

## THE DEVELOPMENT OF THE PSYCHOLOGY DISCIPLINE IN BOTSWANA: RESEARCH SO FAR

Mpho M. Pheko<sup>1</sup>, Nicole Monteiro<sup>2</sup>, Monde Kote<sup>3</sup>, Shyngle Balogun<sup>4</sup>

Department of Psychology, University of Botswana,  
BOTSWANA.

<sup>1</sup> [mpheko@live.com](mailto:mpheko@live.com)

### ABSTRACT

*The main aim of this review was to compile and review the development and research output by the academic psychologists at the University of Botswana. The secondary objective was to discover current trends in research, and also identify gaps in research. This was done in light of broader developments and paradigms in psychology and related fields, as well as the nation-building standards identified by the University of Botswana. The process followed entailed identifying topics and related keywords, then using the keywords to conduct both electronic and manual searches of the literature. The process also entailed reviewing the references sourced, studying the material, and identifying new references through citations. Thereafter, the material was organized to identify themes and gaps were assessed. The majority of identified gaps included research regarding the HIV/AIDS pandemic, poverty, unemployment, and the general culture. The paper concluded by highlighting future trends and recommendations for increasing research output.*

**Keywords:** Botswana, Africa, Psychology, Research, Development, Mental Health

### INTRODUCTION

Globalization continues to have significant impact on people's ways of life and their identities (Arnett, 2002). For the psychology profession, this development has resulted in some psychologists arguing for an international and unified psychology (Ardila, 2006; Cole, 2002) which also embraces globally representative samples (LoSchiavo & Shatz, 2009). Some have raised concerns that psychological research is dominated by Americans (Cole, 2006; Sue, 1999) and highlighted this as a concern since 95% of the world's population's whose living conditions differ greatly from those of the Americans have been neglected by psychologists (Arnett, 2008).

One potential cause of this status quo could be the fact the growth of the psychology disciplines in developing countries seem to follow a process where individuals trained abroad (i.e., USA, United Kingdom, or Germany) return to their native countries, and then import what they have learnt into academic departments. While in some cases, the academic departments may later be transformed to become more culturally appropriate through a process commonly referred to as indigenization (Adair, Kashima, Maluf, & Pandey, 2006); the voice of psychology is still predominantly Euro-American (Cheung, 2012).

The above description of the development of psychology profession somehow fits the pattern at the University of Botswana. The Department was established in January 2004 and currently offers two undergraduate degree programs: Bachelor's Degree with Psychology as a Combined Major and Bachelor of Psychology Degree (B.Psych.) ([http://www.ub.bw/learning\\_faculties.cfm?pid=585](http://www.ub.bw/learning_faculties.cfm?pid=585)) and the Department was established through the guidance of two professionals, both of which studied psychology in developed countries. Furthermore, the majority of the first cohort of Botswana (i.e., native people of Botswana) psychology

instructors/lecturers studied psychology in the USA. Since establishment, the Department has also received four visiting scholars - three from the USA and Canada and one from Nigeria (an African country). This means that at various points, the Department has had at least one American staff members either as a visiting scholar, sabbaticant, or an employee.

The picture described above begs the questions: How does such a background influence the development of psychology? Or a similar question: What should be the value of psychology in a developing country like Botswana? When asked similar questions, the psychology students from the University of Botswana indicated that the psychology discipline should: increase knowledge and allow for a better understanding of human beings and the world, create awareness about psychology, enhance individuals' understanding of psychology, and update psychological theories to ensure their applicability (Plattner & Moagi-Gulubane, 2009). On the same issue, other African psychologists have highlighted the benefits of indigenizing psychology to reflect the broader African context (Mpofu, 2002; Moll, 2002).

Other established bodies like the American Psychological Association (2003) also encourage the use of the so called cultural lens as a central focus of professional behavior. According to the APA, this entails a process where psychologists recognize that every individual is influenced by the historical, ecological, socio-political, and disciplinary contexts (American Psychological Association, 2003). In recognition of the complexity of an individual, the American Psychological Association's multicultural guidelines encourage both practitioners and researchers to use culturally relevant assessment techniques, consider cultural explanations for outcomes, and include the research sample's cultural, ethnic, and racial characteristics (American Psychological Association, 2003; 2006). Such an approach will require professionals in developing countries, especially those with underdeveloped psychology disciplines, to intensify research outputs even further. Other researchers have suggested that one way of achieving this objective is to conduct literature reviews that include references of international works and to also use methods that tap into broader and/or diverse populations (LoSchiavo & Shatz, 2009).

### **Aims of the Paper**

In light of the above discussions, the main purpose of the current paper was to compile and review the development and research output by the academic psychologists in Botswana with the intention of acquainting other professionals with the work of academic psychologists at the University of Botswana. Following recommendations by LoSchiavo and Shatz (2009), we believe this is one way of assisting other researchers to include references of international works (in this case, Botswana works).

Similar to other institutions of higher learning which are mandated to create, store, and disseminate information and knowledge (Linton, Tierney, & Walsh, 2011), academic staff at the University of Botswana are also expected to publish, and their tenure is also based on the quality and quantity of their publications. The University of Botswana is also the country's primary academic and research generating institution and has a mission of contributing to the country's overall development. Therefore departments at the University of Botswana are also supposed to work towards helping the University achieve these strategic objectives. As such, in addition to compiling and reviewing the literature, the secondary aim of the current paper was to identify current trends and themes of research, and further identify gaps in light of the current psychosocial and economic challenges faced by the country. This may eventually aid any potential international researcher to efficiently identify: gaps in the Botswana research and to also identify potential research collaborators. Because the research output was

anticipated to be very low, we also concluded the article by identifying future trends and suggesting strategies for increasing research output.

### **The Context of Botswana**

Botswana is a sub-Saharan country roughly the size of France or Kenya (Botswana Tourism, n.d). Generally, the development of the psychology profession in Botswana can be described as painfully slow. For instance, when calculated per 100,000 of the population, the number of psychologists is .03, psychiatrists is 0.4, and psychiatric nurses is 9 (Segopolo, Selemogwe, Plattner, Ketlogetswe, & Feinstein, 2009; WHO, 2007). The Department of Psychology at the University of Botswana currently has a staff establishment of 11 staff members, although it is worth noting that two are undergoing training in other institutions. There are various likely reasons that contribute to the slow growth of the field. One is the potential limited public awareness of what psychology is; given the fact that psychology is a fairly new discipline in the country. Second is the understanding of how a society/country may benefit from such a profession especially granted the other allied or complementary professionals operating, such as Medical Doctors, Psychiatrists, Social Workers, and Counselors. At times, these allied professions presents confusions as to what the profession has to offer, the parameters within which it should operate, and a fundamental challenge of skill differentiation which could also be compounded by other challenges such lack customer/client education.

### **Legislative and regulatory contexts**

Psychology in Botswana is also minimally regulated. The Botswana Health Professions Act of Parliament 2002 (which to the knowledge of the authors is the only Act in the country that makes mention of Psychology), until 2013, it required that only Clinical Psychologists register with the Botswana Health Professions Council (BHPC). The Act however, makes no other regulatory demands or measures beyond registration. There is also the Botswana Association of Psychologists (BAPsy) which is mandated to regulate, guide, and oversee the practice of Psychologists in Botswana. Similar to many other global professional Psychology bodies, one of the mandates of BAPsy is to ensure that academic research and work become the key drivers directing the practice of the psychology profession. Despite the stipulated objectives of the association, it is also worth highlighting that the development of BAPsy has also been painfully slow.

### **METHOD**

To ensure that an objective (Conn et al, 2003), systematic, explicit, thorough, and rigorous process (Hek, Langton, & Blunden, 2000) was followed; a framework recommended by Polit, Beck, & Hungler (2001) was used. This process entailed: 1) identifying the topics and related keywords, 2) using the keywords to conduct both electronic and manual searches of the literature, 3) reviewing the references sourced, 4) studying the material and identifying new references through citations, and 5) organizing the material to identify themes (Polit et al., 2001). A parallel process that entailed sending out correspondences to lecturers, professors, and researchers at the University of Botswana's Department of Psychology was also carried out to solicit missed publications. The first step entailed identifying keywords, their synonyms, and alternative terms. Timmins and McCabe (2005) describe the use of appropriate keywords as a cornerstone of effective search. In the current study, the keywords which included words and phrases such as: psychology, Botswana, students, clinical psychology, mental health, behaviors, mental processes, counseling, disorders, therapy, and industrial-organizational psychology, and work was compiled. In addition, truncations (i.e.,

the use of part of a word and a symbol) were used to source information on similar words (Burns & Grove, 2001). For example, among other truncations, the root of the word psychology was used with a \* symbol (i.e., psych\*).

The next step entailed using the Boolean logic to search for keywords, truncations, and their combinations in the computerized search engines. Boolean logic is a way of narrowing or expanding a database search by linking search terms with the connectors such as AND, OR, and NOT (Burns & Grove, 2001). Examples of computerized search engines used include: Google Scholar, PsycCRITIQUES, SocINDEX with Full Text, PsycINFO, PsycARTICLES, Philosopher's Index, MEDLINE, Humanities International Complete, Health Source: Nursing/Academic Edition, ERIC, EconLit, eBook Collection (EBSCOhost), Africa-Wide Information, Academic Search Premier, Business Source Premier, Emerald, and Science Direct.

The resulting abstracts were reviewed to check if the content would be appropriate for the current review. The literature generated was screened and inappropriate information was discarded. In addition, manual searches of journals that might include relevant article (e.g., Journal of Psychology in Africa, International Journal of Psychology, Psychological Reviews, South African Journal of Human Resource Management, Journal of Applied Psychology, Academy of Management Journal, Personnel Psychology, Journal of Occupational Health Psychology, Work & Stress, and Anxiety, Stress, and Coping) was conducted.

Since it was discovered that the majority of documents/articles searched were not widely cited; citations indexes, which are based on the citing practices of authors (Conn et al., 2003), were also used as an added strategy of identifying work by the Botswana Psychologists. In addition, the World Wide Web, which has been identified as a good source of grey literature (Conn et al., 2003) was used.

The grid approach has been proposed as an organized and useful way of categorizing similar materials (Beyea & Nicoll, 1998; Polit et al., 2001; Timmins & McCabe, 2005). In the current study, the grid used was a summary table that included columns with the following headings: author, type of the manuscript and reference (e.g., the reference used the APA format which include the information such as the names of the authors, year of publication, title of the manuscript, and name and volume of the outlet); aims, objectives, and purpose of the study; method (i.e., design, data collection procedures, sample, sample size, qualitative, quantitative, cross-sectional, longitudinal); publication status; and key findings.

## RESULTS

Table 1 presents the summary of identified and relevant manuscripts. Generally, the reviewed literature revealed that professionals at the Department of Psychology at UB produced research in the following areas: dating violence ( $n = 2$ ) development of a Setswana version questionnaire ( $n = 1$ ), the psychology academic programme ( $n = 2$ ), the experiences of use gestalt therapy ( $n = 1$ ), the relationship between psychological maturity and business entrepreneurial business success ( $n = 1$ ), occupational stress ( $n = 1$ ) HIV/AIDS ( $n = 1$ ). The majority of the published work related to gender perspectives and career experiences ( $n = 5$ ).

## DISCUSSION

### Gap in Research

The above findings should be interpreted within the context of the University of Botswana's mission as an arm of the country's overall development strategy. One mandate stated by the

university is to develop and conduct research in line with national development goals. So, in addition to measuring the impact of Botswana's Psychology research in terms of broader trends and paradigms in the field, we also evaluated impact by the "nation-building" standards as well. Using this yardstick did not subtract from the objectivity of determining scientific influence in the field, rather it added an additional dimension and impact on the specific societal and cultural context. The University has established 7 areas of research priority which are: culture, economic diversification, environmental systems, health, indigenous knowledge, energy, and social and political development (<http://www.ub.bw/ord>). The current review mainly focused on culture, poverty and unemployment, and the HIV/AIDS pandemic.

### **Culture**

As psychologists, we are aware that depending on different socio-economic-cultural-political contexts (Seloilwe & Thupayagale-Tshweneagae, 2007), cultural values, norms, beliefs and traditions may regulate interpersonal relations (Triandis, 1994), impact on individual's cognitive, emotional, and motivational evaluations of events (Markus & Kitayama, 1991), and even on people's perceptions of work, marriage, and family related experiences (Yang, Chen, Choi & Zou, 2000).

The above arguments, a reflection on suggestions regarding indigenization of psychology (Mpofu, 2002; Moll, 2002), and the Psychological Association's (2003; 2006) advice on the use of "cultural lens" as a central focus of professional behavior, suggests that the psychology profession in Botswana could be enhanced by intensifying research activities on culture and its consequences. In her study, Pheko (2012) established that indeed Batswana are traditional in their gender role orientation, and are also collectivistic in their cultural orientation; making it important to establish how such orientations influence or relate to a variety of factors. For example, personal, social and cultural factors have been shown to influence the care-seeking process (Fischer, Winer, & Abramowitz, 1983; Mechanic, 1966; Seloilwe & Thupayagale-Tshweneagae, 2007; Setiawan, 2006). Specific to Botswana, some have argued that the transformation of the Botswana from poor to middle income economy might have resulted in scenarios where Batswana people juxtaposes the old and new cultural practices and that these juxtapositions may somehow impact the individuals' life experiences (Maundeni & Mookodi, 2004). Still in Botswana, and specific to counseling and/or clinical psychology, there have been reports that Batswana continue to seek help from both professional counselors and traditional healers (Bhushumane, 2007). Some may also prefer to seek help from other sources such as priests, family, and/or friends. For example, in the Setswana tradition, when married people experience marital problems, the most common approach is still to call elders from both sides of the families to come and help the couple discuss and find solutions for their problems. This therefore calls for researchers and professional to understand how such indigenous methods and practices may enhance or comprise the help seeking processes.

### **Poverty and Unemployment**

Similar to other African countries and also owing to the country's status as a developing country, one of the challenges that Botswana is also currently facing is poverty (Maundeni & Mookodi, 2004). Closely related to this is the challenge of unemployment and underemployment (Siphambe, 2003). Some have attributed this to the decline of the agricultural sector as a source of employment and to the country's overreliance on cattle and diamonds (Maundeni & Mookodi, 2004). Siphambe (2003) also argued that for various reasons, a related issue could be the problem of training graduates that might not be appropriate for the labor market. This could explain Chireshe and Plattner's (2010) findings

which revealed that University of Botswana students showed a decline in self-concept and job expectations. Another study by Plattner and Mzingwane (2008) revealed that University of Botswana female students worried significantly more than their male counterparts that they might not find a job upon graduation. Such findings might have an impact on female graduate's job-searching behaviors since psychologists elsewhere have established relationships between unemployment/ underemployment and wellbeing, self-esteem, and even self-efficacy.

One way of addressing unemployment is to encourage entrepreneurship. In the context of this review, a study conducted by Chireshe and Plattner (2010) revealed that out of 349 students, only eight students considered entrepreneurship as a career option. This calls for psychologists in Botswana to intensify research activities not only to help investigate the psychological impact of these challenges but to also research that address these challenges.

It might also be worthwhile for researchers in Botswana to investigate the challenges that could be brought by employment itself. For example, Morahan, Rosen, Richman and Gleason (2011), suggest that the existing organizational cultures were established centuries ago by upper middle class, white, Euro-American men. Therefore, in contexts such as Botswana, work related experiences might be unique. Accordingly, the impact of work on individuals, gender role distribution and expectations, the family-work interface, and many other issues that are commonly addressed by Industrial-Organizational Psychologists could also become very important.

### **HIV/AIDS pandemic**

One of the most recent pressing health issues in Botswana is HIV/AIDS (Greener, Jefferis & Siphambe, 2005) and therefore given the Botswana context, the output of HIV/AIDS related research in the research output of psychologists in the Department of Psychology could be viewed as a glaring omission. At some points, Botswana was cited as one of the countries with the highest HIV prevalence. For example, in the year 2002, the estimates were that amongst the sexually active population (age 15–49 years), 38.8% of the people were HIV-positive (UNAIDS, 2002). Such a prevalence have been attributed to factors such as strong transportation systems, a highly mobile population, low marriage rates, and socio-cultural plurality that may translate into differing marital and sexual practices (Greig & Koopman, 2003). Additional factors that have been identified as perpetuating the HIV/AIDS pandemic in Botswana include: lack of knowledge of effective prevention methods, misconceptions about HIV, multiple concurrent partners, inter-generational sex, alcohol misuse, and stigma that may keep people from responding to prevention, care and even treatment (National AIDS Coordinating Agency & ACHAP, 2008). Elsewhere, and in various contexts, psychologists continue to investigate the factors identified above. In the context of the Department of Psychology, Plattner's (2010) study revealed that students who tested for HIV were more likely to believe that they could trust their dating partner, and also assumed that their dating partner was HIV negative too even when their partner had not gone for an HIV test. The same students were also less likely to use a condom with the same dating partner. Such findings therefore suggest that the psychologists in Botswana can do plenty to assist the Government of Botswana in their target to achieving the goal of Zero New HIV Infections by the year 2016.

Other applied behavioral research areas, such as substance abuse, the causes and sequelae of motor vehicle accidents, and cognitive learning gaps, just to mention a few, still need to be investigated. The above problems have been identified as problems with significant morbidity and mortality impact in the country (Weiser, Leiter, Heisler, McFarland, Korte FP-d,

DeMonner, Tlou, Phaladze, Lacopino & Bangsberg, 2006; Ameratuga, Hajar & Norton, 2006; Abosi, 2000). In addition, indigenous culture is an area of priority that relates to some of the research conducted (e.g., help seeking behaviors, instrument validation); however, this is an area that has not received in-depth focus until recently.

### **Limitations**

This review focused only on the publications by academic psychologists at the Department of Psychology, University of Botswana. However, the multidisciplinary nature of the psychology profession allows other professionals to also publish on psychological theories, models, topics and concepts, making what others published on the topic of psychology equally important.

### **Theoretical and Practical implications**

Works similar to the current one are important because a comprehensive and systematic review of the literature could be as vital as collecting data, as it helps in determining evidence of practice, providing an account of what has been published on a topic, and for designing research (Conn, et al., 2003). In case of the current study, this process helped identify gaps in light of the country's psycho-social, cultural and political challenges. Moreover, a systematic review of the literature allowed the researchers to establish whether and how various research questions has previously been explored as well as to understand the related research methods. In the future, other researchers may use the findings from the current study to develop appropriate research questions, aims and objectives, and research hypotheses as suggested by Hek, Langton, and Blunden (2000) and Parahoo (1997). This approach was also invaluable in contributing research awareness (McSherry, 1997) and in locating grey literature (i.e., works that are not yet published and/or studies published in difficult to access locations; Conn et al., 2003).

### **Recommendations to Increase Research Outputs**

We have intentionally and rightly emphasized the fact that Psychology in Botswana is still very young and perhaps following a tentative growth trajectory. Nonetheless, it is recommended that researchers at the department develop research that fills the gaps identified by some of the articles cited above, as well as gaps that have been identified as related to the country's current psychosocial and economic challenges. Specifically, if instituted the following strategies are identified as having potential to increase the Department's research output.

### **Departmental Research Strategy**

In 2008, the University of Botswana Senate approved the University Research Strategy (URS) which serves as a road map regarding the way research should be conducted at the University of Botswana ([http://www.ub.bw/ord/ord\\_detail.cfm?pid=624](http://www.ub.bw/ord/ord_detail.cfm?pid=624)). Informed by the URS, various departments were advised to develop suitable and departmental specific research strategies that would catapult the department into being research intensive. At the time of conducting this review, the Psychology Department, at the University of Botswana still has not yet developed its research strategy, and this has been identified as one of the factors that might be inhibiting staff's research output. While taking precautions to ensure that the research strategy does not subtract from the objectivity of determining scientific influence in the field, it is recommended that the Department design a strategy that will align the individuals employee, research teams, and departmental level research output with that of the URS and also aim to contribute psychological perspectives to addressing the country's psychological, social, cultural, economic, and political challenges among others. These

strategic objectives should also facilitate collaboration with other researchers locally, regionally, and internationally, as well as inform the university and government research funding decisions.

### **Psychology laboratory**

Laboratory use in Psychology dates back just over a century ago, 1879 when a German Psychologist, Wilhelm Wundt, was responsible for creating the world's first experimental psychology lab at the University of Leipzig in Germany. From their websites some of the highly ranked universities such as Stanford, University of Pennsylvania, University of Cape town, University of Ibadan and many others all have experimental laboratories housed in their Department of Psychology. At the time of conducting this review the department had no established Psychology laboratory. In any science oriented discipline, well-designed and well-executed experiments represent the ideal (Benke Jr & Street, 1992; Farrant, 1977; Lord, 1973); accordingly, having the psychology lab will facilitate experimental type research and also put the Department in the position to advise policy, industry and society with evidentiary support on issues of relevance. This may also smoothen the progress of collaboration with other professionals in and outside the university and outside Botswana.

### **Reduction of classes in some semesters to increase research activities**

According to Cuseo (2007), research-intensive institutions should resist fiscal and political practices that reinforce large class sizes. Over the years, class sizes have been key drivers to the development of the Psychology program in the new and developing departments. From our experience, teaching large classes make it difficult to engage students while such engagement could be key in identifying research questions and ideas. Furthermore, the logistics of managing large classes (i.e., time for preparation, grading, advising students, and addressing students issues and/or challenges) have taken up more time, and hence leave the lecturer less time for research. This essentially negatively affects the university's overall strategy of becoming a research intensive institution. Accordingly, the potential benefits of reduced class sizes could also be considered by the University of Botswana, especially in young departments like the Department of Psychology. The benefits may even be realized beyond publications as research does show that instructors with fewer students have multiple benefits including: fewer discipline problems, more instructional time, more knowledge of students, more satisfaction with teaching, and more frequent use of hands-on activities that may ultimately produce research (Zahorik, Halbach, Ehrle, & Molnar, 2003).

### **Mentorship**

The perceptions that academic institutions are characterized by the "publish or perish" culture seem consistent across different academic institutions (Linton, Tierney, & Walsh, 2011; Huang, Chang & Chen, 2006; De Villiers & Malan, 1997). To facilitate the publishing culture, mentorship have been recommended as one of the best tools, which may also be beneficial for orientation to curriculum and the creation of better norms of collegiality and collaboration (Jacobi, 1991; Malmgren, Ottino, & Nunes Amaral, 2010). Mentoring in the Department of Psychology has largely been left to "natural fits" or "natural relationships" and this approach has largely resulted in relatively poor research outcomes. Although mentorship is complex in academic setting, the mentor has largely been perceived as an intellectual guide, since mentors both collaborate with mentees on research or publications, and provide constructive criticism and feedback to the mentees (Sands & Parson, 1991). In light of the benefits of the mentoring relationships for both the mentors and the mentees, it is recommended that the Department come up with innovative approaches to develop successful

mentoring relationships and programmes that will benefit the mentees, the mentors, the Department of Psychology and ultimately, the University of Botswana.

## CONCLUSION

While any psychologists looking at Table 1 might see many glaring gaps, it is important to emphasize that the psychology discipline in Botswana is still at its infancy. For example, it is obvious that the research output does not reflect the many different sub-fields of psychology and this might simply reflect the diversity and/or lack of diversity regarding the academic staff at the University of Botswana. Currently, concentration has been put on Clinical and Counseling Psychology at the detriment of other areas particularly Social Psychology, Research Psychology, Industrial-Organizational Psychology and Developmental Psychology.

Accordingly, another strategy may entail developing other sub-disciplines of psychology and this may take the form of a graduate programme. Similar to the psychology laboratory suggestions, the best universities in the world with psychology departments also have both Master's and Doctorate programmes. In such universities, graduates students are given the opportunities to collaborate or independently plan projects and submit thesis and/or dissertations. In additions, in highly ranked universities research is both a desired and an essential element to graduate student's education probably because it gives the students the opportunity to: conduct literature reviews and think about the information that they read, to identify and solve problem, and to organize the information in research proposals, dissertations and thesis. In the envisioned graduate programmes students could be encouraged to publish their work in peer reviewed journals, consequently increasing research outputs of the Department. As such, to match the scholarly output against the best in the world, it is recommended that the University of Botswana establish a graduate programme in any one of the sub-fields of psychology. This decision should be cognizant of the economic and social needs of the country.

## REFERENCES

- Abosi, O. C. (2000). Trends and issues in special education in Botswana. *The Journal of Special Education, 34*(1), 48-53. doi:10.1177/002246690003400105
- Adair, J. G. & Kagitcibasi, C. (1995). Development of psychology in developing countries: factors facilitating and impeding its progress. *International Journal of Psychology, 30*(6), 633.
- Adair, J.G., Kashima, Y., Maluf, M. R. & Pandey, J. (2006). Beyond Indigenization: International Dissemination of Research by Majority-World Psychologist Chapter based on the papers presented in the symposium Beyond Indigenization: International Dissemination of Research by Majority-World Psychologists, J. G. Adair (Chair), at the International Congress of Cross-Cultural Psychology, Spetses, Greece, July, 2006. Retrieved on January 02, 2013, from [http://iaccp.org/drupal/sites/default/files/spetses\\_pdf/9\\_Adair.pdf](http://iaccp.org/drupal/sites/default/files/spetses_pdf/9_Adair.pdf)
- Ameratunga, S., Hajar, M. & Norton, R. (2006). Road-traffic injuries: confronting disparities to address a global-health problem. *Lancet, 367*(9521), 1533-1540.
- American Psychological Association. (2006). Evidence-based practice in psychology: APA presidential task force on evidence-based practice. *American Psychologist, 61*, 271–285.
- American Psychological Association. (2003). Guidelines on multicultural education, training, research, practice, and organizational change for psychologists. *American Psychologist, 58*, 377–402. doi: 10.1037/0003-066X.58.5.37
- Ardila, R. (2006). The experimental synthesis of behaviour. *International Journal of Psychology, 41*, 462–467.
- Arnett, J. J. (2002). The psychology of globalization. *American Psychologist, 57*, 774–783.
- Arnett, J. J. (2008). The neglected 95%: Why American psychology needs to become less American. *American Psychologist, 63*, 602–614. doi: 10.1037/0003-066X.63.7.602
- Benke, R. L. Jr. & Street, D. L. (1992). Accounting education research methodology. *Journal of Accounting Education, 1*(1), 33-45.
- Beyea S. C. & Nicoll L. H. (1998). Writing an integrative review. *Association of Peri Operative Registered Nurses Journal, 67*(4), 877-880.
- Bhusumane, D. (2007). *Examining the ways and extent to which counselors in Botswana are utilizing indigenous cultural practices and structures*. Unpublished Doctoral dissertation.
- Cheung, F. M. (2012). Mainstreaming culture in psychology. *American Psychologist, 67*(8), 721-730. doi:10.1037/a0029876
- Chireshe, R. & Plattner, I. E. (2010). Poverty in Developing Africa: Overarching Themes. *Journal of Psychology in Africa, 20*(2), 169-170.
- Cole, M. (2006). Internationalism in psychology: We need it now more than ever. *American Psychologist, 61*, 904–917.
- Conn, V. S., Isaramalai, S., Rath, S., Jantarakupt, P., Wadhawan, R. & Dash, Y. (2003). Beyond MEDLINE for Literature Searches. *Journal of Nursing Scholarship, 35*(2), 177.
- Cuseo, J. (2007). The empirical case against large class size: adverse effects on the teaching, learning, and retention of first-year students. *The Journal of Faculty Development, 21*(1), 5-21.

- De Villiers, M. M. & Malan, S. F. (1997). Publish or perish: How is pharmacy research coping in a changing South Africa? *South African Journal of Science*, 93(8), 355-359.
- Farrant, R. H. (1977). Can after-the-fact designs test functional hypotheses, and are they needed in psychology? *Canadian Psychological Review*, 18, 359-364.
- Fischer, E. H., Winer, D. & Abramowitz, S. I. (1983). Seeking professional help for psychological problems. In A. Nadler, J. D. Fisher, & B. M. DePaulo (Eds.), *New directions in helping* (Vol. 3, pp. 163-185). New York: Academic Press.
- Greener, R., Jefferis, K. & Siphambe, H. (2000). The impact of HIV/AIDS on poverty and inequality in Botswana. *South African Journal of Economics*, 68, 393-404.
- Greig, F. E. & Koopman, C. (2003). Multilevel analysis of women's empowerment and HIV prevention: Quantitative survey results from a preliminary study in Botswana. *AIDS and Behavior*, 7(2), 195-208. DOI1090-7165/03/0600-0195/0 C
- Hek, G., Langton, H. & Blunden, G. (2000). Systematically searching and reviewing literature. *Nurse Researcher*, 7, 3, 40-57.
- Huang, M. H., Chang, H. W. & Chen, D. Z. (2006). Research evaluation of research oriented universities in Taiwan from 1993 to 2003. *Scientometrics*, 67(3), 419-35.
- Linton, J. D., Tierney, R. & Walsh, S. T. (2011). Publish or Perish: How Are Research and Reputation Related? *Serials Review*, 37(4), 244-257. doi:10.1016/j.serrev.2011.09.001
- Lord, H. G. (1973). *Ex post facto studies as a research method*. (Special report No. 7320). Syracuse, NY: Syracuse City School District.
- LoSchiavo, F. M. & Shatz, M. A. (2009). Reaching the neglected 95%. *American Psychologist*, 64(6), 565-566. doi:10.1037/a0016192
- Malmgren, R., Ottino, J. M. & Nunes Amaral, L. A. (2010). The role of mentorship in protégé performance. *Nature*, 465(7298), 622-626. doi:10.1038/nature09040
- Maule, H. G. (1965). The application of industrial psychology to developing countries. *International Labor Review*, 92(4), 283.
- Maundeni, T. & Mookodi, G. (2004). Critical social challenges in contemporary Botswana. *Pula: Botswana Journal of African Studies*, 18(1), 4-6.
- Markus, H. R. & Kitayama, S. (1991). Culture and the self: Implications for cognition, emotion and motivation. *Psychological Review*, 98, 224-253.
- McSherry, R. (1997). What do registered nurses and midwives feel and know about research? *Journal of Advanced Nursing*, 25(5), 985-998.
- Mechanic, D. (1966). Response factors in illness: The study of illness behavior. *Social Psychiatry* 1, 11-20.
- Morahan, P. S., Rosen, S. E., Richman, R. C. & Gleason, K. A. (2011). The leadership continuum: A framework for organizational and individual assessment relative to the advancement of women physicians and scientists. *Journal of Women's Health*, 20(3), 387-396. doi:10.1089/jwh.2010.2055.
- Moll, I. (2002). African psychology: Myth and reality. *South African Journal of Psychology*, 32(1), 9-16.

- Mphele, S. (2006). *A Relationship among Stress, Coping Styles and Alcohol Use Among College Students in Botswana* [e-book]. US: ProQuest Information & Learning. Available from: PsycINFO, Ipswich, MA. Accessed February 16, 2013.
- Mpofu, E. (2002). Psychology in sub-Saharan African: Challenges, prospects and promises. *International Journal of Psychology*, 37(3), 179-186.
- National AIDS Coordinating Agency & ACHAP (2008). *National Operational Plan for Scaling Up HIV Prevention in Botswana: 2008 – 2010*.
- Plattner, I. E. (2010). Does testing HIV negative encourage potentially dangerous beliefs? A study with young people in Botswana. *Journal of AIDS and HIV Research*, 2(4), 58-65.
- Plattner, I. E. & Moagi-Gulubane, S. (2010). Bridging the gap in psychological service delivery for a developing country: Teaching the Bachelor of Psychology degree in Botswana. *Journal of Psychology in Africa*, 20(1), 155-160.
- Plattner, I. E. & Moagi-Gulubane, S. (2009). Students' views on the value of psychological research: A contribution to indigenizing psychology in Botswana. *Journal of Psychology in Africa*, 19(3), 341-346.
- Pheko, M. M. (2013). The impact of resource loss and resource gain among Botswana employees: A test of the conservation of resources theory. *International Journal of Business and Social Science*, 4 (4), 151-16.
- Pheko, M. M. (2012). Predictors of sensitivity toward being the target of upward comparison (STTUC): A study of female employees. (Unpublished doctoral dissertation).
- Polit, D. F., Beck, C. T. & Hungler, B. P. (2001). *Essentials of Nursing Research: Methods, Appraisal and Utilization*. 5<sup>th</sup> ed. Lippincott, Philadelphia PA.
- Sands, R. G. & Parson, L. A. (1991). Faculty mentoring faculty in a public university. *Journal of Higher Education*, 62(2), 174-193.
- Segopolo, M. T., Selemogwe, M. M., Plattner, I. E., Ketlogetswe, N. & Feinstein, A. (2009). A screening instrument for psychological distress in Botswana: Validation of the Setswana version of the 28-item general health questionnaire. *International Journal of Social Psychiatry*, 55(2), 149-156. doi:10.1177/0020764008093448
- Seloilwe, E. S. & Thupayagale-Tshweneagae, G. G. (2007). Community mental health care in Botswana: Approaches and opportunities. *International Nursing Review*, 54(2), 173-178. doi:10.1111/j.1466-7657.2007.00525.x
- Setiawan, J. (2006). Willingness to seek Counseling, and factors that facilitate and inhibit the seeking of counseling in Indonesian undergraduate students. *British Journal of Guidance & Counseling*, 34(3), 403-419.
- Siphambe, K. H. (2003). Understanding unemployment in Botswana. *South African Journal of Economics*, 71, 480-495. doi: 10.1111/j.1813-6982.2003.tb00082.x
- Setiawan, J. (2006). Willingness to seek Counseling, and factors that facilitate and inhibit the seeking of Counseling in Indonesian undergraduate students. *British Journal of Guidance & Counseling*, 34(3), 403-419.
- Sue, S. (1999). Science, ethnicity, and bias: Where have we gone wrong? *American Psychologist*, 54, 1070- 1077.

Timmins, F. & McCabe, C. (2005). How to conduct an effective literature search. (Cover story). *Nursing Standard*, 20(11), 41-47.

Triandis H. C. (1994). *Culture and social behavior*. New York, NY: McGraw-Hill.

World Health Organization. (2007). *Global Health Atlas*. Geneva: WHO. Retrieved February 9, 2013, from <http://www.who.int/globalatlas>.

Weiser S. D, Leiter K., Heisler M., McFarland W., Korte F.P-d., et al. (2006). A Population-based study on alcohol and high-risk sexual behaviors in Botswana. *PLoS Med* 3(10): e392. doi:10.1371/journal.pmed.0030392

Yang, N., Chen, C. C., Choi, J. & Zou, Y. (2000). Sources of work–family conflict: A Sino–US comparison of the effects of work and family demands. *Academy of Management Journal*, 43(1), 113–123.

Zahorik, J., Halbach, A., Ehrle, K. & Molnar, A. (2003). Teaching Practices for Smaller Classes. *Educational Leadership*, 61(1), 75-77.

ANNEXURE - A

Table 1. Research Output from the Department of Psychology, University of Botswana Staff

Type of the Manuscript and Reference	Aims, Objectives, and Purposes	Type of Paper Method (Design, Sample and Approach)	Publication Status	Key Findings/ Summary of the Manuscript
<i>JOURNAL ARTICLES</i>				
Plattner, I. E., & Moagi-Gulubane, S. (2010). Bridging the gap in psychological service delivery for a developing country: Teaching the Bachelor of Psychology degree in Botswana. <i>Journal of Psychology in Africa</i> , 20(1), 155-159.	The paper presented a Bachelor of Psychology (B.Psych.) programme as offered at the University of Botswana.	Case Study Document review.	Published	The paper described the B.Psych. programme as a relatively new approach which aims to bridge the gap between the country's need for psychological services and its lack of psychologists. The B.Psych. programme teaches students psychological skills and competencies already at the undergraduate level and give practical training and a six months internship and this makes the degree different from a typical B.A. or B.Sc. degree. Graduates from the B.Psych. programme have basic competencies to provide psychological services to the community with supervision.
Segopolo, M. T., Selemogwe, M. M., Plattner, I. E., Ketlogetswe, N., & Feinstein, A. (2009). A screening instrument for psychological distress in Botswana: Validation of the Setswana version of the 28-item general health questionnaire. <i>International Journal of Social Psychiatry</i> , 55(2), 149-156. doi:10.1177/0020764008093448	The objective of the study was to develop a Setswana version of the 28-item General Health Questionnaire (GHQ-28) for use in Botswana.	Empirical Research A sample of 126 subjects attending primary healthcare clinics completed the GHQ-28, which contains four subscales from the following domains: somatic concerns, anxiety, social function and depression. All subjects were also interviewed with the Clinical Interview Schedule (CIS). Psychiatric casesness was ascertained by CIS scores greater than 20 and an overall severity of symptoms rating of 2 on a 0-4 point scale. A receiver operating characteristic analysis was undertaken to assess which GHQ cut-off score gave the best casesness yield as defined by the combined CIS and OSR assessments.	Published	The results revealed no gender differences with respect to GHQ or CIS scores. The ROC analysis revealed that the GHQ threshold of 7/8 gave the best sensitivity (88%) and specificity (67%) results. The internal consistency as assessed by Cronbach $\alpha$ scores ranged from 0.76 to 0.91 for all the sub-scales. It was therefore concluded that the Setswana GHQ-28 represents a valid instrument of screening for psychological distress in a primary healthcare setting in Botswana.

2-Table 1 Continued

Type of the Manuscript and Reference	Aims, Objectives, and Purposes	Type of Paper Method (Design, Sample and Approach)	Publication Status	Key Findings/ Summary of the Manuscript
Pheko, M. M. (2009). Strategies to ensure that no Motswana female leader "starts from behind" by giving young Batswana girls a head start at primary schools. <i>Journal of Learning</i> , 16(6), 569-581.	The aim of the paper was to presents a model for using leadership competency models in Botswana primary schools as a strategy for equipping young girls with projected future leadership competencies.	Conceptual Paper: The paper uses Bandura's Social Learning Theory (SLT) /Social Cognitive Theory (SCT) as a conceptual framework.	Published	The paper recommended the use of graded mastery experiences, social modeling, and social persuasion to develop both girls and boys leadership competencies. Social Modeling - It was recommended that teachers should choose materials for their classes to ensure gender balance. This could be achieved by carefully scrutinizing examples, books, and films used in classes for possible gender bias Graded mastery experiences/practice/social modeling) - It was also recommended that after a discussion on leadership and achievement orientation, students may be given a group assignments that will require someone to be a leader and suggest girls to also take leadership roles. Social persuasion - If the teacher realizes that the boys are the only ones that are confident to act as leaders, a teacher may tell the students that for every other group, a girl will be a group leader
Pheko, M. M. (2013). The impact of resource loss and resource gain among Botswana employees: A test of the conservation of resources theory. <i>International Journal of Business and Social Science</i> , 4 (4), 151-16.	The main aim of the study was to test the Conservation of Resources (COR) model in the Botswana context. Of main interest was the interplay between Family-Work-Conflict (FWC) — a demand; Instrumental Support (IS) — a resource; and a performance related distress termed Sensitivity Towards being the Target of Upward Comparison (STTUC) — an outcome.	Empirical Research The study adopted a quantitative, cross-sectional survey approach and the sample comprised 464 employees from a variety of organizations in Gaborone, Botswana. Approximately 59.9% were female. The age range was between 20 and 57 years ( $M = 32.69, SD = 7.43$ ) and the sample was 100% black. The majority of the respondents had completed a Bachelor's degree (41.0%). The proposed relationships were tested using Pearson product moment correlations, and hierarchical multiple regression analyses.	Published	Generally, the results provided support for the proposed hypotheses as the findings successfully identified FWC as a demand and IS as a resource. These findings suggest that IS can help prevent some of the distresses related to one's experiences of STTUC. Other insightful findings were results revealing that work level responsibilities and education levels were resources for men, but possible demands for women. The results also have implications for both research and practice. First, the findings revealed ways by which demands and resources are associated in the Botswana population. The findings also revealed how spouses may represent an important source of support for their working partners. Collectively, the findings imply that family-work conflict is a problem for both individuals and organizations regardless of the culture or the nationality.
Plattner, I. E., & Moagi-Gulubane, S. (2009). Students' views on the value of psychological research: A contribution to indigenizing psychology in Botswana. <i>Journal of Psychology in Africa</i> , 19(3), 341-346.	The goal of the study was to explore the value that psychology students accredit to psychological research in a country like Botswana where psychology is a relatively new discipline.	Empirical Research Forty-five undergraduate students belonging to the first cohort of psychology students at the University of Botswana participated in the study (males = 7, females = 38, age range 18-23 years). Data were obtained from student essays and evaluated with Qualitative Content Analysis.	Published	The findings suggested that students were of the view that psychological research should: increase knowledge to better understand human beings and the world (i.e., epistemological value), create awareness about psychology within society so as to assist society in combating societal problems (i.e., societal value), enhance individuals' understanding of psychology so as to accept psychology (i.e., individual value); and up-date psychological theories to ensure their applicability in present times (i.e., theoretical value).

**3-Table 1 Continued**

<i>Type of the Manuscript and Reference</i>	<i>Aims, Objectives, and Purposes</i>	<i>Type of Paper Method (Design, Sample and Approach)</i>	<i>Publication Status</i>	<i>Key Findings/ Summary of the Manuscript</i>
Plattner, I. E., & Mzingwane, B. B. (2008). Gender differences in the anticipation of difficulties in finding employment among university students: A Botswana study. <i>Gender &amp; Behavior</i> , 6(2), 1960-1981. doi:10.4314/gab.v6i2.23429	The study investigated gender differences in the anticipation of difficulties in finding employment.	<i>Empirical Research</i> Data was collected from 232 final-year undergraduate students at the University of Botswana.	<i>Published</i>	Results in this study revealed that compared to their male counterparts, female students worried significantly more that they might not find a job upon graduation. Both male and female students displayed a strong sense of external locus of control and causal attribution. They believed that connections with the right people would help them in getting a job. They also blamed the government, in case they could not get employment.
Plattner, I. E., & Mberengwa, D. S. (2010). We Are the forgotten ones: Occupational Stress Among University Secretaries in Botswana. <i>South African Journal of Human Resource Management</i> , 8(1), 1-8. doi:10.4102/sajhrm.v8i1.213	The study aimed to investigate work-related stressors in the secretarial profession and their association with psychosomatic complaints.	<i>Empirical Research</i> Sixty-four secretaries at the University of Botswana participated in the study. Data were gathered through a questionnaire.	<i>Published</i>	Seventeen potential stressors which included: lack of job clarity, performing work outside one's job description, reduced competencies, supervisors who perform secretarial work, sharing resources such as an office or a telephone, lack of recognition and limited opportunities for promotion were identified. The findings also revealed that most stressors correlated significantly with one or more psychosomatic complaints. From the findings, it was recommended that additional research would be necessary to compare various work contexts and organization-specific work environments and to investigate their relevance to occupational stress and health among secretaries.
Chireshe, R., & Plattner, I. E. (2010). Poverty in Developing Africa: Overarching Themes. <i>Journal of Psychology in Africa</i> , 20(2), 169-170.	This paper sought to draw attention to the need for psychological maturity before young people can begin their own business and succeed as entrepreneurs.	<i>Empirical Research</i> A study with 349 undergraduate students at the University of Botswana investigated students' career aspirations and their career-related self-concept.	<i>Published</i>	The findings revealed that only eight students considered entrepreneurship as a career option but many students mentioned careers that would provide them with an opportunity for self-employment. The findings also suggest a decline in students' self-concept and job expectations throughout the course of their studies. Recommendations were made that the university should find ways to empower students psychologically for entrepreneurship

<i>4-Table 1 Continued</i> <i>Type of the Manuscript and Reference</i>	<i>Aims, Objectives, and Purposes</i>	<i>Type of Paper Method (Design, Sample and Approach)</i>	<i>Publication Status</i>	<i>Key Findings/ Summary of the Manuscript Current Citations</i>
Dunn, M., & Selemogwe, M. (2009). Play therapy as an intervention against sexual violence in Botswana. <i>Journal of Psychology in Africa</i> , 19(1), 127-130.	The study explored the experience of social workers in Botswana regarding the use of Gestalt Play Therapy.	<i>Empirical Research</i> Participants had brief training in the use of Gestalt Play Therapy as a therapeutic medium in working with sexually abused children. Thereafter, qualitative research was conducted using the focus group discussion with a purposeful sample of 18 social workers and lay counselors from the Botswana region. Data were analyzed using content analysis.	<i>Published</i>	The study reveals that the Westernized concept of Play Therapy, with adaptation, is relevant within Botswana.
Moagi-Gulubane, S. (2010). Prevalence of dating violence and socioeconomic status. <i>Journal of Psychology in Africa</i> , 20(2), 179-184.	The study examined the prevalence of dating violence and its association with family-of-origin socioeconomic status among undergraduate students in Botswana	<i>Empirical Research</i> A sample of 253 undergraduate students (135 women and 118 men) completed the Conflict Tactics Scales (CTS2). Their family-of-origin income, parental level of education, and parental marital status as indicators for family-of-origin. Socioeconomic status was also established.	<i>Published</i>	The study revealed that dating violence was a fairly common occurrence among the participants, and with perpetration having occurred in the preceding year. Women and men were almost similar in the proportion who had physically assaulted a dating partner. Contrary to expectations, there was no significant relationship between family-of-origin socioeconomic status and dating violence perpetration.
Plattner, I. E. (2010). Does testing HIV negative encourage potentially dangerous beliefs? A study with young people in Botswana. <i>Journal of AIDS and HIV Research</i> , 2(4), 58-65.	The study investigated HIV testing and related beliefs among students in Botswana. Specifically, analyses explored whether students who had tested for HIV infection differed in their HIV-related beliefs from students who had never gone for an HIV test.	<i>Empirical Research</i> A sample of 347 students (18 to 21 year olds) was drawn from the University of Botswana.	<i>Published</i>	The results revealed that compared to their counterparts, students who tested for HIV were more likely to believe that they could trust their dating partner enough not to use a condom and that their dating partner was HIV negative too even when their partner had not gone for an HIV test. The students were also less likely to fear that they could contract HIV from a sexual relationship. The results suggest one's HIV negative test result could make students believe that they were in control of HIV. This could in turn make them more vulnerable to HIV infections.

<b>5-Table 1 Continued</b>					
<i>Type of the Manuscript and Reference</i>	<i>Aims, Objectives, and Purposes</i>	<i>Type of Paper Method (Design, Sample and Approach)</i>	<i>Publication Status</i>	<i>Key Findings/ Summary of the Manuscript</i>	
<u>BOOK CHAPTERS</u>					
Pheko, M. M., & Selemogwe, M. M. (2008). Making women empowerment a national agenda: Botswana case study. In D. AmatSapuan, K. K. Jain & M. S. Sandhu (Eds), <i>Leadership in a changing landscape</i> . Kuala Lumpur: CERT Publication.	The aim of the chapter was to present the model used by the Botswana government as an effective model for aiding similar nations and organizations to address gender discrepancies in leadership positions.	<i>Case study</i> Desk research that involved reviewing government, non-governmental organizational documents and research regarding gender development and empowerment in the Botswana context.	<i>Published</i>	Generally, the chapter recommends making women's empowerment a national agenda. The authors discussed how gender socialization in Botswana plays a role in the gender discrepancies that exists in leadership roles as well as the challenges that women face in their quest for leadership. They also presented the strategies that the Botswana government has used to facilitate gender equality and general inclusion of women in decision-making positions. The chapter concluded by suggesting that the model used by the Botswana government be adopted by other nations grappling with similar challenges.	
<u>DISSERTATIONS</u>					
Pheko, M. M. (2012). Predictors of Sensitivity Toward Being The Target of Upward Comparison (STUC): A Study of Female Employees in Botswana. (Unpublished Doctoral dissertation. University of Cape Town, 2012). <i>Dissertation Abstracts International</i> , 58(09), 5192.	The main aim of this study was to investigate the antecedents of STTUC and to explore gender differences in the STTUC experiences of black employees in Botswana.	<i>Empirical Research</i> The study adopted a quantitative, cross-sectional survey approach and the sample comprised 464 employees The proposed direct relationships were tested using an independent sample t-test, Pearson product moment correlations, and hierarchical multiple regression analyze and Structural equation modeling (SEM).	<i>Unpublished Doctoral thesis</i>	Generally, the results provided support for the hypothesized relationships between STTUC and gender; STTUC and the family-work variables, as well as STTUC and some of the personality variables. Surprisingly, the hypotheses linking cultural factors (that is both collectivistic cultural orientation and traditional gender role orientation) and STTUC were, in the main, not confirmed at the correlational level and regression levels.	
Moagi-Gulubane, S. (2003). Predictors of dating violence among Batswana college students: A multivariate cross-cultural analysis. <i>Dissertation Abstracts International</i> , 64,	The study investigated the Background-Situational Model (Riggs and O'Leary's (1989) to identify the ones that could best predict the pattern of dating violence in heterosexual Batswana college students' relationships.	<i>Empirical Research</i> The study's samples were 135 female and 118 male undergraduate students recruited from a university in Botswana. Participants completed a set of questionnaires, and used multiple regression analysis to determine which of the Riggs and O'Leary's (1989) variables best predict the pattern of dating violence.	<i>Unpublished Doctoral thesis</i>	The findings revealed that a combination of exposure to inter-parental violence, gender-role attitudes, acceptance of aggression as a response to conflict, and partners' use of aggression accounted for 89% of the variance in participants' perpetration of dating violence. Results indicated that partner's use of violence is a strong predictor of dating violence perpetration.	

**6-Table 1 Continued**

<i>Type of the Manuscript and Reference</i>	<i>Aims, Objectives, and Purposes</i>	<i>Type of Paper Method (Design, Sample and Approach)</i>	<i>Publication Status</i>	<i>Key Findings/ Summary of the Manuscript Current Citations</i>
Mphele S. <i>A Relationship Among Stress, Coping Styles and Alcohol Use Among College Students in Botswana</i> [e-book]. US: ProQuest Information & Learning; 2006. Available from: PsycINFO, Ipswich, MA. Accessed February 16, 2013.	The study examined the relationship among stress, coping styles and alcohol use among college students in Botswana.	<i>Empirical Research</i> A total sample of 221 undergraduate students (113 males and 108 females) drawn from Molepolole College of Education.	<i>Published</i>	More males (78, 60.5%) than females (51, 39.5%) reported using alcohol excessively. The findings indicated further that high stress levels did not lead directly to problematic alcohol use. Males and females differed in coping styles such that males used denial, humor and alcohol while females used religion to cope with stress. The results indicated further that students who engaged in high alcohol consumption were also more likely to engage in more maladaptive coping styles. Differences in coping were also found among college majors and years of study. English majors were found to use instrumental, suppression and planning coping strategies significantly less than students in other majors. Third year students reported using religious coping strategies to a lesser extent than both the first and second year students who did not differ in this regard.