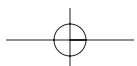
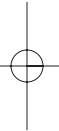
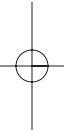


# Indigenous and Cultural Psychology

## Understanding People in Context



## **International and Cultural Psychology Series**

Series Editor: **Anthony Marsella**, *University of Hawaii, Honolulu, Hawaii*

---

### **ASIAN AMERICAN MENTAL HEALTH**

Assessment Theories and Methods

Edited by Karen S. Kurasaki, Sumie Okazaki, and Stanley Sue

### **THE FIVE-FACTOR MODEL OF PERSONALITY ACROSS CULTURES**

Edited by Robert R. McCrae and Juri Allik

### **FORCED MIGRATION AND MENTAL HEALTH**

Rethinking the Care of Refugees and Displaced Persons

Edited by David Ingleby

### **HANDBOOK OF MULTICULTURAL PERSPECTIVES ON STRESS AND COPING**

Edited by Paul T.P. Wong and Lilian C.J. Wong

### **INDIGENOUS AND CULTURAL PSYCHOLOGY**

Understanding People in Context

Edited by Uichol Kim, Kuo-Shu Yang, and Kwang-Kuo Hwang

### **LEARNING IN CULTURAL CONTEXT**

Family, Peers, and School

Edited by Ashley Maynard and Mary Martini

### **POVERTY AND PSYCHOLOGY**

From Global Perspective to Local Practice

Edited by Stuart C. Carr and Tod S. Sloan

### **PSYCHOLOGY AND BUDDHISM**

From Individual to Global Community

Edited by Kathleen H. Dockett, G. Rita Dudley-Grant, and C. Peter Bankart

### **SOCIAL CHANGE AND PSYCHOSOCIAL ADAPTATION IN THE PACIFIC ISLANDS**

Cultures in Transition

Edited by Anthony J. Marsella, Ayda Aukahi Austin, and Bruce Grant

### **TRAUMA INTERVENTIONS IN WAR AND PEACE**

Prevention, Practice, and Policy

Edited by Bonnie L. Green, Matthew J. Friedman, Joop T.V.M. de Jong, Susan D. Solomon, Terence M. Keane, John A. Fairbank, Brigid Donelan, and Ellen Frey-Wouters

---

A Continuation Order Plan is available for this series. A continuation order will bring delivery of each new volume immediately upon publication. Volumes are billed only upon actual shipment. For further information please contact the publisher.

# Indigenous and Cultural Psychology

Understanding People in Context

Edited by

**Uichol Kim**

*Inha University  
Incheon, Korea*

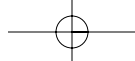
**Kuo-Shu Yang**

*Academic Sinica and National Taiwan University  
Taipei, Taiwan*

**Kwang-Kuo Hwang**

*National Taiwan University  
Taipei, Taiwan*

 **Springer**



Library of Congress Control Number: 2005932042

ISBN-10: 0-387-28661-6 eISBN 0-387-28662-4  
ISBN-13: 0-978-387-28661-7

Printed on acid-free paper

© 2006 Springer Science+Business Media, Inc.

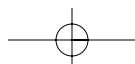
All rights reserved. This work may not be translated or copied in whole or in part without the written permission of the publisher (Springer Science+Business Media, Inc., 233 Spring Street, New York, NY 10013, USA), except for brief excerpts in connection with reviews or scholarly analysis. Use in connection with any form of information storage and retrieval, electronic adaptation, computer software, or by similar or dissimilar methodology now known or hereafter developed is forbidden.

The use in this publication of trade names, trademarks, service marks and similar terms, even if they are not identified as such, is not to be taken as an expression of opinion as to whether or not they are subject to proprietary rights.

Printed in the United States of America. (SPI/MP)

9 8 7 6 5 4 3 2 1

springer.com



---

## Contributors

**John G. Adair** is Professor Emeritus of Psychology at the University of Manitoba, Winnipeg, Canada. He received his Ph.D. degree (1965) in Social Psychology from the University of Iowa. He is a former member of the Executive Committees of the International Union of Psychological Science and of the International Association of Applied Psychology and for a number of years was Coordinator of their joint program of Advanced Research and Training Seminars (ARTS). He is the author/editor of three books, three special issues of journals, and numerous articles and chapters in books. Dr. Adair's research and writing has focused on social studies of the science of psychology, addressing such topics as the social nature of human research methodology, ethics of research with human subjects, social science research policy, indigenization and development of the discipline in developing countries, and the internationalization of psychology. E-mail: *adair@Ms.UManitoba.CA*.

**Yukari Ariizumi** is a doctoral student at the Department of Social Psychology, University of Tokyo, Japan, where she received her M.A. in social psychology. Her dissertation is concerned with the psychological function of the gender-differentiated Japanese expressions. Her research interests include the effect of the Japanese sentence endings on person perception, self-identification, interpersonal relationship, and the gender stereotype particularly in Japanese culture.

**Vibeke Grover Aukrust** is Professor of Educational Psychology at the Institute for Educational Research at the University of Oslo. She has been doing cross-cultural research on language socialization and parental beliefs in Norway and the US and is currently directing a study of language and literacy development in Turkish minority children in Norway. She is the author of articles and chapters on socialization of childhood language, speech genres in parent-child conversation, and cultural

differences in parental ideas about children's talk, for example, Aukrust, V. G. & Snow, C. E. (1998), "Narratives and explanations during mealtime conversations in Norway and the U.S.," *Language in Society*, 27, 221 – 246, and Aukrust (2001), "Agency and appropriation of voice — cultural differences in parental ideas about young children's talk," in *Human Development*, 44, 235–249. Address correspondence to Institute for Educational Research, University of Oslo, Pb 1092, Blindern, N-0317 Oslo, Norway; E-mail: [v.g.aukrust@ped.uio.no](mailto:v.g.aukrust@ped.uio.no).

**Zeynep Aycan** is an Associate Professor of Industrial and Organizational Psychology at Koç University. She completed her Ph.D. at Queen's University under the supervision of John W. Berry. She conducted Post-Doctoral studies at Faculty of Management, McGill University, where she worked with Rabindra N. Kanungo. Trained as a cross-cultural psychologist, her research focuses on the impact of culture on various aspects of organizational processes, including leadership, human resource management, and women's career development. She has published three books: *Expatriate Management: Theory and Research* (JAI Press, 1997), *Leadership, Management, Human Resource Practices in Turkey* (Turkish Psychological Association, 2000); *Frontiers of Cross-Cultural Organizational Behavior* (with Michele Gelfand & Miriam Erez; Sage, forthcoming), and more than 35 articles and book chapters. She is the co-founder of the *International Journal of Cross-Cultural Management* (Sage). She was elected as the President (2006-2008) of the International Society for the Study of Work and Organizational Values. She also served as a consultant or trainer to companies including Bechtel-Enka, Phillip-Morris, Migros, Alcatel, Efes/Pfizer, Finansbank, and GlaxoSmithKlein. She is the recipient of Recognition Award and Outstanding Young Scholar award from the Turkish Academy of Sciences for her contributions to management sciences at the national and international levels. Address correspondence to Koç University, Istanbul, Turkey. Tel: 90-212 338 1353, Fax: 90-212 338 3760. E-mail: [zaycan@ku.edu.tr](mailto:zaycan@ku.edu.tr).

**Pawel Boski** is a Professor of Psychology at the Polish Academy of Sciences. He is also director of the Institute for Psychology of Intercultural Relations at the Warsaw School of Social Psychology. His interests include: culture psychological dimensions (especially humanism-materialism, femininity, and uncertainty avoidance); acculturation and identity; culture competence and training. Within all these research domains he advocates cultural and intercultural, rather than cross-cultural approaches. This entails a research methodology based on studies of cultural meaning (scripts, artefacts) rather than the use of culture-free scales. Address correspondence to Institute of Psychology, Polish Academy of Sciences, Warsaw, Poland. E-mail: [boskip@psychpan.waw.pl](mailto:boskip@psychpan.waw.pl).

**Sang-Chin Choi** is a Professor of Psychology at Chung-Ang University, Seoul, Korea. He received his Ph.D. from the University of Hawaii. He is currently the president of the Korean Cultural Psychological Association. He has also served as president of the Asian Association of Social Psychology and the Korean Psychological Association. He has published *Korean Psychology* (2000, Chung-Ang University Press) and co-edited *Psychology of the Korean People* (Dong-a Publisher, 1995) and *Individualism and Collectivism* (Sage, 1994). He has devoted himself to developing Korean indigenous psychology for the past twenty years. Address correspondence to Sang-Chin Choi, Department of Psychology, Chung-Ang University, Seoul 156-756, Korea. E-mail: [choi@cau.edu.kr](mailto:choi@cau.edu.kr).

**Rolando Diaz-Loving** is Professor, Department of Psychology, Universidad Nacional Autonoma de Mexico, Mexico. He received his Ph.D. in Social Psychology from the University of Texas at Austin in 1981. He has been a visiting professor at the University of Manitoba and at the University of Texas. His research has focused on cross-cultural psychology, personal relationships, ethno-psychology and health. He has been the editor of the *Revista de Psicologia Social y Personalidad* and has served on editorial boards, including the *Journal of Cross-Cultural Psychology*, *Personal Relationships* and the *Inter American Journal of Psychology*. He has received many awards for his contributions, such as the National Award for Research in the Social Sciences from the Mexican Academy of Sciences, the Inter American Psychologist awards from the Inter American Society of Psychology, the National Psychology Award from the Mexican National Council for Teaching and Research in Psychology and the Social Sciences Research Award from the National Autonomous University of Mexico. E-mail: [loving@servidor.unam.mx](mailto:loving@servidor.unam.mx).

**Lutz H. Eckensberger** received his Diploma degree in psychology in 1964. He finished his doctorate in 1970, and after his Habilitation in 1973 he became a professor at the University of the Saarland (Saarbrücken), where he has been a full time professor since 1976. In 1996 he moved to Frankfurt/Main where he was director of the German Institute for International Educational Research from 1998 to 2004. He is head of the section Culture and Development in that institute, and he has a chair of Psychology at the Johann Wolfgang Goethe University in Frankfurt. In 1985–1986 he was fellow of the Center for Advanced Studies in Berlin. Besides his focus on methods and methodology, his main interest is in the field of moral development under a cultural and action theory perspective. He is also interested in the contextualization of morality in cancer and environmental issues, which implies the analysis of the relation between facts and norms, cognition and affects control and risk taking, as well self and solidarity with others. He has published over 90 articles in books and journals and edited 15 books. E-mail: [Eckensberger@dipf.de](mailto:Eckensberger@dipf.de).

**Carolyn Pope Edwards** is Willa Cather Professor of Psychology and Family and Consumer Sciences at the University of Nebraska, with interests in early childhood education, cross-cultural studies of socialization, and moral/social development processes within family and school settings. She is an author or editor of *Ngecha: A Kenyan Village in a Time of Rapid Social Change* (University of Nebraska Press, 2004), *Moral Motivation* (University of Nebraska Press, 2005), *Children of Different Worlds: The Emergence of Social Behavior* (Harvard University Press, 1988), *The Hundred Languages of Children: The Reggio Emilia Approach, Advanced Reflections* (Ablex, 1998), and *Bambini: The Italian Approach to Infant/Toddler Care* (Teacher College, 2001), as well as articles and chapters. She has held visiting research professor positions at universities in Kenya, Italy, and Norway. Address correspondence to Burnett Hall 322, University of Nebraska, Lincoln, NE 68588-0308, USA. E-mail: [cedwards1@unl.edu](mailto:cedwards1@unl.edu).

**Heidi Fung** is an associate research fellow of the Institute of Ethnology at Academia Sinica, Taipei, Taiwan. She received her doctoral training from the Committee on Human Development at the University of Chicago. After teaching at the Department of Psychology at the Chinese University of Hong Kong for four years, she returned to her native Taiwan in 1996 to assume her current post. From 2000 to 2001, she was visiting scholar at the Yenching Institute and the Graduate School of Education at Harvard University. She has long been interested in understanding how culture and self constitute each other. Her research involves the socialization of emotion, disciplinary practices, and moral training at home with young Taiwanese children, parental child-rearing beliefs across cultures, and the methodological issues of situating human development in cultural context. Address correspondence to Institute of Ethnology, Academia Sinica, Taipei, Taiwan. E-mail: [hfung@sinica.edu.tw](mailto:hfung@sinica.edu.tw).

**James Georgas** is Professor Emeritus of Psychology of the University of Athens, Athens, Greece; Member of the Board of Directors, International Association of Applied Psychology; President-Elect of the International Association for Cross-Cultural Psychology; Member of the Executive Committee, International Union of Psychological Science; Member of the Aristotle Prize Committee, European Federation of Psychologists Associations; Member of the Wilhelm Wundt-William James Award Committee, European Federation of Psychologists Associations and American Psychological Association; Member of the Steering Committee of the European Values Study; Partner for Greece, Leonardo Program, European Diploma in Psychology; Member of the Scholarship Committee, Alexander S. Onassis Public Benefit Foundation. His current cross-cultural research interests are on the relationships between structure and function of the family and psychological variables across cultures,



theory and methodology in cross-cultural research, cross-cultural measure of intelligence, construction of psychometric tests, and attitudes and values. E-mail: [dgeorgas@psych.uoa.gr](mailto:dgeorgas@psych.uoa.gr).

**Kwang-Kuo Hwang** obtained his Ph.D. in social psychology at the University of Hawaii. He is currently a National Chair Professor awarded by Taiwan's Ministry of Education at National Taiwan University. He has endeavored to promote the indigenization movement of psychology and social science in Chinese society since the early 1980s, and has published eight books and more than 100 articles on related issues in both Chinese and English. He is currently President of the Asian Association of Social Psychology. E-mail: [kkhwang@ccms.ntu.edu.tw](mailto:kkhwang@ccms.ntu.edu.tw).

**Martin J. Jandl** studied philosophy, history of art, and psychology at the University of Vienna. In his book entitled *Kritische Psychologie and Postmoderne (Critical Psychology and Postmodernism)*, published in German in 1999, he examines procedures of philosophical reflection in psychological theories. He is critical of defining human beings using cognitivism as the starting point and emphasizes the need to examine linguistic and praxeological approaches in psychology. His research interests include philosophy of psychology, philosophy of language, action theory, and philosophy of mind. Jandl lives and works as a free scientist in Vienna. E-mail: [mj.jandl@aon.at](mailto:mj.jandl@aon.at).

**Kibum Kim** obtained his Ph.D. degree from Chung-Ang University in 2002. His research interests include the relationship between culture and emotion, interpersonal relationships, and self-concept in Korea. He is currently an adjunct professor at Sungkyunkwan University, Seoul, Korea.

**Misuk Kim** is an associate professor in the Department of Child Welfare at Chung-Ang University, Seoul, Korea. She earned her doctorate in education from the University of Massachusetts-Amherst. With strong interests in early childhood education and the Reggio Emilia approach to education, she has been an invited scholar at the University of Vermont and the Stockholm Institute of Education at the Department of Child and Youth Studies in Sweden. She has published articles concerning children's conceptual understanding and community learning, and she is now working on ethnography of a toddler classroom. Address correspondence to Department of Child Welfare Study, Chung-Ang University, 221 Huksuk-dong Dongjak-ku, Seoul, 156-756, Korea. E-mail: [kmisukch@yahoo.co.kr](mailto:kmisukch@yahoo.co.kr).

**Uichol Kim** is Inha Fellow Professor at the College of Business Administration, Inha University, Incheon, Korea. He has taught at Chung-Ang University and the University of Hawaii at Manoa (1988-1994). He has

specialized in the area of indigenous and cultural psychology and published over 100 articles and 12 books. His publications include *Indigenous Psychologies* (Sage, 1993), *Individualism and Collectivism* (Sage, 1994), *Progress in Asian Social Psychology* (Wiley, 1997), *Good Government* (NIAS Press, 2002) and *Democracy, Human Rights and Islam in Modern Iran* (Fagbokforlaget, 2003). He has conducted research in the area of family and parent-child relationship, educational attainment and school violence, organizational culture and change, health and subjective well-being, and democracy, human rights, and political culture. He has taught at University of Tokyo, Japan, the University of Stockholm, Sweden, the Nordic Institute for Asian Studies, Denmark, the University of Konstanz, Germany, Warsaw School of Advanced Social Psychology, Poland, and the University of Bergen, Norway. He has provided consulting services for governmental agencies and multi-national companies in Canada, Denmark, Hong Kong, India, Korea, Malaysia, Singapore, Thailand, and the United States. He is the founding editor of *Asian Journal of Social Psychology* and currently the president of Division of Psychology and National Development, International Association of Applied Psychology. E-mail: [uicholk@chol.com](mailto:uicholk@chol.com).

**Lisa Knoche** is an applied developmental scientist and is currently the Project Director of the Getting Ready Project at the University of Nebraska-Lincoln, a five-year study of parent engagement and child learning. Her primary research interests include community based-research with disadvantaged populations and early childhood education, particularly factors related to child care quality. Her dissertation research, directed by Dr. Carolyn Edwards, focuses on social awareness, as it relates to child care quality and measures of school readiness. Lisa is interested in developing and evaluating interventions and research methodologies for use with at-risk populations in an effort to inform community-based programs and agencies. Address correspondence to 238 Teachers College Hall, UNL, Lincoln, NE 68506, USA. E-mail: [lknoche2@unl.edu](mailto:lknoche2@unl.edu).

**Asiye Kumru** is Assistant Professor of Developmental Psychology at Abant İzzet Baysal University, Bolu, Turkey. She received her Ph.D. degree in 2002 in Developmental Psychology from University of Nebraska-Lincoln. She is currently the project director of a five-year longitudinal study of children's cognitive, emotional and prosocial development supported by the TÜBİTAK Carrier Program, Turkey. Her research interests focus on identity, prosocial and moral development in children and adolescents, young children's socioemotional development, and gender socialization. She is the author of many chapters and articles, such as "Relational, cultural, cognitive, and affective predictors of prosocial behaviors" [*Olumlu sosyal davranışların ilişkisel, kültürel, bilissel ve duyusal bazı değişkenlerle ilişkisi*], published in the *Turkish Journal of Psychology*,

2004, 19, 109-128. Address correspondence to the Department of Psychology, Faculty of Arts and Sciences, Abant Izzet Baysal University, Golkoy/Bolu 14280, Turkey. E-mail: [kumru\\_a@ibu.edu.tr](mailto:kumru_a@ibu.edu.tr).

**Ramesh C. Mishra** is Professor of Psychology at Banaras Hindu University. A D. Phil. from Allahabad University, he has been Post-doctoral Research Fellow, Shastri Research Fellow and Visiting Professor at Queen's University, Canada. He has also been Visiting Professor at University of Geneva and Jean Piaget Archives, Switzerland. His principal interest is in cultural influence on human development, and he has contributed numerous articles to professional journals, both in India and abroad, in the fields of cognition, acculturation, schooling, and cross-cultural studies. He has extensively contributed chapters to books, including the *Handbook of Cross-Cultural Psychology* and the *Handbook of Culture and Psychology*. He is the co-author (with J. W. Berry and D. Sinha) of *Ecology, Acculturation and Psychological Adaptation: A Study of Adivasis in Bihar*, and co-editor (with J. W. Berry and R. C. Tripathi) of *Psychology in Human and Social Development: Lessons from Diverse Cultures*. E-mail: [rcmishra\\_2000@yahoo.com](mailto:rcmishra_2000@yahoo.com).

**Kostas Mylonas**, M.Sc., Ph.D., is a lecturer on Research Methods and Statistics in Psychology, Department of Psychology, University of Athens, Greece. His research interests include assessment and bias analysis, cross-cultural applications of factor analysis, emotional bonds and contact among family members, and multivariate methods and analysis. His recent publications include, *Factor Analysis for the HELLENIC WISC-III: Domains of Cognitive Development* (2004); two chapters in Georgas, Weiss, van de Vijver, Saklofske (Eds.), *Culture and Children's Intelligence: Cross-Cultural Analysis of the WISC-III*. Greece (2003); *Methodology of Combining the WISC-III Datasets* (2003); "Families and Values in Europe" (2004), in Arts Halman (Eds.), *European Values at the Turn of the Millennium* (2004); and "Families in Greece," in Roopnarine & Gielen (Eds.), *Families in Global Perspective* (2005). E-mail: [kmylonas@psych.uoa.gr](mailto:kmylonas@psych.uoa.gr).

**Zhong Nian** graduated from the Department of Psychology of Peking University in 1983, and was a lecturer in psychology at the Institute of Anthropology at Hubei University before being promoted to the rank of Associate Professor in Psychology at Wuhan University in Wuhan, the capital city of Hubei Province in central China. He now teaches psychology at Wuhan University, and has written over 100 books and articles on Chinese culture and on psychology.

**Young-Shin Park** is Vice-Dean of the College of Education, Inha University, Incheon, South Korea. Her research interests include parent-child relationship, adolescent development, self-efficacy, school violence, trust, and

subjective well-being. She has been conducting a longitudinal study of adolescent development in Korea for the past eight years. Her publications include *Parent-child relationship in Korea* (2004), *Adolescent Culture and Parent-Child Relationship in Korea* (2004) and *Adolescent Culture of Korea* (1997). She has been selected as the top research professor in Education, Humanities and Social Sciences at Inha University in 1999 and 2004. She is currently the editor-in-chief of *Korean Journal of Psychological and Social Issues*, consulting editor of *Asian Journal of Social Psychology*, and editor of *Korean Journal of Educational Psychology*. Address correspondence to Department of Education, Inha University, 253 Yonghyeon-dong, Nam-ku, Incheon, 402-751, South Korea. FAX: 8232-874-0535. E-mail: [yspark@inha.ac.kr](mailto:yspark@inha.ac.kr).

**Rogelia Pe-Pua** is a Senior Lecturer at the School of Social Science and Policy at the University of New South Wales. She taught at the Department of Psychology at the University of the Philippines for 15 years before emigrating to Australia in 1992. She is a strong force in the indigenization movement in the Philippines, known for her contribution in the development of indigenous research methodology. Her research and publications have focused on indigenous psychology and migration psychology. She has conducted several research on acculturation, cultural diversity and cross-cultural issues in Australia during the last ten years. Among these are research that involve examining the experiences of international students in Australian universities, street-frequenting ethnic youth, refugee families, Hong Kong immigrants in Australia, and the legal needs of ethnic residents in western Sydney. She has also worked collaboratively with international researchers such as international research looking at comparing ethnocultural youth identity and acculturation in 13 countries, and research on culture and trait involving 4 countries. E-mail: [R.Pe-Pua@unsw.edu.au](mailto:R.Pe-Pua@unsw.edu.au).

**Kaiping Peng** was a lecturer in psychology at Peking University's Psychology Department of China before coming to the United State in 1989. He received his Ph.D. in social psychology from the University of Michigan in Ann Arbor in 1997, and joined the faculty of the Department of Psychology of the University of California at Berkeley in the same year. He is currently an Associate Professor in Psychology and the head of the social/personality psychology program at Berkeley. He directs the culture and cognition lab at UC-Berkeley and has published four books and many articles on culture and psychology. E-mail: [kppeng@socrates.berkeley.edu](mailto:kppeng@socrates.berkeley.edu).

**Julie Spencer-Rodgers** is currently a post-doctoral researcher at the Department of Psychology, at the University of California Berkeley. She received her Ph.D. degree from Berkeley in 2004. Her dissertation on culture and dialectical well-being won the prestigious Otto Klineberg

Intercultural and International Relations Award by the Society for the Psychological Study of Social Issues in 2004.

**Fritz G. Wallner** was born in Weiten, Austria. He studied several disciplines (philosophy, classical literatures, education). After graduation he became a teacher of high school in Wiener Neustadt. In 1981, he returned to Vienna University as senior lecturer. Since the seventies he worked intensively on Wittgenstein's Philosophy and published 40 essays and two books on this topic. In 1983 he became chairman of the International Karl Popper Symposium in Vienna and invited Karl Popper to Vienna University. In 1983, he became reader at the Department for Theoretical Physics. In the eighties and in the nineties he worked for the Ministry of Education teaching seminars for advanced education for teachers. In 1987, he became professor for Philosophie of Science. He developed a new philosophy of science, Constructive Realism, and lectured in 60 countries. In the last ten years his specific interest is focused on the relation between science and culture in this field and he analyzed the structure of Traditional Chinese Medicine and worked on the structure of indigenous knowledge systems. He wrote over 150 essays and 10 books including: *Die Grenzen der Sprache und der Erkenntnis*, 1983; *Constructive Realism*, 1994; *Ocho Lecciones sobre el Realismo Constructivo*, 1994; *How to deal with science if you care for other cultures*, 1997; and *Culture and Science*, 2002. E-mail: [friedrich.wallner@univie.ac.at](mailto:friedrich.wallner@univie.ac.at).

**Susumu Yamaguchi** is a professor at the Department of Social Psychology, the Graduate School of Humanities and Sociology, the University of Tokyo. He has been on the faculty of the University of Tokyo since 1987. His research interests include individualism-collectivism, control orientations, indigenous concept of *amae*, and implicit and explicit self-esteem across cultures. The overall aim of his research is to promote intercultural understandings by advancing scientific knowledge about human beings in various cultural contexts. He believes that indigenous perspectives are essential for a better understanding of human beings in cultural contexts, although he never denies *etic* aspects of psychological processes. He is one of the founders and a former president of the Asian Association of Social Psychology. He is currently the president of the Japanese Group Dynamics Association. Address correspondence to Department of Social Psychology, Graduate School of Humanities and Sociology, University of Tokyo, Hongo 7-3-1, Bunkyo-ku, Tokyo 113-0033, Japan. E-mail: [susummy@L.u-tokyo.ac.jp](mailto:susummy@L.u-tokyo.ac.jp).

**Chung-Fang Yang** obtained her Ph.D. in Social Psychology from the University of Chicago. She had worked for Leo Burnett Advertising Co. in Chicago and taught in the Marketing Department of the University of

Washington, the University of Southern California, and the Chinese University of Hong Kong before returning to the Psychology Department at the University of Hong Kong in 1984. Since then, she has adopted the indigenous approach to the study of the psychology of the Chinese people. She is now teaching at the Department of Psychology, Sun-Yat-Sen University, in Guangzhou, People's Republic of China. Her research interests are in the areas of the Chinese self and self-presentation, interpersonal relationships (關係) and human affection (人情), and the zhong-yung (中庸) thinking style. She is now teaching at the Department of Psychology, Sun-Yat-Sen University, in Guangzhou, People's Republic of China. E-mail: [yangxhongfang@hotmail.com](mailto:yangxhongfang@hotmail.com)

**Kuo-Shu Yang** is currently the Chair and Professor at the Department of Psychology at Fo Guang College of Humanities and Social Sciences. He received his Ph.D. in personality and social psychology from the University of Illinois in Urbana, after which he became an Associate and then Full Professor at the Department of Psychology at National Taiwan University and was jointly appointed as Associate Research Fellow and Research Fellow at the Research Institute of Ethnology, Academia Sinica (AS) in Taiwan. He went on to serve as the Vice President of AS for four years. His research interests include the indigenized, systematic study of Chinese personality and social behavior and their changes due to societal modernization, especially Chinese familism, filial piety, psychological traditionality and modernity, individual- and social-oriented achievement motivation, and individual- and social-oriented self. He has orchestrated a group of Chinese psychologists in Taiwan, Hong Kong, and mainland China to promote an academic movement for the indigenization of psychological research in Chinese societies. He has authored and edited more than 20 books and published more than 150 academic papers in Chinese and English. He was elected as an Academician in the 1998 biennial meeting of domestic and overseas academicians of Academia Sinica. Address correspondence to Department of Psychology, National Taiwan University, Taipei, Taiwan. Fax: (886-2) 2362-9909. E-mail: [kuoshu@ntu.edu.tw](mailto:kuoshu@ntu.edu.tw).

**Zhi-Xue Zhang** is an Associate Professor of Organizational Behavior at the Department of Organization and Management, Guanghua School of Management, Beijing University. He received his Ph.D. degree in social psychology from the University of Hong Kong. His current research interests include leadership and organizational culture, psychological factors in managerial decision making, conflict resolution and negotiation. Address correspondence to Guanghua School of Management, Beijing University. Fax: 86-10-62751463. E-mail: [zxzhang@gsm.pku.edu.cn](mailto:zxzhang@gsm.pku.edu.cn).

---

## Preface

The development of indigenous psychology as a field has a short history. Its emergence has been stimulated by leading psychologists in various parts of the world. Virgilio Enriquez was a charismatic leader, championing *Sikolohiyang Pilipino* (Filipino psychology), which became a national movement in the Philippines (Enriquez, 1992; Pe-pua, Chapter 5, this volume). Durgan Sinha was critical of “carbon copying” Western psychology and was a vocal advocate of indigenizing psychology. There were other scholars who stressed the importance of indigenous knowledge: Yoshi Kashima in Australia; Bame Nsamenang in Cameroon; John Berry and John Adair in Canada; Reuben Ardila in Columbia; Denise Jodelet in France; James Georgas in Greece; Michael Bond, Fanny Cheung, David Ho, Henry Kao, Kwok Leung, and Chung-Fang Yang in Hong Kong; R. K. Naidu, J. B. P. Sinha, R. C. Tripathi, Ramesh Mishra, and Girishwar Misra in India; Hiroshi Azuma, Akira Hoshino, and Susumu Yamaguchi in Japan; Sang-Chin Choi, Uichol Kim, and Young-Shin Park in Korea; Rogelio Diaz-Guerrero and Rolando Diaz-Loving in Mexico; Michael Durojaiye in Nigeria; Alfred Lagmay and Rogelia Pe-pua in the Philippines; Leo Marai of Papua New Guinea; Pawel Boski in Poland; Boris Lomov in Russia; Carl Martin Allwood in Sweden; Pierre Dasen in Switzerland; Kuo-Shu Yang and Kwang-Kuo Hwang in Taiwan; Cigdem Kâğitçibaşı in Turkey; Padmal de Silva and Rom Harré in the United Kingdom; Fathali Moghaddam, Carolyn Pope, and Joseph Trimble in the United States; and José Miguel Salazar in Venezuela. They represented individual voices, with differing perspective and emphasis.

In 1993, Kim and Berry edited a volume entitled, *Indigenous Psychologies: Research and Experience in Cultural Context*, which articulated the background, need, and direction for the development of indigenous psychologies. Kim and Berry (1993) reviewed the scientific foundation and background of indigenous psychology and differentiated it from

related areas: cultural anthropology (Heelas & Locke, 1991), ethnoscience (Holland & Quinn, 1987), and cross-cultural psychology (Berry, Poortinga, Segall, & Dasen, 2002). Since the publication of Kim and Berry's (1993) volume, scientific advances in indigenous psychology have been made largely outside of the Western context (i.e., North America and Europe); as a result, many are unaware of the scientific contributions that have been made during the past decade. The current volume brings together scholars from around the world to document these advances.

Prior to the publication of Kim and Berry's (1993) volume, indigenous psychology was a relatively unknown area that was collectively labeled as indigenous psychologies. Since 1993, indigenous psychology as a field began to receive greater attention. In 1999, John G. Adair and Rolando Diaz Loving published a special issue entitled, "Indigenous Psychologies: The Meaning of the Concepts and Its Assessment," in *Applied Psychology: An International Review*. In 2000, Chung-Fang Yang and Kwang-Kuo Hwang edited a special issue of *Asian Journal of Social Psychology*, comparing indigenous, cultural, and cross-cultural approaches. Recently, the *Asian Journal of Social Psychology* published a special issue entitled "Responses to Epistemological Challenges to Indigenous Psychologies," edited by Manfusa Sham and Kwang-Kuo Hwang (2005). Carl Martin Allwood and John W. Berry edited a special issue entitled "Origins and Development of Indigenous Psychologies: An International Analysis," which will appear in the *International Journal of Psychology* (2006).

Indigenous psychology is also being recognized as an emerging field in applied, social, cultural, and cross-cultural psychology. In recent handbooks, a chapter has been devoted to indigenous psychology in the *Handbook of Cultural Psychology* (Kim, 2001) and in *Handbook of Cross-Cultural Psychology* (Sinha, 1997). In the *Encyclopedia of Applied Psychology*, development of indigenous psychologies has been reviewed (Kim & Park, 2004). In textbooks, such as *Cross-Cultural Psychology: Research and Applications* (Berry et al., 2002) and *Social Psychology across Cultures* (Smith & Bond, 1999), developments in indigenous psychology are reviewed.

Even with the publication of the Kim and Berry (1993) volume, there are still misconceptions, erroneous interpretations, and unwarranted criticisms (e.g., Adamopoulos & Lonner, 2001; Herman & Kempen, 1998; Poortinga, 1999; Triandis, 2000). These erroneous conclusions are drawn since the authors are unaware of scientific advances that are made outside the Western context. Contrary to these misconceptions, indigenous psychology is a part of a scientific tradition advocates multiple *perspectives*, but not multiple *psychologies*. As such, the current volume uses the singular form of indigenous psychology rather than the plural form. Second, indigenous psychology recognizes the importance of examining culture as providing important content and context of psychological research.



To bring together diverse viewpoints, approaches, and perspectives in indigenous psychology around the world, an international workshop entitled *Scientific Advances in Indigenous Psychologies: Philosophical, Cultural and Empirical Contributions* was held in Taipei, Taiwan, October 29–November 1, 2001. The purpose of the three-day workshop was to bring together leading scholars to document the scientific advances in indigenous psychology and to discuss possible integration of the field. The workshop provided an opportunity for participants to present their views and findings and to discuss the basis for integration and collaboration.

If we had to identify a weakness in the present volume, it is the lack of representation of psychologists representing indigenous peoples. The volume focuses on modern nations, and we could not fully represent scholarly work on indigenous peoples. We hope that a volume that focuses on the indigenous psychology of indigenous peoples will be published in the near future.

For the publication of this volume, we would like to express our sincere gratitude to the Central office of the Academia Sinica, Taipei, Taiwan for providing the financial support enabling the workshop to take place. Academia Sinica provided full funding covering airfare, accommodations, meals, and a tour of Taipei. We also express our gratitude to the Research Institute of Ethnology, Academia Sinica, and Director Dr. Ying-Kuei Huang for allowing us to use their conference rooms and facilities. We would especially like to thank the staff and personnel at the Institute of Ethnology, who ensured that the workshop was completed efficiently and successfully. We would also like to thank the Office of Research in Chinese Indigenous Psychology, National Taiwan University, in helping to organize the workshop.

Based on the workshop, the present volume has been prepared. We would like to thank Dr. Olwen Bedford for proofreading all the chapters in the volume. The task of editing all the manuscripts was accomplished with the support of a grant from National Science Council, Republic of China, NSC 93-2752-H-002-001-PAE. We would like to thank the Specialization Project, Department of Psychology, Chung-Ang University, for providing administrative and financial support. We would also like to thank Anthony J. Marsella for including the current volume in the *International and Cultural Psychology Book Series*. Finally, we would like to thank Sharon Panulla, Anna Tobias, and Herman Makler at Springer who helped to finalize the publication of this volume.

UICHOL KIM  
KUO-SHU YANG  
KWANG-KUO HWANG

## REFERENCES

- Adair, J., G., & Diaz Loving, R. (1999). Indigenous psychologies: The meaning of the concepts and its assessment. *Applied Psychology: An International Review*, 48(4), Special Issue.
- Allwood, C. M., & Berry, J. W. (in press). Origins and development of indigenous psychologies: An international analysis *International Journal of Psychology*, Special Issue.
- Adamopoulos, J., & Lonner, W. (2001). Culture and psychology at a crossroad: Historical perspective and theoretical analysis. In D. Matsumoto (Ed.), *Handbook of culture and psychology* (pp. 11-34). Oxford: Oxford University Press.
- Berry, J. W., Poortinga, Y. H., Segall, M. H., & Dasen, P. R. (2002). *Cross-cultural psychology: Research and applications, Second Edition*. Cambridge, MA: Cambridge University.
- Enriquez, V.G. (1992). *From colonial to liberation psychology: The Philippine experience*. Quezon City: University of the Philippines Press.
- Heelas, P., & Lock, A. (1981). *Indigenous psychologies: The anthropology of the self*. London: Academic pRESS.
- Hermans, J. M., & Kempen, J. G. (1998). Moving cultures: The perilous problem of cultural dichotomy in a globalized society. *American Psychologist*, 53, 1111-1120.
- Holland, D., & Quinn, N. (Eds.) (1987). *Cultural models in language and thought*. Cambridge: Cambridge University Press.
- Kim, U. (2001). Culture, science and indigenous psychologies: An integrated analysis. In D. Matsumoto (Ed.), *Handbook of culture and psychology* (pp.51-76). Oxford: Oxford University Press.
- Kim, U., & Park, Y. S. (2004). Indigenous psychologies. In C. Spielberger (Ed.), *Encyclopedia of applied psychology* (pp. 263-269). Oxford: Elsevier Academic Press.
- Poortinga, Y. H. (1999). Do differences in behavior imply a need for different psychologies? *Applied Psychology: An International Review*, 48, 419-432.
- Sinha, D. (1997). Indigenizing psychology. In J.W. Berry, Y.H. Poortinga, & J. Pandey (Eds.), *Handbook of cross-cultural psychology* (pp. 130-169). Boston: Allyn & Bacon.
- Smith, P. B., & Bond, M. H. (1999). *Social psychology across cultures, Second Edition*. New York: Allyn & Bacon.
- Triandis, H. C. (2000). Dialectics between cultural and cross-cultural psychology. *Asian Journal of Social Psychology*, 3, 185-196.
- Shams, M. & Hwang, K. K. (2005). Responses to Epistemological Challenges to Indigenous Psychologies. *Asian Journal of Social Psychology*, 8(1), Special Issue.
- Yang, C. F., & Hwang, K. K. (2000). Indigenous, cultural, and cross-cultural psychologies. *Asian Journal of Social Psychology*, 3(3), Special Issue.

---

# Contents

## I. THEORETICAL AND METHODOLOGICAL ISSUES

1. Contributions to Indigenous and Cultural Psychology: Understanding People in Context . . . . .	3
<i>Uichol Kim, Kuo-Shu Yang, and Kwang-Kuo Hwang</i>	
2. The Scientific Foundation of Indigenous and Cultural Psychology: The Transactional Approach . . . . .	27
<i>Uichol Kim and Young-Shin Park</i>	
3. The Importance of Constructive Realism for the Indigenous Psychologies Approach . . . . .	49
<i>Fritz G. Wallner and Martin J. Jandl</i>	
4. Constructive Realism and Confucian Relationalism: An Epistemological Strategy for the Development of Indigenous Psychology . . . . .	73
<i>Kwang-Kuo Hwang</i>	
5. From Decolonizing Psychology to the Development of a Cross-Indigenous Perspective in Methodology: The Philippine Experience . . . . .	109
<i>Rogelia Pe-Pua</i>	

## II. FAMILY AND SOCIALIZATION

6. Parental Ethnotheories of Child Development:  
Looking Beyond Independence and Individualism in  
American Belief Systems . . . . . 141  
*Carolyn Pope Edwards, Lisa Knoche, Vibeke Aukrust,  
Asiye Kumru, and Misuk Kim*
7. Close Interpersonal Relationships among Japanese:  
*Amae* as Distinguished from Attachment  
and Dependence . . . . . 163  
*Susumu Yamaguchi and Yukari Ariizumi*
8. Affect and Early Moral Socialization:  
Some Insights and Contributions from Indigenous  
Psychological Studies in Taiwan . . . . . 175  
*Heidi Fung*
9. Cultures are Like All Other Cultures, Like Some Other  
Cultures, Like No Other Culture . . . . . 197  
*James Georgas and Kostas Mylonas*

## III. COGNITIVE PROCESSES

10. The Mutual Relevance of Indigenous Psychology  
and Morality . . . . . 225  
*Lutz H. Eckensberger*
11. Naïve Dialecticism and the Tao of Chinese Thought . . . . 247  
*Kaiping Peng, Julie Spencer-Rodgers, and Zhong Nian*
12. Indian Perspectives on Cognition . . . . . 263  
*R.C. Mishra*

## IV. SELF AND PERSONALITY

13. Indigenous Personality Research: The Chinese Case . . . . 285  
*Kuo-Shu Yang*

<b>Contents</b>	<b>xxi</b>
14. An Historic-Psycho-Socio-Cultural Look at the Self in Mexico . . . . .	315
<i>Rolando Diaz Loving</i>	
15. The Chinese Conception of the Self: Towards a Person-Making (做人) Perspective . . . . .	327
<i>Yang Chung-Fang</i>	
16. Naïve Psychology of Koreans' Interpersonal Mind and Behavior in Close Relationships . . . . .	357
<i>Sang-Chin Choi and Kibum Kim</i>	
V. APPLICATION	
17. Humanism-Materialism: Century-Long Polish Cultural Origins and Twenty Years of Research in Cultural Psychology . . . . .	373
<i>Pawel Boski</i>	
18. Chinese Conceptions of Justice and Reward Allocation . .	403
<i>Zhi-Xue Zhang</i>	
19. Family, Parent-Child Relationship, and Academic Achievement in Korea: Indigenous, Cultural, and Psychological Analysis . . . . .	421
<i>Young-Shin Park, Uichol Kim</i>	
20. Paternalism: Towards Conceptual Refinement and Operationalization . . . . .	445
<i>Zeynep Aycan</i>	
21. Creating Indigenous Psychologies: Insights from Empirical Social Studies of the Science of Psychology . . .	467
<i>John G. Adair</i>	
About the Editors . . . . .	487
Name Index . . . . .	489
Subject Index . . . . .	501

