y Cervelló, E. (2005). Physical self-perception in Spanish adolescents: effects of gender and involvement in physical activity. *Journal of Human Movement Studies*, 48, 291-311.
- Moreno, J. A., Alonso, N., Martínez Galindo, C., y Cervelló, E. (2005). Motivación, disciplina, coeducación y estado de flow en Educación Física: diferencias según la satisfacción, la práctica deportiva y la frecuencia de práctica. *Cuadernos de Psicología del Deporte*, 5, 225-243.
- Moreno, J. A., Cervelló, E., Hellín, P., y Hellín, G. y Ruiz, L.M. (2007). Assessment of Motivation in Spanish Physical Education Students Applying Achievement Goals and Self-determination Theories. *Manuscrito en revisión*.
- Moreno, J. A., Cervelló, E., y González-Cutre, D (2007). Perfiles motivacionales en jóvenes deportistas. *Manuscrito en revisión*.
- Moreno, J. A., Hellín, P., y Hellín, G. (2006). Pensamiento del alumno sobre la educación física según la edad. *Apunts: Educación Física y Deportes*, 85, 28-35.
- Moreno, J. A., Llamas, L. S., y Ruiz, L. M. (2006). Perfiles motivacionales y su relación con la importancia concedida a la Educación Física. *Psicología Educativa*, 12 (1), 49-63.
- Moreno, J. A., y Cervelló, E. (2005). Physical Self-Perception in Spanish Adolescents: Gender and Involvement in Physical Activity Effects. *Journal of Human Movement Studies*, 48, 291-311
- Moreno, J. A., y González-Cutre, D. (2006). El papel de la relación con los demás en la motivación deportiva. En A. Díaz (Ed.), *VI Congreso Internacional de Educación Física e Interculturalidad. La integración a través del deporte*. Murcia: ICD.
- Moreno, Y. (1997). *Propiedades psicométricas del Perfil de Autopercepción Física (PSPP)*. Tesis doctoral. Valencia: Universidad de Valencia.
- Morgan, K., y Carpenter, P. (2002). Effects of manipulating the motivational climate in physical education lessons. *European Physical Education Review*, 8 (3), 207-229.
- Morgan, W. P., y Pollock, M. L. (1978). Physical activity and cardiovascular health: Psychological aspects. En F. Landry, y W. Orban (Eds.), *Physical activity and human well-being*. Miami: Simposia Specialist.

- Mueller, C., Field, T., Yando, R., Harding, J., González, K. P., Lasko, D., y Bendell, D. (1995): Under-eating and over-eating concerns among adolescents. *Journal of Child Psychology and Psychiatry*, 36, 1019-1025.
- Mullen, E., Markland, D., y Ingleedew, D. K. (1997). Motivation for exercise: Development of a measure of behavioral regulation. *Journal of Sports Sciences*, 15, 98-99.
- Muñoz, J. M., Carreras, M. R., y Braza, P. (2004). Aproximación al estudio de las actitudes y estrategias de pensamiento social y su relación con los comportamientos disruptivos en el aula en la educación secundaria. *Anales de Psicología*, 20, 81-91.
- Musitu, G., Buelga, S., Lila, M. S., y Cava, M. J. (2001). *Familia y adolescencia: Un modelo de análisis e intervención psicosocial*. Madrid: Síntesis.
- Nelson, M. B. (1994). *The stronger women get, the more men love football– sexism and the American culture of sports*. New York: Avon Books.
- Newton, M. L., Duda J. L., y Yin, Z. (2000). Examination of the psychometric properties of the Perceived Motivational Climate in Sport Questionnaire-2 in a sample of female athletes. *Journal of Sports Sciences*, 18, 275-290.
- Newton, M. L., y Duda, J. L. (1993b). The relationship of task and ego orientation to performance-cognitive content, affect, and attributions in bowling. *Journal of Sport Behavior*, 16, 209-220.
- Newton, M. L., y Duda, J. L. (1999). The interaction of motivational climate, dispositional goal orientation and perceived ability in predicting indices of motivation. *International Journal of Sport Psychology*, 30, 63-82.
- Nicholls, J. G. (1984a). Achievement motivation: Conception of ability, subjective experience, task choice and performance. *Psychological Review*, 91, 328-346.
- Nicholls, J. G. (1984b). Conceptions of ability and achievement motivation. En R. Ames y C. Ames (Eds.), *Research on motivation in education: Vol. 1. Student motivation*. (pp. 39-73). New York: Academic Press.
- Nicholls, J. G. (1989). *The Competitive Ethos and Democratic Education*. Cambridge: Harvard University Press.
- Nicholls, J. G. (1992). The general and the specific in the development and expression of achievement motivation. En G. C. Roberts (Ed.), *Motivation in sport and exercise* (pp. 57-91). Champaign, IL: Human Kinetics.
- Nicholls, J. G., Patashnick, M., y Nolen, S. B. (1985). Adolescent's theories of education. *Journal of Educational Psychology*, 77, 683-692.
- Nicholls, J. G., y Thorkildsen, T. A. (1988). Children's distinctions among matters of intellectual convention, logic, fact and personal preference. *Child Development*, 59, 939-949.
- Ninot, G., Delignières, D., y Fortes, M. (2000). L'évaluation de l'estime de soi dans le domaine corporel. *Revue S.T.A.P.S.* 53, 35-48.

- Nottelmann, E. D. (1987). Competence and self-esteem during transition from childhood to adolescence. *Development Psychology*, 23 (3), 441-450.
- Noutmanis, N., y Biddle, S. (1999). A review of motivational climate in physical activity. *Journal of Sport Sciences*, 17, 643-665.
- Ntoumanis, N. (2001). A self-determination approach to the understanding of motivation in physical education. *British Journal of Educational Psychology*, 71, 225-242.
- Ntoumanis, N. (2002). Motivational clusters in a sample of British physical education classes. *Psychology of Sport and Exercise*, 3, 177-194.
- Ntoumanis, N., y Biddle, S. (1998). The relationship between competitive anxiety, achievement goals, and motivational climates. *Research Quarterly for Exercise and Sport*, 69, 176-187.
- Ntoumanis, N., y Biddle, S. (1999a). Affect and achievement goals in physical activity: A meta-analysis. *Scandinavian Journal of Medicine and Science in Sports*, 9, 315-332.
- Ntoumanis, N., y Biddle, S. (1999b). A review of motivational climate in physical activity. *Journal of Sport Sciences*, 17, 643-665.
- Ntoumanis, N., y Vazou, S. (2005). Peer motivational climate in youth sport: Measurement development and validation. *Journal of Sport and Exercise Psychology*, 27, 432-455.
- Nunally, J. C. (1978). *Psychometric theory*. New York: MacGraw-Hill.
- Nyheim, M., Kavussanu, M., Roberts, G. C., y Treasure, D. C. (1996). *Goal orientations, beliefs about success, and satisfaction in summer sports camp participation*. Paper presented at the annual conference of the North American Society for the Psychology of Sport and Physical Activity, Ontario, Canada.
- O'Malley, P. M., y Bachman, J. G. (1983). Self-esteem: Change and stability between ages 13 and 23. *Developmental Psychology*, 19, 257-268.
- Oman, R., y McAuley, E. (1993). Intrinsic motivation and exercise behavior. *Journal of Health Education*, 24, 232-238.
- Ommundsen, Y. (2001a). Pupils' affective responses in physical education classes: the association of implicit theories of the nature of ability and achievement goals. *European Physical Education Review*, 7 (3), 219-242.
- Ommundsen, Y. (2001b). Self-hypicapping strategies in physical education classes: The influence of implicit theories of the nature of ability and achievement goals orientations. *Psychology of Sport and Exercise*, 2, 139-156.
- Ommundsen, Y., Roberts, G. C., y Kavussanu, M. (1998). Perceived motivational climate and cognitive correlates among Norwegian athletes. *Journal of Sport Sciences*, 16, 153-164.
- Ommundsen, Y., y Roberts, G.C. (1996). Goal orientations and perceived purposes of training among elite athletes. *Perceptual and Motor Skills*, 83, 463-471.

- Paava, M. (2001). *Motivation and perceived relatedness*. Paper presented at Meeting of the Midwestern Psychological Association, Chicago, USA.
- Papaioannou, A. (1994). Development of a questionnaire to measure achievement orientations in physical education. *Research Quarterly for Exercise and Sport*, 65, 1-20.
- Papaioannou, A. (1998a). Goal perspective, reasons for behaving appropriately, and self-reported discipline in physical education lessons. *Journal of Teaching in Physical Education*, 17, 421-441.
- Papaioannou, A. (1998b). Student's perceptions of the physical education class environment for boys and girls and the perceived motivational climate. *Research Quarterly for Exercise and Sport*, 69, 267-275.
- Papaioannou, A., Marsh, H. W., y Theodorakis, Y. (2004). A multilevel approach to motivational climate in physical education and sport settings: An individual or a group level construct?. *Journal of Sport and Exercise Psychology*, 26, 90-118.
- Papaioannou, A., Theodorakis, Y., y Goudas, M. (1999). *For better instruction of physical education*. Thessaloniki: Salto Publications.
- Papaioannou, A., y Kouli, O. (1999). The effect of task structure, perceived motivational climate and goal orientation and student's task involvement and anxiety. *Journal of Sport and Exercise Psychology*, 17, 18-34.
- Papaioannou, A., y McDonald, A. I. (1993). Goal perspectives and purposes of physical education as perceived by Greek adolescents. *Physical Education Review*, 16, 41-48.
- Papaioannou, A., y Theodorakis, Y. (1996). A test of three models for the prediction of intention for participation in physical education lessons. *International Journal of Sport and Exercise Psychology*, 27, 383 - 399.
- Parish, L. E., y Treasure, D. C. (2003). Physical activity and situational motivation in Physical Education: influence of the motivational climate and perceived ability. *Research Quarterly for Exercise and Sport*, 74, 173-182.
- Pastor, Y., y Balaguer, I. (2001). *Relaciones entre autoconcepto, deporte y competición deportiva en los adolescentes valencianos*. Congreso Internacional Online de Psicología Aplicada CIOPA2001. Obtenido el 7 de octubre de 2002 en <http://www.psicologia-online/cipoa2001/actividades/57/>.
- Patterson, C. J., Kupersmidt, J. B., y Vaden, N. A. (1990). Income level, gender, ethnicity, and home composition as predictors of children's school-based competence. *Child Development*, 61, 485-494.
- Peiró, C. (1999). La teoría de las perspectivas de meta y la Educación Física: Un estudio sobre los climas motivacionales. *Revista de Psicología Social Aplicada*, 9, 25-44.

- Pelletier, L .G., Fortier, M. S., Vallerand, R. J., y Brière, N. M. (2001). *Perceived autonomy support, motivation, and persistence in physical activity: A longitudinal investigation*. Manuscript submitted for publication.
- Pelletier, L. G. (2000). *Le soutien à l'autonomie de l'entraîneur et des parents: Les effets sur la motivation selon l'âge de l'athlète*. Trabajo presentado en el Congreso Internacional de la SFPS, París, Francia.
- Pelletier, L. G., Fortier, M. S., Vallerand, R. J., Tuson, K. M., Brière, N. M., y Blais, M. R. (1995). Toward a new measure of intrinsic motivation, extrinsic motivation, and amotivation in sports: The Sport Motivation Scale (SMS). *Journal of Sport and Exercise Psychology*, 17, 35-53.
- Pelletier, L. G., Fortier, M. S., Vallerand, R. J., y Brière, N. M. (1998). *Perceived autonomy support, levels of self-determination, and persistence for physical activity: A longitudinal investigation*. Manuscript submitted for publication.
- Pelletier, L. G., Vallerand, R. J., Blais, M. R., Brière, N. M., y Green-Demers, I. (1996). Vers une conceptualisation motivationnelle multidimensionnelle du loisir: Construction et validation de l'Échelle de motivation vis-à-vis des loisirs (EML) [Construction and validation of the Leisure Motivation Scale]. *Loisir et Société*, 19, 559-585.
- Pelletier, L. G., y Vallerand, R. J. (1985). *Effects of coaches' interpersonal behavior on athletes' motivational level*. Paper presented at the annual conference of the Canadian Society for Psychomotor Learning and Sport Psychology, Montreal, Canada.
- Pensgaard, A. M., y Roberts, G. C. (2003). Achievement goal orientations and the use of coping strategies among Winter Olympians. *Psychology of Sport and Exercise*, 4, 101-116.
- Petherich, C. M., y Weigy, D. A. (2002). The relationship of dispositional goal orientations and perceived motivational climates on indices of motivation in male and female swimmers. *International Journal of Sport Psychology*, 33, 218-237.
- Petruzzello, S., y Corbin, C. (1988). The effects of performance feedback on female self-confident. *Journal of Sport & Exercise Psychology*, 10, 174-183.
- Piéron, M. (1988). *Enseignement des activités physiques et sportives. Observations et recherches*. Preeses Universitaires de Liege A.S.B.L.
- Platzer, W. S. (1976). Effect of perceptual motor training on gross-motor skill and self-concept of young children. *American Journal of Occupational Therapy*, 30, 422-428.
- Polce-Lynch, M., Myers, B. J., Kilmartin, C. T., Forssmann-Falck, R., y Kliewer, W. (1998). Gender and age patterns in emotional expression, body image, and self-esteem: A qualitative analysis. *Sex-Roles*, 38 (11-12), 1025-1048.

- Proces-Joven (2002). *Conductas relacionadas con la salud en población escolarizada de la Región de Murcia*. Curso: 2001/2002. Murcia: Consejería de Sanidad y Consumo. Consejería de Educación y Cultura.
- Provencher, P., y Vallerand, R. J. (1995). *Facteurs situationnels et motivation situationnelle: Un test de l'effet de spécificité* [Situational factors and situational motivation: A test of the specificity effect]. Paper presented at the annual conference of the Société Québécoise de la Recherche en Psychologie, Ottawa, Ontario, Canada.
- Prusak, K. A., Treasure, D. C., Darst, P. W., y Pangrazi, R. P. (2004). The effects of choice on the motivation of adolescent girls in physical education. *Journal of Teaching in Physical Education*, 23, 19-29.
- Recours, R. A., Souville, M. y Griffet, J. (2004). Expressed motives for informal and club/association-based sports participation. *Journal of Leisure Research*, 36, 1-22.
- Resnick, M. D., Bearman, P. S., Blum, R. W., Bauman, K. E., Harris, K. M., Jones, J., Tabor, J., Beuhring, T., Sieving, R. E., Shew, M., Irelly, M., Bearinger, L. H., y Udry, J. R. (1997). *Protecting adolescents from harm: Findings from the National Longitudinal Study on Adolescent Health*. JAMA, 278, 823-832.
- Reynolds, A. J., y Gill, S. (1994). The role of parental perspectives in the school adjustement of inner-city black children. *Journal of Youth and Adolescence*, 23, 671-695.
- Reynolds, K. D., Killen, J. D., Bryson, S. W., Maron, D. J., Taylor, C. B., Maccoby, N. y Farquhar, J.W. (1990). Psychosocial predictors of physical activity in adolescents. *Preventive Medicine*, 19, 541-551.
- Richer, S., y Vallerand, R. J. (1998). Construction et validation de l'Échelle du sentiment d'appartenance sociale [Construction and validation of the Relatedness Feeling Scale]. *Revue européenne de psychologie appliquée*, 48, 129-137.
- Robert, G. C., Treasure, D. C., y Balagué, G. (1998). Achievement goal in sport: the development and validation of the Perception of Success Questionnaire. *Journal of Sport Sciences*, 16, 337-347.
- Roberts, G. C. (1984). Acievement Motivation in children's sport. En J.G. Nicholls (Ed.), *Advances in motivation and achievement: Vol. 3. The development of achievement and motivation* (pp. 251-281). Greenwich, CT: JAI Press.
- Roberts, G. C. (1992). Motivation in sport an exercise: Conceptual constraints and conceptual convergence. En G. C. Roberts (Ed.), *Motivation in sport and exercise* (pp. 3-30). Champaign, IL: Human Kinetics.
- Roberts, G. C. (2001). Understyring the Dynamics of Motivation in Physical Activity: The influence of Achievement Goals on Motivational Processes. En G. C.

- Roberts (Ed.), *Advances in Motivation in Sport and Exercise* (pp. 1-50). Champaign, IL: Human Kinetics.
- Roberts, G. C. y Balagué, G. (1991). *The development and validation of the Perception of Success Questionnaire*. Paper presented at the FEPSAC Congress, Cologne, Germany.
- Roberts, G. C., Hall, H., Jackson, S. A., Kimiecik, J., y Tonymon, P. (1995). Personal theorie of ability and the sport experience: Goal perspectives and achievement strategies. *Perceptual and Motor Skills*, 81, 219-224.
- Roberts, G. C., Treasure, D. C., y Hall, H. (1994). Parental goal orientations and beliefs about the competitive sport experience of their child. *Journal of Applied Social Psychology*, 24, 631-645.
- Roberts, G. C., Treasure, D. C., y Kavussanu, M. (1996). Orthogonality of achievement goals and its relationship to beliefs about success and satisfaction in sport. *The Sport Psychologist*, 10, 398-408.
- Roberts, G. C., Treasure, D. C., y Kavussanu, M. (1997). Motivation in physical activity contexts: An achievement goal perspective. En P. Pintrich, y M. Maehr (Eds.), *Advances in motivation and achievement* (Vol. 10) (pp. 413-447). Stanford, CT: JAI Press.
- Roberts, G. C., y Balagué, G. (1989). *The development of a social-cognitive scale in motivation*. Paper presented at the Seventh World Congress of Sport Psychology, Singapore.
- Roberts, G. C., y Ommundsen, Y. (1996). Effect of goal orientation on achievement beliefs, cognition and strategies in team sport. *Scandinavian Journal of Medicine and Science in Sports*, 6, 46-56.
- Robertson, J. (1998). *Effective Classroom Control*. London: Hodder y Stoughton Limited.
- Romi, S., y Freund, M. (1999). Teachers', Students' and Parents' attitudes towards disruptive behaviour problems in high school: a case study. *Educational Psychology*, 19, 53-70.
- Rosenberg, M. (1979). *Conceiving the self*. New York: Basic Books.
- Rosenberg, M. (1986). Self-concept from middle childhood through adolescence. En J. Suls, y A. G. Greenwald (Eds.), *Psychological perspective on the self* (Vol. 3, pp. 107-135). Hillsdale, NJ: Erlbaum.
- Rovniak, L., Blanchard, C., y Koestner, R. (1998). The emotional consequences of introjected and integrated regulation in an exercise setting. Manuscript submitted for publication.
- Rowland, T. W., y Freedson, P. S. (1994). Physical activity, fitness and health in children: a close look. *Pediatrics*, 93, 669-672.

- Rubin, K. H., y Mills, R. S. L. (1990). Maternal believes and maladatative social behaviors in normal, aggressive, and withdraw preschoolers. *Journal of Abnormal Child Psychology*, 18, 419-435.
- Ruchkin, V. V., Koposov, R. A., Eisemann, M., y Hagglof F. B. (2001). Conduct problem in russian adolescents. The role of personality and parental rearing. *European Child and Adolescent Psychiatry*, 10, 19-27.
- Ryan, R. M. (1982). Control and information in the interpersonal sphere: An extension of cognitive evaluation theory. *Journal of Personality and Social Psychology*, 43, 450-461.
- Ryan, R. M. (1993). Agency and organization: Intrinsic motivation, autonomy and the self in psychological development. En R. Dentsbier (Ed.), *Nebraska symposium on motivation* (Vol. 40, pp. 1-56). Lincoln, NE: University of Nebraska Press.
- Ryan, R. M., Frederick, C. M., Lepes, D., Rubio, N, y Sheldom, K. M. (1997). Intrinsic motivation and exercise adherence. *International Journal of Sport Psychology*, 28, 335-354.
- Ryan, R. M., Koestner, R., y Deci, E. L. (1991). Ego-involved persistence: When freechoice behavior is not intrinsically motivated. *Motivation and Emotion*, 15, 185-205.
- Ryan, R. M., Vallerand, R. J., y Deci, E. L. (1984). Intrinsic motivation in sport: a cognitive evaluation theory interpretation. En W. Straub, y J. Williams, *Cognitive sport psychology* (pp. 230-243). New York: Sport Science Associates.
- Ryan, R. M., y Connell, J. P. (1989). Perceived locus of causality and internalisation: Examining reasons for acting in two domains. *Journal of Personality and Social Psychology*, 57, 749-761.
- Ryan, R. M., y Deci, E. L. (2000). Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being. *American Psychologist*, 55, 68-78.
- Ryan, R. M., y Grolnick, W. S. (1986). Origins and pawns in the classroom: Self-report and projective assessments of individual differences in children's perceptions. *Journal of Personality and Social Psychology*, 50, 550-558.
- Ryan, R. M. (1991). The nature of the self in autonomy and relatedness. En J. Strauss, y G. R. Goethals (Eds.), *The self: Interdisciplinary approaches* (pp. 208-238). New York: Springer-Verlag.
- Rykman, R. M., Robbins, M. A., Thornton, B., y Cantrell, P. (1982). Development and validation of a physical self-efficacy scale. *Journal of Personality and Social Psychology*, 42, 891-900.
- Sallis, J. F., Hovell, M. F., Hofstetter, C. R. y Barrington, E. (1992). Explanation of vigorous physical activity during two years using social learning variables. *Social Science and Medicine*, 34, 25-32.

- Salvini, A., Turchi, G. P., y Biondo, R. (1991). *Effects de la activité physique sur l'autoperception corporelle des adolescentes hemophiles: Un étude empirique*. Sport et psychologie: Actes de VI^e Congrès International de Psychologie de Sport. Revue EPS, 345-351.
- Sánchez Bañuelos, F. (1996). *La actividad física orientada hacia la salud*. Madrid: Biblioteca Nueva.
- Sarrazin, P. (2001). *Approches socio-cognitives de la motivation appliquées au champ du sport et de l'Éducation Physique et Sportive. Habilitation à diriger des recherches*. Université Joseph Fourier, Grenoble, France.
- Sarrazin, P., Biddle, S., Famose, J. P., Cury, F., Fox, K., y Dury, M. (1996). Goal orientations and conceptions of the nature of sport ability in children: A social cognitive approach. *British Journal of Social Psychology*, 35, 399-414.
- Sarrazin, P., Vallerand, R., Guillet, E., Pelletier, L., y Cury, F. (2002). Motivation and dropout in female handballers: a 21-month prospective study. *European Journal of Social Psychology*, 32, 395-418.
- Scanlan, T. K., Carpenter, P. J., Schmidt, G. W., Simons, J. P., y Keeler, B. (1993). An introduction to the sport commitment model. *Journal of Sport & Exercise Psychology*, 15, 1-15.
- Scanlan, T. K., y Simons, J. P. (1992). The construct of sport enjoyment. En G. C. Roberts (Ed.), *Motivation in sport and exercise* (pp. 199-215). Champaign, IL: Human Kinetics.
- Scarlett, P. (1989). Discipline: pupil and teacher perceptions. *Maladjustments and Therapeutic Education*, 7, 169-177.
- Schuele, M. K. (1980). The relationship of physical fitness in women to self-esteem and locus of control. *Dissertation Abstracts International*, 40, 5380-1A.
- Seifrid, J., Duda, J. L., y Chi, L. (1992). The relationship of perceived motivational climate to intrinsic motivation and beliefs about success in basketball. *Journal of Sport and Exercise Psychology*, 14, 375-391.
- Shavelson, R. J., Hubner, J. J., y Stanton, G. C. (1976). Self-concept: Validation of construct interpretations. *Review of Educational Research*, 46, 407-441.
- Shavelson, R. J., y Bolus, R. (1992). Self-concept: The interplay of theory and methods. *Journal of Educational Psychology*, 74, 3-17.
- Shields, D. L., y Bredemeier, B. J. (1995). *Character development and physical activity*. Champaign, IL: Human Kinetics.
- Siedentop, D. (1991). *Developing teaching skills in physical education* (3rd ed.). Mountain Views, CA, Mayfield.
- Siedentop, D. (1995). Use positive discipline for middle school student. *Strategies*, 8, 5-8.
- Siedentop, D. (1998). *Aprender a enseñar la Educación Física*. Barcelona: INDE.

- Simmons, R. G., Rosenberg, F., y Rosenberg, M. (1973). Disturbance in the Self-image of Adolescence. *American Sociological Review* 38, 553–68.
- Simmons, R. G., y Blyth, D. A. (1987). *Moving into adolescence: The impact of pubertal change and school context*. New York: Aldine de Gruyter.
- Skaalvik, E. M. (1997). Self-enhancing and self-defeating ego orientation: Relations with task and avoidance orientation, achievement, self-protections, anxiety. *Journal of Educational Psychology*, 89, 71-81.
- Sloan, R. B., y Wiggins, M. S. (2001). Motivational differences between American collegiate and professional football players. *International Sports Journal*, 5(1), 17-24.
- Smith, A. L. (2003). Peer relationships in physical activity contexts: a road less traveled in youth sport and exercise psychology research. *Psychology of Sport and Exercise*, 4, 25-39.
- Smith, M. D. (1979). Getting involved in sport: Sex differences. *International Review of Sport Sociology*, 14, 93-99.
- Snyder, E. E., y Klivin, J. E. (1975). Women athletes and aspects of psychological well-being and body image. *Research Quarterly*, 46, 191-199.
- Snyder, E. E., y Spreitzer, E. (1973). Family influence and involvement in sports. *Research Quarterly*, 49, 249-255.
- Snyder, E. E., y Spreitzer, E. (1975). Correlates of sport participation among adolescent girls. *Research Quarterly*, 46, 191-199.
- Solomon, M. A. (1996). Impact of Motivational Climate on Students Behaviors and Perceptions in a Physical Education Setting. *Journal of Educational Psychology*, 88, 731-736.
- Solomon, M. A., y Lee, A. M. (1997). Development of an instrument to assess cognitive processes in physical education classes. *Research Quarterly for Exercise and Sport*, 68, 142-160.
- Sonström, R. J. (1976). The validity of self-perceptions regarding physical and athletic ability. *Medicine and Science in Sports and Exercise*, 8, 126-132.
- Sonström, R. J. (1984). Exercise and self-esteem. *Exercise and Sport Sciences Reviews*, 12, 123-155.
- Sonström, R. J. (1997). The physical self-system: A mediator of exercise and self-esteem. En K. R. Fox (Ed.), *The physical self. From motivation to well-being*. Champaign, IL: Human Kinetics.
- Sonström, R. J., Speliotis, E. D., y Fava, J. L. (1992). Perceived physical competence in adults: an examination of the physical self-perception profile. *Journal of Sports and Exercise Psychology*, 14, 207–221.
- Sonström, R. J., y Morgan, W. P. (1989). Exercise and self-esteem: Rationale and model. *Medicine and Science in Sports and Exercise*, 21, 329-337.

- Spray, C. (2000). Predicting participation in non compulsory physical education: Do goal perspectives matter? *Perceptual and Motor Skills*, 90, 1207-1215.
- Spray, C. (2002). Motivational climate and perceived strategies to sustain pupils' discipline in physical education. *European Physical Education Review*, 8, 5-20.
- Spray, C. M., Biddle, S., y Fox, K. (1999). Achievement goals, beliefs about the causes of success and reported emotion in post-16 physical education. *Journal of Sport Sciences*, 17, 213-219.
- Spray, C. M., y Biddle, S. (1997). Achievement goals, beliefs about the causes of success and reported emotion among male and female sixth form students. *European Physical Education Review*, 3, 83-90.
- Spray, C., y Wang, C. K. (2001). Goal orientations, self-determination and pupils' discipline in physical education. *Journal of Sport Sciences*, 19, 903-913.
- Standage, M., Duda, J. L., y Ntoumanis, N. (2003). A model of contextual motivation in physical education: Using constructs from selfdetermination and achievement goal theories to predict physical activity intentions. *Journal of Educational Psychology*, 95, 97-110.
- Standage, M., Treasure, D. C., Duda, J. L., y Prusak, K. A. (2003). Validity, reliability, and invariance of the situational motivation scale (SIMS) across diverse physical activity contexts. *Journal of Sport and Exercise Psychology*, 25, 19-44.
- Standage, M., y Treasure, D. (2002). Relationship among achievement goal orientations and multidimensional situational motivation in physical education. *British Journal of Education Psychology*, 72, 87-103.
- Stein, R. J. (1996). Physical self-concept. En B. A. Bracken (Ed.), *Handbook of self-concept. Developmental, social and clinical consideration*. New York: Wiley.
- Steinberg, G. M., Singer, R. N., y Murphrey, M. (2000). The benefits to Sport Achievement when a multiple goal orientation is emphasized. *Journal of Sport Behavior*, 23, 407-422.
- Steinberg, G. M., y Maurer, M. (1999). Multiple goal strategy: Theoretical implications and practical approaches for motor skill instruction. *Journal of Physical Education, Recreation and Dance*, 70, 61-65.
- Steinberg, G., Grieve, F. G., y Glass, B. (2002). Achievement goals across the lifespan. *Journal of Sport Behavior*, 23, 298-306.
- Stenberg, T. H., y Hasbrook, C. A. (1987). Psychological characteristics and the criteria children's use for self-evaluation. *Journal of Sport Psychology*, 9, 208-221.
- Stewart, M. y Corbin, C. (1981). Feedback dependence among low confidente preadolescent boys and girls. *Research Quarterly for Exercise and Sport*, 59 (2), 160-164.

- Stormshak, E., Bierman, K., McMahon, R., y Lengua, L. (2000). Parenting practices and child disruptive behavior problems in early elementary school. *Journal of Clinical Child Psychology*, 29, 17-29.
- Suárez, M. (2004). Los castigos y otras estrategias disciplinarias vistos a través de los recuerdos escolares. *Revista de Educación*, 335, 429-443.
- Supaporn, S. (2000). High school students' perspectives about misbehavior. *Physical Educator*, 57, 124-135.
- Supaporn, S., Dodds, P., y Griffin, L. (2003). An ecological analysis of middle school misbehaviors through student and teacher perspectives. *The Journal of Teaching in Physical Education*, 22, 328-349.
- Swain, A. (1996). Social Loafing and Identifiability: The Mediating Role of Achievement Goal Orientations. *Research Quarterly for Exercise and Sport*, 67, 337-344.
- Swain, A., y Harwood, C. G. (1996). Antecedents of state goals in age group swimmers: An interactionist perspective. *Journal of Sport Sciences*, 14, 111-124.
- Taylor, C. B., Sallis, J. F., y Needle, R. (1985). The relation of physical activity and exercise to mental health. *Public Health Reports*, 100, 195-202.
- Theeboom, M., De Knop, P., y Weiss, M. R. (1995). Motivational climate, psychological responses, and motor skill development in children's sport: A field-based intervention study. *Journal of Sport and Exercise Psychology*, 17, 294-311.
- Thill, E., y Crevoisier, J. (1994). *Fondements théoriques d'un questionnaire de motivation pour footballeurs*. Paper presented at the International Congress of French Sport Psychology, Poitiers, France.
- Thill, E., y Cury, F. (2000). Learning to play golf under different goal conditions: Their effects on irrelevant thoughts and on subsequent control strategies. *European Journal of Social Psychology*, 30, 101-122.
- Thill, E., y Mouanda, J. (1990). Autonomy or control in the sports context: Validity of cognitive evaluation theory. *International Journal of Sport Psychology*, 21, 1-20.
- Thompson, A. M., y Chad, K. E. (2000). The relationship of pubertal status to body image, social physique anxiety, preoccupation with weight and nutritional status in young females. *Canadian Journal of Public Health*; 91, 207-211.
- Thompson, M., Alexyer, K., y Entwistle, D. (1988). Household composition, parental expectations, and school achievement. *Social Forces*, 67, 424-451.
- Thomson, J. K., Penner, L. A., y Atabe, M. N. (1990). Procedures, problems, and progress in the assessment of body images. En T. F. Cash, y T. Pruzinsky (Eds.), *Body images: Development, deviance, and change*. New York: Guilford
- Thorkildsen, T. A. (1988). Theories of education among academically precocious adolescents. *Contemporary Educational Psychology*, 13, 323-330.

- Todd, A. W., Hayghen, L., Yerson, K., y Spriggs, M. (2002). Teaching recess: Lowcost efforts producing effective results. *Journal of Positive Behavior Interventions*, 4, 46-52.
- Todorovich, J. R., y Curtner-Smith, M. D. (2002). Influence of the motivational climate in Physical Education on sixth grade pupils' goal orientations. *European Physical Education Review*, 8, 119-138.
- Todorovich, J. R., y Curtner-Smith, M. D. (2003). Influence of the motivational climate in Physical Education on third grade student task and ego orientations. *Journal of Classroom Interaction*, 38, 36-46.
- Tomás, I. (1998). *Equivalencia psicométrica de una traducción del cuestionario de autoconcepto físico PSDQ (Physical self-Description Questionnaire) al castellano*. Tesis Doctoral. Universidad de Valencia.
- Torrego, J. C., y Moreno, J. M. (1999). *La convivencia y la disciplina en los centros escolares*. Madrid: Federación de Enseñanza de Comisiones Obreras.
- Tousignant, M., y Siedentop, D. (1983). A qualitative analysis of task structures in required secondary physical education classes. *Journal of Teaching in Physical Education*, 3, 47-57.
- Treasure, C (2001). Enhancing young people's motivation in youth sport: An achievement goal approach. En G. C Roberts (Ed.), *Advances in motivation in sport and exercise* (pp.79-100). United States: Arizona State University. Human Kinetics.
- Treasure, D. (1997). Perceptions of the Motivational Climate and Elementary School Children's Cognitive and Affective Responses. *Journal of Sport and Exercise Psychology*, 19, 278-290.
- Treasure, D. C. (1993). *A social-cognitive approach to understanding children's achievement behavior, cognitions, and affect in competitive sport*. Unpublished doctoral dissertation, University of Illinois at Urbana-Champaign.
- Treasure, D. C. y Roberts, G. C. (1998). Relationship between female adolescent's achievement goal orientations, perceptions of the motivational climate, belief about success and sources of satisfaction in basketball. *International Journal of Sport Psychology*, 29, 211-230.
- Treasure, D. C., Carpenter, P. J., y Power, K. T. D. (2000). Relationship between achievement goal orientations and the perceived purposes of playing rugby union for professional and amateur players. *Journal of Sports Sciences*, 18, 571-577.
- Treasure, D. C., Duda, J. L., Hall, H. K., Roberts, G. C., Ames, C., y Maehr, M. L. (2001). Clarifying misconceptions and misrepresentations in achievement goal research in sport: a response to Harwood, Hardy and Swain. *Journal of Sport and Exercise Psychology*, 23, 317-329.

- Treasure, D. C., y Roberts, G. C. (1995). Applications of achievement goal theory to physical education: Implications for enhancing motivation. *Quest*, 47, 475-489.
- Treasure, D. C., y Roberts, G. C. (2001). Students' perceptions of the motivational climate, achievement beliefs and satisfaction in Physical Education. *Research Quarterly for Exercise and Sport*, 72, 165-75.
- Treasure, D., y Robert, G. C. (1994). Cognitive and affective concomitants of task and ego goal orientation, and affect in competitive sport. *Journal of Sport and Exercise Psychology*, 16, 15-28.
- Trew, K. J., Scully, D., Kremer, J., y Ogle, S. (1999). Sport, leisure and perceived self- competence among male and female adolescents. *European Physical Education Review*, 5, 53-74.
- Trickett, E. J., y Moos, R. H. (1973). Social environment of junior high and high school classrooms. *Journal of Educational Psychology*, 65, 93-102.
- Vallerand R. J., Deci, E. L., y Ryan, R. M. (1987). Intrinsic motivation in sport. En K. Pandolf (Ed.), *Exercise and Sport Science Reviews* (Vol. 15, pp. 389-425). New York: Macmillan.
- Vallerand, R. J. (1983). Effect of differential amounts of positive verbal feedback on the intrinsic motivation of male hockey players. *Journal of Sport Psychology*, 5, 100-107.
- Vallerand, R. J. (1996). *On the effects of success/failure on motivation at three levels of generality*. Unpublished raw data. Université du Québec à Montréal.
- Vallerand, R. J. (1997). Toward a Hierarchical Model of Intrinsic and Extrinsic Motivation. En M. P. Zanna (Ed.), *Advances in experimental social psychology* (Vol. 29, pp. 271-360). New York, San Diego: Academic Press.
- Vallerand, R. J. (2001). A hierarchical model of intrinsic and extrinsic motivation in sport and exercise. En G. C. Roberts (Ed.), *Advances in motivation in sport and exercise* (pp. 263-319). Champaign, IL: Human Kinetics.
- Vallerand, R. J., Blais, M. R., Brière, N. M., Pelletier, L. G., Senecal, N., y Vallières, E. F. (1992). The Academic Motivation Scale: A measure of intrinsic, extrinsic, and amotivation in education. *Educational and Psychological Measurement*, 52, 1003-1019.
- Vallerand, R. J., Blais, M. R., Brière, N. M., y Pelletier, L. G. (1989). Construction et validation de l'Echelle de motivation en éducation (EME). On the construction and validation of the French form of academic motivation scales. *Canadian Journal of Behavioral Science*, 21, 323-349.
- Vallerand, R. J., Chantal, Y., Guay, F., y Brunel, P. (2000). *From contextual motivation to situational motivation: A top-down analysis*. Manuscript submitted for publication.

- Vallerand, R. J., Deci, E. L., y Ryan, R. M. (1987). Intrinsic motivation in sport. En K. Pandolf (Ed.), *Exercise and Sport Science Reviews* (Vol. 15, pp. 389-425). New York: Macmillan.
- Vallerand, R. J., Gauvin, L., y Halliwell, W. R. (1986a). Effects of zero-sum competition on children's intrinsic motivation and perceived competence. *Journal of Social Psychology*, 126, 465-472.
- Vallerand, R. J., Pelletier, L. G., Blais, M. R., Brière, N. M., Senecal, C., y Vallières, E.F. (1993). On the assessment of intrinsic, extrinsic, and amotivation in education: evidence on the concurrent and construct validity of the Academic Motivation Scale. *Education and Psychological Measurement*, 53, 160-173.
- Vallerand, R. J., y Bissonnette, R. (1992). Intrinsic, extrinsic, and amotivational styles as predictors of behaviors: A prospective study. *Journal of Personality*, 60, 599-620.
- Vallerand, R. J., y Blanchard, C. (1998). Motivation et éducation permanente: Contributions du modèle hiérarchique de la motivation intrinséque et extrinsèque. *Éducation permanente*, 136, 15-36.
- Vallerand, R. J., y Fortier, M. S. (1998). Measures of intrinsic and extrinsic motivation in sport and physical activity: A review and critique. En J. L. Duda (Ed.), *Advances in sport and exercise psychology measurement* (pp. 81-101). Morgatown, WV: Fitness Information Technology.
- Vallerand, R. J., y Halliwell, W. R. (1986). Effects of zero-sum competition on children's intrinsic motivation and perceived competence. *The Journal of Social psychology*, 126, 465-472.
- Vallerand, R. J., y Losier, G. F. (1994). Self-determined motivation and sportsmanship orientations: An assessment of their temporal relationship. *Journal of Sport and Exercise Psychology*, 16, 229-245.
- Vallerand, R. J., y Pelletier, L. G. (1985). *Coaches' interpersonal styles, athletes' perceptions of their coaches' styles, and athletes' intrinsic motivation and perceived competence: Generalization to the world of swimming*. Paper presented at the annual conference of the Canadian Society for Psychomotor Learning and Sport Psychology, Montreal, Canada.
- Vallerand, R. J., y Rousseau, F. L. (2001). Intrinsic and extrinsic motivation in sport and exercise: A review using the hierarchical model of intrinsic and extrinsic motivation. En R. N. Singer, H. A. Hausenblas, y C. M. Janelle (Eds.), *Handbook of Sport Psychology* (2^a ed., pp. 389-416). New York: John Wiley & Sons.
- Vallerand, R.J., y Reid, G. (1990). Motivation and special populations: Theory, research, and implications regarding motor behavior. En G. Reid (Ed.), *Problems in movement control* (pp. 159–197). Elsevier Science Publishers.

- Van den Bergh, B. R. H., y Marcoen, A. (1999). Harter's Self-Perception Profile for Children: factor structure, reliability, and convergent validity in a Dutch-speaking Belgian sample of fourth, fifth and sixth graders. *Psychologica Belgica*, 39 (1), 29-47.
- Van Wersch, A., Trew, K., y Turner, I. (1992). Post-primary school pupils' interest in physical education: Age and gender differences. *British Journal of Educational Psychology*, 62, 56-72.
- Vealey, R.S. (1986). Conceptualization of sport-confidence and competitive orientation: Preliminary investigation and instrument development. *Journal of Sport Psychology*, 8, 221-246.
- Veroff, J., Atkinson, J., Feld, S., y Gurin, G. (1960). The use of thematic apperception to assess motivation in a nation wide interview study. *Psychological Monographs*, 74.
- Viciiana, J., Cervelló, E., Ramírez, J., San-Matías, J., y Requena, B. (2003). Influencia del feedback positivo y negativo en alumnos de secundaria sobre el clima ego-tarea percibido, la valoración de la Educación Física y la preferencia en la complejidad de las tareas de clase. *Motricidad*, 10, 99-116.
- Vlachopoulos, S. P., Karageorghis, C. I., y Terry, P. C. (2000). Motivation profiles in sport: A self-determination theory perspective. *Research Quarterly for Exercise and Sport*, 71, 387-397.
- Vlachopoulos, S., y Biddle, S. (1996). Achievement goal orientations and intrinsic motivation in a track and field event in school physical education. *European Physical Education Review*, 2, 158-164.
- Vlachopoulos, S., y Biddle, S. (1997). Modeling the relation of goal orientations to achievement-related affect in physical education: Does perceived ability matter?. *Journal of Sport and Exercise Psychology*, 19, 169-187.
- Walberg, H. (1968). Teacher personality and classroom climate. *Psychology in the Schools*, 5, 163-169.
- Wallhead, T., y Ntoumanidis, N. (2004). Effects of a Sport Education intervention on students' motivational responses in Physical Education. *Journal of Teaching in Physical Education*, 23 (1), <http://humankinetics.com/products/journal/index.cfm?id=JTPE>
- Walling, M. D., Duda, J. L., y Chi, L. (1993). The perceived motivational climate in sport questionnaire: Construct and predictive validity. *Journal of Sport and Exercise Psychology*, 15, 172-183.
- Walling, M. D., y Duda, J. L. (1995). Goals and their association with beliefs about success in and perceptions of the purpose of physical education. *Journal of Teaching Physical Education*, 14, 140-156.

- Walsh, J., Crocker, P. R. E., y Bouffard, M. (1992). The effects of perceived competence an goal orientation on affect and task persistence in a physical activity skill. *Australian Journal of Science and Medicine in Sport*, 24, 86-90.
- Walters, S. T., y Martin, J. E. (2000). Does aerobic exercise really enhance self-esteem in children? A prospective evaluation in 3rd - 5th graders. *Journal of Sport Behavior*, 23 (1), 51-60.
- Wan, F., y Salili, F. (1996). Perceived effectiveness of reward and punishment strategies by Hong Kong secondary school students, Psychologia. *International Journal of Psychology in the Orient*, 39 (4), 261–275. PsycINFO 1997-07505007.
- Wang, C. K. J., Chatzisarantis, N. L. D., Spray, C. M., y Biddle, S. (2002). Achievement goal profiles in school physical education: Differences in self-determination, sport ability beliefs, and physical activity. *British Journal of Educational Psychology*, 72, 433-445.
- Wang, C. K. J., y Biddle, S. (2001). Young people's motivational profiles in physical activity: A cluster analysis. *Journal of Sport and Exercise Psychology*, 23, 1-22.
- Weigand, D. A., Carr, S., Petherick, C., y Taylor A. (2001). Motivational climate in Sport and Physical Education: The role of significant others. *European Journal of Sport Science*, 1 (4), <http://humankinetics.com/products/journal/index.cfm?id=EJSS>
- Weigand, D. A., y Burton, S. (2002). Manipulating achievement motivation in Physical Education by manipulating the motivational climate. *European Journal of Sport Science*, 2 (1), 1-14.
- Weinberg, R. S., y Ragan, J. (1979). Effects of competition, succes/failure, and sex on intrinsic motivation. *Research Quarterly*, 50, 503-510.
- Weiss, M. R. (1993). Psychological skill development in children and adolescents. *The Sport Psychologist*, 5, 335-354.
- Weiss, M. R. (2000). Motivating kids in physical activity. *President's Council on Physical Fitness and Sport Research Digests*, 3 (11), 1-8.
- Weiss, M. R. y Ebbeck, V. (1996). Self-esteem and perceptions of competence in youth sport: Theory, research, and enhancement strategies. En O. Bar-Or (Ed.), *The encyclopaedia of sports medicine, Volume VI: The child and adolescent athlete* (pp. 364-382). Oxford: Blackwell Science Ltd.
- Weiss, M. R., Bredemeier, B. J., y Shewchuk, R. M. (1986). The dynamics of perceived competence, perceived control, and motivational orientation in youth sports. En M. R. Weiss, y D. Gould (Eds.), *Sport for children and youths* (pp. 89-101), Champaign, IL: Human Kinetics.
- Weiss, M. R., McAuley, E., Ebbeck, V., y Wiese, D. M. (1990). Self-esteem and casual attributions for children's physical and social competence in sport. *Journal of Sport and Exercise Psychology*, 12, 21-36.

- Weiss, M. R., y Amorose, A. J. (2005). Children's self-perceptions in the physical domain: Between- and within- age variability in level, accuracy, and sources of perceived competence. *Journal of Sport and Exercise Psychology*, 2, 226-244.
- Weiss, M. R., y Chaumenton, N. (1992). Motivational orientations in sport. En T. Horn (Ed.), *Advances in sport psychology* (pp. 61-99). Champaign, IL: Human Kinetics.
- Weiss, M. R., y Duncan, S. C. (1992). The relationship between physical competence and peer acceptance in the context of children's sport participation. *Journal of Sport and Exercise Psychology*, 14, 177-191.
- Weiss, M. R., y Ferrer-Caja, E. (2002). Motivational orientations and sport behavior. En T. S. Horn (Eds.), *Advances in sport psychology* (pp. 101-183). Champaign, IL: Human Kinetics.
- Welk, G. J., y Eklund, B. (2005). Validation of the children and youth physical self perceptions profile for young children. *Psychology of Sport & Exercise* 6, 51-65.
- Wheldall, K., y Merrett, F. (1988). Which classroom behaviors fo primary school teachers say they find most troublesome? *Education Review*, 40, 13-27.
- White, S. A. (1959). Motivation reconsidered: The concept of competence. *Psychological Review*, 66, 297-333.
- White, S. A. (1998). Adolescent goal profiles, perceptions of the parent-initiated motivational climate, and competitive trait anxiety. *The Sport Psychologist*, 12, 16-28.
- White, S. A. y Guest, S. M. (en prensa). The relationship between goal orientation and perceptions of the motivational climate created by significant others. *Journal of Sport and Exercise Psychology*.
- White, S. A., Duda, J. L., y Hart, S. (1992). An exploratory examination of the parent-initiated motivational climate questionnaire. *Perceptual and Motor Skills*, 75, 875-880.
- White, S. A., Kavassanu, M., y Guest, S. M. (1998). Goal orientations and perceptions of the motivational climate created by significant others. *European Journal of Physical Education*, 2, 25-49.
- White, S. A., y Duda, J. L. (1994). The relationship of gender, level of sport involvement, and participation motivation to task and ego orientation. *International Journal of Sport Psychology*, 25, 4-18.
- White, S. A., y Zellner, S. R. (1996). The relationship between goal orientation, beliefs about the causes of sport success, and trait anxiety among high school, intercollegiate, and recreational sport participants. *The Sport Psychologist*, 10, 58-72.

- White, S.A. (1996). Assessing the predictive validity of the parent-initiated motivational climate questionnaire to goal orientation in female volleyball players. *Pediatric Exercise Science*, 8, 122-129.
- Whitehead, J. R., y Corbin, C. B. (1997). Self-esteem in children and youth: The role of sport and physical education. En K. R. Fox (Ed.), *The physical self: From motivation to web-being*. Champaign, IL: Human Kinetics.
- Williams, L. (1998). Contextual influences and goal perspectives among female youth sport participants. *Research Quarterly for Exercise and Sport*, 69, 47-57.
- Wilson, P. M., Rodgers, W. M., Fraser, S. N., y Murray, T. C. (2004). Relationships between exercise regulations and motivational consequences in university students. *Research Quarterly for Exercise and Sport*, 75, 81-91.
- Xiang, P. Bruene, A., y McBride, R. E. (2004). Using achievement goal theory to assess an elementary physical education running program. *Journal of School Health*, 74, 220-225.
- Xiang, P. Lee, A., y Williamson, L. (2001). Conceptions of ability in physical education: children and adolescents. *Journal of Teaching in Physical Education*, 20, 282-294.
- Xiang, P., McBride, R., y Guan, J. (2004). Children's motivation in elementary physical education: a longitudinal study. *Research Quarterly for Exercise and Sport*, 75, 71-80.
- Xiang, P., y Cunningham, G. (2005). Achievement goals, perceived motivational climate, and their relations to students'satisfaction with physical activity. *Research Quarterly for Exercise and Sport*, 76, 96.
- Xiang, P., y Lee, A. (1998). The development of self-perceptions of ability and achievement goals and their relations in physical education. *Research Quarterly for Exercise and Sport*, 69, 231-241.
- Xiang, P., y Lee, A. (2002). Achievement goals, perceived motivational climate, and students' self- reported mastery behaviors. *Research Quarterly for Exercise and Sport*, 73, 58-65.
- Yoo, J. (1997). Motivational and behavioral concomitants of goal orientation and motivational climate in the physical education context. En R. Lidor, y M. Bar-Eli (Eds.), *Innovations in sport psychology: Linking theory and practice*. Proceedings of the IX World Congress in Sport Psychology (Part II) (pp. 773-775). Netanya, Israel: Ministry of Education, Culture and Sport.
- Zahariadis, P. N., y Biddle, S. (2000). Goal orientations and participation motives in physical education and sport: Their relationships in English schoolchildren. *Athletic Insight, The Online Journal of Sport Psychology*, 2 (1). Obtenido el 30 de marzo de 2005 desde http://www.athleticinsight.com/Vol2Iss1/English_Children.htm

- Zion, L. (1965). Body concept as it relates to self-concept. *Research Quarterly*, 36, 490-495.
- Zounhia, K., Hatziharistos, D. & Emmanouel, K. (2003). Greek Secondary School Pupils' Perceived Reasons for Behaving Appropriately and Perceived Teachers' Strategies to Maintain Discipline. *Educational Review*, 55, 289-303.
- Zulaika, L. M. (1999b). Educación física y mejora del autoconcepto. Revisión de la investigación. *Revista de psicodidáctica*, 8, 101-120.