Markku Juhani Niemivirta

List of Publications by Year
in descending order

43	2,182	361413	345221
papers	citations	20 h-index	36 g-index

47	47	47	1666
all docs	docs citations	times ranked	citing authors

#	Article	IF	Citations
1	Self-Regulated Learning. , 2000, , 417-450.		385
2	Predicting children's mathematical performance in grade one by early numeracy. Learning and Individual Differences, 2010, 20, 427-435.	2.7	246
3	Achievement goal orientations and academic well-being across the transition to upper secondary education. Learning and Individual Differences, 2012, 22, 290-305.	2.7	207
4	Achievement goal orientations and subjective well-being: A person-centred analysis. Learning and Instruction, 2008, 18, 251-266.	3.2	192
5	Stability and change in achievement goal orientations: A person-centered approach. Contemporary Educational Psychology, 2011, 36, 82-100.	2.9	151
6	The role of achievement goal orientations in students' perceptions of and preferences for classroom environment. British Journal of Educational Psychology, 2008, 78, 291-312.	2.9	109
7	Interrelations among university studentsâ€™ approaches to learning, regulation of learning, and cognitive and attributional strategies: a person oriented approach. Higher Education, 2011, 61, 513-529.	4.4	85
8	Relations between teacher studentsâ€™ approaches to learning, cognitive and attributional strategies, well-being, and study success. Higher Education, 2012, 64, 455-471.	4.4	85
9	Predictors and outcomes of situational interest during a science learning task. Instructional Science, 2013, 41, 1047-1064.	2.0	69
10	MOTIVATION AND PERFORMANCE IN CONTEXT: THE INFLUENCE OF GOAL ORIENTATIONS AND INSTRUCTIONAL SETTING ON SITUATIONAL APPRAISALS AND TASK PERFORMANCE. Psychologia, 2002, 45, 250-270.	0.3	63
11	Young Children's Number Sense in China and Finland. Scandinavian Journal of Educational Research, 2006, 50, 483-502.	1.7	55
12	Motivation across a transition: Changes in achievement goal orientations and academic well-being from elementary to secondary school. Learning and Individual Differences, 2020, 79, 101854.	2.7	43
13	Impaired engagement of the ventral attentional pathway in ADHD. Neuropsychologia, 2011, 49, 1889-1896.	1.6	42
14	Consistency, longitudinal stability, and predictions of elementary school students' task interest, success expectancy, and performance in mathematics. Learning and Instruction, 2018, 56, 73-83.	3.2	33
15	The changes in learning theory and the topicality of the recent research on motivation. Learning and Instruction, 1999, 9, 57-65.	3.2	31
16	The Interaction of Motivational Orientation and Knowledge-Seeking Inquiry in Computer-Supported Collaborative Learning. Journal of Educational Computing Research, 1999, 21, 263-281.	5.5	30
17	The Influence of Achievement Goal Orientations and Task Concreteness on Situational Interest. Journal of Experimental Education, 2014, 82, 455-479.	2.6	29
18	Cortical activation patterns during subitizing and counting. Brain Research, 2013, 1497, 40-52.	2.2	28

#	Article	IF	Citations
19	Adult students' achievement goal orientations and evaluations of the learning environment: a person-centred longitudinal analysis. Educational Research and Evaluation, 2013, 19, 297-322.	1.6	27
20	Reciprocal Predictions Between Interest, Self-Efficacy, and Performance During a Task. Frontiers in Education, 2020, 5, .	2.1	27
21	Achievement Goal Orientations. , 2019, , 566-616.		24
22	Identification of students' multiple achievement and social goal profiles and analysis of their stability and adaptability. Learning and Individual Differences, 2017, 54, 149-159.	2.7	21
23	Neural correlates of late positivities associated with infrequent visual events and response errors. NeuroImage, 2010, 53, 619-628.	4.2	18
24	Striving for Success but at What Cost? Subject-Specific Achievement Goal Orientation Profiles, Perceived Cost, and Academic Well-Being. Frontiers in Psychology, 2020, 11, 557445.	2.1	17
25	Motivational and cognitive predictors of goal setting and task performance. International Journal of Educational Research, 1999, 31, 499-513.	2.2	16
26	INTRODUCTION: SOME ISSUES ON SELF-REGULATION TO CONSIDER. Psychologia, 2002, 45, 207-210.	0.3	15
27	Mutual relationships between the levels of and changes in interest, self-efficacy, and perceived difficulty during task engagement. Learning and Individual Differences, 2021, 92, 102090.	2.7	15
28	Maintaining the self? Exploring the connections between students' perfectionistic profiles, self-worth contingency, and achievement goal orientations. Personality and Individual Differences, 2019, 151, 109495.	2.9	14
29	In the eye of the beholder: Do adult studentsâ€™ achievement goal orientation profiles predict their perceptions of instruction and studying?. Studies in Educational Evaluation, 2013, 39, 133-143.	2.3	13
30	Predictive effects of temperament on motivation. International Journal of Educational Psychology, 2017, 6, 148.	0.8	13
31	Predictive relationships between adult studentsâ€™ achievement goal orientations, course evaluations, and performance. International Journal of Educational Research, 2013, 61, 26-37.	2.2	12
32	Developmental relations between mathematics anxiety, symbolic numerical magnitude processing and arithmetic skills from first to second grade. Cognition and Emotion, 2022, 36, 452-472.	2.0	5
33	Students' perfectionistic profiles: Stability, change, and associations with achievement goal orientations. Psychology in the Schools, 2021, 58, 162-184.	1.8	4
34	Assessing Motivation and Self-Regulation in Learning within a Predictive Design: Incorporating Systematic Elements of Change. Educational Psychology Review, 2006, 18, 255-259.	8.4	3
35	Longitudinal predictions between temperamental sensitivities and achievement goal orientations in the early school years. European Journal of Psychology of Education, 2020, 35, 451-475.	2.6	3
36	MOTIVATION AND SELF-REGULATION: PROCESSES INVOLVED AND CONTEXT EFFECTS-A DISCUSSION. Psychologia, 2003, 46, 38-52.	0.3	2

#	Article	IF	Citations
37	Early Mathematics Skill Development, Low Performance, and Parental Support in the Finnish Context. , 2016, , 51-70.		1
38	Temperamental Sensitivities Differentially Linked With Interest, Strain, and Effort Appraisals. Frontiers in Psychology, 2020, 11, 551806.	2.1	1
39	Does mathematics anxiety moderate the effect of problem difficulty on cognitive effort?. Scandinavian Journal of Psychology, 2022, 63, 601-608.	1.5	1
40	The Role of Cognition, Motivation and Well-Being in the Mathematics Learning. Perspectives on Rethinking and Reforming Education, 2019, , 165-178.	0.1	0
41	Goal Orientations and Action-Control Beliefs. , 2001, , 163-183.		0
42	Patterns of symbolic numerical magnitude processing and working memory as predictors of early mathematics performance. European Journal of Psychology of Education, 2023, 38, 311-332.	2.6	0
43	Predicting Mathematical Learning Difficulties Status: The Role of Domain-Specific and Domain-General Skills. International Electronic Journal of Elementary Education, 0, , .	1.0	0