

Carolina Tinajero

List of Publications by Year in descending order

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Version: 2024-02-01

32
papers

473
citations

687363

13
h-index

713466

21
g-index

32
all docs

32
docs citations

32
times ranked

430
citing authors

#	ARTICLE	IF	CITATIONS
1	Field dependence-independence and academic achievement: a re-examination of their relationship. <i>British Journal of Educational Psychology</i> , 1997, 67, 199-212.	2.9	73
2	Field dependence-independence cognitive style and academic achievement: A review of research and theory. <i>European Journal of Psychology of Education</i> , 1998, 13, 227-251.	2.6	56
3	Predictors of students' adjustment during transition to university in Spain. <i>Psicothema</i> , 2017, 29, 67-72.	0.9	36
4	Pre-entry Characteristics, Perceived Social Support, Adjustment and Academic Achievement in First-Year Spanish University Students: A Path Model. <i>Journal of Psychology: Interdisciplinary and Applied</i> , 2017, 151, 722-738.	1.6	35
5	Field dependence-independence (FDI) cognitive style: an analysis of attentional functioning. <i>Psicothema</i> , 2007, 19, 572-7.	0.9	35
6	The Student Adaptation to College Questionnaire (SACQ) for Use with Spanish Students. <i>Psychological Reports</i> , 2012, 111, 624-640.	1.7	27
7	Gender and socioeconomic status differences in university students'™ perception of social support. <i>European Journal of Psychology of Education</i> , 2015, 30, 227-244.	2.6	23
8	Cognitive style and learning strategies as factors which affect academic achievement of brazilian university students. <i>Psicologia: Reflexao E Critica</i> , 2012, 25, 105-113.	0.9	20
9	Field Dependence/Independence and Performance in School: An Argument against Neutrality of Cognitive Style. <i>Perceptual and Motor Skills</i> , 1990, 70, 1079-1087.	1.3	18
10	Apoyo social en universitarios espa±oles de primer a±o: propiedades psicomÃ©tricas del Social Support Questionnaire-Short Form y el Social Provisions Scale. <i>Revista Latinoamericana De Psicología</i> , 2014, 46, 102-110.	0.3	18
11	Perceived social support as a predictor of academic success in Spanish university students. <i>Anales De Psicología</i> , 2019, 36, 134-142.	0.7	18
12	Binge Drinking, Cannabis Co-Consumption and Academic Achievement in First Year University Students in Spain: Academic Adjustment as a Mediator. <i>International Journal of Environmental Research and Public Health</i> , 2020, 17, 542.	2.6	18
13	Academic Effects of the Prestige Oil Spill Disaster. <i>Spanish Journal of Psychology</i> , 2012, 15, 1055-1068.	2.1	15
14	Field Dependence-Independence and Brain Organization: The Confluence of Two Different Ways of Describing General Forms of Cognitive Functioning? A Theoretical Review. <i>Perceptual and Motor Skills</i> , 1993, 77, 787-802.	1.3	12
15	Perceived Social Support from Significant Others among Binge Drinking and Polyconsuming Spanish University Students. <i>International Journal of Environmental Research and Public Health</i> , 2019, 16, 4506.	2.6	11
16	Field dependence-independence and strategic learning. <i>International Journal of Educational Research</i> , 1998, 29, 251-262.	2.2	10
17	Perceived Social Support and University Adjustment among Spanish College Students. <i>European Journal of Psychology and Educational Research</i> , 2019, 2, 21-30.	0.1	9
18	The systems approach in developmental psychology: fundamental concepts and principles. <i>Psicologia: Teoria E Pesquisa</i> , 2012, 28, 457-465.	0.1	8

#	ARTICLE	IF	CITATIONS
19	Field Dependence-Independence in Second-Language Acquisition: Some Forgotten Aspects. Spanish Journal of Psychology, 1998, 1, 32-38.	2.1	7
20	Comparative Analysis of Different Correction Methods for Measuring Rod-and-Frame Test Performance. Perceptual and Motor Skills, 2000, 90, 93-101.	1.3	5
21	Digits Backward and the Children's Embedded Figures Test among School-Age Spanish Children. Perceptual and Motor Skills, 2008, 107, 923-932.	1.3	5
22	Autorregulación de las emociones académicas: investigaciones recientes y prospectiva. Anales De Psicología, 2021, 37, 529-540.	0.7	5
23	Influencia de la estructura normativa familiar sobre el estilo cognitivo dependencia-independencia de campo: un estudio prospectivo. Infancia Y Aprendizaje, 1992, 15, 89-98.	0.9	2
24	Educational implications of field dependence-independence: in answer to Bagley and Mallick. British Journal of Educational Psychology, 1998, 68, 589-593.	2.9	2
25	Self-Regulated Learning in Female Students with Different Cognitive Styles: An Exploratory Study. Perceptual and Motor Skills, 2010, 111, 31-44.	1.3	2
26	8. Developmental Psychology. International Journal of Psychology, 1992, 27, 200-260.	2.8	1
27	Family process variables and field dependence-independence: a proposal for a new conceptual framework. International Journal of Educational Research, 1998, 29, 205-218.	2.2	1
28	Futile Debate on Assessment of Field Dependence-Independence. Perceptual and Motor Skills, 2007, 105, 654-656.	1.3	1
29	Dependencia-independencia de campo: ¿nivel de desarrollo o estilo cognitivo?. Infancia Y Aprendizaje, 1996, 19, 97-106.	0.9	0
30	Processos atencionais e dependência-independência de campo: estudo com crianças e adolescentes portugueses. Psicologia: Teoria E Pesquisa, 2009, 25, 561-567.	0.1	0
31	COMPARATIVE ANALYSIS OF DIFFERENT CORRECTION METHODS FOR MEASURING ROD-AND-FRAME TEST PERFORMANCE. Perceptual and Motor Skills, 2000, 90, 93.	1.3	0
32	FIELD DEPENDENCE/INDEPENDENCE AND PERFORMANCE IN SCHOOL: AN ARGUMENT AGAINST NEUTRALITY OF COGNITIVE STYLE. Perceptual and Motor Skills, 1990, 70, 1079.	1.3	0