

Åge Diseth

List of Publications by Year in descending order

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Version: 2024-02-01

30
papers

1,883
citations

394421

19
h-index

501196

28
g-index

30
all docs

30
docs citations

30
times ranked

1535
citing authors

| # | ARTICLE | IF | CITATIONS |
|----|---|-----|-----------|
| 1 | Self-efficacy, goal orientations and learning strategies as mediators between preceding and subsequent academic achievement. <i>Learning and Individual Differences</i> , 2011, 21, 191-195. | 2.7 | 307 |
| 2 | Approaches to Learning, Cognitive Style, and Motives as Predictors of Academic Achievement. <i>Educational Psychology</i> , 2003, 23, 195-207. | 2.7 | 184 |
| 3 | Personality and approaches to learning as predictors of academic achievement. <i>European Journal of Personality</i> , 2003, 17, 143-155. | 3.1 | 173 |
| 4 | A path analysis of basic need support, self-efficacy, achievement goals, life satisfaction and academic achievement level among secondary school students. <i>Educational Psychology</i> , 2012, 32, 335-354. | 2.7 | 151 |
| 5 | Approaches to learning, course experience and examination grade among undergraduate psychology students: testing of mediator effects and construct validity. <i>Studies in Higher Education</i> , 2007, 32, 373-388. | 4.5 | 121 |
| 6 | Self-beliefs among students: Grade level and gender differences in self-esteem, self-efficacy and implicit theories of intelligence. <i>Learning and Individual Differences</i> , 2014, 35, 1-8. | 2.7 | 115 |
| 7 | Academic achievement among first semester undergraduate psychology students: the role of course experience, effort, motives and learning strategies. <i>Higher Education</i> , 2010, 59, 335-352. | 4.4 | 114 |
| 8 | A mediation analysis of achievement motives, goals, learning strategies, and academic achievement. <i>British Journal of Educational Psychology</i> , 2010, 80, 671-687. | 2.9 | 99 |
| 9 | Validation of a Norwegian Version of the Approaches and Study Skills Inventory for Students (ASSIST): Application of structural equation modelling. <i>Scandinavian Journal of Educational Research</i> , 2001, 45, 381-394. | 1.7 | 84 |
| 10 | Course experience, approaches to learning and academic achievement. <i>Education and Training</i> , 2006, 48, 156-169. | 3.1 | 68 |
| 11 | Students' Evaluation of Teaching, Approaches to Learning, and Academic Achievement. <i>Scandinavian Journal of Educational Research</i> , 2007, 51, 185-204. | 1.7 | 64 |
| 12 | Autonomy support and achievement goals as predictors of perceived school performance and life satisfaction in the transition between lower and upper secondary school. <i>Social Psychology of Education</i> , 2014, 17, 269-291. | 2.5 | 59 |
| 13 | The Relationship between Intelligence, Approaches to Learning and Academic Achievement. <i>Scandinavian Journal of Educational Research</i> , 2002, 46, 219-230. | 1.7 | 55 |
| 14 | Approach and avoidance temperaments and achievement goals among children. <i>Personality and Individual Differences</i> , 2010, 49, 938-943. | 2.9 | 30 |
| 15 | Reliability and validity of the Norwegian WHOQOL-OLD module. <i>Scandinavian Journal of Caring Sciences</i> , 2008, 22, 292-305. | 2.1 | 28 |
| 16 | Longitudinal relations between perceived autonomy support and basic need satisfaction in two student cohorts. <i>Educational Psychology</i> , 2018, 38, 99-115. | 2.7 | 27 |
| 17 | Quality of Life Model: Predictors of Quality of Life Among Sick Older Adults. <i>Research and Theory for Nursing Practice</i> , 2010, 24, 241-259. | 0.4 | 25 |
| 18 | Prison Inmates' Educational Motives: Are They Pushed or Pulled?. <i>Scandinavian Journal of Educational Research</i> , 2010, 54, 535-547. | 1.7 | 23 |

| # | ARTICLE | IF | CITATIONS |
|----|---|-----|-----------|
| 19 | The advantages of task-based and other-based achievement goals as standards of competence. <i>International Journal of Educational Research</i> , 2015, 72, 59-69. | 2.2 | 21 |
| 20 | Personality as an indirect predictor of academic achievement via student course experience and approach to learning. <i>Social Behavior and Personality</i> , 2013, 41, 1297-1308. | 0.6 | 20 |
| 21 | Education of prison inmates: course experience, motivation, and learning strategies as indicators of evaluation. <i>Educational Research and Evaluation</i> , 2008, 14, 201-214. | 1.6 | 18 |
| 22 | Achievement Motives, Self-Efficacy, Achievement Goals, and Academic Achievement at Multiple Stages of Education: A Longitudinal Analysis. <i>Psychological Reports</i> , 2013, 112, 771-787. | 1.7 | 18 |
| 23 | A comparison of intrinsic and extrinsic motivation among lower and upper secondary school students. <i>Educational Psychology</i> , 2020, 40, 961-980. | 2.7 | 18 |
| 24 | Classroom Achievement Goal Structure, School Engagement, and Substance Use Among 10 th Grade Students in Norway. <i>International Journal of School and Educational Psychology</i> , 2015, 3, 267-277. | 1.6 | 16 |
| 25 | High school physical education. <i>European Physical Education Review</i> , 2016, 22, 355-371. | 2.0 | 14 |
| 26 | The Assimilatorâ€“Explorer Cognitive Styles: Factor Structure, Personality Correlates, and Relationship to Inventiveness. <i>Creativity Research Journal</i> , 2011, 23, 273-283. | 2.6 | 12 |
| 27 | Quality of life in older Norwegian adults living at home: a cross-sectional survey. <i>Journal of Research in Nursing</i> , 2012, 17, 12-29. | 0.9 | 10 |
| 28 | Personality Traits and Achievement Motives: Theoretical and Empirical Relations between the NEO Personality Inventory-Revised and the Achievement Motives Scale. <i>Psychological Reports</i> , 2009, 104, 579-592. | 1.7 | 8 |
| 29 | Preoccupation with Failure Affects Number of Study Hoursâ€“Not Academic Achievement. <i>Scandinavian Journal of Educational Research</i> , 2010, 54, 125-132. | 1.7 | 1 |
| 30 | ACHIEVEMENT MOTIVES, SELF-EFFICACY, ACHIEVEMENT GOALS, AND ACADEMIC ACHIEVEMENT AT MULTIPLE STAGES OF EDUCATION: A LONGITUDINAL ANALYSIS ¹ . <i>Psychological Reports</i> , 0, , 130729135325001. | 1.7 | 0 |