

JosÃ© Carlos NÃºñez

List of Publications by Year in descending order

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Version: 2024-02-01

141
papers

3,387
citations

159585

30
h-index

223800

46
g-index

148
all docs

148
docs citations

148
times ranked

2374
citing authors

#	ARTICLE	IF	CITATIONS
1	Perceived parental involvement and student engagement with homework in secondary school: The mediating role of self-handicapping. <i>Current Psychology</i> , 2023, 42, 4350-4361.	2.8	5
2	Effect of an intervention in self-regulation strategies on academic achievement in elementary school: A study of the mediating effect of self-regulatory activity. <i>Revista De Psicodidáctica (English Ed)</i> , 2022, 27, 9-20.	1.1	6
3	Efecto de una intervención en estrategias de autorregulación en el rendimiento académico en Primaria: Estudio del efecto mediador de la actividad autorregulatoria. <i>Revista De Psicodidáctica</i> , 2022, 27, 9-9.	1.3	2
4	Assessment of Public Special Education Teachers Training Needs on Evidence-Based Practice for Students with Autism Spectrum Disorders in Spain. <i>Children</i> , 2022, 9, 83.	1.5	5
5	Living on a double-edged sword: Intergenerational perspectives of women from Gypsy groups about the influence of education on cultural identity. <i>International Journal of Educational Research</i> , 2022, 111, 101915.	2.2	3
6	A Path Model of University Dropout Predictors: The Role of Satisfaction, the Use of Self-Regulation Learning Strategies and Students' Engagement. <i>Sustainability</i> , 2022, 14, 1057.	3.2	12
7	“COVID-19 in Trials and Tribulations”-Project: A Self-Regulation-Based Support Response for Confined Families through Social Networks. <i>International Journal of Environmental Research and Public Health</i> , 2022, 19, 1910.	2.6	3
8	Short and Long-Term Effects on Academic Performance of a School-Based Training in Self-Regulation Learning: A Three-Level Experimental Study. <i>Frontiers in Psychology</i> , 2022, 13, .	2.1	4
9	Profiles of student-perceived teacher homework involvement, and their associations with homework behavior and mathematics achievement: A person-centered approach. <i>Learning and Individual Differences</i> , 2022, 96, 102159.	2.7	8
10	Dimensionality and reliability of a screening instrument for students at-risk of dropping out from Higher Education. <i>Studies in Educational Evaluation</i> , 2021, 68, 100957.	2.3	21
11	Writing intervention with elementary students struggling with writing: examining approach profiles to the teacher feedback on writing quality and motivational variables. <i>Reading and Writing</i> , 2021, 34, 1681.	1.7	8
12	“More Than Buying Extra Fruits and Veggies, Please Hide the Fats and Sugars” Children's Diet Latent Profiles and Family-Related Factors. <i>Nutrients</i> , 2021, 13, 2403.	4.1	6
13	The Mediator Role of Routines on the Relationship between General Procrastination, Academic Procrastination and Perceived Importance of Sleep and Bedtime Procrastination. <i>International Journal of Environmental Research and Public Health</i> , 2021, 18, 7796.	2.6	11
14	Problem-Solving Before Instruction (PS-I): A Protocol for Assessment and Intervention in Students with Different Abilities. <i>Journal of Visualized Experiments</i> , 2021, , .	0.3	0
15	Food Availability, Motivational-Related Factors, and Food Consumption: A Path Model Study with Children. <i>International Journal of Environmental Research and Public Health</i> , 2021, 18, 12897.	2.6	3
16	Peer Victimization in Overweight Adolescents and Its Effect on Their Self-Esteem and Peer Difficulties. <i>International Journal of Environmental Research and Public Health</i> , 2020, 17, 16.	2.6	21
17	The Relationship between Self-Esteem and Achievement Goals in University Students: The Mediating and Moderating Role of Defensive Pessimism. <i>Sustainability</i> , 2020, 12, 7531.	3.2	8
18	Psychological Capital and Burnout in Teachers: The Mediating Role of Flourishing. <i>International Journal of Environmental Research and Public Health</i> , 2020, 17, 8403.	2.6	24

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19	Differential Efficacy of an Intelligent Tutoring System for University Students: A Case Study with Learning Disabilities. Sustainability, 2020, 12, 9184.	3.2	3
20	Prior Academic Achievement as a Predictor of Non-Cognitive Variables and Teacher and Parent Expectations in Students With Learning Disabilities. Learning Disability Quarterly, 2020, , 073194872092540.	1.3	0
21	Learning and Emotional Outcomes after the Application of Invention Activities in a Sample of University Students. Sustainability, 2020, 12, 7306.	3.2	2
22	A brief school-based intervention on Gypsy culture: A longitudinal cluster randomized trial. Journal of Educational Research, 2020, 113, 462-474.	1.6	7
23	Coping Strategies and Self-Efficacy in University Students: A Person-Centered Approach. Frontiers in Psychology, 2020, 11, 841.	2.1	90
24	Predicting Mathematics Achievement in Secondary Education: The Role of Cognitive, Motivational, and Emotional Variables. Frontiers in Psychology, 2020, 11, 876.	2.1	19
25	Engagement SPIRALS in Elementary Students: A School-Based Self-Regulated Learning Approach. Sustainability, 2020, 12, 3894.	3.2	3
26	As the twig is bent, so is the tree inclined: Lack of prior knowledge as a driver of academic procrastination. International Journal of School and Educational Psychology, 2020, , 1-13.	1.6	4
27	Self-Concept and Inattention or Hyperactivityâ€™Impulsivity Symptomatology: The Role of Anxiety. Brain Sciences, 2020, 10, 250.	2.3	5
28	The Role of Anxiety in the Relationship between Self-efficacy and Math Achievement. Psicologia Educativa, 2020, 26, 137-143.	0.9	9
29	Personal and Instructional Variables Related to the Learning Process in Postgraduate Courses. Psicothema, 2020, 32, 525-532.	0.9	2
30	Online Homework Distraction Scale: A Validation Study. Psicothema, 2020, 32, 469-475.	0.9	11
31	Does teacher homework feedback matter to 6th gradersâ€™ school engagement?: a mixed methods study. Metacognition and Learning, 2019, 14, 89-129.	2.7	12
32	Serious Games and Their Effect Improving Attention in Students with Learning Disabilities. International Journal of Environmental Research and Public Health, 2019, 16, 2480.	2.6	42
33	Associations between Profiles of Self-Esteem and Achievement Goals and the Protection of Self-Worth in University Students. International Journal of Environmental Research and Public Health, 2019, 16, 2218.	2.6	8
34	Student Perception of Teacher and Parent Involvement in Homework and Student Engagement: The Mediating Role of Motivation. Frontiers in Psychology, 2019, 10, 1384.	2.1	22
35	The impact of three types of writing intervention on studentsâ€™ writing quality. PLoS ONE, 2019, 14, e0218099.	2.5	20
36	The Effect of Parental Control on Cyber-Victimization in Adolescence: The Mediating Role of Impulsivity and High-Risk Behaviors. Frontiers in Psychology, 2019, 10, 1159.	2.1	31

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37	The Mediator and/or Moderator Role of Complexity of Knowledge about Healthy Eating and Self-Regulated Behavior on the Relation between Family's Income and Children's Obesity. <i>International Journal of Environmental Research and Public Health</i> , 2019, 16, 4207.	2.6	11
38	Teacher Profiles of Psychological Capital and Their Relationship with Burnout. <i>Sustainability</i> , 2019, 11, 5096.	3.2	33
39	First-Year Students Background and Academic Achievement: The Mediating Role of Student Engagement. <i>Frontiers in Psychology</i> , 2019, 10, 2669.	2.1	21
40	Impact of Family and Friends on Antisocial Adolescent Behavior: The Mediating Role of Impulsivity and Empathy. <i>Frontiers in Psychology</i> , 2019, 10, 2071.	2.1	16
41	Promoting School Engagement in Children with Cerebral Palsy: A Narrative Based Program. <i>International Journal of Environmental Research and Public Health</i> , 2019, 16, 3634.	2.6	11
42	Relationship Between Students' Prior Academic Achievement and Homework Behavioral Engagement: The Mediating/Moderating Role of Learning Motivation. <i>Frontiers in Psychology</i> , 2019, 10, 1047.	2.1	13
43	Planning, execution, and revision in mathematics problem solving: Does the order of the phases matter?. <i>Studies in Educational Evaluation</i> , 2019, 61, 83-93.	2.3	21
44	"Homework Should Be" but We Do Not Live in an Ideal World: Mathematics Teachers' Perspectives on Quality Homework and on Homework Assigned in Elementary and Middle Schools. <i>Frontiers in Psychology</i> , 2019, 10, 224.	2.1	11
45	From the Hospital Bed to the Laptop at Home: Effects of a Blended Self-Regulated Learning Intervention. <i>International Journal of Environmental Research and Public Health</i> , 2019, 16, 4802.	2.6	8
46	Eudaimonic Well-Being and Coping with Stress in University Students: The Mediating/Moderating Role of Self-Efficacy. <i>International Journal of Environmental Research and Public Health</i> , 2019, 16, 48.	2.6	46
47	El papel mediador de la autoeficacia y la utilidad entre el conocimiento y el uso de estrategias de autorregulaci3n del aprendizaje. <i>Revista De Psicodidactica</i> , 2019, 24, 1-8.	1.3	25
48	"Did you do your homework?" Mathematics teachers' homework follow-up practices at middle school level. <i>Psychology in the Schools</i> , 2019, 56, 92-108.	1.8	17
49	Mediating Role of Self-efficacy and Usefulness Between Self-regulated Learning Strategy Knowledge and its Use. <i>Revista De Psicodidactica (English Ed)</i> , 2019, 24, 1-8.	1.1	8
50	Mozambican adolescents' perspectives on the academic procrastination process. <i>School Psychology International</i> , 2018, 39, 196-213.	1.9	11
51	Homework purposes, homework behaviors, and academic achievement. Examining the mediating role of students' perceived homework quality. <i>Contemporary Educational Psychology</i> , 2018, 53, 168-180.	2.9	44
52	Motivational profiles in high school students: Differences in behavioural and emotional homework engagement and academic achievement. <i>International Journal of Psychology</i> , 2018, 53, 449-457.	2.8	8
53	A latent profile analysis of first-year university students' academic expectations. <i>Anales De Psicologia</i> , 2018, 35, 58-67.	0.7	22
54	Coping flexibility and eudaimonic well-being in university students. <i>Scandinavian Journal of Psychology</i> , 2018, 59, 433-442.	1.5	14

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55	Homework Feedback Elementary and Middle School Teachers' Conceptions of Homework Feedback. <i>Frontiers in Psychology</i> , 2018, 9, 32.	2.1	13
56	Niveles de rendimiento acadÃ©mico e implicaciÃ³n en los deberes escolares en estudiantes espaÃ±oles de EducaciÃ³n Secundaria. <i>European Journal of Education and Psychology</i> , 2018, 11, 19.	1.5	6
57	Bienestar emocional de los estudiantes universitarios: el papel de la orientaciÃ³n a metas y las percepciones de control. <i>Publicaciones De La Facultad De Educacion Y Humanidades Del Campus De Melilla</i> , 2018, 48, .	0.4	4
58	Dificultades de aprendizaje en EducaciÃ³n Superior: un reto para la comunidad universitaria. <i>Publicaciones De La Facultad De Educacion Y Humanidades Del Campus De Melilla</i> , 2018, 48, .	0.4	1
59	Inventario de procesos de estudio (IPE-ES) para estudiantes universitarios: estudio de su fiabilidad y validez. <i>Publicaciones De La Facultad De Educacion Y Humanidades Del Campus De Melilla</i> , 2018, 48, .	0.4	2
60	Individual, Family, and Community Predictors of Cyber-aggression among Adolescents. <i>European Journal of Psychology Applied To Legal Context</i> , 2018, 2018avonline, 1-10.	4.6	38
61	Validity and reliability of the Parental Homework Management Scale. <i>Psicothema</i> , 2018, 30, 337-343.	0.9	5
62	Factors that determine the persistence and dropout of university students. <i>Psicothema</i> , 2018, 30, 408-414.	0.9	36
63	Validation of the Cybervictimization Questionnaire (CYVIC) for adolescents. <i>Computers in Human Behavior</i> , 2017, 70, 270-281.	8.5	35
64	Changes in involvement in homework throughout compulsory secondary education / Cambios en la implicaciÃ³n en los deberes escolares a lo largo de la EducaciÃ³n Secundaria Obligatoria. <i>Cultura Y EducaciÃ³n</i> , 2017, 29, 254-278.	0.6	7
65	Writing week-journals to improve the writing quality of fourth-graders' compositions. <i>Reading and Writing</i> , 2017, 30, 1009-1032.	1.7	6
66	Self-protection profiles of worth and academic goals in university students. <i>European Journal of Psychology of Education</i> , 2017, 32, 669-686.	2.6	3
67	Promoting Gypsy children's behavioural engagement and school success: Evidence from a four-wave longitudinal study. <i>British Educational Research Journal</i> , 2017, 43, 554-571.	2.5	18
68	Motivational profiles in university students. Its relationship with self-handicapping and defensive pessimism strategies. <i>Learning and Individual Differences</i> , 2017, 56, 128-135.	2.7	16
69	How Do Student Prior Achievement and Homework Behaviors Relate to Perceived Parental Involvement in Homework?. <i>Frontiers in Psychology</i> , 2017, 8, 1217.	2.1	31
70	Procrastinating Behavior in Computer-Based Learning Environments to Predict Performance: A Case Study in Moodle. <i>Frontiers in Psychology</i> , 2017, 8, 1403.	2.1	58
71	Rationale and Applicability of Exploratory Structural Equation Modeling (ESEM) in psychoeducational contexts. <i>Psicothema</i> , 2017, 29, 396-401.	0.9	7
72	PROPIEDADES PSICOMÃ©TRICAS DEL INVENTARIO DE PROCESOS DE AUTORREGULACIÃN DEL APRENDIZAJE EN ESTUDIANTES UNIVERSITARIOS CHILENOS. <i>Revista Iberoamericana De Diagnostico Y Evaluacion Psicologica</i> , 2017, 44, 77-91.	0.1	7

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73	Academic Goals, Student Homework Engagement, and Academic Achievement in Elementary School. <i>Frontiers in Psychology</i> , 2016, 7, 463.	2.1	26
74	Profiles of Psychological Well-being and Coping Strategies among University Students. <i>Frontiers in Psychology</i> , 2016, 7, 1554.	2.1	83
75	“My Child has Cerebral Palsy”: Parental Involvement and Children’s School Engagement. <i>Frontiers in Psychology</i> , 2016, 7, 1765.	2.1	4
76	Academic Goals and Self-Handicapping Strategies in University Students. <i>Spanish Journal of Psychology</i> , 2016, 19, E24.	2.1	9
77	Validity and reliability of the Cyber-aggression Questionnaire for Adolescents (CYBA). <i>European Journal of Psychology Applied To Legal Context</i> , 2016, 8, 69-77.	4.6	49
78	Studying while doing time: understanding inmates’ conceptions of learning. <i>British Educational Research Journal</i> , 2016, 42, 151-167.	2.5	5
79	Promoting Gypsy children school engagement: A story-tool project to enhance self-regulated learning. <i>Contemporary Educational Psychology</i> , 2016, 47, 84-94.	2.9	39
80	The relationship between self-esteem and self-worth protection strategies in university students. <i>Personality and Individual Differences</i> , 2016, 88, 236-241.	2.9	9
81	Levels of Visual Stress in Proficient Readers: Effects of Spectral Filtering of Fluorescent Lighting on Reading Discomfort. <i>Spanish Journal of Psychology</i> , 2015, 18, E58.	2.1	6
82	Multiple Goals and Homework Involvement in Elementary School Students. <i>Spanish Journal of Psychology</i> , 2015, 18, E81.	2.1	6
83	Escala de Evaluación de la Autorregulación del Aprendizaje a partir de Textos (ARATEX-R). <i>European Journal of Education and Psychology</i> , 2015, 8, 9-22.	1.5	15
84	Perfiles motivacionales en estudiantes españoles de Educación Secundaria Obligatoria: Análisis diferencial en autoatribuciones académicas. <i>Anales De Psicología</i> , 2015, 31, 579.	0.7	3
85	Hipatia: a hypermedia learning environment in mathematics. <i>Anales De Psicología</i> , 2015, 32, 98.	0.7	10
86	Deberes escolares y rendimiento académico en Educación Primaria. <i>Anales De Psicología</i> , 2015, 31, 562.	0.7	29
87	The effects of teachers’ homework follow-up practices on students’ EFL performance: a randomized-group design. <i>Frontiers in Psychology</i> , 2015, 6, 1528.	2.1	26
88	Family involvement, adolescent self-concept and academic achievement. <i>European Journal of Investigation in Health, Psychology and Education</i> , 2015, 5, 293-311.	1.9	7
89	Homework and academic achievement across Spanish Compulsory Education. <i>Educational Psychology</i> , 2015, 35, 726-746.	2.7	66
90	Motivational profiles as a combination of academic goals in higher education. <i>Educational Psychology</i> , 2015, 35, 634-650.	2.7	22

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91	Risk factors associated with cybervictimization in adolescence. <i>International Journal of Clinical and Health Psychology</i> , 2015, 15, 226-235.	5.1	103
92	Relationships between perceived parental involvement in homework, student homework behaviors, and academic achievement: differences among elementary, junior high, and high school students. <i>Metacognition and Learning</i> , 2015, 10, 375-406.	2.7	108
93	Transcultural analysis of the effectiveness of a program to promote self-regulated learning in Mozambique, Chile, Portugal, and Spain. <i>Higher Education Research and Development</i> , 2015, 34, 173-187.	2.9	30
94	Teachers' Feedback on Homework, Homework-Related Behaviors, and Academic Achievement. <i>Journal of Educational Research</i> , 2015, 108, 204-216.	1.6	94
95	Predictors of school bullying perpetration in adolescence: A systematic review. <i>Aggression and Violent Behavior</i> , 2015, 23, 126-136.	2.1	141
96	Does homework design matter? The role of homework's purpose in student mathematics achievement. <i>Contemporary Educational Psychology</i> , 2015, 43, 10-24.	2.9	45
97	Implicación familiar, autoconcepto del adolescente y rendimiento académico. <i>European Journal of Investigation in Health, Psychology and Education</i> , 2015, 5, 293.	1.9	24
98	Family involvement, adolescent self-concept and academic achievement. <i>European Journal of Investigation in Health, Psychology and Education</i> , 2015, 5, 293-311.	1.9	12
99	La violencia escolar en los centros de educación secundaria de Asturias desde la perspectiva del alumnado. <i>Educación XXI</i> , 2014, 17, .	0.8	17
100	Attentional functions and trait anxiety in children with ADHD. <i>Learning and Individual Differences</i> , 2014, 35, 147-152.	2.7	13
101	Assessment of a Self-regulated Learning Intervention. <i>Spanish Journal of Psychology</i> , 2014, 17, E12.	2.1	16
102	Understanding gypsy children's conceptions of learning: A phenomenographic study. <i>School Psychology International</i> , 2014, 35, 152-166.	1.9	26
103	Performance evaluation of recent information criteria for selecting multilevel models in Behavioral and Social Sciences. <i>International Journal of Clinical and Health Psychology</i> , 2014, 14, 48-57.	5.1	21
104	Are teachers' approaches to teaching responsive to individual student variation? A two-level structural equation modeling. <i>European Journal of Psychology of Education</i> , 2014, 29, 577-601.	2.6	13
105	Homework Motivation and Engagement throughout Compulsory Education // La motivación e implicación en los deberes escolares a lo largo de la escolaridad obligatoria. <i>Revista De Psicodidáctica</i> , 2014, 20, 47-63.	1.3	31
106	An explanatory model of the intention to continue studying among non-traditional university students. <i>Psicothema</i> , 2014, 26, 84-90.	0.9	10
107	The relationship between approaches to teaching and approaches to studying: a two-level structural equation model for biology achievement in high school. <i>Metacognition and Learning</i> , 2013, 8, 47-77.	2.7	37
108	Grade level, study time, and grade retention and their effects on motivation, self-regulated learning strategies, and mathematics achievement: a structural equation model. <i>European Journal of Psychology of Education</i> , 2013, 28, 1311-1331.	2.6	54

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109	A longitudinal assessment of the effectiveness of a school-based mentoring program in middle school. <i>Contemporary Educational Psychology</i> , 2013, 38, 11-21.	2.9	76
110	El consenso de normas de aula y su relación con bajos niveles de violencia escolar. <i>Infancia Y Aprendizaje</i> , 2013, 36, 199-217.	0.9	15
111	Predicción del uso de estrategias de autorregulación en la educación superior: Un análisis a nivel individual y de contexto. <i>Anales De Psicología</i> , 2013, 29, .	0.7	28
112	Dificultades de aprendizaje en estudiantes universitarios de primer año. <i>Atenea</i> , 2013, , 135-150.	0.0	12
113	Approaches to Teaching in High School when Considering Contextual Variables and Teacher Variables // Enfoques de enseñanza en Bachillerato en función de variables contextuales y del docente. <i>Revista De Psicodidactica</i> , 2013, 18, 25-45.	1.3	18
114	Student, Teacher, and School Context Variables Predicting Academic Achievement in Biology: Analysis from a Multilevel Perspective // Variables del estudiante, del profesor y del contexto en la predicción del rendimiento académico en Biología: Análisis <i>Revista De Psicodidactica</i> , 2013, 19, 145-172.	1.3	22
115	Validity Evidence based on Internal Structure of Scores on the Spanish Version of the Self-Description Questionnaire-II. <i>Spanish Journal of Psychology</i> , 2012, 15, 388-398.	2.1	21
116	Bullying and cyberbullying: research and intervention at school and social contexts. <i>Psicothema</i> , 2012, 24, 603-7.	0.9	17
117	Factorial invariance and latent mean differences of scores on the achievement goal tendencies questionnaire across gender and age in a sample of Spanish students. <i>Learning and Individual Differences</i> , 2011, 21, 138-143.	2.7	22
118	Disposición y enfoques de aprendizaje en estudiantes universitarios de primer año. <i>Universitas Psychologica</i> , 2011, 10, 441-449.	0.6	14
119	Multiple Goals Perspective in Adolescent Students With Learning Difficulties. <i>Learning Disability Quarterly</i> , 2011, 34, 273-286.	1.3	9
120	Nuevas técnicas de evaluación en el Trastorno por Déficit de Atención e Hiperactividad (TDAH). <i>European Journal of Education and Psychology</i> , 2011, 4, 63.	1.5	4
121	Implementation of training programs in self-regulated learning strategies in Moodle format: results of a experience in higher education. <i>Psicothema</i> , 2011, 23, 274-81.	0.9	52
122	Enhancing self-regulation and approaches to learning in first-year college students: a narrative-based programme assessed in the Iberian Peninsula. <i>European Journal of Psychology of Education</i> , 2010, 25, 411-428.	2.6	56
123	Perfiles motivacionales y diferencias en variables afectivas, motivacionales y de logro. <i>Universitas Psychologica</i> , 2010, 9, 109-121.	0.6	37
124	La formación inicial de los futuros maestros en recursos para la convivencia escolar y el manejo del aula. <i>European Journal of Education and Psychology</i> , 2010, 3, 187.	1.5	8
125	New media for the promotion of self-regulated learning in higher education. <i>Psicothema</i> , 2010, 22, 306-15.	0.9	18
126	Academic Goals and Learning Quality in Higher Education Students. <i>Spanish Journal of Psychology</i> , 2009, 12, 96-105.	2.1	42

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127	Academic Procrastination: Associations with Personal, School, and Family Variables. Spanish Journal of Psychology, 2009, 12, 118-127.	2.1	70
128	TDAH y Dificultades de Aprendizaje en escritura: comorbilidad en base a la Atención y Memoria Operativa. European Journal of Education and Psychology, 2009, 2, 181.	1.5	12
129	Trabalho de casa, auto-eficácia e rendimento em matemática. Psicologia Escolar E Educacional, 2008, 12, 23-35.	0.3	2
130	Self-regulated profiles and academic achievement. Psicothema, 2008, 20, 724-31.	0.9	25
131	Metas académicas y estrategias de aprendizaje en estudiantes universitarios. Psicologia Escolar E Educacional, 2007, 11, 31-40.	0.3	3
132	Discursos de pais e alunos sobre o aprender: um estudo no 5º ano de escolaridade. Psicologia Em Estudo, 2006, 11, 463-471.	0.2	6
133	Olhares de gênero face à matemática: uma investigação no ensino obrigatório espanhol. Estudos De Psicologia (Natal), 2006, 11, 135-141.	0.0	5
134	Trabalho de casa, tarefas escolares, auto-regulação e envolvimento parental. Psicologia Em Estudo, 2005, 10, 343-351.	0.2	18
135	Subgroups of Attributional Profiles in Students with Learning Difficulties and Their Relation to Self-Concept and Academic Goals. Learning Disabilities Research and Practice, 2005, 20, 86-97.	1.1	47
136	Abordagem dos alunos à aprendizagem: análise do construto. Psico-USF, 2004, 9, 117-127.	0.2	5
137	Title is missing!. Research in Higher Education, 2003, 44, 557-580.	1.7	67
138	Multiple goals, motivation and academic learning. British Journal of Educational Psychology, 2003, 73, 71-87.	2.9	122
139	A Structural Equation Model of Parental Involvement, Motivational and Aptitudinal Characteristics, and Academic Achievement. Journal of Experimental Education, 2002, 70, 257-287.	2.6	104
140	Elementary school students' attitudes towards cerebral palsy: a raising awareness brief intervention. International Journal of Inclusive Education, 0, , 1-16.	2.6	2
141	School Psychology in Spain. , 0, , 381-390.		1