

MarÃ-a C MartÃ-nez-Monteagudo

List of Publications by Year in descending order

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Version: 2024-02-01

43
papers

747
citations

566801

15
h-index

580395

25
g-index

50
all docs

50
docs citations

50
times ranked

587
citing authors

#	ARTICLE	IF	CITATIONS
1	Current status of research on school refusal. <i>European Journal of Education and Psychology</i> , 2015, 8, 37-52.	1.5	84
2	Trait emotional intelligence profiles, burnout, anxiety, depression, and stress in secondary education teachers. <i>Personality and Individual Differences</i> , 2019, 142, 53-61.	1.6	71
3	Relationship between suicidal thinking, anxiety, depression and stress in university students who are victims of cyberbullying. <i>Psychiatry Research</i> , 2020, 286, 112856.	1.7	63
4	Conducta agresiva e inteligencia emocional en la adolescencia. <i>European Journal of Education and Psychology</i> , 2014, 7, 29.	1.5	58
5	Cyberbullying in the university setting. Relationship with family environment and emotional intelligence. <i>Computers in Human Behavior</i> , 2019, 91, 220-225.	5.1	46
6	Emotional adjustment in victims and perpetrators of cyberbullying and traditional bullying. <i>Social Psychology of Education</i> , 2020, 23, 917-942.	1.2	33
7	Prevalencia de la conducta agresiva, conducta prosocial y ansiedad social en una muestra de adolescentes españoles: un estudio comparativo. <i>Infancia Y Aprendizaje</i> , 2008, 31, 449-461.	0.5	29
8	Propiedades psicométricas de la Escala de Autoeficacia Percibida Específica de Situaciones Académicas en una muestra de estudiantes españoles de Educación Secundaria Obligatoria. <i>European Journal of Education and Psychology</i> , 2010, 3, 61.	1.5	28
9	Cyberbullying, Aggressiveness, and Emotional Intelligence in Adolescence. <i>International Journal of Environmental Research and Public Health</i> , 2019, 16, 5079.	1.2	26
10	Cyberbullying in the University Setting. Relationship With Emotional Problems and Adaptation to the University. <i>Frontiers in Psychology</i> , 2019, 10, 3074.	1.1	24
11	Cyberbullying and Social Anxiety: A Latent Class Analysis among Spanish Adolescents. <i>International Journal of Environmental Research and Public Health</i> , 2020, 17, 406.	1.2	24
12	Latent Class Analysis of School Refusal Behavior and Its Relationship With Cyberbullying During Adolescence. <i>Frontiers in Psychology</i> , 2019, 10, 1916.	1.1	22
13	Personality Traits and Aggression as Explanatory Variables of Cyberbullying in Spanish Preadolescents. <i>International Journal of Environmental Research and Public Health</i> , 2020, 17, 5705.	1.2	22
14	Emotional intelligence profiles and learning strategies in secondary school students. <i>Educational Psychology</i> , 2017, 37, 237-248.	1.2	17
15	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
16	Profiles of emotional intelligence and learning strategies in a sample of Chilean students. <i>European Journal of Psychology of Education</i> , 2015, 30, 437-455.	1.3	14
17	Perfiles de ansiedad escolar: Diferencias en Clima Social y Violencia entre Iguales. <i>Electronic Journal of Research in Educational Psychology</i> , 2017, 9, 1023-1042.	0.2	14
18	Psychometric properties of the School Anxiety Inventory-Short Version in Spanish secondary education students. <i>Psicothema</i> , 2014, 26, 286-92.	0.7	14

#	ARTICLE	IF	CITATIONS
19	Cyberbullying, Self-concept and Academic Goals in Childhood. Spanish Journal of Psychology, 2019, 22, E46.	1.1	12
20	Emotional intelligence profiles and self-concept in Chilean adolescents. Current Psychology, 2019, 40, 3860.	1.7	10
21	Relationship between Cyberbullying, Motivation and Learning Strategies, Academic Performance, and the Ability to Adapt to University. International Journal of Environmental Research and Public Health, 2021, 18, 10646.	1.2	10
22	Cybervictimization, Self-Concept, Aggressiveness, and School Anxiety in School Children: A Structural Equations Analysis. International Journal of Environmental Research and Public Health, 2020, 17, 7000.	1.2	9
23	Relationship between sociometric types and academic achievement in a sample of compulsory secondary education students / Relación entre tipos sociométricos y rendimiento académico en una muestra de estudiantes de Educación Secundaria Obligatoria. Cultura Y Educación, 2015, 27, 93-124.	0.2	7
24	School Anxiety Inventory – Short Version. Measurement and Evaluation in Counseling and Development, 2015, 48, 247-265.	1.6	7
25	Social Anxiety Scale for Adolescents and School Anxiety Inventory: Psychometric properties in French adolescents. Child Psychiatry and Human Development, 2019, 50, 13-26.	1.1	7
26	Relationship between Emotional Intelligence, Generativity and Self-Efficacy in Secondary School Teachers. Sustainability, 2020, 12, 3950.	1.6	5
27	Perfiles motivacionales en estudiantes españoles de Educación Secundaria Obligatoria: Análisis diferencial en autoatribuciones académicas. Anales De Psicología, 2015, 31, 579.	0.3	3
28	Academic Goal Profiles and Learning Strategies in Adolescence. Frontiers in Psychology, 2018, 9, 1892.	1.1	3
29	Relación entre tipos sociométricos y metas académicas en una muestra de estudiantes españoles de Educación Secundaria. Universitas Psychologica, 2016, 15, .	0.6	2
30	RELACIÓN ENTRE LA ANSIEDAD SOCIAL Y LAS DIMENSIONES DE LA PERSONALIDAD EN ADOLESCENTES ESPAÑOLES. Revista Iberoamericana De Diagnostico Y Evaluacion Psicologica, 2018, 46, 81-92.	0.1	2
31	The Questionnaire about Interpersonal Difficulties for Adolescents: Reliability and validity evidence in Colombian adolescents. Universitas Psychologica, 2014, 13, .	0.6	1
32	RELATIONSHIP BETWEEN SCHOOL ANXIETY AND DEPRESSION. INTED Proceedings, 2018, , .	0.0	1
33	Sociometric types, behavioral categories and intellectual abilities in adolescents. European Journal of Investigation in Health, Psychology and Education, 2017, 7, 69-85.	1.1	1
34	The Effect of Fearful Expressions on Multiple Face Tracking. Psychologica Belgica, 2015, 55, 101-117.	1.0	1
35	Reliability and Validity Evidence of Scores on the French Version of the Questionnaire about Interpersonal Difficulties for Adolescents. Psychologica Belgica, 2015, 55, 159-174.	1.0	1
36	CYBERBULLYING: PREVALENCE AND RISK FACTORS FOR BEING A VICTIM, BULLY AND BYSTANDER. EDULEARN Proceedings, 2017, , .	0.0	0

#	ARTICLE	IF	CITATIONS
37	ACQUISITION OF COMPETENCES AND SATISFACTION OF STUDENTS ACCORDING TO THE TYPE OF METHODOLOGY USED IN THE CLASSROOM. INTED Proceedings, 2017, , .	0.0	0
38	CREATIVITY AND MULTIPLE INTELLIGENCES: DIFFERENCES ACCORDING TO GENDER AND COURSE IN PRIMARY AND SECONDARY EDUCATION. , 2017, , .		0
39	BULLYING AND CYBERBULLYING: REVIEW OF COMMON AND DIFFERENTIAL FACTORS. , 2017, , .		0
40	REVIEW OF WEB RESOURCES FOR THE PREVENTION AND INTERVENTION OF CYBERBULLYING. , 2017, , .		0
41	SCHOOL ANXIETY AS A PREDICTOR OF ACADEMIC SUCCESS. INTED Proceedings, 2018, , .	0.0	0
42	COPING STRATEGIES IN VICTIMS, BULLIES, BULLIES-VICTIMS AND BYSTANDERS OF CYBERBULLYING. , 2018, , .		0
43	SCHOOL RISK FACTORS AND CONSEQUENCES OF CYBERBULLYING: A REVIEW STUDY. , 2018, , .		0