

Factorial composition and internal consistency of the Greek version of the Maslach Burnout Inventory demonstrated in a sample of nurses

F. Anagnostopoulos and D. Papadatou

Oncological Hospital of Kifissia and Department of Nursing, University of Athens

Abstract

Burnout is a syndrome of emotional exhaustion, depersonalization and reduced personal accomplishment that can occur among individuals who provide direct professional services to other people. The Maslach Burnout Inventory (MBI) is a 22-item self-administered instrument that assesses the frequency dimension of the three aspects of the burnout syndrome. Purpose of this study was to evaluate the factorial composition and the internal consistency of the Greek version of the MBI, demonstrated in a sample of 443 female nurses, working in six public hospitals in Athens. The factor analysis of the items, using maximum likelihood as the method of initial factor extraction, followed by an oblimin rotation, yielded a 3-factor solution, similar to that reported by Maslach and Jackson (1986) in an American sample. The mean scores and standard deviations for the three subscales were similar between the Greek and the American version of the Inventory. Alpha reliability coefficients for the three subscales were satisfactory. The Greek version of the MBI seems to be a short, reliable, and valid instrument to measure experienced burnout in nursing profession. It would be useful to further develop this instrument: it may be tested to other professions, revise the wording of some items, reverse score some others, investigate demographic, job - related, and personality correlates of burnout through multiple regression techniques and determine effective strategies for dealing with it.

The sphere of control scale: reliability data for a greek translation

M. Malikiossi-Loizou and L.R. Anderson

Πανεπιστήμιο Αθηνών και Wayne State University

Abstract

This study on the reliability of the Greek translation of the Spheres of Control Scale is part of a larger research effort examining perceived control and loneliness in Greece and in the U.S.A. A Greek translation of the Spheres of Control Scale (Paulhus, 1983) was completed by 91 female students at the University of Athens and 36 bilingual female students at Deree College who also completed the Scale in English. This Scale contains three independent subscales which assess a subject's perceived control in the domains of Personal Control, Interpersonal Control and Sociopolitical Control. Each subscale contains 10 items to be rated on a seven-point scale each. Correlations between the Greek and English versions were extremely high for all three subscales: Personal Control ($r=.94$), interpersonal Control ($r=.94$) and Sociopolitical Control ($r=.85$). The item-total correlations and coefficient alpha for each of the three subscales were also sufficiently high, after deletion of weak items, to suggest that this Greek translation of the Spheres of Control Scale is sufficiently reliable to warrant further use with Greek individuals.

Comparisons of the mean scores of students from Greece and the U.S.A. were also reported on the Spheres of Control Scale. The mean scores of the American sample were significantly higher than those of the Greek samples in all three subscales. Further research is necessary enable us to draw more accurate conclusions regarding these differences.

The density of preschool classroom. Its effects on children's behaviour

E. Syngollitou

Dept. of Psychology, University of Thessaloniki

Abstract

This study aimed to examine the effect spatial density in preschool classroom has on the behaviour of preschoolers. The hypothesis was that the behaviour is influenced by the spatial density in connection with the space arrangement of the classroom. Three groups of children (N=24, 26 and 24 respectively) of both sexes, aged 2 years 6 months to 4 years 6 months, were observed in their classroom in three different nursery schools in Paris. The effect of spatial density was examined in five activity areas, the same in the three classrooms, but different with regard to their spatial dimensions and their adjacency. The results showed that spatial density affected only certain sets of behaviours in particular activity areas, in connection with their adjacency.

Psychosocial aspects and alternative therapeutic methods of childhood epilepsy

P. Kevrekidis

Dept. of Psychology, University of Thessaloniki

Abstract

In this article it is attempted to approach and analyze the psychosocial problems of childhood epilepsy. Thorough discussions about the impact which childhood epilepsy might cause to the mental health and to the developmental process of the child are discussed. Reference to the relationship among the members of family of an epileptic child are put under critical view, and especially the course of development of this relationship and the damage which might be caused to it because of the pressure of this child's ailment.

Some considerations of the various therapeutic methods, besides medication, are discussed to some extent in this article. Their effects are criticised. Finally, the author claims that a holistic view and treatment might be the best therapeutic method for the treatment of childhood epilepsy, instead of adopting either a biochemical treatment or a psychological one.

An investigation into risk factors for behavioural problems in preschool children living in institutional care

Y. Vorria and E. Sarafidou

Institute of Child Health, Athens

Abstract

The extend to which reason for admission and age at admission into institutional care is related to behavioural problems was studied. The sample consisted of 48 children 2 1/2-5 1/2 years old living in two different institutions. The method used was that of direct naturalistic observation (time sampling observations) of the children's behaviour during free-play time and formal classroom activities. The Richman and Graham questionnaire, addressed to caretakers and related to health and behaviour problems of preschool children has also been employed. Data were analysed by stepwise regression, taking age, sex and type of institution as covariates. Polynomial terms for age at admission were also used to account for possible non-linear effects. It was found that admission into institutional care at an early age was related to an increased frequency of aggression, disobedience, preoccupation with the caretaker and higher scores in Richman and Graham questionnaire. Abandonment by both parents compared to other reasons for admission was additionally related to more frequent aggressive behaviours. Also, the effect of age at admission on aggressiveness and disobedience was found to be non-linear, the critical age being 2 1/2 years.

Evolution of children with learning difficulties

R. Papatheophilou, M. Haritaki, M. Kozadinos and A. Theologou

*Piraeus Child Guidance Service
Centre for Mental Health*

Abstract

In order to study the evolution of children with learning difficulties, to search for protective factors and to evaluate interventions, 80 children were followed-up after a period of four to sixteen years since their first referral to the Piraeus Child Guidance Service of the Centre for Mental Health. The age of the children at the time of the first examination varied from 5 to 13, 4 years.

Demographic data, personal history, psychological, psychiatric, neurological and educational data of the sample were compared with those of previous greek studies. (a) In the general population, (b) a sample of children who had deserted school after the end of six years primary school and (c) with a high risk group for presenting learning difficulties.

The evolution of the children of the sample was better than expected. They continued their education, they were not isolated, they did not present psychiatric problems or antisocial behaviour. These results were due to the following parameters. All children had an IQ within normal limits, their parents, although not of very high educational level themselves, had great respect for education and tried hard to help their offspring. Most children had been examined while in the first or second grade and appropriate intervention started at an early stage. There was good cooperation between mental health professionals, teachers, parents and children.