

Markku Juhani Niemivirta

List of Publications by Year in descending order

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Version: 2024-02-01

43
papers

2,182
citations

361413

20
h-index

345221

36
g-index

47
all docs

47
docs citations

47
times ranked

1666
citing authors

#	ARTICLE	IF	CITATIONS
1	Patterns of symbolic numerical magnitude processing and working memory as predictors of early mathematics performance. <i>European Journal of Psychology of Education</i> , 2023, 38, 311-332.	2.6	0
2	Developmental relations between mathematics anxiety, symbolic numerical magnitude processing and arithmetic skills from first to second grade. <i>Cognition and Emotion</i> , 2022, 36, 452-472.	2.0	5
3	Does mathematics anxiety moderate the effect of problem difficulty on cognitive effort?. <i>Scandinavian Journal of Psychology</i> , 2022, 63, 601-608.	1.5	1
4	Students' perfectionistic profiles: Stability, change, and associations with achievement goal orientations. <i>Psychology in the Schools</i> , 2021, 58, 162-184.	1.8	4
5	Mutual relationships between the levels of and changes in interest, self-efficacy, and perceived difficulty during task engagement. <i>Learning and Individual Differences</i> , 2021, 92, 102090.	2.7	15
6	Longitudinal predictions between temperamental sensitivities and achievement goal orientations in the early school years. <i>European Journal of Psychology of Education</i> , 2020, 35, 451-475.	2.6	3
7	Striving for Success but at What Cost? Subject-Specific Achievement Goal Orientation Profiles, Perceived Cost, and Academic Well-Being. <i>Frontiers in Psychology</i> , 2020, 11, 557445.	2.1	17
8	Reciprocal Predictions Between Interest, Self-Efficacy, and Performance During a Task. <i>Frontiers in Education</i> , 2020, 5, .	2.1	27
9	Motivation across a transition: Changes in achievement goal orientations and academic well-being from elementary to secondary school. <i>Learning and Individual Differences</i> , 2020, 79, 101854.	2.7	43
10	Temperamental Sensitivities Differentially Linked With Interest, Strain, and Effort Appraisals. <i>Frontiers in Psychology</i> , 2020, 11, 551806.	2.1	1
11	Maintaining the self? Exploring the connections between students' perfectionistic profiles, self-worth contingency, and achievement goal orientations. <i>Personality and Individual Differences</i> , 2019, 151, 109495.	2.9	14
12	Achievement Goal Orientations. , 2019, , 566-616.		24
13	The Role of Cognition, Motivation and Well-Being in the Mathematics Learning. <i>Perspectives on Rethinking and Reforming Education</i> , 2019, , 165-178.	0.1	0
14	Consistency, longitudinal stability, and predictions of elementary school students' task interest, success expectancy, and performance in mathematics. <i>Learning and Instruction</i> , 2018, 56, 73-83.	3.2	33
15	Identification of students' multiple achievement and social goal profiles and analysis of their stability and adaptability. <i>Learning and Individual Differences</i> , 2017, 54, 149-159.	2.7	21
16	Predictive effects of temperament on motivation. <i>International Journal of Educational Psychology</i> , 2017, 6, 148.	0.8	13
17	Early Mathematics Skill Development, Low Performance, and Parental Support in the Finnish Context. , 2016, , 51-70.		1
18	The Influence of Achievement Goal Orientations and Task Concreteness on Situational Interest. <i>Journal of Experimental Education</i> , 2014, 82, 455-479.	2.6	29

#	ARTICLE	IF	CITATIONS
19	Predictive relationships between adult students' achievement goal orientations, course evaluations, and performance. <i>International Journal of Educational Research</i> , 2013, 61, 26-37.	2.2	12
20	Predictors and outcomes of situational interest during a science learning task. <i>Instructional Science</i> , 2013, 41, 1047-1064.	2.0	69
21	Adult students' achievement goal orientations and evaluations of the learning environment: a person-centred longitudinal analysis. <i>Educational Research and Evaluation</i> , 2013, 19, 297-322.	1.6	27
22	In the eye of the beholder: Do adult students' achievement goal orientation profiles predict their perceptions of instruction and studying?. <i>Studies in Educational Evaluation</i> , 2013, 39, 133-143.	2.3	13
23	Cortical activation patterns during subitizing and counting. <i>Brain Research</i> , 2013, 1497, 40-52.	2.2	28
24	Relations between teacher students' approaches to learning, cognitive and attributional strategies, well-being, and study success. <i>Higher Education</i> , 2012, 64, 455-471.	4.4	85
25	Achievement goal orientations and academic well-being across the transition to upper secondary education. <i>Learning and Individual Differences</i> , 2012, 22, 290-305.	2.7	207
26	Stability and change in achievement goal orientations: A person-centered approach. <i>Contemporary Educational Psychology</i> , 2011, 36, 82-100.	2.9	151
27	Impaired engagement of the ventral attentional pathway in ADHD. <i>Neuropsychologia</i> , 2011, 49, 1889-1896.	1.6	42
28	Interrelations among university students' approaches to learning, regulation of learning, and cognitive and attributional strategies: a person oriented approach. <i>Higher Education</i> , 2011, 61, 513-529.	4.4	85
29	Neural correlates of late positivities associated with infrequent visual events and response errors. <i>NeuroImage</i> , 2010, 53, 619-628.	4.2	18
30	Predicting children's mathematical performance in grade one by early numeracy. <i>Learning and Individual Differences</i> , 2010, 20, 427-435.	2.7	246
31	The role of achievement goal orientations in students' perceptions of and preferences for classroom environment. <i>British Journal of Educational Psychology</i> , 2008, 78, 291-312.	2.9	109
32	Achievement goal orientations and subjective well-being: A person-centred analysis. <i>Learning and Instruction</i> , 2008, 18, 251-266.	3.2	192
33	Assessing Motivation and Self-Regulation in Learning within a Predictive Design: Incorporating Systematic Elements of Change. <i>Educational Psychology Review</i> , 2006, 18, 255-259.	8.4	3
34	Young Children's Number Sense in China and Finland. <i>Scandinavian Journal of Educational Research</i> , 2006, 50, 483-502.	1.7	55
35	MOTIVATION AND SELF-REGULATION: PROCESSES INVOLVED AND CONTEXT EFFECTS-A DISCUSSION. <i>Psychologia</i> , 2003, 46, 38-52.	0.3	2
36	MOTIVATION AND PERFORMANCE IN CONTEXT: THE INFLUENCE OF GOAL ORIENTATIONS AND INSTRUCTIONAL SETTING ON SITUATIONAL APPRAISALS AND TASK PERFORMANCE. <i>Psychologia</i> , 2002, 45, 250-270.	0.3	63

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37	INTRODUCTION: SOME ISSUES ON SELF-REGULATION TO CONSIDER. <i>Psychologia</i> , 2002, 45, 207-210.	0.3	15
38	Goal Orientations and Action-Control Beliefs. , 2001, , 163-183.		0
39	Self-Regulated Learning. , 2000, , 417-450.		385
40	The Interaction of Motivational Orientation and Knowledge-Seeking Inquiry in Computer-Supported Collaborative Learning. <i>Journal of Educational Computing Research</i> , 1999, 21, 263-281.	5.5	30
41	The changes in learning theory and the topicality of the recent research on motivation. <i>Learning and Instruction</i> , 1999, 9, 57-65.	3.2	31
42	Motivational and cognitive predictors of goal setting and task performance. <i>International Journal of Educational Research</i> , 1999, 31, 499-513.	2.2	16
43	Predicting Mathematical Learning Difficulties Status: The Role of Domain-Specific and Domain-General Skills. <i>International Electronic Journal of Elementary Education</i> , 0, , .	1.0	0