age and administered in a computerized format, either online or with assistance. Its purpose is to assess memory binding abilities, which involve integrating complex elements into unified representations, crucial for both short- and long-term memory. Conjunctive binding in short-term memory is responsible for the temporary retention of associations or combinations of features, such as color and shape. Screening instruments like the MAPS-T aim to be low-cost, quick, and non-invasive tools that provide indicators of potential clinical conditions.

Objectives: To investigate the relationship between performance on memory tasks involving binding and the variables age and educational level.

Methods: A total of 33 individuals aged between 50 and 78 years (M=62.09; SD=6.67) with 6 to 35 years of education (M=19.88; SD=5.63) were evaluated. Participants with reported neurological/psychiatric conditions or uncorrected sensory impairments were excluded. Data collection was conducted on a computer by a trained administrator in sessions lasting 15 minutes. The memory binding task required the recognition of a nameable figure and the color and geometric shape surrounding it. Data were analyzed using Spearman's correlation.

Results: Spearman's correlation coefficients indicated that age did not show a significant correlation with total recognition, binding score, or dichotomous score (p > 0.05), suggesting that this variable does not have a relevant association with performance in these scores. In contrast, education demonstrated a moderate and significant correlation with total recognition, binding score, and dichotomous score (p < 0.05), suggesting that more years of education are associated with better performance in these areas.

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
age	33	50,00	78,00	62,0909	6,67254
education_level_years	33	6	35	19,88	5,628
Valid N (listwise)	32				

		Age	education_level_years
MAPS-T - total_ recognition _phase_2	Correlation Coefficient	,194	,431*
	Sig. (2-tailed)	,280	,012
	N	33	33
MAPS-T - binding_score	Correlation Coefficient	,198	,383*
	Sig. (2-tailed)	,268	,028
	N	33	33
MAPS-T - dichotomous_ score	Correlation Coefficient	,181	,406*
	Sig. (2-tailed)	,313	,019
	N	33	33

Conclusions: Education showed a positive and consistent association with performance across all test measures (total recognition, binding score, and dichotomous score). Age, in turn, did not show a significant correlation with these variables, indicating that, in this sample, education is a more important factor than age in explaining performance on the MAPS-T scores, particularly in the binding stage.

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Self-protective behaviours to protect against coronavirus-19 infection and their association with Perceived Infectability, Germ Aversion and Fear of COVID-19 among South African learners

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Introduction: COVID-19 wreaked havoc across the world killing millions along its path. All attempts were made to lower and eventually control the death toll from the pandemic. The "trace, test and treat" approach had its limits since the latter were not developed fast enough. Vaccines were seen as the best hope to protect individuals from the coronavirus and COVID-19. Thus, vaccination was encouraged and promoted widely. Aside from vaccines, interventions emphasised non-pharmaceutical self-protective behaviours to protect against coronavirus infection. Subsequently, there were various levels of compliance and observance of self-protection within nations. Yet studies have not attempted to explore the research implications of compliance patterns.

Objectives: The present study's aim was to (i) identify latent classes of individuals' varying levels of compliance with COVID-19 self-protective behaviours; and (ii) explore the capacity of the latent classes to separate individuals according to their levels of Perceived Infectability, Germ Aversion and Fear of COVID-19.

Methods: Data for the current study was extracted from a cross-district COVID-19 study conducted among *high school level learners (N = 1609; girls = 59%; rural areas = 43%) in South Africa*. Latent classes were derived based on the scores obtained by learners on a self-developed index of non-pharmaceutical self-protective behaviours. Three classes were identified, and they were compared against their obtained Perceived Infectability, Germ Aversion and Fear of COVID-19 scores.

Results: Scores of all three knowledge groups did not differ on Perceived Infectability (p > .05), but the highest scorers, the "knowledgeable group", scored higher than the "moderately knowledgeable group" and the "relatively low knowledge group" on Germ Aversion and Fear of COVID-19. The scores of the "moderately knowledgeable group" and the "relatively low knowledge group" did not differ on the Fear of COVID-19.

Conclusions: The study supports an approach where learners are classified according to their knowledge of COVID-19 self-protective behaviours, and their motivation for self-protection established according to the classification.

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