

Jesus De La Fuente

List of Publications by Year in descending order

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88
papers

1,375
citations

394421

19
h-index

454955

30
g-index

94
all docs

94
docs citations

94
times ranked

683
citing authors

#	ARTICLE	IF	CITATIONS
1	The Revised Two-Factor Study Process Questionnaire (R-SPQ-2F): Exploratory and confirmatory factor analyses at item level. <i>European Journal of Psychology of Education</i> , 2008, 23, 355-372.	2.6	97
2	Relationship between Resilience and Self-regulation: A Study of Spanish Youth at Risk of Social Exclusion. <i>Frontiers in Psychology</i> , 2017, 8, 612.	2.1	87
3	Theory of Self- vs. Externally-Regulated Learning TM : Fundamentals, Evidence, and Applicability. <i>Frontiers in Psychology</i> , 2017, 8, 1675.	2.1	62
4	Linear Relationship between Resilience, Learning Approaches, and Coping Strategies to Predict Achievement in Undergraduate Students. <i>Frontiers in Psychology</i> , 2017, 8, 1039.	2.1	59
5	Factor Structure of the Self-Regulation Questionnaire (SRQ) at Spanish Universities. <i>Spanish Journal of Psychology</i> , 2014, 17, E62.	2.1	54
6	Combined Effect of Levels in Personal Self-Regulation and Regulatory Teaching on Meta-Cognitive, on Meta-Motivational, and on Academic Achievement Variables in Undergraduate Students. <i>Frontiers in Psychology</i> , 2017, 8, 232.	2.1	51
7	El Modelo DIDEPRO [®] de Regulaci3n de la Ense±anza y del Aprendizaje: avances recientes. <i>Electronic Journal of Research in Educational Psychology</i> , 2017, 5, .	0.6	39
8	How Has the COVID-19 Crisis Affected the Academic Stress of University Students? The Role of Teachers and Students. <i>Frontiers in Psychology</i> , 2021, 12, 626340.	2.1	37
9	Effects of Levels of Self-Regulation and Regulatory Teaching on Strategies for Coping With Academic Stress in Undergraduate Students. <i>Frontiers in Psychology</i> , 2020, 11, 22.	2.1	36
10	A Linear Empirical Model of Self-Regulation on Flourishing, Health, Procrastination, and Achievement, Among University Students. <i>Frontiers in Psychology</i> , 2018, 9, 536.	2.1	35
11	The role of personal self-regulation and regulatory teaching to predict motivational-affective variables, achievement, and satisfaction: a structural model. <i>Frontiers in Psychology</i> , 2015, 6, 399.	2.1	33
12	Applying the SRL vs. ERL Theory to the Knowledge of Achievement Emotions in Undergraduate University Students. <i>Frontiers in Psychology</i> , 2019, 10, 2070.	2.1	33
13	Validation of the Spanish Short Self-Regulation Questionnaire (SSSRQ) through Rasch Analysis. <i>Frontiers in Psychology</i> , 2017, 8, 276.	2.1	32
14	Differential Effect of Level of Self-Regulation and Mindfulness Training on Coping Strategies Used by University Students. <i>International Journal of Environmental Research and Public Health</i> , 2018, 15, 2230.	2.6	32
15	Effects of Self-Regulation vs. External Regulation on the Factors and Symptoms of Academic Stress in Undergraduate Students. <i>Frontiers in Psychology</i> , 2020, 11, 1773.	2.1	29
16	Self-Regulation Questionnaire (SRQ) in Spanish Adolescents: Factor Structure and Rasch Analysis. <i>Frontiers in Psychology</i> , 2018, 9, 1370.	2.1	26
17	A Structural Equation Model of Achievement Emotions, Coping Strategies and Engagement-Burnout in Undergraduate Students: A Possible Underlying Mechanism in Facets of Perfectionism. <i>International Journal of Environmental Research and Public Health</i> , 2020, 17, 2106.	2.6	25
18	Regulatory Teaching and Self-Regulated Learning in College Students: Confirmatory Validation Study of the IATLP Scales. <i>Electronic Journal of Research in Educational Psychology</i> , 2017, 10, 839-866.	0.6	25

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19	Relationship between Undergraduate Student Confidence, Approach to Learning and Academic Performance: The role of gender // Relación entre la confianza académica, los enfoques de aprendizaje y el rendimiento académico de estudiantes universitarios.... Revista De Psicodidactica, 2013, 18, 375-393.	1.3	24
20	Big Five, Self-Regulation, and Coping Strategies as Predictors of Achievement Emotions in Undergraduate Students. International Journal of Environmental Research and Public Health, 2020, 17, 3602.	2.6	24
21	Perspectivas recientes en el estudio de la motivación: la Teoría de la Orientación de Meta. Electronic Journal of Research in Educational Psychology, 2017, 2, .	0.6	21
22	A Validation of the Academic Behavioural Confidence Scale with Spanish Psychology Students. Psychology Learning and Teaching, 2011, 10, 11-24.	2.0	19
23	Implications of Unconnected Micro, Molecular, and Molar Level Research in Psychology: The Case of Executive Functions, Self-Regulation, and External Regulation. Frontiers in Psychology, 2019, 10, 1919.	2.1	18
24	Cross-Sectional Study of Resilience, Positivity and Coping Strategies as Predictors of Engagement-Burnout in Undergraduate Students: Implications for Prevention and Treatment in Mental Well-Being. Frontiers in Psychiatry, 2021, 12, 596453.	2.6	18
25	Research on action-emotion style and study habits: Effects of individual differences on learning and academic performance of undergraduate students. Learning and Individual Differences, 2009, 19, 567-576.	2.7	17
26	Effect of Levels of Self-Regulation and Situational Stress on Achievement Emotions in Undergraduate Students: Class, Study and Testing. International Journal of Environmental Research and Public Health, 2020, 17, 4293.	2.6	17
27	Self-Regulation and Regulatory Teaching as Determinants of Academic Behavioral Confidence and Procrastination in Undergraduate Students. Frontiers in Psychology, 2021, 12, 602904.	2.1	17
28	Analysis and Psychoeducational Implications of the Behavior Factor During the COVID-19 Emergency. Frontiers in Psychology, 2021, 12, 613881.	2.1	16
29	Personal Self-regulation, Self-regulated Learning and Coping Strategies, in University Context with Stress. Intelligent Systems Reference Library, 2015, , 223-255.	1.2	16
30	Escala de estrategias de aprendizaje ACRA-Abreviada para alumnos universitarios. Electronic Journal of Research in Educational Psychology, 2017, 1, .	0.6	16
31	Differential Effects of Self- vs. External-Regulation on Learning Approaches, Academic Achievement, and Satisfaction in Undergraduate Students. Frontiers in Psychology, 2020, 11, 543884.	2.1	15
32	Modelling students' academic confidence, personality and academic emotions. Current Psychology, 2022, 41, 4329-4340.	2.8	14
33	Resilience as a Buffering Variable Between the Big Five Components and Factors and Symptoms of Academic Stress at University. Frontiers in Psychiatry, 2021, 12, 600240.	2.6	14
34	Action-Emotion Style, Learning Approach and Coping Strategies, in Undergraduate University Students. Anales De Psicología, 2016, 32, 457.	0.7	13
35	Relaciones entre preferencias de la enseñanza y enfoques de aprendizaje de los universitarios. Infancia Y Aprendizaje, 2007, 30, 537-550.	0.9	12
36	Undergraduate Student Gender, Personality and Academic Confidence. International Journal of Environmental Research and Public Health, 2020, 17, 5567.	2.6	12

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37	A Path Analysis Model of Protection and Risk Factors for University Academic Stress: Analysis and Psychoeducational Implications for the COVID-19 Emergency. <i>Frontiers in Psychology</i> , 2021, 12, 562372.	2.1	12
38	Satisfaction With the Self-Assessment of University Students Through e-Coping With Academic Stress Utility™. <i>Frontiers in Psychology</i> , 2018, 9, 1932.	2.1	11
39	Adapting the Research Development and Innovation (RD & I) Value Chain in Psychology to Educational Psychology Area. <i>Frontiers in Psychology</i> , 2018, 9, 1188.	2.1	11
40	Advances on Self-Regulation Models: A New Research Agenda Through the SR vs ER Behavior Theory in Different Psychology Contexts. <i>Frontiers in Psychology</i> , 0, 13, .	2.1	11
41	Competencia para Estudiar y Aprender en Contextos Estresantes: Fundamentos de la Utilidad e-Afrontamiento del Estrés Académico®. <i>Electronic Journal of Research in Educational Psychology</i> , 2014, 12, 717-746.	0.6	10
42	Students' Factors Affecting Undergraduates' Perceptions of their Teaching and Learning Process within ECTS Experience. <i>Frontiers in Psychology</i> , 2011, 2, 28.	2.1	9
43	Good Character at College: The Combined Role of Second-Order Character Strength Factors and Phronesis Motivation in Undergraduate Academic Outcomes. <i>International Journal of Environmental Research and Public Health</i> , 2021, 18, 8263.	2.6	9
44	Effect of Personal and Contextual Factors of Regulation on Academic Achievement during Adolescence: The Role of Gender and Age. <i>International Journal of Environmental Research and Public Health</i> , 2021, 18, 8944.	2.6	9
45	Personal Self-Regulation, Learning Approaches, Resilience and Test Anxiety in Psychology Students. <i>Estudios Sobre Educacion</i> , 0, 32, 9-26.	0.2	9
46	Using Structural Equation Modelling to Understand Predictors of Undergraduate Students' Academic Performance. <i>International Perspectives on Higher Education Research</i> , 2014, , 219-241.	0.3	8
47	The Role of Gender and Age in the Emotional Well-Being Outcomes of Young Adults. <i>International Journal of Environmental Research and Public Health</i> , 2021, 18, 522.	2.6	8
48	Regulation/Non-Regulation/Dys-Regulation of Health Behavior, Psychological Reactance, and Health of University Undergraduate Students. <i>International Journal of Environmental Research and Public Health</i> , 2021, 18, 3793.	2.6	8
49	Do Learning Approaches Set the Stage for Emotional Well-Being in College Students?. <i>Sustainability</i> , 2020, 12, 6984.	3.2	7
50	Valores sociopersonales y problemas de convivencia en la Educación Secundaria. <i>Electronic Journal of Research in Educational Psychology</i> , 2017, 3, .	0.6	7
51	Aportaciones de la Psicología de la Innovación y del Emprendimiento a la Educación, en la Sociedad del Conocimiento. <i>Electronic Journal of Research in Educational Psychology</i> , 2018, 10, 941-966.	0.6	7
52	Personal Self-Regulation and Regulatory Teaching to predict Performance and Academic Confidence: new evidence for the DEDEPRO Model™. <i>Electronic Journal of Research in Educational Psychology</i> , 2017, 12, 597-620.	0.6	7
53	The Adolescent's Competency for Interacting with Alcohol as a Determinant of Intake: The Role of Self-Regulation. <i>Frontiers in Psychology</i> , 2017, 8, 1800.	2.1	6
54	Relationships between test anxiety, self-regulation and strategies for coping with stress, in professional examination candidates. <i>Anales De Psicología</i> , 2021, 37, 276-286.	0.7	6

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55	Percepción sobre la construcción de competencias académicas y profesionales en Psicólogos. <i>Electronic Journal of Research in Educational Psychology</i> , 2017, 3, .	0.6	6
56	Integrating Curriculum-Based Dynamic Assessment in Computerized Adaptive Testing: Development and Predictive Validity of the EDPL-BAI Battery on Reading Competence. <i>Frontiers in Psychology</i> , 2018, 9, 1492.	2.1	5
57	Unpleasant past experience as a determinant of cognitive, behavioral and physiological responses to academic stress in professional examination candidates. <i>Anales De Psicología</i> , 2019, 35, 472-482.	0.7	5
58	Maternal and paternal parenting styles as a whole: validation of the simple form of the Parenting Style Evaluation Scale. <i>Anales De Psicología</i> , 2021, 37, 77-87.	0.7	5
59	Validation study of the Questionnaire on School Maladjustment Problems (QSMP). <i>Psicothema</i> , 2012, 24, 330-6.	0.9	5
60	The Proactive-Reactive Resilience as a Mediation Variable Between the Character Strength and the Flourishing in Undergraduate Students. <i>Frontiers in Psychology</i> , 2022, 13, .	2.1	5
61	Differential Predictive Effect of Self-Regulation Behavior and the Combination of Self- vs. External Regulation Behavior on Executive Dysfunctions and Emotion Regulation Difficulties, in University Students. <i>Frontiers in Psychology</i> , 0, 13, .	2.1	5
62	Relaciones entre estrategias cognitivas, estrategias motivacionales y estrés académico en universitarios opositores. <i>Electronic Journal of Research in Educational Psychology</i> , 2018, 16, 345.	0.6	4
63	Validation Study of the Scale for Assessment of the Teaching-Learning Process, Student Version (ATLP-S). <i>Electronic Journal of Research in Educational Psychology</i> , 2017, 8, .	0.6	4
64	Structural Equation Model (SEM) of Stroke Mortality in Spanish Inpatient Hospital Settings: The Role of Individual and Contextual Factors. <i>Frontiers in Neurology</i> , 2019, 10, 498.	2.4	3
65	Mejora del proceso de enseñanza-aprendizaje a través del asesoramiento psicoeducativo. <i>Electronic Journal of Research in Educational Psychology</i> , 2017, 5, .	0.6	3
66	Design of the SEAI Self-Regulation Assessment for Young Children and Ethical Considerations of Psychological Testing. , 0, , 39-53.		3
67	Structural empirical model of personal positive youth development, parenting, and school climate. <i>Psychology in the Schools</i> , 0, , .	1.8	3
68	Characteristics, Structure, and Effects of an On-Line Tool for Improvement in Adolescents' Competency for Interaction With Alcohol: The e-ALADOTM Utility. <i>Frontiers in Psychology</i> , 2019, 10, 127.	2.1	2
69	THE 3P AND DEDEPRO MODELS AS RESEARCH HEURISTIC. <i>International Journal of Developmental and Educational Psychology Revista INFAD De Psicología</i> , 2016, 4, 155.	0.1	2
70	Competencia para Estudiar y Aprender en Contextos Estresantes: Fundamentos de la Utilidad e-Afrontamiento del Estrés Académico. <i>Electronic Journal of Research in Educational Psychology</i> , 2017, 12, 717-746.	0.6	2
71	Rasgos demográficos, académicos y personales asociados a tres tipos de procrastinación en el alumnado universitario. <i>Bordon</i> , 2020, 72, 49-65.	0.5	2
72	Self-regulated learning and teaching processes. <i>Prologue. Psicothema</i> , 2010, 22, 277.	0.9	2

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73	Editorial: Psychology, Technological Innovation, and Entrepreneurship. <i>Frontiers in Psychology</i> , 2019, 10, 2232.	2.1	1
74	RELACIÓN ENTRE EL APRENDIZAJE AUTORREGULADO (PROCESO), LA SATISFACCIÓN Y EL RENDIMIENTO CON EL ENGAGEMENT - BOURNOUT, (PRODUCTO). <i>International Journal of Developmental and Educational Psychology Revista INFAD De Psicología</i> , 2016, 4, 133.	0.1	1
75	EL PAPEL DE LA ENSEÑANZA REGULADORA EN LA INDUCCIÓN DE LAS EMOCIONES DE ENGAGEMENT-BOURNOUT DEL ALUMNADO UNIVERSITARIO.. <i>International Journal of Developmental and Educational Psychology Revista INFAD De Psicología</i> , 2016, 4, 149.	0.1	1
76	RELATIONS BETWEEN THE PERSONAL SELF-REGULATION AND LEARNING APPROACH, COPING STRATEGIES, AND SELF-REGULATION LEARNING, IN UNIVERSITY STUDENTS (PROCESS). <i>International Journal of Developmental and Educational Psychology Revista INFAD De Psicología</i> , 2016, 4, 175.	0.1	1
77	Modelo de Asesoramiento en I+D+i para la mejora del Proceso de Enseñanza-Aprendizaje. <i>Electronic Journal of Research in Educational Psychology</i> , 2017, 5, .	0.6	1
78	Características y dimensiones de la procrastinación académica en estudiantes universitarios colombianos. , 2019, , 53-80.		1
79	PERSONAL SELF-REGULATION AS A VARIABLE STUDENT (PRESAGE). <i>International Journal of Developmental and Educational Psychology Revista INFAD De Psicología</i> , 2016, 4, 165.	0.1	0
80	PERSONAL SELF-REGULATION, ACADEMIC ACHIEVEMENT, AND SATISFACTION OF LEARNING (PRODUCT). <i>International Journal of Developmental and Educational Psychology Revista INFAD De Psicología</i> , 2016, 4, 187.	0.1	0
81	AN EMPIRICAL MODEL OF PERSONAL SELF-REGULATION AND TEACHING REGULATORY, TO PREDICT THE PROCESS AND THE PRODUCT VARIABLES. <i>International Journal of Developmental and Educational Psychology Revista INFAD De Psicología</i> , 2016, 4, 197.	0.1	0
82	LAS EMOCIONES POSITIVAS VS. NEGATIVAS, COMO OBJETO DE ESTUDIO, EN LOS PROCESOS DE ENSEÑANZA-APRENDIZAJE UNIVERSITARIOS, BASADO EN LOS MODELOS 3P Y DIDEPRO. <i>International Journal of Developmental and Educational Psychology Revista INFAD De Psicología</i> , 2016, 4, 529.	0.1	0
83	RELACIONES ENTRE LOS ENFOQUES DE APRENDIZAJE Y LAS ESTRATEGIAS DE AFRONTAMIENTO (PROCESO) CON EL ENGAGEMENT-BOURNOUT DE LOS ESTUDIANTES UNIVERSITARIOS (PRODUCTO). <i>International Journal of Developmental and Educational Psychology Revista INFAD De Psicología</i> , 2016, 5, 23.	0.1	0
84	RELACIÓN ENTRE LA AUTORREGULACIÓN PERSONAL Y LA CONFIANZA ACADÉMICA (PRESAGIO) CON EL ENGAGEMENT-BOURNOUT DE LOS ESTUDIANTES UNIVERSITARIOS (PRODUCTO). <i>International Journal of Developmental and Educational Psychology Revista INFAD De Psicología</i> , 2016, 5, 17.	0.1	0
85	Relevancia del psicólogo educativo como profesional especializado: funciones específicas. <i>Padres Y Maestros / Journal of Parents and Teachers</i> , 2017, .	0.0	0
86	Efectos de la utilización de herramientas on-line en la mejora de la regulación del proceso de enseñanza-aprendizaje: DIMEPEA® y PLAYADE®. <i>Electronic Journal of Research in Educational Psychology</i> , 2017, 5, .	0.6	0
87	Presentación del Monográfico Emociones académicas en la Universidad. <i>Electronic Journal of Research in Educational Psychology</i> , 2017, 12, .	0.6	0
88	Editorial: Achievement Emotions in University Teaching and Learning, Students' Stress and Well-being. <i>Frontiers in Psychology</i> , 2022, 13, 910980.	2.1	0