

# 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	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
2	Un estudio comparativo de los deberes escolares en el alumnado extranjero y no extranjero. <i>Estudios Pedagogicos</i> , 2021, 47, 53-78.	0.1	0
3	MITCA HOMEWORK IMPLEMENTATION METHOD. , 2021, , .		2
4	School Engagement, Academic Achievement, and Self-Regulated Learning. <i>Sustainability</i> , 2021, 13, 3011.	1.6	22
5	Ecologías de aprendizaje y motivación del profesorado universitario de Ciencias de la Salud. <i>Educación XXI</i> , 2021, 24, .	0.3	2
6	COVID-19 Lockdown: Key Factors in Citizens' Stress. <i>Frontiers in Psychology</i> , 2021, 12, 666891.	1.1	16
7	Perceived Competence and Intrinsic Motivation in Mathematics: Exploring Latent Profiles. <i>Sustainability</i> , 2021, 13, 8707.	1.6	4
8	Estrategias educativas e procedimientos de evaluación na universidade. , 2021, , .		0
9	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
10	Sociodemographic Characteristics and Stress of People from Spain Confined by COVID-19. <i>European Journal of Investigation in Health, Psychology and Education</i> , 2020, 10, 1095-1105.	1.1	17
11	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
12	Success in Mathematics and Academic Wellbeing in Primary-School Students. <i>Sustainability</i> , 2020, 12, 3796.	1.6	11
13	Coping Strategies and Self-Efficacy in University Students: A Person-Centered Approach. <i>Frontiers in Psychology</i> , 2020, 11, 841.	1.1	90
14	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
15	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
16	Relationship Between Students' Prior Academic Achievement and Homework Behavioral Engagement: The Mediating/Moderating Role of Learning Motivation. <i>Frontiers in Psychology</i> , 2019, 10, 1047.	1.1	13
17	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
18	El papel mediador de la autoeficacia y la utilidad entre el conocimiento y el uso de estrategias de autorregulación del aprendizaje. <i>Revista De Psicodidactica</i> , 2019, 24, 1-8.	0.4	25

#	ARTICLE	IF	CITATIONS
19	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
20	Gender Differences in Mathematics Motivation: Differential Effects on Performance in Primary Education. <i>Frontiers in Psychology</i> , 2019, 10, 3050.	1.1	28
21	Time spent and time management in homework in elementary school students: A person-centered approach. <i>Psicothema</i> , 2019, 31, 422-428.	0.7	12
22	INVOLVEMENT OF ATTENTION AND WORKING MEMORY OF CHILDREN WITH ADHD IN SCHOOL-AGE. , 2019, , .		0
23	INVOLVEMENT IN HOMEWORK THROUGHOUT THE GRADE LEVELS IN SECONDARY EDUCATION. , 2019, , .		0
24	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
25	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
26	Coping flexibility and eudaimonic well-being in university students. <i>Scandinavian Journal of Psychology</i> , 2018, 59, 433-442.	0.8	14
27	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
28	Bienestar emocional de los estudiantes universitarios: el papel de la orientación a metas y las percepciones de control. <i>Publicaciones De La Facultad De Educacion Y Humanidades Del Campus De Melilla</i> , 2018, 48, .	0.4	4
29	Defensive pessimism, self-esteem and achievement goals: A person-centered approach. <i>Psicothema</i> , 2018, 30, 53-58.	0.7	6
30	Perfiles motivacionales como combinación de expectativas de autoeficacia y metas académicas en estudiantes universitarios. <i>European Journal of Education and Psychology</i> , 2018, 8, 1.	1.5	1
31	Changes in involvement in homework throughout compulsory secondary education / Cambios en la implicación en los deberes escolares a lo largo de la Educación Secundaria Obligatoria. <i>Cultura Y Educación</i> , 2017, 29, 254-278.	0.2	7
32	Promoting Gypsy children's behavioural engagement and school success: Evidence from a four-wave longitudinal study. <i>British Educational Research Journal</i> , 2017, 43, 554-571.	1.4	18
33	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
34	Rendimiento académico, enfoques de trabajo e implicación en los deberes escolares. <i>Magis</i> , 2017, 10, 123.	0.6	2
35	Metas Académicas y Estrategias Motivacionales de Autoprotección. <i>Electronic Journal of Research in Educational Psychology</i> , 2017, 5, .	0.2	11
36	An explanatory model of maths achievement: Perceived parental involvement and academic motivation. <i>Psicothema</i> , 2017, 29, 184-190.	0.7	20

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37	Incidence of academic targets of secondary school pupils in their motivational management. <i>Aula Abierta</i> , 2017, 44, 83.	0.3	0
38	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
39	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
40	Metas Académicas: Perspectiva Histórica y Conceptual e Implicaciones Educativas. <i>Electronic Journal of Research in Educational Psychology</i> , 2017, 7, .	0.2	3
41	Academic Goals, Student Homework Engagement, and Academic Achievement in Elementary School. <i>Frontiers in Psychology</i> , 2016, 7, 463.	1.1	26
42	Homework Involvement and Academic Achievement of Native and Immigrant Students. <i>Frontiers in Psychology</i> , 2016, 7, 1517.	1.1	9
43	Profiles of Psychological Well-being and Coping Strategies among University Students. <i>Frontiers in Psychology</i> , 2016, 7, 1554.	1.1	83
44	Academic Goals and Self-Handicapping Strategies in University Students. <i>Spanish Journal of Psychology</i> , 2016, 19, E24.	1.1	9
45	Incidencia de las metas académicas del alumnado de secundaria en su gestión motivacional. <i>Aula Abierta</i> , 2016, 44, 83-90.	0.3	5
46	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
47	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
48	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
49	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	0
50	Multiple Goals and Homework Involvement in Elementary School Students. <i>Spanish Journal of Psychology</i> , 2015, 18, E81.	1.1	6
51	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
52	Deberes escolares y rendimiento académico en Educación Primaria. <i>Anales De Psicología</i> , 2015, 31, 562.	0.3	29
53	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
54	Homework and academic achievement across Spanish Compulsory Education. <i>Educational Psychology</i> , 2015, 35, 726-746.	1.2	66

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55	Motivational profiles as a combination of academic goals in higher education. <i>Educational Psychology</i> , 2015, 35, 634-650.	1.2	22
56	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
57	Teachers' Feedback on Homework, Homework-Related Behaviors, and Academic Achievement. <i>Journal of Educational Research</i> , 2015, 108, 204-216.	0.8	94
58	¿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
59	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
60	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
61	Implicación familiar, autoconcepto del adolescente y rendimiento académico. <i>European Journal of Investigation in Health, Psychology and Education</i> , 2015, 5, 293.	1.1	24
62	Implicación y motivación hacia los deberes escolares en los estudiantes de Primaria según el rendimiento académico y el curso. <i>European Journal of Investigation in Health, Psychology and Education</i> , 2015, 5, 345.	1.1	13
63	Predicting approach to homework in Primary school students. <i>Psicothema</i> , 2015, 27, 334-40.	0.7	22
64	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
65	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	12
66	Are teachers' approaches to teaching responsive to individual student variation? A two-level structural equation modeling. <i>European Journal of Psychology of Education</i> , 2014, 29, 577-601.	1.3	13
67	Goal Orientation Profiles and Self-Concept of Secondary School Students // Perfiles de orientaciones de metas y autoconcepto de estudiantes de Educación Secundaria. <i>Revista De Psicodidáctica</i> , 2014, 20, 99-116.	0.4	17
68	Homework Motivation and Engagement throughout Compulsory Education // La motivación e implicación en los deberes escolares a lo largo de la escolaridad obligatoria. <i>Revista De Psicodidáctica</i> , 2014, 20, 47-63.	0.4	31
69	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
70	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
71	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
72	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

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73	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
74	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 predicción del rendimiento académico en Biología: Análisis .... Revista De Psicodidactica, 2013, 19, 145-172.	0.4	22
75	Diferencias en rendimiento académico según los niveles de las estrategias cognitivas y de las estrategias de autorregulación. Summa Psicológica UST, 2013, 6, 31-42.	0.0	14
76	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
77	Factorial invariance and latent mean differences of scores on the achievement goal tendencies questionnaire across gender and age in a sample of Spanish students. Learning and Individual Differences, 2011, 21, 138-143.	1.5	22
78	Conducta prosocial y motivación académica en estudiantes españoles de educación secundaria obligatoria. Universitas Psychologica, 2011, 10, 451-465.	0.6	17
79	Multiple Goals Perspective in Adolescent Students With Learning Difficulties. Learning Disability Quarterly, 2011, 34, 273-286.	0.9	9
80	Implementation of training programs in self-regulated learning strategies in Moodle format: results of a experience in higher education. Psicothema, 2011, 23, 274-81.	0.7	52
81	Enhancing self-regulation and approaches to learning in first-year college students: a narrative-based programme assessed in the Iberian Peninsula. European Journal of Psychology of Education, 2010, 25, 411-428.	1.3	56
82	Perfiles motivacionales y diferencias en variables afectivas, motivacionales y de logro. Universitas Psychologica, 2010, 9, 109-121.	0.6	37
83	Las creencias motivacionales como factor protector del estrés en estudiantes universitarios. European Journal of Education and Psychology, 2010, 3, 75.	1.5	26
84	Academic Goals and Learning Quality in Higher Education Students. Spanish Journal of Psychology, 2009, 12, 96-105.	1.1	42
85	Academic Procrastination: Associations with Personal, School, and Family Variables. Spanish Journal of Psychology, 2009, 12, 118-127.	1.1	70
86	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
87	Self-regulated profiles and academic achievement. Psicothema, 2008, 20, 724-31.	0.7	25
88	Metas académicas y estrategias de aprendizaje en estudiantes universitarios. Psicología Escolar E Educativa, 2007, 11, 31-40.	0.3	3
89	Olhares de gênero face à matemática: uma investigação no ensino obrigatório espanhol. Estudos De Psicologia (Natal), 2006, 11, 135-141.	0.0	5
90	Subgroups of Attributional Profiles in Students with Learning Difficulties and Their Relation to Self-Concept and Academic Goals. Learning Disabilities Research and Practice, 2005, 20, 86-97.	0.9	47

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91	Title is missing!. Research in Higher Education, 2003, 44, 557-580.	1.0	67
92	Multiple goals, motivation and academic learning. British Journal of Educational Psychology, 2003, 73, 71-87.	1.6	122
93	Multiple-goal pursuit and its relation to cognitive, self-regulatory, and motivational strategies. British Journal of Educational Psychology, 2001, 71, 561-572.	1.6	82
94	Un modelo cognitivo-motivacional explicativo del rendimiento acad�mico en la universidad. Estudios De Psicolog�a, 1999, 20, 77-100.	0.1	7
95	Enfoques de trabajo e implicaci�n en los deberes escolares en estudiantes de Educaci�n Primaria. Revista De Estudios E Investigaci�n En Psicolog�a Y Educaci�n, 0, , 090-092.	0.1	1
96	Perfiles motivacionales, implicaci�n y ansiedad ante los deberes escolares y rendimiento acad�mico en estudiantes de Educaci�n Secundaria Obligatoria. Revista De Estudios E Investigaci�n En Psicolog�a Y Educaci�n, 0, , 093-096.	0.1	5
97	Rendimiento Previo e Implicaci�n en los Deberes Escolares de los Estudiantes de los �ltimos Cursos de Educaci�n Primaria. Psicolog�a Educativa, 0, , 000-000.	0.5	5