

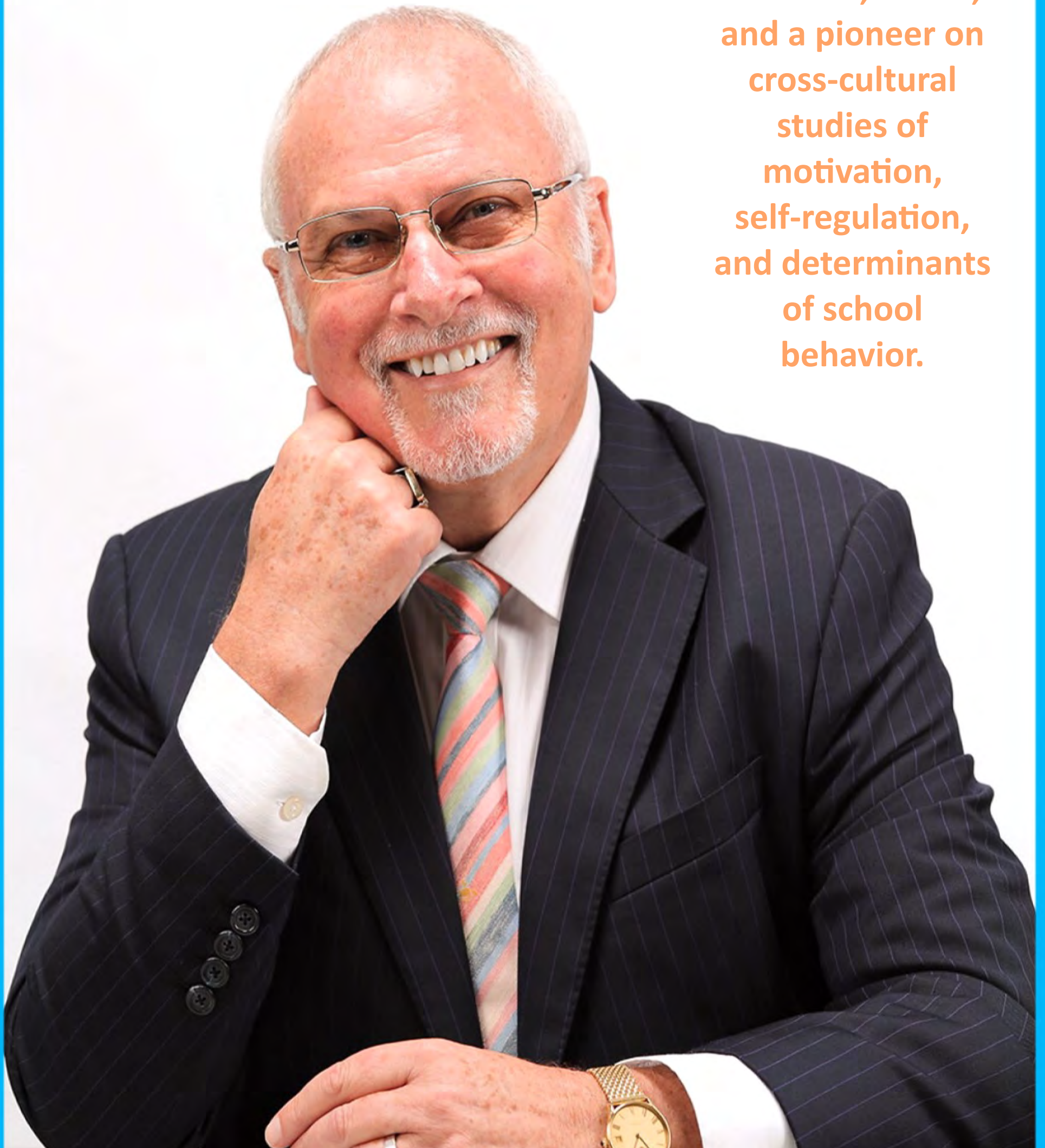
Times Magazine

Vol 5, Issue 7 - September 2022



Dennis McInerney

A scholar, mentor,
educator, friend,
and a pioneer on
cross-cultural
studies of
motivation,
self-regulation,
and determinants
of school
behavior.



“What might the relationships between culture, motivation, and self-regulation be?” (McInerney, 2008, p. 390).

AUBREY WHITEHEAD (SSRL SIG SENIOR CHAIR)
HÉFER BEMBENUTTY (EDITOR-IN-CHIEF, CONTENT & GRAPHIC EDITOR)
PAMELA F. MURPHY (EXECUTIVE EDITOR)

Dennis M. McInerney's Profile

(1948 - 2022)

([Prof. Dennis M. McInerney - McInerney \(weebly.com\)](http://Prof.Dennis.M.McInerney-McInerney.weebly.com))



Dennis M. McInerney was most recently adjunct Chair Professor at The Hong Kong Institute of Education. Prior to this he was Chair Professor of Educational Psychology and Associate Vice President (Research and Development) and Co-Director of the Assessment Research Centre of the Institute. He was an honorary professor at the Education University of Hong Kong. Professor McInerney continued research consultancies with a range of international universities and individuals.

Before his appointment at The Hong Kong Institute of Education, he was Professor and Associate Dean (Education Research) at the National Institute of Education, Nanyang Technological University, Singapore having served for a period as Vice-Dean (Research and Methodology) within the Centre for Research in Pedagogy and Practice. Previous to this Professor McInerney was Research Professor and Associate Director of the Self Research Centre at the University of Western Sydney.

Professor McInerney had a BA from Macquarie University, a B. Ed and M. Ed (Hons) from the University of New England, and a PhD from the University of Sydney. He was a registered psychologist, an Associate Fellow of the Hong Kong Psychological Society, and previously member of both the Australian Psychological Association and the American Psychological Association. He was a registered teacher.

Professor McInerney published numerous research articles in refereed international journals, books, and conferences. He edited two international research series, *Research on Sociocultural Influences on Motivation and Learning* (Vols 1-11) and *International Advances in Self Research* (Vols 1-4). He received numerous research grants including seven Australian Research Council grants and two Hong Kong University Grants Committee grants. He was awarded the University of Western Sydney's Senior Researcher Award and was the first Professor to receive a Personal Chair at the University of Western Sydney, Macarthur. He was also awarded the inaugural President's Award for Outstanding Performance in Research (Research Excellence) at the Hong Kong Institute of Education.

Professor McInerney wrote a number of textbooks including *Educational Psychology: Constructing Learning* (Pearson 6th Edition, 2014); *Developmental and Educational Psychology for Teachers: An Applied Approach* (with Dave Putwain, Routledge, 2017); *Developmental Psychology for Teachers* (Allen & Unwin, 2006); *Helping Kids Achieve Their Best: Understanding and Using Motivation in the Classroom* (published by Allen & Unwin, 2000 and republished by Information Age Publishing, 2005), and *Publishing Your Psychology Research* (Sage and Allen & Unwin, 2001).

Research Interest

Professor McInerney's major areas of research interest were cross-cultural studies of learning and motivation, self-processes and adaptive psychological determinants of school behavior (such as self-regulation, self-concept, metacognition, learning styles), and instrument design and validation.

Metanoia: Transformative Change To Break New Ground in Culture, Self-Regulated Learning, and Achievement Motivation

Héfer Bembenutty

Editorial

This issue of the *Times Magazine* celebrates the life and scholarship of Dennis M. McInerney, who passed away in Hong Kong on May 20, 2022.

At any point in history, psychology and education have seen the emergence of pioneers, visionaries, and frontierpersons who turn the direction of our paths in a completely 180-degree direction. Pioneers call for a complete metanoia in how we theorize, design, operationalize, implement, assess, interpret, and apply our scientific investigations, teaching, and learning practices.

From self-regulated learning, metanoia refers to the transformative, culturally proactive, and causal agentic change of beliefs, actions, and behaviors necessary for forethought, performance, and self-reflective processes while pursuing goals and making significant societal impacts. McInerney was one of those pioneers whose research interests in cultural studies of learning and motivation, self-regulation, self-concept, metacognition, and instrument design and validation uplifted many worldwide.

McInerney's Pioneering Work

Among his many contributions to psychology and education, McInerney pioneered culture's crucial research in motivation and self-regulated learning (SRL) among diverse populations. His research focused on the motivational roles of cultural differences and cultural identity in self-regulated learning and assessing the relationship of cultural groups in different educational contexts. He challenged conceptual and methodological processes in multiple goal research among Native Australian students.

McInerney advocated for research on culture and schooling to look beyond individualism and collectivism to consider the personal investment theory to understand cultural universality and variability.

Culturalization of Teaching and Learning

McInerney reminded us that teaching self-regulatory skills would be helpful across cultures and that self-regulated strategy instruction should be part of the school curriculum. He alerted us that cultural generalizations about any learning strategy are dangerous if they are too simplistic and stereotypical.

McInerney's Recommendations for Future Research

1. Research on SRL should include a wide range of cultural groups.
2. SRL should draw heavily upon non-Western, too. Western research should critique their theoretical frameworks from an emic perspective.
3. SRL research should adopt a more methodologically rigorous approach.
4. More emic research should be conducted to derive models of SRL to understand the universals of SRL.
5. Research on social and educational improvements for Native Australian children should be conducted to understand and enhance their life chances, future goals, motivation, learning, and achievement in their cultural context.

McInerney's Invitation

Without a doubt, McInerney was a leading force in researching the sociocultural influences on motivation and learning and he invited us to embrace metanoia through his breaking new ground in culture and achievement motivation.

He was born in Wagga Wagga, a small town in New South Wales, Australia. He was the ninth out of ten siblings. He was the son of John Christian McInerney, a school headmaster. His mother was Bridie Kathleen Hiscock, the daughter of a saddler who owned a famous saddlery shop. During his schooling, he

You have proposed that there are motivational and cross-cultural differences in the way individuals perceive future time perspective. What did you find so far?

"What is intriguing is that there are certainly important similarities as well as important differences in the degree to which widely different cultural groups endorse particular future goals, such as getting a good job, making money, supporting a family, becoming an important person. Intrinsically based future goals (such as getting a good job) are more adaptive, salient, and predictive of achievement outcomes than extrinsically based future goals (such as becoming an important person), findings which are in alignment with much existing research. Realizing the importance of future goals, I designed a series of large-scale studies around a conceptual model with future goals driving a number of self- and learning-processes related to achievement outcomes. Specifically, I examine the relationships between values, future goals, and utility of school, achievement goals, self-concept, learning strategies and self-regulated learning. You can imagine how complicated, but theoretically rich, such analyses are, particularly in cross-cultural contexts"

(McInerney, 2015, pp 225-226).

Bembenutty, H. (2015). An Interview with Dennis M. McInerney: Breaking new ground in culture and achievement motivation. *Contemporary Pioneers in Teaching and Learning* (p. 215-232). Information Age Publishing. [IAP](#) | [Book](#) | [Contemporary Pioneers in Teaching and Learning \(infoagepub.com\)](#)

found dedicated and engaging teachers who inspired him and made him realize that teaching was his career.

McInerney's Legacy

As his legacy, McInerney hoped that "...if I happen to 'pop the cork' prematurely, I am sure former students and colleagues will have a very rich picture of me..." (Bembenutty, 2015, p. 228). We miss you, McInerney. Yes, we do have a vibrant picture of you as one who broke new ground in culture and achievement motivation. **Yes, you continue inviting us to engage in a true metanoia of our beliefs, actions, and behavior in our quest for cultural studies of motivation and self-regulation.**



Héfer Bembenutty, PhD, is an associate professor of Educational Psychology at Queens College. His research focuses on academic delay of gratification and cyclical and self-regulated culturally proactive pedagogy.

Sarah Young, generously and efficiently, served as the copyeditor of this issue of the *Times Magazine*.



Dennis M. McInerney:

How would you like your students and colleagues to remember you?

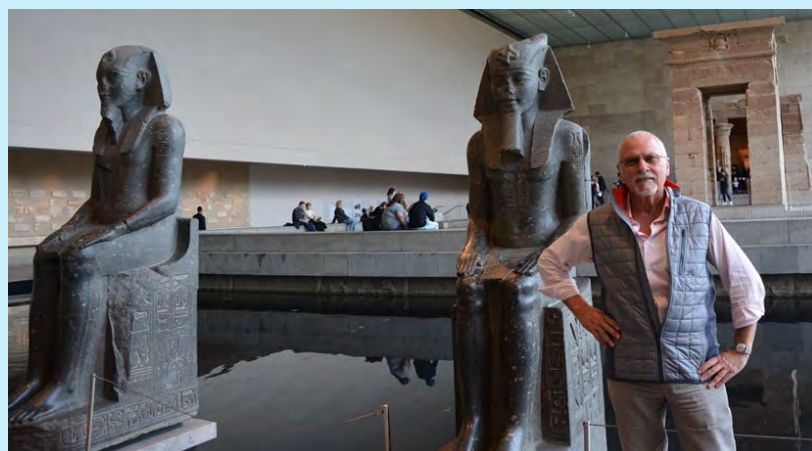
“How would I like to be remembered? I think this question is too premature at the moment as I haven’t yet reached my potential! I also hope to be around a bit longer, and if I happen to ‘pop the cork’ prematurely, I am sure former students and colleagues will have a very rich picture of me. On the academic front I would like to think that I have made a contribution to the development of cross-cultural theorising and research in school settings and in particular those settings characterised by cultural diversity. I hope, through my persistent use of personal investment theory, to have sensitised researchers, teachers, and academics to the complexity of the motivational process.”

“I also hope to have made a contribution to understanding in a number of international settings the motivational and learning processes of underachieving [Native Australian] Indigenous minorities.”

What are the problems associated with studying culture?

“I remember discussions between Herb Marsh and myself related to the difficulties of doing cross-cultural research with CFA as some of the most interesting items were discarded because, while loading strongly for one group, did not do so for another. In constraining parameter estimates to be equivalent across groups some scales were, I believe, stripped of their emic value for interpreting differences between groups.”

Bembenutty, H. (2015). An Interview with Dennis M. McInerney: Breaking new ground in culture and achievement motivation. *Contemporary Pioneers in Teaching and Learning* (pp. 215-232). Information Age Publishing. [IAP || Book || Contemporary Pioneers in Teaching and Learning \(infoagepub.com\)](#)



Dennis M. McInerney: What Advice Would You Give to Graduate Students Who Are on the Road to Becoming Researchers?

“First, you must identify an area of true interest, something that you feel passionately about, that intrigues you and excites you, and that you can devote your time to. Some graduate



students get into something without really feeling much for it, and their interest for it begins to change, it wanes a little bit at first, and then it becomes quite a cross to bear, especially when it comes to doing your doctoral work...

The second thing is to read very widely. Read journals, articles, other research in the area of interest. This is not only to gather information, but to find out which questions have already been asked. What are the answers? What questions therefore remain? That last part is very important because your research will come from the unanswered questions. This extensive reading will also expose you to the methodologies, the models, statistics, analytical tools and so on that have been used by other researchers...

The third point I'd make is that with all that passion and all that wide reading, you'll want to address lots and lots of questions and to solve many different problems. Take on what you can manage. Take on what is realistic given your mental, personal, and financial resources. But, take on something that has within it the potential for future development. If you want to build on your research and make it a life-time interest, then it needs to be a topic that will take off exponentially after you have introduced it.

The fourth thing is to identify your personal strengths and weaknesses right up front. Build on your personal strengths, and if you have weaknesses that will impact upon the quality of the research you do, you have one of two choices. If you need a skill that you are weak at, and it's essential for your work, then one should get training in it. If you think you're going to be a hard-nosed researcher and you're going to do lots of psychometric work, real quantitative stuff, and if you only have marginal knowledge of descriptive statistics and so forth, then you will not get very far. You need to sharpen your statistics and get as much training as you possibly can...

I would also recommend structuring your studies so that you can get early publications out of them. Get out and make presentations. As early as possible, attempt to get published. Even if you

are unsuccessful at getting published the first time around, you will receive feedback from people with more expertise. That's the key here. You need to get advice from experts and reviewers on how to improve your work. You will not get advice if you don't get your research out into the public arena...

Another thing is to identify a mentor. Most researchers who become successful and known in their fields can say that along the way someone mentored them. Someone they had a personal connection with has guided them. If you are fortunate enough to be in a position where someone is willing to take you under their wing and guide you, take full advantage of that opportunity. If you are going into your doctoral work, make sure everyone on your advisory board or panel is an active researcher. Sometimes people are doing their doctorate at places that are not research universities and are therefore supervised by people who are clearly not active researchers. That will not facilitate you becoming an active and productive researcher..."

Who were your mentors? Which researchers' work has strongly influenced your work over the years?

"There are four ways Martin Maehr has been such an influence, apart from his being a great gentleman and a great scholar. First, the Personal Investment model he developed with Larry Braskamp inspired me because it clearly represented the complexity of motivation in diverse settings. Second, his research and theorizing have addressed cross-cultural contexts, including what it means for a student from a minority culture to be educated in mainstream schools. Third, almost everything Maehr has done has applied value. And fourth, Maehr's writing is not only clear and scientific but also engaging. His academic writing always tells a story, and I've always wanted to emulate that style. Apart from all this Martin Maehr has been very generous to me."

McInerney, D., Flowerday, T., & Shaughnessy, M. (2005). An interview with Dennis McInerney. *Educational Psychology Review*, 83-97. <https://doi.org/10.1007/s10648-005-1637-2>



Dennis M. McInerney: Future Time Perspective and Academic Delay of Gratification

“Sense of purpose for the future also implies that individuals can delay credit or gratification in present activities in order to apply the credits in the future. In a sense, for future-oriented individuals, achievement rewards for present tasks become secondary to the cumulative reward of achieving future goals. Do future time oriented individuals have a greater capacity to regulate their behavior and to delay gratification in order to obtain future goals than nonfuture time oriented individuals? The article by Bembenutty and Karabenick (Issue 1) addresses this issue by examining complex theoretical relationships among self-regulated behavior, future time perspective, and delay of gratification. The authors suggest that students delay gratification depending on the perceived value of the delayed alternative and the individual’s self-perception of his or her ability to obtain the distal goal. Bembenutty and Karabenick emphasize that an important volitional component exists in what students do. Once the decision to delay gratification is made, then a series of cognitive and resource management strategies are called into play by students to obtain the distal goal. However, as the authors also emphasize, this process is dependent on students valuing and believing they can achieve the delayed goal above the satisfaction of a more immediate alternative. Issues relating to the perceived instrumentality of specific tasks and the intrinsic and extrinsic reward systems operating further complicate this process. Bembenutty and Karabenick suggest that students whose time perspective extends to distant future goals embed their self-regulatory activity within a longer time frame, have a more elaborated set of goals, and perceive greater instrumentality in reaching them. The authors developed the Academic Delay of Gratification Scale (ADOGS) to examine the relationship between delay of gratification and other forms of self-regulation. Students are presented a series of scenarios offering the satisfaction of a short-term versus a long-term goal. Research using the ADOGS generally shows that students who are able to delay gratification are also more likely to use a range of cognitive and behavior regulatory strategies.

It is apparent from the Bembenutty and Karabenick article that considerable work must be done on the etiology of delay of gratification. It is not clear when it develops (adults and children are obviously quite different in their ability to delay gratification), how it develops, and what factors influence its development. Another issue that remains unclear is the causal relationship that might exist between self-regulation and delay of gratification. Which comes first? Does an individual’s proclivity to self-regulate, control, and monitor one’s self predispose one to a future time perspective? Or does a future time perspective, which necessitates the development of self-regulation as a means of reaching future goals, come first?” (McInerney, 2004, pp. 146-147).

“It seems reasonable to assume that a sense of purpose for the future is important in motivating individuals to engage in activities perceived to be instrumental in achieving valued future outcomes. A number of questions immediately come to mind when such an assumption is put forward. For example, when do individuals begin to articulate a future; how far into the future does this articulation extend; do individuals vary in their attention to the future depending on their gender, culture, and socioeconomic status; what are the important and essential components of this future and do these components change as individuals get older and get “schooling?” (McInerney, 2004, pp. 141-142).

McInerney, D. M. (2004). A discussion of future time perspective. *Educational Psychology Review*, 16(2), 141-151. <https://doi.org/10.1023/B:EDPR.0000026610.18125.a3>



Dennis McInerney was a leading expert in both qualitative and quantitative methodologies. His cross-cultural research has made a unique and major contribution to the study of motivation and international learning. Since joining the HKIEd in 2008, he was awarded two General Research Fund projects by the Research Grants Council in 2009 and 2011 respectively with a total funding of HK\$2.2 million. He also brought with him to the Institute two Australian Research Council grant projects that were considered to have a high impact on educational systems.

In addition to the number of textbooks he wrote, including *Educational Psychology: Constructing Learning* (Pearson 5th Edition, 2010) – a bestselling education psychology text in Australia – Professor McInerney has published numerous research articles in refereed international journals, books and papers for conferences in the past three years. He also edited two international research series, *Research on Sociocultural Influences on Motivation and Learning* and *International Advances in Self Research*.

Tribute to Dennis M. McInerney from David Coniam

I had much time with Dennis -- as a person in terms of his warmth and Ozzie humor but also as an academic. I remember once I was giving a talk at EdU about my experiences as a reviewer for one specific international journal. I mentioned that whereas most reviewers did at most half a dozen reviews a year, I said I was doing about one review a month for this one journal. Dennis mentioned in passing (not at all point scoring) that he did about one or more weekly reviews. It made me reflect on how well respected he was in the field. A giant in the field, indeed.

David Coniam is an Honorary Professor at The Education University of Hong Kong. Previously, he was Chair Professor and the Head of Department in the Department of Curriculum and Instruction in the Faculty of Education and Human Development. His main publications and research interests are language assessment, language teaching methodology, and computer-assisted language learning. He led the team which developed the Language Proficiency Assessment of Teachers (English).



A Kind Soul and an Amicable Heart: A Tribute to Dennis M. McInerney

Hing Tung Tsang

I highly appreciate the opportunity to write a few words to pay tribute to a kind soul, an amicable heart and the most precious person in my life, Dennis McInerney.

Nineteen years ago, I met Dennis at a psychology conference. I was impressed by Dennis' sense of humor, genuineness, and knowledge.

Soon, we became inseparable and decided to spend our lives together. Dennis loved traveling, and we went on many trips around the world together. We attended AERA several times. Dennis introduced me to his friends from around the world.

Dennis and I had been together for 17 years. We loved talking to each other. We talked about work, families, politics, traveling, and almost everything. To me, he was my mentor, my guide, and my best friend. He helped me to understand myself, know what I am, and be what I am.

Dennis was a life-long learner. Apart from Cantonese, he was serious about learning the culture of Hong Kong. To learn mahjong, a Chinese tile game, he collected books about mahjong and studied them seriously. He learned Chinese characters, studied strategies in the game, and of course, played the game. Friends who played mahjong with Dennis would realize that Dennis was a tough player, and he often won.

Dennis loved wines. His interest in wine was not limited to gustation but the knowledge behind it. Friends who had been to Dennis's office would have seen many certificates on the wall. He was so proud to show his oversized certificate in wine technology.



“There is no one-size-fits-all template of self-regulation. There is no one set of 10 principles that can be applied in each and every classroom. Further research needs to tease out when particular self-regulatory practices, such as fear of failure and rote memorization, be maladaptive. An assumption cannot be made that particular self-regulatory behaviors are necessarily adaptive or maladaptive. This issue is of crucial importance in educational environments characterized by diversity, particularly when a newly arrived ‘out group’ is educated in Western educational environments” (McInerney, 2008, p. 395).

Dennis always wanted to brew his own wine at home, and I always looked forward to tasting it. Unfortunately, it is now a mission impossible.

Thank God Dennis and I had seventeen quality years together. It was my honor to be able to share every single happiness and sadness with Dennis. I will miss him. I will always hold onto the amazing memories we shared.

Goodbye Dennis. I know we only let go of your body, but your love will be with me, with us and our families forever. You are leaving behind a legacy of kindness, compassion, and generosity.

Hing Tung TSANG, also known as Patrick by his friends, is a retired medical practitioner, partner of Dennis McInerney.



Herbert W. Marsh

A Tribute to Dennis M. McInerney

With much sadness, I want to share with Board Directors of SELF and other colleagues the passing of our dear friend and colleague Dennis McInerney. Dennis passed away Friday morning, 20 May. He succumbed to the critical condition after undergoing a 12-hour heart operation in Hong Kong. He was 74 and just celebrated his birthday the week before.

As Director of SELF, I want to acknowledge Dennis's contributions to the co-editing of multiple volumes in the SELF monograph series, his assistance in the organization of SELF conferences, and his wise advice on the leadership of SELF.

On a more personal note, I want to share my sadness at the passing of a dear friend. Our paths have intertwined for nearly 40 years, starting from when he was a PhD student at The University of Sydney, my appointment at the University of Western Sydney, and the founding of SELF, and even our kids playing together at the mudflats of Como where Dennis lived with Valentina. Dennis was a wonderful colleague.

Professionally, I could always count on Dennis to provide an alternative perspective when I needed it. But my fondest memories are the many social occasions we shared. Dennis was a party animal who loved life and was great fun to be with. His wicked sense of humor has always brought a smile to my face, even when directed at me. And sometimes, I brought out the devil in Dennis. I will greatly miss him, as we all will. RIP



WHO WERE YOUR MENTORS IN COLLEGE, GRADUATE SCHOOL, AND AS A JUNIOR PROFESSOR?

“Perhaps one of the most influential and richest periods for me was that spent at the University of Western Sydney working as a Research Professor in the Self-concept Enhancement and Learning (SELF) research centre with Herb Marsh, Rhonda Craven, Alex Yeung, Andrew Martin, Martin Dowson, and a whole tribe of very bright Ph.D. students. I learnt much from each of them, a type of real world ‘little fish in big pond’ (LFBP) effect. Herb Marsh’s tireless dedication to his research is an inspiration to everyone.”

(McInerney’s interviewed by Bembenutty, 2015, p. 219)

Herbert W. Marsh is an educational psychologist who has published influential research on self-concept, motivation and university students' evaluations of teaching effectiveness. Marsh has been recognized as the most productive educational psychologist in the world. He coined the phrase ‘substantive-methodological research synergy,’ which underpins his substantive and methodological research interests. He is the founder of the International SELF Research Centre.



Dennis, My *Shifu*: A Tribute to Dennis M. McInerney

Ronnel B. King



Ronnel B. King is an Associate Professor in the Centre for the Enhancement of Teaching and Learning and the Human Communication, Development, and Information Sciences Unit of the Faculty of Education, The University of

Hong Kong. He obtained his PhD from The University of Hong Kong and his doctoral dissertation was awarded the “Highly Commended Dissertation Award” by the Global SELF Research Network. He has also been recognized as a Rising Star by the Association for Psychological Science (APS, 2017).

I first knew about Dennis from my doctoral supervisor David Watkins, a friend and collaborator of Dennis. When I had just started at The University of Hong Kong (HKU), David told me that he was retiring from HKU. I was just a Year 1 PhD student and was naturally anxious that my supervisor was retiring soon after I started!

David encouraged me to approach Dennis to consult him about my thesis and other research projects, given that my thesis fit right into Dennis’ alley. David was also suffering from vision problems, and he hoped I could get more support from Dennis as he was having difficulties reading my manuscripts. At that time, Dennis was Associate Vice-President and Chair Professor of Educational Psychology at the Education University of Hong Kong (EDUHK).

I made the long trek from HKU to EDUHK, and I remember the first time I met him in his office. I was quite intimidated by such a senior professor and a giant in the field, but he immediately set me at ease with his kindness and approachability. He gave me some very astute comments on two manuscripts I was writing.

I was grateful that such a senior professor and a giant in the field would take the time to meet me and comment on my papers, and this started my journey as his mentee. On my way back on the subway, I remember a PhD classmate telling me that I should just stick to Dennis and that my career would take care of itself. I did not know how prophetic those words were until much later.

A few years later, Dennis hired me as his Research Assistant, and I worked directly under him. I also worked closely with his team, which included Zenith and Jasmine. Later, Hanke and Hui visited Dennis’ lab, which expanded our team. Dennis was generous, and we all liked working with him. Those were some of the best old days.

After work, he would bring us to the most interesting restaurants in Hong Kong. I learned as much from Dennis in the office as in the restaurants he loved. Dennis loved life, and his joie de vivre was contagious. He was a good role model for me, as he knew how to balance work and personal life.

Much later, I was hired at EDUHK as an assistant professor. As a new academic staff, I encountered challenges with my grants. Dennis would always help me refine and sharpen my thinking about my grant applications. It was not all work. Dennis and I would go out for dinners quite frequently.

I have many good memories of Dennis, which I will always cherish. He taught me many things. One of my most memorable events was when I organized a dinner and introduced him to my PhD students. I could feel he was very proud of what I had accomplished, and I wanted them to also learn from him, just as I did.

Dennis was many things to me—a boss, a mentor, a travel partner, a drinking buddy, and a beloved friend. Most of all, he was my 师父 (*Shifu*), a Chinese term usually translated to “master.” However, the most accurate translation would be a teacher (*shi*) and a father (*fu*). He was a teacher and father to me in the truest sense of the word. His presence has much enriched my life.

“The imposed etic approach assumes that SRL is a universal process and then proceeds to test it across diverse samples. While valuable, this approach precludes us from uncovering particular ways of being self-regulated espoused by different cultural groups...”
(King & McInerney, 2018, p. 497).



Rhonda Craven, Dale H. Schunk, & Maria K. DiBenedetto

A Tribute to Dennis M. McInerney

A Tribute to Dennis M. McInerney

Rhonda Craven

What a terrible loss this is for Dennis' family, friends, and the world! Dennis was a stellar academic who made a real difference globally by enriching and transforming children's lives and communities. He believed in the power of education to help children and youth achieve their full potential. Even after retiring, he continued to advance his academic research and contribute scholarly works to advance the international research agenda. He was a trailblazer in motivation theory and research. He was also one of, if not the very first, non-Native Australian motivation researchers to champion the rights, recognition, and self-determination of Native Australian peoples not just in Australia but all over the world.

Dennis was the best and most loyal friend anyone could have. Generous with his time. A good listener. Astute with advice. Great at arguing the point and being a devil's advocate, so you always had to stay on your toes and make sure you had a well-considered or somewhat plausible argument.

He genuinely cared about his friends and was interested in their lives and those of their children. He always asked his friends about their family and was genuinely interested in what they were doing and quick to congratulate them on their achievements. One of my last emails from Dennis was about how he was following my children on Facebook and how wonderful he felt they were. He was also saying how delighted he was to be a grandfather, thanks to his two beautiful girls.

Dennis was a good friend who was always ready to pour a glass or two of champagne or red wine. We always knew that when Dennis was coming for dinner, we were in for a night of fun and frivolity as Dennis was always loads of fun to be with and very entertaining.

Most importantly, Dennis could get along with anyone, which explains how many people around the globe genuinely adore Dennis. His sense of humor and quick wit were a delight for us all. Some of his roleplays and jokes are legendary! He once told me when talking about the high citation rates of some of the world's most cited researchers that he may not have a Relative Citation Index (RCI) of these proportions for research, but his partying RCI was intergalactic and second to none, which I totally agreed was definitely the case.

Dennis also chose to live life his way, which involved traveling worldwide and constantly making new friends and connections. He did what he wanted when he wanted to do it—all in his unique style. In life, he was a resounding success and an intergalactic superstar at being a decent and honorable human being who proved day after day that one person could make a difference.

You will be sorely missed Dennis, but we will celebrate your life, and you will live on in the hearts and minds of your family, friends, colleagues and students and all of the people whose hearts you touched with love. I hope there is lots of

good quality red wine and champagne in heaven and you enjoy meeting up with old friends. Until we meet again.



Rhonda Craven is the Director of the Institute for Positive Psychology and Education. She is a highly accomplished education researcher, having secured over 12 million dollars in nationally competitive funding for 51 large-scale research projects. Her research interests include the structure, measurement, development, and enhancement of self-concept and key psychosocial potential drivers; the effective teaching of Native Australian studies and students; maximizing life potential in diverse settings; and interventions that make a tangible difference in educational settings.

An Exemplary Self-Regulation Researcher and Scholar

Dale H. Schunk & Maria K. DiBenedetto

Dennis McInerney was an eminent researcher and scholar and a strong international presence in the field of self-regulation. His lasting contribution was to underscore the importance of culture in self-regulation.

Although we often write about self-regulation as if its principles were universal, Dennis showed how most self-regulation research has been conducted in Western cultures and that principles cannot be generalized without determining whether they accurately capture self-regulation in those cultures. This insight forced us to attend to how cultural variables shaped the operation of self-regulation.

Further, he differentiated between different kinds of cultural variables. He and his colleagues argued for examining the *emic* (culture-specific) and *etic* (universal) aspects when investigating self-regulation and culture. For example, although goal setting may be universal, the types of goals set and how they are set are undoubtedly subject to cultural influences.

In examining etic and emic aspects, we can determine whether Western principles and practices are culturally appropriate. We should be eternally grateful to Dennis and his colleagues for forcing us to attend to this distinction.

Apart from his professional and scientific contributions, Dennis was a genuinely nice person. He took a great interest in mentoring others, including new scholars, and always cared about what projects we were working on, willingly providing his thoughts and feedback.

We always looked forward to seeing him at professional conferences such as AERA and catching up on the news. He could carry on a conversation on any topic you could imagine, and you always left after spending time with him smiling and feeling richer and enlightened. Many of us owe him a deep debt of gratitude that future generations will not be able to experience in person. Nevertheless, we will continue to benefit from his keen insights.



Dale H. Schunk is Professor of Education in the School of Education at The University of North Carolina at Greensboro. His research and teaching specialties are learning, motivation, and self-regulation.

Maria K. DiBenedetto is a Lecturer in the School of Education, and the Director of Assessment and Reporting in the Bryan School of Business and Economics; both schools are in the University of North Carolina at Greensboro.



Gregory Arief D. Liem

Blessed With a Hero

Some of us are blessed with a hero or two in our professional or personal lives. Dennis is one such person for me, both professionally and personally. I had read Dennis' book series, *Sociocultural Influences on Learning and Motivation* (published by Information Age Publishing, Charlotte, North Carolina) while working on my PhD with the National University of Singapore, long before I met him in person.

Toward the completion of my PhD, I sent him an email asking about the possibility of doing a postdoctoral fellowship with him at the University of Western Sydney. While nothing transpired following that email, Dennis was the one who 'serendipitously' came to Singapore to take up the position as an Associate Dean (Research) for the Centre for Research in Pedagogy and Practice (CRPP) at the National Institute of Education (NIE), the Nanyang Technological University (NTU). Of course, I immediately asked if there was a possibility of working with him as his Research Fellow at the Centre.

Dennis then moved to Hong Kong in 2009, and I moved to Australia to work at the University of Sydney with Andrew Martin – thanks to Dennis for introducing me to Andrew. Although we were based in geographically different places, Dennis and I continued to stay in touch and work closely, resulting in no fewer than eight edited volumes and more than a dozen journal articles and book chapters.

Looking back, what had made it easy for me to relate to Dennis was his gregarious and generous nature. He was a humble and down-to-earth person who made people – and strangers – feel comfortable during their first interactions. He was able to talk about many things beyond academic stuff. Dennis enjoyed his social and academic life.

Dennis loved life. Dennis said in one of his last messages, "Being true to one's self is probably the key one." Indeed, Dennis graciously lived his life by this principle. He was an authentic person who was true to himself till the end.

Dennis is like no other. I feel fortunate to have received his wisdom and wealth of experiences that he was always passionately willing to share. Dennis touched and impacted the lives of many, especially aspiring scholars. I am eternally grateful to be in that number.

Gregory Arief D. Liem is an Associate Professor at Psychology and Child & Human Development Academic Group, National Institute of Education, an institute of Nanyang Technological University. He teaches courses in educational psychology at both undergraduate and postgraduate levels. Liem currently serves as an Associate Editor for *Educational Psychology: An International Journal of Experimental Educational Psychology* and an editorial board member for several other journals. He is the Editor of the book series *Research on Sociocultural Influences on Learning and Motivation* (Information Age Publishing, Charlotte, North Carolina).



A Related Publication

"The generalisability of published findings and the applicability of contemporary theoretical models in representing and explaining the academic motivation of students in different parts of the world have often been intuitively and implicitly assumed rather than empirically and explicitly inferred. This is because the majority of the research from which those findings and theories are derived are conducted by Western researchers and with samples of Western students who are far from representative of the world's population. As such, there is a need to test the transferability of Western-developed motivation theories and their measurement instruments in illuminating the schooling experiences of students in non-Western cultures. With this backdrop in mind, the present entry was written with two purposes. First, it aims to provide an overview of major theoretical and disciplinary paradigms on studying the link between culture and behaviour, and apply them to illuminate existing academic motivation studies, in particular survey research. Second, we seek to describe a taxonomy of psychological universals, which posits a hierarchy of different levels of universality, and apply it to identify the universal and culturally specific features of academic motivation. Together, the various perspectives discussed provide us with an integrated and heuristic framework to advance our understanding about cultural influences on academic motivation and its processes."

Liem, G. A. D., & McInerney, D. M. (2022). Academic motivation: The universal and culturally specific. In T. Good & M. McCaslin (Eds.), Routledge Encyclopedia of Education. Routledge.

McInerney's Legacy
"Indigenous [Native Australian] students have the same capacity as all students. And their cultural background can and should be used to facilitate learning. I hope to have made a significant contribution to breaking down the stereotypes concerning Indigenous [Native Australian] learning and motivation, and to have helped to remove the artificial ceiling often imposed on their academic development because of these stereotypes"

(McInerney's interviewed by Bembenutty, 2015, p. 229).



TIMES MAGAZINE Vol. 5, Issue 7 ~ September 2022

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Kelly-Ann Allen & Susan Beltman

A Tribute to Dennis M. McInerney

A Tribute to Dennis M. McInerney: My Mentor Kelly-Ann Allen



Kelly-Ann Allen is an Associate Professor and Educational and Developmental Psychologist in the School of Education and Counseling, Monash University, and an Honorary Principal Fellow at the Centre for Wellbeing Science, Melbourne Graduate School of Education, University of Melbourne. With 20 years' experience working in educational contexts, Allen is committed to translating her research, knowledge, and expertise from academic to educational contexts.

Given the unavoidable imminence of death, the profound sense of loss one feels when someone dies can almost feel like a hypocritical reckoning. When that person also falls outside the typical archetype of an expected grief experience (such as with the loss of a parent, pregnancy, or pet), mourning can feel even imposter-ish. As imposter syndrome seems to come with the territory in academia, perhaps feeling awkward about grieving the death of a much-loved mentor is not unusual.

Grieving a mentor (if one is lucky enough to have one in the first place) is not something that one prepares for in a PhD candidature, yet that special relationship between a mentor and mentee can grow into a genuine and valued bond. Moreover, when that bond is broken, it can feel devastating. Alternatively, at least, that is how I feel about Dennis. Dennis McInerney was an eminent scholar, a much-loved academic, and one of my most treasured and loved mentors. Our relationship evolved, but it always felt predictable—until it was not. Furthermore, my final communication to Dennis is an unanswered email in his inbox.

I first saw Dennis in Japan when he was a keynote speaker on the topic of belonging. At the time, it was my PhD topic, and that night during the conference dinner, I set out on a campaign to make sure I met him. He was humble, authentic, and genuine. And although it is hard to remember our conversation that first night, our second meeting was even more of a blur, but it would cement our connection for the remainder of his life.

We would meet again in Hawaii when I was attending an APA Division 15 (Educational Psychology) doctoral training program. Unfortunately, despite it being a tremendous opportunity, I arrived still grieving the sudden loss of my dad to a car accident just a few weeks before, as well as the devastation of the loss of pregnancy on the flight to Hawaii. By the time I arrived, I was a mess.

Dennis McInerney was assigned to be my mentor there. Though I cannot remember the words he said to me during our time together in Hawaii, I can well remember the feelings. Dennis conveyed warmth and comfort as well as care and compassion. Dennis was much more than the internationally renowned academic I had pictured—he was deeply human.

After Hawaii, we both faced new challenges as our lives progressed, and Dennis became a reliable source of support—someone who understood both the academic work and the importance of family and the juggling this requires. We also worked on the Committee of International Affairs (D15) and wrote several papers.

Having an academic mentor is a special type of privilege, and the privilege I received from having Dennis as mine was immense. His reputation in educational psychology always preceded him, and he was immensely respected, admired, and regarded in education and educational psychology. However, perhaps even above his imminence as a scholar, he was a top person, a generous mentor, and a truly special person. Dennis taught me to seize opportunities when they come up—this was something he embodied and something that I aspire to live by. Dennis will be deeply missed by many.

A Tribute to Dennis M. McInerney: Rich Legacy Susan Beltman

When I began sessional teaching in educational psychology as an academic over 20 years ago, I was fortunate that the Coordinator had chosen McInerney & McInerney's *Educational Psychology: Constructing Learning* as the main textbook for the unit – with later editions as they arrived. These editions were so helpful to me as a beginning academic. Dennis's research also inspired me as he focused on student motivation, sociocultural perspectives and the importance of context. He was a key figure at many conferences that I attended and was one of my PhD examiners. He has been an important figure in research nationally and internationally, leaving a rich legacy for me and many others.



Susan Beltman is an Associate Professor in the School of Education at Curtin University in Western Australia. She has extensive experience in the area of Educational Psychology and Inclusive Education and is interested in all ages. Her teaching and research areas of interest include educator well-being and resilience, motivation, and school and community programs involving mentoring and role models. She has experience in qualitative research methodologies.

“In this context it would seem appropriate for more emic based, perhaps initially qualitative, research be conducted to derive models of self-regulation that might be more indigenous [Native Australian]. It is only through this approach that the universals of self-regulation (the etic dimension) can be established. Currently, these universals are assumed and then tested. But alternative models, which might more effectively capture what self-regulation means to Asian and other societies, can only emerge from effective and high quality emic research”
(McInerney, 2011, p. 461).

Hui Wang & Kelly J. Kennedy

A Tribute to Dennis M. McInerney

A Tribute to Dennis M. McInerney

Hui Wang

At the SELF conference, I met Dennis for the first time in Singapore in 2013. Afterward, I was his research assistant at the Education University of Hong Kong. He has given me much good advice in my research and life during my research assistantship. With his encouragement and inspiration, I decided to pursue a doctoral degree. Since then, we have kept in good contact for the past nine years.

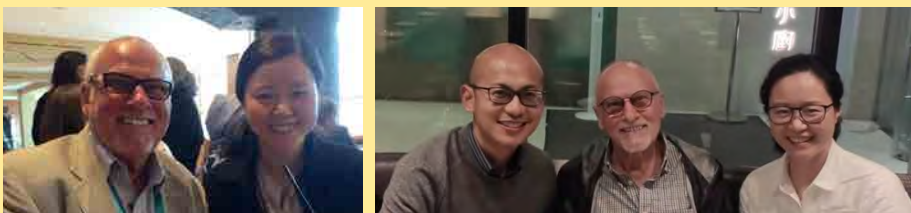
Dennis has played many roles in my life. As a student, he was my great teacher; he introduced me to the world of motivation research and inspired me to conduct research in this area. He helped to pave my professional career path; he referred me to my current job and gave me excellent and valuable suggestions.

In my work, Dennis has been a great mentor. He has helped me review numerous proposals I have drafted and provided the most valuable feedback to me to improve them. He knew that as a junior researcher, I was often worried about proposals, publications research, and almost every aspect of the academic job, so he generously shared his experiences and gave advice, and never forgot to encourage me.

Dennis is not only a good teacher and mentor, but most importantly, he has also been an excellent family friend. I still remember hanging out in Chicago and New York for dinners and chats. He played with my little boy, who, by that time, was only two years old. He gave us advice about how to raise that little boy. After I had settled down in Hong Kong, for the past four years, we regularly hung out with other friends for dinners, talking about things happening in our lives and jobs. Whenever we saw him, he showed us his brightest side; he would share many happy things and tell many jokes, and then everybody laughed. This time has become my best memory.

Unfortunately, we have lost this great teacher, mentor, and friend, who has been our inspiration and role model throughout the past years. We will miss him and cherish all the great memories with him.

Hui Wang is an Assistant Professor in the Department of Special Education and Counselling, Faculty of Education and Human Development, the Education University of Hong Kong. She obtained her Master's and Ph.D. from McGill University, and her research focuses on teacher motivation and emotions.



A RELATED PUBLICATION

“Research on values has posited that self-transcendence and self-enhancement values are conflicting value types and that an increased focus on one will diminish the emphasis on the other. However, studies in the teaching profession have suggested that these two values may also be compatible, as they can both contribute to better teacher commitment and achievement outcomes. This paradox is a critical knowledge gap that warrants an empirical investigation. Another important gap in value research concerns the role of school values, as past studies have mostly focused on individual values. The current study aimed to resolve the question of whether teachers’ self-transcendence and self-enhancement values are conflicting or compatible by examining how these values are associated with each other and how they predict teacher commitment and persistence. The study also took a multilevel perspective by investigating how individual-level and school-level values predict key outcomes. The study involved 1,110 teachers from 40 schools and multilevel structural equation modeling analyses were conducted. The results suggested that teachers’ self-enhancement and self-transcendence values can be compatible. These values are positively related to each other and they are also positively associated with higher teacher commitment to school.”

Wang, H., King, R.B. & McInerney, D.M. (2021). Conflicting or compatible? Evaluating teachers’ self-transcendence versus self-enhancement values from a multilevel perspective. *Current Psychology*, 1-11. <https://doi.org/10.1007/s12144-021-02009-7>

A Tribute to Dennis M. McInerney

Kerry J. Kennedy

It is not easy to pinpoint Dennis’ greatest strength. Innovative researcher, scholar, a supporter of younger researchers, bon vivant, raconteur, friends to many, unstinting with his friends. Later in his career, he also showed himself to be an innovative research manager supporting institutions and colleagues in both Singapore and Hong Kong.

Many will remember his mentoring and collaboration as shown in both the book series he edited and the articles he wrote - and was writing up until his untimely passing. One of his writings that may not see the light of day was his book. Not quite finished. It is mainly autobiographical. Imagine the stories there must be across a career that spanned continents over forty-five years.

Dennis’ scholarship will not soon be forgotten. He challenged existing theories and created new theories, showing extraordinary commitment to disadvantaged groups in his research. He understood research impact before the bureaucrats got hold of it: at its core, his work was concerned with making life better for indigenous students.

Dennis shared his data extensively, so there are new cohorts of young researchers following up and extending this critical sociocultural work. Dennis’ legacy will live on, and he will be missed by many.

Kerry J. Kennedy is currently Professor Emeritus, Advisor (Academic Development) and member of the Department of Curriculum and Instruction at The Education University of Hong Kong. He is also a Distinguished Visiting Professor of Curriculum Studies at the University of Johannesburg. Previously he was Chair Professor of Curriculum Studies, Director of the Centre for Governance and Citizenship, Dean of the Faculty of Education and Human Development and Associate Vice-President (Quality Assurance) at the then Hong Kong Institute of Education.



A RELATED PUBLICATION

“Ariel Liem and Dennis McInerney portray the views of Indonesian students who, it seems, have a well-developed sense of the importance of citizenship education, particularly its instrumental value, but who may not always be appreciative of its pedagogies or its content. These students appear to have well-developed civic attitudes and intentions, and thus they are not averse to considering citizenship issues. In some sense, they seem more progressive than the pedagogies they appear to experience daily. They see pedagogy possibilities beyond those of their teachers. It does not seem to be a conservative vision, and it raises the issue of how such views are developed within this specific cultural context.”

Liem, G. A. D., & McInerney, D. M. (2011). Indonesian students and their citizenship-related attributes: Implications for instructional strategies and pedagogical practices in civic education. In K. J. Kennedy, W. O. Lee, & D. L. Grossman (Eds.), *Citizenship pedagogies in Asia and the Pacific* (pp. 149-173). Springer, Dordrecht.



TIMES MAGAZINE Vol. 5, Issue 7 ~ September 2022

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Jesus Alfonso D. Datu

Positivity, Motivation, Success, and Happiness: A Tribute to Dennis M. McInerney

During my stint as a Research Associate in a research center specializing in students' learning and performance in the Philippines, I initially learned about Dennis McInerney's work. Back then, I was working on a project that explored the nature of Filipino learners' academic motivation. Thus, I tried to focus on top scholars in culture and motivation literature, which drew my attention to Dennis' articles.

Given that I wanted to apply for a PhD in Educational Psychology program at the Hong Kong Institute of Education, I contacted him and another top junior faculty. I asked whether they may be interested in supervising me on a doctoral research project concentrating on a culturally sensitive model of grit. Dennis immediately replied with a generous and supportive note indicating his willingness to mentor me throughout preparing my research proposal.

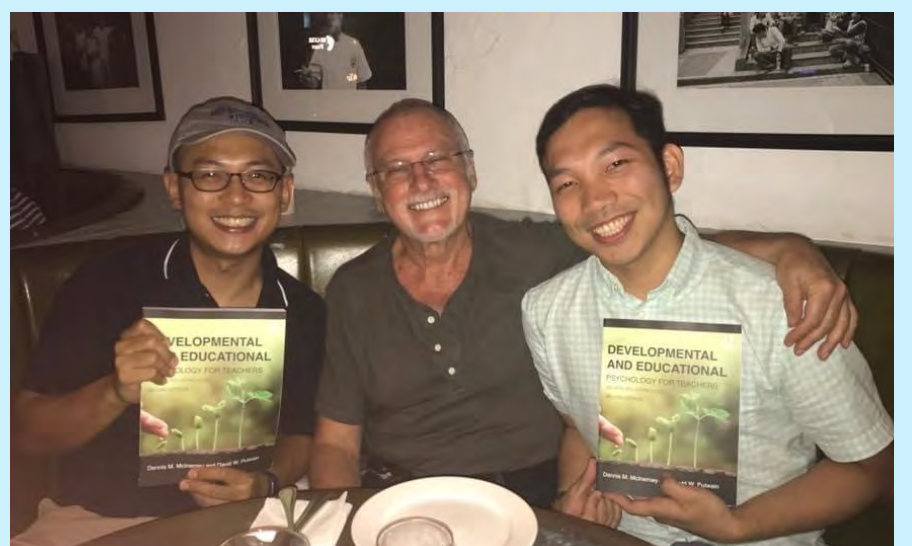
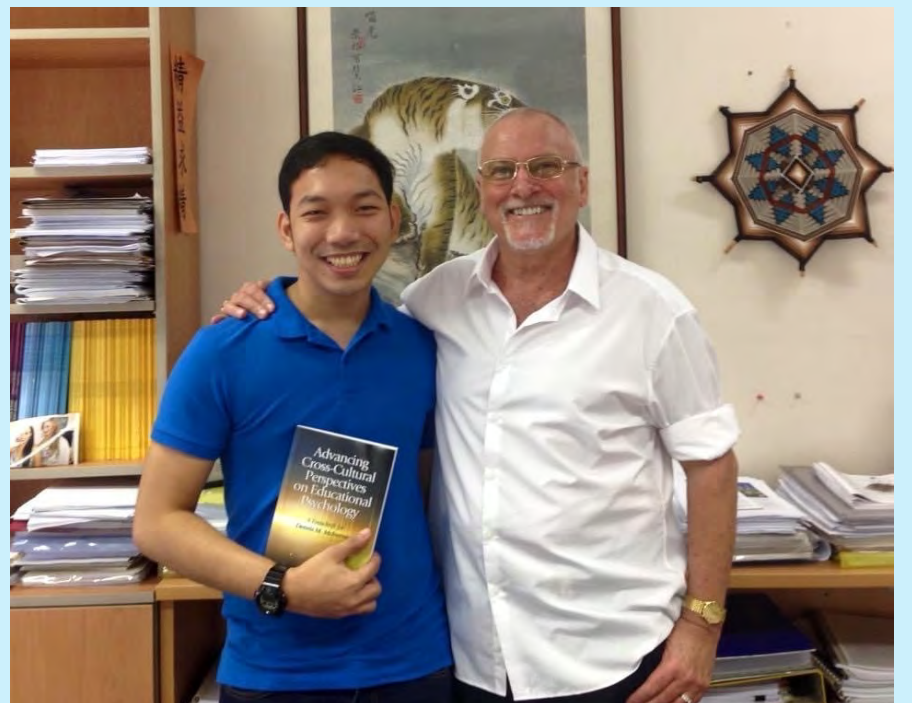
After a few months, I learned that my PhD application to the said institute was unsuccessful, but I was accepted as a PhD scholar at another university. Even if he was not my official supervisor, I was very fortunate that he agreed to continuously mentor me during my PhD and beyond my doctoral study.

For the past several years, I have been impressed with his insights on understanding the role of culture in students' motivation and learning and in developing psychological strengths such as grit and persistence. This, in turn, inspired me to reflect on the generalizability of Western-derived positive psychological theories and constructs in non-WEIRD (Western, educated, industrialized, rich, and democratic; Henrich et al., 2010) societies.

Importantly, in times when I felt rejected and discouraged, Dennis was there to passionately share words of encouragement, which enhanced my eagerness to improve my research program. In our mentoring sessions throughout these years, he was a great source of delightful, humorous, and inspirational lessons not only about strengthening research impacts and improving teaching effectiveness but also about prioritizing positivity in life, such as traveling, playing mahjong, cooking, and baking. These fantastic memories have made me realize that striving for professional growth is not an excuse for not living life to the fullest.

Indeed, Dennis' legacy as a researcher and mentor will continue to inspire the next generation of scholars in culturally sensitive theories of motivation and well-being. Even if he did not consider himself an expert in positive psychology, I believe he effectively modeled how to craft a happy, psychologically rich, and meaningful life.

Dennis is one of the living testaments to the power of positivity to create learning atmospheres that foster motivation, success, and happiness. No words can express how incredibly grateful I am for his noteworthy and far-reaching contributions to my development as an early career well-being scientist. We will deeply miss him.



Jesus Alfonso D. Datu, PhD, is an assistant professor in the Department of Special Education and Counselling of The Education University of Hong Kong. He is a well-being scientist with expertise in psychological resources and interventions that facilitate mental health, academic success, and an inclusive attitude towards individuals with exceptionalities.

Andrew Martin

A Tribute to Dennis M. McInerney

A Related Publication

Background/Context: Although informative work has been conducted on the role of interpersonal relationships and their mechanisms, most such work focuses on one or two key relationships or on a relatively small set of outcomes that are either academic or nonacademic in nature or solely based on self-report. Inevitably, such approaches limit understanding of the relative salience of all key relationships and their links to the breadth of cognition, affect, and behavior in young people's lives.

Purpose/Objective/Research Question/Focus of Study: To understand the relative reach and range of young people's key interpersonal relationships, the present study conducts a scoping of teacher-student, parent-child, same-sex peer, and opposite-sex peer relationships among a set of self-report and objective academic (motivation, engagement, behavior, affect, and performance) and nonacademic (physical ability, physical appearance, honesty, and emotional instability self-concepts) constructs.

Population/Participants/Subjects: The sample comprised 3,450 high school students in Years 7 and 8 (51%; age approx. 12–14 years), Years 9 and 10 (36%; age approx. 14–16 years), and Years 11 and 12 (13%; age approx. 16–18 years) from six Australian urban high schools.

Research Design: The study is a large-scale quantitative one in which high school students were administered an instrument comprising self-report academic and nonacademic measures and a brief literacy and numeracy quiz.

Data Collection and Analysis: Using confirmatory factor analysis (CFA) and structural equation modelling (SEM), analyses were aimed at assessing the empirical links between students' interpersonal relationships and a variety of academic and nonacademic outcomes.

Findings/Results: Interpersonal relationships tended to be positively and significantly associated with academic and nonacademic measures. However, there were differences in patterns of findings such that teacher–student relationships and, to a lesser extent, parent–child relationships, were most highly correlated with academic outcomes, whereas peer relationships tended to be most strongly correlated with nonacademic outcomes.

Martin, A. J., Marsh, H. W., McInerney, D. M., & Green, J. (2009).

Young people's interpersonal relationships and academic and nonacademic outcomes: Scoping the relative salience of teachers, parents, same-sex peers, and opposite-sex peers. *Teachers College Record*, 111, 13; ID Number: 15593.
<http://www.tcrecord.org/Home.asp>

“It seems that one's cultural identity should have an impact on the way people are motivated and learn and any self-regulatory learning behaviors they might adopt”
(McInerney, 2008, p. 374).

Dennis M. McInerney's Way

I heard about Dennis before I met him. It would have been the early 1990s, and I was a Research Assistant at Western Sydney University (then University of Western Sydney). The Chair of a committee could not make it, and when it was announced that Dennis McInerney would be stepping in as Chair, a colleague said, “Thank goodness! We will be on time and get something done!”

Dennis had a way of cutting through to the essence of a situation or an idea and communicating it with tremendous effectiveness. Educational Psychology was the great beneficiary of this—by way of his textbooks, edited volumes, chapters, and journal articles. I often recommend his textbooks—they really are the gold-standard in research translation, synthesis, and communication.

For three years (2002–2004), Dennis and I worked in adjoining offices at Western Sydney University. I came to know and enjoy his hugely amiable nature during that time. So amiable that we very rarely spoke about work. As a case in point, on one occasion, Dennis popped his head in the door asking how to spell ‘Yoda’ (which I rightly guessed was to do with *Star Wars* – and not some fancy statistical fit index). Truly, there are not enough such interactions in academia.

Dennis was also very generous with his time and spirit—including when I visited him with my family (and very active young children). When socializing, you would always be guaranteed to have much fun with Dennis.

Dennis managed to talk most of us at some stage into kicking on to just one more watering hole—and then he would be among the first at the conference the following day as irrepressible as ever. In fact, Dennis was known to charm his way behind the bar and insist that the staff receive a master class from him on how to make margaritas properly.

Dennis was a born educator and would delight in telling us how to do things that little bit better or how to see things the ‘Dennis McInerney Way’—such as when he explained to me as an early career researcher the (hypothetical!) inverse association between the subjective experience of PhD examination and the contents of a bottle of red: one improves as the other declines.

Needless to say, Dennis was so much larger than life that I cannot believe he is gone. I will miss him deeply.

Andrew Martin is a Professor of Educational Psychology in the School of Education at the University of New South Wales, Australia. His research focuses on student motivation, engagement, and learning.



Celebrating Dennis M. McInerney: Culture and Self-Regulation Guru: A Mentor and Friend

Aloy C. Anyichie

I first got to know Dennis through his publications. During my doctoral training, I identified a gap in self-regulated learning research in relation to attention to the role of culture on regulatory processes.

In my curious search for research around culture and self-regulation of learning, I found Dennis’ chapter “Culture and Self-Regulation in Educational Contexts” in the 2011 edition of the *Handbook of Self-regulation of Learning and Performance* (edited by B. J. Zimmerman & Dale H. Schunk). I immediately ordered the Handbook that formed part of the foundational readings that expanded my thinking about SRL in general and situating SRL research in a cultural context.

Dennis’ ideas in the Handbook chapter resonated with me and reinforced my desire to conduct SRL research within the context of culturally diverse students. From that time on, I not only searched and read his works but looked for opportunities to meet him in person.

Later during my doctoral training, I used our AERA Studying and Self-Regulated Learning Special Interest Group’s Graduate Student Mentoring Program (GSMP) as an excellent opportunity to connect with Dennis. Thus, I applied for the 2017 GSMP and included Dennis as my preferred mentor for that program. I was excited when I got the invitation e-mail that Dennis had agreed to be my mentor for our GSMP.

Prior to the 2017 AERA conference held in San Antonio, Texas, we exchanged a few e-mails where he invited me to meet him on Saturday, April 29th, after his presentation as one of the panelists in Division C Session “*Tensions in Division C: Shifting between building individual agency and promoting systemic change.*”

After the session, as I walked toward him to introduce myself, I remembered the beautiful and welcoming smiles beaming from his face. From there, we moved together to the GSMP luncheon. It was a very memorable day meeting an internationally respected “Culture and Self-regulation Guru” whom I had only read and quoted before then.

Dennis further invited me to dinner with Ronnel King, where we talked about many things, including my research and life. I remember our enriching conversations along the San Antonio River Walk, where he emphasized conducting rigorous research and closing the gap in the quality of research between established scholars and upcoming researchers.

Dennis encouraged me to take advantage of the different programs AERA puts in place for graduate students. After the conference, he e-mailed to let me know he had safely gotten back to Hong Kong. Among other things, he wrote, “Please feel free to contact me any time.” From then on, he played the role of a research mentor to me. For instance, he offered multiple insights and feedback on my dissertation. Even after my graduation, he continued to show support for my academic career.



Aloy C. Anyichie is an Assistant Professor in the Department of Educational Psychology and Students Services at Brandon University. He is currently the senior program chair of the Studying and Self-Regulated Learning SIG. His research interest focuses on supporting all learners’ engagement and motivation in multicultural classrooms by integrating self-regulated learning and culturally responsive/relevant pedagogical practices.



Beyond serving as a mentor, Dennis was a good friend. He was concerned not only about my academic career but also about my general welfare. Our conversations went beyond research to family and religion. He always kept in touch and would update me about his schedules, including travels to Australia, Hong Kong and the Philippines.

I was extremely touched by one of his e-mails, where he shared much about his family. For example, he listed the names and ages of his siblings and his position in the family. Going through our multiple e-mail exchanges, I realized that more often than not, he would end with “keep in touch,” which meant a lot to me.

One of my most significant memories is my very first encounter with him in San Antonio, which left me with the impression of a true human being who is natural, down to earth, with big smiles and laughter. Dennis was genuinely concerned about the development of younger researchers across cultures and sacrificed his time to offer the needed support. I hope to practice what I learned from my mentor and friend.



“What might the relationships between culture, motivation, and self-regulation be? Is the nature of self-regulation for learning the same across cultures? What are the cultural determinants of self-regulatory behavior, such as family, religion, and sense of the future? Does one self-regulate to preserve the past, to understand and operate in the present, or to set a future? What is the relationship of self-regulated learning to appropriate goals across cultures? (McInerney, 2008, p. 390).

David Litalien, David Watkins, & Chao Chih Nuo, Grace

A Tribute to Dennis M. McInerney

Dennis M. McInerney: Personally Invested in Kindness David Litalien

I had the chance to collaborate with Dennis as an early career researcher during a postdoc at the Australian Catholic University. Although I had heard his name multiple times and read some of his work on motivation and achievement goals before we met, I had no idea of the kind person he was. Through our first email exchanges, our few in-person discussions, and his generous comments on our papers, I was astonished by his kindness, openness, and welcoming.

Despite his many professional accomplishments, he always treated me as an equal, and I am trying to keep that in mind in my relationship with students or early career researchers. I will also remember how he could do serious and valuable work without being too serious or taking things too seriously.

Through our collaboration, we worked on personal investment theory. I read many of Dennis' papers on the subject and realized how significant his contribution to this theory was. His work primarily influenced mine in valuing the importance of a multifaceted approach to achievement goals in education, studying cross-cultural issues, and putting effort into building relevant and valid measurement scales.

David Litalien is an associate professor in the Education Faculty of Université Laval. His interests focus on motivation and academic persistence and the contribution of person-centered and variable-centered advanced statistical methods in representing motivational constructs.



Dennis was a good friend and a collaborator. His research with Australian aborigines encouraged me to realize the value of cross-cultural research.

David Watkins retired as a Professor at The University of Hong Kong in 2009. His research interests are in motivation, self-esteem, and cross-cultural research. His two books, *The Chinese Learner: Cultural, Psychological, and Contextual Influences* and *Teaching the Chinese Learner: Psychological and Pedagogical Perspectives*, focused on cross-cultural research in education.



Dennis M. McInerney: My En Shi (Respected Teacher) Chao Chih Nuo, Grace

I was deeply saddened to hear that Dennis had passed away. We were still keeping in touch through WhatsApp last month. I cannot imagine that we will never meet again. I have lost a great mentor and dependable teacher.

I am honored to be Dennis' only and last doctoral student at the Education University of Hong Kong. I still vividly remember that when I first met him in his office in 2009, he was very serious and gave me a long reference list, including his books and journal articles. He guided me through my doctoral journey. I learned the foundation of research from him, who helped me revise my dissertation.

I especially appreciated the tremendous support he gave me while I was writing my dissertation and grieving the loss of my father at the same time. Not only was Dennis a great scholar, doing research and teaching with great passion and perseverance, but he was also a role model and caring teacher. He was very positive and always encouraged me, guiding me on my career path. I will always apply my knowledge to supervise my students.

Dennis' legacy as a great scholar, educational psychologist and researcher will bequeath motivation and psychological well-being to the scholars. He was strict with students, helping them to achieve academic excellence. However, he was kind and had a sense of humor. Besides, he was a good father. He loved his two daughters very much. He put the photos of his two beautiful daughters in the office and loved to share their stories with us. For example, when his two daughters came to Hong Kong to visit him, he was excited and ran to Tsim Sha Tsui to meet them.

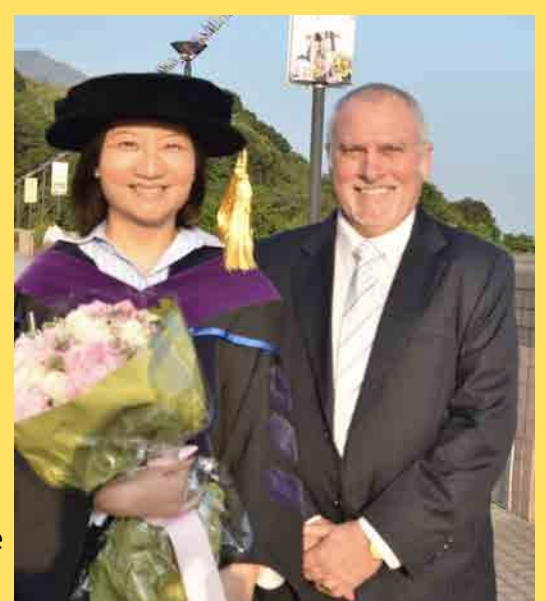
I am thankful for Dennis' care for my family and me. He always sent festive greetings to me before the Chinese festivals, such as the Chinese New Year and the Mid-autumn festival. He liked Chinese culture very much. He was so surprised that I did not know how to play Mahjong (a traditional Chinese game). He even learned to speak Cantonese!

Time is fleeting, but memory will be lasting. Dennis, I will walk in your footsteps, working on student motivation. The memories with you will linger on.

"Chinese language self-efficacy and self-concept were significant predictors for Chinese language learning achievements. It is the notion that learning the English language facilitates learning the Chinese language but not the other way around."

Chao, C. N. G., McInerney, D. M., & Bai, B. (2019). Self-efficacy and self-concept as predictors of language learning achievements in an Asian bilingual context. *The Asia-Pacific Education Researcher*, 28(2), 139-147. <https://doi.org/10.1007/s40299-018-0420-3>

Chao Chih Nuo, Grace is a Research Associate in the Centre for Learning Enhancement And Research, The Chinese University of Hong Kong and a Visiting Academic at the University of Saint Joseph in Macao. Her research interests include student motivation, gifted education, special education, and positive psychology.



A Fiery Motivational Scholar: A Tribute to Dennis M. McInerney

Avi Kaplan

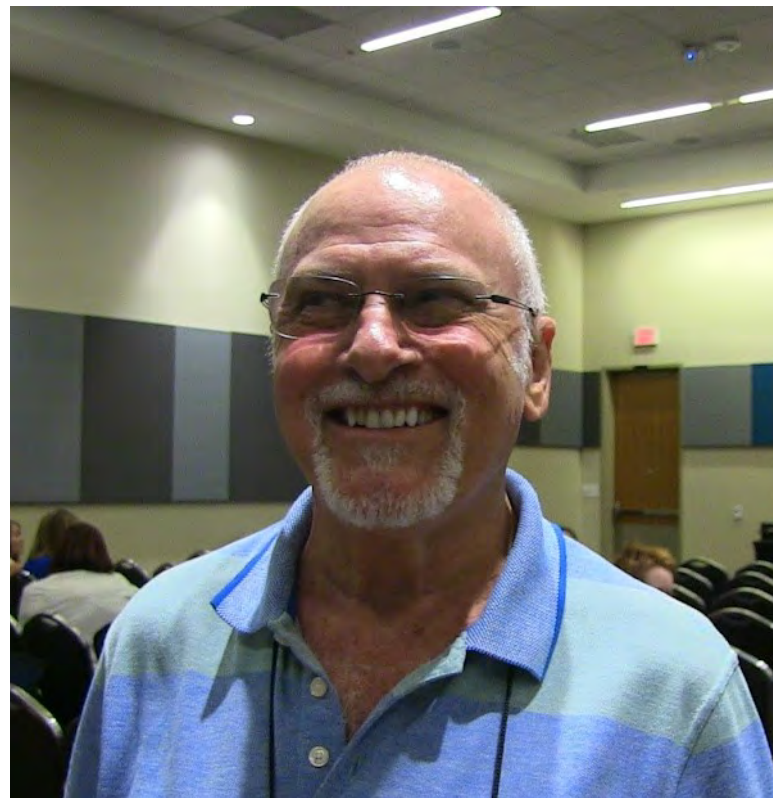
Dennis McInerney was an "old cheese"—sharp, testy, of high quality, and a long shelf life. That is not only my metaphor for him... it was his!

In an email exchange we had about an invited session that he organized for the 2016 International Conference on Motivation (ICM) in Thessaloniki, just before he "retired," Dennis wrote: "My last day at the EdUHK is tomorrow. And I will deem it an official retirement. However, an old cheese like me has a longer shelf life and I have a number of projects in hand, including working with a group of young colleagues at Beijing Normal University on publications, and colleagues in Newcastle Uni and the Australian Catholic University, with various personal nomenclatures such as honorary this or that. I have a new Developmental Psychology textbook coming out in the United Kingdom by Routledge later in the year (correcting page proofs now), so keep your eyes open for this 'best seller' 'blockbuster.'"

Unsurprisingly, "retiring" for Dennis meant full-gas-ahead. Like good Australian Old Croc Sharp Cheddar—or, perhaps like a good Australian "Lark" single malt (after all, Dennis' Skype name was... 'whiskyandbrandy')—Dennis only improved with age.

Drawing and elaborating on the influential ideas of our shared mentor, Marty Maehr, Dennis pushed our boundaries of conceiving the meanings and outcomes of motivation across and within different cultural groups. Constructive and critical, with a remarkably keen theoretical insight coupled with powerful and savvy empirical skills, Dennis kept the motivation field on its toes—and that, with an ever glint in his eyes.

In that ICM session, he labeled "Motivation – all show but no blow: A critical examination of the evidence for the substantive connection between measured motivation and academic performance." Dennis was a committed motivation scholar who did not pull his punches when instigating debates within the motivation community. And I was honored that he thought similarly about me. In his invitation to me to present in that session, he wrote: "I hope you can participate as I want the session to be a bit 'fiery'!" I will toast to this legacy of yours, Dennis.



A Related Publication

"Personal investment theory is a multifaceted theory of motivation, in which three key components: achievement goals (mastery, performance, social, and extrinsic), sense of self (sense of purpose, self-reliance, negative self-concept, positive self-concept), and facilitating conditions (parent support, teacher support, peer support), engage students in the process of learning.

Four cultural groups (Anglo Australian, $n = 852$, Aboriginal Australian, $n = 343$, Lebanese Australian, $n = 372$, and Asian Australian, $n = 283$) of students were compared on these personal investment components and on several outcome measures (engagement, affect, achievement, participation). A series of MANOVAs, followed up by univariate tests, indicated ethnic differences and similarities in the endorsement of the personal investment theory components as well as in the outcome measures. Multiple regression analyses showed that each of the three sets of predictors (achievement goals, sense of self, facilitating conditions) explained a significant amount of the variance in almost all of the outcome measures. Across cultural groups, students' mastery goal and sense of purpose were consistently found to be significant predictors of their intention for further education, positive affect for schooling, and valuing of schooling."

McInerney, D. M. (2008). Personal investment, culture and learning: Insights into school achievement across Anglo, Aboriginal, Asian and Lebanese students in Australia. *International Journal of Psychology*, 43(5), 870-879.

<https://doi.org/10.1080/00207590701836364>

Avi Kaplan is Professor of Educational Psychology at Temple University. His research focuses on motivation, self-regulation, and identity development in educational contexts. Dr. Avi Kaplan's research interests focus on student and teacher motivation and identity development, with particular interest in the role of the environment in these processes. His recent research involves the application of the complex dynamic systems approach to identity and motivation, and employing collaborative design-based interventions that focus on promoting educators' and students' motivation and identity exploration around the curriculum.



INTERNATIONAL CONFERENCE ON MOTIVATION 2016

INVITED SYMPOSIA

In order of appearance in the programme

Studying Motivation in Context: Contemporary Perspectives and Interactive Work Session

Organizers: **Tim Urdan**, Santa Clara University, USA
Avi Kaplan, Temple University, USA

'Motivation, Emotions and Beliefs – All Show?' A Critical Examination of the Evidence for the Substantive Connection between Measured Motivation and other Self-constructs and Academic Performance

Organizer: **Dennis M. McInerney**, Hong Kong Institute of Education, Hong Kong

Spotlight on Motivational Applications: Contribution of Motivational Self-Diagnostics in Reducing the Incidence of Tertiary Education Dropout

Organizers: **Marold Wosnitza**, RWTH Aachen University, Germany
Fani Lauerman, University of Bonn, Germany
Stuart Karabenick, University of Michigan, USA
Katharina Zay, RWTH Aachen University, Germany



TIMES MAGAZINE Vol. 5, Issue 7 ~ September 2022

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Dennis M. McInerney: A Great Teacher and a Friend

Fred Ganotice

I started to admire Dennis' professional work during my PhD journey back in Manila, Philippines. I still remember reading his scholarly works on motivation and engagement as part of our weekly readings in my PhD class. Because of my high respect for his brilliant ideas, I adapted much of his work to the Philippine context, including the motivation scale he introduced.

My PhD dissertation titled *Personal Investment and School Achievement among Adolescent Students in Public and Private High Schools in the Philippines*, awarded the Best Dissertation in 2011 by the Psychological Association of the Philippines, was generally framed using Personal Investment Theory, a motivational theory I learned from Dennis.

Never did I imagine that I would have the opportunity to work with Dennis on his “Teacher Commitment and Psychological Well-being” project in Hong Kong. I considered myself blessed as not all junior researchers had the chance to work with someone who was a significant figure in Educational Psychology.

I considered my stint working with him an essential milestone in my professional career, as this fuelled and inspired me to be a researcher. Even after my time on his project ended, Dennis was happy to check on me and even gave me great reference letters for all jobs I applied. He often joked about my obligation to resurrect personal investment theory in my manuscripts. He also challenged me to speak Cantonese better than him. These were only some instances that suggested how happy a person he was.

Dennis lived a happy, full life – I am sure of that. He was a genuinely nurturing supervisor who valued the life and well-being of everyone. At the same time, Dennis set high standards in his professional work. He knew how to enjoy a social life. Regularly after work, he would make it a point to invite friends and colleagues for social gatherings. All enjoyed the time spent together, and Dennis shared many exciting stories and wisdom. He will be dearly missed. RIP!



A Related Publication

“Helping Kids Achieve Their Best is a practical guide to motivating younger and older learners across the globe. The book explores why some students are easier to motivate than others and why students lose motivation, as well as outlining strategies that teachers can use in the classroom and that parents can use at home. Comprehensively updated, this second edition includes a new chapter on student achievement emotion. Throughout the



text, each chapter includes a variety of examples and research-based tools that can be put into action immediately, along with vignettes, question points, action stations, and recommended readings, which help educators apply the suggested approaches in their own contexts. The book is hands on and interactive, inviting readers to recall challenges they have faced in their own teaching or parenting experiences and to apply what they have learned to better understand and cope with these challenges more effectively.

This book is an essential resource for pre-and in-service teachers, as well as parents who aspire to motivate their children and help them achieve their best.”

McInerney, D. M., & Liem, G. A. D. (2022). *Helping Kids Achieve Their Best: Motivation: Theories and Practices*. Routledge.

A Related Publication

“The purpose of this research was to explore gender differences and cultural differences in school motivation among students from eight culturally diverse groups from Western and non-Western societies. The selected groups come from Hong Kong, the Philippines, Singapore, Australia, the Netherlands, and Qatar. More than 10,000 secondary school students reported their mastery, performance, social, and extrinsic motivation. Results showed (very) small to moderately large gender differences, which were largely in line with prior research in Western societies. Moreover, significant differences in school motivation across the eight cultural groups were found, however, only the Qatari sample strongly deviated from the other samples. In all cultural groups, females had slightly higher scores on mastery motivation and social motivation (except for Qatari students), and in several Western and non-Western samples, males had slightly higher scores on performance motivation. Gender differences in extrinsic motivation were less straightforward.”

Korpershoek, H., King, R. B., McInerney, D. M., Nasser, R. N., Ganotice, F. A., & Watkins, D. A. (2021). Gender and cultural differences in school motivation. *Research Papers in Education*, 36(1), 27-51. <https://doi.org/10.1080/02671522.2019.1633557>



Fred Ganotice

is an Assistant Professor at the Faculty of Medicine, The University of Hong Kong. He previously worked as Dennis' senior research assistant at The Education University of Hong Kong.

Revathy Kumar, Robert J. Vallerand, & Helen Watt

A Tribute to Dennis M. McInerney

Dennis M. McInerney: Popularized the Personal Investment Theory

Revathy Kumar

Dennis McInerney was an eminent scholar who collaborated with educators and researchers across the globe. Therefore, it is little surprise that he was the founding editor of the book series *Research on Sociocultural Influences on Learning and Motivation*. Dennis McInerney was one of the early scholars who emphasized the importance of cultural influences on basic motivational processes.

We were on the panel honoring Dr. Martin Maehr in 2018. At that time, he mentioned that he always thought of himself as Marty's student. Moreover, as a true student, Dennis McInerney popularized the Personal Investment Theory, first proposed by Martin L. Maehr and Larry A. Braskamp (Maehr, M. L., & Braskamp, L. A. (1986). *The motivation factor: A theory of personal investment*. Lexington Books/D. C. Heath and Com). He saw this theory as an integrative framework for bringing together the various social cognitive theories of motivation to conduct meaningful cultural and cross-cultural research from a more asset-based perspective that acknowledges cross-cultural universals and their unique cultural instantiations.

I will always remember him for his erudite scholarship, his generous nature and the professional support he provided for younger scholars, his friendly smile, and his sense of humor.

Revathy Kumar is professor of educational psychology at the University of Toledo. She is a Fulbright Specialist scholar and past associate editor for *Developmental Psychology*. Her research focuses on social and cultural processes involved in constructing a sense of self and identity among adolescents and young adults in culturally diverse societies. Of particular interest are the role of teachers, teacher-education programs, schools, communities, and families in facilitating minority and immigrant adolescents' development, learning, and motivation.



Dennis M. McInerney: Made Huge Contributions to Educational and Motivational Psychology

Robert J. Vallerand

I have had the opportunity to work with Dennis on a few occasions, especially when I wrote a few chapters for some of his books. Roughly 4-5 years ago, Rhonda organized a party at Le Manoir, in Sydney, Australia. Bouchra (my wife) acted as "Master chef" and prepared a Moroccan meal with Alex Morin and his wife Isabelle serving as outstanding sous-chefs. I think I played the guitar with James. Most people from IPPE were there and we had a ball. Dennis was also there and I had the chance to sit down and chat with him.

I really enjoyed my time with Dennis, as he was so positive and engaging. We talked about work, of course, and his passion for education in general, but we also touched on various areas of life also, as he was well read. I'm glad I had the chance to spend some quality time with him before it was too late.

We often say that life is too short. In Dennis' case, it is unfortunately true! Dennis made huge contributions to educational and motivational psychology and he will be sorely missed. I can see him smiling just now, looking down on us with a glass of wine in his hand. Cheers Dennis!

Robert J. Vallerand is a Professor of Psychology at the Université du Québec à Montréal where he holds a Canada Research Chair in Motivational Processes and Optimal Functioning and is Director of the Research Laboratory on Social Behavior. Vallerand obtained his doctorate from the Université de Montréal and pursued postdoctoral studies at the University of Waterloo. He has been a Professor at both the University of Guelph and the McGill University where he has also held a Canada Research Chair.



Dennis M. McInerney: Incredibly Kind, Generous, Fun, and Welcoming

Helen Watt

I first met Dennis, probably about 1998, and he was one of the attractors for my move to the University of Western Sydney (UWS) in 2002. Dennis was incredibly kind, generous, fun, and welcoming.

Somehow we ended up usually sitting together at annual AERA Motivation in Education Special Interest Group (SIG) dinners (even when I was working down the corridor from him in 2002) and used to laugh about how we left it late to choose a seat with others we could not see readily elsewhere. I bet he regretted sitting near me and Paul Richardson the year I had invited a new SIG member to join our table who ended up drinking two bottles of wine and absconding without paying, which Paul still recounts today.

Dennis had infectious 'Joie de Vivre' and was so enjoyable and stimulating to spend time with. In recent years he looked so vital and healthful and full of energy. I am privileged to have known him to the extent I did, and the world feels less bright without him. I love his image toasting us from the stars.

Helen Watt is the *Director of Research Development (Social Sciences) and a Professor of Educational Psychology* at the University of Sydney. Her research focuses on motivation, occupational choice, STEM engagement and pathways, gender, and teacher development.



“Given the dearth of research and lack of strong methodologies, it is important that future research in self-regulation include a wider range of cultural groups and stronger methodologies.”
(McInerney, 2011, p. 460)

Dennis M. McInerney



Dennis M. McInerney's Selected Publication Abstracts

Datu, J. A. D., Valdez, J. P. M., McInerney, D. M., & Cayubit, R. F. (2022). The effects of gratitude and kindness on life satisfaction, positive emotions, negative emotions, and COVID-19 anxiety: An online pilot experimental study. *Applied Psychology: Health and Well-Being*, 14(2), 347-361. <https://doi.org/10.1111/aphw.12306>

"The continuous surge in the number of confirmed diagnoses and fatalities associated with the coronavirus disease 2019 (COVID-19) has caused debilitating economic, educational, social, and psychological issues. However, little is known about how psychological interventions may boost well-being outcomes amid the pandemic. This research addresses this gap by examining the effects of gratitude and kindness interventions on life satisfaction, positive emotions, negative emotions, and COVID-19 anxiety via an online pilot experimental study. A 3-week online pilot experiment was implemented among 107 Filipino undergraduate students ($M = 20.27$; $SD = 1.10$). These participants were randomly assigned to kindness ($n = 37$), gratitude ($n = 32$), and control ($n = 38$) conditions. The results showed that there were significant differences on positive emotions when controlling for the baseline well-being, gratitude, and kindness scores across all conditions (i.e., gratitude, kindness, and control)..."

Cai, Y., King, R. B., & McInerney, D. M. (2022). The concurrent trajectories of utility value, metacognitive strategy use, and achievement. *The Journal of Experimental Education*, 1-22. <https://doi.org/10.1080/00220973.2022.2053496>

"Studies on utility value, metacognitive strategies, and achievement have usually examined these variables in a static manner. However, each of these variables changes across time and the relationships among them are dynamic. Hence, studies that examine changes in individual trajectories (change in each variable over time) and concurrent trajectories (how relationships among the variables change over time) are needed. The current study examined both the individual and concurrent trajectories of utility value, metacognitive strategies, and achievement using a three-wave longitudinal sample of 6,776 Hong Kong secondary students (Mean age at Time 1 = 13.23, $SD = 1.06$). Results of the latent growth models indicated that intrinsic utility value declined while achievement increased across three years. Multivariate latent growth modeling showed that students who started with higher levels of metacognitive strategy use experienced a slower decline in intrinsic utility value..."

Allen, K. A., Kern, M. L., Rozek, C. S., McInerney, D. M., & Slavich, G. M. (2021). Belonging: A review of conceptual issues, an integrative framework, and directions for future research. *Australian Journal of Psychology*, 73(1), 87-102. <https://doi.org/10.1080/00049530.2021.1883409>

"A sense of belonging – the subjective feeling of deep connection with social groups, physical places, and individual and collective experiences – is a fundamental human need that predicts numerous mental, physical, social, economic, and behavioural outcomes. However, varying perspectives on how belonging should be conceptualised, assessed, and cultivated has hampered much-needed progress on this timely and important topic. To address these critical issues, we conducted a narrative review that summarizes existing perspectives on belonging, describes a new integrative framework for understanding and studying belonging, and identifies several key avenues for future research and practice. **Method:** We searched relevant databases, including Google Scholar, PubMed, Scopus, PsycInfo, and ClinicalTrials.gov, for articles describing belonging, instruments for assessing belonging, and interventions for increasing belonging. **Results:** By identifying the core components of belonging, we introduce a new integrative framework for understanding, assessing, and cultivating belonging that focuses on four interrelated components: competencies, opportunities, motivations, and perceptions..."

Wang, H., King, R. B., & McInerney, D. M. (2021). Ability grouping and student performance: A longitudinal investigation of teacher support as a mediator and moderator. *Research Papers in Education*, 1-22. <https://doi.org/10.1080/02671522.2021.1961293>

"The advantages and disadvantages of ability grouping for student achievement are strongly contested, with studies presenting different results. However, much of this research has focused on class-level or subject-level ability grouping. Relatively less research has focused on school-level ability grouping. More importantly, the role of teacher support has often been neglected in the ability grouping literature. The aim of this study was to shed light on the under-investigated area of school-level ability grouping, with teacher support examined as a crucial theoretical mechanism. We examined whether teacher support plays a mediating and/or moderating role in terms of how school-level ability grouping is related to student achievement in English and mathematics. The participants were 554 Hong Kong secondary students from the high- (Band 1), medium- (Band 2), and low- (Band 3) ability groups. The results indicate that students from high-ability groups enjoyed greater levels of teacher support, which partly explains their higher levels of achievement..."

Datu, J. A. D., McInerney, D. M., Żemojtel-Piotrowska, M., Hitokoto, H., & Datu, N. D. (2021). Is grittiness next to happiness? Examining the association of triarchic model of grit dimensions with well-being outcomes. *Journal of Happiness Studies*, 22(2), 981-1009. <https://doi.org/10.1007/s10902-020-00260-6>

"The present research explored the link of triarchic model of grit underpinned by three dimensions – *perseverance of effort*, *consistency of interest*, and *adaptability to situations* with well-being outcomes using a cross-cultural design among Filipino, Japanese, and Polish undergraduate students (Study 1), a cross-sectional design including Filipino employees (Study 2), and a longitudinal design involving Filipino high school students (Study 3). Study 1 demonstrated that *perseverance* was positively correlated with flourishing in Japanese undergraduate students. *Adaptability* was related to increased flourishing among Filipino, Japanese, and Polish students. Study 2 showed that both *adaptability* and *perseverance* positively predicted psychological flourishing in selected Filipino employees. Study 3 demonstrated that T1*perseverance* and T1*adaptability* positively predicted T2life satisfaction even after controlling for age, gender, previous GPA, and auto-regressor effects. However, all dimensions of grit did not predict T2flourishing. Implications of the results to advancing the extant grit theory are discussed."

King, R. B., Wang, H., & McInerney, D. M. (2021). Prosocial motivation leads to better learning when mastery motivation is high: The synergistic effects of prosocial and mastery goals. *Current Psychology*, 1-14. <https://doi.org/10.1007/s12144-021-02331-0>

"The aim of this study was to examine the synergistic effects of prosocial and mastery goals on learning-related outcomes including deep learning, self-regulated learning, and academic achievement. We recruited 8,773 secondary school students from Hong Kong to participate in the study. A longitudinal study design was used. Goals were measured at Time 1, while learning-related outcomes were measured at both Time 1 and 2. Structural equation modeling with latent interaction analysis was conducted. Results partially confirmed our synergistic effects hypothesis. Prosocial goals were associated with optimal learning-related outcomes such as deep learning and self-regulated learning only when mastery goals were also high. However, achievement was only predicted by mastery goals. These effects held despite controlling for the baseline variables..."

Wang, H., King, R. B., & McInerney, D. M. (2021). Conflicting or compatible? Evaluating teachers' self-transcendence versus self-enhancement values from a multilevel perspective. *Current Psychology*, 1-11. <https://doi.org/10.1007/s12144-021-02009-7>

"Research on values has posited that self-transcendence and self-enhancement values are conflicting value types and that an increased focus on one will diminish the emphasis on the other. However, studies in the teaching profession have suggested that these two values may also be compatible, as they can both contribute to better teacher commitment and achievement outcomes. This paradox is a critical knowledge gap that warrants an empirical investigation. Another important gap in value research concerns the role of school values, as past studies have mostly focused on individual values. The current study aimed to resolve the question of whether teachers' self-transcendence and self-enhancement values are conflicting or compatible by examining how these values are associated with each other and how they predict teacher commitment and persistence..."



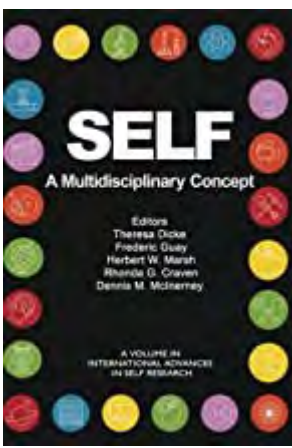
Dennis M. McInerney’s Selected Books



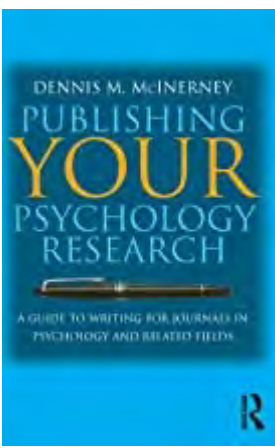
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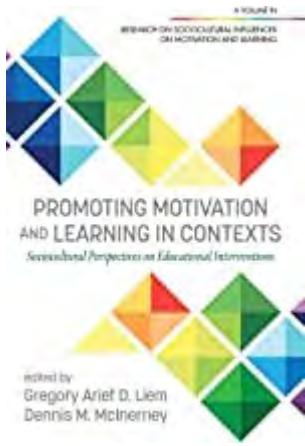
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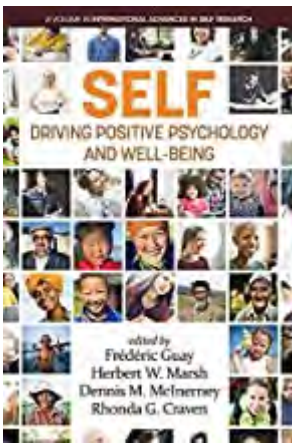
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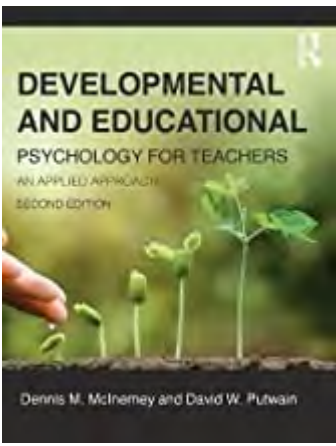
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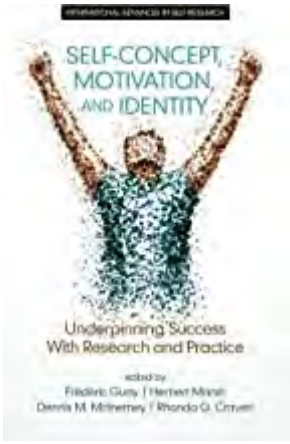
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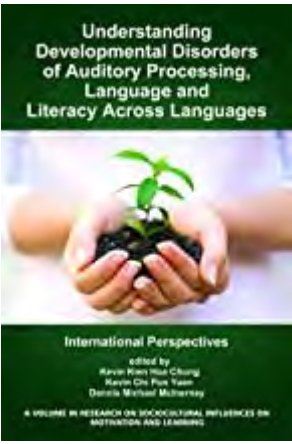
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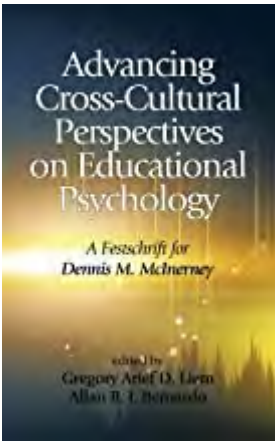
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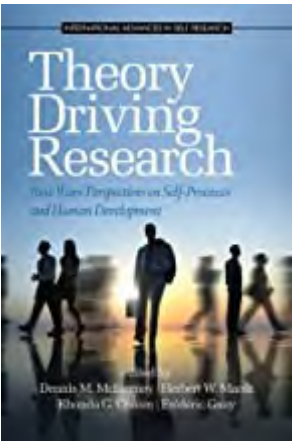
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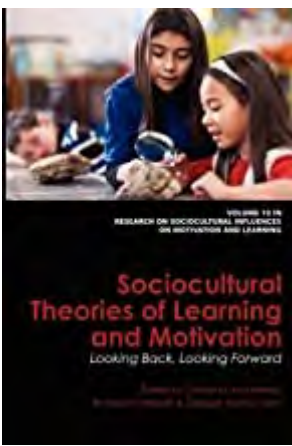
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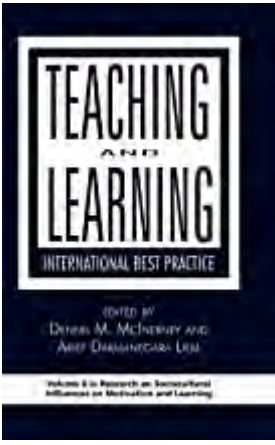
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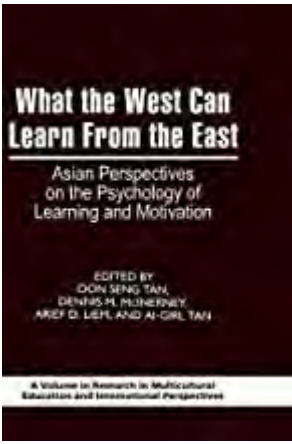
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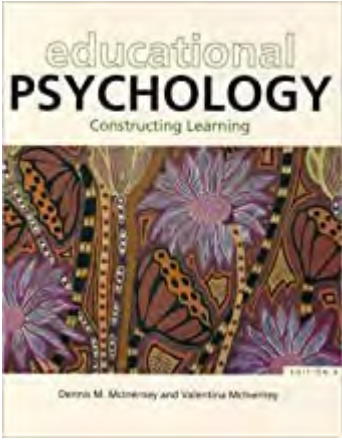
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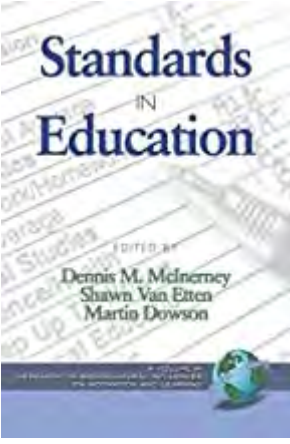
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