

Antonio Valle

List of Publications by Year in descending order

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Version: 2024-02-01

97
papers

2,270
citations

257357

24
h-index

289141

40
g-index

107
all docs

107
docs citations

107
times ranked

1534
citing authors

#	ARTICLE	IF	CITATIONS
1	Multiple goals, motivation and academic learning. <i>British Journal of Educational Psychology</i> , 2003, 73, 71-87.	1.6	122
2	Relationships between perceived parental involvement in homework, student homework behaviors, and academic achievement: differences among elementary, junior high, and high school students. <i>Metacognition and Learning</i> , 2015, 10, 375-406.	1.3	108
3	Teachers' Feedback on Homework, Homework-Related Behaviors, and Academic Achievement. <i>Journal of Educational Research</i> , 2015, 108, 204-216.	0.8	94
4	Coping Strategies and Self-Efficacy in University Students: A Person-Centered Approach. <i>Frontiers in Psychology</i> , 2020, 11, 841.	1.1	90
5	Profiles of Psychological Well-being and Coping Strategies among University Students. <i>Frontiers in Psychology</i> , 2016, 7, 1554.	1.1	83
6	Multiple-goal pursuit and its relation to cognitive, self-regulatory, and motivational strategies. <i>British Journal of Educational Psychology</i> , 2001, 71, 561-572.	1.6	82
7	Academic Procrastination: Associations with Personal, School, and Family Variables. <i>Spanish Journal of Psychology</i> , 2009, 12, 118-127.	1.1	70
8	Title is missing!. <i>Research in Higher Education</i> , 2003, 44, 557-580.	1.0	67
9	Homework and academic achievement across Spanish Compulsory Education. <i>Educational Psychology</i> , 2015, 35, 726-746.	1.2	66
10	Enhancing self-regulation and approaches to learning in first-year college students: a narrative-based programme assessed in the Iberian Peninsula. <i>European Journal of Psychology of Education</i> , 2010, 25, 411-428.	1.3	56
11	Grade level, study time, and grade retention and their effects on motivation, self-regulated learning strategies, and mathematics achievement: a structural equation model. <i>European Journal of Psychology of Education</i> , 2013, 28, 1311-1331.	1.3	54
12	Implementation of training programs in self-regulated learning strategies in Moodle format: results of a experience in higher education. <i>Psicothema</i> , 2011, 23, 274-81.	0.7	52
13	Subgroups of Attributional Profiles in Students with Learning Difficulties and Their Relation to Self-Concept and Academic Goals. <i>Learning Disabilities Research and Practice</i> , 2005, 20, 86-97.	0.9	47
14	Eudaimonic Well-Being and Coping with Stress in University Students: The Mediating/Moderating Role of Self-Efficacy. <i>International Journal of Environmental Research and Public Health</i> , 2019, 16, 48.	1.2	46
15	Homework purposes, homework behaviors, and academic achievement. Examining the mediating role of students' perceived homework quality. <i>Contemporary Educational Psychology</i> , 2018, 53, 168-180.	1.6	44
16	Perceived Stress and Indicators of Burnout in Teachers at Portuguese Higher Education Institutions (HEI). <i>International Journal of Environmental Research and Public Health</i> , 2020, 17, 3248.	1.2	43
17	Academic Goals and Learning Quality in Higher Education Students. <i>Spanish Journal of Psychology</i> , 2009, 12, 96-105.	1.1	42
18	Teacher self-efficacy and its relationship with students' affective and motivational variables in higher education. <i>European Journal of Education and Psychology</i> , 2014, 7, 107.	1.5	38

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19	The relationship between approaches to teaching and approaches to studying: a two-level structural equation model for biology achievement in high school. <i>Metacognition and Learning</i> , 2013, 8, 47-77.	1.3	37
20	Perfiles motivacionales y diferencias en variables afectivas, motivacionales y de logro. <i>Universitas Psychologica</i> , 2010, 9, 109-121.	0.6	37
21	How Do Student Prior Achievement and Homework Behaviors Relate to Perceived Parental Involvement in Homework?. <i>Frontiers in Psychology</i> , 2017, 8, 1217.	1.1	31
22	Homework Motivation and Engagement throughout Compulsory Education // La motivaci3n e implicaci3n en los deberes escolares a lo largo de la escolaridad obligatoria. <i>Revista De Psicodidactica</i> , 2014, 20, 47-63.	0.4	31
23	Deberes escolares y rendimiento acad3mico en Educaci3n Primaria. <i>Anales De Psicologia</i> , 2015, 31, 562.	0.3	29
24	Gender Differences in Mathematics Motivation: Differential Effects on Performance in Primary Education. <i>Frontiers in Psychology</i> , 2019, 10, 3050.	1.1	28
25	Academic Goals, Student Homework Engagement, and Academic Achievement in Elementary School. <i>Frontiers in Psychology</i> , 2016, 7, 463.	1.1	26
26	Las creencias motivacionales como factor protector del estr3s en estudiantes universitarios. <i>European Journal of Education and Psychology</i> , 2010, 3, 75.	1.5	26
27	El papel mediador de la autoeficacia y la utilidad entre el conocimiento y el uso de estrategias de autorregulaci3n del aprendizaje. <i>Revista De Psicodidactica</i> , 2019, 24, 1-8.	0.4	25
28	Self-regulated profiles and academic achievement. <i>Psicothema</i> , 2008, 20, 724-31.	0.7	25
29	Implicaci3n familiar, autoconcepto del adolescente y rendimiento acad3mico. <i>European Journal of Investigation in Health, Psychology and Education</i> , 2015, 5, 293.	1.1	24
30	Factorial invariance and latent mean differences of scores on the achievement goal tendencies questionnaire across gender and age in a sample of Spanish students. <i>Learning and Individual Differences</i> , 2011, 21, 138-143.	1.5	22
31	Motivational profiles as a combination of academic goals in higher education. <i>Educational Psychology</i> , 2015, 35, 634-650.	1.2	22
32	Student Perception of Teacher and Parent Involvement in Homework and Student Engagement: The Mediating Role of Motivation. <i>Frontiers in Psychology</i> , 2019, 10, 1384.	1.1	22
33	Performance and well-being of native and immigrant students. Comparative analysis based on PISA 2018. <i>Journal of Adolescence</i> , 2020, 85, 96-105.	1.2	22
34	School Engagement, Academic Achievement, and Self-Regulated Learning. <i>Sustainability</i> , 2021, 13, 3011.	1.6	22
35	Student, Teacher, and School Context Variables Predicting Academic Achievement in Biology: Analysis from a Multilevel Perspective // Variables del estudiante, del profesor y del contexto en la predicci3n del rendimiento acad3mico en Biolog3a: An3lisis <i>Revista De Psicodidactica</i> , 2013, 19, 145-172.	0.4	22
36	Predicting approach to homework in Primary school students. <i>Psicothema</i> , 2015, 27, 334-40.	0.7	22

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37	Validity Evidence based on Internal Structure of Scores on the Spanish Version of the Self-Description Questionnaire-II. Spanish Journal of Psychology, 2012, 15, 388-398.	1.1	21
38	An explanatory model of maths achievement: Perceived parental involvement and academic motivation. Psicothema, 2017, 29, 184-190.	0.7	20
39	Reliability and validity evidence of scores on the Achievement Goal Tendencies Questionnaire in a sample of Spanish students of compulsory secondary education. Psychology in the Schools, 2009, 46, 1048-1060.	1.1	19
40	Promoting Gypsy children's behavioural engagement and school success: Evidence from a four-wave longitudinal study. British Educational Research Journal, 2017, 43, 554-571.	1.4	18
41	Approaches to Teaching in High School when Considering Contextual Variables and Teacher Variables // Enfoques de enseñanza en Bachillerato en función de variables contextuales y del docente. Revista De Psicodidactica, 2013, 18, 25-45.	0.4	18
42	Conducta prosocial y motivación académica en estudiantes españoles de educación secundaria obligatoria. Universitas Psychologica, 2011, 10, 451-465.	0.6	17
43	Sociodemographic Characteristics and Stress of People from Spain Confined by COVID-19. European Journal of Investigation in Health, Psychology and Education, 2020, 10, 1095-1105.	1.1	17
44	Goal Orientation Profiles and Self-Concept of Secondary School Students // Perfiles de orientaciones de metas y autoconcepto de estudiantes de Educación Secundaria. Revista De Psicodidactica, 2014, 20, 99-116.	0.4	17
45	COVID-19 Lockdown: Key Factors in Citizens' Stress. Frontiers in Psychology, 2021, 12, 666891.	1.1	16
46	Coping flexibility and eudaimonic wellbeing in university students. Scandinavian Journal of Psychology, 2018, 59, 433-442.	0.8	14
47	Diferencias en rendimiento académico según los niveles de las estrategias cognitivas y de las estrategias de autorregulación. Summa Psychologica UST, 2013, 6, 31-42.	0.0	14
48	Are teachers' approaches to teaching responsive to individual student variation? A two-level structural equation modeling. European Journal of Psychology of Education, 2014, 29, 577-601.	1.3	13
49	Relationship Between Students' Prior Academic Achievement and Homework Behavioral Engagement: The Mediating/Moderating Role of Learning Motivation. Frontiers in Psychology, 2019, 10, 1047.	1.1	13
50	Implicación y motivación hacia los deberes escolares en los estudiantes de Primaria según el rendimiento académico y el curso. European Journal of Investigation in Health, Psychology and Education, 2015, 5, 345.	1.1	13
51	Time spent and time management in homework in elementary school students: A person-centered approach. Psicothema, 2019, 31, 422-428.	0.7	12
52	Family involvement, adolescent self-concept and academic achievement. European Journal of Investigation in Health, Psychology and Education, 2015, 5, 293-311.	1.1	12
53	Success in Mathematics and Academic Wellbeing in Primary-School Students. Sustainability, 2020, 12, 3796.	1.6	11
54	Metas Académicas y Estrategias Motivacionales de Autoprotección. Electronic Journal of Research in Educational Psychology, 2017, 5, .	0.2	11

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55	Multiple Goals Perspective in Adolescent Students With Learning Difficulties. <i>Learning Disability Quarterly</i> , 2011, 34, 273-286.	0.9	9
56	Homework Involvement and Academic Achievement of Native and Immigrant Students. <i>Frontiers in Psychology</i> , 2016, 7, 1517.	1.1	9
57	Academic Goals and Self-Handicapping Strategies in University Students. <i>Spanish Journal of Psychology</i> , 2016, 19, E24.	1.1	9
58	The relationship between self-esteem and self-worth protection strategies in university students. <i>Personality and Individual Differences</i> , 2016, 88, 236-241.	1.6	9
59	Motivational profiles in high school students: Differences in behavioural and emotional homework engagement and academic achievement. <i>International Journal of Psychology</i> , 2018, 53, 449-457.	1.7	8
60	Mediating Role of Self-efficacy and Usefulness Between Self-regulated Learning Strategy Knowledge and its Use. <i>Revista De Psicodidáctica (English Ed)</i> , 2019, 24, 1-8.	0.5	8
61	Un modelo cognitivo-motivacional explicativo del rendimiento académico en la universidad. <i>Estudios De Psicología</i> , 1999, 20, 77-100.	0.1	7
62	Family involvement, adolescent self-concept and academic achievement. <i>European Journal of Investigation in Health, Psychology and Education</i> , 2015, 5, 293-311.	1.1	7
63	Changes in involvement in homework throughout compulsory secondary education / <i>Cambios en la implicación en los deberes escolares a lo largo de la Educación Secundaria Obligatoria</i>. <i>Cultura Y Educación</i> , 2017, 29, 254-278.	0.2	7
64	Multiple Goals and Homework Involvement in Elementary School Students. <i>Spanish Journal of Psychology</i> , 2015, 18, E81.	1.1	6
65	Niveles de rendimiento académico e implicación en los deberes escolares en estudiantes españoles de Educación Secundaria. <i>European Journal of Education and Psychology</i> , 2018, 11, 19.	1.5	6
66	Defensive pessimism, self-esteem and achievement goals: A person-centered approach. <i>Psicothema</i> , 2018, 30, 53-58.	0.7	6
67	Olhares de género face à matemática: uma investigação sobre o ensino obrigatório espanhol. <i>Estudos De Psicologia (Natal)</i> , 2006, 11, 135-141.	0.0	5
68	Incidencia de las metas académicas del alumnado de secundaria en su gestión motivacional. <i>Aula Abierta</i> , 2016, 44, 83-90.	0.3	5
69	Perceived parental involvement and student engagement with homework in secondary school: The mediating role of self-handicapping. <i>Current Psychology</i> , 2023, 42, 4350-4361.	1.7	5
70	Perfiles motivacionales, implicación y ansiedad ante los deberes escolares y rendimiento académico en estudiantes de Educación Secundaria Obligatoria. <i>Revista De Estudios E Investigación En Psicología Y Educación</i> , 0, , 093-096.	0.1	5
71	Rendimiento Previo e Implicación en los Deberes Escolares de los Estudiantes de los Últimos Cursos de Educación Primaria. <i>Psicología Educativa</i> , 0, , 000-000.	0.5	5
72	Homework involvement and motivation in elementary school students according to academic achievement and grade. <i>European Journal of Investigation in Health, Psychology and Education</i> , 2015, 5, 345-355.	1.1	5

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73	Burnout among Teachers in Higher Education: An Empirical Study of Higher Education Institutions in Portugal. <i>The International Journal of Management Science and Business Administration</i> , 2020, 6, 7-15.	0.3	5
74	Perceived Competence and Intrinsic Motivation in Mathematics: Exploring Latent Profiles. <i>Sustainability</i> , 2021, 13, 8707.	1.6	4
75	Relaciones entre conducta agresiva y metas académicas: estudio con una muestra de estudiantes españoles de Educación Secundaria Obligatoria. <i>Universitas Psychologica</i> , 2013, 11, 1315.	0.6	4
76	¿Es diferente la implicación en los deberes escolares según el rendimiento académico de los estudiantes? Is the homework involvement different at different levels of academic achievement of students?. <i>Revista De Estudios E Investigación En Psicología Y Educación</i> , 2015, 2, 80-85.	0.1	4
77	Homework involvement and motivation in elementary school students according to academic achievement and grade. <i>European Journal of Investigation in Health, Psychology and Education</i> , 2015, 5, 345-355.	1.1	4
78	Bienestar emocional de los estudiantes universitarios: el papel de la orientación a metas y las percepciones de control. <i>Publicaciones De La Facultad De Educación Y Humanidades Del Campus De Melilla</i> , 2018, 48, .	0.4	4
79	Metas académicas y estrategias de aprendizaje en estudiantes universitarios. <i>Psicología Escolar E Educativa</i> , 2007, 11, 31-40.	0.3	3
80	Perfiles motivacionales en estudiantes españoles de Educación Secundaria Obligatoria: Análisis diferencial en autoatribuciones académicas. <i>Anales De Psicología</i> , 2015, 31, 579.	0.3	3
81	Actitudes hacia las matemáticas en estudiantes de Educación Primaria: Diferencias en función del curso y del género. <i>European Journal of Investigation in Health, Psychology and Education</i> , 2016, 6, 119.	1.1	3
82	Metas Académicas: Perspectiva Histórica y Conceptual e Implicaciones Educativas. <i>Electronic Journal of Research in Educational Psychology</i> , 2017, 7, .	0.2	3
83	Rendimiento académico, enfoques de trabajo e implicación en los deberes escolares. <i>Magis</i> , 2017, 10, 123.	0.6	2
84	MITCA HOMEWORK IMPLEMENTATION METHOD. , 2021, , .		2
85	Ecológicas de aprendizaje y motivación del profesorado universitario de Ciencias de la Salud. <i>Educación XXI</i> , 2021, 24, .	0.3	2
86	Attitudes towards math in primary school students: Differences depending on the grade and gender. <i>European Journal of Investigation in Health, Psychology and Education</i> , 2016, 6, 119-132.	1.1	2
87	DIFERENCIAS EN LA IMPLICACIÓN EN LOS DEBERES ESCOLARES EN FUNCIÓN DEL RENDIMIENTO ACADÉMICO EN ESTUDIANTES DE PRIMARIA. <i>International Journal of Developmental and Educational Psychology Revista INFAD De Psicología</i> , 2017, 7, 437.	0.0	2
88	Enfoques de trabajo e implicación en los deberes escolares en estudiantes de Educación Primaria. <i>Revista De Estudios E Investigación En Psicología Y Educación</i> , 0, , 090-092.	0.1	1
89	Differences in the perception of parental involvement in homework depending on the level of student motivation. <i>European Journal of Investigation in Health, Psychology and Education</i> , 2015, 5, 313-323.	1.1	1
90	MOTIVACIÓN E IMPLICACIÓN EN LOS DEBERES ESCOLARES: DIFERENCIAS EN FUNCIÓN DEL RENDIMIENTO ACADÉMICO Y DEL CURSO. <i>International Journal of Developmental and Educational Psychology Revista INFAD De Psicología</i> , 2017, 7, 425.	0.0	1

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91	Perfiles motivacionales como combinaci3n de expectativas de autoeficacia y metas acad3micas en estudiantes universitarios. European Journal of Education and Psychology, 2018, 8, 1.	1.5	1
92	Un estudio comparativo de los deberes escolares en el alumnado extranjero y no extranjero. Estudios Pedagogicos, 2021, 47, 53-78.	0.1	0
93	Attitudes towards math in primary school students: Differences depending on the grade and gender. European Journal of Investigation in Health, Psychology and Education, 2016, 6, 119-132.	1.1	0
94	Incidence of academic targets of secondary school pupils in their motivational management. Aula Abierta, 2017, 44, 83.	0.3	0
95	INVOLVEMENT OF ATTENTION AND WORKING MEMORY OF CHILDREN WITH ADHD IN SCHOOL-AGE. , 2019, , .		0
96	INVOLVEMENT IN HOMEWORK THROUGHOUT THE GRADE LEVELS IN SECONDARY EDUCATION. , 2019, , .		0
97	Estratexias educativas e procedimientos de avaliaci3n na universidade. , 2021, , .		0