

# Dennis M Mcinerney

## List of Publications by Year in descending order

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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	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
2	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
3	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
4	The Concurrent Trajectories of Utility Value, Metacognitive Strategy Use, and Achievement. <i>Journal of Experimental Education</i> , 2023, 91, 472-493.	1.6	8
5	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
6	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
7	Gender and cultural differences in school motivation. <i>Research Papers in Education</i> , 2021, 36, 27-51.	1.7	10
8	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
9	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
10	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
11	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
12	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
13	Envisioning a Culturally Imaginative Educational Psychology. <i>Educational Psychology Review</i> , 2018, 30, 1031-1065.	5.1	40
14	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
15	How Social Are Social Media? A Review of Online Social Behaviour and Connectedness. <i>Journal of Relationships Research</i> , 2017, 8, .	0.6	87
16	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
17	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
18	Achievement goal profiles among adolescent males and females.. <i>Developmental Psychology</i> , 2017, 53, 731-751.	1.2	27

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19	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
20	Personal best (<sc>PB</sc>) goal structure, individual <sc>PB</sc> goals, engagement, and achievement: A study of <sc>C</sc>hinese&and <sc>E</sc>nglish&speaking background students in <sc>A</sc>ustralian schools. <i>British Journal of Educational Psychology</i> , 2016, 86, 75-91.	1.6	19
21	Indigenous issues in education and research: Looking forward. <i>Contemporary Educational Psychology</i> , 2016, 47, 1-3.	1.6	2
22	Culturalizing motivation research in educational psychology. <i>British Journal of Educational Psychology</i> , 2016, 86, 1-7.	1.6	31
23	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
24	A Journey Through David Watkins&TM's Research and Contribution to Cross-Cultural Psychology. , 2016, , 15-34.		1
25	Examining the Links Between Social Goals and Learning Strategies. , 2016, , 405-417.		3
26	Teachers&TM 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
27	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
28	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
29	Positive affect catalyzes academic engagement: Cross-sectional, longitudinal, and experimental evidence. <i>Learning and Individual Differences</i> , 2015, 39, 64-72.	1.5	74
30	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
31	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
32	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
33	Asian students in Australia: sources of the academic self. <i>Educational Psychology</i> , 2014, 34, 598-618.	1.2	6
34	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
35	Motivation Matters: Profiling Indigenous and Non-Indigenous Students&TM Motivational Goals. <i>Australian Journal of Indigenous Education</i> , 2014, 43, 96-112.	0.5	6
36	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

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37	Does big-fishâ€“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
38	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
39	Mapping changes in studentsâ€™ English and math self-concepts: a latent growth model study. <i>Educational Psychology</i> , 2014, 34, 581-597.	1.2	18
40	The work avoidance goal construct: Examining its structure, antecedents, and consequences. <i>Contemporary Educational Psychology</i> , 2014, 39, 42-58.	1.6	81
41	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
42	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
43	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
44	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
45	Studying â€œA Thousand Miles Awayâ€• The Motivational Implications of Cross-Cultural Transitions. <i>Advances in Motivation and Achievement: A Research Annual</i> , 2012, , 205-240.	0.3	2
46	Academic Self-Concept and Learning Strategies. <i>Journal of Advanced Academics</i> , 2012, 23, 249-269.	0.5	68
47	Academic motivation, selfâ€“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
48	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
49	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
50	Competitiveness is not that badâ€“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
51	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
52	The relationship between future goals and achievement goal orientations: An intrinsicâ€“extrinsic motivation perspective. <i>Contemporary Educational Psychology</i> , 2010, 35, 264-279.	1.6	123
53	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
54	College seniors' theory of their academic motivation.. <i>Journal of Educational Psychology</i> , 2008, 100, 812-828.	2.1	50

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55	Getting Along with Teachers and Parents: The Yields of Good Relationships for Students' Achievement Motivation and Self-Esteem. Australian Journal of Guidance and Counselling, 2007, 17, 109-125.	0.5	56
56	Multidimensional and Hierarchical Assessment of School Motivation: Cross-cultural validation. Educational Psychology, 2006, 26, 717-734.	1.2	103
57	Motivational Goals and School Achievement: Lebanese-Background Students in South-Western Sydney. Australian Journal of Education, 2006, 50, 242-264.	0.9	7
58	An Investigation of the Effects of School Context and Sex Differences on Students' Motivational Goal Orientations. Educational Psychology, 2006, 26, 781-811.	1.2	24
59	Motivations to Teach: Psychometric Perspectives Across the First Semester of Teacher Education. Teachers College Record, 2006, 108, 1132-1154.	0.4	83
60	Motivations to Teach: Psychometric Perspectives across the First Semester of Teacher Education. Teachers College Record, 2006, 108, 1132-1154.	0.4	4
61	For What Should Theological Colleges Educate? A Systematic Investigation of Ministry Education Perceptions and Priorities. Review of Religious Research, 2005, 46, 403.	0.5	5
62	Exploring sex differences in science enrolment intentions: An application of the General Model of Academic Choice. Australian Educational Researcher, 2005, 32, 1-23.	1.6	38
63	Facilitating Conditions for School Motivation: Construct Validity and Applicability. Educational and Psychological Measurement, 2005, 65, 1046-1066.	1.2	50
64	Students' School Motivation and Aspiration Over High School Years. Educational Psychology, 2005, 25, 537-554.	1.2	45
65	Educational Psychology – Theory, Research, and Teaching: A 25-year retrospective. Educational Psychology, 2005, 25, 585-599.	1.2	29
66	A Discussion of Future Time Perspective. Educational Psychology Review, 2004, 16, 141-151.	5.1	87
67	Motivation and Culture. , 2004, , 631-639.		3
68	What do students say about their motivational goals?: Towards a more complex and dynamic perspective on student motivation. Contemporary Educational Psychology, 2003, 28, 91-113.	1.6	226
69	An Investigation Of Ethnic Differences In The Motivation And Strategies For Learning Of Students In Desegregated South African Schools. Journal of Cross-Cultural Psychology, 2003, 34, 189-194.	1.0	23
70	Toward a hierarchical goal theory model of school motivation. Journal of Applied Measurement, 2003, 4, 335-57.	0.3	34
71	Performance Approach, Performance Avoidance and Depth of Information Processing: A fresh look at relations between students' academic motivation and cognition. Educational Psychology, 2002, 22, 571-589.	1.2	34
72	ASSESSING THE SCHOOL MOTIVATION OF HONG KONG STUDENTS. Psychologia, 2002, 45, 144-154.	0.3	20

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73	Psychological parameters of students' social and work avoidance goals: A qualitative investigation.. Journal of Educational Psychology, 2001, 93, 35-42.	2.1	166
74	Hierarchical, multidimensional creative arts self-concept. Australian Journal of Psychology, 2001, 53, 125-133.	1.4	7
75	Where is the hierarchy of academic self-concept?. Journal of Educational Psychology, 2000, 92, 556-567.	2.1	38
76	Personal Development, Health and Physical Education in Context: Muslim and Catholic Perspectives. Australian Journal of Education, 2000, 44, 26-42.	0.9	7
77	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. Educational and Psychological Measurement, 1999, 59, 451-470.	1.2	23
78	Aboriginal, Anglo, and immigrant Australian students' motivational beliefs about personal academic success: Are there cultural differences?. Journal of Educational Psychology, 1998, 90, 621-629.	2.1	50
79	Cultural Perspectives on School Motivation: The Relevance and Application of Goal Theory. American Educational Research Journal, 1997, 34, 207-236.	1.6	118
80	Effects of metacognitive strategy training within a cooperative group learning context on computer achievement and anxiety: An aptitudeâ€treatment interaction study.. Journal of Educational Psychology, 1997, 89, 686-695.	2.1	53
81	Achievement Motivation and Indigenous Minorities: Can Research Be Psychometric?. Cross-Cultural Research, 1995, 29, 211-239.	1.6	12
82	Dimensions of School Motivation. Journal of Cross-Cultural Psychology, 1992, 23, 389-406.	1.0	28
83	Crossâ€cultural insights into school motivation and decision making. Journal of Intercultural Studies, 1992, 13, 53-74.	0.4	23
84	Key Determinants of Motivation of Non-Traditional Aboriginal Students in School Settings: Recommendations for Educational Change. Australian Journal of Education, 1991, 35, 154-174.	0.9	27
85	Cross Cultural Model Testing: Inventory of School Motivation. Educational and Psychological Measurement, 1991, 51, 123-133.	1.2	48
86	The Behavioral Intentions Questionnaire. Journal of Cross-Cultural Psychology, 1991, 22, 293-306.	1.0	10
87	The Determinants of Motivation for Urban Aboriginal Students. Journal of Cross-Cultural Psychology, 1990, 21, 474-495.	1.0	13
88	Urban aboriginal parentsâ€™ views on education: A comparative analysis. Journal of Intercultural Studies, 1989, 10, 43-65.	0.4	10
89	The need for the continuing education of teachers: A multicultural perspective. Journal of Intercultural Studies, 1987, 8, 45-54.	0.4	1