

Åge Diseth

List of Publications by Year in descending order

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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	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
2	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
3	High school physical education. <i>European Physical Education Review</i> , 2016, 22, 355-371.	2.0	14
4	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
5	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
6	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
7	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
8	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
9	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
10	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
11	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
12	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
13	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
14	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
15	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
16	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
17	Approach and avoidance temperaments and achievement goals among children. <i>Personality and Individual Differences</i> , 2010, 49, 938-943.	2.9	30
18	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

#	ARTICLE	IF	CITATIONS
19	Prison Inmates' Educational Motives: Are They Pushed or Pulled?. Scandinavian Journal of Educational Research, 2010, 54, 535-547.	1.7	23
20	Personality Traits and Achievement Motives: Theoretical and Empirical Relations between the NEO Personality Inventory-Revised and the Achievement Motives Scale. Psychological Reports, 2009, 104, 579-592.	1.7	8
21	Reliability and validity of the Norwegian WHOQOL-OLD module. Scandinavian Journal of Caring Sciences, 2008, 22, 292-305.	2.1	28
22	Education of prison inmates: course experience, motivation, and learning strategies as indicators of evaluation. Educational Research and Evaluation, 2008, 14, 201-214.	1.6	18
23	Approaches to learning, course experience and examination grade among undergraduate psychology students: testing of mediator effects and construct validity. Studies in Higher Education, 2007, 32, 373-388.	4.5	121
24	Students' Evaluation of Teaching, Approaches to Learning, and Academic Achievement. Scandinavian Journal of Educational Research, 2007, 51, 185-204.	1.7	64
25	Course experience, approaches to learning and academic achievement. Education and Training, 2006, 48, 156-169.	3.1	68
26	Personality and approaches to learning as predictors of academic achievement. European Journal of Personality, 2003, 17, 143-155.	3.1	173
27	Approaches to Learning, Cognitive Style, and Motives as Predictors of Academic Achievement. Educational Psychology, 2003, 23, 195-207.	2.7	184
28	The Relationship between Intelligence, Approaches to Learning and Academic Achievement. Scandinavian Journal of Educational Research, 2002, 46, 219-230.	1.7	55
29	Validation of a Norwegian Version of the Approaches and Study Skills Inventory for Students (ASSIST): Application of structural equation modelling. Scandinavian Journal of Educational Research, 2001, 45, 381-394.	1.7	84
30	ACHIEVEMENT MOTIVES, SELF-EFFICACY, ACHIEVEMENT GOALS, AND ACADEMIC ACHIEVEMENT AT MULTIPLE STAGES OF EDUCATION: A LONGITUDINAL ANALYSIS¹. Psychological Reports, 0, , 130729135325001.	1.7	0