

# Dennis M Mcinerney

## List of Publications by Year in descending order

Source: <https://exaly.com/author-pdf/2925920/publications.pdf>

Version: 2024-02-01

89  
papers

4,179  
citations

109264

35  
h-index

128225

60  
g-index

91  
all docs

91  
docs citations

91  
times ranked

2566  
citing authors

#	ARTICLE	IF	CITATIONS
1	Social Media Use and Social Connectedness in Adolescents: The Positives and the Potential Pitfalls. <i>Australian Educational and Developmental Psychologist</i> , 2014, 31, 18-31.	0.7	251
2	What do students say about their motivational goals?: Towards a more complex and dynamic perspective on student motivation. <i>Contemporary Educational Psychology</i> , 2003, 28, 91-113.	1.6	226
3	Academic motivation, self-concept, engagement, and performance in high school: Key processes from a longitudinal perspective. <i>Journal of Adolescence</i> , 2012, 35, 1111-1122.	1.2	225
4	Psychological parameters of students' social and work avoidance goals: A qualitative investigation.. <i>Journal of Educational Psychology</i> , 2001, 93, 35-42.	2.1	166
5	Culture's Consequences on Student Motivation: Capturing Cross-Cultural Universality and Variability Through Personal Investment Theory. <i>Educational Psychologist</i> , 2014, 49, 175-198.	4.7	158
6	Complementary Variable- and Person-Centered Approaches to the Dimensionality of Psychometric Constructs: Application to Psychological Wellbeing at Work. <i>Journal of Business and Psychology</i> , 2017, 32, 395-419.	2.5	147
7	Belonging: a review of conceptual issues, an integrative framework, and directions for future research. <i>Australian Journal of Psychology</i> , 2021, 73, 87-102.	1.4	136
8	The relationship between future goals and achievement goal orientations: An intrinsic-extrinsic motivation perspective. <i>Contemporary Educational Psychology</i> , 2010, 35, 264-279.	1.6	123
9	Cultural Perspectives on School Motivation: The Relevance and Application of Goal Theory. <i>American Educational Research Journal</i> , 1997, 34, 207-236.	1.6	118
10	Multidimensional and Hierarchical Assessment of School Motivation: Cross-cultural validation. <i>Educational Psychology</i> , 2006, 26, 717-734.	1.2	103
11	A Discussion of Future Time Perspective. <i>Educational Psychology Review</i> , 2004, 16, 141-151.	5.1	87
12	How Social Are Social Media? A Review of Online Social Behaviour and Connectedness. <i>Journal of Relationships Research</i> , 2017, 8, .	0.6	87
13	Motivations to Teach: Psychometric Perspectives Across the First Semester of Teacher Education. <i>Teachers College Record</i> , 2006, 108, 1132-1154.	0.4	83
14	Competitiveness is not that bad—at least in the East: Testing the hierarchical model of achievement motivation in the Asian setting. <i>International Journal of Intercultural Relations</i> , 2012, 36, 446-457.	1.0	82
15	Studying for the sake of others: the role of social goals on academic engagement. <i>Educational Psychology</i> , 2012, 32, 749-776.	1.2	81
16	The work avoidance goal construct: Examining its structure, antecedents, and consequences. <i>Contemporary Educational Psychology</i> , 2014, 39, 42-58.	1.6	81
17	How you think about your intelligence determines how you feel in school: The role of theories of intelligence on academic emotions. <i>Learning and Individual Differences</i> , 2012, 22, 814-819.	1.5	75
18	Positive affect catalyzes academic engagement: Cross-sectional, longitudinal, and experimental evidence. <i>Learning and Individual Differences</i> , 2015, 39, 64-72.	1.5	74

#	ARTICLE	IF	CITATIONS
19	Personal investment, culture and learning: Insights into school achievement across Anglo, Aboriginal, Asian and Lebanese students in Australia. <i>International Journal of Psychology</i> , 2008, 43, 870-879.	1.7	70
20	Academic Self-Concept and Learning Strategies. <i>Journal of Advanced Academics</i> , 2012, 23, 249-269.	0.5	68
21	Profiles of dual commitment to the occupation and organization: Relations to well-being and turnover intentions. <i>Asia Pacific Journal of Management</i> , 2015, 32, 717-744.	2.9	68
22	Exploring commitment and turnover intentions among teachers: What we can learn from Hong Kong teachers. <i>Teaching and Teacher Education</i> , 2015, 52, 11-23.	1.6	65
23	The Big-Fish-Little-Pond Effect and a National Policy of Within-School Ability Streaming. <i>American Educational Research Journal</i> , 2013, 50, 326-370.	1.6	61
24	Teachers' Commitment and psychological well-being: implications of self-beliefs for teaching in Hong Kong. <i>Educational Psychology</i> , 2015, 35, 926-945.	1.2	60
25	Getting Along with Teachers and Parents: The Yields of Good Relationships for Students' Achievement Motivation and Self-Esteem. <i>Australian Journal of Guidance and Counselling</i> , 2007, 17, 109-125.	0.5	56
26	Effects of metacognitive strategy training within a cooperative group learning context on computer achievement and anxiety: An aptitude-treatment interaction study. <i>Journal of Educational Psychology</i> , 1997, 89, 686-695.	2.1	53
27	Aboriginal, Anglo, and immigrant Australian students' motivational beliefs about personal academic success: Are there cultural differences?. <i>Journal of Educational Psychology</i> , 1998, 90, 621-629.	2.1	50
28	Facilitating Conditions for School Motivation: Construct Validity and Applicability. <i>Educational and Psychological Measurement</i> , 2005, 65, 1046-1066.	1.2	50
29	College seniors' theory of their academic motivation. <i>Journal of Educational Psychology</i> , 2008, 100, 812-828.	2.1	50
30	Examining the role of social goals in school: A study in two collectivist cultures. <i>European Journal of Psychology of Education</i> , 2013, 28, 1505-1523.	1.3	49
31	Cross Cultural Model Testing: Inventory of School Motivation. <i>Educational and Psychological Measurement</i> , 1991, 51, 123-133.	1.2	48
32	Students' School Motivation and Aspiration Over High School Years. <i>Educational Psychology</i> , 2005, 25, 537-554.	1.2	45
33	Teachers' occupational attributes and their psychological wellbeing, job satisfaction, occupational self-concept and quitting intentions. <i>Teaching and Teacher Education</i> , 2018, 71, 145-158.	1.6	43
34	Envisioning a Culturally Imaginative Educational Psychology. <i>Educational Psychology Review</i> , 2018, 30, 1031-1065.	5.1	40
35	Family-support goals drive engagement and achievement in a collectivist context: Integrating etic and emic approaches in goal research. <i>Contemporary Educational Psychology</i> , 2019, 58, 338-353.	1.6	40
36	Where is the hierarchy of academic self-concept?. <i>Journal of Educational Psychology</i> , 2000, 92, 556-567.	2.1	38

#	ARTICLE	IF	CITATIONS
37	Exploring sex differences in science enrolment intentions: An application of the General Model of Academic Choice. <i>Australian Educational Researcher</i> , 2005, 32, 1-23.	1.6	38
38	Performance Approach, Performance Avoidance and Depth of Information Processing: A fresh look at relations between students' academic motivation and cognition. <i>Educational Psychology</i> , 2002, 22, 571-589.	1.2	34
39	Toward a hierarchical goal theory model of school motivation. <i>Journal of Applied Measurement</i> , 2003, 4, 335-57.	0.3	34
40	The effects of gratitude and kindness on life satisfaction, positive emotions, negative emotions, and COVID-19 anxiety: An online pilot experimental study. <i>Applied Psychology: Health and Well-Being</i> , 2022, 14, 347-361.	1.6	32
41	Culturalizing motivation research in educational psychology. <i>British Journal of Educational Psychology</i> , 2016, 86, 1-7.	1.6	31
42	Is Grittiness Next to Happiness? Examining the Association of Triarchic Model of Grit Dimensions with Well-Being Outcomes. <i>Journal of Happiness Studies</i> , 2021, 22, 981-1009.	1.9	30
43	Educational Psychology – Theory, Research, and Teaching: A 25-year retrospective. <i>Educational Psychology</i> , 2005, 25, 585-599.	1.2	29
44	Dimensions of School Motivation. <i>Journal of Cross-Cultural Psychology</i> , 1992, 23, 389-406.	1.0	28
45	Key Determinants of Motivation of Non-Traditional Aboriginal Students in School Settings: Recommendations for Educational Change. <i>Australian Journal of Education</i> , 1991, 35, 154-174.	0.9	27
46	Achievement goal profiles among adolescent males and females.. <i>Developmental Psychology</i> , 2017, 53, 731-751.	1.2	27
47	An Investigation of the Effects of School Context and Sex Differences on Students' Motivational Goal Orientations. <i>Educational Psychology</i> , 2006, 26, 781-811.	1.2	24
48	Cross-cultural insights into school motivation and decision making. <i>Journal of Intercultural Studies</i> , 1992, 13, 53-74.	0.4	23
49	The Designing of the Computer Anxiety and Learning Measure (Calm): Validation of Scores on a Multidimensional Measure of Anxiety and Cognitions Relating to Adult Learning of Computing Skills using Structural Equation Modeling. <i>Educational and Psychological Measurement</i> , 1999, 59, 451-470.	1.2	23
50	An Investigation Of Ethnic Differences In The Motivation And Strategies For Learning Of Students In Desegregated South African Schools. <i>Journal of Cross-Cultural Psychology</i> , 2003, 34, 189-194.	1.0	23
51	Do goals lead to outcomes or can it be the other way around?: Causal ordering of mastery goals, metacognitive strategies, and achievement. <i>British Journal of Educational Psychology</i> , 2016, 86, 296-312.	1.6	23
52	Conceptual and Methodological Challenges in Multiple Goal Research among Remote and Very Remote Indigenous Australian Students. <i>Applied Psychology</i> , 2012, 61, 634-668.	4.4	21
53	ASSESSING THE SCHOOL MOTIVATION OF HONG KONG STUDENTS. <i>Psychologia</i> , 2002, 45, 144-154.	0.3	20
54	Growth trajectories of mathematics achievement: Longitudinal tracking of student academic progress. <i>British Journal of Educational Psychology</i> , 2015, 85, 154-171.	1.6	20

#	ARTICLE	IF	CITATIONS
55	Personal best (<scp>PB</scp>) goal structure, individual <scp>PB</scp> goals, engagement, and achievement: A study of <scp>C</scp>hinese&€and <scp>E</scp>nglish&€speaking background students in <scp>A</scp>ustralian schools. <i>British Journal of Educational Psychology</i> , 2016, 86, 75-91.	1.6	19
56	Generalizability of achievement goal profiles across five cultural groups: More similarities than differences. <i>Contemporary Educational Psychology</i> , 2017, 51, 267-283.	1.6	19
57	Mapping changes in students&€™ English and math self-concepts: a latent growth model study. <i>Educational Psychology</i> , 2014, 34, 581-597.	1.2	18
58	Different goals for different folks: a cross-cultural study of achievement goals across nine cultures. <i>Social Psychology of Education</i> , 2017, 20, 619-642.	1.2	16
59	Which comes first? Modeling the relationships among future goals, metacognitive strategies and academic achievement using multilevel cross-lagged SEM. <i>Learning and Individual Differences</i> , 2019, 74, 101750.	1.5	16
60	The Determinants of Motivation for Urban Aboriginal Students. <i>Journal of Cross-Cultural Psychology</i> , 1990, 21, 474-495.	1.0	13
61	Does big-fish&€“little-pond effect always exist? Investigation of goal orientations as moderators in the Hong Kong context. <i>Educational Psychology</i> , 2014, 34, 561-580.	1.2	13
62	Academic Self-Concepts in Ability Streams: Considering Domain Specificity and Same-Stream Peers. <i>Journal of Experimental Education</i> , 2015, 83, 83-109.	1.6	13
63	Achievement-oriented beliefs and their relation to academic expectations and school achievement among Qatari students. <i>Educational Psychology</i> , 2016, 36, 1219-1241.	1.2	13
64	Achievement Motivation and Indigenous Minorities: Can Research Be Psychometric?. <i>Cross-Cultural Research</i> , 1995, 29, 211-239.	1.6	12
65	Harnessing the power of motivational factors for optimizing the educational success of remote indigenous students: a cross-cultural study. <i>Diversity in Higher Education</i> , 2013, , 81-111.	0.1	12
66	Urban aboriginal parents&€™ views on education: A comparative analysis. <i>Journal of Intercultural Studies</i> , 1989, 10, 43-65.	0.4	10
67	The Behavioral Intentions Questionnaire. <i>Journal of Cross-Cultural Psychology</i> , 1991, 22, 293-306.	1.0	10
68	Socially Oriented Motivational Goals and Academic Achievement: Similarities Between Native and Anglo Americans. <i>Journal of Educational Research</i> , 2014, 107, 123-137.	0.8	10
69	Gender and cultural differences in school motivation. <i>Research Papers in Education</i> , 2021, 36, 27-51.	1.7	10
70	Ability grouping and student performance: A longitudinal investigation of teacher support as a mediator and moderator. <i>Research Papers in Education</i> , 2023, 38, 121-142.	1.7	9
71	Cross-Cultural Validation of the Sense of Self (SoS) Scale in Chinese and Filipino Settings. <i>Child Indicators Research</i> , 2012, 5, 719-734.	1.1	8
72	Intrinsic and extrinsic future goals: Their differential effects on students&€™ self&€control and distal learning outcomes. <i>Psychology in the Schools</i> , 2019, 56, 1596-1613.	1.1	8

#	ARTICLE	IF	CITATIONS
73	The Concurrent Trajectories of Utility Value, Metacognitive Strategy Use, and Achievement. <i>Journal of Experimental Education</i> , 2023, 91, 472-493.	1.6	8
74	Personal Development, Health and Physical Education in Context: Muslim and Catholic Perspectives. <i>Australian Journal of Education</i> , 2000, 44, 26-42.	0.9	7
75	Hierarchical, multidimensional creative arts self-concept. <i>Australian Journal of Psychology</i> , 2001, 53, 125-133.	1.4	7
76	Motivational Goals and School Achievement: Lebanese-Background Students in South-Western Sydney. <i>Australian Journal of Education</i> , 2006, 50, 242-264.	0.9	7
77	Asian students in Australia: sources of the academic self. <i>Educational Psychology</i> , 2014, 34, 598-618.	1.2	6
78	Motivation Matters: Profiling Indigenous and Non-Indigenous Students' Motivational Goals. <i>Australian Journal of Indigenous Education</i> , 2014, 43, 96-112.	0.5	6
79	Indigenous Secondary Education in the Northern Territory: Building for the Future. <i>Australian Journal of Indigenous Education</i> , 2014, 43, 85-95.	0.5	6
80	For What Should Theological Colleges Educate? A Systematic Investigation of Ministry Education Perceptions and Priorities. <i>Review of Religious Research</i> , 2005, 46, 403.	0.5	5
81	Motivations to Teach: Psychometric Perspectives across the First Semester of Teacher Education. <i>Teachers College Record</i> , 2006, 108, 1132-1154.	0.4	4
82	Conflicting or compatible? Evaluating teachers' self-transcendence versus self-enhancement values from a multilevel perspective. <i>Current Psychology</i> , 2023, 42, 7224-7234.	1.7	3
83	Examining the Links Between Social Goals and Learning Strategies. , 2016, , 405-417.		3
84	Motivation and Culture. , 2004, , 631-639.		3
85	Prosocial motivation leads to better learning when mastery motivation is high: The synergistic effects of prosocial and mastery goals. <i>Current Psychology</i> , 2023, 42, 10669-10682.	1.7	3
86	Studying 'A Thousand Miles Away': The Motivational Implications of Cross-Cultural Transitions. <i>Advances in Motivation and Achievement: A Research Annual</i> , 2012, , 205-240.	0.3	2
87	Indigenous issues in education and research: Looking forward. <i>Contemporary Educational Psychology</i> , 2016, 47, 1-3.	1.6	2
88	The need for the continuing education of teachers: A multicultural perspective. <i>Journal of Intercultural Studies</i> , 1987, 8, 45-54.	0.4	1
89	A Journey Through David Watkins's Research and Contribution to Cross-Cultural Psychology. , 2016, , 15-34.		1