

The Role of Sociocultural Factors in Shaping Student Engagement in Hong Kong: An ethnic minority perspective

Dennis M. McInerney

Chair Professor of Educational Psychology

Associate Vice President (Research and Development)

Co-Director, Assessment Research Centre

The Hong Kong Institute of Education

Contents

About the Author	<i>iii</i>
The Role of Sociocultural Factors in Shaping Student Engagement in Hong Kong: An ethnic minority perspective	
Abstract	<i>1</i>
1. Engaging in school	<i>2</i>
2. Sociocultural background	<i>3</i>
3. Is it success for all in Hong Kong schools?	<i>5</i>
4. Parental engagement	<i>13</i>
5. Educational conventions	<i>16</i>
6. Language and conversational forms	<i>17</i>
7. Schools and banding	<i>19</i>
8. Directions for the future	<i>22</i>
References	<i>24</i>
List of Publications	<i>27</i>
Grants Awarded (since 2000)	<i>41</i>

The Hong Kong Institute of Education
10 Lo Ping Road, Tai Po, Hong Kong, China

© 2010 The Hong Kong Institute of Education

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system or transmitted in any form or by any means, electronic, mechanical, photocopying, recording or otherwise, without the written permission of the publisher.

This paper was first presented in a lecture of the Chair Professors Public Lecture Series of The Hong Kong Institute of Education on 2 March 2010.

About the Author

dennismm@ied.edu.hk

Dennis McInerney (麥翰林)

is Chair Professor of Educational Psychology and Associate Vice President (Research and Development). He is Co-Director of the Assessment Research Centre.

Prior to this he was Research 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 has 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 is a registered psychologist, an Associate Fellow of the Hong Kong Psychological Society, and a member of both the Australian Psychological Association and the American Psychological Association. He is a registered teacher.

Professor McInerney has published over 200 research articles in refereed international journals, books and conferences. He edits two international research series, *Research on Sociocultural Influences on Motivation and Learning* (Vols. 1-9) and *International Advances in Self Research* (Vols. 1-3). He has 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.

Professor McInerney has written a number of textbooks including Educational Psychology: Constructing Learning (Pearson 5th Edition, 2010) which is a bestselling educational psychology text in Australia; 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).

Brief Curriculum Vitae

Academic and professional qualifications

B A Macquarie University 1971

B Ed University of New England 1973 (Pass with Merit)

M Ed (Hons) University of New England 1976

Ph D University of Sydney, 1989 (Thesis Title: The Psychological Determinants of Motivation of Non-Traditional Aboriginal Students)

Registered Teacher – The Council of Public Education Victoria Registration

Registered Psychologist – New South Wales, Australia

Professional Memberships

Associate Fellow of the Hong Kong Psychological Society

Member of the Australian Psychological Society

Member of the American Psychological Association

Member of the Australian Psychological Society College of Educational and Developmental Psychologists

Editorial committee membership of scholarly journals

Professor McInerney is on the Editorial Boards of:

- Contemporary Educational Psychology (Academic Press)
- Educational Psychology: An International Journal of Experimental Educational Psychology (Routledge, Taylor and Francis)
- Educational Psychologist (American Psychological Association)
- Educational and Developmental Psychology (Australian Psychological Society)
- Malaysian Journal of Learning & Instruction (Universiti Utara Malaysia)

Professor McInerney is an ad hoc reviewer for the following journals (among others):

- American Educational Research Journal
- Australian Educational and Developmental Psychologist
- Australian Journal of Education

- Contemporary Educational Psychology
- Educational and Psychological Measurement
- Educational Psychologist
- Educational Psychology
- Journal of Cross-cultural Psychology
- Journal of Educational Psychology
- Malaysian Journal of Learning and Instruction
- Motivation and Emotion
- Psychological Bulletin
- Review of Educational Research
- Teaching and Teacher Education
- Urban Education

Teaching

Professor McInerney has been responsible for designing, coordinating and teaching a vast range of subjects across both undergraduate and graduate levels at the University of Western Sydney (Dip Ed, B Teach, B Ed Phase 1, B Ed Phase 3, PG Career Education, PG Multicultural Education, PG Resource Teaching, BSc Dip Ed, M Ed). All of these subjects have had a focus on developing effective teaching and learning. Among these courses are the following:

- Adolescence, Teachers and Schools (Grad Dip Career Ed)
- Cognitive Processes (Dip Ed)
- Developmental Psychology for Teaching (Dip Tch)
- Dynamics of School Adjustment (B Ed Phase 3, Grad Dip Resource Teaching)
- Focus on the Child (Dip Tch)
- Individual Project 1: Design (B Ed)
- Individual Project 11: Development (B Ed)
- Inquiries into Creativity (B Ed)
- Interpersonal and Group Relationships (Dip Ed)
- Multicultural Curriculum Design and the School (B Ed Phase 3, Grad Dip Resource Teaching)
- Personal Development in the School (Dip Ed)
- Processes of Learning and Teaching (Dip Tch)
- Residential Field Study 1: Introduction to Field Studies (Dip Tch)
- Special Project (Grad Dip Career Ed)
- Teacher, Culture and Minority Groups (Dip Tch)
- Thinking about Learning (B Ed, Grad Dip Resource Teaching)
- School Psychology and Culture (B Teach)
- Foundations Study 1 (B Teach)

- Foundations Study 2 (B Teach)
- Learning and Teaching (M Ed)
- Nature of Inquiry (M Ed)
- Inquiry Methods (M Ed)
- Special Research Study in Education (M Ed)
- Focus on the Child as a School Learner (BTch)
- Developmental Psychology (BTch)
- Cross-Cultural Psychology (MA (Psy))

Professor McInerney has also been the principal supervisor for eight completed PhD students, numerous Masters theses, and co-supervisor on numerous other Doctoral and Masters theses and is called upon from time to time to examine theses from a range of international universities.

The Role of Sociocultural Factors in Shaping Student Engagement in Hong Kong: An ethnic minority perspective

Dennis M. McInerney

Abstract

The manner in which learners respond to school and other educational settings and benefit from the experiences presented is influenced by the sociocultural environments in which they are socialized and schooled. Engagement in learning is shaped by social and cultural influences related to gender, class, race, family, religion and socio-economic status. Social, political, religious and cultural contexts define what is acceptable and valued. Within these contexts, individuals and groups seek success by participating in activities that are valued and that develop the skills and dispositions needed to excel in their cultural and social milieu. What defines academic engagement and success in one cultural or social milieu may not be the same as what defines engagement and success in another. Furthermore, it is very clear that some sociocultural factors are very important in determining the success or lack of success of students at school.

For education, therefore, to be meaningful and engaging for all learners it must take account of each learner's sociocultural background. In many cases the mismatch between teachers' and schools' knowledge of learners' backgrounds and cultures can be so vast as to impede effective learning. This may be particularly the case for students from various minority backgrounds. In order, therefore, to enhance student engagement, teachers and schools must be aware of the richness of the sociocultural dimensions of motivation and learning their students bring with them to school, and implement teaching practices that are sensitive to the requirements of students coming from diverse cultural and social settings.

Focusing on the Hong Kong context this presentation will examine a number of key sociocultural characteristics of learners that should be considered in order to teach students effectively to enhance student engagement in learning and maximise the potential of all.

1. Engaging in school

The manner in which learners meaningfully engage in school and other educational settings and benefit from the experiences presented reflects the social and cultural environments in which they are socialized. Personal, social and cultural histories shape student engagement. These histories include gender, class, race, religion and family (Ferrari & Mahalingam, 1998).

Curricula, learning activities and the means used to stimulate student engagement are set in social, political, religious and cultural contexts that define what is acceptable and valued. Within these social, cultural, religious and political contexts individuals and groups seek success by participating in activities that develop the skills and dispositions needed to excel in their cultural and social milieu. Therefore, what defines and facilitates academic engagement and success in one social and cultural milieu may not be the same as what defines and facilitates engagement and success in another.

Understanding engagement with learning is very complex. Any attempt to describe engaged learning in diverse social and cultural settings without reference to sociocultural influences must, necessarily, be an oversimplification. This paper will first examine a number of key sociocultural elements that need to be considered in theorising about engagement, motivation and learning in Hong Kong schools. It will use this information to analyse the situation of ethnic and social minorities within Hong Kong schools and finally present an outline of some key practices that can be implemented to enhance the achievement of all students.

The premises in this paper are somewhat inferential as the amount of research evidence that paints a clear picture of ethnic minority engagement with and success at education is quite scant. I will draw on a number of sources including the Program for International Student Assessment (PISA) and the 2006 Census data and extrapolate what I think may be the situation across the range of cultural and social minorities in the HKSAR.

2. Sociocultural background

For education to be meaningful and engage learners, it must relate to and be imbedded in each learner's social and cultural contexts. Drawing largely on the 2006 Programme for International Students Assessment (PISA) data, in this section of the paper, I will discuss some features of education in Hong Kong to elaborate on those social and cultural features that seem most relevant to understanding student engagement and success at school.

The Hong Kong scene

Generally it is believed that education in Hong Kong is doing very well particularly in science, reading and mathematics when benchmarked against other countries. The following table (see Table 1) shows that Hong Kong, along with Finland has very good school performance, lying within first 3 across Reading, Science and Mathematics when compared with 57 other countries.

Table 1
First Three Ranks in PISA 2006 for Different Subjects

	<i>Science</i>	<i>Reading</i>	<i>Mathematics</i>
First ranking	Finland	Korea	Chinese Taipei
Second	Hong Kong	Finland	Finland
Third	Canada	Hong Kong	Hong Kong

Adapted from OECD., (2007). *PISA, 2006. Science Competencies for Tomorrow's World. Volumes 1 & 2.* Figures 2.11c, 6.8b, 6.20b. Paris: OECD.

Immigrant status

From the PISA data we see that, within the Hong Kong context first generation immigrant students have significantly lower scores in mathematics and reading than native Hong Kong students and second-generation immigrant students. Second-generation students do significantly better than native Hong Kong students in mathematics, but perform to a similar level in reading (OECD., 2007). This is different from most other countries where typically native students outperform immigrant students (OECD., 2007).

In general, immigrant's achievement in science is significantly poorer than native Hong Kong students. However, when economic social and culture status is controlled for and the language of instruction is same as their daily used language in the home, immigrant students do better (OECD., 2007).

Economic, social and cultural status¹ (ESCS)

Economic, social and cultural status is an influential variable explaining approximately 7% of variance in science, mathematics and reading, with students from a higher ESCS performing better. However, the variance explained is less than in most countries where typically it is above 10% ranging to 20% (e.g., in France and Chile), except for a small number of Asian countries where the explained variance is similar to Hong Kong (OECD., 2007). Students who have parents with higher education (Higher Parents' education level HISCED) achieve better in reading, science and mathematics (OECD., 2007). Students who have higher international socio-economic status (HISEI) achieve better in science (OECD., 2007).

Schooling

Typically students from the comparator countries who attend private schools do better than those who attend public schools. It is the reverse in Hong Kong with regard to science, reading and mathematics achievement where students who attend public schools do better than those attending private schools. Similar results were found only with Chinese Taipei, Luxembourg and Indonesia (OECD., 2007). While school type seems to be related to achievement levels this effect disappears when demographic and socio-economic background factors are controlled. If only students' ESCS is used as a control the differences remain significant. However, when ESCS of both students and school are controlled for Hong Kong the difference between public and private schools is not significant (OECD., 2007).

Gender

The figures from the Program for International Student Assessment data show that in Hong Kong male students have significantly higher achievement in mathematics while female students have significantly higher achievement in reading. This is also a common trend in most of the countries tested (OECD., 2007). While males get higher average marks than females in science this is not a statistically significant difference (OECD., 2007). There is a growing trend for more females to attain upper-secondary, post-secondary (including associate degree and subdegree) and university education than males (see also Post, 2004).

Among the key variables for school success appear therefore to be school type, socio-economic status (including family background), ethnicity, immigrant status, and gender.

3. Is it success for all in Hong Kong schools?

The apparent success of Hong Kong's education system in the PISA and similar studies such as the Third International Mathematics and Science Study (TIMSS) where Hong Kong was highly ranked in Mathematics (less so in science) (Martin et. al., 2000; Mullis, et. al, 2000) masks variability in achievement and the fact that there are many underachieving students in Hong Kong (see, for example, Chen, 2007). Education is one of Hong Kong's top national priorities and the basic tool to prepare Hong Kong citizens to deal with global changes and competitiveness in the 21st century. Like most places where the economy cannot rely on primary industry, the Hong Kong Government "has been investing heavily to develop human capital, the most important resource in a knowledge-based economy" (Budget Speech, 2008, Section 116). There nevertheless exists large numbers of young Hong Kong students who do not realise their potential. Data reported in 2001 indicated that nearly 15% of children dropped out before completing secondary school (Post, 2004). The 2006 By-census data Main Report I (Census and Statistics Department, 2007-a) and the Interactive Data Dissemination System (IDDS) indicates that 32,782 out of 605,837 aged 12-18 in 2006 were known to be no longer studying; 2,559 of these 32,782 people (7.81%) were dropouts (withdrawn from the highest level of course without completion). 319,148 out of 554,014 aged 19-24 in 2006 were known to be no longer studying; 12,001 of these 319,148 people (3.76%) were dropouts. In a knowledge based economy such as Hong Kong this costs Hong Kong dearly – not just at the community level where resources and social capital are wasted, but also at the individual level where personal aspirations remain unfulfilled. Underachieving students come from many backgrounds including an increasing number of students from overseas. According to the Census and Statistics Department (2007-b) (see also Figure 1),

“In July 2006, a total of 342 198 ethnic minorities, constituting 5.0% of the whole population in Hong Kong, were living in Hong Kong. They comprised Asians (other than Chinese) (83.4%), White (10.6%), Mixed (5.3%) and Others (0.6%). Analysed by ethnic groups of Asians (other than Chinese), a large proportion of them are Filipinos (32.9%), followed by Indonesians (25.7%). The

remaining included Indians (6.0%), Nepalese (4.7%), Japanese (3.9%), Thais (3.5%), Pakistanis (3.2%), Koreans (1.4%) and Other Asians (2.3%).” (p. 15)

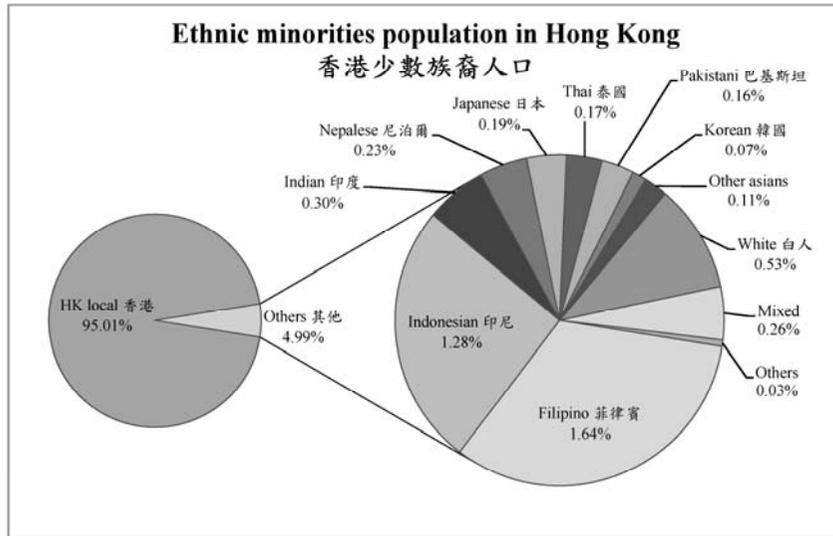


Figure 1. Distribution of ethnic groups in Hong Kong. Adapted from Census and Statistics Department. (2007-b). 2006 Population by-census: Thematic report: Ethnic minorities, p. 16.

In 2006, the rates of school attendance for age groups 3-5, 17-18, 19-24 of ethnic minorities were 83.9%, 79.7% and 30.4% (excluding foreign domestic helpers) while the rates for the whole Hong Kong population were 89.1%, 82.8% and 37.3 respectively (also see Table 5.1 in Census and Statistics Department, 2007-b). Although the rates of school attendance for ethnic minorities (excluding foreign domestic helpers) appear comparable to, but slightly lower than those of the whole Hong Kong population, post-secondary education figures of subgroups of ethnic minorities showed that while some ethnic groups have high education level, others do not. Among minorities aged 15 or above, 72.8% of Japanese, 73.2% of Korean and 73.6% of White attained post-secondary education level but only 6.1% of Indonesian, 12.4% of Thai and 15.8% of Nepalese did (see Figure 2, also see Table 5.2 in Census and Statistics Department, 2007-b).

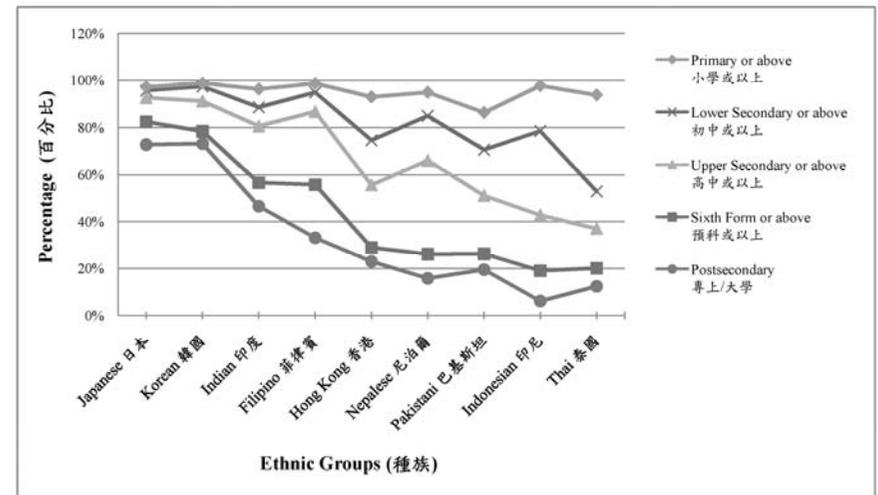


Figure 2. Aged 15 and above by ethnicity and educational attainment in Hong Kong (Highest level attended). Adapted from Census and Statistics Department. (2007-b). 2006 Population by-census: Thematic report: Ethnic minorities, p. 45.

Analysed by ethnic group (see Figure 2), the educational attainment of Koreans and Japanese are relatively higher than the other ethnic groups, with more than 70% of them having attended post-secondary education and less than 3% of them with no schooling or pre-primary education. Although around 90% of the Filipinos in Hong Kong were domestic helpers, 33.1% of them had attended post-secondary education. Indonesian and Thai have much lower education levels than Hong Kong natives and the other ethnic groupings (Census and Statistics Department, 2007-b, p. 44).

Region

There are considerable differences in where ethnic groups live. According to the 2007 Census and Statistics report (Census and Statistics Department, 2007-b) around 89% of the Filipinos are domestic helpers and a relatively larger proportion of domestic households with foreign domestic helpers reside on Hong Kong Island, around 41% of Filipinos in Hong Kong resided on Hong Kong Island. About 50% or over of the Japanese, Koreans and Whites (such as European, American and New Zealand) resided on Hong Kong Island. In contrast, most of the Indians, Nepalese, Indonesians, Thais, and Pakistanis reside in Kowloon or the New Territories (see Table 8.1 in Census

and Statistics Department, 2007-b). In overall figures ethnic minorities constituted 9.5% of the population on Hong Kong Island. This proportion was higher than that in Kowloon (4.6%) and the New Territories (including Marine) (3.6%). Among the 18 District Council Districts, Wan Chai ranked first in terms of the relative proportion of its population being ethnic minorities (16.1%), while Wong Tai Sin ranked last with only 2.0%. (see Table 8.1 and Chart 8.1 in Census and Statistics Department, 2007-b). Not only therefore, is there an uneven distribution of ethnic groups in the HK SAR, but the distribution of the more highly achieving groups (in terms of post-secondary education – Japanese, Koreans, Filipinos and Whites) are clustered on Hong Kong Island, while the poorer achieving groups (Indians, Nepalese, Indonesians, Thais and Pakistanis) are clustered in Kowloon or the New Territories.

Socio-Economic-Status (SES)

As indicated earlier with reference to the PISA data students coming from higher SES backgrounds typically achieve more highly than those coming from lower SES backgrounds. The following figure (see Figure 3) illustrates that the more highly achieving groups typically do have higher median incomes.

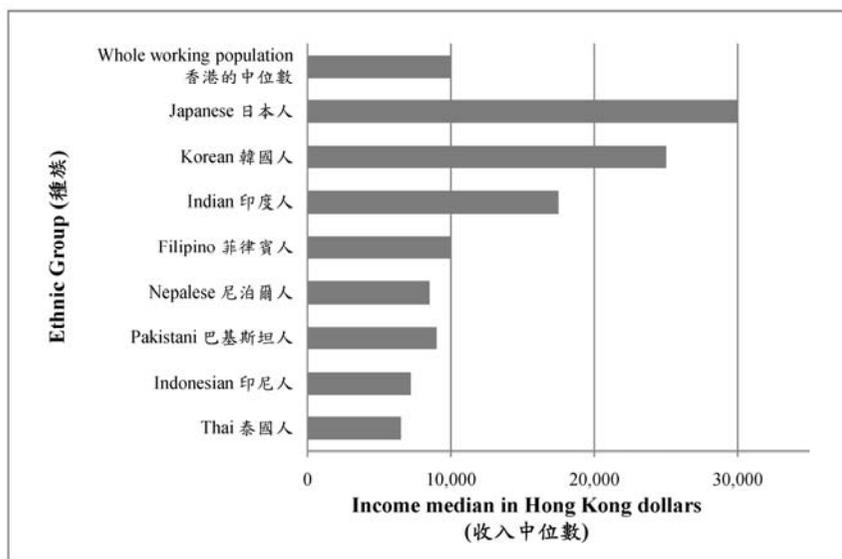


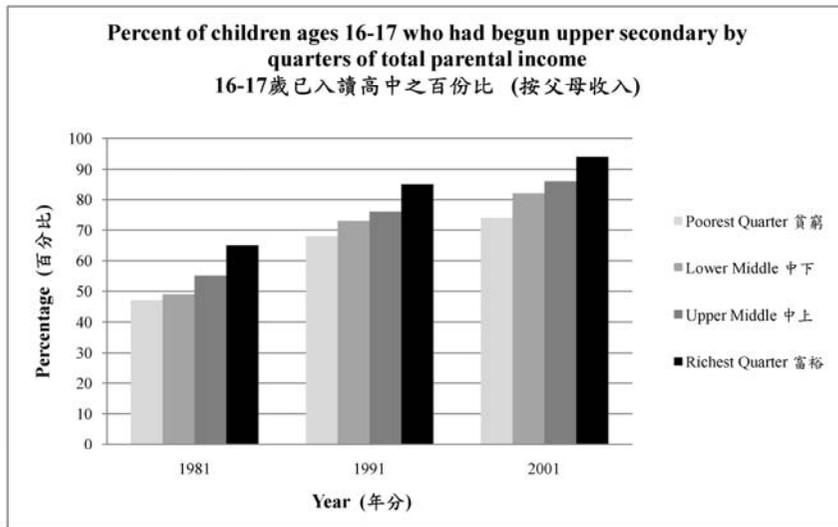
Figure 3. Median income of different ethnic groups. Adapted from Census and Statistics Department. (2007-b). *2006 Population by-census: Thematic report: Ethnic minorities*, p. 75.

Family Background

Further support for the data provided by the Census is given by a small scale study by Ku, Chan and Sandhu (2005), who found that among their 200 South Asian participants including Filipino, Indian, Nepalese and Pakistani aged between 14 and 24, 70.0% of Pakistani and 52.0% of Indians lived in public rental housing. Among the four minority groups studied, parents of Filipino participants had the highest educational attainment, followed Indian, Nepalese and lastly Pakistani. While 72% of Filipino fathers and 60% of Filipino mothers and 32% and 26% of Indian fathers and mothers respectively sampled had tertiary or above education level, only 12% of Nepalese fathers, 2% of Nepalese mothers, and 10% of Pakistani fathers and 8% of Pakistani mothers attained tertiary or higher education level. Compared with percentage of the whole Hong Kong population with post-secondary education (23%) in 2006 (Census and Statistics Department, 2007-b), the proportion of Nepalese and Pakistani with high education levels appeared low.

Family income

Family income, part of the measure of SES, is clearly related to educational achievement and that pattern is nicely demonstrated in the following figures (see Figure 4). When parents' incomes are divided into four equal quartiles those children coming from the highest quartile are clearly advantaged over the other three quartiles. There is a progressive increment in percent of children 16-17 who had begun upper secondary, varying from about 75% for the lowest quartile to approximately 94% for the highest quartile. The rates for continuing to upper-secondary education were increased by about 30 percentage points for each of the four income quarters over 20 years. The difference between the highest and other three quartiles in percent of children aged 19-20 who studied in a Hong Kong university was quite significant. Approximately 21% of the highest income quartile group attended university while for the other groups it was approximately 10% to 12%. Higher income families have a clear advantage in proceeding to higher education (see also Postiglione, 1997). Family income matters in terms of providing access to more expensive, higher-quality secondary schools and to extra tutorial support, enhancing the opportunity of students from wealthier homes to gain post-secondary places in what is a very competitive educational environment.



Among the potential liabilities of coming from low SES background are more limited choice of schools, limited opportunity for tuition owing to costs, poorer provision of educational resources, less supervision of study time because parents work long hours, financial stress that might provide a non-conducive learning environment at home (Ku, Chun, Chan & Lee, 2003; Loper, 2004; Yuen, 2007).

In the study by Post (2004) parents of children who arrived in Hong Kong from the mainland since 1991 are overrepresented in the poorest quarter of the income distribution and these children were also less likely to have continued beyond compulsory education (see Figure 5).

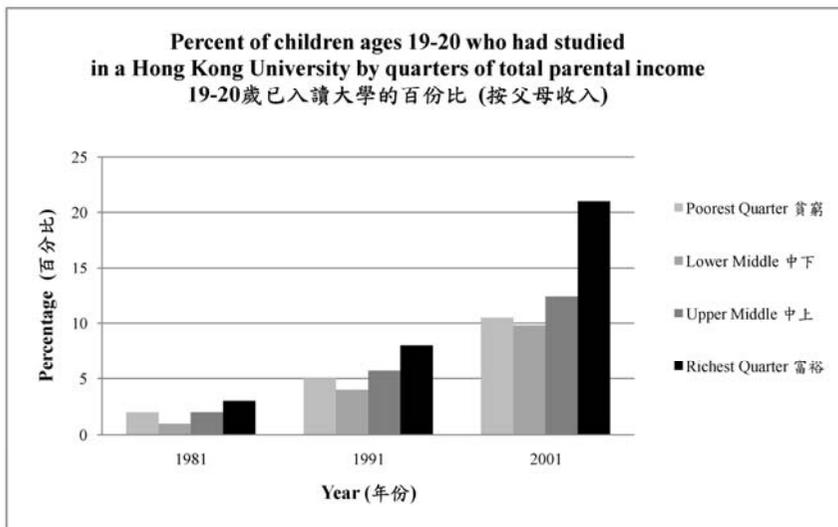


Figure 4. Children educational attainment by quarters of total parental income. Adapted from “Family Resources, Gender, and Immigration: Changing Sources of Hong Kong Educational Inequality, 1971-2001.” by Post, D., 2004, *Social Science Quarterly. Special Issue: Social Science Examines Education. Vol. 3* 85(5), p. 1250.

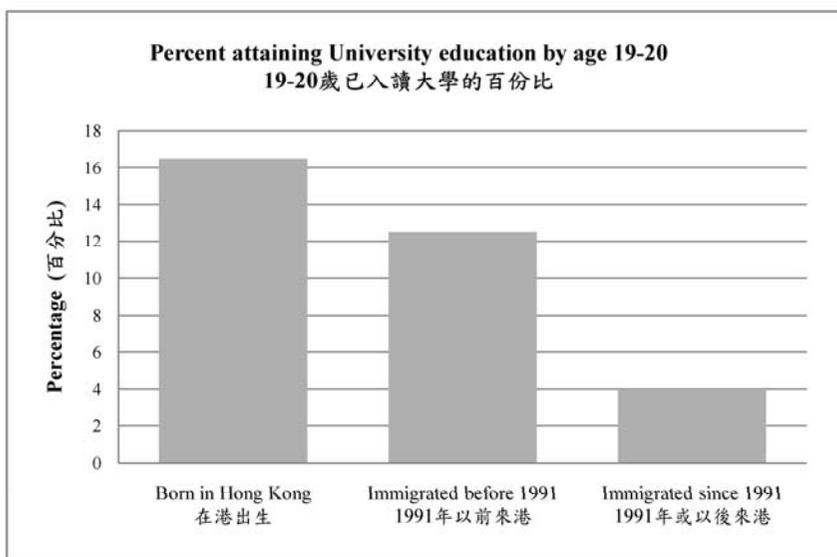
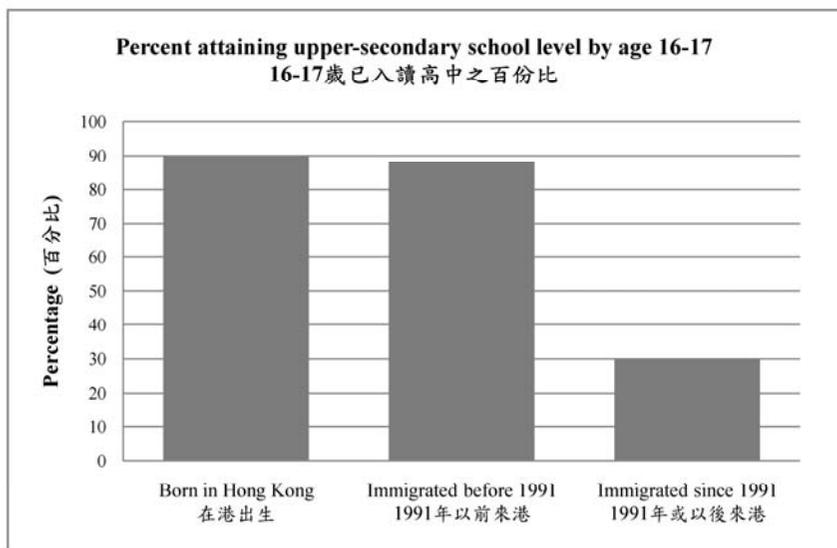


Figure 5. Education attainment in 2001 of children born in Hong Kong and of Immigrants from Mainland China. Adapted from “Family Resources, Gender, and Immigration: Changing Sources of Hong Kong Educational Inequality, 1971-2001.” by Post, D., 2004, *Social Science Quarterly. Special Issue: Social Science Examines Education. Vol. 85(5)*, p. 1251.

Post warns of a new emergent underclass in Hong Kong of recent immigrants from China (although this could apply to other minority groups as well). Post argues that new immigrants from the mainland who arrive with few resources to succeed in the Hong Kong system will likely transmit through future generations’ educational disadvantages to their children and grandchildren, who may come to occupy the lower-status occupations once performed by Hong Kong residents. He argues that while parental income will continue to play a role in promoting access to Hong Kong education immigration status may eventually become even more decisive.

Postiglione (1997) reviewed research studies from 1970s to 1990s, and also found that there is convergent evidence showing that socioeconomic status is positively related to students’ chances of success in schooling in Hong Kong. A local study by Chen (2007) further reiterates the point that SES influences student achievement in Hong Kong.

I will now turn my attention to some key elements in the effective engagement of students with education that might have particular salience for ethnic minority students and be explanatory of their higher or lower levels of achievement at school. These elements are parental engagement, educational conventions, language, and school banding.

4. Parental engagement

Research across a range of cultures demonstrates clearly that parent engagement in the education of their children is related to enhanced student engagement. Parental engagement however is variable across social and cultural groups, with some parents and families being more engaged than others. Among the reasons for parents becoming engaged in their children’s education are: (1) the parents’ beliefs about their role in the child’s life; (2) the parents’ belief that they can help their child succeed at school; and (3) the general invitations, demands and opportunities for parental involvement provided by both the child and the child’s school (Chen, 2007; Grolnick, Benjet, Kurowski & Apostoleris, 1997; Hoover-Dempsey & Sandler, 1997).

Parental role expectations

Parents construct their parental role. They have certain beliefs about the appropriate actions they should undertake for and with their children in order for them to be successful at school. Many of these roles are ‘defined’

through social rules and expectations of what makes a good parent and by the social supports provided to parents. These social rules and expectations may, and do, vary according to the social and community groups the family belongs to, the nature of the family structure (e.g., single-parent, two-parent family or extended family) as well as to life events such as divorce or job redundancy impacting on parents at any given time (Grolnick *et al.*, 1997).

In communities that value education and believe that parents should be involved, more parents are likely to be involved. This may vary by socioeconomic or cultural grouping (Hoover-Dempsey & Sandler, 1997). For example, some groups believe that schooling and teaching is the prerogative of teachers and parents should not be involved. For some other groups, a strong feeling of alienation from schooling might induce parents not to participate actively in their children's schooling.

Parental efficacy

In some instances parents might value education and perceive that it is appropriate to be involved but nevertheless do not participate in the schooling of their children. This might be because they lack a feeling of efficacy for helping their children at school. Parents have beliefs about their general ability to influence their child's developmental and educational outcomes, about their specific effectiveness in influencing the child's school learning, and about their own influence relative to that of peers and the child's teacher and other significant people (such as religious leaders) (Hoover-Dempsey & Sandler, 1997). Many parents believe they cannot help, or cannot provide the materials, such as books and computers, needed to assist their children effectively. Lack of efficacy may characterise many parents who are poorly educated themselves, not well off financially or from cultural and language backgrounds different from the school. Conversely, parents who feel they can help their children are more likely to be involved in their children's schooling. Feelings of efficacy are related to a parent's belief that with effort children can improve and so it is worthwhile helping children put in the extra effort. If parents do not have this 'self-efficacy' belief they will be substantially limited in the support they can provide their children.

It is likely that parents' feelings of efficacy change as their children move through schooling. Parents who feel competent to help their children at primary levels might feel less competent as children progress through high school. Indeed, there is commonly a drop-off in parental involvement at the high school level. This might be because the subject matter becomes more

difficult or because schools become less inviting places for parents, or because adolescents become less attached to their parents (Chen, 2008).

An invitation to be involved

Finally, in order for parents to become involved they need to feel that both the children and the school want them to become involved (López, Scribner & Mahitivanichcha, 2001). In other words parents may value education and believe they can help, but feel excluded from the process. It is important, therefore, that schools encourage parents to feel that their involvement is welcome. When parental involvement is required by schools achievement outcomes of students are enhanced (Bauch & Goldring, 2000). It is also likely that as children become older, and begin to focus on independence and autonomy (certainly the case in many Western and other cultural settings, although not necessarily a characteristic of many Asian cultural settings), they become less welcoming of their parents' involvement in their schooling. Indeed, a whole host of personality variables characterising individual children will impact on a decision of particular parents to become involved or not. These developments vary, as I have suggested, across cultural groups. It is possible that parental involvement remains high amongst some groups because it is a cultural expectation that parents have a strong input not only into the compulsory education of their children, but also into their child's post-compulsory education and career choice. Grandparents can also be an important resource, especially in minority families where they commonly care for young children before and after school hours.

Most of the preceding points on the importance of parental involvement are applicable in Western societies, such as the United States and Australia. I am interested to the extent the audience believe these are also relevant within the Hong Kong context, what emphasis is put on parental involvement in school in this context, and whether this varies across social and cultural groupings. Something for the school administrators and teachers present in the audience to consider.

Parental Support

In a small survey by Ku *et al.* (2005) more than 90% of sampled Filipino, Indian, Nepalese and Pakistani students agreed or strongly agreed that their parents cared about their performance in school and had high expectations of them (Ku, *et al.*, 2005). Similar results were obtained in Hau's study (2008) that all parents of non-Chinese speaking children reported high aspirations and hoped that their daughters and sons could receive tertiary education. However,

teachers of those children perceived that some of those parents were not much concerned whether their children finished their homework or prepared for tests. Many parents of non-Chinese speaking children thought they were not capable of helping their children with school work (Hau, 2008).

5. Educational conventions

The learner's familiarity or lack of familiarity with the use of various educational conventions (such as questioning, homework, group work, seat work, time management, competition, individual testing) and tools (such as computers) within any educational context must be considered by teachers if they are to make education relevant (Smagorinsky, 1995). Not all children come to school with a familiarity with educational conventions (particularly as they might exist in particular cultural and social settings), and in some instances educational conventions, such as requiring public demonstration of individual mastery of new skills may run counter to cultural customs. For example, competition and 'beating others' in achievement activities may run counter to cultural conventions of group solidarity. In any diverse society a 'one size fits all' approach to teaching must be used with considerable caution. While some procedures may encourage the engagement of some students, others may alienate significant numbers of students. Sensitivity to the cultural and social norms for appropriate behaviour should be reflected in school processes. There are few school processes that are immutable and flexibility in approach is more likely to engage a majority of learners.

Teachers need to build on the experiences and background knowledge of learners in order to advance their academic and social development. Generally, mainstream school practices are consistent with how mainstream students have been socialized in their home culture and with the learning preferences and strengths they have developed. However, in a location such as Hong Kong it is interesting to speculate on what is determined to be mainstream experiences of children that education builds upon. Effective teaching requires that teachers make linkages between all students' home cultures and classroom practices even when the students are non-members of the mainstream group (Hollins, 1996). It would be interesting to examine the teaching curriculum of Hong Kong as it is represented in the range of schools to ascertain the extent to which it builds upon the knowledge and experiential base of children from diverse social and cultural settings.

6. Language and conversational forms

Language is another area that needs careful consideration. While in Hong Kong the major language spoken is Cantonese there are a number of other language groups, Nepali, Tagalog, Punjab, Urdu, Mandarin and others. In 2006, although slightly less than half (46.7%) of ethnic minorities aged 5 and over usually spoke English at home, a total of 75.6% of ethnic minorities claimed that they could speak English as compared with 43.1% for Chinese aged 5 and over. On the other hand, about half (52.5%) of ethnic minorities could speak Cantonese while majority (98.8%) of Chinese could speak Cantonese. Apart from English and Cantonese, a certain proportion of ethnic minorities could speak Filipino or Indonesian, being 27.4% and 23.7% respectively (see Table 4.5 Census and Statistics Department, 2007-b).

There is no doubt, therefore, that groups for whom Cantonese is a second language, have poorer engagement in learning and more difficulties with the educational conventions implied in this language of instruction leading to poorer academic achievement (Ku et al., 2005). Even when the language of instruction is English problems may occur for ethnic minorities who have in-adequate English (Yuen, 2007).

The medium of instruction becomes quite crucial, therefore, as an influence on how engaged students can be in learning. Because of the mother-tongue teaching policy in 1998, most of the aided secondary and government schools in Hong Kong switched from the English medium of instruction (EMI) to the Chinese medium of instruction (CMI). About 1/3 of secondary schools remained EMI (Lao & Krashen, 1999) and many of these still required the study of Chinese. In some of these schools it is not uncommon that teachers use Cantonese in lessons. Competition for places in EMI schools is quite intense and many children of minorities who would prefer to have EMI cannot gain access. Though international schools in Hong Kong are still choices for ethnic minorities, many of those families cannot afford the expensive education fees. With EDB's policy of allocating ethnic minority students to schools, choices of schools for ethnic minority is less restricted (Ku, et al, 2005).

The difficulty presented by language of instruction is nicely captured in a small scale study by Ku et al., in which the majority of minority students reported that they were fair, poor or incompetent in speaking Cantonese (75%) and in listening Cantonese (69%). The vast number said they were either poor or could not read or write in Chinese. However, more than 90% rated their ability in speaking, listening, reading and writing in English was good or very good (Ku, et al, 2005; see also Tables 2 & 3).

Table 2
Language Proficiency in Chinese from Ku study

	Very good	Good	Fair	Poor	Don't know at all	Total
Speaking	18 (9.0)	32 (16.0)	58 (29.0)	59 (29.5)	33 (16.5)	200 100.0
Listening	26 (13.0)	36 (18.0)	49 (24.5)	55 (27.5)	34 (17.0)	200 100.0
Reading	2 (1.0)	4 (2.0)	17 (8.5)	45 (22.5)	132 (66.0)	200 100.0
Writing	3 (1.5)	4 (2.0)	11 (5.5)	39 (19.5)	143 (71.5)	200 100.0

Adapted from Ku, H.-B., Chan, K.-W., Sandhu, K. K. (2005). *A research report on the education of South Asian Ethnic minority groups in Hong Kong*, p. 41. Hong Kong: Centre for Social Policy Studies, Department of Applied Social Sciences, the Hong Kong Polytechnic University, and Unison Hong Kong.

Table 3
Language Proficiency in English from Ku study

	Very good	Good	Fair	Poor	Total
Speaking	134 (67.0)	56 (28.0)	7 (3.5)	3 (1.5)	200 (100.0)
Listening	143 (71.5)	50 (25.0)	4 (2.0)	3 (1.5)	200 (100.0)
Reading	131 (65.5)	61 (30.5)	6 (3.0)	2 (1.0)	200 (100.0)
Writing	127 (63.5)	62 (31.0)	8 (4.0)	3 (1.5)	200 (100.0)

Adapted from Ku, H.-B., Chan, K.-W., Sandhu, K. K. (2005). *A research report on the education of South Asian Ethnic minority groups in Hong Kong*, p. 43. Hong Kong: Centre for Social Policy Studies, Department of Applied Social Sciences, the Hong Kong Polytechnic University, and Unison Hong Kong.

Apart from basic problems with learning in a second language related to cognitive issues there are a number of other issues that may impact on student engagement with learning emanating from language. Other important schooling matters that may be affected are student communication with teachers, home-school communication and liaison, lack of understanding of forms and regulations that are most likely in Chinese, and lack of communication with fellow Cantonese speaking students (Chen, 2008; Ku, et. al., 2003; 2005).

7. Schools and banding

Another problematic issue is social stratification and banding of schools. There are three bands in Hong Kong schools. From primary schools the best performing students in Chinese, mathematics and English tests are assigned to Band 1, while the rest are allocated to lower band schools according to performance with the worst in terms of academic performance allocated to Band 3. There is no doubt that schools vary in terms of resources and the qualifications and experience of the teaching staff according to band. Band 1 schools are usually located in more prosperous areas, are better resourced, have more highly qualified teachers, and attract a student body that perhaps are mutually reinforcing for high engagement with learning, coming primarily from homes that are middle to higher socioeconomic families (Chen, 2007; Salili & Lai, 2003). There is an evolution or progression that advantages some students while disadvantaging others. Children attending “better” primary schools are more likely admitted to “better” secondary schools. Children attending lower banded schools may not have the opportunity to develop a strong sense of the utility value of school to improve their life chances, nor may they develop a strong sense of efficacy in learning. Partly this can be explained by the frame of reference the students have both within and outside the school environment. In essence social and cultural capital may be (although it may be contentious to say this) higher in higher banded schools, and this cultural capital contributes to an individual student’s engagement with learning (Cheung & Rudowicz, 2003; Postiglione, 1997). Postiglione also argues that negative teacher expectations may dampen the engagement and achievement levels of underachieving groups at lower banded schools.

In this context Ku (et al., 2005) (see also Yang, 2002; Yuen, 2007), argue that ethnic minorities have very limited choice of school because of their SES, by geographic location, and lack of appropriate information and may predominantly end up in lower banded schools (Yang, 2002). Post (2004,

p.1241) states, with particular reference to immigrant Chinese from the Mainland, but the point would generalise to other immigrant groups in HK SAR, that “Immigrant families arrive with children whose initial education is in the school system of China, and who are less well prepared to compete for the best school tracks... or to enter postsecondary education, which is still competitive”. Yang (2002) argues that school administrators may discriminate against ethnic minorities and reject their applications for secondary school. Because of this it would seem that a disproportionate number of lower SES and certain ethnic minorities find their way into lower band schools with all the attendant consequences. There is also a certain level of community resistance to ethnic minority students attending schools attended by their own children. Over 80% of the Chinese aged 15 and over rated it “very acceptable / quite acceptable” for choosing for their child a prestigious school with the majority of students being Chinese, Caucasian or Japanese / Korean. Relatively fewer rated it “very acceptable / quite acceptable” for choosing for their child a prestigious school with the majority of students being of other ethnic groups (ranging from 55.5% to 66.8%). See Figure 6 below.

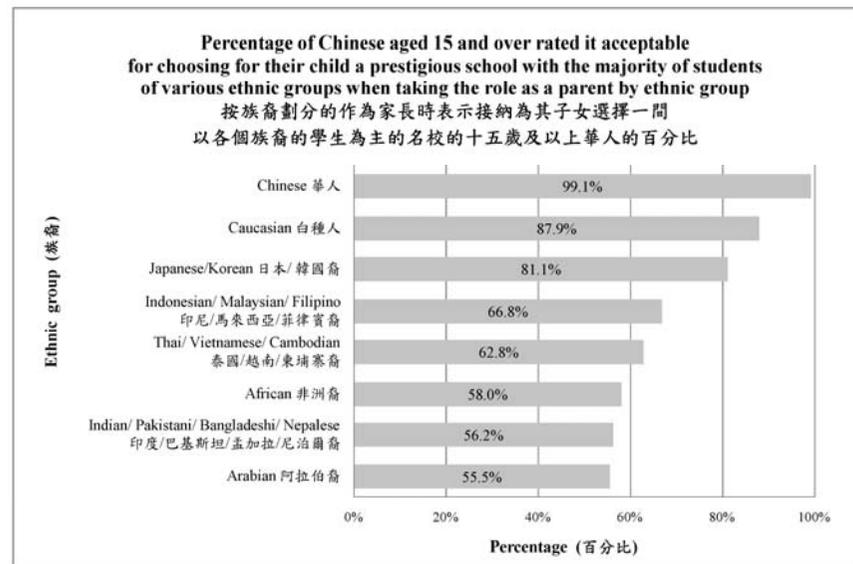


Figure 6. Percentage of Chinese aged 15 and over rated it acceptable for choosing for their child a prestigious school with the majority of students of various ethnic groups when taking the role as a parent by ethnic group. Adapted from Census and Statistics Department, (2009). *Thematic Household Survey Report No. 39: Racial Acceptance*, p.13.

In this paper I have canvassed a large number of elements that are implicated in the school engagement and achievement of ethnic minority children in Hong Kong. Many of these elements have application to native Hong Kong students as well. A considerable variance in achievement levels can be explained by macro forces such as socio-economic-status and family characteristics over and above, although related to social status and wealth, such as the capacity to model effective learning, visioning a future for their children, valuing schooling, etc. While schools cannot directly affect such macro forces effective schools CAN address some of the issues related to low SES

- Goals -
- Motivation -
- Utility value of school -
- Language -
- Resource inadequacies -
- Family programs -

Essentials of classroom practices to enhance the learning of students from different cultural backgrounds (McInerney, D. & McInerney, V., 2010)

Teachers should:

- empower students to take charge of their own learning;
- adopt a personalising strategy and treat all students as individuals rather than representatives of a social group;
- appreciate the cultural knowledge that students bring to school;
- hold high expectations of all students; focus on academic achievement;
- facilitate meaningful parent and community participation in decision making;
- embed learning within culturally valued knowledge and experiences (such as learning historiography through a study of one’s own group or music from one’s culture);
- situate learning within culturally appropriate social situations (such as teacher–student interactions that are consistent with cultural values and practices);
- establish an environment built on genuine mutual respect where difference and similarity are equally valued;
- create a caring environment and a high level of cooperation among students, teachers and families;
- foster a classroom climate that is responsive to differing student learning styles (in particular, ways of knowing, understanding, representing and expressing typically employed in a particular culture); and

- include culturally appropriate curriculum content and instructional processes.
(Source: Based on Hollins, 1996; Riehl, 2000)

8. Directions for the future

In my opening remarks I said that I was setting this paper in the broad context of social and cultural influences that may determine students' engagement with and success in education. This is essential so that all students develop to their potential and become well educated. An effectively educated young population adds to a nation's capital by facilitating economic development and social harmony. However, it is often the case that one or more groups do better within education and hence have better life chances than others. Schools must be concerned with developing **life chances** for all the students they serve.

There are two basic types of life chances. First, those that relate to increasing social options for children (such as enhancing employment and further education opportunities), and, second, those that relate to helping children establish themselves within a social framework that acts as a network for the development of a sense of identity. While many children find success at school, many don't. Perhaps this is because some schools ignore the community element of education, namely — situating education within the context of mutually respectful relationships where children can develop the social bonds and a sense of identity that bind them to each other and to their family and community. Community initiatives to restructure schools and teaching so that a community's culture becomes an essential basis from which educational programs for the community's children are developed should be supported. Effective schooling must be situated within its appropriate cultural contexts.

A dilemma of many schools is, therefore, how to enhance the opportunities of students from diverse social and cultural groups in the wider community. This will involve giving students relevant literacy and numeracy skills and, perhaps, work values such as competitiveness, independence, individualism, responsibility and punctuality, while also preserving and fostering skills such as language and values such as family ties, community bonds and cooperation, important in the students' sociocultural communities.

Footnote

¹ “The *PISA index of economic, social and cultural status* was created to capture wider aspects of a student's family and home background in addition to occupational status. It was derived from the following variables: the *highest international socioeconomic index of occupational status* (HISCEI) of the father or mother; the *index of highest educational level of parents* (HISCED, similar to HISEI) converted into years of schooling; and the *index of home possessions* obtained by asking students whether they had at their home: a desk to study at, a room of their own, a quiet place to study, a computer they can use for school, an educational software, a link to the Internet, their own calculator, classic literature, books of poetry, works of art (*e.g.* paintings), books to help with their school work, a dictionary, a dishwasher, a DVD player or VCR, the number of cellular phones, televisions, computers, cars and books at home, and three other country-specific items. The rationale for the choice of these variables was that socio-economic status is usually seen as being determined by occupational status, education and wealth.”

References

- Bauch, P. A. & Goldring, E. B. (2000). Teacher work context and parent involvement in urban high schools of choice. *Educational Research and Evaluation*, 6, 1–23.
- Budget Speech, (2008). The 2008-09 Budget. Section 116. Retrieved February 8, 2009, from <http://www.budget.gov.hk/2008/eng/pdf/ebudget.pdf>
- Census and Statistics Department. (2007-a). *2006 Population by-census data Main Report I*. Hong Kong: Census and Statistics Department
- Census and Statistics Department. (2007-b). *2006 Population by-census: Thematic report: Ethnic minorities*. Retrieved February 2, 2009, from http://www.bycensus2006.gov.hk/FileManager/EN/Content_962/06bc_em.pdf.
- Census and Statistics Department. (2009). *Thematic Household Survey Report No. 39: Racial Acceptance*. Retrieved February 8, 2009, from http://www.statistics.gov.hk/publication/stat_report/social_data/B11302392009XXXXB0100.pdf.
- Chen, J. J-L. (2007). *How the Academic Support of Parents, Teachers, and Peers contributes to a Students' Achievement: The Case of Hong Kong*. Lampeter, Wales, UK: The Edwin Mellen Press.
- Chen, J. J-L. (2008). Grade-level differences: Relations of parental, teacher and peer support to academic engagement and achievement among Hong Kong students. *School Psychology International*. Vol. 29(2), pp 183-198.
- Cheung, C.-K., & Rudowicz, E. (2003). Underachievement and attributions among students attending schools stratified by student ability. *Social Psychology of Education*, 6, 303-323.
- Ferrari, M., & Mahalingam, R. (1998). Personal cognitive development and its implications for teaching and learning. *Educational Psychologist*, 33, 35-44.
- Grolnick, W. S., Benjet, C., Kurowski, C. O. & Apostoleris, N. H. (1997). Predictors of parent involvement in children's schooling. *Journal of Educational Psychology*, 89, 538-48.
- Hau, K.-T. (2008, November 11). *Tracking the adaptation and development of non-Chinese speaking children (NCS) in mainstream schools*. Retrieved January 30, 2009, from http://www.edb.gov.hk/FileManager/EN/Content_7065/exe_summary%20eng.pdf.
- Hollins, E. R. (1996). *Culture in School Learning: Revealing the Deep Meaning*. Mahway, NJ: Lawrence Erlbaum.
- Hoover-Dempsey, K. V. & Sandler, H. M. (1997). Why do parents become involved in their children's education? *Review of Educational Research*, 67(1), 3-42.
- Ku, H.-B., Chan, K.-W., Sandhu, K. K. (2005). *A research report on the education of South Asian Ethnic minority groups in Hong Kong*. Hong Kong: Centre for Social Policy Studies, Department of Applied Social Sciences, the Hong Kong Polytechnic University, and Unison Hong Kong.
- Ku, H.-B., Chun, K. W., Chan, W. L. & Lee, W. Y. (2003). *A Research Report on the Life Experiences of Pakistanis in Hong Kong*. Hong Kong: Centre for Policy Studies Department of Applied Social Sciences, The Hong Kong Polytechnic University and S.K.H. Lady MacLehose Centre.
- Lao, C. Y., & Krashen, S. (1999). Implementation of Mother-Tongue Teaching in Hong Kong Secondary Schools, Some Recent Reports. *Discover*, Oct 1999.
- Loper, K. (2004). *Race and equality: A study of ethnic minorities in Hong Kong's education system*. Hong Kong: Centre for Comparative and Public Law, the University of Hong Kong.
- López, G. R., Scribner, J. D., & Mahitivanichcha, K. (2001). Redefining parental involvement: Lessons from high-performing migrant-impacted schools. *American Educational Research Journal*, 38(2), 253-288
- Martin, M. O., Mullis, Ina V. S., Gonzalez, E. J., Gregory, K. D., Smith, T. A., Chrostowski, S. J., & et al. (2000). *TIMSS 1999 International Science Report*. US: International Study Center, Lynch School of Education, Boston College.
- McInerney, D. M., & McInerney, V. (2010). *Educational Psychology: Constructing learning*. 5th ed. Sydney: Pearson.
- Mullis, Ina V. S., Martin, M. O., Gonzalez, E. J., Gregory, K. D., Garden, R. A. O'Connor, K. M., & et al., (2000). *TIMSS 1999 International Mathematics Report*. US: International Study Center, Lynch School of Education, Boston College.
- OECD. (2007). *PISA, 2006. Science Competencies for Tomorrow's World. Volumes 1 & 2*. Paris: OECD.
- Post, D. (2004). Family Resources, Gender, and Immigration: Changing Sources of Hong Kong Educational Inequality, 1971-2001. *Social Science*

Quarterly. Special Issue: Social Science Examines Education. Vol. 85(5), pp 1238-1258.

- Postiglione, G. A. (1997). Schooling and Social Stratification. In Postiglione, G. A. & Lee W. O. (Eds.), *Schooling in Hong Kong: Organization, teaching and social context* (pp. 137-153). Hong Kong: Hong Kong University Press.
- Riehl, C. J. (2000). The principal's role in creating inclusive schools for diverse students: A review of normative, empirical, and critical literature on the practice of educational administration. *Review of Educational Research, 70*, 55-81.
- Salili, F., & Lai, M. K. (2003). Learning and motivation of Chinese students in Hong Kong: A longitudinal study of contextual influences on students' achievement engagement and performance. *Psychology in the Schools, 40*, 51-70.
- Smagorinsky, P. (1995). The social construction of data: Methodological problems of investigating learning in the zone of proximal development. *Review of Educational Research, 65*, 191-212.
- Yang Memorial Methodist Social Service, (2002). *A Study on Outlets of the South Asian Ethnic Minority Youth in Hong Kong*. Hong Kong: Yang Memorial Methodist Social Service.
- Yuen, C. N. J., (2007). *Achievement of Nepalese pupils in Hong Kong primary schools: barriers and education needs*. United Kingdom: University of Bristol, Thesis (Ed.D.).

List of Publications

A. Books (authored)

- McInerney, D. M. & McInerney, V. (2010). *Educational Psychology: Constructing learning*. 5th ed. Sydney: Pearson.
- McInerney, D. M. (2006). *Developmental Psychology for Teachers: An Applied Approach*. Sydney: Allen & Unwin.
- McInerney, D. M. & McInerney, V. (2006). *Educational Psychology: Constructing learning*. 4th ed. Sydney: Pearson.
- McInerney, D. M. (2005). *Helping Kids Achieve Their Best. Understanding and Using Motivation in the Classroom* (Revised). Greenwich, CT: Information Age Publishing.
- McInerney, D. M. & McInerney, V. (2004). *Educational Psychology: Constructing learning. Instructor's Resource CD-ROM*. Sydney: Pearson.
- McInerney, D. M. & McInerney, V. (2002). *Educational Psychology: Constructing Learning (3rd edition)*. Sydney: Prentice Hall + accompanying web site.
- McInerney, D. M. (2001). *Publishing Your Psychology Research: A guide to writing for journals in psychology and related fields*. Sydney: Allen & Unwin (co-published with Sage UK/USA).
- McInerney, D. M. (2000). *Helping Kids to Achieve Their Best: Understanding and Using Motivation in the Classroom*. Sydney: Allen & Unwin.
- McInerney, D. M. & McInerney, V. (1998). *Educational Psychology: Constructing Learning* 2nd edition. Sydney: Prentice Hall, Australia.
- McInerney, D. M. & McInerney, V. (1998). *Instructor's Resource Manual. Educational Psychology: Constructing Learning*. 2nd ed. Sydney: Prentice Hall.
- McInerney, D. M. & McInerney, V. (1998). *Power Point Slides to Accompany Instructor's Resource Manual. Educational Psychology: Constructing Learning*. 2nd ed. Sydney: Prentice Hall.
- McInerney, D. M. & McInerney, V. (1994). *Educational Psychology: Constructing Learning* 1st ed. Sydney: Prentice Hall, Australia.
- McInerney, D. M. & McInerney, V. (1994). *Instructor's Manual to accompany Educational Psychology: Constructing Learning* 1st ed. Sydney: Prentice Hall, Australia.

B. Books (edited)

- McInerney, D. M., Brown, T. L. & Liem, G. A. D. (2009). Student Perspectives on Assessment: What Students Can Tell Us about Assessment for Learning. In D. M. McInerney (Ed.) *Research on Sociocultural Influences on Motivation and Learning*. Vol. 9. Charlotte, NC: Information Age.
- Tan, O. S., McInerney, D. M., Liem, A. D. & Tan, A.-G. (2008). *What the West can Learn from the East. Asian Perspectives on the Psychology of Learning and Motivation*. Vol. 7 in *Research in Multicultural Education and International Perspectives* (Series Editors F. Salili and R. Hoosain) Charlotte, NC: Information Age.
- McInerney, D. M. & Liem, A. D. (2008). *Teaching and Learning: International Best Practice*. In D. M. McInerney & S. Van Etten (Eds.) *Research on Sociocultural Influences on Motivation and Learning*. Vol. 8. Charlotte, NC: Information Age.
- Marsh, H. W., Craven, R. & McInerney, D. M. (2008). *Advances in Self Research*. Vol. 3. *Self-Processes, Learning, and Enabling Human Potential: Dynamic New Approaches*. Charlotte, NC: Information Age.
- McInerney, D. M., Van Etten, S. & Dowson, M. (2007). *Research on Sociocultural Influences on Motivation and Learning*. Vol. 7. *Standards in Education*. Charlotte, NC: Information Age.
- McInerney, D. M., Dowson, M. & Van Etten, S. (2006). *Research on Sociocultural Influences on Motivation and Learning*. Vol. 6. *Effective Schools*. Charlotte, NC: Information Age.
- McInerney, D. M. & Van Etten, S. (2005). *Research on Sociocultural Influences on Motivation and Learning*. Vol. 5. *Focus on Curriculum*. Greenwich, CT: Information Age.
- Marsh, H. W., Craven, R. & McInerney, D. M. (2005). *Advances in Self Concept Research: Theory, Measurement, Research and Application*. Vol. 2. Greenwich, CT: Information Age.
- McInerney, D. M. & Van Etten, S. (2004). *Research on Sociocultural Influences on Motivation and Learning*, Vol. 4. *Big Theories Revisited*. Greenwich, CT: Information Age.
- Marsh, H. W., Craven, R. G. & McInerney, D. M. (2003). *Advances in Self Concept Research: Theory, Measurement, Research and Application*. Vol. 1. Greenwich, CT: Information Age.

- McInerney, D. M. & Van Etten, S. (2003). *Research on Sociocultural Influences on Motivation and Learning*, Vol. 3. *Focus on Teacher Education*. Greenwich, CT: Information Age.
- McInerney, D. M. & Van Etten, S. (Eds.) (2002). *Research on Sociocultural Influences on Motivation and Learning*, Vol. 2. Greenwich, CT: Information Age.
- McInerney, D. M. & Van Etten, S. (Eds.) (2001). *Research on Sociocultural Influences on Learning and Motivation*. Vol. 1. Greenwich, CT: Information Age Press.

C. Chapters in books

- McInerney, D. M. & Liem, A. D. (2009) Achievement motivation in cross-cultural context: Application of Personal Investment Theory in educational settings. In A. Kaplan., Karabenick, S. A. & De Groot, E. V. *Culture, self and motivation: Essays in honor of Martin L. Maehr*. Charlotte, NC: Information Age Publishing.
- McInerney, D. M. (2009). Educational psychology – Theory, research, and teaching: A 25-year retrospective. 2nd Ed. In K. Wheldall (Ed.). *Developments in educational psychology*. London: Routledge.
- Liem, A. D. & McInerney, D. M. (2009, accepted). Indonesian students and their citizenship-related attributes: Motivational perspective of the attainment of civic education desirable outcomes. In Kennedy, K. J., W. O. Lee & Grossman, D. L. (Eds.), *Citizenship Education Pedagogies in Asia and the Pacific*. Springer.
- McInerney, D. M. & Liem, A. D. (2008). Motivation theory and engaged learning. In Towndrow, P. A., Koh, C., Tan, H. S., & Chan, D. F. C. (Eds), *Motivation and practice in the classroom*. The Netherlands; Sense Publishers.
- McInerney, D. M. & Liem, A. D. (2008). Individualism/collectivism – fact or fiction? In D. Westen, L. Burton & R. Kowalski (Eds.), *Psychology: Australian and New Zealand Edition* (2nd ed.). Sydney: John Wiley & Sons.
- McInerney, D. M. (2007). Personal investment, culture, and learning. Insights into the most salient influences on school achievement across cultural groups. In F. Salili & R. Hoosain *Culture, Motivation and Learning: A multicultural perspective*. Vol. 6 in *Research in Multicultural Education and International Perspectives*. Greenwich, CT: Information Age Publishing.

- McInerney, D. M. (2007). The motivational roles of cultural differences and cultural identity in self-regulated learning. (Invited) In D. Schunk & B. Zimmerman (Eds.), *Motivation and Self-Regulated Learning: Theory, Research, and Applications*. New York: Lawrence Erlbaum.
- Green, J., Martin, A. J., Marsh, H. W. & McInerney, D. (2006). Academic motivation and engagement: Examining relations with key educational outcomes. In R.G. Craven., J. S. Eccles, & T. M. Ha (Eds). *Self-concept, Motivation, Social and Personal Identity for the 21st Century*. Proceedings of the Fourth International Biennial SELF Research Conference, Ann Arbor, University of Michigan (ISBN 1 74108 148 3).
- Green, J., Martin, A. J., Marsh, H. W. & McInerney, D. (2006). Gender and grade effects in the structure of academic motivation and engagement: A higher order confirmatory factor analysis approach. In R. G. Craven., J. S. Eccles, & T. M. Ha (Eds). *Self-concept, Motivation, Social and Personal Identity for the 21st Century*. Proceedings of the Fourth International Biennial SELF Research Conference, Ann Arbor, University of Michigan (ISBN 1 74108 148 3).
- McInerney, D. M. (2006). Educational psychology – Theory, research, and teaching: A 25-year retrospective. In K. Wheldall (Ed.), *Developments in Educational Psychology. How far have we come in 25 years?* London: Routledge.
- McInerney, D. M. (2005). Individualism/collectivism – fact or fiction? In *Psychology: an Australian and New Zealand Perspective*. Milton, Queensland: John Wiley
- McInerney, D. M., Maehr, M. L. & Dowson, M. (July, 2004). Motivation and Culture. In C. D Spielberg (Ed.), *Encyclopedia of Applied Psychology, Vol. 2*, 631- 639.
- Dowson, M. & McInerney D. M. (2003). Psychological Parameters of Students' Social and Work Avoidance Goals. In M. L. Patten (Ed.), *Educational and Psychological Research, 3rd edition*. Los Angeles: Pycszak Publishing, pp16-25.
- McInerney, D. M., Dowson, M. & Simpson, K. (2003). Educating Adolescents in Australia: Motivation and the Middle School Years. In F. Pajares and T. Urdan (Eds.), *Adolescence and education: an international perspective. Vol. 3*. Greenwich, CT: Information Age, pp 25-43.
- McInerney, V. & McInerney, D. M. (2003). Multiculturalism in New South Wales Australia – a retrospective and prospective view. In F Salili & R. Hoosain (Eds.), *Research in Multicultural Education and International Perspectives. Multicultural Education: Issues, policies and practices. Vol. 2*. Greenwich, CT: Information Age. pp 93-222.
- Hinkley, J., Marsh, H. W. & McInerney, D. M. (2002). Social Identity and Navajo High School Students: Is a Strong Social Identity Important in the School Context? In Walter Lonner, Dale Dinnel, Sue Hayes, and David Sattler (Eds.), *Readings in Psychology and Culture. E-book at the Center for Cross-Cultural Research, Department of Psychology, Western Washington University. USA. (<http://www.wwu.edu/~culture>)*
- McInerney, D. M. & McInerney, V. (1999). The goals of schooling in culturally diverse classrooms. In F. Schultz (ed.), *Annual Editions, Multicultural Education 99/00. 6th Ed*. Guilford, CT: Duskin/McGraw Hill. (a reprint of an article originally appearing in *The Clearing House*, 71, 363-366).
- McInerney, D. M. (1999). What should the classroom be like to get children to want to read and write? The importance of student motivation to literacy acquisition! *Accepting the Literacy Challenge*, A. Watson & L. Giorcelli (eds). Sydney: Scholastic. pp 95-115.
- Williams, J. E., Satterwhite, R. C. & Saiz, J. L. with the cooperation and assistance of McInerney, D. M. (1998). *Cross-Cultural Variations in the Importance of Psychological Traits: A Twenty Country Study*. New York: Plenum.
- McInerney, D. M. & McInerney, V. (1996). The new cognitively oriented educational psychology course: A community meeting exploring what's new and different, what's next, and so what? Tape recording RA6-10.06. Chicago, Il: Teach 'Em.
- McInerney, D. M. (1995). Goal theory and indigenous minority school motivation: Relevance and application. Invited chapter in P. R. Pintrich & M. L. Maehr (Eds.), *Advances in Motivation and Achievement. Vol. 9*. (pp. 153-181). Greenwich, CT: JAI Press.
- McInerney, D. M. (1994). Psychometric perspectives on school motivation and culture. In E. Thomas (Ed.), *International Perspectives on Culture and Schooling*. London: Institute of Education, London University. pp 327-353.
- McInerney, D. M. (1989). A cross-cultural analysis of student motivation. In D. M. Keats, D. Munro & L. Mann (Eds.), *Heterogeneity in cross-cultural psychology*. Lisse: Zwets & Zeitlinger. pp 332-345.

D. Chapters in self-edited books

- Brown, G., McInerney, D. M. & Liem, G. A. D. (2009). Student perspectives of assessment: Considering what assessment means to learners. In McInerney, D. M., Brown, G. & Liem, G. A. D. (Eds.), *Student Perspectives on*

- Assessment: What Students Can Tell Us about Assessment for Learning. *Research on Sociocultural Influences on Motivation and Learning*. Vol. 9. Charlotte, NC: Information Age.
- Da Silva, D. & McInerney, D. M. (2008). Motivational and self-goals of female students in contemporary Japan. In Tan, O. S., McInerney, D. M., Liem, A.D., & Tan, A-G. (Eds), *What the West can learn from the East: Asian perspectives on the psychology of learning and motivation, Research on Multicultural Education and International Perspectives Series* (Vol. 7). Charlotte, NC: Information Age Publishing.
- McInerney, D. M., Liem, A. D., Ortiga, Y. P. Y., Lee, J. Q. & Manzano, A. S. (2008). Future goals and self-regulated learning among Singaporean Chinese students: The mediating role of utility values of schooling, perceived competence, academic self-concept and academic motivation. In Tan, O. S., McInerney, D. M., Liem, A.D., & Tan, A-G. (Eds), *What the West can learn from the East: Asian perspectives on the psychology of learning and motivation, Research on Multicultural Education and International Perspectives Series* (Vol. 7). Charlotte, NC: Information Age Publishing.
- Tan, O. S., McInerney, D. M., Liem, A. D. & Tan, A.-G. (2008). West-East and East-West learning: Some psychological and cultural Insights. In O. S. Tan, D. M. McInerney, A. D. Liem & A.-G. Tan (Eds.), *What the West Can Learn from the East: Asian Perspectives on the Psychology of Learning and Motivation*. Vol. 7 in *Research on Multicultural Education and International Perspectives Series*. Charlotte, NC: Information Age Publishing.
- McInerney, D. M., Marsh, H. W. & Craven, R. G. (2008). Self-processes, learning, and enabling human potential. In H. W. Marsh, R. G. Craven & D. M. McInerney (Eds.) *Advances in Self Research*. Vol. 3. *Self-Processes, Learning, and Enabling Human Potential: Dynamic New Approaches*. Charlotte, NC: Information Age Publishing.
- Marsh, H. W., Craven, R. & McInerney, D. M. (2005). Introduction. In H. W. Marsh, R. G. Craven, & D. McInerney (Eds.). *International Advances in Self Research*. Volume 2. Information Age Press Greenwich, CT.
- McInerney, D. M., Dowson, M. & Yeung, A. S. (2005). Inside culture and curriculum. Religious and sex differences among Arabic students' perceptions of personal development, health, and physical education. In D. M. McInerney & S. Van Etten (Eds), *Research on Sociocultural Influences on Motivation and Learning*, Vol. 5. *Focus on Curriculum*. Greenwich, CT: Information Age.
- McInerney, D. M. & Van Etten, S. (2004). Big theories revisited. In D. M. McInerney & S. Van Etten (Eds), *Research on Sociocultural Influences on Motivation and Learning*, Vol. 4. *Big Theories Revisited*. Greenwich, CT: Information Age.
- Maehr, M. L. & McInerney, D. M. (2004). Motivation as personal investment. In D. M. McInerney & S. Van Etten (Eds), *Research on Sociocultural Influences on Motivation and Learning*, Vol. 4. *Big Theories Revisited*. Greenwich, CT: Information Age.
- McInerney, D. M. (2003). Motivational goals, self-concept and sense of self – What predicts academic achievement? Similarities and differences between Aboriginal and Anglo Australians in high school settings. In H. W. Marsh, R. G. Craven, & D. McInerney (Eds.). *International Advances in Self Research*. Vol. 1. Information Age Press Greenwich, CT. pp 315-346.
- Marsh, H. W., Craven, R. G. & McInerney, D. (2003). International Advances in Self Research: Speaking to the Future. In H. W. Marsh, R. G. Craven, & D. McInerney (Eds.). *International Advances in Self Research*. Vol. 1. Information Age Press Greenwich, CT. pp 3-14.
- Van Etten, S. & McInerney, D. M. (2002). Bridging the sociocultural divide. An encouragement for researchers to consider a wheel of research perspective. In In D. M. McInerney & S. Van Etten (Eds.), *Research on Sociocultural Influences on Motivation and Learning*, Vol. 2. Greenwich, CT: Information Age. pp ix-xxi.
- Watkins, D., McInerney, D. M., Lee, C., Akande, A. & Regmi, M. (2002). Motivation and learning strategies. A cross-cultural perspective. In D. M. McInerney & S. Van Etten (eds.), *Research on Sociocultural Influences on Motivation and Learning*, Vol. 2. Greenwich, CT: Information Age. pp 329-343.

E. Refereed journal articles

- Yeung, A. S., McInerney, D. M. & Liem, G. A. D. (under review). Student ability grouping effects: Domain specificity and alternative interpretations. *Journal of School Psychology*.
- Ali, J., McInerney, D. M., Craven, R. & Yeung, A. S. (under revision). Social-oriented motivational goals and achievement: Is there any difference between Navajo and Anglo Americans? *Journal of Cross-Cultural Psychology*.

- Lee, J. Q., McInerney, D.M., Liem, G. A. D. & Ortiga, Y. Y. (under revision). What do you tell your students what school is for and how does it affect their motivation?: The relationship between future goals and achievement goal orientations. *Contemporary Educational Psychology*.
- Brickman, S., McInerney, D. M. & Martin, A. (2009). Examining the valuing of schooling as a motivational indicator of American Indian students: Perspectives based on a model of future oriented motivation and self-regulation. *Journal of American Indian Education, 48*, 33-54.
- Martin, A. J., Marsh, H. W., McInerney, D. M. & Green, J. (2009). Young people's interpersonal relationships and academic and non-academic outcomes: The relative salience of teachers, parents, same-sex peers, and opposite-sex peers. *Teachers College Record*. Published March 23, 2009 <http://www.tcrec.org/Home.asp> ID Number: 15593.
- Van Etten, S., Pressley, M., McInerney, D. M. & Liem, A. D. (2008). College seniors' theory of their academic motivation. *Journal of Educational Psychology, 100*, 812-828.
- McInerney, D. M. (2008). Personal investment, culture and learning: Insights into school achievement across Anglo, Indigenous, Asian and Lebanese students in Australia. *International Journal of Psychology, 43*, 870-879.
- McInerney, D. M., Dowson, M. & Yeung, A. S. (2008). Impact of support from significant others on adolescents' academic performance, self-esteem and interest in academic work. *Australian Educational and Developmental Psychologist, 25*, 48-67.
- Martin, A. J., Marsh, H. W., McInerney, D. M., Green, J. & Dowson, M. (2007). Getting along with teachers and parents: The yields of good relationships for students' achievement motivation and self-esteem. *Australian Journal of Guidance and Counselling, 17*, 109-125.
- Yeung, A. S., Yuk Hun Hon, R. & McInerney, D. M. (2007). Learning to learn: How 4th and 5th Grade boys and girls differ. *Australian Educational and Developmental Psychologist, 24*, 69-89.
- McInerney, D. M. (2006). The motivational profiles and perceptions of schooling of Asian students in Australia. *Malaysian Journal of Learning and Instruction, 3*, 1-31.
- Dowson, M., McInerney, D. M. & Nelson, G. (2006). An investigation of the effects of school context and sex differences on students' motivational goal orientations. *Educational Psychology, 26*, 781-811.
- Nelson, G. F., O'Mara, A. J., McInerney, D. M. & Dowson, M. (2006). Motivation in cross-cultural settings: A Papua New Guinea Psychometric Study. *International Education Journal, 7*, 400-409 (<http://iej.cjb.net>).
- Suliman, R. & McInerney, D. M. (2006). Motivational goals and school achievement: Lebanese-background students in south western Sydney. *Australian Journal of Education, 50*, 242-264.
- McInerney, D. M. & Ali, J. (2006). Multidimensional and hierarchical assessment of school motivation: Cross-cultural validation. *Educational Psychology: An International Journal of Experimental Educational Psychology, 26*, 717-734.
- Sinclair, C., Dowson, M. & McInerney, D. M. (2006). Motivations to teach: Psychometric perspectives across the first semester of teacher education. *Teachers College Record, 108*, 1132-1154.
- Barnes, G., McInerney, D. M. & Marsh, H. W. (2005). Exploring sex difference in science enrolment intentions: An application of the general model of academic choice. *The Australian Educational Researcher, 32*, 1-23.
- Dowson, M. & McInerney, D. M. (2005). For what should theological colleges educate? A systematic investigation of ministry education perceptions and priorities. *Review of Religious Research, 46*, 403-421.
- McInerney, D. M. (2005). Educational psychology. Theory, research and teaching. A 25 year retrospective. *Educational Psychology: An International Journal of Experimental Educational Psychology, 25*, 585-599.
- McInerney, D. M., Yeung, A. & Dowson, M. (2005). Facilitating conditions for school motivation: Construct validity and applicability. *Educational and Psychological Measurement, 65*, 1046-1066.
- Yeung, A. S. & McInerney, D. M. (2005). Students' school motivation and aspiration over high school years. *Educational Psychology: An International Journal of Experimental Educational Psychology, 25*, 537-554.
- Dowson, M. & McInerney, D. M. (2004). The development and validation of the Goal Orientation and Learning Strategies Survey (GOALS-S). *Educational and Psychological Measurement, 64*, 290-310.
- McInerney, D. M. (2004, June). A discussion of future time perspective: Contemporary Research. *Educational Psychology Review, 16*. 141-151.
- McInerney, D. M., Marsh, H. W. & Yeung, A. S. (2003). Toward a hierarchical model of school motivation. *Journal of Applied Measurement, 4*, 335-357.
- Watkins, D., McInerney, D. M., Akande, A. & Lee, C. (2003). An investigation of ethnic differences in the motivation strategies for learning of students in desegregated South African schools. *Journal of Cross-Cultural Psychology, 34*, 189-194.

- Watkins, D., McInerney, D. M. & Boholst, F. (2003). The reliability and validity of the Inventory of School Motivation: A Filipino investigation. *Asian-Pacific Education Researcher*, 12, 87-100.
- Dowson, M. & McInerney, D. M. (2003). What do students say about their motivational goals? Towards a more complex and dynamic perspective on student motivation. *Contemporary Educational Psychology*, 28, 91-113.
- McInerney, D. M. & Dowson, M. (2003). Thoughts about school. Does culture, sex, both, or neither make a difference. *Journal of Aboriginal Studies Association*, 12, 34-43.
- Barker, K., Dowson, M. & McInerney, D. M. (2002). Performance approach, performance avoidance and depth of information processing: A fresh look at relations between students' academic motivation and cognition. *Educational Psychology An International Journal of Experimental Educational Psychology*, 22, 571-589.
- Watkins, D., McInerney, D. & Lee, C. (2002). Assessing the school motivation of Hong Kong students. *Psychologia*, 45, 144-154.
- Russell-Bowie, D., McInerney, D. M. & Yeung, A. (2002). Elementary Generalist Student Teachers' Perceptions of their Confidence and Anxiety in Relation to Creative Arts Education. *Academic Exchange Quarterly*, 6, 1096-1453.
- Russell-Bowie, D. & McInerney, D. M. (2002). Student teachers' confidence and anxiety in relation to music education. *Academic Exchange Quarterly*, 6, 123-136.
- Yeung, A. S.-Y., McInerney, D. M., Russell-Bowie, D. (2001). Hierarchical, multidimensional creative arts self-concept. *Australian Journal of Psychology*, 53, 125-133.
- McInerney, D. M., Yeung, S. Y. & McInerney, V. (2001). Cross-cultural validation of the Inventory of School Motivation (ISM). *Journal of Applied Measurement*, 2, 134-152.
- Dowson, M. & McInerney, D. M. (2001). Psychological parameters of students' social and work avoidance goals: A qualitative investigation. *Journal of Educational Psychology*, 93, 35-42.
- Yeung, A. S., Cui, H. C., Kau, I. C., McInerney, D. M., Russell-Bowie, D. & Suliman, R. (2000). Where is the hierarchy of academic self-concept? *Journal of Educational Psychology*, 92, 556-567.
- McInerney, D. M., Davidson, N., Suliman, R. & Tremayne, B. (2000). Personal Development, Health and Physical Education in context: Muslim and Catholic Perspectives. *Australian Journal of Education*, 44, 26-42.
- McInerney, V., Marsh, H. W. & McInerney, D. M. (1999). The designing of CALM (Computer Anxiety and Learning Measure): Validation of scores on a multidimensional measure of anxiety and cognitions relating to adult learning of computing skills using structural equation modeling. *Educational and Psychological Measurement*, 59, 451-470.
- McInerney, D. M. (1999). [Culture and the Child]. *Australian Psychologist*, 34, 76-77.
- McInerney, D. M., Hinkley, J., Dowson, M. & Van Etten, S. (1998). Aboriginal, Anglo, and Immigrant Australian Students' motivational beliefs about personal academic success: Are there cultural differences? *Journal of Educational Psychology*, 90, 621-629.
- McInerney, D. M. & McInerney, V. (1998). The goals of schooling in culturally diverse classrooms. *The Clearing House*, 71, 363-366.
- Watkins, D., Adair, J., Akande, A., Cheng, C., Fleming, J., Ismail, M., Gerong, A. & McInerney, D. M. (1998). Cultural dimensions, gender, and the nature of self-concept: A fourteen country study. *International Journal of Psychology*, 33, 17-31.
- Watkins, D., Adair, J., Akande, A., Gerong, A. & McInerney, D. (1998). Individualism-collectivism, gender and the self-concept: A nine culture investigation. *Psychologia. An International Journal of Psychology in the Orient*, 16, 259-271.
- McInerney, V., McInerney, D. M. & Marsh, H. W. (1997). Effects of metacognitive strategy training within a cooperative group learning context on computer achievement and anxiety. *Journal of Educational Psychology*, 89, 686-695.
- McInerney, D. M., Roche, L., McInerney, V. & Marsh, H. W. (1997). Cultural perspectives on school motivation: The relevance and application of goal theory. *American Educational Research Journal* 34, 207-236.
- McInerney, D. M. & McInerney, V. (1996). Goals and school motivation: Aboriginal and Navajo Perspectives. *SET Research Information for Teachers, SET 1*, 1-4.
- McInerney, D. M., Dowson, M. & Hinkley, J. (1996). Relations between student's academic performance and teacher's perceptions of their conduct. *Australian Journal of Psychology*, 48, 121.
- McInerney, D. M., Hinkley, J. & Dowson, M. (1996). Children's beliefs about success in the classroom: Are there cultural differences? *Australian Journal of Psychology*, 48, 121.

- McInerney, V. & McInerney, D. M. (1996). Cooperative, self-regulated learning or teacher-directed instruction?: Efficacy and effect on computer anxiety and achievement. An aptitude-treatment-interaction study. *Australian Journal of Psychology*, 48, 122.
- Dowson, M. & McInerney, D. M. (1996). Investigating relations between student's multiple achievement goals and key aspects of their cognitive engagement and academic performance. *Australian Journal of Psychology*, 48, 99-100.
- Dowson, M. & McInerney, D. M. (1996). Psychological parameters of student's social and academic goals: A qualitative investigation. *Australian Journal of Psychology*, 48, 100.
- Barnes, G. R. & McInerney, D. M. (1996). A motivational model of intention to enrol in senior secondary science courses in New South Wales Schools. *Australian Journal of Psychology*, 48, 86.
- McInerney, D. M. & Swisher, K. (1995). Exploring Navajo motivation in school settings. *Journal of American Indian Education*, 33, 28-51.
- McInerney, D. M. (1995). Achievement motivation research and indigenous minorities: Can research be psychometric? *Cross-Cultural Research*, 29, 211-239.
- McInerney, V., McInerney, D. & Sinclair, K. E. (1994). Student teachers, computer anxiety and computer experience. *Journal of Educational Computing Research*, 11, 27-50.
- McInerney, D. M. (1992). Cross-cultural insights into school motivation and decision making. *Journal of Intercultural Studies*, 13, 53-74.
- McInerney, D. M. (1992). [Contemporary Issues in Cross-Cultural Studies]. *Journal of Intercultural Studies*. 13, 74-76.
- McInerney, D. M. & Sinclair, K. E. (1992). Dimensions of school motivation: A cross-cultural validation study. *Journal of Cross-Cultural Psychology*, 23, 389-406.
- McInerney, D. M. (1991). The behavioural intentions questionnaire. An examination of construct and etic validity in an educational setting. *Journal of Cross-Cultural Psychology*, 22, 293-306.
- McInerney, D. M. (1991). Key determinants of motivation of urban and rural non-traditional Aboriginal students in school settings: Recommendations for educational change. *Australian Journal of Education*, 35, 154-174.
- McInerney, D. M. & Sinclair, K. E. (1991). Cross-cultural model testing: Inventory of school motivation. *Educational and Psychological Measurement*, 51, 123-133.
- McInerney, D. M. (1990). The determinants of motivation for urban Aboriginal students in school settings: A cross-cultural analysis. *Journal of Cross-Cultural Psychology*, 21, 474-495.
- McInerney, D. M. (1989). Urban Aboriginals parents' views on education: A comparative analysis. *Journal of Intercultural Studies*, 10, 43-65.
- McInerney, D. M. (1987). Teacher attitudes towards multicultural curriculum development. *Australian Journal of Education*, 31, 129-144.
- McInerney, D. M. (1987). The need for the continuing education of teachers: a multicultural perspective. *Journal of Intercultural Studies*, 8, 45-54.
- McInerney, D. M. (1987). The need for the continuing education of teachers in non-racist education – an Australian perspective. *Multicultural Teaching. Special Issue: Continuing Education*, 6, 31-35.

F. Keynote addresses (since 2004)

- McInerney, D. M. (2009). *Western oriented research with very remote Indigenous minorities. Can it work?: An analysis of theoretical, methodological and logistical issues related to measuring self-constructs among very remote Indigenous students in Australia.* Keynote Address at the Fifth SELF Biennial Conference: Enabling Human Potential: The Centrality of Self and Identity: Al Ain UAE – January 13-15, 2009
- McInerney, D. M. & Liem, A. D. (2008). *Applications of contemporary motivational theory to enhance engagement in learning of students and learners in industry in culturally diverse and technologically rich educational environments.* Keynote address at the International Conference on Learning Competency ICLC, Seoul, Korea, January 16-18, 2008.
- McInerney, D. M. (2005). *The motivational profiles and perceptions of schooling of Asian students in Australia: Perspectives based on Personal Investment Theory.* Keynote address at the Korean Society of Educational Psychology 2005 International Conference: The Emerging Role of Educational Psychology in Asian Education: Challenges, strategies, and implications for the 21st Century, Seoul, Korea December 2-3.
- McInerney, D. M. (2005). *The role of Sociocultural factors in enhancing student engagement.* Keynote address at the Universiti Utara Malaysia, September.
- McInerney, D. M. (2005). *Writing conference papers and journal articles.* A workshop presentation at Universiti Utara Malaysia, September.

McInerney, D. M. (2004). *What indigenous students think about school and is it any different from the Anglos*. Keynote address at Batchelor Institute of Indigenous Tertiary Education. November .

Grants Awarded (since 2000)

- 2008: UGC/GRF Grant (\$HK1.16m). *Optimizing the Potential of Hong Kong Students: Harnessing the Interaction between Psychological Variables and Student Achievement* (with M. Mok, R. Cheng, P. Y. Lai and A. S Yeung).
- 2008 (Nov): Start-up Grant HKIEd (HK\$400,000).
- 2007-2008: Centre for Research in Pedagogy and Practice, NIE, Nanyang Technological University, Singapore (\$S156,290). *Building the future for Singaporean students: The relationship of values, future visions, motivational profiles and learning to school success* (with Arief D. Liem).
- 2006-2008: ARC Discovery Grant (\$AUD300,000). *Securing the future: Optimising the success of remote Indigenous students at post-secondary education. A cross-cultural study* (with T. Cook & J. Tuovinen).
- 2005-2008: ARC Linkage Grant (ARC \$AUD272,181 – NTDEET \$AUD272,000 cash and kind). *Building the future of Indigenous students. The relationship of future vision, learning, and motivational profiles to school success* (with T. Cook & J. Tuovinen).
- 2005-2008: ARC Discovery Grant (\$AUD285,000). *Maximising Real Educational Achievement – The REACH Project: Integrating motivation and self-concept to optimise students' academic outcomes* (with H. Marsh & A. Martin).
- 2003-2005: ARC Linkage International Award (\$AUD28,000). *School motivation in cultural context*.
- 2003: UWS International Research Initiative Scheme (\$AUD15,060). *The motivational determinants of college success for minority, first generation and non-traditional students*.
- 2002: UWS Strategic Research Initiatives Grant (\$AUD20,000). *The goals of schooling: What counts in classroom characterized by cultural diversity. A qualitative cross-national study* (with V. McInerney)

- 2002: UWS Strategic Research Initiatives Grant (\$AUD10,000). *Are our schools overtly multicultural and covertly racist? An investigation of culturally complex schools* (with V. McInerney).
- 2002: UWS Strategic Research Initiatives Grant (\$AUD7,500). International Visiting Fellow Scheme (Professor M. L. Maehr).
- 1999-2001: Research Grants Council of Hong Kong for HK\$786,000 (AUD\$196,500). *The goals of schooling: developmental and cross-cultural* (with Prof David Watkins as Principal Investigator).
- 2001: UWS Internal Research Grant (\$14,000). Participation – 1978-1998 continuation study (with V. McInerney).
- 2000-2003: Australian Research Council (ARC) Large Grant (\$AUD112,500). *The meaning of school motivation* (with A. Yeung & V. McInerney).
- 2000: Australian Research Council (ARC) Indigenous Researchers Development Grant \$AUD34,000. Awarded to James Wilson Miller as Chief Investigator to support his PhD program of study with Prof McInerney as Principal Supervisor.
- 2000: Encouragement Award (UWSM) (\$AUD15,000). *Schools, socialization, and the goals of schooling: A qualitative cross-national study* (with V. McInerney)