

# Giovanni B Moneta

## List of Publications by Year in descending order

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Version: 2024-02-01

48  
papers

1,922  
citations

331670

21  
h-index

289244

40  
g-index

48  
all docs

48  
docs citations

48  
times ranked

1572  
citing authors

#	ARTICLE	IF	CITATIONS
1	Cognitive Flow. , 2022, , 1493-1497.		0
2	On the Conceptualization and Measurement of Flow. , 2021, , 31-69.		13
3	Going Back to the Drawing Board Until the Foundation of Creative Work Is Sound. , 2020, , 75-88.		0
4	Development and validation of the Work Environment Complexity Scale for leaders. Journal of Organizational Change Management, 2019, 32, 296-308.	2.7	2
5	Cognitive Flow. , 2019, , 1-5.		0
6	Cognitive Flow. , 2018, , 1-5.		0
7	Positive and Negative Structures and Processes Underlying Academic Performance: A Chained Mediation Model. Journal of Happiness Studies, 2017, 18, 1095-1119.	3.2	5
8	Validation of the short flow in work scale (SFWS). Personality and Individual Differences, 2017, 109, 83-88.	2.9	12
9	Flow at Work as a Moderator of the Self-Determination Model of Work Engagement. , 2016, , 105-123.		8
10	The flow metacognitions questionnaire (FMQ): A two factor model of flow metacognitions. Personality and Individual Differences, 2016, 90, 225-230.	2.9	16
11	Development and validation of the short use of creative cognition scale in studying. Educational Psychology, 2015, 35, 294-314.	2.7	9
12	Use of Creative Cognition and Positive Affect in Studying: Evidence of a Reciprocal Relationship. Creativity Research Journal, 2015, 27, 225-231.	2.6	24
13	Metacognitive and motivational predictors of surface approach to studying and academic examination performance. Educational Psychology, 2014, 34, 512-523.	2.7	16
14	A Longitudinal Study of the Self-Concepts and Experiential Components of Self-Worth and Affect Across Adolescence. , 2014, , 407-435.		10
15	Academic Performance as a Function of Approaches to Studying and Affect in Studying. Journal of Happiness Studies, 2013, 14, 1751-1763.	3.2	26
16	A metacognitive-motivational model of surface approach to studying. Educational Psychology, 2012, 32, 45-62.	2.7	22
17	Opportunity for creativity in the job as a moderator of the relation between trait intrinsic motivation and flow in work. Motivation and Emotion, 2012, 36, 491-503.	1.3	44
18	Can positive affect undo negative affect? A longitudinal study of affect in studying. Personality and Individual Differences, 2012, 53, 448-452.	2.9	11

#	ARTICLE	IF	CITATIONS
19	On the Measurement and Conceptualization of Flow. , 2012, , 23-50.		118
20	Metacognition, emotion, and alcohol dependence in college students: A moderated mediation model. Addictive Behaviors, 2011, 36, 781-784.	3.0	21
21	Need for achievement, burnout, and intention to leave: Testing an occupational model in educational settings. Personality and Individual Differences, 2011, 50, 274-278.	2.9	48
22	Chinese Short Form of the Personal Attributes Questionnaire: Construct and Concurrent Validity. Sex Roles, 2010, 62, 334-346.	2.4	2
23	Construct and concurrent validity of the Positive Metacognitions and Positive Meta-Emotions Questionnaire. Personality and Individual Differences, 2010, 49, 977-982.	2.9	29
24	Multirater assessment of creative contributions to team projects in organizations. European Journal of Work and Organizational Psychology, 2010, 19, 150-176.	3.7	45
25	Dispositional flow as a mediator of the relationships between attentional control and approaches to studying during academic examination preparation. Educational Psychology, 2010, 30, 495-511.	2.7	21
26	Metacognitive Beliefs About Procrastination: Development and Concurrent Validity of a Self-Report Questionnaire. Journal of Cognitive Psychotherapy, 2009, 23, 283-293.	0.4	23
27	Role models, approaches to studying, and self-efficacy in forensic and mainstream high school students: a pilot study. Educational Psychology, 2009, 29, 315-324.	2.7	2
28	Coping as a mediator of the relationships between trait intrinsic and extrinsic motivation and approaches to studying during academic exam preparation. Personality and Individual Differences, 2009, 46, 664-669.	2.9	37
29	Negative emotions and alcohol dependence symptoms in British Indian and White college students. Addictive Behaviors, 2009, 34, 292-296.	3.0	4
30	The role of metacognitions in problematic Internet use. Computers in Human Behavior, 2008, 24, 2325-2335.	8.5	123
31	Metacognition, perceived stress, and negative emotion. Personality and Individual Differences, 2008, 44, 1172-1181.	2.9	132
32	The relative contribution of metacognitive beliefs and expectancies to drinking behaviour. Alcohol and Alcoholism, 2007, 42, 567-574.	1.6	57
33	Metacognition as a mediator of the relationship between emotion and smoking dependence. Addictive Behaviors, 2007, 32, 2120-2129.	3.0	75
34	Affective Learning in Online Multimedia and Lecture Versions of an Introductory Computing Course. Educational Psychology, 2007, 27, 51-74.	2.7	20
35	Approaches to studying when preparing for final exams as a function of coping strategies. Personality and Individual Differences, 2007, 43, 191-202.	2.9	35
36	Metacognition as a Mediator of the Effect of Test Anxiety on a Surface Approach to Studying. Educational Psychology, 2006, 26, 615-624.	2.7	52

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37	Think Positively and Feel Positively: Optimism and Life Satisfaction in Late Life. <i>International Journal of Aging and Human Development</i> , 2005, 61, 335-365.	1.6	59
38	The Flow Experience Across Cultures. <i>Journal of Happiness Studies</i> , 2004, 5, 115-121.	3.2	72
39	The Flow Model of Intrinsic Motivation in Chinese: Cultural and Personal Moderators. <i>Journal of Happiness Studies</i> , 2004, 5, 181-217.	3.2	81
40	THE DAILY AFFECT OF HEROIN ADDICTS IN A THERAPEUTIC COMMUNITY: A PILOT STUDY IN HONG KONG. <i>Social Behavior and Personality</i> , 2002, 30, 561-565.	0.6	1
41	The Interplay of Autonomy and Relatedness in Hong Kong Chinese Single Mothers. <i>Psychology of Women Quarterly</i> , 2002, 26, 186-199.	2.0	18
42	E��Learning in Hong Kong: comparing learning outcomes in online multimedia and lecture versions of an introductory computing course. <i>British Journal of Educational Technology</i> , 2002, 33, 423-433.	6.3	62
43	A Longitudinal Study of the Self-Concept and Experiential Components of Self-Worth and Affect Across Adolescence. <i>Applied Developmental Science</i> , 2001, 5, 125-142.	1.7	59
44	CONSTRUCT VALIDITY OF THE CHINESE ADAPTATION OF FOUR THEMATIC SCALES OF THE PERSONALITY RESEARCH FORM. <i>Social Behavior and Personality</i> , 2001, 29, 459-475.	0.6	9
45	MODELS OF CONCENTRATION IN NATURAL ENVIRONMENTS: A COMPARATIVE APPROACH BASED ON STREAMS OF EXPERIENTIAL DATA. <i>Social Behavior and Personality</i> , 1999, 27, 603-637.	0.6	57
46	Time-trend of sleep disorder in relation to night work: A study of sequential 1-year prevalences within the GAZEL cohort. <i>Journal of Clinical Epidemiology</i> , 1996, 49, 1133-1141.	5.0	27
47	The Effect of Perceived Challenges and Skills on the Quality of Subjective Experience. <i>Journal of Personality</i> , 1996, 64, 275-310.	3.2	414
48	Ambiguity, inductive systems, and the modeling of subjective probability judgements. <i>Philosophical Psychology</i> , 1991, 4, 267-285.	0.9	1