

Jesus De La Fuente

List of Publications by Year in descending order

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Version: 2024-02-01

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	Modelling students' academic confidence, personality and academic emotions. <i>Current Psychology</i> , 2022, 41, 4329-4340.	2.8	14
2	Editorial: Achievement Emotions in University Teaching and Learning, Students' Stress and Well-being. <i>Frontiers in Psychology</i> , 2022, 13, 910980.	2.1	0
3	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
4	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
5	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
6	Analysis and Psychoeducational Implications of the Behavior Factor During the COVID-19 Emergency. <i>Frontiers in Psychology</i> , 2021, 12, 613881.	2.1	16
7	Self-Regulation and Regulatory Teaching as Determinants of Academic Behavioral Confidence and Procrastination in Undergraduate Students. <i>Frontiers in Psychology</i> , 2021, 12, 602904.	2.1	17
8	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. <i>Frontiers in Psychiatry</i> , 2021, 12, 596453.	2.6	18
9	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
10	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
11	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
12	Resilience as a Buffering Variable Between the Big Five Components and Factors and Symptoms of Academic Stress at University. <i>Frontiers in Psychiatry</i> , 2021, 12, 600240.	2.6	14
13	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
14	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
15	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
16	Differential Effects of Self- vs. External-Regulation on Learning Approaches, Academic Achievement, and Satisfaction in Undergraduate Students. <i>Frontiers in Psychology</i> , 2020, 11, 543884.	2.1	15
17	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
18	Do Learning Approaches Set the Stage for Emotional Well-Being in College Students?. <i>Sustainability</i> , 2020, 12, 6984.	3.2	7

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19	Undergraduate Student Gender, Personality and Academic Confidence. <i>International Journal of Environmental Research and Public Health</i> , 2020, 17, 5567.	2.6	12
20	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
21	Effect of Levels of Self-Regulation and Situational Stress on Achievement Emotions in Undergraduate Students: Class, Study and Testing. <i>International Journal of Environmental Research and Public Health</i> , 2020, 17, 4293.	2.6	17
22	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
23	Big Five, Self-Regulation, and Coping Strategies as Predictors of Achievement Emotions in Undergraduate Students. <i>International Journal of Environmental Research and Public Health</i> , 2020, 17, 3602.	2.6	24
24	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
25	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
26	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
27	Editorial: Psychology, Technological Innovation, and Entrepreneurship. <i>Frontiers in Psychology</i> , 2019, 10, 2232.	2.1	1
28	Implications of Unconnected Micro, Molecular, and Molar Level Research in Psychology: The Case of Executive Functions, Self-Regulation, and External Regulation. <i>Frontiers in Psychology</i> , 2019, 10, 1919.	2.1	18
29	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
30	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
31	Características y dimensiones de la procrastinación académica en estudiantes universitarios colombianos. , 2019, , 53-80.		1
32	Satisfaction With the Self-Assessment of University Students Through e-Coping With Academic Stress UtilityTM. <i>Frontiers in Psychology</i> , 2018, 9, 1932.	2.1	11
33	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
34	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
35	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
36	Self-Regulation Questionnaire (SRQ) in Spanish Adolescents: Factor Structure and Rasch Analysis. <i>Frontiers in Psychology</i> , 2018, 9, 1370.	2.1	26

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37	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
38	Relaciones entre estrategias cognitivas, estrategias motivacionales y estilos acad�mico en universitarios opositores. <i>Electronic Journal of Research in Educational Psychology</i> , 2018, 16, 345.	0.6	4
39	Aportaciones de la Psicolog�a de la Innovaci�n y del Emprendimiento a la Educaci�n, en la Sociedad del Conocimiento. <i>Electronic Journal of Research in Educational Psychology</i> , 2018, 10, 941-966.	0.6	7
40	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
41	Validation of the Spanish Short Self-Regulation Questionnaire (SSSRQ) through Rasch Analysis. <i>Frontiers in Psychology</i> , 2017, 8, 276.	2.1	32
42	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
43	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
44	Theory of Self- vs. Externally-Regulated LearningTM: Fundamentals, Evidence, and Applicability. <i>Frontiers in Psychology</i> , 2017, 8, 1675.	2.1	62
45	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
46	Escala de estrategias de aprendizaje ACRA-Abreviada para alumnos universitarios. <i>Electronic Journal of Research in Educational Psychology</i> , 2017, 1, .	0.6	16
47	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
48	El Modelo DIDEPRO� de Regulaci�n de la Ense�anza y del Aprendizaje: avances recientes. <i>Electronic Journal of Research in Educational Psychology</i> , 2017, 5, .	0.6	39
49	Relevancia del psic�logo educativo como profesional especializado: funciones espec�ficas. <i>Padres Y Maestros / Journal of Parents and Teachers</i> , 2017, .	0.0	0
50	Perspectivas recientes en el estudio de la motivaci�n: la Teor�a de la Orientaci�n de Meta. <i>Electronic Journal of Research in Educational Psychology</i> , 2017, 2, .	0.6	21
51	Valores sociopersonales y problemas de convivencia en la Educaci�n Secundaria. <i>Electronic Journal of Research in Educational Psychology</i> , 2017, 3, .	0.6	7
52	Mejora del proceso de ense�anza-aprendizaje a trav�s del asesoramiento psicoeducativo. <i>Electronic Journal of Research in Educational Psychology</i> , 2017, 5, .	0.6	3
53	Efectos de la utilizaci�n de herramientas on-line en la mejora de la regulaci�n del proceso de ense�anza-aprendizaje: DIMEPEAA� y PLAYADEA�. <i>Electronic Journal of Research in Educational Psychology</i> , 2017, 5, .	0.6	0
54	Modelo de Asesoramiento en I+D+i para la mejora del Proceso de Ense�anza-Aprendizaje. <i>Electronic Journal of Research in Educational Psychology</i> , 2017, 5, .	0.6	1

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55	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
56	Percepci3n sobre la construcci3n de competencias acad3micas y profesionales en Psic3logos. <i>Electronic Journal of Research in Educational Psychology</i> , 2017, 3, .	0.6	6
57	Personal Self-Regulation and Regulatory Teaching to predict Performance and Academic Confidence: new evidence for the DEDEPRO ModelTM. <i>Electronic Journal of Research in Educational Psychology</i> , 2017, 12, 597-620.	0.6	7
58	Presentaci3n del Monogr3fico Emociones acad3micas en la Universidad. <i>Electronic Journal of Research in Educational Psychology</i> , 2017, 12, .	0.6	0
59	Competencia para Estudiar y Aprender en Contextos Estresantes: Fundamentos de la Utilidad e-Afrontamiento del Estr3s Acad3mico3. <i>Electronic Journal of Research in Educational Psychology</i> , 2017, 12, 717-746.	0.6	2
60	Action-Emotion Style, Learning Approach and Coping Strategies, in Undergraduate University Students. <i>Anales De Psicologia</i> , 2016, 32, 457.	0.7	13
61	THE 3P AND DEDEPRO MODELS AS RESEARCH HEURISTIC. <i>International Journal of Developmental and Educational Psychology Revista INFAD De Psicolog3a</i> , 2016, 4, 155.	0.1	2
62	RELACI3N ENTRE EL APRENDIZAJE AUTORREGULADO (PROCESO), LA SATISFACCI3N Y EL RENDIMIENTO CON EL ENGAGEMENT - BOURNOUT, (PRODUCTO). <i>International Journal of Developmental and Educational Psychology Revista INFAD De Psicolog3a</i> , 2016, 4, 133.	0.1	1
63	PERSONAL SELF-REGULATION AS A VARIABLE STUDENT (PRESAGE). <i>International Journal of Developmental and Educational Psychology Revista INFAD De Psicolog3a</i> , 2016, 4, 165.	0.1	0
64	EL PAPEL DE LA ENSE3ANZA REGULADORA EN LA INDUCCI3N DE LAS EMOCIONES DE ENGAGEMENT-BOURNOUT DEL ALUMNADO UNIVERSITARIO.. <i>International Journal of Developmental and Educational Psychology Revista INFAD De Psicolog3a</i> , 2016, 4, 149.	0.1	1
65	PERSONAL SELF-REGULATION, ACADEMIC ACHIEVEMENT, AND SATISFACTION OF LEARNING (PRODUCT). <i>International Journal of Developmental and Educational Psychology Revista INFAD De Psicolog3a</i> , 2016, 4, 187.	0.1	0
66	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 Psicolog3a</i> , 2016, 4, 197.	0.1	0
67	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 Psicolog3a</i> , 2016, 4, 175.	0.1	1
68	LAS EMOCIONES POSITIVAS VS. NEGATIVAS, COMO OBJETO DE ESTUDIO, EN LOS PROCESOS DE ENSE3ANZA-APRENDIZAJE UNIVERSITARIOS, BASADO EN LOS MODELOS 3P Y DIDEPRO. <i>International Journal of Developmental and Educational Psychology Revista INFAD De Psicolog3a</i> , 2016, 4, 529.	0.1	0
69	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 Psicolog3a</i> , 2016, 5, 23.	0.1	0
70	RELACI3N ENTRE LA AUTORREGULACI3N PERSONAL Y LA CONFIANZA ACAD3MICA (PRESAGIO) CON EL ENGAGEMENT-BOURNOUT DE LOS ESTUDIANTES UNIVERSITARIOS (PRODUCTO). <i>International Journal of Developmental and Educational Psychology Revista INFAD De Psicolog3a</i> , 2016, 5, 17.	0.1	0
71	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
72	Personal Self-regulation, Self-regulated Learning and Coping Strategies, in University Context with Stress. <i>Intelligent Systems Reference Library</i> , 2015, , 223-255.	1.2	16

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73	Factor Structure of the Self-Regulation Questionnaire (SRQ) at Spanish Universities. Spanish Journal of Psychology, 2014, 17, E62.	2.1	54
74	Using Structural Equation Modelling to Understand Predictors of Undergraduate Students' Academic Performance. International Perspectives on Higher Education Research, 2014, , 219-241.	0.3	8
75	Competencia para Estudiar y Aprender en Contextos Estresantes: Fundamentos de la Utilidad e-Afrontamiento del Estrés Académico. Electronic Journal of Research in Educational Psychology, 2014, 12, 717-746.	0.6	10
76	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
77	Validation study of the Questionnaire on School Maladjustment Problems (QSMP). Psicothema, 2012, 24, 330-6.	0.9	5
78	Students' Factors Affecting Undergraduates' Perceptions of their Teaching and Learning Process within ECTS Experience. Frontiers in Psychology, 2011, 2, 28.	2.1	9
79	A Validation of the Academic Behavioural Confidence Scale with Spanish Psychology Students. Psychology Learning and Teaching, 2011, 10, 11-24.	2.0	19
80	Self-regulated learning and teaching processes. Prologue. Psicothema, 2010, 22, 277.	0.9	2
81	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
82	The Revised Two-Factor Study Process Questionnaire (R-SPQ-2F): Exploratory and confirmatory factor analyses at item level. European Journal of Psychology of Education, 2008, 23, 355-372.	2.6	97
83	Relaciones entre preferencias de la enseñanza y enfoques de aprendizaje de los universitarios. Infancia Y Aprendizaje, 2007, 30, 537-550.	0.9	12
84	Personal Self-Regulation, Learning Approaches, Resilience and Test Anxiety in Psychology Students. Estudios Sobre Educacion, 0, 32, 9-26.	0.2	9
85	Design of the SEAI Self-Regulation Assessment for Young Children and Ethical Considerations of Psychological Testing. , 0, , 39-53.		3
86	Structural empirical model of personal positive youth development, parenting, and school climate. Psychology in the Schools, 0, , .	1.8	3
87	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. Frontiers in Psychology, 0, 13, .	2.1	5
88	Advances on Self-Regulation Models: A New Research Agenda Through the SR vs ER Behavior Theory in Different Psychology Contexts. Frontiers in Psychology, 0, 13, .	2.1	11