

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	Measurement Invariance of Test Anxiety Across Four School Subjects. <i>European Journal of Psychological Assessment</i> , 2022, 38, 356-364.	3.0	4
2	State anxiety moderates the association between motivations and excessive smartphone use. <i>Current Psychology</i> , 2021, 40, 1937-1945.	2.8	14
3	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
4	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
5	Sex differences in achievement goals: do school subjects matter?. <i>European Journal of Psychology of Education</i> , 2020, 35, 403-427.	2.6	10
6	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
7	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
8	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
9	The relationship between academic stress and adolescents'™ problematic smartphone usage. <i>Addiction Research and Theory</i> , 2019, 27, 162-169.	1.9	39
10	The Relationship Between Big Five and Self-Control in Boxers: A Mediating Model. <i>Frontiers in Psychology</i> , 2019, 10, 1690.	2.1	20
11	Nicht replizieren: publizieren!?. <i>Zeitschrift Fur Padagogische Psychologie</i> , 2019, 33, 163-176.	3.0	6
12	Grit bei Adoleszenten: eine "neue" leistungsthematisch-motivationale Eigenschaft?. <i>Zeitschrift Fur Padagogische Psychologie</i> , 2019, 33, 241-256.	3.0	3
13	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
14	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
15	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
16	Intelligenz und Hochbegabung. , 2017, , 315-346.		3
17	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
18	Intelligenz " Theorien und Befunde von der Wiege bis zur Bahre. , 2017, , 21-50.		0

#	ARTICLE	IF	CITATIONS
19	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
20	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
21	General versus specific achievement goals: A re-examination. <i>Learning and Individual Differences</i> , 2015, 43, 170-177.	2.7	28
22	Are gifted adolescents more satisfied with their lives than their non-gifted peers?. <i>Frontiers in Psychology</i> , 2015, 6, 1623.	2.1	37
23	Selbstberichtete Zeugnisdaten: Weitere Evidenz für ihre (partielle) Brauchbarkeit. <i>Physics and Chemistry of Minerals</i> , 2015, 62, 253.	0.8	6
24	Akademische Selbstwirksamkeit oder fachbezogene Selbstwirksamkeiten?. <i>Zeitschrift Fur Entwicklungspsychologie Und Padagogische Psychologie</i> , 2015, 47, 159-172.	1.1	4
25	Wie brauchbar ist der "Overexcitability Questionnaire-Two (OEQII)". <i>Diagnostica</i> , 2014, 60, 211-228.	1.0	4
26	Test anxiety in written and oral examinations. <i>Learning and Individual Differences</i> , 2013, 24, 198-203.	2.7	25
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	Hochbegabte und hochleistende Jugendliche: Erfolgreiche Jugendliche!. , 2012, , 167-192.		0
29	Overexcitabilities in gifted and non-gifted adults: does sex matter?. <i>High Ability Studies</i> , 2011, 22, 145-153.	1.9	22
30	Giftedness and subjective well-being: A study with adults. <i>Learning and Individual Differences</i> , 2011, 21, 182-186.	2.7	40
31	Focussing on overexcitabilities: Studies with intellectually gifted and academically talented adults. <i>Personality and Individual Differences</i> , 2011, 51, 337-342.	2.9	36
32	Content-specific achievement motives. <i>Personality and Individual Differences</i> , 2011, 50, 496-501.	2.9	16
33	Steigert Kaugummikauen das kognitive Leistungsvermögen?. <i>Zeitschrift Fur Padagogische Psychologie</i> , 2010, 24, 39-49.	3.0	2
34	Hochbegabung: Fiktionen und Fakten. , 2008, , 60-77.		2
35	Intelligenz und Hochbegabung. , 2008, , 303-325.		0
36	Families with Gifted Adolescents. <i>Educational Psychology</i> , 2006, 26, 19-32.	2.7	11

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37	Blocked Versus Randomized Format of Questionnaires. Educational and Psychological Measurement, 2006, 66, 961-974.	2.4	36
38	Hochbegabung. , 2006, , 187-222.		9
39	Dimensional comparisons in subject-specific academic self-concepts and achievements: A quasi-experimental approach. Learning and Instruction, 2005, 15, 557-570.	3.2	21
40	LeistungsÄngstlichkeit: Facetten, FÄcher, Fachfacetten?. Zeitschrift Fur Padagogische Psychologie, 2005, 19, 225-236.	3.0	18
41	Zur Brauchbarkeit des Differentiellen Leistungsangst Inventars (DAI) bei Studenten: Faktorielle Struktur und psychometrische Kennwerte. Diagnostica, 2004, 50, 49-57.	1.0	3
42	Sociometric types and children's intelligence. British Journal of Developmental Psychology, 1995, 13, 177-189.	1.7	25
43	Children and Their Pets. Anthrozoos, 1994, 7, 242-254.	1.4	56
44	The Possession and Use of Toys in ElementaryÄSchool Boys and Girls: does giftedness make a difference?. Educational Psychology, 1994, 14, 181-194.	2.7	4
45	Cheating and achievement-avoidance at school: components and assessment. British Journal of Educational Psychology, 1994, 64, 119-132.	2.9	11
46	The psycho-social adjustment of gifted children in middle-childhood. European Journal of Psychology of Education, 1994, 9, 15-25.	2.6	22
47	SocioÄemotional adjustment in elementary school boys and girls: Does giftedness make a difference?. Roeper Review, 1994, 16, 294-297.	0.8	15
48	Assessing different components of reading comprehension: fact or fiction?. Language Testing, 1993, 10, 79-92.	3.2	40
49	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
50	Reading comprehension: skill or skills?. Journal of Research in Reading, 1989, 12, 87-113.	2.0	10
51	Expensive Homes Clever Children?. School Psychology International, 1985, 6, 5-12.	1.9	1
52	Bendrasis ir specifinis nusiraÄjinÄ—jimas mokykloje. Acta Paedagogica Vilnensia, 0, 12, 171-182.	0.0	0