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and
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It's All About Relationships



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CONTENTS

<i>Anna L. Comunian & Uwe P. Gielen: Preface: An Appreciation to All Contributors</i>	ix
<i>Florence L. Denmark: Foreword</i>	xiii
<i>Juris G. Draguns: Foreword: Human Relationships in Their Cultural Diversity</i>	xvii
SECTION I: BASIC PERSPECTIVES ON SELF AND RELATIONSHIPS	
	1
<i>Marco Sambin & Diego Rocco: The Relationship Forms the Object, the Object Forms the Relationship</i>	3
<i>Paolo Inghilleri: A New Perspective on Self-Development: From Subjective Experience to Psychosocial Action</i>	13
<i>Edith H. Grotberg with Sandra Neil & Maria McCarthy: Resilience and Disasters</i>	23
SECTION II: FAMILIES AND CHILDREN	
	35
<i>Margaret Kobue: The Shift from Extended to Nuclear Families and Other Emerging Patterns in Black Africa: Impact of Inherent Relationships on the Young</i>	39
<i>Maureen Tanyi: Types of Parental Relationship and Levels of Children's Adjustment to Schools in Cameroon</i>	51
<i>Donna Goetz and Chizuko Sugita: Mother-Daughter Relationships in Japan and the United States of America</i>	61
<i>Anna L. Comunian: A Review of Italian Research on Rohner's Parental Acceptance-Rejection Theory</i>	71
<i>M. Gawain Wells, David Law, & Jennifer Johnson: Applications of Attachment Theory to Parent Training</i>	85

SECTION III: CHILDREN AND STUDENTS IN THE MULTIETHNIC SOCIETY	91
<i>Barbara Testolin: The Child and the Family in the Multiethnic Society</i>	93
<i>Mauro Gonzo: The Project "The Child and the Family in the Multiethnic Society": Creating Better Relations between Italian and Foreign School Children</i>	97
SECTION IV: COUPLE RELATIONSHIPS: PERCEPTIONS AND REALITIES	109
<i>Maria Lúcia Rocha-Coutinho: New Options, Old Dilemmas: Close Relationships and Marriage in Brazil</i>	111
<i>Maria Cristina Ferreira: Gender Stereotypes in Brazilian Society: An Analysis of Their Dynamics</i>	121
<i>Rita D'Amico: Guilt in Couple Relationships: A Gender Analysis</i>	129
<i>Silvia Sara Canetto: Fatal Relationships</i>	141
SECTION V: ADOLESCENTS	149
<i>Vivian Seltzer, Natividad Dayan, Dap Louw, & Daty Majzub: Maturity Assessments and Educational Influence on Adolescents: A Six-Nation Study</i> ...	151
<i>Antonella Delle Fave, Marta Bassi, & Fausto Massimini: Quality of Experience and Daily Social Context of Italian Adolescents</i>	159
<i>Elaine Leader: Growing Up Gay</i>	173
SECTION VI: SCHOOLING AND CAREER DEVELOPMENT	179
<i>Eveline Maria Leal Assmar, Maria Cristina Ferreira, Alicia G. Omar, & Hugo Uribe Delgado: Social Motivation and Academic Performance Among Brazilian and Argentinean Students</i>	183
<i>Christoffel P.H. Myburgh & Marie Poggenpoel: Predictors of the Work Ethics of South African Adolescents in Township Schools</i>	191

<i>Joan H. Rollins, Mary Zahm, Gary Burkholder, & Peter F. Merenda: Development of the Proactivity Scale to Predict Non-Intellectual Factors Related to Student Retention and Achievement</i>	207
<i>Patricia J. Fontes, Teresa Manuela Ramao, & Celia Sousa: Measuring teacher Perception of a Model of Environmental Education and of its Impact on Teaching Practice</i>	215
<i>Amos A. Alao: Fostering Career Development of Youths in Botswana: The Role of Employers</i>	227
<i>Warren D. Keller & Kim L. Tillery: The Relationship Between Attention Deficit and Auditory Processing Disorders</i>	233
SECTION VII: GEMS OF CROSS-CULTURAL RESEARCH	241
<i>Arménio Rego: Citizenship Behaviors of University Teachers: The Graduates' Point of View</i>	245
<i>Patricia J. Fontes & Ana Paula Macedo: Cultural Mediation by Schools and Museums: Results of an Action Research Project in Portugal</i>	257
<i>JW P. Heuchert: Relationships between the Scores on Psychological Measures of Racial Groups in South Africa: Pre- and Post-Apartheid</i>	267
<i>Ana Guil Bozal: The Elderly in Spain: Data, Stereotypes, Needs</i>	275
<i>Elham A. Khalil: A Survey of Aesthetic Research Studies in Arab Countries</i>	289
SECTION VIII: PSYCHOLOGISTS IN THE WORLD OF WORK: JOB SATISFACTION AND LEADERSHIP	299
<i>Elicia C. Richter, C. Pietersen, & Dap Louw: Job Satisfaction of Psychologists in a Public Service Organization</i>	303
<i>Angela Maria Monteiro da Silva & Wilma Costa Souza: The Influence of Personality and Job Factors on the Burnout Syndrome Among Brazilian Health Professionals</i>	325

<i>Ann M. O’Roark: Leadership—The Next Generation: Synthesizing Knowledge About Effective Leadership</i>	335
<i>Kathy Sexton-Radek & Lawrence B. Carroll: Cross-Cultural Relationships in Education Systems: The United States and China Leadership Development Fellowship.....</i>	347
SECTION IX: HEALING, THERAPY, AND COUNSELING	357
<i>Luisa Meneghini: The Art of Preserving Health: Illnesses and Healers in 19th Century Italy</i>	361
<i>Harold A. Finkleman: Psychodynamic Frontiers: Counseling, Healing, and the Medicine Man’s Bundle.....</i>	367
<i>Jaswant L. Khanna: Spirituality and Transpersonal Psychotherapy.....</i>	375
<i>Satoru Nishizawa: Psychological Well-Being, Religion, Logos, Intuition, and Rational Emotive Therapy.....</i>	385
<i>Antoinette D. Thomas & Deryse Dufresne: Osteopathic Healing in Children’s Drawings.....</i>	391
SECTION X: HEALING AND REHABILITATION	403
<i>Giovanni Marchioro, Fiorenza Barbato, Donata Sartori, & Orazio Vinante: Disease and the Process of Individuation.....</i>	407
<i>Jenny Littlewood & Alice Lovell: Debating Death and Negotiating Life: Tracing Professional Care for Women Having a Miscarriage.....</i>	425
<i>Andrea Zattin, Tania Sogoian, Antonia Maragno, & Manuela Soave: The Rehabilitation Counselor’s Role in the Planning of a Suitable Rehabilitation Program.....</i>	431
<i>Anna L. Comunian & Uwe P. Gielen: Physical Rehabilitation and the Family.....</i>	441

*To Matti K. Gershenfeld
and all ICP members*

PREFACE: AN APPRECIATION TO ALL CONTRIBUTORS

This book represents an integration of theoretical ideas, research, and practical experiences that have been culled by a talented group of international psychologists from a broad range of studies, interventions, and professional sources. We would like to acknowledge the colleagues especially from the International Council of Psychologists who have contributed to the study of relationships in order to support the internationalization of psychology and to make readers aware of the importance of relationships across physical and mental borders.

This book provides psychologists, clinical psychologists, and professionals with the theoretical and technical basis for designing interventions that enhance relationships. Two key themes emphasized by many contributors concern the use of relationships in the context of preventive interventions and the role of psychologists in a variety of specific contexts. Families, schools, and work environments offer numerous relationship opportunities and valuable human connections are formed in these settings. Many aspects of clinical, educational, and work depend on relationships. The contributions to this volume examine similarities and differences across those contexts and propose a variety of relationship-oriented principles designed to offer more effective psychological interventions.

This volume contains the contributions of 75 researchers and theorists, predominantly psychologists, from 15 countries. Several contributions examine the central role of family-based relationships in the lives of children, adolescents, and adults. However, in a rapidly changing world, traditional concepts of family including the respective roles of men and women are open to sustained reexamination. Relevant theories of interpersonal relationships, social development, general system theory, and ecological perspectives are used to provide the scientist-practitioner with theoretical frameworks that can be applied to different type of relationships. Basic perspectives on self and relationships are examined at the most fundamental level: What do we mean when we use the term relationship? Relationships to “what”?

Current approaches to treatment and the International Resilience Research Project on the effects of disasters on people who did not have the time to prepare themselves for them are presented. Families and children, the effects of the shift from the extended family to the nuclear family, parental relationship with children, and a new program designed to foster emotional resilience are discussed. Children as

growing members of the multiethnic society are considered in a project aimed at integrating immigrant children first at school and then in a wider social framework. In the context of couple relationships, perceptions versus realities, gender stereotypes, and the role of women in couple relationships are examined in some depth.

Concerning adolescents, one significant question is whether there are universals in their development or if they are predominantly the product of their particular culture and society. Several contributions attempt to understand how adolescents experience their behavioral transitions toward adult roles. In this context, several contributions explore schooling and career development, the effectiveness of model education, career services, the impact of culture on academic performance, the importance of non-intellectual skills, and the problems of young people from a variety of different perspectives.

The subsequent section on gems of cross-cultural research includes reports on different aspects of relationships, such as projects focused on how children learn, on behaviors of university teachers as seen from a graduate-student perspective, a study concerning stereotypes about older people, research related to racial groups, and a survey of Egyptian research on aesthetic behavior.

Additional contributions focus on the role of psychologists in the world of work. They explore job satisfaction and leadership, the job turnover rate for South African psychologists, and job satisfaction in the context of interactions between job factors, personality type, and burnout.

In the final sections, much attention is devoted to healing, therapy, and counseling, in particular to the relationship between the "diseased" and his/her healer and between the client and his/her therapist. Other contributions explore the role of psychodrama in certain cultural contexts, as well as innovative approaches to spirituality and transpersonal psychotherapy. Finally, a section on healing and rehabilitation contains several chapters that analyze how everyday relationships can serve as a resource for the purpose of preventing problems and for enhancing competencies.

In sum, the book integrates contributions from developmental, clinical, cross-cultural, organizational, and school psychology, links research on social development to applications in a rich variety of contexts, and identifies a set of theoretically informed applications. We believe that it provides the reader with an important set of tools to address many important professional questions. By focusing on relationships as a resource, it is our hope that psychologists will be able to play key roles in the enrichment of the lives of their clients, colleagues, friends, and family members.

The editors would like to thank the General Psychology Department of Padua University and the Institute for International and Cross-Cultural Psychology at St. Francis College for their financial support. We are deeply indebted to Petra Bernard, Oraine Ramoo, Keri Kitson, and Oksana Chumachenko who contributed so much to the editing of the volume. Many thanks, as well, to Monica S. Cupen, who used her special talents not only to help edit many chapters, but also to prepare the overall manuscript in its camera-ready form. Finally, we would like to thank Matti K. Gershenfeld who not only suggested the title of the book, but also served as Program Chair of the 2000 ICP Conference in Padua at which many of the papers included in this book were first presented.

May 2002

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**FOSTERING CAREER DEVELOPMENT OF YOUTHS IN BOTSWANA:
THE ROLE OF EMPLOYERS**

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The National Youth Policy (1996) of Botswana is a framework for the development of its youth. It endeavors to ensure that young men and women are given every opportunity to reach their full potential, both as individuals and as active citizens. The policy also addresses major concerns and issues of critical concern to young people in Botswana and provides directives for youth programs sponsored by government and non-government organizations. The policy is directed toward young males and females between the ages of 12 to 29 years. One of the major issues affecting young people in Botswana is unemployment. Being employed or unemployed has a strong impact on the self-concept and self-worth of youth. Employment of youth also enables them to contribute economically and lead a productive life, while simultaneously limiting their involvement in crime and other negative social activities.

METHODOLOGY

A validated Career Services Questionnaire covering a variety of career services and activities was sent to employers of private, parastatal, central, and local organizations in Botswana. Targeted were major employers in the country who employed at least one hundred employees and employers having branch offices in various areas in the country. The questionnaire was divided into two parts: Part I was designed to identify the classification of the employment agency/organization the address and the contact person completing the questionnaire for a follow-up. Part II focused on the nature of career services/activities provided, including activities such as: how to write a cover letter and a resume, role-playing a job interview/interview training/vocational testing/skill in self-knowledge for students, presentations about careers, career fairs, field trips/site visits or career tours, career instruction, possession of career video tapes, job shadowing/on the job learning experiences, peer career guidance, individual career counseling, group career counseling, job placement, using computers in career guidance/services, and other services. The questionnaire also asked about the methods utilized by employers to disseminate career information. In addition, the factors that contributed positively or negatively to providing career services/activities were explored. Finally, the questionnaire contained inquiries about possible support from employment organizations in the establishment of a career resource center in the country.

FINDINGS

Career Services/Activities Provided by Employers

Twelve organizations filled out the questionnaires. Employers came from all the employment agencies indicated in the Botswana Standard Industrial Classifications, that is, Private (5 employers in this category), Parastatal (2 employers in this category), Central (3 employers in this category), and Local (2 employers in this category). The main or central offices of the employment agencies were targeted, and the study concentrated on agencies having the largest number of employees. The information provided on career services and activities thus related to the branches of the main organization. Table 1 indicates that approximately two-thirds of the employers who responded provided some form of career services/activities to youths, while approximately one third of the agencies did not.

Table 1
Career Services/Activities Provided by Employers

Career Services/Activities	Provide Service		Do not Provide Service		Total Count
	Count	Percent	Count	Percent	
How to write Job Application/ Cover letter	2	16.7	10	83.3	12
How to write curriculum vitae (resume)	3	25.0	9	75.0	12
Mock job interview/interview training	3	25.0	9	75.0	12
Vocational testing	1	8.3	11	91.7	12
Skill in self-knowledge for student	3	25.0	9	75.0	12
Career talk	4	33.3	8	66.7	12
Career fair	3	25.0	9	75.0	12
Field trip/site visit or career tour	2	16.7	10	83.3	12
Career class	1	8.3	11	91.7	12
Career video tapes	2	16.7	10	83.3	12
Job shadowing/on the job learning experience	3	25.0	9	75.0	12
Peer career guidance	1	8.3	11	91.7	12
Individual career counseling	3	25.0	9	75.0	12
Group career counseling	1	8.3	11	91.7	12
Job placement	2	16.7	10	83.3	12
Using computer in career guidance/services	1	8.3	11	91.7	12
Others (please specify)	1	8.3	11	91.7	12

Although two-thirds of the employers indicated that, in general, career services are provided, less than one-third of them provided career services/activities in each of the career activities of most relevance to the youth. In fact, the only service that was provided by up to a third of the employers was career talk. Table 1 also demonstrates that about 80% of the employers did not teach youths how to write job applications, offer site tours, possess career video tapes, or provide youth with job placement information. Ninety percent of the employers did not offer vocational testing, career classes, peer career guidance, group career counseling, nor did they use computers for career guidance to youths.

Career Information Dissemination Strategies

In order to be meaningful to the youth, the information on career choices must be disseminated. In this context, the strategy employed is important, since using a variety of procedures ensures that a larger number of youths receive the information and because each strategy utilized has its own limitations.

Table 2
Method Used to Disseminate Career Information

Method	Used		Not Used		Total Count
	Count	Percent	Count	Percent	
Career talk	4	33.3	8	66.7	12
Career fair	2	16.7	10	83.3	12
Company brochures/flyers	3	25.0	9	75.0	12
Others	5	41.7	7	58.3	12

Table 2 shows that the proportion of employers utilizing any of the three methods of disseminating career information was low. Only Career Talk was utilized by up to one-third of the employers. Whereas approximately 40% of the employers claimed the used other methods, these methods were diverse, ranging from the use of local newspapers to disclosing career information at the job site, responding to occasional phone calls about career opportunities, and allowing the youth to visit the organization.

Alao (1998) noted that most employers surveyed did not have materials for educational and occupational instruction. The majority of companies using materials (41.7%) utilized company brochures/flyers.

Factors Affecting the Provision of Career Services/Activities in Employment Organizations

The availability of career services may depend on several factors related to each employment agency. Some of these factors include the availability of staff that could be assigned to provide career services and having the time to do so, the availability of facilities and resources, and funding. Table 3 indicates that no single factor appears to have affected all organizations in the same way. The factors positively contributing to providing career services and activities are listed in descending order: individual staff skills or capabilities (70%), budget available (60%), physical facilities (55.6%), personnel (54.5%), time and availability of other referral resources (50%). Resource materials such as educational and occupational materials contributed negatively to the provision of career services and activities among 60% of the employment organizations.

Table 3
Factors that Affect the Provision of Career Services
in Employment Organizations

Factor	Has Contributed				Total Count
	Positively		Negatively		
	Count	Percent	Count	Percent	
Personnel (staffing)	6	54.5	5	45.5	
Physical facilities	5	55.6	4	44.4	11
Resource materials, e.g., Educational and/or Occupational materials	4	40.0	6	60.0	9
Budget available		60.0	4	40.0	10
Individual Staff skills or capabilities	6	70.0	3	30.0	10
Time at your disposal or provide career services/activities	7	50.0	6	50.0	12
Availability of other careers referral resources	6	50.0	5	50.0	10
Others	5	33.3	2	66.7	3

CONCLUSION

In Botswana, employers can play a significant role in promoting the career development of youths, when they actively participate in disseminating career information and adequately participate in career discussions and career fairs. Additionally, they must facilitate job shadowing, which is becoming popular in Botswana. Employers must also be willing to make their facilities available for cooperative/experiential education programs. At times, youths and students in training need practical experience on the job; experience cannot be attained if employers do not cooperate by making their facilities available to trainees. There should be cooperation between employment organizations and schools in the sharing of career information. Support from employment organizations could be in the form of sponsoring career fairs and career shows at schools, and providing scholarships to youths to enable them to complete their education, which, in turn, could enhance job readiness.

There is need for collaboration and partnership between different agencies in Botswana in the overall development, including career development of youths. Herr (2000) emphasized the importance of collaboration among professional organizations, governmental entities, and counselors in career development. Although I share this view, collaboration should be broadened to include employment organizations as well, due to their unique role in the career development of youths. Herr (2000) and Watts (2000) stressed the relevance of policy issues and legislative initiatives in fostering career development. The National Youth Policy developed in Botswana is a step in the right direction. This policy should be expanded to include the effective participation and collaboration of employment organizations in the career development of youth.

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