

Anthony John Onwuegbuzie

List of Publications by Year in descending order

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Version: 2024-02-01

110
papers

9,611
citations

50244

46
h-index

42364

92
g-index

122
all docs

122
docs citations

122
times ranked

7120
citing authors

#	ARTICLE	IF	CITATIONS
1	Revisiting the difference between mixed methods and multimethods: Is it all in the name?. <i>Quality and Quantity</i> , 2018, 52, 2757-2770.	2.0	147
2	Collaboration Patterns Among Mixed Researchers: A Multidisciplinary Examination. <i>International Journal of Multiple Research Approaches</i> , 2018, 10, 437-457.	0.3	7
3	A meta-framework for conducting mixed methods impact evaluations: Implications for altering practice and the teaching of evaluation. <i>Studies in Educational Evaluation</i> , 2017, 53, 55-68.	1.2	18
4	The Specificity of Observational Studies in Physical Activity and Sports Sciences: Moving Forward in Mixed Methods Research and Proposals for Achieving Quantitative and Qualitative Symmetry. <i>Frontiers in Psychology</i> , 2017, 8, 2196.	1.1	100
5	Toward a Conceptualization of Mixed Methods Phenomenological Research. <i>Journal of Mixed Methods Research</i> , 2015, 9, 91-107.	1.8	144
6	Reading Ability as a Predictor of African American Graduate Students'™ Technical Writing Proficiency in the Context of Statistics Courses. <i>Journal of Negro Education</i> , The, 2014, 83, 135.	0.6	3
7	Improving the Quality of Mixed Research Reports in the Field of Human Resource Development and Beyond: A Call for Rigor as an Ethical Practice. <i>Human Resource Development Quarterly</i> , 2014, 25, 273-299.	2.1	32
8	Alternative Peer Group: A Model for Youth Recovery. <i>Journal of Groups in Addiction and Recovery</i> , 2014, 9, 40-53.	0.4	19
9	Teachers'™ motivation for entering the teaching profession and their job satisfaction: a cross-cultural comparison of China and other countries. <i>Learning Environments Research</i> , 2014, 17, 75-94.	1.8	50
10	From Mario to FIFA: what qualitative case study research suggests about games-based learning in a US classroom. <i>Educational Media International</i> , 2014, 51, 16-34.	0.9	25
11	Surveying the landscape of mixed methods phenomenological research. <i>International Journal of Multiple Research Approaches</i> , 2014, 8, 2-14.	0.3	14
12	Complexity of quantitative analyses used in mixed research articles published in a flagship mathematics education journal. <i>International Journal of Multiple Research Approaches</i> , 2014, 8, 63-73.	0.3	9
13	Administering Quantitative Instruments With Qualitative Interviews: A Mixed Research Approach. <i>Journal of Counseling and Development</i> , 2013, 91, 184-194.	1.3	54
14	Practice Note. <i>International Journal of Multiple Research Approaches</i> , 2013, 7, 271-284.	0.3	21
15	Counseling Single Mothers of Multiple Heritage Children. <i>Family Journal</i> , 2013, 21, 396-401.	0.7	6
16	PURPOSES AND APPROACHES OF SELECTED MENTORS IN SCHOOL-BASED MENTORING: A COLLECTIVE CASE STUDY. <i>Psychology in the Schools</i> , 2013, 50, 618-633.	1.1	3
17	Beyond Words: Using Nonverbal Communication Data in Research to Enhance Thick Description and Interpretation. <i>International Journal of Qualitative Methods</i> , The, 2013, 12, 670-696.	1.3	56
18	Securing a Place at the Table. <i>American Behavioral Scientist</i> , 2012, 56, 849-865.	2.3	57

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19	Principles of play: A dialogical comparison of two case studies in school-based mentoring.. International Journal of Play Therapy, 2012, 21, 131-148.	0.2	2
20	Methodological Reporting in Qualitative, Quantitative, and Mixed Methods Health Services Research Articles. Health Services Research, 2012, 47, 721-745.	1.0	166
21	Geographic information systems: A mixed methods spatial approach in business and management research and beyond. International Journal of Multiple Research Approaches, 2011, 5, 367-386.	0.3	6
22	Beyond constant comparison qualitative data analysis: Using NVivo.. School Psychology Quarterly, 2011, 26, 70-84.	2.4	278
23	Assessing legitimation in mixed research: a new framework. Quality and Quantity, 2011, 45, 1253-1271.	2.0	50
24	Hispanic college studentsâ€™ views of effective middle-school teachers: A multi-stage mixed analysis. Learning Environments Research, 2011, 14, 135-153.	1.8	5
25	Mixed Research in Counseling: Trends in the Literature. Measurement and Evaluation in Counseling and Development, 2011, 44, 169-180.	1.6	11
26	Mixed Research in Gifted Education. Journal for the Education of the Gifted, 2011, 34, 860-875.	0.5	6
27	Writing publishable mixed research articles: Guidelines for emerging scholars in the health sciences and beyond. International Journal of Multiple Research Approaches, 2011, 5, 7-24.	0.3	44
28	A mixed research study of pedagogical approaches and student learning in doctoral-level mixed research courses. International Journal of Multiple Research Approaches, 2011, 5, 169-199.	0.3	23
29	A Binomial Test of Group Differences With Correlated Outcome Measures. Journal of Experimental Education, 2011, 79, 127-142.	1.6	4
30	Views of effective college faculty: a mixed analysis. Assessment and Evaluation in Higher Education, 2011, 36, 331-346.	3.9	15
31	An interactive model for facilitating development of literature reviews. International Journal of Multiple Research Approaches, 2010, 4, 159-182.	0.3	25
32	Gender Differences in College Preparedness: A Statewide Study. Urban Review, 2010, 42, 441-457.	1.0	17
33	Generalization practices in qualitative research: a mixed methods case study. Quality and Quantity, 2010, 44, 881-892.	2.0	43
34	Quality of abstracts in articles submitted to a scholarly journal: A mixed methods case study of the journal Research in the Schools. Library and Information Science Research, 2010, 32, 53-61.	1.2	9
35	Transcending the Quantitativeâ€™Qualitative Divide With Mixed Methods Research: A Multidimensional Framework for Understanding Congruence and Completeness in the Study of Values. Counseling and Values, 2010, 55, 46-62.	0.6	5
36	Mixed methods research design: A comparison of prevalence inJRMEandAERJ. International Journal of Multiple Research Approaches, 2010, 4, 233-245.	0.3	23

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37	High School Students and Their Lack of Preparedness for College: A Statewide Study. <i>Education and Urban Society</i> , 2010, 42, 817-838.	0.8	32
38	Utilizing mixed methods in teaching environments to reduce statistics anxiety. <i>International Journal of Multiple Research Approaches</i> , 2010, 4, 28-39.	0.3	32
39	Effects of a Computer-Based Early Reading Program on the Early Reading and Oral Language Skills of At-Risk Preschool Children. <i>Journal of Education for Students Placed at Risk</i> , 2010, 15, 279-298.	1.5	52
40	Mixed Research as a Tool for Developing Quantitative Instruments. <i>Journal of Mixed Methods Research</i> , 2010, 4, 56-78.	1.8	207
41	Mixed data analysis: Advanced integration techniques. <i>International Journal of Multiple Research Approaches</i> , 2009, 3, 13-33.	0.3	74
42	Call for mixed analysis: A philosophical framework for combining qualitative and quantitative approaches. <i>International Journal of Multiple Research Approaches</i> , 2009, 3, 114-139.	0.3	174
43	A typology of mixed methods research designs. <i>Quality and Quantity</i> , 2009, 43, 265-275.	2.0	839
44	A meta-validation model for assessing the score-validity of student teaching evaluations. <i>Quality and Quantity</i> , 2009, 43, 197-209.	2.0	70
45	A Framework for Making Quantitative Educational Research Articles More Reader-Friendly for Practitioners. <i>Quality and Quantity</i> , 2008, 42, 75-87.	2.0	6
46	Mixed methods research in school psychology: A mixed methods investigation of trends in the literature. <i>Psychology in the Schools</i> , 2008, 45, 291-309.	1.1	101
47	The relationship between citation errors and library anxiety: An empirical study of doctoral students in education. <i>Information Processing and Management</i> , 2008, 44, 948-956.	5.4	22
48	Reading Ability as a Predictor of Academic Procrastination Among African American Graduate Students. <i>Reading Psychology</i> , 2008, 29, 493-507.	0.7	8
49	Preservice Teachers' Perceptions of Characteristics of an Effective Teacher as a Function of Discipline Orientation: A Mixed Methods Investigation. <i>Teacher Educator</i> , 2008, 43, 279-301.	0.8	9
50	Reading Ability and Computer-Related Attitudes among African American Graduate Students. <i>Cyberpsychology, Behavior and Social Networking</i> , 2008, 11, 347-350.	2.2	5
51	Qualitative data analysis: A compendium of techniques and a framework for selection for school psychology research and beyond.. <i>School Psychology Quarterly</i> , 2008, 23, 587-604.	2.4	336
52	Critical Thinking Disposition and Library Anxiety: Affective Domains on the Space of Information Seeking and Use in Academic Libraries. <i>College and Research Libraries</i> , 2007, 68, 268-278.	0.2	38
53	Conducting mixed analyses: A general typology. <i>International Journal of Multiple Research Approaches</i> , 2007, 1, 4-17.	0.3	61
54	An array of qualitative data analysis tools: A call for data analysis triangulation.. <i>School Psychology Quarterly</i> , 2007, 22, 557-584.	2.4	799

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55	A Mixed Methods Investigation of Mixed Methods Sampling Designs in Social and Health Science Research. <i>Journal of Mixed Methods Research</i> , 2007, 1, 267-294.	1.8	307
56	Students'™ Perceptions of Characteristics of Effective College Teachers: A Validity Study of a Teaching Evaluation Form Using a Mixed-Methods Analysis. <i>American Educational Research Journal</i> , 2007, 44, 113-160.	1.6	177
57	Post-traumatic stress disorder, depression, and anxiety among Gaza Strip adolescents in the wake of the second Uprising (Intifada). <i>Child Abuse and Neglect</i> , 2007, 31, 719-729.	1.3	88
58	Academic procrastination and the role of hope as a coping strategy. <i>Personality and Individual Differences</i> , 2007, 42, 1301-1310.	1.6	106
59	The relationship between psychology students'™ levels of perfectionism and achievement in a graduate-level research methodology course. <i>Personality and Individual Differences</i> , 2007, 43, 1396-1405.	1.6	25
60	A Call for Qualitative Power Analyses. <i>Quality and Quantity</i> , 2007, 41, 105-121.	2.0	447
61	Validity and Qualitative Research: An Oxymoron?. <i>Quality and Quantity</i> , 2007, 41, 233-249.	2.0	451
62	The relationship between race and library anxiety among graduate students: A replication study. <i>Information Processing and Management</i> , 2006, 42, 843-851.	5.4	25
63	The scope of sexual, physical, and psychological abuse in a Bedouin-Arab community of female adolescents: The interplay of racism, urbanization, polygamy, family honor, and the social marginalization of women. <i>Child Abuse and Neglect</i> , 2006, 30, 215-229.	1.3	54
64	Estimating and Using Propensity Score Analysis With Complex Samples. <i>Journal of Experimental Education</i> , 2006, 75, 31-65.	1.6	50
65	A Proposed New "What if Reliability" Analysis for Assessing the Statistical Significance of Bivariate Relationships. <i>Measurement and Evaluation in Counseling and Development</i> , 2005, 37, 228-239.	1.6	5
66	Taking the "Q-Out of Research: Teaching Research Methodology Courses Without the Divide Between Quantitative and Qualitative Paradigms. <i>Quality and Quantity</i> , 2005, 39, 267-295.	2.0	166
67	The MANTRA II study. <i>Lancet, The</i> , 2005, 366, 1769.	6.3	1
68	On Becoming a Pragmatic Researcher: The Importance of Combining Quantitative and Qualitative Research Methodologies. <i>International Journal of Social Research Methodology: Theory and Practice</i> , 2005, 8, 375-387.	2.3	512
69	Racial differences in library anxiety among graduate students. <i>Library Review</i> , 2004, 53, 228-235.	1.5	22
70	Academic procrastination and statistics anxiety. <i>Assessment and Evaluation in Higher Education</i> , 2004, 29, 3-19.	3.9	292
71	Attributions Toward Violence of Male Juvenile Delinquents: A Concurrent Mixed-Methodological Analysis. <i>Journal of Social Psychology</i> , 2004, 144, 549-570.	1.0	20
72	Evidence of Score Reliability and Validity of the Statistical Anxiety Rating Scale Among Technikon Students in South Africa. <i>Measurement and Evaluation in Counseling and Development</i> , 2004, 36, 238-251.	1.6	28

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73	Effect Sizes in Qualitative Research: A Prolegomenon. <i>Quality and Quantity</i> , 2003, 37, 393-409.	2.0	166
74	Study coping and examination-taking coping strategies: the role of learning modalities among female graduate students. <i>Personality and Individual Differences</i> , 2003, 35, 1021-1032.	1.6	14
75	Aptitude by Treatment Interactions and Matthew Effects in Graduate-Level Cooperative-Learning Groups. <i>Journal of Educational Research</i> , 2003, 96, 217-230.	0.8	9
76	Characteristics of respondents who respond differently to positively and negatively worded items on rating scales. <i>Assessment and Evaluation in Higher Education</i> , 2003, 28, 587-606.	3.9	50
77	Assessment in Statistics Courses: More than a tool for evaluation. <i>Assessment and Evaluation in Higher Education</i> , 2003, 28, 115-127.	3.9	21
78	The Role of Study Habits in Foreign Language Courses. <i>Assessment and Evaluation in Higher Education</i> , 2002, 27, 463-473.	3.9	5
79	Dimensions of library anxiety and social interdependence: implications for library services. <i>Library Review</i> , 2002, 51, 71-78.	1.5	31
80	Preservice Teachers' Educational Beliefs and Their Perceptions of Characteristics of Effective Teachers. <i>Journal of Educational Research</i> , 2002, 96, 116-127.	0.8	161
81	The effect of polygamous marital structure on behavioral, emotional, and academic adjustment in children: a comprehensive review of the literature. <i>Clinical Child and Family Psychology Review</i> , 2002, 5, 255-271.	2.3	66
82	Writing Apprehension and Academic Procrastination among Graduate Students. <i>Perceptual and Motor Skills</i> , 2001, 92, 560-562.	0.6	40
83	Relationship Between Peer Orientation and Achievement in Cooperative Learning-Based Research Methodology Courses. <i>Journal of Educational Research</i> , 2001, 94, 164-170.	0.8	19
84	Library anxiety and characteristic strengths and weaknesses of graduate students' study habits. <i>Library Review</i> , 2001, 50, 73-80.	1.5	23
85	Computer Attitudes as a Function of Age, Gender, Math Attitude, and Developmental Status. <i>Journal of Educational Computing Research</i> , 2001, 25, 367-384.	3.6	32
86	Racial Differences in IQ Revisited: A Synthesis of Nearly a Century of Research. <i>Journal of Black Psychology</i> , The, 2001, 27, 209-220.	1.0	20
87	Role of Study Skills in Graduate-Level Educational Research Courses. <i>Journal of Educational Research</i> , 2001, 94, 238-246.	0.8	42
88	Correlation between Scores on Integration of Scientific Knowledge and Achievement in a Course in Educational Research Methods. <i>Psychological Reports</i> , 2001, 88, 517-520.	0.9	0
89	The Validation of Three Scales Measuring Anxiety at Different Stages of the Foreign Language Learning Process: The Input Anxiety Scale, the Processing Anxiety Scale, and the Output Anxiety Scale. <i>Language Learning</i> , 2000, 50, 87-117.	1.4	47
90	Is Defense or Offense More Important for Professional Football Teams? A Replication Study Using Data from the 1998-1999 Regular Football Season. <i>Perceptual and Motor Skills</i> , 2000, 90, 640-648.	0.6	1

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91	Statistics Anxiety and the Role of Self-Perceptions. <i>Journal of Educational Research</i> , 2000, 93, 323-330.	0.8	98
92	Go to the Library Later: The Relationship between Academic Procrastination and Library Anxiety. <i>College and Research Libraries</i> , 2000, 61, 45-54.	0.2	63
93	Using learning style to predict foreign language achievement at the college level. <i>System</i> , 2000, 28, 115-133.	1.7	43
94	Attitudes toward Statistics Assessments. <i>Assessment and Evaluation in Higher Education</i> , 2000, 25, 321-339.	3.9	41
95	Cognitive, Affective, Personality, and Demographic Predictors of Foreign-Language Achievement. <i>Journal of Educational Research</i> , 2000, 94, 3-15.	0.8	129
96	Defense or Offense? Which is the Better Predictor of Success for Professional Football Teams? Perceptual and Motor Skills, 1999, 89, 151-159.	0.6	4
97	Statistics Anxiety among African American Graduate Students: An Affective Filter?. <i>Journal of Black Psychology</i> , The, 1999, 25, 189-209.	1.0	55
98	Perfectionism and statistics anxiety. <i>Personality and Individual Differences</i> , 1999, 26, 1089-1102.	1.6	79
99	Relation of Hope to Self-Perception. <i>Perceptual and Motor Skills</i> , 1999, 88, 535-540.	0.6	34
100	Perfectionism and library anxiety among graduate students. <i>Journal of Academic Librarianship</i> , 1998, 24, 365-371.	1.3	53
101	The relationship between library anxiety and learning styles among graduate students: Implications for library instruction. <i>Library and Information Science Research</i> , 1998, 20, 235-249.	1.2	46
102	Similarity of Learning Styles of Students and a Teacher in Achievement in a Research Methods Course. <i>Psychological Reports</i> , 1998, 82, 163-168.	0.9	4
103	Academic library usage: a comparison of native and non-native English-speaking students. <i>Australian Library Journal</i> , 1997, 46, 258-269.	0.4	28
104	Learning Style and Achievement in a Course on Research Methods. <i>Psychological Reports</i> , 1997, 80, 496-498.	0.9	14
105	Writing a research proposal: The role of library anxiety, statistics anxiety, and composition anxiety. <i>Library and Information Science Research</i> , 1997, 19, 5-33.	1.2	171
106	Antecedents of Library Anxiety. <i>Library Quarterly</i> , 1997, 67, 372-389.	0.4	103
107	The relative contributions of examination-taking coping strategies and study coping strategies to test anxiety: A concurrent analysis. <i>Cognitive Therapy and Research</i> , 1996, 20, 287-303.	1.2	42
108	Library anxiety: Characteristics of at-risk college students. <i>Library and Information Science Research</i> , 1996, 18, 151-163.	1.2	120

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109	Statistics Test Anxiety and Female Students. <i>Psychology of Women Quarterly</i> , 1995, 19, 413-418.	1.3	41
110	The Effect of Time Constraints and Statistics Test Anxiety on Test Performance in a Statistics Course. <i>Journal of Experimental Education</i> , 1995, 63, 115-124.	1.6	95