

Natalio Extremera Pacheco

List of Publications by Year in descending order

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Version: 2024-02-01

135
papers

5,359
citations

101384

36
h-index

106150

65
g-index

150
all docs

150
docs citations

150
times ranked

3585
citing authors

#	ARTICLE	IF	CITATIONS
1	The moderating role of emotional intelligence in the link between self-esteem and symptoms of eating disorders. <i>International Journal of Eating Disorders</i> , 2023, 56, 778-782.	2.1	1
2	Pathways from emotional intelligence to well-being and health outcomes among unemployed: Mediation by health-promoting behaviours. <i>Journal of Health Psychology</i> , 2022, 27, 879-889.	1.3	9
3	Student aggression against teachers, stress, and emotional intelligence as predictors of withdrawal intentions among secondary school teachers. <i>Anxiety, Stress and Coping</i> , 2022, 35, 365-378.	1.7	7
4	Psychological distress, rumination and problematic smartphone use among Spanish adolescents: An emotional intelligence-based conditional process analysis. <i>Journal of Affective Disorders</i> , 2022, 296, 1-8.	2.0	18
5	A mediated path from emotional intelligence to problematic social media use in adolescents: The serial mediation of perceived stress and depressive symptoms. <i>Addictive Behaviors</i> , 2022, 124, 107095.	1.7	24
6	Unraveling the links among cybervictimization, core self-evaluations, and suicidal ideation: A multi-study investigation. <i>Personality and Individual Differences</i> , 2022, 186, 111337.	1.6	8
7	Teachers' Subjective Happiness: Testing the Importance of Emotional Intelligence Facets Beyond Perceived Stress. <i>Psychology Research and Behavior Management</i> , 2022, Volume 15, 317-326.	1.3	4
8	Gratitude, Emotional Intelligence, and Life Satisfaction Among Older Adults: Evidence for a Broaden-and-Build Model or an Amplification Model?. <i>Journal of Happiness Studies</i> , 2022, 23, 2597-2611.	1.9	4
9	Emotional intelligence and social support of teachers: Exploring how personal and social resources are associated with job satisfaction and intentions to quit job. <i>Revista De Psicodidáctica (English Ed)</i> , 2022, 27, 168-175.	0.5	5
10	A 4-month prospective study of the relationship between emotional intelligence and suicide ideation in Spanish adolescents: The mediating role of positive and negative affect. <i>Death Studies</i> , 2022, , 1-5.	1.8	0
11	Burnout, work engagement and life satisfaction among Spanish teachers: The unique contribution of core self-evaluations. <i>Personality and Individual Differences</i> , 2022, 196, 111727.	1.6	5
12	Retención docente a través de la teoría de demandas y recursos laborales. <i>Educación XXI</i> , 2022, 25, 151-171.	0.3	1
13	Emotional intelligence and eating disorders: a systematic review. <i>Eating and Weight Disorders</i> , 2021, 26, 1287-1301.	1.2	10
14	Chronic negative mood and emotional strengths: Some evidence for using emotions as a specific buffer to the problem of suicide. <i>Personality and Individual Differences</i> , 2021, 168, 110384.	1.6	2
15	A Sequential Path Model Testing: Emotional Intelligence, Resilient Coping and Self-Esteem as Predictors of Depressive Symptoms during Unemployment. <i>International Journal of Environmental Research and Public Health</i> , 2021, 18, 697.	1.2	9
16	How Do Cyber Victimization and Low Core Self-Evaluations Interrelate in Predicting Adolescent Problematic Technology Use?. <i>International Journal of Environmental Research and Public Health</i> , 2021, 18, 3114.	1.2	5
17	Effects of emerging leadership styles on engagement – a mediation analysis in a military context. <i>Leadership and Organization Development Journal</i> , 2021, 42, 665-689.	1.6	6
18	Managing Teachers' Job Attitudes: The Potential Benefits of Being a Happy and Emotional Intelligent Teacher. <i>Frontiers in Psychology</i> , 2021, 12, 661151.	1.1	8

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19	Adolescentes ciberacosadores y uso problemático de Internet: el papel protector de las autovaloraciones centrales. Revista Espanola De Pedagogia, 2021, 79, .	0.7	0
20	Linking Self- and Other-Focused Emotion Regulation Abilities and Occupational Commitment among Pre-Service Teachers: Testing the Mediating Role of Study Engagement. International Journal of Environmental Research and Public Health, 2021, 18, 5434.	1.2	9
21	The Moderating Effect of Emotional Intelligence on Problematic Internet Use and Cyberbullying Perpetration Among Adolescents: Gender Differences. Psychological Reports, 2021, , 0033294121110317.	0.9	9
22	A Closer Look at the Emotional Intelligence Construct: How Do Emotional Intelligence Facets Relate to Life Satisfaction in Students Involved in Bullying and Cyberbullying?. European Journal of Investigation in Health, Psychology and Education, 2021, 11, 711-725.	1.1	11
23	The Role of Emotional Intelligence, the Teacher-Student Relationship, and Flourishing on Academic Performance in Adolescents: A Moderated Mediation Study. Frontiers in Psychology, 2021, 12, 695067.	1.1	26
24	From Deficits in Emotional Intelligence to Eating Disorder Symptoms: A Sequential Path Analysis Approach Through Self-Esteem and Anxiety. Frontiers in Psychology, 2021, 12, 713070.	1.1	0
25	Perfil emocional de adolescentes en riesgo de un uso problemático de internet. Revista De Psicología Clínica Con Niños Y Adolescentes, 2021, 8, 47-53.	0.2	7
26	On the association between job dissatisfaction and employee's mental health problems: Does emotional regulation ability buffer the link?. Personality and Individual Differences, 2020, 155, 109710.	1.6	17
27	Untangling the Emotional Intelligence-Suicidal Ideation Connection: The Role of Cognitive Emotion Regulation Strategies in Adolescents. Journal of Clinical Medicine, 2020, 9, 3116.	1.0	12
28	Coping with the stress caused by the COVID-19 pandemic: future research agenda based on emotional intelligence ((<i>Afrontando el estrés causado por la pandemia COVID-19: futura agenda de) Tj ETQq0 0 0 rgBT /Overlock 10 Tf 50 37	1.0	10
29	A Meta-Analysis of the Relationship Between Emotional Intelligence and Academic Performance in Secondary Education: A Multi-Stream Comparison. Frontiers in Psychology, 2020, 11, 1517.	1.1	53
30	The Interplay of Emotional Intelligence Abilities and Work Engagement on Job and Life Satisfaction: Which Emotional Abilities Matter Most for Secondary-School Teachers?. Frontiers in Psychology, 2020, 11, 563634.	1.1	13
31	The Relationship between Personal Resources and Depression in a Sample of Victims of Cyberbullying: Comparison of Groups with and without Symptoms of Depression. International Journal of Environmental Research and Public Health, 2020, 17, 9307.	1.2	5
32	Optimism and gratitude on suicide risk in Spanish adults: Evidence for doubling up or doubling down?. Journal of Clinical Psychology, 2020, 76, 1882-1892.	1.0	9
33	Predicting Job Satisfaction in Military Organizations: Unpacking the Relationship Between Emotional Intelligence, Teamwork Communication, and Job Attitudes in Spanish Military Cadets. Frontiers in Psychology, 2020, 11, 875.	1.1	6
34	Cyberbullying victimization and somatic complaints: A prospective examination of cognitive emotion regulation strategies as mediators. International Journal of Clinical and Health Psychology, 2020, 20, 135-139.	2.7	25
35	Predictive Factors of Cyberbullying Perpetration amongst Spanish Adolescents. International Journal of Environmental Research and Public Health, 2020, 17, 3967.	1.2	33
36	Pathways between Ability Emotional Intelligence and Subjective Well-Being: Bridging Links through Cognitive Emotion Regulation Strategies. Sustainability, 2020, 12, 2111.	1.6	26

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37	Quando la falta de compromiso ocupacional del profesorado novel no es suficiente para explicar la intenci3n de abandono: la inteligencia emocional importa!. Revista De Psicodidactica, 2020, 25, 52-58.	0.4	9
38	Understanding the link between work engagement and job satisfaction: Do role stressors underlie this relationship?. Scandinavian Journal of Psychology, 2020, 61, 443-449.	0.8	13
39	When pre-service teachers™ lack of occupational commitment is not enough to explain intention to quit: Emotional intelligence matters!. Revista De Psicodidctica (English Ed), 2020, 25, 52-58.	0.5	12
40	The Interactive Effects of Personal Resources on Teachers™ Work Engagement and Withdrawal Intentions: A Structural Equation Modeling Approach. International Journal of Environmental Research and Public Health, 2020, 17, 2170.	1.2	14
41	Adolescents™ problematic internet and smartphone use is related to suicide ideation: Does emotional intelligence make a difference?. Computers in Human Behavior, 2020, 110, 106375.	5.1	49
42	USO PROBLEMTICO DEL SMARTPHONE Y AJUSTE PSICOLGICO EN ADOLESCENTES: EL PAPEL CLAVE DE LA INTELIGENCIA EMOCIONAL. Know and Share Psychology, 2020, 1, .	0.1	3
43	Leaving the Teaching Profession: Examining the Role of Social Support, Engagement and Emotional Intelligence in Teachers™ Intentions to Quit. Psychosocial Intervention, 2020, 29, 141-151.	1.1	27
44	INTELIGENCIA EMOCIONAL, ADICCIN AL SMARTPHONE Y MALESTAR PSICOLGICO COMO PREDICTORES DE LA NOMOFOBIA EN ADOLESCENTES. Know and Share Psychology, 2020, 1, .	0.1	1
45	Frequency of Suicidal Ideation Inventory: Psychometric Properties of the Spanish Version. Psicothema, 2020, 32, 253-260.	0.7	13
46	Psychological distress among the unemployed: Do core self-evaluations and emotional intelligence help to minimize the psychological costs of unemployment?. Journal of Affective Disorders, 2019, 256, 627-632.	2.0	21
47	The Role of Cognitive Emotion Regulation Strategies on Problematic Smartphone Use: Comparison between Problematic and Non-Problematic Adolescent Users. International Journal of Environmental Research and Public Health, 2019, 16, 3142.	1.2	48
48	When and How Do Emotional Intelligence and Flourishing Protect against Suicide Risk in Adolescent Bullying Victims?. International Journal of Environmental Research and Public Health, 2019, 16, 2114.	1.2	28
49	Does Emotional Intelligence Matter in Tough Times? A Moderated Mediation Model for Explaining Health and Suicide Risk amongst Short- and Long-Term Unemployed Adults. Journal of Clinical Medicine, 2019, 8, 797.	1.0	6
50	How does emotional intelligence help teachers to stay engaged? Cross-validation of a moderated mediation model. Personality and Individual Differences, 2019, 151, 109393.	1.6	26
51	Being Bullied at School: Gratitude as Potential Protective Factor for Suicide Risk in Adolescents. Frontiers in Psychology, 2019, 10, 662.	1.1	44
52	<p>Connecting Emotion Regulation to Career Outcomes: Do Proactivity and Job Search Self-Efficacy Mediate This Link?</p>. Psychology Research and Behavior Management, 2019, Volume 12, 1109-1120.	1.3	9
53	The Contribution of Emotional Intelligence to Career Success: Beyond Personality Traits. International Journal of Environmental Research and Public Health, 2019, 16, 4809.	1.2	29
54	What bridges the gap between emotional intelligence and suicide risk in victims of bullying? A moderated mediation study. Journal of Affective Disorders, 2019, 245, 798-805.	2.0	35

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55	Job search self-efficacy as a mediator between emotional intelligence and the active job search process / Autoeficacia de búsqueda como mediadora de la inteligencia emocional y la búsqueda activa de empleo. <i>Revista De Psicología Social</i> , 2019, 34, 86-109.	0.3	8
56	The influence of trait meta-mood on subjective well-being in high school students: a random intercept cross-lagged panel analysis. <i>Educational Psychology</i> , 2019, 39, 332-352.	1.2	9
57	In pursuit of job satisfaction and happiness: Testing the interactive contribution of emotion regulation ability and workplace social support. <i>Scandinavian Journal of Psychology</i> , 2019, 60, 59-66.	0.8	27
58	Clarifying The Links Between Perceived Emotional Intelligence and Well-Being in Older People: Pathways Through Perceived Social Support from Family and Friends. <i>Applied Research in Quality of Life</i> , 2019, 14, 221-235.	1.4	29
59	Un amigo es un tesoro: inteligencia emocional, apoyo social organizacional y engagement docente. <i>Praxis & Saber</i> , 2019, 10, 69-92.	0.0	11
60	Validation of the Spanish version of the Wong Law Emotional Intelligence Scale (WLEIS-S). <i>Psicothema</i> , 2019, 31, 94-100.	0.7	85
61	Development and validation of the Strategic Test of Emotional Intelligence (STEI) in the Spanish population. <i>Ansiedad Y Estrés</i> , 2019, 25, 72-78.	0.6	1
62	Core self-evaluations are associated with judgments of satisfaction with life via positive but not negative affect. <i>Personality and Individual Differences</i> , 2018, 130, 112-116.	1.6	12
63	The Relationship of Botán Foundation's Emotional Intelligence Test (TIEFBA) with Personal and Scholar Adjustment of Spanish Adolescents. <i>Revista De Psicodidáctica (English Ed)</i> , 2018, 23, 1-8.	0.5	9
64	How Does Emotional Intelligence Make One Feel Better at Work? The Mediation Role of Work Engagement. <i>International Journal of Environmental Research and Public Health</i> , 2018, 15, 1909.	1.2	39
65	Cyberbullying Victimization, Self-Esteem and Suicidal Ideation in Adolescence: Does Emotional Intelligence Play a Buffering Role?. <i>Frontiers in Psychology</i> , 2018, 9, 367.	1.1	100
66	Understanding the Links Between Self-Report Emotional Intelligence and Suicide Risk: Does Psychological Distress Mediate This Relationship Across Time and Samples?. <i>Frontiers in Psychiatry</i> , 2018, 9, 184.	1.3	15
67	Spanish Gratitude Questionnaire: Psychometric properties in adolescents and relationships with negative and positive psychological outcomes. <i>Personality and Individual Differences</i> , 2018, 135, 173-175.	1.6	15
68	Emotion-regulation ability, role stress and teachers' mental health. <i>Occupational Medicine</i> , 2017, 67, 540-545.	0.8	45
69	Emotional intelligence and teacher burnout: A systematic review. <i>International Journal of Educational Research</i> , 2017, 85, 121-130.	1.2	147
70	Contributions of Work-Related Stress and Emotional Intelligence to Teacher Engagement: Additive and Interactive Effects. <i>International Journal of Environmental Research and Public Health</i> , 2017, 14, 1156.	1.2	40
71	Academic satisfaction at university: the relationship between emotional intelligence and academic engagement. <i>Electronic Journal of Research in Educational Psychology</i> , 2017, 15, 553-573.	0.2	15
72	Agreeableness and interpersonal forgiveness in young adults: the moderating role of gender. <i>Terapia Psicológica</i> , 2016, 34, 103-110.	0.2	13

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73	Ability emotional intelligence and life satisfaction: Positive and negative affect as mediators. <i>Personality and Individual Differences</i> , 2016, 102, 98-101.	1.6	83
74	The factor structure and psychometric properties of the Spanish version of the Mayer-Salovey-Caruso Emotional Intelligence Test.. <i>Psychological Assessment</i> , 2016, 28, 1404-1415.	1.2	35
75	Ability Emotional Intelligence, Depression, and Well-Being. <i>Emotion Review</i> , 2016, 8, 311-315.	2.1	104
76	Age and gender differences in ability emotional intelligence in adults: A cross-sectional study.. <i>Developmental Psychology</i> , 2016, 52, 1486-1492.	1.2	161
77	Emotional Intelligence, Life Satisfaction, and Psychological Well-Being in Graduates: the Mediating Effect of Perceived Stress. <i>Applied Research in Quality of Life</i> , 2016, 11, 1241-1252.	1.4	49
78	The relation between emotional intelligence and subjective well-being: A meta-analytic investigation. <i>Journal of Positive Psychology</i> , 2016, 11, 276-285.	2.6	353
79	Forgiveness and health-related quality of life in older people: Adaptive cognitive emotion regulation strategies as mediators. <i>Journal of Health Psychology</i> , 2016, 21, 2944-2954.	1.3	23
80	Linking Social Support to Psychological Distress in the Unemployed: The Moderating Role of Core Self-Evaluations. <i>Social Indicators Research</i> , 2016, 127, 435-445.	1.4	16
81	Attenuating the Negative Impact of Unemployment: The Interactive Effects of Perceived Emotional Intelligence and Well-Being on Suicide Risk. <i>PLoS ONE</i> , 2016, 11, e0163656.	1.1	23
82	Las competencias emocionales: material escolar indispensable en la mochila de la vida. <i>Padres Y Maestros / Journal of Parents and Teachers</i> , 2016, .	0.0	7
83	Educadores de corazÃ³n. Inteligencia emocional como elemento clave en la labor docente. <i>Padres Y Maestros / Journal of Parents and Teachers</i> , 2016, .	0.0	15
84	Efecto mediacional del afecto entre las autoevaluaciones centrales y la satisfacciÃ³n vital en discapacidad intelectual. <i>Escritos De Psicologia</i> , 2016, 9, 45-52.	0.2	2
85	Emotional competence relating to perceived stress and burnout in Spanish teachers: a mediator model. <i>PeerJ</i> , 2016, 4, e2087.	0.9	42
86	Exploring the socio-emotional factors associated with subjective well-being in the unemployed. <i>PeerJ</i> , 2016, 4, e2506.	0.9	10
87	Perceived emotional intelligence and aggression among adults: The moderating role of gender. <i>Australian Journal of Psychology</i> , 2015, 67, 140-148.	1.4	7
88	The moderator role of emotion regulation ability in the link between stress and well-being. <i>Frontiers in Psychology</i> , 2015, 6, 1632.	1.1	57
89	Maintaining Life Satisfaction in Adolescence: Affective Mediators of the Influence of Perceived Emotional Intelligence on Overall Life Satisfaction Judgments in a Two-Year Longitudinal Study. <i>Frontiers in Psychology</i> , 2015, 6, 1892.	1.1	56
90	If You Have High Emotional Intelligence (EI), You Must Trust in Your Abilities. <i>Journal of Psychoeducational Assessment</i> , 2015, 33, 46-56.	0.9	25

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91	Core Self-Evaluations, Perceived Stress and Life Satisfaction in Spanish Young and Middle-Aged Adults: An Examination of Mediation and Moderation Effects. <i>Social Indicators Research</i> , 2015, 120, 515-524.	1.4	19
92	Incremental Prediction and Moderating Role of the Perceived Emotional Intelligence over Aggressive Behavior. <i>Spanish Journal of Psychology</i> , 2014, 17, E15.	1.1	10
93	Health-related quality of life and cognitive emotion regulation strategies in the unemployed: a cross-sectional survey. <i>Health and Quality of Life Outcomes</i> , 2014, 12, 172.	1.0	26
94	The Subjective Happiness Scale: Translation and Preliminary Psychometric Evaluation of a Spanish Version. <i>Social Indicators Research</i> , 2014, 119, 473-481.	1.4	104
95	When to cooperate and when to compete: Emotional intelligence in interpersonal decision-making. <i>Journal of Research in Personality</i> , 2014, 49, 21-24.	0.9	33
96	Positive psychological characteristics and interpersonal forgiveness: Identifying the unique contribution of emotional intelligence abilities, Big Five traits, gratitude and optimism. <i>Personality and Individual Differences</i> , 2014, 68, 199-204.	1.6	45
97	Emotional intelligence, life satisfaction and subjective happiness in female student health professionals: the mediating effect of perceived stress. <i>Journal of Psychiatric and Mental Health Nursing</i> , 2014, 21, 106-113.	1.2	126
98	Validación intercultural do Emotional Skills and Competence Questionnaire (ESQ). <i>Psicologia</i> , 2014, 22, 95.	0.1	17
99	Exploring the Relationship Between Emotional Intelligence and Health-Related Quality of Life in Patients with Cancer. <i>Journal of Psychosocial Oncology</i> , 2013, 31, 51-64.	0.6	23
100	Subjective Quality of Life of People with Intellectual Disabilities: The Role of Emotional Competence on Their Subjective Well-Being. <i>Journal of Applied Research in Intellectual Disabilities</i> , 2013, 26, 146-156.	1.3	16
101	A meta-mood model of rumination and depression: Preliminary test in a non-clinical population. <i>Scandinavian Journal of Psychology</i> , 2013, 54, 166-172.	0.8	25
102	Physical-Verbal Aggression and Depression in Adolescents: The Role of Cognitive Emotion Regulation Strategies. <i>Universitas Psychologica</i> , 2013, 11, 1254.	0.6	8
103	Perceived Emotional Intelligence and Clinical Symptoms in Mental Disorders. <i>Psychiatric Quarterly</i> , 2012, 83, 407-418.	1.1	32
104	Examining the Psychometric Properties of the Utrecht Work Engagement Scale in Two Spanish Multi-occupational Samples. <i>International Journal of Selection and Assessment</i> , 2012, 20, 105-110.	1.7	24
105	Emotional intelligence and depression: The moderator role of gender. <i>Personality and Individual Differences</i> , 2012, 53, 29-32.	1.6	71
106	Core self-evaluations, meta-mood experience, and happiness: Tests of direct and moderating effects. <i>Personality and Individual Differences</i> , 2012, 53, 207-212.	1.6	13
107	Life Satisfaction and Engagement in Elementary and Primary Educators: Differences in Emotional Intelligence and Gender // Bienestar personal y laboral en el profesorado de Infantil y Primaria: diferencias en función de su inteligencia emocional y del género. <i>Revista De Psicodidáctica</i> , 2012, 17, 341-358.	0.4	61
108	El papel de la Inteligencia Emocional en la resolución de problemas sociales en estudiantes adolescentes / The role of Emotional Intelligence in solving social problems in a sample of adolescent students. <i>Revista Española De Orientación Y Psicopedagogía</i> , 2011, 22, 69.	0.0	14

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109	Emotion Regulation and the Quality of Social Interaction: Does the Ability to Evaluate Emotional Situations and Identify Effective Responses Matter?. <i>Journal of Personality</i> , 2011, 79, 429-467.	1.8	87
110	Emotional intelligence and its relation with hedonic and eudaimonic well-being: A prospective study. <i>Personality and Individual Differences</i> , 2011, 51, 11-16.	1.6	63
111	Trait Meta-Mood and Subjective Happiness: A 7-week Prospective Study. <i>Journal of Happiness Studies</i> , 2011, 12, 509-517.	1.9	61
112	Emotional Intelligence and Clinical Symptoms in Outpatients with Generalized Anxiety Disorder (GAD). <i>Psychiatric Quarterly</i> , 2011, 82, 253-260.	1.1	32
113	El apoyo social como un mediador de la inteligencia emocional percibida y la satisfacción vital en una muestra de profesorado. <i>Revista De Psicología Social</i> , 2011, 26, 401-412.	0.3	19
114	Daily life activities as mediators of the relationship between personality variables and subjective well-being among older adults. <i>Personality and Individual Differences</i> , 2010, 49, 124-129.	1.6	52
115	Analyzing the Contribution of Emotional Intelligence and Core Self-evaluations as Personal Resources to Employee Engagement. , 2010, , .		2
116	The moderating effect of trait meta-mood and perceived stress on life satisfaction. <i>Personality and Individual Differences</i> , 2009, 47, 116-121.	1.6	111
117	Perceived emotional intelligence facilitates cognitive-emotional processes of adaptation to an acute stressor. <i>Cognition and Emotion</i> , 2007, 21, 758-772.	1.2	65
118	Perceived emotional intelligence and dispositional optimism/pessimism: Analyzing their role in predicting psychological adjustment among adolescents. <i>Personality and Individual Differences</i> , 2007, 42, 1069-1079.	1.6	139
119	Emotional Intelligence as Predictor of Mental, Social, and Physical Health in University Students. <i>Spanish Journal of Psychology</i> , 2006, 9, 45-51.	1.1	167
120	Validity and Reliability of Spanish Versions of the Ruminative Responses Scale-Short Form and the Distraction Responses Scale in a Sample of Spanish High School and College Students. <i>Psychological Reports</i> , 2006, 98, 141-150.	0.9	30
121	Spanish version of the Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT). Version 2.0: reliabilities, age and gender differences. <i>Psicothema</i> , 2006, 18 Suppl, 42-8.	0.7	34
122	Predicting academic burnout and engagement in educational settings: assessing the incremental validity of perceived emotional intelligence beyond perceived stress and general self-efficacy. <i>Psicothema</i> , 2006, 18 Suppl, 158-64.	0.7	13
123	Perceived emotional intelligence and life satisfaction: Predictive and incremental validity using the Trait Meta-Mood Scale. <i>Personality and Individual Differences</i> , 2005, 39, 937-948.	1.6	171
124	about emotional intelligence and moral decisions. <i>Behavioral and Brain Sciences</i> , 2005, 28, 548-549.	0.4	8
125	Engagement and Burnout: Analysing Their Association Patterns. <i>Psychological Reports</i> , 2004, 94, 1048-1050.	0.9	44
126	Validity and Reliability of the Spanish Version of the White Bear Suppression Inventory. <i>Psychological Reports</i> , 2004, 94, 782-784.	0.9	11

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127	Self-Reported Emotional Intelligence, Burnout and Engagement among Staff in Services for People with Intellectual Disabilities. <i>Psychological Reports</i> , 2004, 95, 386-390.	0.9	63
128	Mood Regulation Skill and the Symptoms of Endogenous and Hopelessness Depression in Spanish High School Students. <i>Journal of Psychopathology and Behavioral Assessment</i> , 2004, 26, 233-240.	0.7	25
129	Validity and Reliability of the Spanish Modified Version of the Trait Meta-Mood Scale. <i>Psychological Reports</i> , 2004, 94, 751-755.	0.9	621
130	SELF-REPORTED EMOTIONAL INTELLIGENCE, BURNOUT AND ENGAGEMENT AMONG STAFF IN SERVICES FOR PEOPLE WITH INTELLECTUAL DISABILITIES. <i>Psychological Reports</i> , 2004, 95, 386.	0.9	16
131	La inteligencia emocional: Mtodos de evaluaci3n en el aula. <i>Revista Iberoamericana De Educaci3n</i> , 2004, 34, 1-12.	0.2	14
132	Relation of Perceived Emotional Intelligence and Health-Related Quality of Life of Middle-Aged Women. <i>Psychological Reports</i> , 2002, 91, 47-59.	0.9	96
133	RELATION OF PERCEIVED EMOTIONAL INTELLIGENCE AND HEALTH-RELATED QUALITY OF LIFE OF MIDDLE-AGED WOMEN. <i>Psychological Reports</i> , 2002, 91, 47.	0.9	24
134	La inteligencia emocional como una habilidad esencial en la escuela. <i>Revista Iberoamericana De Educaci3n</i> , 2002, 29, 1-6.	0.2	58
135	Assessment of Emotional and Multiple Intelligences. , 0, , 101-148.		0