

Luis Alejandro Lopez-Agudo

List of Publications by Year in descending order

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Version: 2024-02-01

34
papers

277
citations

1307594

7
h-index

1058476

14
g-index

35
all docs

35
docs citations

35
times ranked

219
citing authors

#	ARTICLE	IF	CITATIONS
1	What happens when econometrics and psychometrics collide? An example using the PISA data. <i>Economics of Education Review</i> , 2017, 61, 51-58.	1.4	75
2	Gender Differences in Adolescentsâ€™ Academic Achievement. <i>Young</i> , 2018, 26, 250-270.	2.0	38
3	A multiobjective interval programming model to explore the trade-offs among different aspects of job satisfaction under different scenarios. <i>Socio-Economic Planning Sciences</i> , 2019, 66, 35-46.	5.0	16
4	Does it matter what children read? New evidence using longitudinal census data from Spain. <i>Oxford Review of Education</i> , 2020, 46, 515-533.	2.0	16
5	The Influence of the Gap Between Parental and Their Childrenâ€™s Expectations on Childrenâ€™s Academic Attainment. <i>Child Indicators Research</i> , 2017, 10, 57-80.	2.3	12
6	Equivalent reference points in multiobjective programming. <i>Expert Systems With Applications</i> , 2015, 42, 2205-2212.	7.6	11
7	Balancing Teachersâ€™ Math Satisfaction and Other Indicators of the Education Systemâ€™s Performance. <i>Social Indicators Research</i> , 2016, 129, 1319-1348.	2.7	10
8	The relationship between homework and the academic progress of children in Spain during compulsory elementary education: A twin fixed-effects approach. <i>British Educational Research Journal</i> , 2019, 45, 1021-1049.	2.5	8
9	The association between internet searches and suicide in Spain. <i>Psychiatry Research</i> , 2020, 291, 113215.	3.3	8
10	Posh but Poor: The Association Between Relative Socio-Economic Status and Childrenâ€™s Academic Performance. <i>Review of Income and Wealth</i> , 2021, 67, 334-362.	2.4	8
11	Are soft skills conditioned by conflicting factors? A multiobjective programming approach to explore the trade-offs. <i>Economic Analysis and Policy</i> , 2021, 72, 18-40.	6.6	8
12	On the potential balance among compulsory education outcomes through econometric and multiobjective programming analysis. <i>European Journal of Operational Research</i> , 2015, 241, 527-540.	5.7	7
13	Instruction time and studentsâ€™ academic achievement: a cross-country comparison. <i>Compare</i> , 2022, 52, 75-91.	2.1	6
14	Grade retention and school entry age in Spain: a structural problem. <i>Educational Assessment, Evaluation and Accountability</i> , 2022, 34, 331-359.	2.3	6
15	The association between homework and primary school children's academic achievement. International evidence from PIRLS and TIMSS. <i>European Journal of Education</i> , 2020, 55, 248-260.	2.8	5
16	Getting a balance in the life satisfaction determinants of full-time and part-time European workers. <i>Economic Analysis and Policy</i> , 2020, 67, 87-113.	6.6	5
17	Engaging children in lessons: the role of efficient and effective teachers. <i>School Effectiveness and School Improvement</i> , 2017, 28, 650-669.	2.9	4
18	Are Spanish Children Taking Advantage of their Weekly Classroom Time?. <i>Child Indicators Research</i> , 2019, 12, 187-211.	2.3	4

#	ARTICLE	IF	CITATIONS
19	School tutoring and academic performance: A too close relationship?. Studies in Educational Evaluation, 2020, 66, 100903.	2.3	4
20	Reaching Compromises in Workersâ€™ Life Satisfaction: A Multiobjective Interval Programming Approach. Journal of Happiness Studies, 2021, 22, 207-239.	3.2	4
21	The ideal use of the internet and academic success: Finding a balance between competences and knowledge using interval multiobjective programming. Socio-Economic Planning Sciences, 2022, 81, 101208.	5.0	4
22	Out-of-School Use of Time and Its Association with Gender Differences in Educational Outcomes. Child Indicators Research, 2020, 13, 1335-1369.	2.3	3
23	The relationship between overweight and academic performance, life satisfaction and school life. Food Policy, 2021, 101, 102077.	6.0	3
24	Language-related perceptions: How do they predict student satisfaction with a partial English Medium Instruction in Higher Education?. Journal of English for Academic Purposes, 2022, 57, 101121.	2.5	3
25	Language at home and academic performance: The case of Spain. Economic Analysis and Policy, 2021, 69, 16-33.	6.6	2
26	Internet use and academic performance: An interval approach. Education and Information Technologies, 2022, 27, 11831-11873.	5.7	2
27	The Role of Catchment Areas on School Segregation by Economic, Social and Cultural Characteristics. Social Indicators Research, 0, , 1.	2.7	1
28	The Power of Expectations on Studentsâ€™ Years of Schooling. Journal of New Approaches in Educational Research, 2021, 10, 295.	3.6	1
29	The Effect of Weekly Instruction Time on Academic Achievement: The Spanish Case. Hacienda Publica Espanola, 2019, 230, 63-93.	0.2	1
30	Does Teacher Subject Knowledge Contribute to Student Academic Performance in Developing and Least Developed Countries?. South African Journal of Economics, 2020, 88, 267-297.	2.2	0
31	The back of the coin in resilience: on the characteristics of advantaged low-achieving students. Economia Politica, 2021, 38, 323-383.	2.2	0
32	Too Late or Too Soon for School? The Impact of School Entry Age. Journal of Research on Educational Effectiveness, 2021, 14, 309-352.	1.6	0
33	Socioeconomic status and university studentsâ€™ perceptions of English as a professional language. , 0, , .		0
34	The impact of test language on PISA scores. New evidence from Wales. British Educational Research Journal, 0, , .	2.5	0