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Abstracts

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Adolescents' self-concept consistency and the transition from inconsistency to consistency
PSYCHOLOGY, 2003, 10(2 and 3), 202-213

This article addresses the issue of adolescents' self-concept consistency vs. inconsistency (as measured by Structural Analysis of Social Behavior, SASB; Benjamin 1974; 1994). Results from three quantitative studies show that self-concept consistency is lower among adolescents (16-20 years) in comparison to adults, that approximately 15-25% of the adolescents have an inconsistent self-concept, and that inconsistency is more common among adolescent girls than among boys. In addition, inconsistency was significantly related to a number of negative factors (e.g., suicide attempts and low satisfaction with the self). Furthermore, data from a single case study show that transitions from self-concept inconsistency to consistency are possible, and that the change of quality of interpersonal relationships may be an important factor in such a transition. Finally, this case study indicated that self-concept consistency may be more important than necessarily having a self-concept characterized by self-love in relation to quality of life.

Key words: Adolescents, (In)Consistency of self-concept, Self-concept.

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Twins at puberty:
A follow-up study of 32 twin pairs
PSYCHOLOGY, 2003, 10(2 and 3), 228-236

Thirty-two twin pairs were followed by means of ability tests and semi-structured interviews at regular intervals from birth to adolescence in order to study their cognitive development. The tests consisted of a verbal, a spatial, a number series, and a mathematical test. In addition, a questionnaire was administered regarding interests, attitude toward school and relationship with parents and co-twins. Relationships were also studied in semi-structured interviews, usually with both twins present. Twins born at or near term and with a normal birth weight showed normal development, while prematurity and growth retardation were associated with a predisposition toward a slow cognitive development, even at the age of 13. Also, twins compared to singletons seemed to have more difficulty in

developing independence and achieving a positive self-esteem (identity), possibly as a result of their struggle to emancipate themselves from both parents and co-twins.

Key words: Cognitive development, Prematurity, Twins.

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Reliability and validity of Eysenck Personality Questionnaire for Adults (EPQ-A) in Greece
PSYCHOLOGY, 2002, 9(3), 295-315

The aim of the present study was to investigate the reliability and validity, concurrent and construct, of the Eysenck Personality Questionnaire for Adults (EPQ-A) in a sample of Greek adults, as this test was adapted and standardized by Dimitriou (1977). This test was administered to 802 adults (252 males and 550 females) aged 18-79. EPQ-A and Traits Personality Questionnaire (TPQue) were also administered to 100 participants (31 males and 69 females). Reliability coefficients, Cronbach's alpha, were found to be high in all dimensions of EPQ-A except the dimension of Psychoticism (for the whole sample, for males and females separately), which ranged from .77 to .83, and in Psychoticism from .46 to .61. The Pearson correlation coefficient of EPQ-A with TPQue with regard to Extraversion was statistically significant, but not with regard to Neuroticism. Confirmatory factor analysis failed to confirm the structure of EPQ-A as proposed by Eysenck. Exploratory factor analysis of EPQ-A indicated the existence of four factors, i.e., Extraversion, Neuroticism, Lie scale and Psychoticism, according to Eysenck's theory. The three first factors had high factor identity, but the fourth, i.e., Psychoticism, had weak factor structure, i. e., several items which belong to this factor loaded on other factors in this study.

Key words: Concurrent validity, Construct validity, Reliability.

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Reliability and validity of the WISC-R for the age range 6 to 11 years in Greece
PSYCHOLOGY, 2000, 7(1), 35-45

The aim of the present study was to test the internal consistency and validity of the WISC-R for the age range 6 to 11 years old group of Greek children. The WISC-R was given to a stratified random

sample of 600 children (300 boys and 300 girls; 100 children in each age group). Reliability coefficients (Cronbach's alpha and split-half) as well as correlations of WISC-R with Raven's Standard Progressive Matrices and Goodenough-Harris Drawing Test were satisfactory. The correlations of the WISC-R with school marks were moderate.

Key words: Reliability, Validity, WISC-R.

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Reliability and validity of the Questionnaire "Dimensions of Interpersonal Orientation-Junior" in Greece

PSYCHOLOGY, 2002, 9(2), 185-202

This study aims at investigating the reliability and concurrent and construct validity of the test Dimensions of Interpersonal Orientation-Junior (DOI-JA) in Greece. The questionnaire was developed by F. Silva and his collaborators. It was translated into Greek and administered to a sample of 654 pupils (303 males, 351 females) aged 10-18 years in Patras and Athens. Along with DOI-JA the Eysenck Personality Questionnaire-Junior (EPQ-J) was also administered to 133 pupils (61 males and 72 females). Cronbach's alpha reliability ranged from .67 to .73 for the dimensions of DOI-JA, including the Lie Scale, and from .66 to .80 for EPQ-J. Concurrent validities of DOI-JA with EPQ-J ranged from -.55 to .70 for the subscales. Factorial validity of DOI-JA revealed 5 first-order factors instead of the 6 factors of the Spanish version, i.e., "Consideration for Others", "Leadership", "Social Anxiety / Shyness", "Sociability vs. Withdrawal", "Social Self-Control / Antisocial Behavior", and two second-order factors, namely, "Sociability vs. Unsociability" and "Prosocial vs. Antisocial Behavior". The results confirm those of other studies and show that DOI-JA may be used for diagnosis of possible interpersonal problems in youngsters, bearing in mind that aggression does not constitute an independent factor for the Greek version of DOI-JA.

Key words: Dimensions of interpersonal orientation, Personality, Social behavior.

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Self-esteem, social identity and school achievement in adolescence

PSYCHOLOGY, 2000, 7(3), 278-289

Following several studies on the relationship between self-concept, self-esteem and school performance, we tried to identify which strategies are activated by academically unsuccessful adoles-

cents in order to protect their self-esteem. The sample consisted of 139 students attending 9th grade in two schools in the district of Beja. Data were collected using Harter's Self-Concept Scale for Adolescents and a questionnaire adapted from the work of Palmonari, Pombeni, and Kirchler (1990, 1992, 1994), for the characterisation of the participant, the participant's group (in-group) and of another group considered to be totally different from his/her own (out-group). Statistical analysis (t-test and MANOVA) performed on the data showed that unsuccessful students have values of self-esteem similar to those of successful students, despite their academic self-perception being significantly lower. Results also showed that unsuccessful students have more favourable self-perceptions in the area of romantic appeal and give less importance to school-related areas (school competence and behavioural conduct) than their successful peers. Finally, it was shown that successful students differentiate themselves more clearly from the out-group than unsuccessful ones.

Key words: Self-concept, Self-esteem, Social identity.

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Idiography and nomothesis: The quest for integration

PSYCHOLOGY, 2000, 7(2), 151-160

The present paper discusses the question of integration between the nomothetic and the idiographic approaches, using these two terms as conceptualized by Allport (including preference for epistemology, nature of data collected, methods for analysis etc). It is supported that integration efforts face the obstacle of antithetical philosophies, and that this obstacle is not one that we could simply step out of. Examples from the area of scientific inquiry are provided to also support the argument that any attempt to integrate approaches can never constitute a neutral and unbiased endeavor. Integration is differentiated from the notion of epistemological combination and of methodological eclecticism. It is seen as a process of synthesis following two steps: i) adoption of a clearly stated epistemological stance, and ii) broadening of our frame of reference. The notion of generalization of findings is used to illustrate this argument and to touch upon practical implications for researchers.

Key words: Idiography, Integration, Nomothesis.

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**Relations between self-concept and social support appraisals during adolescence:
A longitudinal study**

PSYCHOLOGY, 2000, 7(3), 339-353

This study examined the causal relationship between social support and self-concept. Although a positive relationship between these two variables has been observed in previous studies, their cross-sectional design does not allow any firm conclusion about the direction of causality. Social Support in this study was assessed with the Social Support Appraisal scale (SSA: Vaux et al., 1986). Its four sub-scales assess the appraisals of support from parents, peers, teachers and others in general. Self-concept was assessed with the Portuguese version of Marsh's Self-Description Questionnaire (SDQ-I). The participants of the study were 169 7th and 9th grade boys and girls from low and average socio-economic status, observed twice in one year. LISREL structural equations were used for comparing three theoretical models of causal ordering. The first model assumes that the buffering effect of social support in stressful situations has a positive influence on adolescents' self-concept. The second model suggests that self-concept influences the quality of social relationships, and therefore, the support provided by the social networks in everyday life. The third defends a reciprocal effect of these variables. The results indicated that there is a complex relation of causality between self-concept dimensions and social support appraisals from family, peers and teachers.

Key words: Adolescence, Self-concept, Social support.

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**The function of the parental family system and the sense of coherence as factors related to
psychosomatic health**

PSYCHOLOGY, 2001, 8(2), 249-266

This study investigated the way the individuals perceive of themselves and their life ("sense of coherence": "comprehensibility", "manageability", "meaningfulness"), the dimensions of the functioning of the parental family system ("emotional cohesion", "adaptability"), as they are evaluated by the individual, and their implications for psychosomatic health. Three groups of participants were compared: 192 "healthy" individuals, 81 with chronic disorders of the digestive system, and 103 with malignant tumors. No statistical differences between the three groups were found in the way they described their parental family. However, "emotional cohesion" in the parental family was directly

related to the individual's "sense of coherence"; furthermore, both emotional cohesion and sense of coherence were inversely related to physical and psychological symptoms. For two syndromes ("hypochondriasis-somatization" and "anxiety-insomnia") the control group of "healthy" participants stated significantly less psychological and somatic symptoms than the "digestive disorders" and the "malignant tumor" groups did.

Key words: Parental family functioning, Psychosomatic health, Sense of coherence.

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An analysis of counsellor response mode profile in short-term dynamic psychotherapy
PSYCHOLOGY, 2002, 9(1), 1-8

The Hill Counsellor Verbal Response Category System-Revised (HCVRCS-R; Friedlander, 1982) was used to examine the counsellor response mode profile in a short-term dynamic psychotherapy (STDP) process developed by Davanloo (1978, 1980). Using a single case design, three sessions (early, middle and late) of the complete sixteen session treatment were analyzed and categorized by independent raters in order to establish the exact pattern of interventions in STDP. Results showed that the counsellor response modes used across the three sessions were predominantly information seeking, providing information, interpretation and confrontation, respectively, accounting for 93.6% of all responses. A discussion of these findings and additional explanations with respect to counsellor response mode in STDP are provided.

Key words: Psychotherapy process research, Short-term dynamic psychotherapy, Therapist intervention.

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Parental mental illness and children's needs:
A framework for collaboration between the family and the school
PSYCHOLOGY, 2003, 10(4), 497-514

The aim of the paper is to illustrate possibilities for improving school practice by responding to the needs of the children whose parents have a mental illness and by creating the conditions for improving school practice and opportunities for collaboration within and between services and family agencies. The first part of the presentation summarises the evidence on the relations between the

needs of children and their mentally ill parents and highlights the framework for identifying and meeting these needs at school. The second part introduces the components of access and barriers to effective educational services use. The organisational systems and frameworks within which current practice occurs is emphasized and the importance of an information gathering, joint assessment and care planning are discussed along the educational framework.

Key words: Children's needs, Educational services, Parental mental illness.

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Strengths and difficulties of school-aged children in the family and school context
PSYCHOLOGY, 2001, 8(4), 506-525

This study examined the correspondence between parent and teacher ratings, when using the Strengths and Difficulties Questionnaire (SDQ, Goodman, 1994) for the evaluation of mental health in school-aged children. The children's sex, age, school achievement and parental mental health functioning were used as probable explanatory factors for the correspondence between teachers and parents in evaluating children's strengths and difficulties. Correlations of the scores between parents and teachers were in the moderate range and varied according to the type of problem. Parents rated children as showing higher frequencies of emotional problems, whereas teachers rated children as presenting higher frequencies of conduct disorders. There were certain sex differences, with boys having higher problem scores than girls on the measures of conduct disorders, hyperactivity-inattention problems and prosocial behavior. These sex differences were more marked among the teachers than parents. The children's school achievement according to teacher ratings was a predictive factor that would explain the differences in the teacher reports, while family dysfunctioning, as assessed by the General Health Questionnaire, explained the evaluation of difficulties by parents. The SDQ proves a significant and reliable instrument in assessing children's difficulties.

Key words: Family adversity, Informant correspondence, School achievement.

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Depression and dependency: Which relationship?
PSYCHOLOGY, 2003, 10(2 and 3), 270-278

Dependent behavior, such as drug abuse and eating disorders, are often connected with other mental health problems. The sequential process of these disorders should be better understood in order to develop prevention programs and new treatments. This was the main aim of this research.

In total, 308 adolescents and young adults aged 14 to 25 years (mean, 20.5 years) were included in the study. A semi-structured interview (The Mini-International Neuropsychiatric Interview, M.I.N.I.), along with DSM-IV criteria, was used in order to evaluate longitudinally the different mental health disorders. Results show that the Major Depressive Episode was the most common comorbid disorder, followed by Separation Anxiety. The disorders appear in a large proportion of cases before, or simultaneously with, the dependent behavior.

Key words: Depression, Drug abuse, Eating disorders.

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Factors facilitating children's drawing: The paradigm of partial object occlusion
PSYCHOLOGY, 2003, 10(1), 119-135

Many studies have shown that until the age of 8 or 9 years children rarely produce visually realistic pictures of a scene in which an object partially occludes another. The aim of the present study was to investigate the effect of factors such as (a) drawing two scenes in two separate sheets of paper, (b) drawing them in one sheet of paper, (c) copying a three-dimensional model, and (d) copying a pre-drawn picture, that may facilitate children's drawings of a scene in which an object partially occludes another. The sample of this research included 140 boys and girls aged 4-10 years. They were asked to draw an object that partially occludes or is partially occluded by another (a tree in front/behind of a house) in four conditions, which were designed in such a way to progressively help children produce visually realistic depictions. Results showed that from about the age of 5 years children can produce visually realistic representations provided they will be helped during the drawing process. More specifically, it was found that the creation of a visually realistic depiction is affected by: (a) emphasis put on the relation between the two objects, (b) the presence of a model or a picture and (c) the special characteristics of the occluded object.

Key words: Children's drawings, Intellectual realism, Partial object occlusion, Visual realism.

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Assessment issues in behavior-genetic research on personality
PSYCHOLOGY, 2002, 9(2), 212-225

Behavior-genetic research on the sources of individual differences in personality relies on self-report data almost exclusively. As indices of inter-judge agreement yield the most adequate reliability

estimates in behavior-genetic research on personality, and inter-judge agreement can not be estimated from self-report data alone, behavior-genetic self-report studies do not allow for adequate reliability estimates. Therefore, the reliability problem is usually ignored and the total variance is treated as true-score variance, resulting in underestimates of genetic and shared environmental and in overestimates of nonshared environmental influence. This problem may be overcome by using descriptions of the target persons by (at least) two independent knowledgeable informants, as we did in a study on 1,000 twins pairs. Another problem that is shared by behavior-genetic self-report and peer-report studies is possible contrast effects in descriptions of relatives as the relatives may be compared to each other and not to the population mean. This would result in attenuated correlations between relatives and in underestimates of the importance of the shared environment. The only way to overcome this problem is observational behavior-genetic studies in which the judges know only one of the relatives whose similarities are compared. We therefore ran an observational study on the similarity of 300 monozygotic and dizygotic adult twin pairs, the German Observational Study of Adult Twins (GOSAT). The study and its most important findings for personality are reported.

Key words: Behavior genetics, Contrast effects, Personality assessment.

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Bullying and victimisation in Greek primary school pupils
PSYCHOLOGY, 2001, 8(1), 1-11

A sample of 8 to 11 years old Greek pupils ($N = 664$) provided self-report data on their involvement in, and attitudes towards, three types of bullying behaviour (hitting and kicking, calling others nasty names and deliberately leaving others out of social activities). A substantial proportion of the sample, and significantly more boys than girls, indicated that they had perpetrated and received such actions. A principal component analysis of the 30 attitudinal items yielded two main factors that accounted for 31.4% of the variance. They were labeled "bullying is wrong and harmful" and "bullying has positive effects". Overall, pupils expressed anti-bullying attitudes, but this was especially true for girls and younger pupils. In terms of the linkages between attitudes and behaviour, higher levels of all three forms of reported bullying, but only one form of victimisation (being hit and kicked), significantly predicted positive, accepting attitudes towards bullying. The implications of these results for educational policy in Greek schools, and for antibullying interventions, are discussed.

Key words: Attitudes, Bullying, Victimisation.

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Personality assessment: Implications of a social-cognitive theory of personality
PSYCHOLOGY, 2002, 9(2), 226-240

This paper outlines the implications of social-cognitive theory for personality assessment. Social-cognitive theory explains personality functioning in terms of a complex system of cognitive and affective processes that develop and function in interaction with the social environment. It also highlights self-reflective and self-regulatory processes that contribute to individual psychological development and functioning. This theoretical framework has significant implications for personality assessment. It implies that assessment should focus on underlying psychological mechanisms and their interrelations, rather than surface-level behavioral tendencies; on personal determinants of action; on the potentially unique cognitive contents that characterize the individual; and on the social contexts in which personality processes come into play. We illustrate the social-cognitive approach by reviewing three research programs that explore, respectively, cross-situational coherence in self-efficacy judgment (Cervone, 1997, 1999); self-knowledge, situational beliefs, self-efficacy judgment, and adaption among international exchange students (Jencius, 1999); and social-cognitive self-regulatory factors in smoking and smoking cessation (Shadel et al., 2000).

Key words: Personality assessment, Self-efficacy, Social-cognitive theory.

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Issues in psycho-analytic psychotherapy with ex-patriates
PSYCHOLOGY, 2001, 8(2), 173-188

The topic of psycho-analytically oriented psychotherapy with ex-patriates, –individuals living temporarily or permanently in a country other than their own out of a sense of personal choice– has received little clinical or theoretical attention to date. This paper focuses on two general areas that are central in psychotherapeutic work with ex-patriates. The first concerns intrapsychic factors that may play a central motivational role in the decision to live abroad that are typically manifested in efforts to resolve inner difficulties by external change, i.e., by relocation. Examples include the attempt to renegotiate unresolved issues of separation-individuation, to overcome narcissistic vulnerability, or to cope with difficulties in proceeding with developmental tasks of adulthood. The second area concerns significant treatment issues such as the reasons for seeking therapy, as well as salient treatment dynamics, with particular emphasis on transference and countertransference manifestations.

Key words: Ex-patriate, Motivational factors, Psycho-analytic psychotherapy.

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Psychological adjustment and separation-individuation:

An exploratory study with Greek adolescents

PSYCHOLOGY, 2003, 10(2 and 3), 248-257

The present study investigated the relationship between Greek adolescents' mental health and their psychological separation-individuation from their parents. Two hundred and forty adolescents, 15-17 years old, were administered Achenbach's Youth Self Report and the Psychological Separation Inventory. Higher levels of conflictual independence, i.e., freedom from dependent relationships with parents characterized by excessive guilt, anxiety, mistrust, inhibition, and anger were significantly associated with adolescents' better academic performance and social competence, as well as with fewer internalizing and externalizing behavior problems. Academic competence was associated with lower levels of adolescents' functional independence from mother. Internalizing behavior problems were found to be related to less emotional independence from parents.

Key words: Adolescents, Psychological adjustment, Separation-Individuation.

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The relationship between affective factors and self-concept in adolescence

PSYCHOLOGY, 2003, 10(2 and 3), 462-480

The aim of this study was to investigate, firstly, adolescents' self-perceptions in specific domains, which are closely related and explain their reported self-worth, and secondly, the possible relationship of self-concept with affective factors, namely fear of negative evaluation and positive and negative affect during early, middle and late adolescence. It was assumed (a) that there is a close relationship between specific positive self-perceptions and positive self-worth in the three age groups of adolescents, and (b) that self-worth is positively correlated with positive affect and negatively with negative affect and fear of negative evaluation. The sample consisted of 397 students, 165 boys and 232 girls, 13-18 years old. Self-perceptions and global self-worth were measured with the 'Self-Perception Profile for Adolescents' Scale (Harter, 1988), the fear of negative evaluation with the 'Brief Version of the Fear of Negative Evaluation Scale' (Leary, 1983), while for the evaluation of positive and negative affect we used the 'Positive Affect and Negative Affect Scales' (Watson, Clark, & Tellegen, 1988). The results showed that (a) specific self-perceptions correlate and explain global self-worth, and (b) fear of negative evaluation and negative affect are negatively correlated with global self-worth. Positive affect is positively correlated with global self-worth and predicted by self-perception of specific abilities.

Key words: Affect, Self-perception, Self-worth.

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Self-concept and its relations with cognitive and metacognitive factors regarding performance in specific domains of knowledge
PSYCHOLOGY, 2000, 7(3), 354-368

The present study attempted to investigate (a) the relations of students' self-concept with their verbal abilities and performance in language tasks and (b) the influence of aspects of the self-concept, verbal abilities and language performance on students' metacognitive experiences regarding the processing of language tasks. Five hundred and twelve boys and girls of 7th, 9th, and 11th grade participated in the study. Students' language performance and their verbal and propositional reasoning abilities were tested with separate sets of tasks. Students' metacognitive experiences before and after the solution of the tasks as well as their subjective estimations about the use of problem-solving strategies were assessed. Finally, four different aspects of students' academic self-concept in language were assessed, namely, self-perception, self-esteem, self-efficacy, and others' perception of their language abilities. Path analysis showed that school performance is affected by the respective cognitive abilities and is linked to the on line metacognitive experiences. The various aspects of students' self-concept also influenced students' metacognitive experiences, forming the subjective framework of approaching the achievement situation. Results are discussed in relation to similar data regarding maths.

Key words: Language performance, Metacognition, Self-concept.

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The structure of cognitive and affective factors related to students' cognitive performance in language and maths
PSYCHOLOGY, 2002, 9(1), 58-74

The purpose of the present study was to examine (a) the structure of cognitive, metacognitive and motivational factors that contribute to academic achievement, and (b) if the structure of these factors is different in the domains of school language and maths. The sample consisted of 512 students of 7th, 9th and 11th grade of a Greek city. The variables measured were students' performance in school language and maths and their respective verbal and quantitative abilities. Students' metacognitive experiences regarding the tasks at hand as well as their metacognitive strategy knowledge were also measured. Finally, four different aspects of students' academic self-concept in school language and maths as well as their motivational orientation towards learning were examined. Confirmatory factor

analysis with the nested factor method confirmed the existence of distinct cognitive and metacognitive structures involving both general and task-specific factors. Affective factors were not explained by a common general structure representing affect. Finally, there were no differences in the structure of the above factors between the domains of language and maths.

Key words: Affect, Cognitive ability, Metacognition.

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Goal orientations and their effect on self-concept and metacognition in adolescence

PSYCHOLOGY, 2003, 10(2 and 3), 214-227

This study focused on the relations between students' goal orientations towards learning, their academic self-concept in maths and their metacognitive experiences about the task at hand and task-related strategies. Five hundred and twelve students of 7th, 9th, and 11th grade participated in the study. Both genders were about equally represented. Students' performance on school mathematics and quantitative ability tasks was examined with a battery of tasks. Before and after the solution of each school mathematics task, students were asked to assess the difficulty of the task, the correctness of the solution (conceived or produced) and the effort required. Students also reported the strategies they had used for solving the tasks. Moreover, four different aspects of maths self-concept, namely, self-perception, self-esteem, self-efficacy and others' perception of one's own abilities were assessed with a questionnaire developed for this study. Finally, students' general goal orientations towards learning were assessed with Nicholls' Motivational Orientation Questionnaire. Path analysis showed that metacognitive experiences form a robust system of their own but they are also related to quantitative abilities and performance and to some aspects of students' self-concept. Task orientation was significantly related to students' self-perception and others' perception of one's self but also to the reported use of problem-solving strategies. On the contrary, ego orientation was only related to others' perception of one's own abilities, and to the reported effort needed to solve the maths tasks.

Key words: Goal orientation, Metacognitive experiences, Self-concept.

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Emotional and social development of visually impaired children and adolescents

PSYCHOLOGY, 2001, 8(4), 431-450

This article attempts to outline the main aspects of emotional and social development of visually impaired children. Emphasis is given to the parent-child relationship by presenting difficulties experi-

enced by parents upon discovering their child's handicap and by mentioning the peculiarities of parent-child interaction. The article reviews the emotional reactions of children towards visual impairment as well as their personality characteristics that could affect their social development. Reference is made to findings of recent studies that support the existence of lags in social maturity and to their impact on the formation of social relationships. Issues of interaction between the above aspects of emotional and social development of visually impaired children are discussed. It is suggested that all of them should receive attention and that their interaction should be taken into account in the perspective of integration.

Key words: Integration, Social maturity, Visually impaired child.

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Foundational principles of psychotherapy: A response to Al Mahrer

PSYCHOLOGY, 2003, 10(1), 20-24

Dr. Mahrer has presented us with 74 beliefs, assumed to underpin current research paradigms used by the international community of researchers in psychotherapy. Most of these beliefs are not foundational, nor are they currently endorsed by the majority of researchers in this field. The following arguments are briefly put forward: (a) Mahrer's view of a conventional philosophy of science is culturally encapsulated and reflects the Euro-American ideology that has its roots in the Enlightenment of the 17th and 18th centuries; (b) the beliefs he has articulated reflect derivative questions, rather than foundational questions, the latter of which were addressed in the classical philosophical literature of 2200 and more years ago; (c) the beliefs he attacks are, among researchers in the social sciences, largely archaic and no longer rigorously endorsed; (d) a canonical knowledge base bearing on philosophical principles of research in psychology does not exist. The first and the twelfth beliefs posited by Mahrer are, by way of example, briefly examined.

Key words: History of psychotherapy, Modernist bias, Philosophy of science.

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Feelings and judgments as subjective evaluations of cognitive processing:

How reliable are they?

PSYCHOLOGY, 2002, 9(2), 163-182

Metacognitive experiences (ME) comprise feelings and judgments / estimates which monitor cognitive processing. They form online metacognition and differ from metacognitive knowledge, i.e., ideas

regarding persons, tasks, strategies, which may also be active during problem solving. Feelings have the distinctive feature of pleasantness / unpleasantness and monitor good functioning, i.e., fluency of processing, obstacles or interruptions, and match / mismatch between one's goals or concerns and actual conditions. Metacognitive experiences can be measured with rating scales before or after problem solving (that is, prospectively or retrospectively). The psychometric characteristics of the Metacognitive Experiences Questionnaire are presented, as well as the relations of ME with performance and the effect of task difficulty on ME. The interrelations between ME and performance are discussed, particularly with regard to feeling of difficulty. Despite the occasional low relationship between ME and performance, ME seem to reflect the basic task and processing characteristics as perceived by the person. From this point of view, they form the interface between the person and the task.

Key words: Feelings, Metacognition, Metacognitive experiences.

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Factors influencing the formation of feeling of familiarity for words
PSYCHOLOGY, 2000, 7(1), 207-222

The aim of the study was to identify the factors that influence the feeling of familiarity (FOF) and the related estimation of how well one knows a word (EOK). The hypotheses tested predicted that FOF will be influenced by the estimate of frequency (EOF) of previous encounters with the stimulus word and by its semantic processing. However, the latter relation would be moderated by the association value of the word. Semantic processing was also expected to affect EOK whereas verbal ability would affect both FOF and EOK. This study involved 248 students of 7th, 8th, and 9th grade of both genders. The students' verbal ability was tested. They were also required to give to two stimulus words, differing in association value, (a) metamemory estimates of FOF, EOF, EOK and recency (EOR) and (b) response to tasks of semantic fluency (production of associations, production of sentences, and definition). The data were analysed with path analysis. It was found that association value of the words differentiated the pattern of interrelations between metamemory estimates and performance on verbal ability and semantic fluency tasks. However, FOF was found to be influenced by EOF and not by EOR, whereas EOK was not influenced by semantic fluency.

Key words: Association value, Feeling of familiarity, Metamemory.

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**Kin relations and the co-univocal multiplication groupment
in children of 11½ - 12 years of age**
PSYCHOLOGY, 2002, 9(3), 353-364

The aim of the present study was to investigate whether children of the age of 11½ - 12 years possess the groupment of the co-univocal multiplication, that is, the ability by which "one member of one series is set in correspondence with several members of each of one or more additional series" (Flavell, 1963, p.179). For the purpose of this study, 162 children, 81 boys and 81 girls of 11½ - 12 years of age, were tested with the clinical method. The task given to children referred to the kin relations of the members of a large family consisting of 46 people belonging to five successive generations. The results showed that the ability for co-univocal multiplication is present at the above mentioned age, but it is not yet completed. Acquisition of meaning relations plays a great role in the development of co-univocal multiplication groupment. Among them the most important are inclusion and hierarchical classification of classes.

Key words: Co-univocal multiplication groupment, Hierarchical classification, Kin terms.
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Foundational beliefs in psychotherapy: A response to Alvin Mahrer
PSYCHOLOGY, 2003, 10(1), 31-36

Mahrer's views on the absence of, confusion among and need to clarify foundational beliefs of psychotherapists and psychotherapeutic schools are critically examined. Merits of and errors in his outlook and proffered remedy are suggested, along with brief indications of yet further alternative perspectives on psychotherapy's possible future directions.

Key words: Foundational beliefs, Philosophy of psychotherapy, Psychotherapy.
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**Mathematics and personality structure of the teachers of mathematics:
A psychoanalytic perspective**
PSYCHOLOGY, 2002, 9(3), 408-430

This article focuses on the study of some of the functions of mathematics, which are related to the structure of the personality of the teachers of mathematics. The paper begins with describing the

importance of examining mathematics from the point of view of psychoanalysis. Then, it refers to the relationship between mathematics and the structure of personality of those who teach it, as defined by Nimier (1988). Finally, the results of a survey, which was contacted to a sample of 372 teachers of mathematics of secondary education, are presented.

Key words: Mathematics, Psychoanalysis, Structure of the personality.

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**Physical activity and mental health in older adults:
Current evidence and future perspectives
PSYCHOLOGY, 2002, 9(4), 563-580**

The case for physical activity in older adults has been built largely on its impact on physical health. However, there is a growing research interest in its potential to influence aspects of mental health. The aim of this paper was to summarise evidence regarding the contribution of physical activity to aspects of older adults' mental health and to present some current research needs and perspectives. Research indicates that there is a positive impact of physical activity on the maintenance of cognitive performance, on improvement of mood, self-perceptions and life satisfaction and on the decrease of depressive symptoms and feelings of loneliness. However, better research designs, clearer conceptual frameworks and improved instrumentation is necessary before a cause and effect relationship can be fully established and the mechanisms underpinning any effect can be identified.

Key words: Older adults, Physical activity, Subjective well-being.

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**The "imaginary audience" and the "personal fable" in relation to risk behavior
and risk perception during adolescence
PSYCHOLOGY, 2001, 8(4), 411-430**

The aim of the present study was to investigate the two main manifestations of adolescent egocentrism, that is, the imaginary audience and the personal fable, in relation to the frequency of risk behavior and risk perception. The contribution of this study is the empirical test of Elkind's Piagetian

formulation (1967, 1978) about the relation between these factors, for the first time in a broad age range, with most of the existing egocentrism instruments, and for a variety of risk behaviors. In a sample of 297 Greek adolescents 11-18 years old it was found that only certain dimensions of the personal fable have a positive correlation with the frequency of risk behavior and a negative correlation with risk perception. Contrary to our prediction, the imaginary audience in the form of heightened self-consciousness has a negative correlation with the frequency of risk behavior. Age and sex differences were also found. The limitations set by the somewhat low reliability of some egocentrism instruments are discussed, as well as a broader multivariate interpretation of adolescent risk-taking behavior, part of which is egocentrism. Finally, the implications of the results for health education programs are presented.

Key words: Egocentrism, Imaginary audience, Personal fable, Risk behaviour.

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**Developing norm-based inclusion programs for children
with autism who attend kindergarten and first-grade
PSYCHOLOGY, 2001, 8(2), 221-248**

The issue of participation of children with disabilities in inclusive education has currently raised numerous questions in Greece since the right of all children to appropriate education has been legislated. This legislation, however, does not answer the crucial questions associated with appropriate and socially meaningful inclusive education for people with disabilities. The present study answered some questions regarding goal-setting and inclusion criteria for children with autism. The goals and criteria for inclusion address the areas of attending, responding to teacher instructions and questions, and interacting socially with classmates during intermission, which are all problem areas for children with autism. Remediation programs that address those areas may be the basis for the development of global programs that will promote successful and meaningful inclusion of children with disabilities. In addition, the normative data along the areas in which children with autism present difficulties, is considered to be important for the social relevance of a systematic intervention that will address the needs of kindergarten and first-grade students with autism in the inclusion classrooms.

Key words: Autism, Inclusion, Normative data.

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**The integration of cognitive, metacognitive, and affective factors in self-regulated learning:
The effect of task difficulty
PSYCHOLOGY, 2000, 7(1), 1-19**

The present study aimed at determining the effects of cognitive and affective factors on the process of self-regulated learning. Specifically, the study aimed to investigate the effects of cognitive ability, motivational orientations and use of cognitive and metacognitive strategies on performance on two text comprehension tasks which differed in their complexity. The sample included 290 students of both genders, who came from the 7th, 9th and 11th grade. Students were given a test of their verbal abilities, two text-processing tasks as well as self-regulation measures tapping motivational beliefs and *general* learning strategies (that is, their metacognitive knowledge of learning strategies), and self-reported measures on the specific, on line learning strategies used to complete the given tasks. Path analysis showed that cognitive ability had a significant although small effect on motivational orientation and on on-line metacognitive strategies examined apart from performance outcome. One's motivational beliefs influenced one's use of general learning strategies but neither of these two factors significantly effected performance outcome. The level of difficulty of the given text was a significant factor as it effected on-line strategy use as well as performance outcome. Results suggest that self-regulated learning is a complex system involving several factors, but it does not suffice by itself to determine performance. Cognitive ability is still the best predictor of performance.

Key words: Cognitive ability, Learning strategies, Self-regulation.

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**Parent attributions of achievement, parent involvement, and child achievement
PSYCHOLOGY, 2000, 7(2), 191-206**

The aim of the present study was to investigate the relationship between three basic variables: Parental attributions of their child's achievement, parental involvement in their child's educational process and the child's actual school achievement. The parents of 476 sixth grade students (347 mothers and 129 fathers) participated in the study. One parent for each child completed questionnaires regarding their degree of involvement in their child's life at home and at school and their attributions of the child's achievement. It was found that certain attributions that parents make about their child's achievement are related to the type and degree of their involvement. For example, attributing achievement to the child's effort was positively related to parental behavior leading to interest development of the child, and was negatively related to pressure for better results. Achievement attributions to significant others (i.e., teachers and parents) was related to controlling behavior on the part

of the parents. Actual child achievement was related to both parental attributions and involvement. Variables such as interest development, maintaining close contact with the school and attribution of achievement to the child's own effort rather than to external and uncontrollable factors were positively correlated with actual achievement. In contrast, variables such as pressure, guidance and control were negatively related with school achievement.

Key words: Attribution, Parental involvement, School achievement.

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Adolescent's views of their relations with their parents

PSYCHOLOGY, 2003, 10(2 and 3), 237-247

The aim of this study was to portray various aspects of the way the Greek adolescents view their relations with their parents. The sample consisted of 123 boys and 152 girls aged 13-17 years. Adolescents were asked to characterise their parents as authoritative, authoritarian, or permissive and to evaluate various aspects of their family life with their parents. They were also asked to report on the frequency of conflicts with their parents and the emotional climate of their home. Results indicate that the vast majority of adolescents characterised their parents as authoritative, while less than one tenth characterised them as authoritarian. There were slight differences due to the gender of both parents and adolescents. The aspects of life that most often evoke conflicts between adolescents and their parents are: Adolescents' performance at school, staying out late, and use of language. Finally, the majority of adolescents reported that they consider they get along quite well with their parents.

Key words: Conflicts, Parent-adolescent relations, Parental behaviour.

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Training children with artificial alphabet

PSYCHOLOGY, 2001, 8(3), 338-357

The purpose of the paper was to confirm the use of analogy processes in the onset of reading acquisition and to delimit the special place of rime in these processes in French. In tasks where children were required to learn to recognise some pseudowords, then to recognise other pseudowords written with the same letters, an artificial alphabet was used in order to eliminate any role of the knowledge young children might have acquired about printed words. A first experiment contrasted artificial

and standard alphabets in prereaders and compared prereaders and beginning readers with the artificial alphabet. The results suggested that prereaders used analogy while first graders deciphered. In prereaders the expected advantage of rime analogy over analogies on CV- units was only observed with the natural alphabet. A second and a third experiment used a concatenated artificial alphabet in which rime, CV- or C-C was coded by a single character to force the reader to encode correspondences on multi-phonemic units. These experiments failed to show any reliable effects of conditions and age when single characters encoded multi-phonemic units. It seems that encountering a script system where each phoneme did not correspond to at least one character disturbed children.

Key words: Analogy, French language, Learning to read.

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**Feelings of difficulty and confidence during preschool and early school age:
Their relations with performance and image of cognitive self
PSYCHOLOGY, 2003, 10(4), 515-537**

This study aimed at investigating the formation of feelings of difficulty and confidence during preschool and early school years. Specifically, it was studied how the above feelings are formed with respect to (a) specific aspects of the image of cognitive self, (b) cognitive performance, and (c) the type of the tasks at hand (i.e., the domain of achievement). A sample of 61 children aged 5,7 to 6,7 years of both genders were asked to solve three sets of tasks (visual model reproduction, spatial, and logical tasks). Besides, they were asked (a) to report their feeling of difficulty and their feeling of confidence on respective 4-point scales, and (b) to answer 4 questions about their image of cognitive self. These questions referred to their general image of cognitive self, their interest and persistence in dealing with such tasks, their fluency in execution, and their mnemonic competence in applying relevant instructions. Data analysis showed that feeling of difficulty can be predicted by children's performance in the respective tasks, even in this early developmental period, whereas feeling of confidence was formed in relation to their image of cognitive self, and mainly their general image of the self. Furthermore, the role of the type of the tasks was found significant, indicating that metacognitive experiences are formed within particular contexts of achievement.

Key words: Feeling of confidence, Feeling of difficulty, Image of cognitive self.

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Introduction: The self as motive
PSYCHOLOGY, 2000, 7(3), 259-266

This article is an introduction to the special issue on the motivational aspects of the self. It outlines the motivational effect of the self-concept and presents several aspects of the self that are considered relevant to efficacious behavior. In particular, self-concept, including both self-perception and self-esteem, self-efficacy, possible selves, interest, perceived personal control, and affect are briefly discussed as motivators of human behavior. At the end of the article, the contribution of the individual papers of the present issue are presented and their relation to the broader theoretical context is pointed out.

Key words: Motivation, Performance, Self.

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Introduction: Issues on Sport and Exercise Psychology
PSYCHOLOGY, 2002, 9(4), 433-438

This is the introductory paper of the special issue of *PSYCHOLOGY: The Journal of the Hellenic Psychological Society* entitled "Issues on sport and exercise psychology", which is published on the occasion of the 10th World Congress on Sport Psychology. The paper discusses the current state of sport psychology in Greece and abroad. Sport psychology has made substantial progress in the last two decades and this is reflected in the various congresses organised throughout the world and in the multitude of peer-refereed journals devoted to this area. Reflecting the wide scope of sport and exercise psychology, the seven papers of this issue cover several themes such as measurement of physical self-concept, counseling of elite athletes, students' motivation in school physical education, moral functioning and behavior in sport, youngsters' participation in health behaviors and the benefits of physical exercise in mental health of older adults.

Key words: Sport psychology.

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Psychology of olympic excellence and its development
PSYCHOLOGY, 2002, 9(4), 531-546

This review (1) identifies key psychological characteristics associated with athletic excellence; (2) presents a pyramid model of peak performance that summarizes current psychology of excellence research; and (3) discusses a current psychology of excellence research project that focuses on how psychological talent is developed in Olympic champions. Specifically, the author's studies focusing on how mental preparation and cognitive strategies influence athletic and motor performance, general psychological characteristics associated with athletic success, and anxiety and coping in elite athletes are discussed and factors influencing peak performance identified. Psychology of excellence lessons derived from coaching education projects, athlete mental training consultations, and sport science and administrative experiences are also examined. Hardy, Jones, and Gould's (1996) pyramid model of peak performance that organizes specific peak performance factors into a coherent whole is then presented. Finally, the author and his colleagues' (Gould, Dieffenbach, & Moffett, 2001) current research that identifies the psychological characteristics of 10 of the United States most successful Olympians is discussed. Besides identifying key psychological characteristics such as optimism, high levels of intrinsic motivation, and the ability to focus, this study identifies strategies that these athletes, their coaches, and families identified as influencing their mental development. These included: coach influences; family influences; exposure to high-level athlete models; and personal growth and maturity. It is concluded that two decades of psychology of athletic excellence research forms a strong base for guiding professional practice and stimulating future research. The importance of linking sport psychology research and practice is also emphasized.

Key words: Elite athletes, Mental preparation, Olympic performance excellence.

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Psychological consultation in the school context
PSYCHOLOGY, 2003, 10(2 and 3), 343-361

A conceptual framework is presented including the basic dimensions of school-based psychological consultation based on an extensive literature review, aiming at covering the gap in the relevant Greek literature. More specifically, the basic theoretical approaches, the stages of the consultation process and various models of school-based consultation are described. School-based consultation has emerged as the most desired role of school psychologists involving a voluntary, nonhierarchical relationship between two professionals (e.g., school psychologists –teachers) for the purpose of solving a work-related problem. This new approach of the provision of mental health services

at the context of an indirect service delivery model in the school setting requires special knowledge, training and skills. The necessity of practice of school-based consultation in the Greek educational system is underscored.

Key words: Consultation, Models of psychological consultation, School context.

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**School psychology as science and practice:
Present considerations and future perspectives in international and Greek setting
PSYCHOLOGY, 2003, 10(4), 415-436**

The evolution of school psychology in different countries is based on interrelated domains regarding the role and specialty definition – professional practice, education/preparation, accreditation, legal issues, and scientific foundation for practice and scientific and professional associations. The six interrelated domains in the proposed conceptual framework are examined in light of the evolution of school psychology in Greece and in different countries. The framework attempts to provide guidelines leading to a deeper understanding of the evolving common phases across interrelated domains at a transnational level. Future perspectives are discussed combining innovative perspectives and insightful cross-national professional considerations.

Key words: Domains of school psychology, School psychologist, School psychology.

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**The DIAGNOSER project: Assessment in the service of learning
PSYCHOLOGY, 2002, 9(2), 241-251**

Formative assessment is intended to aid student learning, rather than to evaluate the student for purpose of selection or prediction of performance. The DIAGNOSER project has designed formative assessments using computer-presentations. The idea behind the DIAGNOSER, FACET-BASED INSTRUCTION, is that students come to a topic with pre-formed ideas. The goal of assessment is to identify these ideas and provide feedback tailored to the student's current ideas, rather than just responding by telling the student that the answer was right or wrong. This method of assessment represents the student as being at a location in a space of knowledge states, rather than representing

the student by a vector of factor scores. DIAGNOSER modules have been developed for topics in the physical sciences and in statistics, and have proven quite successful. DIAGNOSER modules are now being placed on the World Wide Web and are being coordinated with a program of high-stakes testing.

Key words: Assessment, DIAGNOSER, Facet-based instruction.

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**Communication and satisfaction with the consultation in a general practice:
A prospective examination
PSYCHOLOGY, 2001, 8(4), 401-410**

Communication between doctor and patient constitutes a major part of medical care, and its effectiveness has been associated with beneficial patient outcomes. The present investigation is concerned with patient satisfaction with the medical consultation, and our main objective was to examine the extent to which doctors' communicative behaviours and patients' characteristics predict satisfaction with the clinical encounter in a university general practice. As patients (200 of them) went in for the consultation we measured their expectations about what would be said or would happen, their basic medical knowledge, and their attitudes towards doctors and medicine. As they came out we measured their ratings of the doctors' performance – communication of cognition and affect – and their satisfaction with certain aspects of the consultation. Two main findings emerged. First, what the doctors said or did, the affect they showed and, above all, the amount and quality of medical information they conveyed, proved to be the leading predictors of satisfaction. Second, patients' expectations alone were only weak predictors, but when they were examined in conjunction with what actually happened – that is, the extent to which expectations were met by doctors' performance – they also played a significant part in satisfaction.

Key words: Doctor-patient communication, Medical consultation, Satisfaction.

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**The pluralistic nature of the field of psychotherapy: A response to Al Mahrer
PSYCHOLOGY, 2003, 10(1), 25-30**

Although examination of our personal beliefs about human nature as well as psychotherapeutic practice is important, Prof. Mahrer's argument on the field's lack foundational beliefs was based on a

few erroneous assumptions about the nature of the field of psychotherapy and a misleading parallelism between natural science and therapeutic science. Complete agreement about foundational beliefs is not desirable or even necessary for the field of psychotherapy because the nature of the enterprise of psychotherapy is always pluralistic. A common mistake made in criticizing the field of psychotherapy as a flawed science comes from the presumption of positivist science as an ideal model for any scientific inquiry.

Key words: Psychotherapeutic practice, Psychotherapy integration, Philosophy of Science.

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**Psychotherapy as a system and the need for «openings»:
Examples of the systemic perspective of cognitive-behavioral psychotherapy.
PSYCHOLOGY, 2000, 8(2), 153-172**

This article is based on the assumption that psychotherapy should operate as an open system, in order to improve its effectiveness. This assumption originates from cybernetics and systems theory. The degree to which the «openings» in psychotherapy enhance its effectiveness must be put under systematic empirical investigation. The aim of this article is to discuss several examples of «openings» that reflect the systemic perspective of the cognitive-behavioral methods, as well as the postmodern approach to psychotherapy, in which the cognitive and the systemic aspects are interwoven. These «openings» are evident in the cognitive-behavioral family therapy (three models are presented), as well as in the management of problematic situations in the school and in the community (consultation). Moreover, we elaborate the systemic «openings» with regard to some central concepts of both the systemic and cognitive-behavioral psychotherapy, such as the symptom, reinforcement, reframing, circular causality, and resistance.

Key words: Cognitive-behavioral psychotherapy, Postmodern approach to psychotherapy, Systems psychotherapy.

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A cognitive-behavioural group therapy intervention programme for university students for the enhancement of self-efficacy expectations
PSYCHOLOGY, 2001, 8(2), 267-280

Self-efficacy expectations are considered to be of the most important cognitive schemata that influence thought patterns, behaviour and emotional reactions. Self-efficacy expectations are beliefs about the degree to which one possesses the abilities needed in order to produce desirable outcomes. Those who perceive themselves as inefficacious experience great amounts of stress. Experiences that increase self-efficacy could reduce stress as well as its consequences. In the Counselling Centre for Students at the University of Athens we have tried to form a group intervention programme. Our aim was to enhance self-efficacy expectations and through this to improve physical as well as psychological health. Seventeen students completed the intervention programme until now. Both behavioural and cognitive techniques were included in the programme. Our programme proved to be effective, since a significant improvement was noticed in self-efficacy expectations and in both physical and psychological health. The improvement in all three aspects was maintained six months later (in the follow-up assessment). The structure of the intervention programme as well as its effectiveness is also being discussed.

Key words: Cognitive-behavioural group therapy intervention programme, Psychosomatic health, Self-efficacy expectations.

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**A pilot programme for group management of student stress:
Description and preliminary findings**
PSYCHOLOGY, 2003, 10(2 and 3), 330-342

Stress in university students is related to significant problems, such as negative self-image, psychological and adaptation difficulties, and problems in physical health. The application of stress-management techniques could help students deal effectively with these problems. In the Counselling Centre for Students at the University of Athens we tried to develop a stress-management group programme. Our aim was threefold: (a) to equip students with more effective skills and strategies in order to cope better with their stress and its sources; (b) to enhance students' self-efficacy expectations regarding their abilities to manage stressful situations; (c) to improve their psychological health. The orientation of the programme was cognitive-behavioural. Therefore, behavioural and cognitive techniques were included in the programme. According to the first preliminary results from 12 students who completed the programme up to now, our programme seems to be effective, since a significant

improvement was noticed in both the indices of psychological health assessed and self-efficacy expectations. Improvement was maintained six months later, in the follow-up assessment.

Key words: Cognitive-behavioural intervention, Stress management, Student stress.

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The relationship between life events and daily hassles, self-efficacy expectations, coping strategies and psychosomatic health

PSYCHOLOGY, 2002, 9(1), 75-91

The relationship between stressful situations and various aspects of physical and mental health and the underlying processes that connect them, is a field of great interest in our effort for a better comprehension of the person-environment interaction. In the study presented here we investigated the ways in which stressful stimuli (as assessed by lists of life events and daily hassles), self-efficacy expectations, coping strategies and certain aspects of health interact. Four hundred and three persons of both genders and mean age of 36.7 years participated in the study. The correlations of life events and daily hassles with health indicators were rather moderate. Self-efficacy expectations were moderately correlated to health indicators. This relationship was found to be both direct and indirect, with certain coping factors serving as a mediator. Coping strategies were significantly correlated to health indicators in several ways, although, a theoretically important strategy, namely "escape/avoidance", was not significantly correlated with any health indicator. Between life events, daily hassles, self-efficacy and coping strategies, there were no significant correlations found. The significance of these results as well as their theoretical and research implications are being discussed.

Key words: Coping strategies, Self-efficacy, Stress.

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Structural comparison in social representation theory: A research proposal

PSYCHOLOGY, 2001, 8(1), 1-11

In recent studies, many authors have argued that social representations differ structurally and, that, this difference is fundamental. Although, these studies use several methods of comparing structures, no numerical coefficient has been reported regarding this comparison. The theoretical construction of such a coefficient presupposes a definition of a structural distance between elements (of a social representation), so that their distance within the maximal similarity tree can be determined.

Having defined the structural distance of the elements, we propose a coefficient differential for social representations based on their divergence. Three empirical studies using the coefficient are reported.

key words: Differential coefficient, Social representation, Structure.

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Dimensions of morality and their determinants in sport
PSYCHOLOGY, 2002, 9(4), 514-530

This paper reviews research examining dimensions of morality and their determinants in sport. Three moral development theories that have guided empirical work in sport are briefly discussed in the first part of the paper. In the second part, research investigating moral issues in sport is reviewed. Initial work examined the effects of sport participation on moral development as reflected on one's level of moral reasoning and the link of the latter to morally relevant attitudes and behaviours. Although this line of research has revealed that some athletes operate at lower levels of moral development than nonathletes, the findings are not consistent across gender, type of sport or competitive level and are therefore inconclusive. Moral reasoning has been associated with judgements about the legitimacy of injurious acts and aggression tendencies and behaviours. More recent work has focused on identifying determinants of morality in sport including sport type, motivational orientation, moral atmosphere, and perceptions of significant others' views regarding moral action. The findings suggest that the level of contact, whether one participates in individual versus team sports, the goals individuals pursue in achievement contexts and perceptions of one's immediate and wider social environment have significant implications for various dimensions of morality including moral reasoning, attitudes towards sportsmanship, moral judgements, intentions and behaviours. Interventions aiming at promoting participants' moral growth through physical activity are also discussed. The paper concludes with directions for future research in the sport domain.

Key words: Determinants of morality, Moral development, Morality in sport.

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Cognitive specificity of depression and anxiety:
Methodological issues and research findings
PSYCHOLOGY, 2000, 7(1), 46-62

An increasing number of studies questions the distinctiveness of depression and anxiety and shows, firstly, that depression and anxiety are highly correlated and, secondly, that many of the cog-

nitive mechanisms that characterize them are very similar. Thus, although there are numerous studies concerning depression and anxiety separately, there is relative confusion regarding the cognitive variables which differentiate each of them. It is becoming increasingly clear that the study of cognitive specificity of depression and anxiety requires a comparative methodological approach that differentiates these states in the same study. In this paper the conclusions of a relatively limited number of studies adopting such an approach are presented. These studies generally focus on "thought content", "locus of control", "causal attributions" and "information processing". Then, some significant implications of these research findings as well as certain methodological issues and weak points are discussed and, finally, ways are proposed in order to deal with them. More specifically, the discussion focuses mostly on the general distress (psychopathology) factor, the methods of assessment, the chronobiology of depression and anxiety, the control groups and the comparisons of multiple groups and their combinations.

Key words: Anxiety, Cognitive specificity, Depression.

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**The importance of cultural factors in counseling people
with physical or intellectual disabilities
PSYCHOLOGY, 2003, 10(2 and 3), 362-377**

Persons with physical and/or intellectual disabilities constitute a minority group within a dominant culture of non-disabled people, who are usually unaware of their particularities, strengths, needs and problems and view them with stereotypes and prejudice. In other words, disabled people are subjected to "cultural racism" based on physical ("ablism") or intellectual disability. Counselors, therefore, should develop their own cultural identity and become conscious firstly of the cultural racism related to disability that is likely to characterize them, and secondly of the benefits and privileges that they enjoy as members of the culturally dominant group of the non-disabled. In contrast to traditional counseling theories and according to the view held in this paper, which complies with recent theoretical postulations, the counselors' efforts should aim at (a) liberating individuals with disabilities from personal responsibility concerning the progress of their individual case, (b) encouraging them in order to view their difficulties in a familial, social and culturally-grounded context, and (c) facilitating personal action in order for the disabled to improve their condition. A culturally oriented counseling, therefore, is the one that seems to be appropriate for individuals with disabilities; a counseling which should emphasize the importance of self-in-action and interdependence and intervene in both individual and familial level, as well as in community and environment.

Key words: Counseling, Culture, Disability.

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**Self-concept in specific academic domains, academic values and goals:
A study of Comprehensive Multisectoral Lyceum students in Greece**
PSYCHOLOGY, 2000, 7(3), 309-322

The present study examined the relationship between dimensions of academic self-concept, values and future goals of 208 first grade Lyceum students (equivalent to 10th grade), as well as the link between the level of course-specific self-concepts and students' future orientation, that is, selection of school courses and vocational fields. Adapted versions of the Brookover Self-Concept of Ability Scales and of the Rosenberg Self-Esteem Scale measured the course-specific self-concepts and global self-esteem respectively. Content analysis of questionnaire data showed that the majority of students was oriented towards studies at the Tertiary Education level through the national entrance exams, and placed higher value on the core courses of the curriculum, as they considered these as useful for achieving their goals of future education. Factor analysis showed that the dimensions of these students' academic self-concept were related to their conceptions of course value and to their short-, but not long-term goals. Finally, multiple logistic regressions showed that students planned to follow a cycle at the second grade (i.e., 11th) according to their course-specific self-concepts at the first (i.e., 10th) grade, and that self-concept in the area of social sciences and humanities seemed to be the most significant, compared to other dimensions of academic self-concept, for explaining students' global self-esteem.

Key words: Academic goals, Academic self-concept, Course selection.

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Smoking prevention in schools: Remarks from the implementation of a pilot program
PSYCHOLOGY, 2001, 8(4), 469-487

This article describes the intervention which took place in two secondary schools of Athens aiming at the prevention of smoking among pupils. It utilized the function of pupils' working groups within the school environment. A number of pupils were sensitized to the issue of adolescent smoking and then produced audiovisual material with antismoking messages, which they presented to their classmates. For the evaluation of the effectiveness of the intervention, the variables of smoking behavior, intent to smoke, antismoking attitude, knowledge concerning health and addiction and self-esteem were estimated for all pupils prior to, a few days after, and 3 months after the implementation of the intervention. A series of MANOVAs ($N = 657$) showed that the intervention produced temporary changes in smoking behavior and intent to smoke, and more permanent changes in anti-smoking attitude and knowledge of addiction (in the expected direction) among pupils of the experimental group, whereas changes in the opposite direction were observed in the control group over

time. The effects of parents' and pupils' existing smoking behavior was significant, which implies that these variables should be taken into consideration in future interventions.

Key words: Adolescent smoking, Peer-led intervention, Smoking prevention.

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Job satisfaction and burnout in education
PSYCHOLOGY, 2001, 8(1), 30-39

The extent to which people are satisfied with their work has been of enduring research interest. Although a vast amount of research and literature is available on job satisfaction in various occupational groups, little of this information addresses human services employees. In contrast, the literature on burnout is primarily concerned with human services employees. The purpose of this study was: (a) to examine the perceived level of burnout of Greek teachers, and (b) to predict burnout of Greek teachers by using as predictors the different aspects of job satisfaction. The sample consisted of 100 teachers from the city of Thessaloniki. The Employee Satisfaction Inventory (ESI, Koustelios, 1991; Koustelios & Bagiatis, 1997) was used to measure job satisfaction and the Maslach Burnout Inventory (MBI, Maslach, & Jackson, 1986) was used to measure burnout. Findings suggest that the burnout experienced by Greek teachers of the present study was relatively low and the predicting ability of different aspects of job satisfaction considered not satisfactory while the work itself aspect emerged as the most significant predictor .

Key words: Burnout, Education, Job satisfaction.

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Attachment theory and its role in the study of human development
PSYCHOLOGY, 2000, 7(1), 63-87

The article refers to the theory of attachment as was initially formulated by John Bowlby and the research studies of Mary Ainsworth. The topic of individual differences in attachment is addressed by examining the role of maternal caregiving, infant temperament, cultural factors and family's socio-economic level. The influence of attachment on the formation of personality is discussed through the role of "internal working models". The association between attachment and developmental psychopathology is also examined. Finally, reference is made to recent research findings which draw parallels between infant's attachment and adult's close relationships.

Key words: Attachment, Early interactional experiences, Personality.

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Relations between self-esteem, perceived control, possible selves, and academic achievement in adolescents
PSYCHOLOGY, 2000, 7(3), 267-277

The present study deals with the interrelations between self-esteem, perceived control, and "possible selves". It sought to examine the relationship of these variables not only to each other, but also to scholastic achievement. It was predicted that high self-esteem coupled with high perceived control would be associated with high levels of academic achievement. It was also predicted that well-elaborated, specific possible selves would also be associated with high levels of achievement. The relationships among these variables were examined employing path analytic techniques. The results, based on 415 high school students, partly supported the hypotheses. While high perceived control appeared to be associated with higher achievement levels, there were no direct links neither between self-esteem and achievement nor between possible selves and achievement.

Key words: Adolescents, Perceived control, Possible selves.

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Gender differences in the development of academic self-concept of attainment from the 2nd to the 6th grade: Relations with achievement and perceived motivational orientation
PSYCHOLOGY, 2000, 7(3), 290-308

The aims of this study were, first, to examine gender differences in the development of math, reading and writing self-concept of attainment (SCA) from grade 2 to grade 6, and, second, to investigate the relationships between self-concept and academic achievements, and self-concept and motivation. The longitudinal sample included 101 Finnish students. Students' SCAs were assessed in the 2nd, 3rd and 6th grades, and word reading, spelling and math skills were diagnosed in the 2nd and 3rd grades. Teacher reports of students' motivational orientations and school marks were obtained in the 3rd and 6th grades. The ANOVAs showed that self-concept decreased drastically along with age, reflecting an age-related optimism in grade 2 and realism in grade 6. Substantial gender differences were found in favour of boys in math SCA and in favour of girls in writing SCA. The

strength of association increased from the 2nd to the 6th grade between SCA and school achievement as well as with motivational orientations. Task orientation was positively and non-task orientations were negatively related with the domains of SCA. The finding that boys and girls with equally low motivation-achievement pattern showed distinctive math SCA suggests that the subjective experience of math ability is related differently to external evaluation and perceived motivational tendencies in girls and boys.

Key words: Motivational orientation, Primary school students, Self-concept of attainment.

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What are the foundational beliefs in the field of psychotherapy?

PSYCHOLOGY, 2003, 10(1), 1-19

Unlike many fields of science, the field of psychotherapy seems to lack a formal, enunciated, authoritative statement of its basic dictums, fundamental principles, foundational beliefs. A method is proposed to enable individual psychotherapists, whether theorists, researchers, or practitioners, to arrive reasonably close to their own personal foundational beliefs. The collective data may then be used to arrive closer to enunciating the foundational beliefs or sets of foundational beliefs in the field of psychotherapy. The overall aim is to enable the field to move closer to the status of a science with its own set or sets of foundational beliefs.

Key words: Experiential psychotherapy, Foundational beliefs, Field of psychotherapy.

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**What are some clever ploys psychotherapists use to avoid knowing their own
"foundational beliefs"?**

PSYCHOLOGY, 2003, 10(1), 45-51

A number of distinguished psychotherapists were graciously willing to comment on my article on the foundational beliefs in the field of psychotherapy. In my response to these comments, it seemed to me that most of the comments illustrated that the common mind-set of "fundamental truths" will not especially tolerate close examination of its "fundamental truths." It also seemed to me that many of the comments illustrated some of the common ploys that psychotherapists use to avoid knowing their own "foundational beliefs." Nevertheless, the invitation was extended to psychotherapists to discover one's own "foundational beliefs."

Key words: Foundational beliefs, Fundamental truths.

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Self-concept of adolescents and the significant others
PSYCHOLOGY, 2000, 7(1), 88-113

Following Cooley (1902) and Mead (1934), the two historic symbolic interactionists for whom the self is considered to be primarily a social construction, many contemporary studies showed links between the self-concept and the social support from significant others. The purpose of the study was: (a) To investigate whether Greek students in late adolescence make differentiations between the following four sources of social support: parents, classmates, teachers and close friends. (b) To investigate the relations between the two components of self-concept (self-perception and self-esteem) and the social support which students feel they are receiving, in the form of positive regard, from the above groups of persons in order to determine the degree to which these persons are significant others to the students. Our findings with a sample of 1033 senior high school Greek children, in grades 11 and 12, indicated that Greek students of this age range make clear and meaningful differentiations among the four sources of social support considered here: parents, classmates, teachers and close friends. The relations between self-concept and social support revealed that among these four groups of persons, parents and classmates are, to an almost equal degree, the most significant others to late adolescents. Teachers seem to be a somewhat more marginal group of significant others, whereas close friends cannot be considered as significant persons in students' life.

Key words: Self-concept, Significant others, Social support.

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The importance of self-perception in specific domains as a differentiating factor
of its relation to self-esteem

PSYCHOLOGY, 2000, 7(2), 223-238

The purpose of the study was to test the interactive hypothesis first proposed by James (1890) and restated 100 years later by Rosenberg, according to which the relationship of a specific self-perception domain to self-esteem depends on the importance which the individual places on that domain. Harter's Self-Perception Scale for Adolescents was administered to a sample of 1033 Greek students in grades 11 and 12. A series of ANOVAs revealed that the higher the self-perception in the specific domains examined in our study, the higher the self-esteem. Moreover, in the domains of

social acceptance, athletic competence, physical appearance, romantic appeal, behavioral conduct and close friendship the interaction between self-perception and the domains' importance on self-esteem was statistically significant. For physical appearance, romantic appeal, social acceptance and behavioral conduct the significance level of this interaction was lower than $p = .01$. These were the domains bearing a moderate to strong relationship to self-esteem.

Key words: Self-concept, Self-esteem, Self-perception domains.

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**Types of social support and the role of unconditional acceptance in
the development of a positive self-esteem
PSYCHOLOGY, 2001, 8(4), 488-505**

The purpose of the study was: (a) To investigate the relation between self-esteem, on one hand, and three forms of social support, namely: acceptance, interest and guidance by parents and teachers, on the other hand. (b) To examine the role of unconditional acceptance in the development of a positive self-esteem. (c) To investigate the relation of the three types of social support examined in the study with gender and academic achievement. The findings of the study with a sample of 304 junior high school students revealed that: (a) Acceptance by parents bears the strongest relationship to self-esteem. (b) Among students who report a high level of acceptance, the students who feel that their acceptance is unconditional report higher self-esteem than those who feel that their acceptance is conditional. (c) Gender and academic achievement are differentiating factors of both the level of social support and the extent to which students feel that their acceptance is unconditional or under conditions.

Key words: Self-esteem, Social support, Unconditional acceptance.

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**Elements of mother's psychopathology as risk factors for the development
of negative self-concept and depressive symptomatology in the child
PSYCHOLOGY, 2003, 10(1), 136-158**

Depression is one of the most common mental disorders in adolescence. Adolescent depression can be lengthy and recurrent. It represents a risk factor for continued psychopathology and psychosocial maladjustment as an adult. Researchers have found that there are many factors that con-

tribute to adolescent depression. One of the most potent factors for the development of psychopathology in adolescents is a family history of psychopathology, especially maternal depression. Employing structural equation modeling with a sample of 93 mother-child dyads, the study examines the network of relations between mother's mental health and self-esteem on the one hand and her child's depression and self-concept on the other. Factor analysis of the items from the three measures tapping mother's anxiety, depression and self-esteem resulted in three distinct factors: suicidal ideation, self-esteem and a composite psychopathology factor which could be labeled as negative affectivity. The results of the path analysis revealed that mother's negative affectivity directly impacts her child's level of depression. Maternal self-esteem has a direct effect on her child's self-esteem, which in turn influences child's depression. Moreover, maternal self-esteem exerts an indirect influence on her child's depression through child's perceived relationships with parents.

Key words: Anxiety, Depression, Self-concept.

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Theory of mind:

Precursors, developmental milestones, and communicative implications

PSYCHOLOGY, 2002, 9(3), 378-395

The article aims at presenting the answers given to three basic questions concerning theory of mind. The first one addresses the precursors of the theory of mind. According to the relevant answers, these precursors are located in the preschoolers' understanding of desire as an internal state, the pretend play or the early perceptual experiences. As for the second question, which regards the time at which theory of mind first becomes evident, the article presents the two answers suggested. According to the first answer, theory of mind appears at the third year of life, when children achieve the discrimination between physical and mental world and are able to attribute to others beliefs about reality that differ from their own. In line with the second answer, theory of mind appears after the fourth year of age, when children realize that reality can be represented in a way that differs from reality itself. With respect to the third question, which concerns the relationship between theory of mind and communication, it is pointed out that, despite the great number of the relevant studies, the issue of cause and effect is still unclear.

Key words: Communication, Pretend play, Theory of mind.

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A critical look at empathy
PSYCHOLOGY, 2003, 10(2 and 3), 295-309

The concept of empathy is a central conceptual element in many counseling psychology and psychotherapy approaches, such as the *person-centered*, the *rational-emotive*, the *systemic*, and others. At times, different definitions and various characteristics have been provided for a more complete description of empathy. The purpose of the present article is to examine the contemporary position of empathy in counseling and psychotherapy through the study of important writings dealing with this subject presently. The basic questions to which it will try to answer examine, first of all, the nature of empathy and secondly its therapeutic dimension. The types of empathy for which there seems to be greater agreement are: the affective, cognitive, and communicative empathy. Most theorists seem also to agree that empathy is a multistage process influenced by personal, developmental, and social factors. As of its therapeutic dimension, the article provides a critical review of research findings regarding the importance of empathy in the therapeutic relationship. It concludes that empathy is definitely helpful in building the interpersonal, therapeutic relationship. As far as its effectiveness in *psychotherapy outcome is concerned*, one may support, on the basis of research evidence, that empathy is very helpful towards this direction but is not sufficient by itself to cover the whole domain of the outcome of psychotherapy.

Key words: Counseling, Empathy, Psychotherapy.

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Perceptions of early childhood education teachers who were trained in communication and counseling skills about their pupils' behavioral problems
PSYCHOLOGY, 2003, 10(4), 481-496

The aim of this study was to determine the relationship of early childhood education teachers' training in basic communication and counselling skills with their perceptions of their pupils' behaviour problems. A group of 25 early childhood education teachers was trained in basic communication and counselling skills, which included among others: attending behaviour, the use of questions, paraphrasing, reflection of feelings, empathy, self-disclosure and feedback. Their interactive style was measured prior to and also after their training with the FIRO-B personality scale. Similarly, the teachers participating in the study evaluated their pupils' behaviour problems with the Behaviour Problem Checklist, at the beginning and at the end of their training. Results were then compared to similar ones obtained from a control group consisting of 20 early childhood education teachers who did not participate in this training. However, contrary to expectation, the perceptions of early child-

hood education teachers of both groups about their pupils' behaviour problems showed an increase of the problems' intensity from pre- to post- measurement, primarily in impulsiveness, restlessness, aggression, introversion, and other types of reactions.

Key words: Behaviour problems, Communication skills, Counseling skills.

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**A proposal for a problem solving process model for counseling
in personal dilemmas and conflicts**

PSYCHOLOGY, 2003, 10(2 and 3), 310-329

This article presents the Problem Solving Process Model for Counseling (PSPM-C) and psychotherapy. The model has been used for the counseling and psychotherapy of young adults facing dilemmas in their goals and education, difficulties in the accomplishment of their separation-individualization processes, and having particular problems in their career decision making, their intimate relationships, their choice of friends and life style. For the creation of the model, decision theory as well as the systems theory were used. The model postulates two basic principles: first, each individual perceives, structures and represents a problem according to his own subjective way. This subjective way is based on the individual's small world (prejudices, past experiences, future plans, expectations) and his interactions with the social and cultural context that contains him and the solution of his problem. Second, the different subjective perceptions of a problem may result in more than one representation of the same problem and thus in more than one solution of the problem. The model is constituted of the three generic phases of the decision making process, i.e., *problem awareness*, *problem structuring*, and *problem evaluation*, incorporating within them three different ways of problem representation, i.e., *Future Scenarios frame*, *Multi-Attribute-Utility (MAU) frame*, and *Rule-based frame*. The counseling process follows these phases and is based on the different ways individuals conceptualize and represent their problem during the counseling sessions.

Key words: Cognitive schemas, Counseling, Problem Solving.

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**A multidimensional physical self-concept:
A construct validity approach to theory, measurement and research
PSYCHOLOGY, 2002, 9(4), 459-493**

Interest in physical self-concept stems from its recognition as a valued outcome, its role as a moderator variable, interest in its relation with other constructs, and concerns with methodological and measurement issues. My purpose is to provide an overview of my physical self-concept research and the construct validation approach that has guided it: the construction of a multidimensional physical self-concept instrument based on theory and research, its psychometric evaluation (reliability and confirmatory factor analysis), tests of convergent and divergent validity, validation in relation to external criteria, and application to substantive research issues and practice. From a construct validation perspective, theory, measurement, empirical research, and practice are inexorably intertwined so that the neglect of one will undermine the others. The strongest contribution of my physical self-concept research may be the development of instruments, based on strong empirical and theoretical foundations, for the measurement of multiple dimensions of physical self-concept. The research also demonstrates a research program based on a construct validity approach in which an emphasis on good measurement is a critical feature of good research. This approach should be useful to other areas of sport psychology and to sports sciences more generally. No longer can sport/exercise psychologists simply pull together an *ad hoc* set of items that are more or less related to the construct of interest and claim – with any credibility – that they have a new instrument.

Key words: Construct validity, Physical fitness, Physical self-concept.

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**Are visual deficits a possible cause of dyslexia?
PSYCHOLOGY, 2001, 8(3), 368-383**

Although most authors claim that deficits in verbal and phonemic processes are the main cause of dyslexia, there also exists a wide number of investigations which support the idea that developmental dyslexia has an etiology linked to alteration in visual perception. The main aim of this paper was to review different hypotheses which have related dyslexia with a deficit in visual perception, namely: the lack of eye dominance; problems in parafoveal vision; deficit in oculomotor control; deficits in early stages of visual processing and magnocellular pathway dysfunctions. It is concluded that there is sufficient evidence to justify the conclusion about the existence of a perceptual dysfunction linked to the etiology of dyslexia. However, it would be necessary to explain how this deficit affects only reading and not other activities in the dyslexic's everyday life. Finally, we discuss the possible existence of different subtypes of developmental dyslexia and how this could explain the controversy in the results of the investigations about the dyslexia etiology.

Key words: Dyslexia, Reading disabilities, Visual perception dysfunctions.

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The neurophysiological substrate of anxiety: The role of the GABAergic system
PSYCHOLOGY, 2001, 8(1), 40-59

The role of the GABAergic system in the neurophysiology of anxiety is reviewed. Initially, a short report covering basic information about gamma-aminobutyric acid (GABA), its receptors and their pharmacological properties is presented. The finding that all anxiolytic substances (benzodiazepines, barbiturates, ethanol etc.) share the property of augmenting GABAergic neurotransmission is emphasised. Consequently, the four GABA theories, which attempt to explain anxiety in neurobiological terms, are reviewed. These are (1) the existence of an endogenous anxiogenetic substance, (2) the deficiency of an endogenous anxiolytic substance, (3) the dysfunction of benzodiazepines binding sites and, finally, (4) the failure of the GABAergic system resulting from extended excitation of GABAergic neurons.

Key words: Anxiety, Benzodiazepines, GABA_A receptors.

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Parental and peer support, identity development and psychological well-being in adolescence
PSYCHOLOGY, 2003, 10(2 and 3), 192-201

Two studies are presented, on parental and peer support and identity development, respectively. The aims of these studies were (a) to report on age-related changes in parental and peer support and identity development, and (b) to predict psychological well-being by parental and peer support and identity. Study 1 shows parental support to decrease, as adolescents grow older, while peer support increases. In general peer support catches up with parental support, but doesn't take over. Compared to peer support, parental support is the better predictor of psychological well-being, but only in early and middle adolescence. So, as regards parental support a separation effect was found. Study 2 shows identity to develop progressively with age, and also the relation between identity status and psychological well-being was found to become stronger with age. Taken together, these findings support the notion of the second separation-individuation in adolescence.

Key words: Identity, Parents, Peers.

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Motives, language performance, and metacognitive experiences in a text-comprehension task
PSYCHOLOGY, 2003, 10(4), 538-555

The aim of the present study was to investigate, firstly, the relations between motivational factors and language performance and, secondly, the contribution of these factors in the formation of metacognitive experiences, which follow the involvement with a text-comprehension task. Ninety seven students of the 5th grade of both genders were tested in their classroom and individually. In the group examination phase they were given four different kinds of language exercises. They were also asked to estimate their test anxiety in language, the value of this lesson and their self-efficacy in this lesson. In the individual testing phase they were asked, firstly, to read a text and answer a question referring to it's meaning. Secondly, to report their difficulty to understand the meaning of the text and answer the question, the correctness of their answer and their satisfaction with the answer they gave. The results of the hierarchical regression analysis showed that only test anxiety and task value beliefs were significant predictors of language performance. The contribution of language performance and motivational factors in prediction of metacognitive experiences was small. The pattern of the relations between performance, motivational factors and metacognitive experiences was differentiated according to gender.

Key words: Language performance, Metacognitive experiences, Motives.

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Metacognitive aspects of self, cognitive ability, and affect: Their interplay and specificity
PSYCHOLOGY, 2000, 7(3), 369-385

This study aimed at studying the relations between metacognitive aspects of the cognitive self pertaining to (a) general modes of information processing, such as semantic and visual memory, (b) specific cognitive domains, such as quantitative (mathematical) and causal reasoning, and (c) task-specific metacognitive experiences, i.e., what the person experiences during actual problem solving. Specifically, our assumption was that all of the above three aspects of metacognition will form a system which is related to, but is independent from cognitive performance, and from affect, such as anxiety and need achievement. Furthermore the three aspects of metacognition will be differentiated between them, because they tap aspects of cognition differing in their scope or generality. A total of

411 participants, aged 12-16 years, were tested in groups with a battery of four cognitive tasks, two quantitative-relational and two causal-experimental. After solving the tasks, the participants were asked to rate on a four-point scale how correct the solution given was and their satisfaction with this solution. They were also asked to respond to a series of inventories tapping metamemory (one's use of semantic and visual memory), metacognitive domain-specific knowledge (math-self and causal-self), and affect (test anxiety and need achievement motive). Confirmatory Factor Analysis, using the EQS statistical program and the nested factors method, showed that cognition, metacognition and affect form different systems, which retain their autonomy and at the same time communicate and interrelate. Additionally, the results of a series of ANOVAs supported the above findings showing that the cognitive, metacognitive, and affective systems follow different developmental courses.

Key words: Affect, Cognition, Metacognition.

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**Attributing human properties to computer artifacts:
Developmental changes in children's understanding of the animate-inanimate distinction
PSYCHOLOGY, 2003, 10(1), 53-64**

In the last twenty years, the objects in children's lives have come to include "intelligent" machines such as computers and robots. Answers to questions about children's developing ability to make the animate-inanimate distinction must thus be renegotiated in the context of these new artifacts. We report a study about the attributional judgements of 54 children aged 3-5 years, to a person, a robot, and a computer. Questions were asked about these items': (i) unobservable internal properties, ability to (ii) initiate action, (iii) have mental states, (v) experience emotions, (vi) bodily sensations and, finally, (vii) their life status. The results showed a clear difference in response patterns for the three test items. At all ages participants demonstrated a coherent understanding of the properties of humans. In contrast, they tended to attribute animate properties to the two computer artifacts. Robots attracted more animistic attributions than computers. The results also indicated that with older age children's animistic attributions give way to a fuller awareness of the nature of computer artifacts.

Key words: Animate/Inanimate distinction, Computer artifacts, Developmental changes.

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Affective expressions during joint attention interactions with an adult: The case of autism
PSYCHOLOGY, 2002, 9(1), 9-21

Deficits in nonverbal joint attention behaviours are a prominent feature of autism. Attempts to explain these deficits have called upon autistic children's inability to share affect with others. This study examined the affective expressions autistic children display during joint attention interactions with an adult. Sixteen children with autism were matched with 16 normally developing and 16 mentally retarded children on the basis of mental age. Children participated in a semi-structured non-verbal communication procedure consisting of situations designed to elicit joint attention behaviours. Children with autism engaged in joint attention less often than controls. Nonetheless, their affective expressions were not different from those of normal children. Similarly to normal, the autistic group shared more positive affect with the adult during joint attention acts than during other types of non-verbal behaviour. It is concluded that there is no strong evidence to argue that the joint attention skill deficits of autistic children are associated with a disturbance in affective sharing.

Key words: Affective expressions, Autism, Joint attention.

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Internalized gender role attributes and motivational dispositions in talented teenagers
PSYCHOLOGY, 2003, 10(2 and 3), 181-191

Within Bakan's theory, gender role attributes represent expressions of agentic and communal tendencies, and they should be related to agentic and communal motivational dispositions. There is growing evidence indicating that gender role attributes involve more than just masculinity and femininity. McCreary and Steinberg identified three gender role attributes on British adults: Communion (femininity), Cognitive, and Behavioral (masculinity). Child development theories and findings suggest that gender role attributes shape motivational dispositions, interests, and talent development. We examined the relationship between gender role attributes, motivational dispositions, and involvement in talent areas among talented teenagers. One hundred eighty four talented adolescents in Chicago were administered the short form of the Personal Attributes Questionnaire (PAQ) and the Personality Research Form (PRF). We factor-analyzed the PAQ scales, regressed each PAQ factor score on the PRF scales, and used discriminant analysis to determine if the main talent area (mathematics/science, music/arts, and sports) is predicted by the PAQ components and PRF scales. Our 3-factor solution of the PAQ items matched McCreary and Steinberg's solution. Communion correlated mostly with the needs for affiliation and nurturance, Cognitive with dominance and negatively with abasement, and Behavioral with achievement and endurance. Four variables differentiated adolescents across talent areas: cognitive, behavioral, affiliation, and sentience. An adult-like structure of

internalized gender role attributes characterizes talented adolescents. Masculine gender role components appear to mediate the effect of agentic motivational dispositions on talent development in particular domains. The feminine component does not mediate the effect of communal motivational dispositions. Affiliative needs and openness-responsiveness to information have independent effects that are not mediated by gender role attributes.

Key words: Adolescence, Gender role, Motivation.

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The competent adolescent: Parents', teachers', and mental health professionals' perceptions
PSYCHOLOGY, 2003, 10(4), 449-461

The purpose of this study was to investigate parents', teachers', and mental health professionals' perceptions of the personality characteristics of adolescents that they consider competent and well adjusted for their age. The sample consisted of 67 high school teachers, teaching adolescents between the ages 13-16 years, 30 parents whose children were of that age, and 87 mental health professionals, working in children's mental health centers in Athens. They were administered Block's 43-item Adjective Q-set, which contains personality descriptive adjectives and short phrases, that have to be sorted into seven categories ranging from most undescriptive (1) to most descriptive (7). They were asked to describe the personality of a competent adolescent, an adolescent that they consider well adjusted for his/her age and who is no cause of concern. The average intra- and inter-correlations revealed moderate agreement as to the description of a competent adolescent within each group and between groups. All three groups described as competent an adolescent that is ego-resilient (Block, 1971, 1993). However, parents and teachers did not seem to consider characteristic of the competent adolescent behaviors that reflect the storm and stress that many young people go through during this period, whereas mental health professionals considered characteristic of the competent adolescent to be rebellious and not to be obedient. This suggests that they consider acceptable a certain level of storm during adolescence.

Key words: Adolescence, Competence, Personality.

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Fragmented foundations: A response to Mahrer
PSYCHOLOGY, 2003, 10(1), 37-44

Mahrer's audacious challenge to us to enunciate our foundational beliefs as psychotherapists raises interesting problems, at levels ranging from the epistemological to the personal. I reflect on these problems from a largely postmodern, constructivist perspective, and then accept his invitation to articulate some of my own core beliefs about psychotherapy. The result is a balanced consideration of the promise and pitfalls of Mahrer's method, which yields cautious optimism that it might invigorate our dialogue concerning the foundations of our discipline.

Key words: Constructivism, Philosophy of science, Psychotherapy.

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Benefits of training in linguistic awareness dissipate by Grade 3?
PSYCHOLOGY, 2001, 8(3), 330-337

The maintenance of phonemic awareness training effects was studied in a longitudinal setting extending over grades 1 through 3. A group of 11 readers-at-risk in grade 1 was superior to the controls, and comparable to average readers, in word recognition after training in grade 1, with the effect being sustained until the end of the grade (Poskiparta, Niemi, & Vauras, 1999). Towards the end of grade 2, the trained pupils were still superior to the controls in word recognition and lexical decision. However, no difference between these groups was observed in the speed and accuracy of reading aloud, with both groups performing more poorly than other preschool nonreaders who represented a reference group. By the end of grade 3, the differences between intervention and control groups had disappeared, with both groups performing more poorly than other preschool nonreaders even on lexical decision. The former also preferred watching TV over reading and read less versatile materials. Reading comprehension showed the superiority of the other preschool nonreaders both in grades 2 and 3. The results suggest that initial success in word attack skills does not promote useful reading practices in the absence of incentives. Therefore, the trained children slowly fall back to the level of their controls in measures tapping the automatization of reading. This constitutes a limitation to the bright prospects usually associated with the training of phonemic awareness.

Key words: Effect maintenance, Phonemic awareness, Training.

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Issues to consider when adapting tests
PSYCHOLOGY, 2003, 10(2 and 3), 437-448

Technical and ethical issues pertinent to test adaptations and their use are summarized. Issues pertaining to bias and fairness, guidelines to assist in adapting tests, together with eight ethical issues that pertain to test adaptations are discussed. Issues needed to be considered in the preparation and practices of psychologists, including school psychology, are embedded within the text. References guide readers to primary sources that further discuss these issues.

Key words: Adapting tests, Test use, Translating tests.

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Naming disorders in Alzheimer's disease patients
PSYCHOLOGY, 2001, 8(1), 60-70

The degenerative process of naming ability was studied in 23 Greek Alzheimer's disease (AD) patients who were tested in four naming tasks (naming of objects, actions, generative naming and responsive naming) as a function of the severity of the disease (mild, moderate, severe). Their performance was compared to a group of healthy elderly with similar age levels and educational background. The goal was to develop the naming part of a diagnostic screening tool for evaluating the language level of AD patients regardless of their educational level. Results indicated that the clinical categories of AD patients along with their differences from the control group were best accounted for by qualitative rather than quantitative differences, which were based on the relative performances on the naming tasks. Furthermore, the diagnostic value of each naming task was assessed by discovering its point of differentiation in the performances along the four groups. It was found that performance on generative naming could serve as an early indicator for the onset of Dementia of the Alzheimer's Type (DAT) whereas performance on responsive naming did appear to deteriorate prior to the severe stage of DAT. These results set the base for the development of a language scale for the greek population of AD patients. Also, they suggest that the nature of naming ability is changing as a function of the severity of the disease, with naming problems starting as problems in recall and later on developing into a complete degeneration of the lexicon.

Keywords: Alzheimer's disease, Language, Naming.

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**Towards a method for assessment of reading-related development in preschool children:
Print awareness and metaphonological skills in practical application**
PSYCHOLOGY, 2001, 8(3), 300-312

A method for systematic description and evaluation of preschool children's reading-related development was evaluated in a small pilot study. Longitudinal data were collected by the ordinary preschool teachers as part of their regular work. The focus was on the years immediately before school start and the onset of formal reading instruction (i.e., the age of three to five years). The aim of the testing was to describe the individual development of the concepts of reading and writing and the initial stages of language awareness. *Children were followed for two years by repeated testing twice a year.* Results indicated a substantive improvement in name-spelling and letter-naming abilities as well as in phonological awareness.

Key words: Emergent literacy, Name writing, Phonological awareness.

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**Biopsychology of reinforcement:
Intracranial self-stimulation studies and the role of dopamine**
PSYCHOLOGY, 2002, 9(1), 92-115

Our knowledge of the behavioral and neural mechanisms of reinforcement and motivation has made significant progress after the discovery that electrical stimulation of parts of the brain can be rewarding. Multiple line of anatomical research have implicated the medial forebrain bundle (MFB), together with other efferent or afferent structures, in the reinforcing effects of brain stimulation. Psychophysical studies indicate that the directly activated fibers are myelinated, fast conducting and with short refractory periods. This neural system projects caudally and terminates partly on dopaminergic cells of the ventral tegmental area. These data raise out the possibility that the directly activated or "first stage" system is composed from dopaminergic neurons. On the other hand, pharmacological studies suggest that dopamine plays a fundamental role in the reinforcing properties of brain stimulation. However, today we believe that the role of dopamine in reinforcement is not direct but rather modulatory. Future research should take into account the fact that reinforcers (including reinforcing brain stimulation) affect behavior not only by their action on mechanisms related to pleasure but also on mechanisms related to learning-memory. This might help to a better understanding of the physiological basis of reinforcement and motivation in general.

Key words: Brain stimulation reward, Medial forebrain bundle, Reward.

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Bridging psychology and pharmacology
PSYCHOLOGY, 2002, 9(3), 396-407

The present review attempts to examine the relationships between psychology and pharmacology. The paper addresses the predecessors of modern psychopharmacotherapies, the first experimental studies that gave rise to the science of psychopharmacology, the discovery of the first psychotropic drugs that revolutionized the treatment of mental disorders, and the effects of psychopharmacology on psychology. The present paper is not intended to provide a comprehensive and detailed presentation of the relationships between psychology and pharmacology. On the contrary, it intends to show on the one hand that psychology and pharmacology, two scientific disciplines with different origins, can work together in pursuit of a common goal, and on the other hand the benefits that psychology gained from the development of psychopharmacology.

Key words: Behavior, Behavioral pharmacology, Psychopharmacology.

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**Types of fears reported by immigrant Pontian Greeks from
the former Soviet Union and by native Greeks**
PSYCHOLOGY, 2003, 10(1), 65-81

The study examined levels of self-reported fears in two groups sharing a Greek cultural heritage, i.e., native Greeks and Pontian Greeks who had made their way to Greece since *perestroika*, to determine whether the group emigrating into Greece was more vulnerable than the native born Greeks to specific fears or types of fears. Pontian immigrants and native Greek adults matched for age, sex and site of residence were compared in their responses to a modified version of the FSS-III (Fear Survey Schedule). The fear items were subdivided for analysis into two dimensional categories of fear types: social and non-social. The Pontian group showed a higher level of self-reported fear overall. The difference was most marked for non-social fears (FSS-III), while for social fears there was no significant difference. The effect of group on fears was further moderated by the site of residence. In both groups, the usual finding, namely that women express more fears than men was replicated. Spontaneously reported fears were also elicited and analysed. Pontians reported more social failure, harmful animal, natural phenomena, and supernatural fears but natives reported more social rejection fears. Over several measures, Pontians were found to experience greater intensities of fear on

various fear types (harmful animal, social failure, natural phenomena, supernatural fears and tissue damage), while natives were higher in social rejection fears only. The relative importance of pre- and post-immigration and environmental factors is discussed. This study illustrates the validity of examining the content of fears ascribed to dimensional categories as indicators of cultural distress. It also shows the value of supplementing a standard questionnaire measure by the method of eliciting spontaneously reported fears.

Key words: Cultural effects, Fears, Immigration.

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**Multidimensional structure of goal orientations:
The importance of adopting a personal development goal in physical education**
PSYCHOLOGY, 2002, 9(4), 494-513

A multidimensional structure of goal orientations is presented. Four levels of generality are proposed, that is, goal orientations operate at the global higher order level (life in general), global lower-order level (human action domain irrespective of life context), contextual level (life domain), and situational level of generality. Findings from 4 studies are presented supporting this argument. Results from confirmatory factor analyses support the existence of 4 goal orientations (personal development, ego-strengthening, ego-protection and social acceptance) at different levels of generality. A personal development goal is positively linked with intrinsic motivation but ego goals are positively associated with less self-determined forms of motivation in physical education. An experimental study and a short intervention lasting 9 consecutive lessons indicate how we can promote a personal development goal in physical education without emphasizing ego-strengthening goals.

Key-words: Goal orientations, Personal development, Physical education.

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**A study on the structure and development of working memory
in relation to the symbolic system and the complexity of information**
PSYCHOLOGY, 2000, 7(1), 114-133

This study aimed at investigating the structure and development of working memory, as it processes information which represents three symbolic systems and is distinguished by its encoding (acoustic,

semantic, visual) and its complexity (as a function of word-length and meaning). A hundred and twenty children, aged 8-14 years, were tested with a series of simple and a series of complex working memory tasks which addressed the linguistic, the arithmetic and the imaginal symbolic systems. It was found that the structure of the working memory tasks fit well to the model proposed by Baddeley and Hitch (1974). The information was retained better in the simple tasks than in the complex with one exception. Finally, it was found that the efficiency of working memory was affected by factors such as the word-length effect, the semantic encoding and the visual complexity of the information.

Key words: Semantic coding effect, Word-length effect, Working memory.

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Evaluation of heroic behavior and role-model preferences by individuals aged 10 to 19 years
PSYCHOLOGY, 2003, 10(4), 556-574

The study aimed at examining how individuals, aged 10 to 19 years, evaluate the heroic behavior of outstanding persons in different domains of human activity, how they select their possible role-models, and if the evaluation of the heroic behavior constitutes a basic criterion for the selection of these role-models. Four hundred and twenty students were tested with a questionnaire, in which 26 well-known persons in different fields (e.g., art, science) were presented. Participants were asked to evaluate the heroic traits that each person possessed and to mention two of them that they would prefer to be like, when they get older, and explain their preference. Results showed that the persons who scored highest in heroism were coming in descending order from the fields of national heroes, history, social offer, Greek world famous artists, science and classic art, sports and celebrities. A series of ANOVAs showed that the effects of age and sex were significant. As role-models participants preferred persons, in descending order, from the fields of celebrities, Greek world famous artists, social offer, science and classic art, national heroes, sports, and history. The explanations of their role-model preferences were categorized. These results are discussed in relation to age and gender.

Key words: Adolescence, Prosocial behavior, Role model.

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Intrinsic and extrinsic motivation for religious thinking in a sample of Greek Orthodox children
PSYCHOLOGY, 2000, 7(1), 20-34

In the study of religious behaviour the terms *intrinsic* and *extrinsic* were used to differentiate two forms of motivation underpinning religious practices and thought. In this study, participation in reli-

gious practices of both children and their families was considered indicative of *extrinsic* motivation for the children, whereas religious experience was considered indicative of *intrinsic* motivation. It was predicted that *intrinsic* motivation would lead to a *higher* level of religious thought than *extrinsic* motivation. One hundred and twenty Greek participants from eight to sixteen years of age took part in the study. Participants were interviewed with three sets of questionnaires. The first set investigated the existence of extrinsic motivation and the second the existence of intrinsic motivation. The third questionnaire tested five religious concepts. Multiple regressions analysis (Stepwise method) showed that only the effect of religious experience (i.e., intrinsic motivation) predicted a higher level of religious thinking; however, this effect was not equally strong for all the religious concepts tested. A multivariate analysis of variance (MANOVA) was used to test the possible interaction between intrinsic and extrinsic motivation. The multivariate analysis did not reveal second or first order interactions between extrinsic and intrinsic motivation. The main effect of religious experience was the only significant effect found.

Key words: Intrinsic motivation, Religious experience, Religious thinking.

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**Cognitive processes in first grade reading and spelling of Greek
PSYCHOLOGY, 2001, 8(3), 384-400**

The aim of this study was to examine the processing strategies used in word reading and spelling by first grade Greek children who were either normal or low achievers in literacy development after six months of reading and spelling instruction. The participants were tested in word and nonword reading and spelling and their performance was assessed on the basis of reading time, accuracy level and error types. Based on the main findings, the following three conclusions were drawn: first, the children, regardless of their literacy achievement level, did not read logographically but instead employed a phonological recoding process in reading any type of Greek word; second, the elements of orthography used in the reading process are likely to be whole syllables, indicating a morphographic level of reading development; and third, the children seemed to spell by deriving the orthographic forms of a word on the basis of sound-spelling correspondence knowledge.

Keywords: Greek language, Literacy acquisition, Reading, Spelling.

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Some thoughts and propositions about the negative therapeutic reaction

PSYCHOLOGY, 2001, 8(2), 145-152

This paper presents some new propositions concerning the negative therapeutic reaction. This reaction was described by Freud as a specific type of resistance at times when the analysant feels s/he is improving or when the analyst indicates this is so. After reviewing the work of various psychoanalysts, who studied the phenomenon after Freud, the author suggests that the work of the analytic couple can be perceived by the analysant as a primal scene which disturbs the homeostasis of his/her psychic apparatus. In this case, the analysant will try to annihilate its effects by immobilizing the analytic process. The relationship between the negative therapeutic reaction and the death drive is examined and four types of this reaction are described, proving the complexity of the phenomenon. Differences from other types of resistance are underlined.

Key words: Change, Masochism, Resistance.

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The use of drugs from the viewpoint of identity words:

The ego-ecological approach of the user's psychosocial identity (Case studies)

PSYCHOLOGY, 2002, 9(1), 116-137

The idea of the heterogeneity of the phenomenon of drug use has for long remained a theoretical implication in the domain of psychology. However, the cognitive -emotional mechanisms through which the individuals are orientated towards the world and act in their world are too complex to be approached through wide categorizations and numerical data. The main question posed by the present approach to drug-addiction concerns the ways in which the individuals embody in their psychosocial identity system the object of drug use. The ego-ecological perspective (Zavalloni & Louis-Guerin, 1984/1996) permits us to elucidate some important aspects of the respondents' "mental architecture" and to investigate the cognitive-emotional functions that motivate the individuals towards the use or the abstinence of drugs. The presentation of two individual cases, a user of ecstasy and marijuana and a non-user, whose identities were analysed through the ego-ecological method, is intended to show the particular dynamic of the identity systems in which the use of drugs is inscribed as compatible or noncompatible with the main orientations of the self.

Key words: Drug-use, Ego-Ecology, Psychosocial identity.

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The effectiveness of kindergarten programs which aim at preventing reading and spelling problems in school: A comparison of three different approaches
PSYCHOLOGY, 2001, 8(3), 313-329

A training study was conducted in German kindergartens to explore the efficiency of programs that aim at preventing subsequent reading and spelling problems. There were two major research goals. First, the general assumption was tested that training programs focusing on children's phonological awareness and letter knowledge should help in preventing subsequent reading and spelling problems in elementary school. Second, the validity of the so-called 'phonological linkage hypothesis' (Hatcher, Hulme, & Ellis, 1994) was addressed. That is, it was assumed that a combination of phonological awareness and letter-sound training should be more successful than phonological awareness and letter-sound training alone. Three groups of children at risk for dyslexia were randomly assigned to these three training approaches and compared with a control group of 'normal' kindergarten children. As a main result, it was found that both assumptions could be confirmed. All of the three training approaches were successful in that they raised children's levels of phonological awareness and/or letter knowledge and thus decreased children's risk of becoming dyslexic at school. Overall, the combined training program was most successful, confirming the 'phonological linkage hypothesis' and indicating that linking phonological awareness training with the instruction of letter-sound correspondence rules yields rather powerful effects in children at risk for dyslexia.

Key words: Children at risk for dyslexia, Kindergarten prevention programs.

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Psychodynamic and cognitive-behavioral counseling for persons with physical health problems: Converging and diverging points
PSYCHOLOGY, 2003, 10(2 and 3), 378-398

The purpose of this paper is to present and contrast the psychodynamic and cognitive-behavioral approaches as they are applied to physical health problems. The first section of the paper presents a short review of the development of psychological theory regarding physical health. The second section describes the current psychoanalytic and cognitive-behavioral therapies for physical health problems. In this section are included recent psychoanalytic theories dealing with psychosomatic functioning. Emphasis is given to object relations and the ramifications of difficulties in affective self-regulation to physical health. The contribution of psychodynamic psychotherapy to issues dealing with health is analyzed and the significance of exploring the meaning of the illness experience is emphasized. Next, the contributions of cognitive-behavioral psychotherapy to health issues are examined. Techniques that aim at developing competence at problem solving and at the regulation of emotions

are presented. Specific reference is made to research findings showing that often a major medical illness initiates a series of internal processes, which lead to the construction of positive meanings regarding the illness experience. The impact of these findings on psychotherapy is discussed. In the final section, it is attempted to identify the convergent and divergent points in the two models. It is concluded that both approaches converge on the emphasis they place on affective self-regulation and the meaning of the somatic illness experience and they diverge on the emphasis placed on theory, research, and application.

Key words: Cognitive-behavioral therapy, Health psychology, Psychodynamic therapy.

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**Self-concept reflected in students' activities during physics instruction:
The role of interest-oriented actions
PSYCHOLOGY, 2000, 7(3), 324-338**

Individual student learning processes are investigated at the Institute of Physics Education. Our observations have shown that students' attitudes towards physics and other elements of their self-concept relevant to physics lessons have an influence on their actions and their learning processes. The investigation concentrated on individual interest as one element of self concept. The evaluation was based on classroom video observations, interviews and questionnaires. By using a theory developed by Krapp (Krapp & Fink 1992) it was possible to identify interest-oriented actions which helped to identify activation of different compositions within the working-self. The results of an 8th Grade case study is presented to show the interplay between self-concept, students' actions within the classroom, and their learning processes.

Key words: Interest, Learning process, Self-concept.

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**A cross-cultural study of the construct of forgiveness: Britain, Greece, and Cyprus
PSYCHOLOGY, 2002, 9(1), 22-36**

Two trends during the current decade have contributed towards a new attitude to the study of forgiveness. The first has been the demand for empirically tested material for use in forgiveness therapy.

The second, the movement away from viewing forgiveness as primarily an intrapsychic phenomenon to an interpersonal strategy for dealing with damaged relationships. One area which has received little attention is the effect of culture on an individual's understanding of forgiveness. The present study addresses this particular issue. The Scobie Forgiveness Scale (SFS) was administered to 564 undergraduate students in Britain, Greece, and Cyprus. A comparative factor analysis of the British and Greek-speaking samples indicated a number of significant differences in response to some of the focus phrases. However, the underlying structure and components were similar in both the forgiver and forgiven mode, but the variable load and composition showed a number of differences which are discussed in the paper. A multivariate analysis of variance of the three national groups, for the forgiveness components and mode (forgiver or forgiven) revealed some interesting findings. Most differences were between the British and Cypriot samples, and relatively few between the British and Greek and the Greek and Cypriot groups.

Key words: Cross-cultural, Forgiveness, Interpersonal relationships.

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**School-related stress and family stress:
Differences in stress perception and coping style in healthy and clinical groups
PSYCHOLOGY, 2003, 10(2 and 3), 258-269**

This study analyzes how adolescents in general and clinically disturbed adolescents in particular cope with normative stressors. Anticipatory coping and coping after an event has happened were investigated in 77 adolescents differing in health status, gender, and age. Coping was investigated in two specific stressful situations, school-related stressors and conflicts with parents via the Coping Process Interview as well as questionnaires. Results obtained from the interviews were validated by the results of the standardized questionnaires. The Coping Process Interview revealed that the two types of stressors were not structurally similar. They differed with respect to appraisal of the event, causal attribution, the amount of thought, feelings and actions in order to deal with the stressors, but not in achieved effects and reappraisal. Clinically referred and non-conspicuous adolescents significantly differed in their stress perception and coping style, with clinically referred adolescents exhibiting a more dysfunctional coping style when dealing with both types of stressors. However, no differences emerged, depending on the symptomatology in the clinical group.

Key words: Coping process, Family conflicts, School-related stress.

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Criteria that lead non-experts to give a common scientific explanation to natural phenomena
PSYCHOLOGY, 2001, 8(1), 71-88

Our research is focused on the study of the factors that drive populations of non-experts to decide whether some natural phenomena share a common scientific explanation. The sample consisted of pupils attending the first grade of high-school and students of School of Education. The research was carried out in three phases: individual in-depth interviews with 5 pupils and 5 students, which led to the creation of a questionnaire; distribution of the questionnaire to 109 pupils and 148 students, and 10 in-depth interviews after the questionnaire analysis for further clarification of pupils' and students' reasoning. Correspondence analysis was applied to test possible differences between pupils' and students' reasoning. The results indicated that the majority of pupils and students when asked to form groups of phenomena that share a common scientific explanation, formed groups based on the belief that the common results or common procedures that they observed in these phenomena imply the use of common explanatory concepts. Pupils and students tend to form certain characteristic groups of phenomena. However, the criteria that lead students to give a common scientific explanation to a group of phenomena are different from the criteria that pupils use in their reasoning even in the cases that both populations form the same groups of phenomena.

Key words: Categorisation criteria, Explanation of natural phenomena, Non-experts.

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Learning to read in English
PSYCHOLOGY, 2001, 8(3), 281-299

The paper provides an overview of the process of learning to read in English with special reference to a programme of research carried out at the University of Dundee in Scotland. Learning in a language such as English, which has a complex syllabic structure and deep orthography, is contrasted with learning in a language such as Greek, with its simpler syllabic structure and consistent grapheme-phoneme correspondence system. A theoretical scheme, referred to as the 'dual foundation model', is presented as a framework for discussion of learning to read in both types of orthography. Development is characterised in terms of a sequence of phases, each defined by a focus on a particular level of linguistic structure. A distinction is proposed between implicit (epilinguistic) awareness and explicit (metalinguistic) awareness of language units. In the initial (foundation) phase children come to terms with the alphabetic basis of writing and develop explicit awareness of small linguistic units (phonemes). This phase may involve a dual (logographic + alphabetic) process in English. The orthographic phase involves the internalisation of the spellings of monosyllables.

Inconsistency of English spelling is, to some extent, offset by grouping words in terms of rime (V+C) units. At a subsequent (morphographic) level higher-order units (syllables, morphemes) are formed. The whole process is much slower in English than in Greek, and all phases are vulnerable to dyslexic disturbance.

Key words: Dyslexia, Literacy, Orthography.

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Career counseling and cultural diversity
PSYCHOLOGY, 2003, 10(2 and 3), 399-413

There are many different cultural and ethnic groups in Western societies. The culturally different groups in Greece include Greeks who have repatriated from European and other countries, both legal and illegal immigrants, the gypsies, and the Muslims. Most of the people who are members of cultural minorities are concentrated in a restricted range of occupations, are more likely to be unemployed, earn less, and consequently are more likely to live in poverty. Career counselors need to develop multicultural awareness and be able to focus on the needs of the culturally different, who frequently have language, educational, and prejudice barriers to overcome. Unfortunately, our knowledge base about the career development of cultural minorities is limited at present. Career theory has given little attention to minority groups. Research in this area is needed to assist in the development of culturally relevant theories. The values and beliefs of different cultures should influence the way career counseling services are provided. The counseling process needs to be culturally appropriate. The career counselor who is working with clients from minority backgrounds must develop an awareness of his/her own personal biases and stereotypes, and an awareness of diverse groups in our society.

Key words: Career counseling, Cultural diversity, Minorities.

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Imaging cerebral activation associated with language
functions using magnetoencephalography
PSYCHOLOGY, 2000, 7(2), 239-255

In this report we outline a systematic approach to establishing the reliability and validity of magnetoencephalography for identifying brain areas specialized for receptive language functions. Results

from four separate experiments in which a large number of neurologically intact adult volunteers were tested on various word recognition tasks and on two non-verbal control tasks showed that: (1) verbal tasks were associated with greater left hemisphere activation as compared to non-verbal tasks; (2) cerebral activation observed in the context of verbal tasks was localized in regions known to be involved in receptive language functions (Wernicke's area) and, (3) activation of these areas was consistently observed across replications of the same verbal task in every participant. These findings suggest that MEG data can be used for the assessment of hemispheric dominance and for the identification of brain areas specialized for receptive language functions on an individual basis. This conclusion is further supported by direct comparisons between the results of the MEG method and those derived from invasive techniques (i.e., the Wada test and intraoperative electrocortical stimulation). In addition, MEG data can provide unique and valuable information regarding the relative timing of the engagement of different regions of the cerebral cortex in the execution of language tasks.

Key words: Functional imaging, Receptive language, Temporal lobe.

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Changes of children's self-concept during transition from kindergarten to primary school
PSYCHOLOGY, 2003, 10(1), 96-118

The aim of the present study was to investigate (a) the changes which take place in children's self-concept during transition from kindergarten to primary school, and (b) the relationship between children's self-concept and their primary school adjustment. Three hundred and thirty six children took part in this longitudinal study. The Self-Description Questionnaire developed by Marsh (1990) was employed in the form of personal interviews to assess children's self-concept. Children's school adjustment was assessed according to their performance in the academic, behavioral and social-emotional requirements of the school. Our results show that for the period under investigation children's self-concept appears relatively stable though declining in strength. Path analysis showed that children's school adjustment has an effect mainly on the academic dimension of self-concept.

Key words: School adjustment, Self-concept, Self-perception.

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**The development of the Strength of Feeling Scale and
its applications in psychotherapy process research**
PSYCHOLOGY, 2001, 8(2), 189-201

The importance of emotional expression in the psychotherapeutic process and progress has been outlined both by theorists and clinicians. However, in terms of research there has been a lacunae of studies examining the importance of emotional expression and the ways in which it may be related to optimal in-session and final therapeutic outcome. One of the reasons for the absence of studies is the lack of the development of a scale that can reliably measure the client's strength of feeling. In this article we present a review of the development of the Strength of Feeling Scale, along with the studies that were conducted to establish its psychometric criteria. In addition we present studies that have used this scale and review their findings. The findings indicate that: (a) the scale is a reliable one to be used for research purposes in psychotherapy process research, (b) there is a relationship between increases in the client strength of feeling and the occurrence of in-session therapeutic phenomena, (c) different therapies use different levels of strength of feeling in order to succeed in the therapeutic process and (d) the increase in strength of feeling may be not therapeutic on its own, but rather as facilitating the occurrence of in-session therapeutic phenomena. Implications for clinical practice and research are underscored.

Key words: In-session therapeutic phenomena, psychotherapy process research, strength of feeling.
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Introduction:
Shall we or shall we not attempt to uncover our guiding axioms?
PSYCHOLOGY, 2003, 10(1), xi-xvi

Examining, and attempting to identify our major, basic or fundamental beliefs and dicta of psychology represent a challenging question that Al Mahrer attempts to answer. In this introductory note the benefits as well as the difficulties in answering these questions are presented along with the rationale of why it is important to address them. Implications for clinical practice and the development of the discipline are included.

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A historical approach to the identity development of counselling psychology
PSYCHOLOGY, 2003, 10(2 and 3), 279-294

This article presents a historical account of the development of the professional identity of Counselling Psychology. Through the historical account of the development of the discipline, the milestones of the identity development are outlined. The scientific and social forces that have influenced its course are described and analyzed. Eight major periods are outlined and the important developments scientific and social developments in each of them are followed and provide a sketch of the discipline of Counselling Psychology. The manner in which Counselling Psychology developed its identity is traced back to its beginnings and the major theoretical and foundational philosophical axioms are described.

Key words: Counselling, History of counselling psychology, Professional identity.

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The effect of performance expectations on the formation of both attributions and emotions for academic performance in real achievement situations in tertiary education
PSYCHOLOGY, 2003, 10(1), 159-179

This study aimed at investigating: (a) attributions and emotions for successful and unsuccessful estimated performance in exams, and (b) the role of performance expectations in the generation of attributions and emotions, and in the impact of attributions on emotions for the same performance. The 120 Technological Institute students (age 20-23 years, 63 successful, 57 unsuccessful) participated in psychology final semester examination. All the participants, within ten minutes of the start of the psychology examination, completed the scales of performance expectations in this particular exam and importance attached to performing well. All the students, immediately after the examination, completed an emotions scale, the estimated performance scale, and an attributions scale. The results showed that: (a) The students made internal, personally controllable, stable as well as external uncontrollable attributions for success, while they made external, personally controllable, unstable and external controllable attributions for failure, (b) The students experienced positive emotions for success and negative emotions for failure, and (c) performance expectations influenced the formation of attributions, emotions, and the relationship between the attributions and emotions (mainly in success). The high importance attached to the task, the educational level of the participants, and the field nature of the study contributed to the findings.

Key words: Attribution, Emotions, Performance expectations.

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**Student's profile in terms of healthy and unhealthy lifestyle:
Its relationship to sports**

PSYCHOLOGY, 2002, 9(4), 547-562

The purpose of this study was to examine students' profile regarding health-related behaviors. A sample of 4318 students (13-16 years of age) responded to scales measuring attitudes, intentions, perceived control and habits for six behaviors: competitive sport participation, exercise participation, nutrition, smoking, drug use and violence. Cluster analysis revealed two profiles. The first one, which was the largest, consisted of students that adopted positive attitudes and behaviors towards a healthy and active life style and negative attitudes toward unhealthy behaviors. Students in the second group had negative attitudes and habits for exercise and healthy nutrition, and positive attitudes to unhealthy behaviors (smoking, drug use and violence). The results showed that health-related behaviors form a coherent pattern in students, and that an active lifestyle is related with a healthy lifestyle.

Key words: Attitudes, Health-related behavior, Physical activity.

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Auditory and linguistic abilities among children with phonological problems

PSYCHOLOGY, 2001, 8(3), 358-367

The aim of the present study was to find out whether auditory and linguistic problems are more prevalent among pupils with phonological problems than in the normal population. Nineteen pupils with phonological difficulties and 19 controls took part in this study. Participants were matched for grade level (pupil years) and gender. Two standardized tests of phonological ability were used in the sampling. The pupils with phonological problems had a combined z-score of -1.5 or lower. Each of the controls had a combined z-score of zero or higher. A paired samples t-test was used to compare the auditory and linguistic skills of the two groups. On all the tests we found that the experimental group scored significantly lower than the control group. Inappropriate use of attention is suggested as a possible common factor underlying auditory, phonological, and general linguistic problems.

Key words: Attention problems, Auditory problems, Phonological problems.

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Heterogeneity within children's peer status groups
PSYCHOLOGY, 2000, 7(1), 134-149

In this study peer nominations were used to assess antisocial and pro-social behaviors of 105 Cretan 3rd- and 4th-grade boys and girls. Scores were entered in hierarchical cluster analyses to identify behavioral subgroups within peer status groups. Evidence of heterogeneity within status groups included: (a) Among rejected-status children, one subgroup (61%) was not different from average-status children on aggressive and antisocial behaviors, but was substantially lower on pro-social behaviors; (b) Among neglected-status children, subgroups did not differ from average-status children on aggressive and antisocial behaviors, but one subgroup (31%) was substantially below the average-status group on pro-social behaviors. Findings are used to argue that (a) social skills training is relevant to various subgroups of youngsters in the typical classroom, not just rejected children; and (b) attention to pro-social behaviors may be particularly important for improving peer relations and school-related behaviors, and for reducing the likelihood of later negative outcomes.

Key words: Heterogeneity, Level of acceptance within peer status groups, Social performance.

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A diagnostic method of sexual orientation on the basis
of the subjective character of individual optical perception
PSYCHOLOGY, 2001, 8(1), 89-102

In this experimental study we were interested in the diagnosis of sexual orientation. We experimented with four groups: ego-dystonic homosexuals ($N = 16$), ego-syntonic homosexuals ($N = 15$), heterosexual students ($N = 24$) and heterosexual aggressors ($N = 21$). Our groups were studied with the tachistoscopic binocularoscope - a device which allows slides of different content to be shown simultaneously to each eye. The participants were presented with slides of nude males, nude females and of neutral content in 30 different combinations. The exposure time was 76ms. The results were analysed with analysis of variance (ANOVA). Participants were also examined with the Freiburg Questionnaire of Personality. Female responses predominated in the heterosexual group of students and aggressors. Male responses predominated in the ego-syntonic homosexual group and sometimes in the ego-dystonic homosexual group. Statistical criteria for diagnosing ego-syntonic homosexuals, ego-dystonic homosexuals, heterosexual males with and without unconventional sexual behavior were determined. The results provide evidence that optical perception is influenced by the sexual orientation of the person.

Key words: Selectivity of perception, Sexual orientation, Tachistoscopic binocularoscope.

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**The effect of moralization in the minority influence:
Factor of resistance or accommodation?
PSYCHOLOGY, 2001, 8(1), 103-121**

This study was conducted in order to examine the effects of the activation of the moral filter of perception of the social reality on the social influence. It was assumed that the moral filter is not a criterion of particular strength for the understanding and evaluation of public interventions of the source's influence. For the testing of our hypotheses we conducted two experiments which were based on the experimental paradigm of «air pollution». In the first experiment, in which there were 180 participants, two variables were handled; the intensity of the activation of moral thinking (presence or absence of a questionnaire on moral issues) and moralization. In the second experiment, with 173 participants we handled the variable of the type of the source of influence (minority / majority) and the variable of the filter of perception (moralization/psychologization). The aim was to identify possible differential effects of moralization and psychologization on the influence of the two different types of sources of influence. The hypothesis, concerning the minority influence, was confirmed. The activation of the moral filter did not significantly change the usual minority and majority effects. The activation of the moral filter did not affect, in any special way, the representation of the image, of either the minority and the majority source.

Key words: Minority, Moralization, Psychologization.

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**A preliminary study of the psychometric properties of the Academic Motivation Scale
PSYCHOLOGY, 2001, 8(4), 526-537**

Cognitive evaluation theory provides an integrated conception of school- and academic motivation. According to this theory, academic motivation can be divided into intrinsic and extrinsic motivation, with amotivation as a third dimension. Intrinsic motivation is further divided into intrinsic motivation to know, to accomplish and to experience stimulation, while extrinsic motivation is further divided into external regulation, introjection and identification. For the estimation of these six dimensions as well as of the amotivation dimension, the Academic Motivation Scale (AMS) has been developed (Vallerand et al., 1992). The aim of the present paper was to translate, adapt and test the psychometric properties of this scale in Greek population. The sample of the study consisted of 226 students with a mean age of 13.7 years and standard deviation 1.02. Confirmatory factor analysis was used

and the results confirmed the existence of the seven factors proposed in the original version. The scale showed satisfactory levels of internal consistency and temporal stability. The findings from the present study supported the use of the Greek version of the AMS for the assessment of intrinsic and extrinsic motivation and amotivation.

Key words: Amotivation, Extrinsic motivation, Intrinsic motivation.

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Socio-cultural environment as a factor of differentiation in mathematical reasoning
PSYCHOLOGY, 2002, 9(3), 281-294

This study aimed at exploring the influence socio-cultural factors exert on the development of cognitive abilities and mathematical reasoning of preschool children. The hypothesis of the study was that children from different socio-cultural environments differ both in competence and reasoning. Two groups of children of different socio-cultural origin (high vs. low socio-cultural level) participated in the study. The sample consisted of a total of 99 children, 51 coming from educationally and economically non-privileged areas and 49 coming from privileged areas of Thessaloniki. Children's cognitive-mathematical abilities were evaluated by the Utrecht Early Mathematical Competence Test (U.E.M.C.T.). The hypothesis was confirmed to a great extent, since the privileged group proved superior to the non-privileged group as regards children's competence in the total range of abilities tested. Both groups followed analytic modes of processing when the tasks were familiar to them (e.g., comparison and classification tasks); for more complicated tasks though (i.e., correspondence and seriation tasks), the children of the low socio-cultural group seemed to follow holistic modes of processing. The finding that holistic modes can lead children to wrong answers supports the view that the preferred way for a child to solve a task is not independent of existent abilities.

Key words: Analytic-holistic modes of processing, Mathematical reasoning, Socio-cultural environment.

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Understanding various transformations of matter by prospective primary school teachers
PSYCHOLOGY, 2002, 9(1), 37-57

One-to-one interviews were conducted to a sample of twenty female Prospective Primary School Teachers (PPST), who were studying at the University of Cyprus. They were asked to describe the

changes in macroscopic (colour, taste, volume, density) and microscopic (kind and movement of molecules) properties of substances when dissolving salt or sugar in water, when mixing water and alcohol, or when filtering or heating the respective water solutions. The flammability of alcohol and its water solution was also examined. Analysis of the transcribed interviews showed that the majority of the PPST exhibited limited conceptual understanding of the particulate nature of matter and had difficulties to relate the observable macroscopic changes to the invisible molecular events (arrangement and movement of molecules).

Key words: Alternative conceptions, Conceptual change, Construction of knowledge.

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Electrophysiological approaches in clinical neuropsychology: The evoked potentials
PSYCHOLOGY, 2002, 9(3), 316-335

Electrophysiological recording techniques of neuronal activity and the neuroimaging methods are employed as diagnostic tools not only in the medical field but also in neuropsychological assessment and research. Specifically, event-related potentials (or cognitive evoked potentials) such as the waveforms N1, N2, MMN, P300, N400, CNV, etc., provide useful information regarding cognitive processes such as memory, attention, and the processing of a new concept. Relevant studies were carried out both in normal adults as well as in individuals with learning difficulties and in patients suffering from mental disorders, such as schizophrenia and depression, and/or neurological disorders, such as Parkinson's disease. In addition, event-related potentials were proven useful in the investigation of the neurophysiological basis of concepts such as those of consciousness and unconsciousness. The aim of this paper was to review: (a) the basic principles of the method of evoked potentials, and (b) the main recent findings in this approach, which have relevance to the clinical neuropsychologist who is interested in using this method for diagnostic or research purposes.

Key words: Event-related potentials, Neurophysiology of cognitive processes, Waveform P300.

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Personality characteristics and audiologic findings in tinnitus patients
PSYCHOLOGY, 2000, 7(2), 161-176

Tinnitus is a common complaint, especially among individuals who suffer from hearing impairment. The response of the patient to tinnitus and his coping ability with this symptom are the essential goals of the therapeutic intervention and suppression techniques, which are applied in the tinnitus

patients. In our study we evaluated: a) the relation between the subjective assessment of tinnitus intensity with factors such as sex, age, duration of tinnitus and hearing impairment, and b) the possible influence of personality characteristics of the patients on their attitude towards tinnitus. One hundred patients, men and women, participated in this study. Their age ranged between 18-65 years. All of them came to the Laboratory of Audiology-Neurotology of the University Hospital, at Heraclion, Crete, Greece, complaining of tinnitus. The same research protocol, which included audiological-neurotological tests, clinical interview, and the administration of Minnesota Multiphasic Personality Inventory, was followed in all patients. The duration of tinnitus in the greater proportion of patients was in the time period from two months to 5 years but the duration of tinnitus did not prove to be significant for the subjective assessment of tinnitus intensity. Gender and age were both found to influence the patients' subjective assessment of tinnitus intensity. Finally the patients' psychological profile and their personality characteristics did not influence their attitude towards tinnitus.

Key words: Audiological findings, Personality characteristics, Tinnitus.

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Key issues in cross-cultural assessment
PSYCHOLOGY, 2002, 9(2), 203-211

Key issues in cross-cultural assessment are discussed. The concepts of bias and equivalence are described as pivotal aspects in cross-cultural assessment. A taxonomy of bias and equivalence is described. It is argued that issues in cross-cultural assessment are relevant not just in cross-national studies but in any translation and adaptation of western instruments, even when these are not meant for cross-national comparison. The problems to be dealt with in the process of such translations and adaptations are described on the basis of four hypothetical studies.

Key words: Bias, Cross-cultural assessment, Equivalence.

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Integration of video recording in the treatment of eating disordered patients
PSYCHOLOGY, 2001, 8(2), 202-220

The present paper describes clinical application of video in treating eating-disordered patients. This technique has been developed on the basis of video recordings of patients in a structured interview at different points in time during their treatment, shortly after admission and before discharge.

Patients were offered the possibility to show their admission video taken about 6 months ago to their co-patients in the group. In the protected environment of the group therapy patients have the possibility to compare themselves at two different points of time and to view changes that had taken place during their treatment while at the same time getting feedback from the group members. In comparison to other video applications in the treatment of eating disorders the present technique allows not only the perception of changes in appearance and body shape but also in changes in the patient's cognitive processes, attitudes and expressive behavior. Additionally the whole group is involved in this confrontative process and profits from the experience of the particular patient on the video that triggers similar experiences in other group members.

Key words: Eating disorders, Psychotherapy, Video recording.

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**Relationship of psychoticism, neuroticism and introversion-extraversion
with loneliness in Greek university students**

PSYCHOLOGY, 2000, 7(2), 177-190

This research had the following aims: 1) To investigate the relationship of neuroticism, psychoticism and introversion-extraversion with loneliness; 2) to estimate the contribution of each variable in the prediction of loneliness, and 3) to locate possible gender differences. The sample consisted of 234 students from the University of Crete, Greece. They completed the Eysenck Personality Questionnaire and the UCLA Loneliness Scale. Completion of the scales was voluntary and anonymous. The Pearson product moment correlation showed that neuroticism and psychoticism were moderately correlated with loneliness, while introversion had a very low correlation. The multiple regression analysis showed that neuroticism contributed to the variance prediction of loneliness more than psychoticism, being second with great difference. Gender and introversion did not contribute significantly to the prediction of loneliness. Also, the t test showed that there was gender difference in neuroticism, with females to have higher scores than males.

Key words: Loneliness, Neuroticism, Psychoticism.

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**Differences between achievement goal profiles on psycho-physiological states
in the context of intensive physical activity**

PSYCHOLOGY, 2002, 9(4), 439-458

The purpose of the present study was to examine how achievement goal profiles differ on the exercise-induced feeling states of revitalisation, tranquillity, physical exhaustion, and positive engage-

ment (Gauvin & Rejeski, 1993) after participation in a 800m. running event in school physical education. Pupils' achievement goals and their levels of perceived athletic competence were assessed before initiation of the event. After completion of the event, pupils were assessed on the degree to which they experienced the feeling states and a number of other variables to be used as covariates in the analyses. Analyses of covariance showed that among the pupils with low perceived competence, those characterised by greater task orientation reported higher levels of tranquillity and lower levels of physical exhaustion compared to those with lower task orientation. For the pupils with high perceived competence, those with greater task orientation reported higher levels of revitalisation compared to their counterparts with lower task orientation.

Key words: Ego orientation, Physical education, Task orientation.

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The Greek Trail Making Test: Preliminary normative data for clinical and research use
PSYCHOLOGY, 2002, 9(3), 336-352

Our goal in the present study was to develop normative data for the Trail Making Test for the Greek population. We administered the test to 190 participants, aged 18-89 years. Stepwise linear regression analyses revealed that the factors age and education influenced reaction time on both parts of the test, whereas the factor sex did not influence task performance. In other words, increased age and decreased educational level contributed to slower completion times. With respect to accuracy, only the education factor influenced accuracy on Part A, while only the age factor influenced accuracy on Part B. Our results are generally consistent with the norms reported in other countries. We discuss the usefulness of this test for the Greek population and present summary tables with normative data for use in clinical and research settings.

Key words: Executive functioning, Neuropsychological test, Visuo-motor coordination.

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Field-dependence/independence and socio-economic level: A cross-cultural approach
PSYCHOLOGY, 2003, 10(1), 82-95

This study investigated the correlation between: (a) family type (extended, family of close bonds, nuclear), (b) values (collectivistic-individualistic), and (c) field-dependence / independence in dif-

ferent ecological (rural-urban) and socio-economic contexts. The sample consisted of 655 adolescents aged 15-17 from Crete (Greek rural context), Athens (Greek urban middle class and upper class context) and Britain (northern European country). The results showed that habitation indices, like meeting frequency with grandparents, correlated with field-independence in the Greek upper class sample and in the British middle class sample. In the Greek upper class sample with the family of close bonds, *lower* meeting frequency correlated with higher field-independence whereas in the British middle class sample with the nuclear family, *higher* meeting frequency correlated with higher field-independence. In both cases, meeting frequency was a choice, which contradicted the demands set by the family type. It seems, then, that it is this choice in context which correlated with a different way of thinking, namely with field-independence.

Key words: Field-dependence / independence, Family type, Cross-cultural study.

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**Teacher's reported self-esteem and its effect on classroom
psychological environment and students' self-esteem**
PSYCHOLOGY, 2001, 8(4), 451-468

The present study investigated whether teacher's self-esteem has an effect on students' self-esteem, that is, on the way students evaluate their own social and personal value and cognitive skills. *More specifically it was studied:* (a) whether students' self-esteem is influenced by the psychological environment of the classroom, and (b) whether teachers' self-esteem is related to their attitudes and actions while establishing the psychological framework of learning. The assumption was that the characteristic features of the classroom environment are influenced by the teachers' evaluations about their own skills, social status and personal value, which in turn, have an effect on students' self-esteem. Two hundred forty sixth grade students of both genders and their 15 teachers completed a self-esteem questionnaire. The students were also asked to complete "My Classroom Inventory". Their academic performance was also taken into consideration. Statistical analysis of data partially supported our hypothesis, revealing that teacher and student self-esteem are related to the psychological classroom environment. The significance of the present findings in influencing the school learning process is discussed in detail.

Key words: Classroom psychological environment, Self-esteem, Student, Teacher.

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The role of preparedness and social environment in developing social phobia
PSYCHOLOGY, 2002, 9(3), 365-377

Facial expressions present scientific interest within the framework of behavioural psychology, while few studies associate the biological preparedness of humans to develop conditioned fear responses with facial expressions. In this study thirty-two students observed slides of human faces with either an angry or a neutral expression. The projection of slides was paired either with a narration of fear evoking situations or with a narration of neutral content. A person who played the role of the model performed the narration. Fear assessments were made by the participants after the trials of each phase (familiarization, acquisition and extinction). ANOVA showed that: (1) participants who were exposed to fear inducing texts reported significantly more fear than the control group, (2) there was a differential effect, with the angry faces/fear induction pairing producing more fear, which was more resistant to extinction than the neutral faces / fear induction pairing and (3) the features of the faces themselves, i.e., angry vs. neutral expression, contributed to this effect. The present results agree with the "preparedness" explanation. Our results also indicate that observation learning could be the cause of conditioned fear responses, whereas self-reported fear could be used as a measure of prepared fear responses.

Key words: Facial expressions, Preparedness, Social phobia.

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