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Department of Psychology

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Education

2012: PhD in University of Ioannina, Ioannina, Greece (grade: excellent)

Doctoral dissertation title: "The Development of a Questionnaire of Academic Hardiness for Late Elementary School Children"

2006: MSc in Democritus University of Thrace, Komotini, Greece.

Master's degree dissertation: "Physical activity levels, exercise attitudes, self-perceptions and BMI type of 12-years children".

1996: 4-years bachelor's degree in Aristotle University of Thessaloniki, Department of Physical Education, Thessaloniki - Greece.

Publications

1. Stylos, G. & **Kamtsios, S.**, & Kotsis, K. (2022). Assessment of science teaching efficacy of pre-service teachers in a Greek university. *International Journal of Science Education* DOI: 10.1080/1046560X.2021.2023959
2. **Kamtsios, S.**, & Bartone, P. (2021). Preliminary investigation of the psychometrics properties of the Hardiness-Resilience Gauge in a Greek undergraduates' sample. *Hellenic Journal of Psychology*, 18, 287-310.
3. **Kamtsios, S.**, & Karagiannopoulou, E. (2020). Undergraduates' affective-learning profiles: Their effects on academic emotions and academic achievement. *Hellenic Journal of Psychology*, 17, 176-204.
4. Karagiannopoulou, E., Milenios, F., **Kamtsios, S.**, & Renzios, X. (2019). Do defense styles and approaches to learning 'fit together' in students' profiles? Differences between years of study. *Educational Psychology*, 40(5), 570-591.
5. **Kamtsios, S.** (2019). Exploring associations between demographic characteristics and teachers' occupational stress and coping. *Journal of Applied Educational and Policy Research*, 4(1), 22-38.
6. Renzios, X., **Kamtsios, S.**, & Karagiannopoulou, E. (2019). The mediating role of implicit and explicit emotion regulation in the relation between academic emotions and approaches to learning. *The Journal of Nervous and Mental Disease*, 207(8), 683-692.
7. **Kamtsios, S.** (2018). Burnout syndrome and stressors in different stages of teachers' professional development: the mediating role of coping strategies. *Hellenic Journal of Psychology*, 15, 229-253.
8. **Kamtsios, S.** & Lolis, T. (2016). Investigating burn out in Greek teachers: Are there any teachers at risk? *Hellenic Journal of Psychology*, 13, 196-216.
9. Karagianopoulou, E. & **Kamtsios, S.** (2016). Multi-dimensionality vs. unitary of Academic Hardiness: An under explored issue...? *Learning and Individual Differences*, 51, 149-156.
10. **Kamtsios, S.**, & Karagianopoulou, E. (2016). Validation of a newly developed instrument establishing links between motivation and academic hardiness. *Europe's Journal of Psychology*, 12(1), 29-48.

11. **Kamtsios, S.**, Karagianopoulou, E. (2015). Exploring relationships between academic hardiness and academic stressors in university undergraduates. *Journal of Applied Educational and Policy Research*, 1(1), 53-73.
12. **Kamtsios, S.**, & Karagianopoulou, E. (2014). Exploring the psychometric properties of the “German Questionnaire Measuring Stress and Coping in Children and Adolescents”, in a Greek sample. *Progress in Psychology*, 2(1), 18-25.
13. Karagiannopoulou, E., Naka, K., **Kamtsios, S.**, Savvidou, E., & Michalis, L. (2014). Medical students’ approaches to learning before and after problem-based learning cardiology practice. *Journal of Contemporary Medical Education*, 2(3), 152-157.
14. **Kamtsios, S.**, & Karagianopoulou, E. (2013). Conceptualizing students’ academic hardiness dimensions: A qualitative approach. *European Journal of Psychology of Education*, 28(3), 807-823
15. **Kamtsios, S.**, & Karagianopoulou, E. (2013). The development of a questionnaire on academic hardiness for late elementary school children. *International Journal of Educational Research*, 58, 69-78.
16. **Kamtsios S.** (2012). Daily sources of stress in primary and secondary school children: the moderating role of interventions programs. *Scientific Journal of Pure and Applied Sciences*, 1(3), 1-11.
17. **Kamtsios S.** (2011). Psychological correlates of physical activity in children and adolescents: A Cluster Analytical Approach. *International Journal of Sport Sciences*, 1(1), 1-12.
18. Karagianopoulou, E. & **Kamtsios, S.** (2011). Stages of change, self-efficacy and stress management perceptions in undergraduate students. *International Journal of Psychology and Behavioral Sciences*, 1(1), 1-9.
19. **Kamtsios S.** (2011). Differences in attitudes towards exercise, perceived athletic ability, perceived physical attractiveness and participation in physical activity in children and adolescents aged 10 to 17 years old. *Journal of Sport and Health Research*, 3(3), 129-142.
20. **Kamtsios S.** (2010). Gender differences in elementary school children in perceived athletic competence, body attractiveness, attitudes towards exercise and participation in physical activity. *International Quarterly of Sport Sciences*, 10(2), 10-18.
21. **Kamtsios S.** & Diggelidis N. (2008). Physical activity levels, exercise attitudes, self-perceptions and BMI type of 12-years children. *Journal of Child Health Care*, 12(3), 228-237.
22. **Kamtsios S.** (2008). Physical fitness, nutritional habits and daily locomotive action of 12-years children with different body mass index. *South Africa Journal of Sports Medicine*, 20(1), 32-36.