

CORRELATION BETWEEN EDUCATIONAL PROCESS AND THE PROFILE OF A GOOD-ENOUGH PROFESSIONAL

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ABSTRACT

The paper presents findings of a cross-cultural study based upon psychodynamic theoretical concepts, emphasizing the importance of professional's acquaintance with his/her countertransference towards the user. In the study the quantitative methodological approach was used. The present cross-sectional study with unrandomized sample of 62 Danish and 63 Slovene students of social pedagogy explores the relations between educational process and students' motivation for choosing the helping profession and their acknowledging of possible unconsciously driven behavior towards users in their future work. Besides the role of the educational process the study explores also the correlation between students' engagement in self-exploring activities and their view of their own motivation for the study and vision of their future professional work. The results showed significant differences between Danish and Slovene students, between 1st and 4th year students and between students who engage more or less in the self-exploring activities in some (but not all) dimensions of their motivation for choosing the helping profession and visions of their future professional work. The paper ends with some applicative implications of findings for the field of educating the good-enough social pedagogues.

Key words: good-enough professional, educational process, helping professions, countertransference, study of social pedagogy, Denmark, Slovenia

1. INTRODUCTION

The professional's development begins in the time of his¹ education, which is aimed to equip the future professional with knowledge and skills needed to do the future work competently. In order to make a student ready for the obstacles he might will encounter a realistic picture of work in the field of psychosocial help is represented during educational process to the student. With slight simplification we can say this process is about "crashing the ide-

alistic and too enthusiastic wishes of changing the world". The core presumption of the present study says that it is essential for a professional to admit his own vulnerability and even more – woundedness if he wishes to achieve the position of a good-enough practitioner.

The aim of this cross-cultural and cross-sectional study was to find out how are educating process and engaging in self-exploring activities related to the process of acknowledging the motives for choosing the helping profession and the process

¹ When referring to the professional as male, this form is used in a neutral meaning. Female professionals are included as well.

of acknowledging possible unconsciously driven behaviour towards users. These two processes of acknowledging challenge the professional with the question whether he is aware of the fact that he can hide his own conflicts behind his professional knowledge. This leads to further dilemmas: how much do future professionals know about this topic and how legitimate it is for them.

2. PROFESSIONAL'S ACKNOWLEDGING OF HIS OWN COUNTERTRANSFERENCE

Cowen (1982, after Egan, 1990) warns that there is a myth in the field of the helping professions saying that people with psychological problems will definitely seek help and professionals will help them in ways, which are mostly all based on a dialogue and will in the end solve the client's problem and people will live happily ever after. That figure of the professional appears as a "know-all" magician who will solve all the dialectics of a person's existence. Dougan (1993) argues that as professionals we have to accept the fact that we can not help all the people in trouble, some of them we can help only temporary and some we can not. Awareness of not being able to achieve the myth of "know-all" ideal professional is *conditio sine qua non* for establishing a concept of a good-enough professional, whose main characteristic is reflection of his actions, thoughts and feelings. In the context of Schön's paradigm (2002) that kind of professional could be characterized as a reflective practitioner.

To achieve the position of a good-enough professional only knowledge, skills and competences are not enough. Awareness of professional's countertransference reactions and the effort towards acknowledging his own unconscious motives for the helping profession are of great importance. This is one main point social pedagogy can learn from psychotherapy, namely the importance of professional's countertransference reactions in relationship with the user (Košťal, 1998). In other words this would mean that the professional has to make an effort to acknowledge his own feelings and behavior towards the user through constant process of self-reflection.

Self-reflection is a necessary part of the work of a competent professional because professional's way of work strongly depends on his personality. There are different types of professionals (Bregant, 1986, after Židanik, 2004). Some of them create a

positive transfer with the user quickly but when troubles appear they get disappointed and lose the interest of working further on with the user. Some professionals can be real perfectionists and therefore ask to achieve goals the user can not reach. Professionals who want to be of great help are in danger to take everything too seriously and feel guilty for the user's problems and even though they get close with the user the impact of their work is mostly consolation and not help. Professionals who keep a big distance in the relationship with the user usually act too rationally and they are more explaining than helping. Egan (1990) claims the first rule of the professional helping says: "Don't harm!" What exactly this means Holmes and Lindley (1989) explicate as misleading, sexual or financial exploiting of users, revealing confidential information and implementation of any kind of therapy that would serve as the cover for controlling the user.

Kahn (1991) says it is hard for a professional to acknowledge his own wishes (e.g. make love with the user) and fears and therefore he wants to keep them out of the field of work. But if the professionals acknowledge them in the process of professional reflection, supervision and other ways of self-exploring the power of these wishes and fears disappears, meanwhile repressing them would enlarge their power and the probability that the professional would (compulsory) perform them. Awareness about oneself is of basic importance for realization of ethical maxims. Therefore we can claim that countertransference is an implicit dimension of professional ethical maxims. Ramovš (1996) claims that professional in professions with great social, political, spiritual or physical power over the users should be ethically matured. This is the way to prevent the professional from harming the users under the cover of belief he is doing the best for them.

To become a competent professional besides knowledge, skills and acknowledgment of his own unconscious, he needs something more that touches him as a human not as an expert. He needs to be challenged outside the field of work and therefore he can not control this challenge from the position of professional. These kind of challenges are relationships with his partner, his own children, friends, other competent professionals etc. In relationships like these people dare to attack him, make him aware of his strong and weak points and he can not hide himself behind professionalism. This is the only way for him to stay in a process of constant awareness of his own vulnerability, conceitedness

and weakness (Guggenbühl-Craig, 1997). The importance of care for professional's inner balance is set out by Burnard (1999) when claiming that the professional should care for his own interests which are not related to work. That kind of distance from work and professional thinking enables the professional to develop other dimensions of his personality and avoids "the professionalization" of personal relationships.

3. COUNTERTRANSFERENCE IMPLI- ED IN A DECISION FOR THE HELP- ING PROFESSION

One of the ways of acknowledging professional's own unconscious can be made through acknowledging his own decision for the helping profession. Dougan (1993) divides the motives for the choice of the helping profession into conscious social and conscious personal motives, which are usually identical to social values, and into unconscious motives (such as motive of being accepted or loved). The latter are the motives we will focus on.

The wish of helping others implies working with people who are encountering problems in interpersonal relationships, are victims of any kinds of violence etc. Understanding that fact in the concept of Hoppock's eclectic theory, based on the presumption that we choose the profession we believe it would best satisfy our needs (Hoppock, 1976, after Lapajne, 1997), this means that professionals in the helping professions feel a daily need to come across sadness, loss, unhappiness, dissatisfaction. These are the themes people usually want to avoid but professional helpers feel the affinity towards them. In the study on personal characteristics of social workers, Bedford and Bedford (1985, after Spurgeon and Barwell, 1994) found the indicators of personal characteristics such as: warmth, helpfulness and acceptance.

Guggenbühl-Craig (1997) warns that behind such characteristics and wish of helping others there is usually hidden an unconscious motive of power. The easiest way to show supremacy is to realize it on a powerless person. And the users surely are powerless. That this wouldn't sound like the helping professions are useless and devastating, we have to emphasise that the impact of these motives is mostly dangerous when the professional awfully wants to help, using interventions leading to the aim he himself has chosen for the user. In other words,

the more the professional feels he is drawn into the action of helping and the bigger his agony is, the bigger is the probability that this is done because of his own inner conflict and in fact wants to help himself and not the user.

4. THE CONCEPT OF A WOUNDED HEALER AND HIS FAMILY BACK- GROUND

"There is no essential difference between the two people engaged in a healing relationship. Indeed, both are wounded and both are healers. It is woundedness of the healer which enables him or her to understand the patient and which informs the wise and healing action" (Remen, May, Young & Remen, 1985, after Hayes, 2002, p. 96). Therefore the professional's awareness of his own woundedness enables establishment of the border between personal and professional. Guggenbühl-Craig (1997) explains the same dynamics through the concept of wounded healer archetype. When the professional splits the archetype and projects the pole of the one who is wounded onto the client and introjects the pole of the one who heals, it appears as if woundedness has nothing to do with him. Moreover, he acts as a know-all healer, meanwhile the user projects his own factor of healing on the professional and so the user does not feel the responsibility to improve his own position because he expects this would be done by the professional. The process of help is blocked.

As mentioned above when choosing a profession we satisfy our needs (Hoppock, 1976, after Lapajne, 1997). But Bordin, (1990, after Share, 1992) goes further and explicates these needs. He claims that when choosing a profession people unconsciously choose what brings them satisfaction or they compulsorily chose what they feel that significant others want them to do. Which of the ways of choosing a profession will predominate depends on early childhood experience. Miller (1992) similarly explains the impact of how children are being treated on the choice of psychoanalytic profession. It is usually chosen by people who were able to understand different strong feelings already in their childhood, were too sensitive for the needs of the others and were willing to sacrifice their own actualization in order to fulfill unconscious needs of their parents so that they wouldn't lose the loved object. This can be generalized to all professional

helpers: they are also extremely sensitive for the needs of the others; in the process of professional reflection they are also confronting their experience that in their childhood they were not allowed to feel what they felt and that they sometimes still work within this rule (this can be illustrated with the situation when the professional acknowledges he is not able to say no when somebody asks him for help) and during the analyses and self exploration these professionals are realizing that they were satisfying unconscious needs of their parents.

In the context of relation-systemic model of family therapy the role children play in a family with problems with setting borders or closeness is the one which helps to keep the family system in balance because this is the only way of their survival. A responsible child or the family caretaker who represents an emotional partner to the parent, will be the pride of the family and will care for the feeling of safety (Gostečnik, 1998). Ackermann (1996, after Čačinovič-Vogrinčič, 1998) also emphasizes that the exchange of parent-child roles is a kind of defense and a way of handling the conflicts in the family. We can point out the similarity between a child in the role of family caretaker or emotional partner of one of the parents and professional role of caretaker/helper in helping professions. Both, the child caretaker and the professional helper are responsible or feel responsible for others, they both enter interpersonal relationships with the aim to lessen the power of conflict and they both feel called to do so even though nobody directly asked them to.

To join Miller's (1992) understanding of decision for being a psychoanalyst and the role of family caretaker or emotional partner after Gostečnik (1998) with the exchange of roles after Ackermann (1996, after Čačinovič-Vogrinčič, 1998) and then try to place them in Bordin's theory (Bordin, 1990, after Share, 1992), we can say that the choice of the helping profession can be also compulsory. If the future professional feels the agony he should help others and does not acknowledge the dynamics of motives leading him to this feeling, then his decision for the helping profession is basically a compulsion. The future professional should explore his family role and characteristics of his work influenced by this role. Halpern (1999) claims it is important to cut emotional bondages of dysfunctional behavioral patterns in the relationship with parents otherwise these patterns will persist in relationships with other people. Therefore the emotion-

al leaving of home is a critical point in the professional's development in case he wants to do his work properly.

5. COMPARISON OF THE STUDIES OF SOCIAL PEDAGOGY IN DENMARK AND SLOVENIA

In order to make the following comparison and results more comprehensible let us briefly introduce the differences in study programs of Social Pedagogy in Denmark and in Slovenia. After finishing the study, students in Denmark receive a title Pedagogue (Educator). The profession of pedagogue was established in 1991 joining three professions: kindergarten teacher, recreation center teacher and teacher in nurseries and/or institutions for handicapped people. The last one was called social pedagogue before the union (The Educator, 1994). In Slovenia social pedagogue is a separate profession where students are educated to work with marginalized people, especially in the field of education and help.

Study of pedagogy in Denmark lasts three years and a half or 7 semesters and is implemented in Colleges whereas in Slovenia the study of social pedagogy is implemented in university and lasts four years or 8 semesters. In Denmark students can chose among 32 Colleges (Seminariums) of Pedagogy, meanwhile in Slovenia there is only one department of Social pedagogy at the Faculty of Education. The program of pedagogy in Denmark is more applicative compared to the Slovene study program and enables students to gather more experience from practice, while the study of Social pedagogy in Slovenia is much more abstract and theoretically oriented. Students in Slovenia mostly enter the study program directly after finishing high school, whereas in Denmark a high percentage of students enter the College after working for some time in the professional field as unqualified. The greatest difference between study of social pedagogy in Slovenia and Denmark can be found in curriculums. Only 40% of the subjects match in both countries. The logic consequence of this fact are high differences between concepts of both studies.

The question which rises at this point is whether acknowledgment of students' own motives for a choice of the helping profession and possible unconsciously driven behaviour towards users within their future work (also characterized as vision of future professional work with users) dif-

fers as much as the concepts of both studies. This forms the research problem of present cross-sectional study with quantitative methodological approach.

6. HYPOTHESES

Hypothesis 1: Regarding the acknowledging of the motives for choosing the helping profession and possible unconsciously driven behaviour towards users within their future work there are a) differences between groups of Danish and Slovene students and b) differences between groups of 1st and 4th year students. The relationship between 1st and 4th year students regarding the acknowledging of the motives for choosing the helping profession and possible unconsciously driven behaviour towards users within their future work differs from country to country.

Hypothesis 2: Between students who engage themselves more in self-exploring activities compared to students who engage less in these activities there are differences regarding the acknowledging of the motives for choosing the helping profession and possible unconsciously driven behaviour towards users within their future work.

7. METHOD

Participants

A total of 125 participants participated in this study. The respondents included 62 students (1st and 4th year) of pedagogy at Gentoft Seminarium in Hellerup, Copenhagen, Denmark and 63 students (1st and 4th year) of social pedagogy at The Faculty of Education in Ljubljana, Slovenia. Of all Danish students 33 students were 1st year students and 29 students were 4th year students. Of all Slovene students there were 39 students of the 1st year and 29 students of 4th year. Mean age of Danish students was 27.4 years ($SD = 5.62$, range 20-50) and mean age of Slovene students was 20.6 years ($SD = 1.77$, range 19-26).

Procedures and Measures

The data was gathered in February and March 2004 using Questionnaire about the study and profession of social pedagogue constituted for the aim of the present study. The questionnaire consisted of four parts: general data, engaging in self-exploring

activities, questionnaire about decision for the profession of social pedagogy (listing 24 motives for choosing this profession) and questionnaire about one's own future work in the field of social pedagogy (listing 26 possible behaviours towards users). The questionnaire about decision for the profession of social pedagogy and questionnaire about one's own future work in the field of social pedagogy were analysed using principal component analysis. To compare differences between the groups of students regarding reasonably interpretable factors multivariate analysis of variance MANOVA was conducted. One of the assumptions of MANOVA is random sampling, not present in this study. It can not be said the whole work is inadequate, but this fact has to be taken into consideration when interpreting the results. To explore the correlation between engaging in self-exploring activities and students' motives for choosing a helping profession and vision of their future work correlation analysis was conducted.

8. RESULTS AND DISCUSSION

Conducting principal component analysis using Cattell scree test eight factors were extracted within both questionnaires. To verify this solution Kaiser's criteria of extraction was used and gave the same solution within both questionnaires. Following the instructions of Field (2000) recommending to use oblimin rotation in case there are theoretical grounds for supposing that the factors might correlate all factors of both questionnaires were rotated using direct oblimin rotation. Namely in the field of psychodynamic theoretical concepts of unconscious motivation and countertransference the interrelation of dimensions of these concepts can not be ignored.

Principal component analysis of questionnaire about the decision for social pedagogue showed that eight extracted factors explain 62,23% of variance of all variables included in the analysis. For the decision for profession of social pedagogue first factor in the rotated factor matrix represents the role of caretaker or emotional partner in the family, the second factor is one's own active changing, the third following the wish of others and fourth gaining reputation. Fifth factor represents coincidental decision, sixth the development of one's own professionalism, seventh is the absence of defending the marginalized people and eighth the absence of satisfaction when helping others.

When analyzing the questionnaire about (future) social-pedagogy work eight extracted factors explained 68,09% of variance of all variables included in the analysis. For the (future) social-pedagogy work first factor in the rotated factor matrix represents awareness of one's own self-esteem depending on user, the second factor is unawareness of one's own biases against users, the third is awareness of one's own control over users, and the fourth awareness of not acknowledging one's own feelings towards users. The fifth factor represents awareness of one's own professional weaknesses, the sixth awareness of one's own repression of fear, the seventh represents unawareness of the meaning of sex appeal when working with users and the eighth unawareness of not giving the user a chance to participate.

8.1 Correlation between country and year with all factors of both questionnaires

After conducting MANOVA² (Table 1) we can see that country and year have significant impact on factors of both questionnaires, whereas this isn't true for interaction between country and year. In table 2 significant differences between students of both countries regarding motives (factors) for the choice of the helping profession and awareness of motives (factors) for professional future work with users are shown. Significant differences between groups of Danish and Slovene students were found only at two factors for the choice of the helping profession and five factors of awareness of possible inner driven behavior for professional future work.

However, some conclusions can be made. Slovene students more often than Danish students decide for the profession of social pedagogue because of the wish to change themselves actively. Differences in Slovene and Danish study programs could contribute to such a result as well as the orientation of the study of Social pedagogy in Slovenia where exploring oneself is an extremely emphasized value. The decision for this profession by Danish students is more influenced by wishes of others, namely parents or they have a social pedagogue for an idol. Possible interpretation for this characteristic is longer tradition of this profession in Denmark compared to Slovenia.

When talking about future work Slovene students are more aware that their self-esteem could

SIG. independent variable	factors for the choice of profession of social pedagogue	factors of awareness of motives for (future) work with users
Country	,000*	,000*
Year	,001*	,014*
interaction country* year	,523	,056

depend on success of the work with users, that they can be biased against some users, they are more aware of their professional weaknesses and their own repression of fear, they are more aware of the possibility they won't give the user a chance to participate and that sex appeal is an important issue when talking about working with users (e.g. they are aware that they can be attracted to the user etc.). The reason for such differences probably lies in the psychodynamic paradigm which forms the basics of Social pedagogy in Slovenia. The concept of countertransference is introduced to the students during their study so they don't feel strange when acknowledging these dilemmas when working with users.

Between the groups of 1st and 4th year students not all expected differences were found, but the results show the correlation between educational process and some motives for the helping profession (Table 2). 4th year students more often than 1st year students say that their role of family caretaker/parent's emotional partner and the wish to actively change themselves contributed to the choice of the helping profession. The 4th year students during the educational process probably learnt to acknowledge their family role and that inside the motive of helping others the need to solve one's own conflicts can exist. Students of 1st year more often say they chose this profession because of feelings of satisfaction when helping others. Students of 4th year probably learnt that feeling of satisfaction when helping others can include the motive to control them and therefore didn't state this feeling as their motive. The 4th year students more than 1st year students know they can be biased against some users. To explain this we can claim that older students have more experience from practice and vol-

2 The present study also tried to find out the impact of place of living on these factors, but since this is not the focus of this paper this part of the tables were left out.

Table 2
Means of values of factors of both questionnaires and significant differences among answers regarding country, year and their interaction

\bar{X} YEAR		SIGN.		
1.	4.	COUNTRY	YEAR	INTERACTION
-,200	,234	,328	,034*	,216
-,109	,244	,000**	,009**	,100
-,016	-,099	,049*	,358	,756
-,048	-,095	,329	,370	,324
,147	-,220	,282	,684	,278
,083	-,004	,347	,820	,682
-,169	,179	,201	,099	,504
-,293	,332	,135	,003**	,513
,187	-,117	,039*	,835	,760
,132	-,251	,005**	,015*	,132
,075	-,093	,986	,074	,110
,088	-,215	,131	,207	,571
,231	-,065	,015*	,567	,764
,157	-,115	,029*	,102	,252
-,149	-,023	,000**	,503	,469
-,009	,54	,009**	,500	,037*

FACTORS		\bar{X} COUNTRY	
		DAN	SLO
FACTORS FOR THE CHOICE OF THE PROFESSION	1. the role of caretaker or emotional partner in the family	,016	-,460
	2. one's own active changing	-,314	,347
	3. following the wish of the others	,339	-,390
	4. gaining the reputation	-,214	,059
	5. coincidental decision	-,126	,096
	6. development of one's own professionalism	-,173	,238
	7. absence of defending the marginalized	,353	-,348
	8. absence of satisfaction when helping the others	,370	,270
FACTORS FOR FUTURE WORK WITH USERS	1. awareness of one's own self-esteem depending on user	-,447	,411
	2. unawareness of one's own biases against users	,357	-,312
	3. awareness of one's own control over the users	-,119	,088
	4. awareness of not acknowledging one's own feelings towards users	-,188	,059
	5. awareness of one's own professional weaknesses	-,374	,441
	6. awareness of one's own repression of fear	-,012	,076
	7. unawareness of the meaning of sex appeal when working with users	,700	-,658
	8. unawareness of not giving the user the chance to participate	,280	-,167

* Statistically significant level $p \leq 0,05$.

** Statistically significant at level $p \leq 0,01$.

untary work and had a chance to reflect them in educational process.

Interaction between variables of country and year is statistically significant at level $p=0,037$ for the factor of unawareness of not giving the user a chance to participate. 1st year students in Denmark

are more aware of the possibility they will not give the user a chance to participate in the helping process in comparison to 4th year Danish students. In Slovenia this relationship is inversed. The role of educational process can be important to understand this result. So we did not prove that the rela-

tionship between 1st and 4th year students in Slovenia and Denmark differs regarding to the motives for the choice of the helping profession and vision of future professional work with users.

8.2 Correlation between self-exploring and all factors of both questionnaires

In table 3 we can see that Pearson's coefficients are statistically significant for the correlation between self-exploring and seven of all factors of both questionnaires. Nevertheless it is obvious that students engaging in more activities of self-exploration better acknowledge the motives for the choice of the profession of social pedagogue and possible behavior in their future work with users. Students engaging in more activities of self-exploration say they chose the profession of social pedagogue because they wanted to change themselves and develop into professionals. Of course the peo-

ple who engage in more activities of self-exploring acknowledge why they are doing that.

It is a bit more difficult to explain why students who engage in more activities of self-exploring say that their decision for the profession of social pedagogue was coincidental. But it is possible to speculate that these students wanted to choose another helping profession (this is only speculation and therefore considered as such). Furthermore, the students engaging in more self-exploring activities are more aware of the fact that their self-esteem could depend on success of the work with users, that they can have biases against users, that they might want to have the control over the user and that sex appeal is important issue when working with users. These issues demand a lot of emotional engagement therefore they are better acknowledged by the students who invest more effort into it.

Table 3 Correlation (Pearson's r) between self-exploring and all the factors of both questionnaires		\bar{X} COUNTRY	
CORRELATION BETWEEN SELF-EXPLORING AND ALL FACTORS		R	SIG.
FACTORS FOR THE CHOICE OF THE PROFESSION	the role of caretaker or emotional partner in the family	,092	,328
	one's own active changing	,396	,000**
	following the wish of the others	,016	,866
	gaining the reputation	-,071	,448
	coincidental decision	,288	,002**
	development of one's own professionalism	,280	,002**
	absence of defending the marginalized	-,171	,068
	absence of satisfaction when helping the others	,067	,478
FACTORS FOR FUTURE WORK WITH USERS	awareness that one's own self-esteem depends on user	,490	,000**
	unawareness of one's own biases against users	-,365	,000**
	awareness of one's own control over the users	,265	,006**
	awareness of not acknowledging one's own feelings towards users	,068	,489
	awareness of one's own professional weaknesses	,126	,195
	awareness of one's own repression of fear	,184	,058
	unawareness about the meaning of sex when working with users	-,417	,000**
	unawareness of not giving the user the chance to participate	-,085	,386

** Significant at level $p \leq 0,01$.

9. CONCLUSIONS

The results showed the correlation between educational process, engaging in self-exploring activities and acknowledging some motives for the choice of the profession of social pedagogue and acknowledging some possible inner driven behavior and feelings towards users for the future pro-

fessional work. The educational process influences the acknowledging of the motives for the choice of the profession with it's orientation. In Slovene the study of Social Pedagogy is oriented in getting to know oneself better meanwhile in Denmark with longer tradition of this professional profile, the profession can be in the function of the point of identification in the future. The role of educational

process is also seen in differences between 1st and 4th year students. Education correlates with acknowledgment of family role and acknowledgment of the wish to change oneself as the motives for the professional choice as well as it correlates with acknowledgment of the feelings of satisfaction and motives behind this feelings.

The paradigms within education have a great role in acknowledging of possible behavior and feelings for the future professional work. In Slovene the strong psychodynamic paradigm underlies the study, therefore Slovene students are more aware (at least on rational level) of possible behavior towards the user resulting from the concept of countertransference. The differences between students of different years show that education correlates with the awareness of one's own biases against users regardless the paradigmatic basis. This can be the result of student's reflection of experience from practice or voluntary work.

Similarly strong correlation between self-exploration and acknowledging of motives for choosing the helping profession and vision of future professional work can be found. The more self-exploring activities a student undertakes the more aware he becomes of his wish to change himself and develop professionalism as the motives for the professional choice or that his decision was coincidental. Stronger engagement in self-exploring activities influences the acknowledgement of possible behavior and feelings towards users for future professional work. The more activities students undertake the more aware they are of the fact that their self-esteem can rely on success when working with users, that they can be biased or try to gain control over the user. Moreover, they are also much more aware of the meaning of sex appeal for their future work with users. These topics demand great emotional effort, so it can be easily explained that the students who explore themselves more are also more aware of them.

Based on the results of this survey it can be concluded that education and self-exploring activities have an important role in the process of acknowledging the future professional's behavior towards users. Therefore the students should be more systematically encouraged to explore their own countertransference reactions. The encouragement does not mean only giving possibilities, responsibilities and tasks to achieve. In the first place in means the professional support a student

should get when discovering difficult topics to talk about, e.g. the feeling of weakness when working with parents of the user. If this is not given to the students during the time of their education all the knowledge they assimilate is questionable, because the emotional burden they (might) will encounter when starting working in the field of practice will be difficult to face only on rational level without having the look inside oneself and into the emotions that he feels when working with users.

10. IMPLICATIONS OF FINDINGS FOR THE FIELD OF EDUCATING A GOOD-ENOUGH PROFESSIONAL

As emphasized in the beginning only knowledge and skills and awareness about one's own competences are not enough to create a good-enough professional. The future professional has to try to acknowledge, i.e. become aware, of his behavior towards the user and his decision for the helping profession. In the educational process there are many chances to provide students the learning environment about themselves. First level of this should be done on a rational basis giving the students theoretical concepts of countertransference and motives for the study of the helping profession and broader insight into a helping relationship.

The second level is experiential level and should be divided into two sublevels. The first one should enable the students to explore their own experiences when working with users as volunteers or practice students. One of such activities is without a doubt supervision throughout all duration of the study. Another one can be intervision in small student groups. The second sublevel of the experiential level should enable students to explore their behavior patterns, family patterns and communication and their past. The activities in this field are different conversation groups, self-exploring groups etc. This is a very delicate field and it should be considered as such that ethical standards could be met. A rule of thumb is that the students decide how far do they go in this self-exploration and revealing. Of course this subject or if this activity is a part of one subject can not be graded but is understood as support activity for the student.

Furthermore - the point that in a way goes beyond this study - is that the students should also be encouraged to take care of their satisfying interpersonal relationships outside the field of work.

This is actually hard to achieve during the educational process and would be unethical if demanded in the process itself. However, some things can be proceeded in an ethical way. The students should develop a critical point of view of nowadays lifestyle including global society, postmodern area and its characteristics and explore the meanings of existence. So this is not so much about the individual student as it is about society, but throughout knowing the society and the time we are living in he can indirectly be questioned about himself when he declares certain points in discussions which do not have only one answer. Another way to encourage students to take care of their satisfying interpersonal relationships outside the field of work should be done, as mentioned when talking about acknowledging of student's behavior towards the user and his decision for the helping profession, on a theoretical level. Through educational process students should be informed how important it is to care for satisfying interpersonal relationships outside the

field of work and advised to understand this component as one of the components forming a good-enough practitioner even though they are not marked or graded.

Being encouraged to care for the professional development through gaining more knowledge and skills and taking care of becoming aware of own competences, behavior towards users and the decision for the helping profession and taking care of satisfying interpersonal relationships outside the field of work is the structure of the educational process based on the findings of the present study in order to educate a good-enough professional. His awareness of not being ideal but good-enough can protect him against misuse or abuse of the user and destruction of himself. The aim of educational process is therefore redefined because it protects both participants in the helping relationship; professional and the user who are – as we already told – both wounded and both healers.

11. REFERENCES

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