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A National and International Interdisciplinary Forum for Scholars, Academics, Researchers and Educators from a wide range of fields related to Educational Studies

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The conception of the “self” in immigrant children: The case of Albanians in the Greek educational system

Panagiotis Giavrimis
Lecturer, Department of Sociology, University of the Aegean, Greece
giavrimis@soc.aegean.gr

Makrina Zafiri
ESP/EAP teacher, University of Thessaly, Greece
m_nzafiri@yahoo.gr

Vasilis Charitos
Educator, Greece
vahar@sch.gr

Adamantios Papastamatis
Associate Professor, Department of Educational and Social Policy
University of Macedonia, Greece
papastam@uom.gr

Abstract
The aim of this study is to explore the self-concept of Albanian students, who attend Greek primary schools. Important changes in the last decades have resulted in an influx of immigrants. The school as a secondary institution of socialization plays an important role in the accession of immigrant students. The number of immigrant students in Greece has risen to over 10% of the total number of students in Primary and Secondary Education. The sample of this research consisted of 399 Albanian students in fifth and sixth grade primary schools from the region of Attica. The results of this research showed that foreign students have formulated an identity of the “self” which may or may not be connected to academic factors. It is interesting to note that age, gender, school performance and the parents’ educational level differentiate a student’s self-concept.

Keywords: The “self”, self-concept, immigrants, education.

1. Introduction
Greece, including many other countries in Western Europe, have had an influx of immigrants, who started arriving in the 90s, and have continued to enter the country until today. The breaking up of the former Soviet Union and the collapse of many communist regimes, the influence exerted by international mobility, economic interdependence, the unequal pace in demographic evolution and the desire for better living conditions (Liberaki 2001), the inability to identify oneself within the society in which they live and its people, (Kassimati 1998) and last but not least religious totalitarianism, have brought about a dramatic inflow of immigrants from eastern and central Europe (Albania, Bulgaria, Ukraine, Romania and Georgia), as well as the Third World (Iran, Iraq, Egypt, Pakistan etc.) (Petroniti & Triandafyllidou 2003).

In Greece, immigrants arrive in a variety of ways and usually settle down for long periods of time in urban areas (mostly) in Attica and central Macedonia (Georgopoulou 2005).
which function as distribution centers to other areas including rural areas. In recent years there is an increasing number of immigrant workers working in industry and holiday resorts across the region.

In 2004, it was estimated that 973,677 immigrants from countries which do not belong to the European Union, work in Greece. This is 8% of the population of the country (UN 2005). Information data, concerning this decade, is derived from a census conducted on the 18th of March 2001 (Georgopoulou 2005). Data derived from the Institute of Migration Policy, shows that the number of immigrants living in the country in 2007 was estimated to around 1100,000 to 1200,000 (Delithanasi 2007). This weakness of the governmental system to register immigrants shows the divergence of the official data from data presented by non-governmental organizations (Greek Committee for Immigrants, CARITAS etc.) or even immigrant associations themselves. The reviews derived from different sources were published in recent years (Petroniti & Triandafyllidou 2003). These reviews show that the sudden influx of immigrants constitutes a very important aspect of public life in modern Greece, but it also defines the nature and the extent of a situation which has to be taken seriously by developing policies (for example in the educational system, in the healthcare system, etc.) (Kavounidi et al. 2008). The educational system plays an important role in the inclusion of immigrant students in the social-cultural environment. From Greek research data immigrant students constitute approximately ten percent of the total number of students in Greek schools (Bougioukos & Fasoulis 2012).

1.2 Immigrant Children in the Greek Educational System

The Greek educational system has legislated for “reception classes” with the following laws: Law 1404/83, article 45 (Official Gazette 173/2411/1983), Law 2413/96 (Official Gazette 124 v. A/17.6.1996) which presents the educational framework (purpose, content), the teaching structure (intercultural schooling) and the staffing of schools (teachers, administration of schools) and last but not least the establishment of the Greek Institute of Multicultural Education (GIME) (IPODE in Greek). The ministerial ruling in article F. 10/20/C1/708 (Official Gazette 1789B/28-9-99), determines the functions of these “reception classes”, as well as coaching classes. Complementary adjustments are presented with Law 2817/00 (Official Gazette 78A/14.3.00), these adjustments concern matters of Greek education overseas, as well as minority schooling.

Albanians constitute more than 70% of all immigrant students. According to data published by the Educational Centre of Research (KEE in Greek) there were 622 reception classes in 554 primary schools, as well as secondary schools (the total number of primary and secondary schools around the country were 13984) (Koulaidis 2006). Reception classes implemented an intensive program for learning Greek as a second language. The program is implemented with the parallel attendance of the students of some of the lessons which are offered in a regular class (Official Gazette 1789B/28-9-99). Simultaneously, in 131 schools around the country, 239 coaching classes (CC) functioned successfully. The CCs’ were attended by immigrant students who encountered difficulties in the learning of the Greek language. CCs’ usually took place after school hours (Official Gazette 1789B/28-9-99).

Immigrant students formulate an understanding of the “self” through their national identity and through the strategies they employ to adjust to their new social environment.
In post-modern times, a person’s identity is considered a social construct (Hoffman 1998). According to contemporary perceptions, a person’s existence has a multiple and often contradictory identity which does not constitute a unified and cohesive entirety (Fornäs 1995). The definition of identity expresses the “dominant culture”, the way someone self-determines and reconstructs dominant patterns of social, cultural, political hierarchies and categorizations (Giddens 1991). The domination of “hierarchical prototypes” ensure social consent through formal and informal institutions (such as education, the media etc.) mediated by social structures in everyday relationships which are reproduced through stereotypical reconstructions (Giddens 2009). The concept of the “subjective identity of a person” refers to “the way a person perceives himself in relation to the others” (Psimitis 2006), something which influences the beliefs and attitudes of individuals towards social life in general. Many researchers believed that the national identity of a person is not a predetermined and stereotypical concept but a product of social interaction (Jenkins 2007). It is a continual process of heterodefinement, which perpetually contributes to the uniqueness of a national identity and determines ways of signaling of membership and exclusion (Barth 1969:15) The national identity, as all other identities (family, class, locality, religious, gender etc.), classifies people differentiating them and giving emphasis on their differences, not their similarities (Durovic 2008). Functionalists believe that there are special values which are attributed to different national-cultural groups. For Damanakis (2001:9), “a national identity expresses the ‘diachronic level’ of defining the identity of an individual, this can consist of common characteristics and collective experiences, including myths”.

Identities have an empirical character and are formed through a person’s interaction with his immediate social and cultural environment. The cultural and national identity can be dealt with as part of a person’s self-conceptualization which is derived from the knowledge which belongs to a particular social group, as well as the value or the sentimental meaning rendered to the event which constitutes part of this group (Kleftaras 2003).

People with different cultural identities are often victims of exclusion by the dominant group, which has political, social and economic power, bestowed to it (the group) by history. For example exclusion may take place within an educational system when the society, in which the educational system operates, ignores the cultural characteristics of the group which operate within it, but it may also exist when these differentiating elements are officially recognized and respected (Tressou 1998:651). There is literature in the field which connects immigrants to low achievement, problematic/antisocial behaviour, drop out and social exclusion, due to integration processes and socio-economic conditions (Portes & Rumbaut 2005, Thomson & Crul 2007) The negative experiences of people contribute - to a certain extent - to the shaping of their self-conceptualization and self-esteem (Nesdale & Mak 2003). In international bibliography national identity is a part of an individual’s self-concept (Heaven 1999).

The sociocultural context (family, educational system etc.), one’s experiences, the significant others’ perceptions, and the individual’s characteristics all affect one’s self-concept (Shavelson & Marsh 1986). According to Cooley (1962) and Mead (1934), the
understanding of the individual lies in constituting his/her self-concept and self-determination by the “others” (Jenkins 2007:47). Through a spectrum of subjective processes of conceptualization, the individual understands or misunderstands the objective picture of the “self”. “Self-concept” refers to the amount of self-information that a person collects, memorizes and organizes systematically (Bracken 1996, Purkey 1970, Schwarzer & Jerusalem 1989).

Self-concept is structured in a different way in different environments or civilisations. This is evident when people who come from different cultures live in the same cultural community (Rosenberg, 1979). Markus and Kitayama (1991), in their theory concerning cultural factors that determine the concept of the “self” stress that western societies promote a mode of the “self” which is characterised by independence, in contrast to Asian societies which emphasise upon interdependence and believe that a person is determined through his relationships with other people. The understanding of the self in immigrant students is related to their social inclusion and their school achievements (Areepattamannil & Freeman 2008, Cooley & Ayres 1988).

In similar researches conducted in Greece immigrant students have a low self-concept in domains which deal with their school ability and their self-respect, which influence their achievements at school (Georgiou 2007). At the same time, in areas of self-concept which deal with their parents and their physical abilities, their self-concept is high. Racial stereotypes are noticed in males who seem to have a high self-concept compared to females in areas such as “external appearance”, “physical abilities and sports” and “Mathematics”. Immigrant students seem to have a very high anxiety which is directly related to low self-esteem including areas which deal negatively with aspects of self-esteem and self-concept which concern the “important-other” (parents-peers) (Giavrimis et al. 2003).

The aim of this study is to explore the self-concept of Albanian students' who attend Greek primary schools In addition, possible intergroup differences were explored in the immigrant students' profile using school achievement, gender and parents’ educational level.

2. Methodology

2.1 Sample

The sample of this research consists of 399 Albanian students from fifth and sixth grade in Greek primary schools from the region of Attica. All immigrant students were born in Greece. Of these students, 188 (4.71%) were boys and 211 (52.88%) were girls. 186 (46.61%) students showed a low performance at school whereas 213 (53.38%) students showed a moderate or high performance. As concerning the educational level of the immigrant student’s parents, 48 fathers (12.03%) had finished primary school (P), 124 (31.08%) had finished junior-high school (JH), 97 (24.31%) had finished senior-high school (SH) and 130 (32.58%) had graduated from a Technical College or a University (U/TC). The research showed that the mother’s educational level was as follows: 36 (9.02%) mothers had finished primary school, 133 (33.33%) mothers had finished junior high school, 100 (25.06%) mothers finished senior high school and 130 (32.58%) mothers had graduated from a Technical College or a University.
2.2 Questionnaire

The questionnaire entitled: Self-Description Questionnaire I (SDQ-I, Marsh, 1988) was completed by the students and consisted of 76 questions. SDQ-I is a multifaceted measure of self-concept (5-point, Likert-type scale). The instrument was analysed for its psychometric features, taking into consideration the distribution of single items and combined scores. The variables were factor analysed by employing the Principal Components method for factor extraction and by rotating the factors orthogonally. Reliabilities of the scales were computed using Cronbach’s alpha coefficient. The eight factors were labelled as follows: a) Mathematics (Maths) consisted of 11 questions (alpha=.72). b) Language (Lang) consisted of ten (10) questions (alpha=.82). c) Physical Appearance (PA) consisted of 12 questions (alpha=.84). d) Physical Abilities/Sports (PAS) included 10 questions (alpha=.81). e) Relationships with Peers (RP) include 8 questions (alpha=.77). f) School Performance and Ability (SPA) include nine (9) questions (alpha=.84). g) Low Self-Esteem (LSE) included eight (8) questions (alpha=.69) and h) Relationships with Parents (RPar) includes nine (9) questions (alpha=.67).

A questionnaire entitled: A Questionnaire of Demographic data and School Knowledge-skill. Demographic data (gender, parents’ educational level, etc.) and achievement data from the students’ files were also obtained. For their achievements the aim was to collect information concerning students’ grading in three (3) basic subjects of the school curriculum (Language, Mathematics and History) during the three (3) school terms (a three month period).

2.3 The collection of research data

Stratified random sampling was used by researchers. Initially, they made a list of sub-regions in Attica and sampled them randomly. Afterwards, they sampled schools randomly from the lists of primary schools which were selected in the sub-regions. The researchers contacted the directors of schools selected and informed them about the exact period of time that the research would be carried out, as well as its aim and its importance and asked for a list of immigrant (Albanian) students of fifth and sixth grade. Then they sampled immigrants randomly from those lists.

The researchers themselves handed immigrant students the questionnaire, so that it would be possible for the participants to have direct, timely and valid clarifications, they meet up with any problems. In addition, there was a cover-letter that informed every participant about the aim of the research and assured him/her that the content of his/her answers would be confidential.

3. The Findings

In table 1 the mean score shows that students have a positive conception of the self concerning academic matters (mathematics, school achievements and abilities, etc.), or in other areas (external appearance, physical abilities etc.) and at the same time their self-esteem also seems to be high. They seem to have a good relationship with their parents, their peers and they also seem to do well in athletics.
Table 1: Means, Standard Deviations, Mediums and Quartiles concerning Students Description of the Self Questionnaire

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<tbody>
<tr>
<td>Mean (M)</td>
<td>3.42*</td>
<td>3.81</td>
<td>3.67</td>
<td>4.15</td>
<td>4.00</td>
<td>3.65</td>
<td>2.11</td>
<td>4.52</td>
</tr>
<tr>
<td>Median</td>
<td>3.50</td>
<td>4.00</td>
<td>3.75</td>
<td>4.20</td>
<td>4.13</td>
<td>3.67</td>
<td>2.00</td>
<td>4.67</td>
</tr>
<tr>
<td>Std. Dev. (SD)</td>
<td>.81</td>
<td>.67</td>
<td>.61</td>
<td>.69</td>
<td>.68</td>
<td>.81</td>
<td>.80</td>
<td>.46</td>
</tr>
<tr>
<td>Percentiles</td>
<td>10</td>
<td>2.20</td>
<td>2.90</td>
<td>2.67</td>
<td>3.20</td>
<td>3.00</td>
<td>2.44</td>
<td>1.38</td>
</tr>
<tr>
<td></td>
<td>25</td>
<td>2.90</td>
<td>3.30</td>
<td>3.25</td>
<td>3.80</td>
<td>3.63</td>
<td>3.22</td>
<td>1.50</td>
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<tr>
<td></td>
<td>50</td>
<td>3.50</td>
<td>4.00</td>
<td>3.75</td>
<td>4.20</td>
<td>4.13</td>
<td>3.67</td>
<td>2.00</td>
</tr>
<tr>
<td></td>
<td>75</td>
<td>4.10</td>
<td>4.30</td>
<td>4.17</td>
<td>4.80</td>
<td>4.50</td>
<td>4.22</td>
<td>2.50</td>
</tr>
</tbody>
</table>

Note: *1.Mistake ......5.Correct.

It should be pointed out that the data concerning gender differences shows the following: a) both groups have a high self-concept in all domains, b) the differences we notice among the different groups are statistically important in domains such as: “Maths”, “PA” “PAS” and the dimensions concerning “RP”. Boys seem to have a higher self-concept in domains which deal with their achievements in “Maths”, in “PA” and “PAS”, as well as “RP” (Table 2).

As concerning the school class we notice that there are differences in the: “PA, “PAS”, “RP”, “SPA” and “RPar”. Younger students have a more positive conception of the “self” in areas which concern their external experience and their physical abilities and athletics, their school achievements as well as their relationships with their parents.

For a more effective comparison concerning the “self-concept” of students in relation to their school achievements we used Clusters Analysis and we divided the students into two (2) groups: a) a low achievement group, and b) a high and medium achievement group. The data which was used was what was gathered from the questionnaires entitled “School Achievements”, which were filled in by the teachers. There is a differentiation produced by the two (2) levels of school achievement: “RP”, “SPA”, “LSE”, “RPar”.

Children with low achievements seem to have a low self-esteem in areas which concern relationships with parents and people of the same age group as themselves in their school achievements and self-esteem.

Table 2: Self-concept of young people in relation to their sex, their school class and their school achievements

<table>
<thead>
<tr>
<th>Factors</th>
<th>Gender</th>
<th>Class</th>
<th>Achievement</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Boys</td>
<td>Girls</td>
<td>t (398)</td>
</tr>
<tr>
<td>Maths</td>
<td>M</td>
<td>3.64</td>
<td>3.22</td>
</tr>
<tr>
<td></td>
<td>S. D</td>
<td>0.72</td>
<td>0.84</td>
</tr>
<tr>
<td>Lang</td>
<td>M</td>
<td>3.79</td>
<td>3.83</td>
</tr>
<tr>
<td></td>
<td>S. D</td>
<td>0.7</td>
<td>0.64</td>
</tr>
<tr>
<td>P. A.</td>
<td>M</td>
<td>3.78</td>
<td>3.58</td>
</tr>
<tr>
<td></td>
<td>S. D</td>
<td>0.57</td>
<td>0.63</td>
</tr>
<tr>
<td>P. A./S.</td>
<td>M</td>
<td>4.37</td>
<td>3.94</td>
</tr>
<tr>
<td></td>
<td>S. D</td>
<td>0.68</td>
<td>0.64</td>
</tr>
<tr>
<td>R. P.</td>
<td>M</td>
<td>4.09</td>
<td>3.93</td>
</tr>
<tr>
<td></td>
<td>S. D</td>
<td>0.55</td>
<td>0.77</td>
</tr>
<tr>
<td>S. P. A.</td>
<td>M</td>
<td>3.71</td>
<td>3.59</td>
</tr>
</tbody>
</table>
The father’s educational level also seems to play a very important role in a student’s perception of the self especially in language learning and teaching (n^2=.071), “RP” (n^2=.015), “PASS” (n^2=.091), “LSE” (n^2=.198) and “RPar” (n^2=.040) (Table 3). We used Scheffe’s method of multiple comparisons to compare the educational level of the father, the findings of which are as follows: a) children whose father had only finished primary school, had a lower self-esteem compared to students whose parents were of another educational level (p=.000), b) children whose father finished primary school, believe that they are “not managing very well” in language, compared to children whose father graduated from a university or a technical college (p=.029), these children also seem to be under achievers at school and with fewer academic abilities (p=.000), c) children whose father graduated from high school seem to have more difficulties at school (p=.008), compared to children whose father graduated from a university or a technical college, they also seem to be under achievers, with fewer academic abilities (p=.003) and with a low self-esteem (p=.016), d) children whose father had graduated from high-school believe that they have difficulties (p=.039) in their relationships with other children, compared to children whose fathers graduated from a university or a technical college, they seem to present lower school achievements and abilities (p=.000) and a lower self-esteem (p=.000), e) children whose father finished primary school believe that they have fewer difficulties in their relationships with their parents (table 3) compared to children whose parents graduated from high-school.

The mother’s educational level seems to influence the “self” in Primary School children, especially in “Maths” (n^2=.071), “Lang” (n^2=.071), “RP” (n^2=.015), “SPA” (n^2=.091), “LSE” (n^2=.198) and their “RPar” (n^2=.040). We employed Scheffe’s method of multiple comparisons to compare the educational level of mothers. Our findings showed that: a) children, whose mother finished primary school had a low self-concept of their school achievements and abilities (p=.000) compared to children, whose mothers received further education, b) children whose mothers’ finished primary school believe that they are not doing well in “Language” compared to all the other children, c) children, whose mother has finished primary school, seem to have more problems in their relationships with other children of their age group, as well as in their relationships with other children of their age, including their parents, compared to children whose mother has finished high-school or university/technical college, d) children whose mothers have finished junior high-school mention that they have difficulties in mathematics (p=.042) compared to students whose mothers have graduated from senior high-school, they also have a low self-esteem (p=.03), as well as a lower self-esteem (p=.001), compared to students whose mothers have graduated from senior high-school.
Table 3: Self-concept of students in view of their parents’ educational level

<table>
<thead>
<tr>
<th>Factors</th>
<th>Father’s Educational Level</th>
<th>Mother’s Educational Level</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>P</td>
<td>JH</td>
</tr>
<tr>
<td>Maths</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>M</td>
<td>3.66</td>
</tr>
<tr>
<td></td>
<td>SD</td>
<td>.86</td>
</tr>
<tr>
<td>Lang</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>M</td>
<td>3.65</td>
</tr>
<tr>
<td></td>
<td>SD</td>
<td>.62</td>
</tr>
<tr>
<td>P. A.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>M</td>
<td>3.77</td>
</tr>
<tr>
<td></td>
<td>SD</td>
<td>.69</td>
</tr>
<tr>
<td>P. A./S.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>M</td>
<td>4.07</td>
</tr>
<tr>
<td></td>
<td>SD</td>
<td>.75</td>
</tr>
<tr>
<td>R. P.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>M</td>
<td>3.96</td>
</tr>
<tr>
<td></td>
<td>SD</td>
<td>.82</td>
</tr>
<tr>
<td>S. P. A.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>M</td>
<td>3.4</td>
</tr>
<tr>
<td></td>
<td>SD</td>
<td>.58</td>
</tr>
<tr>
<td>L. S.-E.</td>
<td></td>
<td></td>
</tr>
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<td></td>
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<td></td>
<td>SD</td>
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<tr>
<td>R. Par.</td>
<td></td>
<td></td>
</tr>
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<td></td>
<td>M</td>
<td>4.36</td>
</tr>
<tr>
<td></td>
<td>SD</td>
<td>.4</td>
</tr>
</tbody>
</table>

Note:** <.001. * <.005

4. Concluding Remarks

The formation of the “self” is influenced by the conceptualization and internalization of a person’s interaction with his cultural and social environment, but most importantly with other people who are very important in his life. The educational environment and the members who constitute the educational community play an important role in the way an individual perceives of himself or herself.

Immigrant students conceive positively of themselves and are able to manage matters positively in areas such as academic achievements (mathematics, school achievements and abilities, etc.), or in other fields (physical abilities, external appearance, etc.) and at the same time their self-esteem is very high. The aforementioned findings show that the Greek educational system, as a significant element of the social-cultural environment of the immigrant students, does not affect their self-concept and thus does not exclude people with a different nationality from it, as this exclusion could have a detrimental social effect on the student and on the person as a whole (Jimerson et al. 2000, Portes & Rumbaut 2005, Thomson & Crul 2007, Tsakloglou & Papadopoulos 2002), as well as on his perception of his/her self-concept (Cooley & Ayres 1988, Tannenbaum 2008). There have been studies (Fremenitis 2005, Hatziorfanoglou 2006), concerning Greece, which reflect a negative stance towards immigrants, even though immigrants who participate in the educational system of the country are treated in the same way as Greek students (Besvegisis 2008, Cristopoulou 2008).

Education is the first and perhaps the only institution which aids towards the inclusion of second generation immigrants within the country of establishment. Research in the U.S.A. has shown the significance and importance which this country attaches to education, especially the education of different nationalities. We must also stress the importance
immigrants themselves attach to their education in the aforementioned country (Suarez-Orozco 2002).

Boys seem to conceive more positively of themselves in areas which concern their achievements in mathematics, in their physical appearance and physical abilities and athletics, as well as in their relationships with other children of their own age, compared to girls. Our research is in line with other research conducted in this field (Giavrimis, 2005, Giavrimis et al. 2003, Hatzichristou & Hopf 1992) but the particular findings of this research show stereotypical perceptions which expect boys to be better than girls in maths and athletics (Paraskevopoulos 1985).

Younger children have a more positive conception of themselves in areas concerning their external appearance, their physical abilities and athletics, their school achievements, as well as their relationship with their parents, compared to older children. Older children, in an attempt to construct their identity and through a process of development, may face friction which may have repercussions in their relationships with the “others”. Children of this age group are going through a transitional phase within the educational system. Students pass from one cognitive level to the next, as well as from one class or school to another (primary school – junior high-school), where the structure and the demands of this level is different (Feldman 2008).

Low achievers also seem not to have a positive conception of themselves in the way they manage matters in areas such as relationships with other children of the same age, with their parents, in their school achievements and self-esteem. Children whose fathers’ have only finished primary school seem to have the lowest self-esteem compared to the other children, whereas children whose parents had a higher educational level seemed to have a better perception of their achievements at school. A mother’s educational level also seems to influence her child’s achievements at school. Children whose mother has only finished primary school have a lower self-concept of their school achievements compared to the other students. The educational level of both fathers’ and mothers’ also seems to influence their relationships and attitudes towards their children, as well as their upbringing. Research has shown correlations between a parent’s educational level and his child’s achievements at school, as well as its upbringing (Bourdieu & Passeron 1994, Fragoudaki 1985). The “cultural capital” of a family, becomes a decisive factor within the social and educational hierarchy (Bourdieu & Passeron 1994, Paterekas 1986).

To round off, it would be safe to say that immigrant students have formed a functional identity of the “self”, irrespective of whether this is an academic identity or something else. Boys and smaller children conceptualize their abilities and dexterities as particular segments of their personalities. Their parents’ educational level also seems to influence their school achievements, as well as their relationship with other students and this includes their self-esteem. Research findings in this paper could be used within the framework of a model which would grant alternative psychological support to schools, and which would aid in the design and enforcement of interventional programmes which will aim at facilitating student’s adjustment in Greek Schools. The educational system, as a secondary factor, which influences socialization may support the formation of the “self” by remodeling its structures so as to verify and bring to prominence those special characteristics of a student which will afford him appropriate social and educational roles, as well as the appropriate educational and the necessary cultural background which are both prerequisites for their school success (D’Amato, 1993). Social and educational policy
should focus upon activities and processes through which the self-concept of the immigrant students will improve and through which social exclusion will be obliterated thus guiding humanity towards a society which respects both the 'other' as well as the intercultural relationships which exist within it.

References


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**Brief biographies**

**Panagiotis Giavrimis**
He is a Lecturer in the Department of Sociology in the University of the Aegean (Greece). Before that position he had worked as a teacher and school counsellor in primary public schools for 23 years. He currently teaches sociology of education in the Department of Sociology at the Aegean University.

**Vasilis Charitos**
He is a teacher in public elementary schools in Athens. He conducted his graduate studies in the field of Education at the University of Athens and he holds a Ph.D in intercultural studies from the Department of Educational and Social Policy at the University of Macedonia.

**Adamantios Papastamatis**
He is an Associate Professor in the Department of Educational and Social Policy, University of Macedonia, Greece. He also teaches in specialisation programmes in the University of Macedonia.

**Makrina Zafiri**
She has a Ph.D in First and Second Language Teaching from the University of Patra, she also has an MA in Theoretical and Applied Linguistics from the English Department of the Aristotle University of Thessaloniki, She currently works for the University of Thessaly in Volos as an ESP/EAP teacher.