

Ineke Van der Veen

List of Publications by Year in descending order

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Version: 2024-02-01

21
papers

706
citations

623574

14
h-index

713332

21
g-index

21
all docs

21
docs citations

21
times ranked

642
citing authors

#	ARTICLE	IF	CITATIONS
1	Development of motivation in first-year students in Dutch senior secondary vocational education. <i>Educational Psychology</i> , 2020, 40, 917-940.	1.2	1
2	The prevalence, development and domain specificity of elementary school students' achievement goal profiles. <i>Educational Psychology</i> , 2016, 36, 1303-1322.	1.2	20
3	Influencing young adolescents' motivation in the lowest level of secondary education. <i>Educational Review</i> , 2015, 67, 97-120.	2.2	15
4	Effects of school quality, school citizenship policy, and student body composition on the acquisition of citizenship competences in the final year of primary education. <i>School Effectiveness and School Improvement</i> , 2015, 26, 524-553.	1.4	22
5	Does classroom composition make a difference: effects on developments in motivation, sense of classroom belonging, and achievement in upper primary school. <i>School Effectiveness and School Improvement</i> , 2015, 26, 125-152.	1.4	40
6	Educational outcomes and functioning of bi-ethnic Dutch children in school. <i>Educational Research</i> , 2015, 57, 354-367.	0.9	3
7	Motivational teacher strategies: the role of beliefs and contextual factors. <i>Learning Environments Research</i> , 2015, 18, 363-392.	1.8	44
8	Enhancing Student Motivation: A Longitudinal Intervention Study Based on Future Time Perspective Theory. <i>Journal of Educational Research</i> , 2014, 107, 467-481.	0.8	29
9	Student-teacher relationship quality and academic adjustment in upper elementary school: The role of student personality. <i>Journal of School Psychology</i> , 2013, 51, 517-533.	1.5	86
10	Developments in motivation and achievement during primary school: A longitudinal study on group-specific differences. <i>Learning and Individual Differences</i> , 2013, 23, 195-204.	1.5	54
11	Avoidance-oriented students' development in motivation for maths, self-regulated learning behaviour and achievement: a person-centred study in the lowest level of secondary education. <i>Educational Psychology</i> , 2013, 33, 828-848.	1.2	10
12	Self-regulated learning and students' perceptions of innovative and traditional learning environments: a longitudinal study in secondary education. <i>Educational Studies</i> , 2012, 38, 397-413.	1.4	23
13	Relations between the development of future time perspective in three life domains, investment in learning, and academic achievement. <i>Learning and Instruction</i> , 2011, 21, 481-494.	1.9	95
14	Motivated for leisure in the future: A person-centred longitudinal study in the lowest level of secondary education. <i>Learning and Individual Differences</i> , 2011, 21, 233-238.	1.5	8
15	The presence of several students with special educational needs in inclusive education and the functioning of students with special educational needs. <i>Educational Review</i> , 2010, 62, 1-37.	2.2	23
16	Inclusive education and students without special educational needs. <i>Educational Research</i> , 2010, 52, 351-390.	0.9	61
17	The development in self-regulated learning behaviour of first-year students in the lowest level of secondary school in the Netherlands. <i>Learning and Individual Differences</i> , 2009, 19, 34-46.	1.5	44
18	Social competence as an educational goal: The role of the ethnic composition and the urban environment of the school. <i>Teaching and Teacher Education</i> , 2008, 24, 2118-2131.	1.6	16

#	ARTICLE	IF	CITATIONS
19	Relations between adolescents' self-evaluations, time perspectives, motivation for school and their achievement in different countries and at different ages. <i>European Journal of Psychology of Education</i> , 2005, 20, 209-225.	1.3	90
20	The development of higher education students' interest in their subject: the case of higher professional education in the Netherlands. <i>Studies in Higher Education</i> , 2005, 30, 275-289.	2.9	16
21	THE PARENTS OF SUCCESSFUL SECONDARY SCHOOL STUDENTS OF TURKISH AND MOROCCAN BACKGROUND IN THE NETHERLANDS: PARENTING PRACTICES AND THE RELATIONSHIP WITH PARENTS. <i>Social Behavior and Personality</i> , 2002, 30, 303-315.	0.3	6