

# **ABSTRACTS**

## **Cognitive maps and school setting**

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### **Abstract**

The aim of this study was to investigate the formation of cognitive maps by children aged 10-12 years. More specifically, the present study aimed to locate the “cues” or those elements of the environmental space which are especially helpful to the mental representation of a familiar environment on one hand [the route from home to the school, the interior of the school setting and the map of the city where the child lives], and of an unfamiliar environment on the other hand [the map of an unknown city]. The sample consisted of 302 children of both sexes, aged 10 to 12 years, students in seven elementary schools of the Thessaloniki area. Assessment was conducted towards the end of the school year. The statistical analysis of ANOVA as well as of the non parametric tests Mann-Whitney,  $\chi^2$  and Kruskal-Wallis showed that: a) Concerning the representation of the route to the school, tall or unusual buildings were more salient, followed by cross roads and corner buildings. b) Concerning the interior of the school setting, orientation was the first to be mentioned, followed by the floor reference. c) Concerning the “cues” of the familiar city map these were very easily recognised and d) Concerning the representation of the non familiar environmental setting, via the map, the most prominent elements were the nodes and the landmarks. The level of the difficulty decreased as answers tended to the correct representations. The results are discussed in regard to children’s capabilities for abstract representations of the environment and in regard to educational implications.

## **Text context effects in word integration**

**K. Dolgyra**

### **Abstract**

In this study, we examined a text-level contribution to contextual facilitation effects in word reading times. Therefore, we manipulated the position of targets (words with their articles) in the sixth-last-sentence of a text corresponding to a scenario: initial position, final position. Furthermore, we manipulated the relatedness of these targets to preceding knowledge-based texts obtaining three types of targets: Knowledge-Based, Control, Irrelevant. The results showed 1) a difference between Knowledge-Based and Control targets in both positions, 2) a difference between irrelevant and Control targets in both positions with a greater difference in the final position. For the first types of targets, the findings support the immediacy hypothesis that individual words are integrated with the preceding text during sentence processing while for the second ones, the findings support the Hybrid hypothesis which is a mixture of word-by-word integration and end-of-sentence integration.

## **Stress factors in school teachers**

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### **Abstract**

The aim of the present study was an initial investigation of stress factors in primary and secondary school teachers. The study also sought to determine whether the amount and nature of stress experienced by teachers is related to certain personal and demographic variables like gender, age, years of experience, school region and educational level. The sample consisted of 370 primary and secondary school teachers from government schools. It was found that only a relatively small percentage of teachers stated that they experienced a high level of stress, while most of them obtained moderate mean stress scores. The factors which seem to be associated with greater stress are: Student Behaviour and Working Conditions.

From the independent variables, only gender seems to influence the stress level. Female teachers reported higher levels of general stress and also higher levels of stress in relation to the following factors: Student Behaviour, Time Management, Staff Relations and Working Conditions.

## **Psychosomatic disorders: A critical review of the role of the family in the onset and development of symptoms**

**T. Anagnostopoulou**

*University of Thessaloniki*

### **Abstract**

This paper investigates the contribution of the family in the development of psychosomatic disorders. A comprehensive review and synthesis of the clinical observations and research data from psychoanalysis, family therapy, and psychophysiology suggests the importance of two factors in the generation of psychosomatic symptoms in the child.

a. The early relationship with the mother. The physical or emotional absence of the mother, the inability of the mother to soothe the baby, the lack of adequate care and the inhibition of the autonomy of the child are important constituents that contribute to the problematic function of the child's psychophysiological systems and may lead to organic pathology.

b. The inability of the child, as well as of the family system, to discharge emotional tension and conflicts in any other way besides psychosomatosis.

## **The nature of shyness**

**G. Vassiliou**

### **Abstract**

The study reported here had two objectives: First, to examine the dimensions of shyness as these are tapped by the Shyness Scale (McCrosky, Andersen, Richmond and Wheeless, 1981). Second, to detect any possible gender differences as well as to differentiate the groups for each factor of the scale extracted. Data from 188 university students, both male and female, from the University of Crete and Pantion University, which have been subjected to factor analysis with Varimax rotation, yielded three factors. These factors were labeled as «Difficulty in Expression», «Experience of Shyness» and «Passive-Participation». Also, the t -test for Independent Groups between males and females yielded statistical difference over males. Consequently, in this research it was found that the scale is multidimensional in the young population of Greece as well as the females are slightly less shy than the males.

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