

Detlef H Rost

List of Publications by Year in descending order

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52
papers

1,258
citations

394421

19
h-index

477307

29
g-index

87
all docs

87
docs citations

87
times ranked

840
citing authors

#	ARTICLE	IF	CITATIONS
1	The Reciprocal Relationship Between Passive Social Networking Site (SNS) Usage and Users' Subjective Well-Being. <i>Social Science Computer Review</i> , 2018, 36, 511-522.	4.2	76
2	Psychological resilience can help combat the effect of stress on problematic social networking site usage. <i>Personality and Individual Differences</i> , 2017, 109, 61-66.	2.9	75
3	Children and Their Pets. <i>Anthrozoos</i> , 1994, 7, 242-254.	1.4	56
4	Assessing different components of reading comprehension: fact or fiction?. <i>Language Testing</i> , 1993, 10, 79-92.	3.2	40
5	Giftedness and subjective well-being: A study with adults. <i>Learning and Individual Differences</i> , 2011, 21, 182-186.	2.7	40
6	The relationship between academic stress and adolescents' problematic smartphone usage. <i>Addiction Research and Theory</i> , 2019, 27, 162-169.	1.9	39
7	Parental emotional warmth and psychological Suzhi as mediators between socioeconomic status and problem behaviours in Chinese children. <i>Children and Youth Services Review</i> , 2015, 59, 132-138.	1.9	37
8	Are gifted adolescents more satisfied with their lives than their non-gifted peers?. <i>Frontiers in Psychology</i> , 2015, 6, 1623.	2.1	37
9	Blocked Versus Randomized Format of Questionnaires. <i>Educational and Psychological Measurement</i> , 2006, 66, 961-974.	2.4	36
10	Focussing on overexcitabilities: Studies with intellectually gifted and academically talented adults. <i>Personality and Individual Differences</i> , 2011, 51, 337-342.	2.9	36
11	General versus specific achievement goals: A re-examination. <i>Learning and Individual Differences</i> , 2015, 43, 170-177.	2.7	28
12	The Protective Effects of Social Support and Engagement Coping Strategy on the Relationship Between Perceived Discrimination and Psychological Distress Among Chinese Migrant Children. <i>Youth and Society</i> , 2018, 50, 593-614.	2.3	27
13	Academic stress and smartphone dependence among Chinese adolescents: A moderated mediation model. <i>Children and Youth Services Review</i> , 2020, 118, 105029.	1.9	27
14	Sociometric types and children's intelligence. <i>British Journal of Developmental Psychology</i> , 1995, 13, 177-189.	1.7	25
15	Test anxiety in written and oral examinations. <i>Learning and Individual Differences</i> , 2013, 24, 198-203.	2.7	25
16	The psycho-social adjustment of gifted children in middle-childhood. <i>European Journal of Psychology of Education</i> , 1994, 9, 15-25.	2.6	22
17	Overexcitabilities in gifted and non-gifted adults: does sex matter?. <i>High Ability Studies</i> , 2011, 22, 145-153.	1.9	22
18	Dimensional comparisons in subject-specific academic self-concepts and achievements: A quasi-experimental approach. <i>Learning and Instruction</i> , 2005, 15, 557-570.	3.2	21

#	ARTICLE	IF	CITATIONS
19	The Relationship Between Big Five and Self-Control in Boxers: A Mediating Model. <i>Frontiers in Psychology</i> , 2019, 10, 1690.	2.1	20
20	LeistungsÄngstlichkeit: Facetten, FÄcher, Fachfacetten?. <i>Zeitschrift Fur Padagogische Psychologie</i> , 2005, 19, 225-236.	3.0	18
21	Content-specific achievement motives. <i>Personality and Individual Differences</i> , 2011, 50, 496-501.	2.9	16
22	The association between excessive social media use and distraction: An eye movement tracking study. <i>Information and Management</i> , 2021, 58, 103415.	6.5	16
23	SocioÄemotional adjustment in elementary school boys and girls: Does giftedness make a difference?. <i>Roeper Review</i> , 1994, 16, 294-297.	0.8	15
24	Effects of emotion regulation strategies on anxiety during job interviews in Chinese college students. <i>Anxiety, Stress and Coping</i> , 2016, 29, 305-317.	2.9	15
25	The promotive effects of peer support and active coping in relation to negative life events and depression in Chinese adolescents at boarding schools. <i>Current Psychology</i> , 2021, 40, 2251-2260.	2.8	15
26	State anxiety moderates the association between motivations and excessive smartphone use. <i>Current Psychology</i> , 2021, 40, 1937-1945.	2.8	14
27	Not Read, but Nevertheless Solved? Three Experiments on PIRLS Multiple Choice Reading Comprehension Test Items. <i>Educational Assessment</i> , 2012, 17, 214-232.	1.5	12
28	Stressful life events and problematic smartphone usage among Chinese boarding-school adolescents: a moderated mediation model of peer support and depressive symptoms. <i>Addiction Research and Theory</i> , 2020, 28, 493-500.	1.9	12
29	Cheating and achievement-avoidance at school: components and assessment. <i>British Journal of Educational Psychology</i> , 1994, 64, 119-132.	2.9	11
30	Families with Gifted Adolescents. <i>Educational Psychology</i> , 2006, 26, 19-32.	2.7	11
31	What happens if the same curriculum is taught in five instead of six years? A quasi-experimental investigation of the effect of schooling on intelligence. <i>Cognitive Development</i> , 2017, 44, 98-109.	1.3	11
32	Active and Passive Social Networking Sites Usage and Negative Emotions: A Reciprocal Relationship?. <i>Journal of Social and Clinical Psychology</i> , 2020, 39, 195-213.	0.5	11
33	Reading comprehension: skill or skills?. <i>Journal of Research in Reading</i> , 1989, 12, 87-113.	2.0	10
34	Sex differences in achievement goals: do school subjects matter?. <i>European Journal of Psychology of Education</i> , 2020, 35, 403-427.	2.6	10
35	Hochbegabung. , 2006, , 187-222.		9
36	Nicht replizieren: publizieren!?. <i>Zeitschrift Fur Padagogische Psychologie</i> , 2019, 33, 163-176.	3.0	6

#	ARTICLE	IF	CITATIONS
37	Selbstberichtete Zeugnisdaten: Weitere Evidenz für ihre (partielle) Brauchbarkeit. Physics and Chemistry of Minerals, 2015, 62, 253.	0.8	6
38	EFFECT STRENGTH VS. STATISTICAL SIGNIFICANCE: A WARNING AGAINST THE DANGER OF SMALL SAMPLES. European Journal of High Ability, 1991, 2, 236-243.	0.2	5
39	The Possession and Use of Toys in Elementary School Boys and Girls: does giftedness make a difference?. Educational Psychology, 1994, 14, 181-194.	2.7	4
40	Wie brauchbar ist der "Overexcitability Questionnaire-Two (OEQII)". Diagnostica, 2014, 60, 211-228.	1.0	4
41	Akademische Selbstwirksamkeit oder fachbezogene Selbstwirksamkeiten?. Zeitschrift Fur Entwicklungspsychologie Und Padagogische Psychologie, 2015, 47, 159-172.	1.1	4
42	Measurement Invariance of Test Anxiety Across Four School Subjects. European Journal of Psychological Assessment, 2022, 38, 356-364.	3.0	4
43	Zur Brauchbarkeit des Differentiellen Leistungsangst Inventars (DAI) bei Studenten: Faktorielle Struktur und psychometrische Kennwerte. Diagnostica, 2004, 50, 49-57.	1.0	3
44	Intelligenz und Hochbegabung. , 2017, , 315-346.		3
45	Grit bei Adoleszenten: eine "neue" leistungsthematisch-motivationale Eigenschaft?. Zeitschrift Fur Padagogische Psychologie, 2019, 33, 241-256.	3.0	3
46	Steigert Kaugummikauen das kognitive Leistungsvermögen?. Zeitschrift Fur Padagogische Psychologie, 2010, 24, 39-49.	3.0	2
47	Hochbegabung: Fiktionen und Fakten. , 2008, , 60-77.		2
48	Expensive Homes Clever Children?. School Psychology International, 1985, 6, 5-12.	1.9	1
49	Bendrasis ir specifinis nusirašijimas mokymuose. Acta Paedagogica Vilnensia, 0, 12, 171-182.	0.0	0
50	Hochbegabte und hochleistende Jugendliche: Erfolgreiche Jugendliche!. , 2012, , 167-192.		0
51	Intelligenz " Theorien und Befunde von der Wiege bis zur Bahre. , 2017, , 21-50.		0
52	Intelligenz und Hochbegabung. , 2008, , 303-325.		0