

THE ACTUALISATION OF THE CHILD RESTRAINED IN HIS BECOMING

by

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submitted in fulfilment of the requirements for
the degree of

MASTER OF EDUCATION

in the subject

EMPIRICAL EDUCATION

at the

UNIVERSITY OF SOUTH AFRICA

SUPERVISOR : PROF P J VORSTER

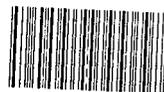
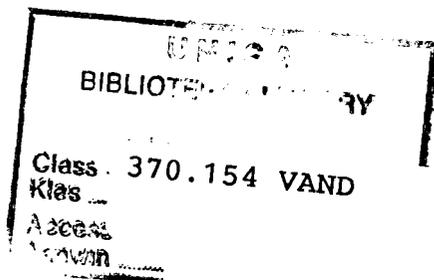
JUNE 1992

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I declare that The Actualisation of the Child Restrained in his Becoming is my own work and that all the sources that I have used or quoted have been indicated by means of complete references.



C. M. van der Spuy



01475497

Acknowledgements

I sincerely thank the following:

Professor Vorster, my supervisor, for his patience and expert assistance;

Dianne Haantjes, my typist, for her willingness and constant cheerfulness during a daunting task;

Joan, for her faith in me and continual encouragement;

Abie, and my mother, for their loving care and never-ending support;

Donnie, for his kind editorial advice.

Above all I thank the One who made it all possible.

(iii)

"The first duty to children is to make them happy."

- (Sir Thomas Fowell Buxton in Canfield & Wells 1976 : 178)

(iv)

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Degree : Master of Education

Subject : Empirical Education

Supervisor : Professor P.J. Vorster

Summary

This dissertation focusses on pupils who do not act according to the expectations of their educators. They are restrained in their becoming actualising persons.

On the basis of the description of becoming as a phenomenon, criteria are formulated in order to identify children restrained in their becoming. These children's actualisation is investigated in accordance with the criteria for adequate actualisation.

By way of observation, questionnaires and personal interviews it has been empirically established that the restrained child has relational difficulties, especially with parents, and that these difficulties result in inadequate exploration, emancipation, differentiation, distantiation and objectification. One restraint can affect every area of the child's actualisation.

Educators may assist the restrained child by ensuring that his basic educational needs are met. But the chief need of the child restrained in his becoming has emerged as the security and protection an adequate father-figure (all be it a teacher) provides.

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CHAPTER ONE

BACKGROUND OF AND ORIENTATION TO THE PROBLEM

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1.1 INTRODUCTION

It is the calling of the educator not only to teach facts to children, but to guide them to actualise to the full their potential as morally respectable adults. However, experience proves that every classroom contains a small group of children who have special problems that impede satisfactory progress towards adulthood (Van Niekerk 1982 : 126) .

In the present study, the author's concern is precisely such a group of children who are not progressing satisfactorily towards adulthood, and who do not act according to pedagogically acceptable expectations. These children should be more than a cause of concern to the teacher; they indeed demand every teacher's special attention and assistance. By way of various types of behaviour the child 'tells' parents and teachers that he* is not fulfilling his developmental or learning potential adequately. The teacher is called upon to come to the aid of the child in distress in a pedagogically accountable fashion. In order to do this, he should make a reliable assessment of what is wrong pedagogically and of what the contributory causes could have been.

1.2 BECOMING AWARE OF THE PROBLEM

While teaching at a certain secondary school, the author encountered a large amount of 'conspicuous' behaviour, i.e. behaviour which one would expect to find in a minority of the typical school population, and which is extremely distressing to the teachers.

The large majority of pupils at this school come from low socio-economic backgrounds, meaning that their parents' education as well as economic status is generally far below that of the average white South African. The area in which the school is situated, and in which most of the scholars live, is unattractive, in that very little vegetation has been planted and the houses are small, cramped and often in a state of disrepair. The inhabitants of the area - many of whom are parents of the

**For simplicity alone, teachers and children alike are referred to by the masculine pronoun.*

pupils referred to - dress carelessly, use an impoverished vocabulary and weak grammar, and in general emit a feeling of hopelessness and depression. The teachers at said school find that the pupils often reflect the negative attitudes of the adults in charge of them, for example limited motivation for self-improvement, a couldn't-care-attitude, and severe lack of interest in academics.

In 1989 the writer of this study decided to undertake an informal investigation into the lives of the children under discussion in order to uncover the reasons for, inter alia, their misbehaviour, underachievement and under-actualisation. By means of careful observation, a study of school records and unstructured interviews with other teachers at the school, scholars in her classes and their parents, these children revealed themselves as follows:

In their relationships with their teachers they show a disrespect for authority which results in major discipline problems and they display ill manners, bad language (filled with expletives and obscenities) and much attention-seeking and distracting behaviour (asking senseless questions and flinging objects). They demonstrate the same lack of respect for their parents, in fact, in most cases they are overtly ashamed of their parents, discouraging them from visiting the school. Towards their peers and siblings they are unnaturally aggressive, but this aggression converts to fierce defensiveness when they are pitted against authority. Their relationship towards their school-work is very negative and undisciplined, resulting in chronic underachievement, truancy and destruction of school-property. Clearly their self-respect is damaged and they have little faith in their chances of advancement.

The children under discussion mostly present themselves as uninterested, burdened beyond their years and discouraged. They do not exhibit the same physical energy or enthusiasm for sport which is normally encountered in schools, and are often tired and listless. Affectively they tend towards depression, apathy or aggression. They struggle with the cognitive aspects of their school-work and multiple failure is common. Conatively they lack the will to achieve, the intention to actualise their potential and a disturbing paucity of initiative and independence. Morally they appear to be disorientated and callous, as lying and stealing are common occurrences. The Scripture Union Association is poorly attended, and many of those who profess to be

God's children do not conduct themselves accordingly. Their sense of aesthetics is seemingly almost non-existent as their large-scale littering and destruction of plants, trees and wall-plaques suggests.

The teachers educating these children are more intensely confronted with behaviour and attitudes such as these than is the case with teachers in ordinary schools. Naturally this becomes a matter of grave concern for the sensitive educator who is committed to his role of guide towards adulthood.

Educationists are generally pedagogically optimistic and of the opinion that every child, whether normal or restrained in some way, is capable of realising his potential as an adult (Nel 1986:271). The impression the teachers at the aforementioned school have, however, is that many of the children are not actualising their potential owing to their unfavourable home- and environmental circumstances. They are, as it were, restrained in their becoming adult persons. Being faced with such a reality calls for theoretical orientation. We need, for instance, to know more about these children's becoming and determine exactly how it affects their actualisation.

In a study of the literature on the type of child just described, various problems emerge. In works covering matters of the above nature, much confusion reigns in defining these children. They have been variously termed: of low socio-economic status (Harris 1961); poor, deprived, economically disadvantaged (Frost & Hawkes 1966); socially disadvantaged (Havighurst 1966); disadvantaged learners (Ornstein 1966); culturally deprived (Riessman 1962); culturally disadvantaged (Torrance 1968); disadvantaged (Charnofsky 1971); culturally different, school-disadvantaged (Goodwin & Klausmeier 1975); pedagogically neglected (van Niekerk 1976); low-class, as opposed to middle-class; working-class (Lindgren & Fisk 1981); educationally sub-normal (Burns 1982); deficient (Reilly & Lewis 1983).

Although teachers at the school referred to, as well as representatives of the Cape Education Department, bandy about terms such as 'sub-economic area' and 'common people', it has not been empirically established whether the children from this school may be typified with the use of the above terms.

That this is not a new problem is evidenced by the fact that many early authors, particularly from the 1960's, have attempted to depict children from 'poor' or 'disadvantaged' areas. A brief identification and characterization of these children and their typical behaviour (by some of the above-mentioned authors) will bring about a clearer view of the problems of which the author has become aware.

According to Ornstein (1966 : 163) "the disadvantaged learner, or potential dropout may be identified by his poor academic self-image, pessimism, lack of purpose or positive motivation. He tends to be over-age for his grade; believes he is a failure; feels rejected and alienated; misses a good deal of school because of illness; is behind in most subjects; and by the time he reaches adolescence, he is marking time and waiting to drop out of school." The child just identified is typical of the child with which the author has to do.

Frost & Hawkes (1966 : 3) cite further characteristics which accompany deprivation, and which also fit the children under discussion:

- . inadequate auditory and visual perception;
- . decelerating intellectual growth;
- . feelings of alienation, inadequacy, being misunderstood;
- . formal language deficits;
- . few interests;
- . inability to abstract, classify or conceptualize data; low responsiveness to verbal stimuli;
- . difficulty with the verbal requirements of typical school situations;
- . preference for the familiar;
- . learning at a concrete level;
- . quick and premature closure;
- . poor reading skills;
- . short attention span in listening to verbal contents;
- . poor performance on timed or speed tests.

Day (1973 : 1) quotes Deutsch as pointing out that "disadvantaged students 'get dumber' as they grow older and by the fifth grade, they typically lag three years

behind as measured by standardized tests, i.e. the school achievement of the culturally disadvantaged is characterized by a 'cumulative deficit phenomenon.'"

Frost & Hawkes (1966:3) identify some of the complications arising from poverty:

- Children of the poor suffer many cultural disadvantages which affect intellectual development.
- The disadvantaged child is retarded before entering school (i.e. he has not learned middle-class concepts).
- The early sensory stimulation which is essential for the development of brain functions is mostly lacking.
- Lack of environmental stimulation results in slow cognitive and locomotor development.
- Efficient intellectual development is contingent upon properly sequenced development, and the latter frequently does not occur amongst children of the poor.

Charnofsky (1971 : 45) also cites a number of observations which provide a description of the disadvantaged learner. Included are:

- lack of future orientation;
- hostility towards those who have made it;
- suspicion and resentment of outside influence;
- a consequent trusting to 'chance,' 'luck,' or 'fate';
- an apathetic approach to problems;
- a futility about where everything is going and what everything means.

Laycock & Findlay (1970 : 13) found that "disadvantaged children exhibit such symptoms as : inability to have effective peer relationships; inappropriate behaviour; a general mood of unhappiness or depression; difficulty facing reality; difficulty

with learning; or, a tendency to develop physical symptoms or to fear personal or school problems."

Havighurst (1966 : 18) describes the socially disadvantaged learner as "one who fails to develop his vocabulary because, in relation to a normal learner, he experiences family conversation that fails to answer questions with well-developed answers. As a result of these shortcomings, the disadvantaged often have poor auditory and visual discrimination and inferior judgement of time, number and other basic concepts."

Fantani & Weinstein in Hathaway & Rhodes (1979 : 1 - 3) describe "'a cycle of despair' that describes the treadmill on which disadvantaged children are compelled to run : low family income leads to low rental accommodation. Because of a dearth of books and magazines, children are ill-prepared for school. As a result, the schools do not meet their needs. They experience low achievement and alienation sets in, as does the beginning of a poor self-concept. The poor motivation provided by the poor self-concept leads to dropping out of school.

The individual finds only low-paying jobs or no job at all, with the result that he is compelled to initiate a second generation of children who have no better prospects than he had."

From the above it is clear that much research into the subject of the disadvantaged child has been undertaken, so that even before the start of the 1980's a vivid picture of this type of child, his problems and behaviour had been painted. Later authors have attempted to build on this basis, but have not had anything new to say on what identifies the aforementioned unfortunate child and his behaviour. In fact, a number of pertinent questions on the subject remain unanswered, as will be shown forthwith.

In analyzing the existing information referred to above, one finds that:

- the areas referred to as being, for instance, "low class" seem to be homogenous. However, in practicality this is not always the case, as with the area which will be concentrated on in this study. In this area there are definitely some "middle-class" people as well, to use a debatable term

- poverty is shown to be one of the major causes of disadvantage, but the author has found that other factors may be much more important, e.g. the role of the primary educators
- the vital role of secondary educators in the life of the disadvantaged child is not described sufficiently
- some children, who may be identified as 'disadvantaged' according to the criteria above, excel academically
- the typical 'poverty cycle' is described as being a treadmill from which it is assumed impossible to escape; yet not all students are bound in this way
- most important of all however, an in-depth analysis of the way in which these children attribute meaning to their surroundings, are involved in and experience their life-world, form a self-concept, experience self-transcendence and actualise themselves, is not presented (Vrey 1979 : 42 - 44)

1.3 STATEMENT OF THE PROBLEM

The following questions still require urgent attention:

- What is the meaning these children attribute to the reality in which they find themselves and what precisely is that reality? Are certain aspects of that reality more important than others and are such aspects identifiable? How does this attribution of meaning affect their actualisation?
- How do they experience the reality of their particular life-world, and how does this influence their actualisation?
- In what way is their involvement in the world around them affected by their experience thereof, and how does their involvement affect their actualisation?
- How are these children situated? How do they orientate themselves to their

particular form of situatedness? How does this affect their relationships with themselves, peers, siblings, parents and teachers?

- What type of picture do they have of themselves? Is their self-identity, self-esteem and self-concept affected and what role does it play in their self-realisation?
- Do these children experience self-transcendence?
- Can these children be educationally assisted in becoming actualised persons, and how?
- In brief, how is the actualisation of the child restrained in his becoming both effected and affected?

1.4 OBJECTIVES OF THE RESEARCH

1.4.1 Primary objectives

It is the purpose of this study to:

- 1.4.1.1 acquire a proper understanding of the concept the actualisation of the educand;
- 1.4.1.2 describe the actualisation of the child restrained in his becoming as a total, unique being in his bodily presentation, understanding and reasoning, affective involvement and experiencing thereof, ideals and strivings; in short, the situatedness of the child;
- 1.4.1.3 discuss how the aforementioned child's situatedness, orientation and relationships with parents, teachers, peers, siblings and self inhibit the development of his full potential.

1.4.2 Secondary objectives

It is also the purpose of this study to highlight the role parents and teachers could play to improve the lot of these children; to

1.4.2.1 describe necessary measures for parents, teachers and administrators concerned with the prevention of the under-actualisation of children;

1.4.2.2 contribute towards the undertaking of the education phenomenon in general with a view to improving the educational practice;

1.4.2.3 contribute indirectly to society's need for properly actualising youths who can eventually become actualised adults, citizens and parents, thus forming the basis for an economically stable and happy future for this country.

1.5 PROPOSED RESEARCH METHOD

Initially a study of the relevant literature will be undertaken in order to describe actualisation and self-actualisation in the becoming of children. Then the child restrained in his becoming will be described with a view to identifying such a child, using a set of criteria. This can serve as a theoretical framework for the research. When the theoretical basis has been laid, empirical research will be carried out, using a population of about 80 high school students. This entire population will be observed and given a questionnaire on becoming, in order that two or three children who are restrained in their becoming may be identified. Idiographic research will be conducted in order to describe the actualisation of such children and to reveal some of the factors influencing their actualising.

The following procedure will be used in each case:

- analysing personal record cards, academic records and staff reports;
- interviewing register teachers and subject teachers with respect to the child's

school-behaviour and academic involvement;

- interviewing parents or guardians with respect to the child's being, home-behaviour and problems;
- interviewing the child in order to understand the child's becoming within his life-world;
- administering various questionnaires in order to form a composite picture of the child as a person;
- observing constantly throughout the research in order to pick up any additional clues as to what is restraining the child in his becoming.

1.6 EXPLANATION OF TERMS

The following terms have appeared thus far. The meanings which are attached to them in this study will now be given briefly:

1.6.1 Actualisation

The word actualize/actualise stems from the Latin agere- which means 'to act or to realize', and it is in this sense that the word is used colloquially. Webster (1961) explains actualize as: 'to make actual or real; realize in action; and the related term actuate as, 'to put into action or motion.'

Van Rensburg, Kilian & Landman (1979 : 216) define the word actualisation in an educational sense as follows: 'Actualisation is the realization of particular acts. These acts refer to the fact that educator and educand are actively together, with a view to the actualisation of positive (human) potentialities.'

This definition is very close to that intended by Maslow (1954, 1971), who has popularized the term self-actualisation in behavioural science. According

to him, the term refers to 'putting into motion the potential resources of an individual.' Maslow proposes that the need for self-actualisation, the drive to become what one is capable of becoming, is a basic force that influences and motivates much of man's behaviour (Fitts 1971 : 5).

Maslow's views according to Reilly & Lewis (1983 : 207) are that man's basic needs must be met in hierarchical order before the ultimate need for self-actualisation may be met (See Figure 1).

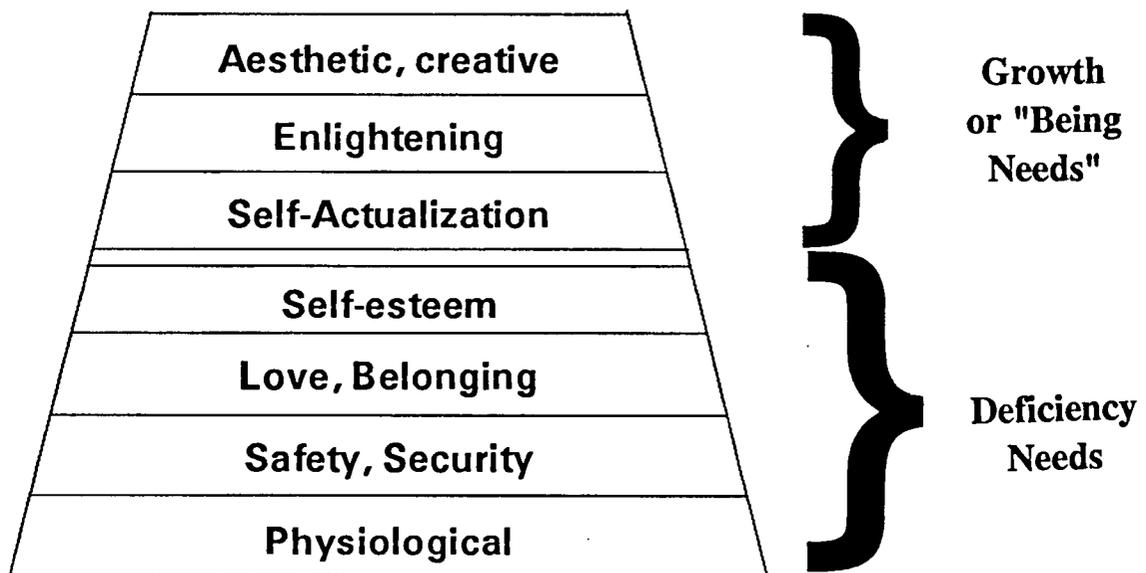


Figure 1 : Maslow's hierarchy of needs

The provisional conclusion may thus be reached here that actualisation is making human resources actual or real, the reaching beyond one's deficiency needs to one's growth needs. In an educational sense the educator helps the child to realise his positive potential, potential being his "energy waiting to be released" (Oxford Advanced Learner's Dictionary 1980).

The self-actualising person is therefore that person who is free of "deficiency needs" and is busily fulfilling his "growth or being needs" for creativity, independence and altruism, inter alia. He has, in other words, been liberated to contribute to humanity rather than make demands of it.

1.6.2 Significance attribution

Significance attribution is the giving of meaning, whereby the child is able to orientate himself to and construct a meaningful life-world. The becoming child will not reach self-actualisation unless he knows, understands and is capable of attributing unique meaning in all relations (Vrey 1979 : 30 - 34).

1.6.3 Involvement

Involvement is defined by Van den Aardweg & Van den Aardweg (1988 : 82) as "the psychic vitality that drives." In other words, involvement directs the actualisation of the vital tasks of learning and becoming. The child's successful self-actualisation is largely determined by the intensity of involvement in the task of becoming an adult. Vrey (1979 : 35) adds that "one gets involved because of one's intention to *know more*. To be involved implies that one wants to be involved."

1.6.4 Experience

Experience refers to the affective component of a child's life. When he experiences something, he evaluates it as pleasant or unpleasant and also assigns personal meaning to the experience depending on the intensity of his involvement in that experience (Vrey 1979 : 42). Some experiences are

dominated by affectivity, with both denotative and connotative components of meaning being present, depending on the degree of involvement and the quality of experience (Van den Aardweg & Van den Aardweg 1988 : 81 - 83). In other words some of the child's experiences may consist of more than strong pleasant or unpleasant sensations. If he finds personal meaning in the experience, he may become intellectually involved and make decisions based on his experience.

1.6.5 Self-concept

Vrey (1979 : 47) explains that one's "identity or image will be evaluated against subjective standards formed in relations with other people. This evaluated self-image becomes the self-concept."

A healthy self-concept is at the same time a result of adequate significance attribution, involvement and experience, and a necessary prerequisite for successful actualisation.

In an educational sense the child's self-concept is exceptionally important as it is a child's evaluation of himself which will greatly influence his actualisation. A description of the child in the context of his actualisation is now presented.

1.6.6 The child

The child, whose actualisation is being considered in the present context, is the secondary school child. For purposes of clarity, he will simply be referred to as 'the child' or 'the adolescent,' although The Pocket Oxford Dictionary (1988) defines child as 'young human being below age of puberty.'

Vrey (1979 : 165) identifies the secondary school child as spanning standards six to ten. The standard six child is usually about 13 years of age, the standard ten child about 17.

Du Plooy et al (1982 : 71 - 73) state that "from the moment of birth to the moment of death man is in a situation ... circumstance or condition. Time and space are the fundamental categories of man's situatedness - not time and space in a mathematical sense, but time and space experienced." A child's experience of the past will therefore determine his present and future experience. The teacher of the child who has had unpleasant experiences in the past should keep the latter in mind.

"It is possible for human beings to experience the world either as a safe home or as a threat. It is a man's task to create a human sphere from where he can ward off threats, for he cannot realize his potential as a human being ought to if he experiences anxiety about being in the world" (Du Plooy et al 1982 : 73).

Because of every human child's need for education, he may be termed an educand. As such he has an existential need for an adult as educator, to lead him to proper adulthood. If the child lacks competent primary educators (parents), the task of the secondary educator (teacher) becomes that much more important.

Vrey (1979 : 11 - 12) continues : "Each child is born weak, but has great potential for adulthood ... Each child is also born as a unique individual into unique circumstances ... He orients himself by attributing meaning to, becoming involved in and experiencing the particular world around him. As a result of relations with his environment, important others and himself, he establishes an *Eigenwelt* or self-concept. He then constructs a life-world from the Gestalt of all these meaningful relationships."

It is the responsibility of the educator to help the child towards satisfactory orientation to his particular life-world, meaningful involvement and experiencing, self-transcendence, successful relationships and a healthy self-concept.

The term child may be distinguished from the more disputable term

adolescent, or more specifically, adolescence.

1.6.7 Adolescence

Adolescence, in the view of Müller (1976 : 45) "may be viewed as a 'stage' in physical development or as a socio-cultural phenomenon ... It may also be viewed as a mode of existence characteristic of an individual who is no longer a child, but not yet an adult."

Dorothy Rogers (in Manaster 1977 : 3) traces the term to its Latin root, adolescence, which means "to grow into maturity." She defines adolescence as "a process rather than a period, a process of achieving attitudes and beliefs needed for effective participation in society."

Adolescence may be divided into three stages, usually referred to as early - middle - and late adolescence

Early adolescence

This time of puberty, is a process rather than an event, a time of rapid physical and sexual maturation. In terms of age it includes those from about 9 to 12 or 13 years. Pubescents are psychologically not ready for heterosexual activity and are more comfortable with group activities and tentative relationships with the opposite sex (Van den Aardweg & Van den Aardweg 1988 : 10).

Middle adolescence

Middle adolescence is commonly associated with the emotional and mental conflict of being neither a child or an adult. The middle-adolescent has a desire to be an individual who wants to assert himself yet at the same time fears to lose the security and stability that his family offers. Parents should be aware of the specific adjustment problems peculiar to the adolescent (Van den Aardweg & Van den Aardweg 1988 : 13).

- **Late adolescence**

According to Vrey (1979 : 184 - 186) the late adolescent has learned to think abstractly, solve problems and accept responsibility for his own life. He sees his parents more realistically, is self-reliant enough to leave home temporarily or even permanently and can form his own opinions. He has developed a stable identity and self-concept, is conscious of his own capacity and has learned to control his emotions.

In this study the child restrained in his becoming an adult is discussed, and this child may be experiencing any one of the three stages of adolescence, as these categories are not water-tight. However, the research population tends to fall into the second category of middle adolescence. In the next paragraph the term becoming and what characterizes the becoming child will receive attention.

1.6.8 **Becoming**

Sonnekus & Ferreira (1979 : 67) regard becoming as "elevating the level of dialogue and expanding the life-world." The use of the present continuous tense suggests an ongoing, continuing process. Vrey (1979 : 10) describes becoming as the child's "progress towards unfolding adulthood" and the "total involvement of an individual purposefully moving towards adulthood." These definitions suggest that the term "becoming" cannot be discussed in isolation, as one always becomes someone. Becoming therefore implies a long-term objective to be reached. In the educative sense then, the objective to be reached is mature adulthood. In the layman's language one has become an adult at the age of twenty-one. However, in educational terms, one has never really fully/optimally become. "The individual is always in a state of becoming" (Rogers in Burns 1982 : 43).

The child however, needs the encouragement and support of the educator if he is to become what he ought to become. Vrey (1979 : 10) explains : "In education becoming is not becoming at random - it is an occurrence where

the adult leads the not-yet-adult from what was (childhood) to will be (adulthood)." Fortunately, what makes the difficult educative task easier, is that "the child can and wants to change," or become (Van Rensburg, Kilian & Landman 1981 : 228), i.e. he is intent upon becoming.

Landman (1969 : 65) puts it this way : "Die dialektiese spanning tussen nie - volwassenheid en volwassenheid maak opvoeding moontlik. Die kind word deur sy toereikende dialoë met sy wêreld."

Becoming has been described by Sonnekus (1973) in terms of five modes of becoming : exploration, emancipation, distancing, differentiation and objectification. These modes are essential "steps" in becoming an adult and will be discussed later.

This dissertation very specifically deals with the child restrained in his becoming. This will also have to be explained.

1.6.9 **The child restrained in his becoming**

The word restrained has been used in this dissertation in favour of other synonyms because of the idea of repression which is conveyed by this word. The Pocket Oxford Dictionary(1988) has for restrain : "check or hold in from, keep in check or under control or within bounds, repress, keep down, confine, imprison." ("L. restringere, restrictum - re, back, stringere, to draw tightly" - Chambers Etymological English Dictionary 1972).

Other synonyms for restrained are : to restrict, block, limit, withhold, retard, impede (Oxford Advanced Learner's Dictionary of Current English 1980 & The Pocket Oxford Dictionary 1988). The word restrained, however, has been favoured by pedagogicians as well as in the present text, because it suggests that the child restrained in his becoming is being restricted in becoming what he wants to : an adult. Note, for example, that the definition "imprison" suggests that the person is being involuntarily confined and would prefer to be released!

The child may be restrained in many areas of becoming, for example materially, parentally or educationally (Reilly & Lewis 1983 : 378). This can occur when the child's need for security, belongingness or intellectual stimulation are unfulfilled.

It is common knowledge that the child does not always proceed satisfactorily towards adulthood. According to Van Niekerk (1976 : 60) this must be attributed to inadequate or unrealistic realisation of the empirical educational essences and the essences of becoming and learning, and to the fact that the fundamental - pedagogic essences are attenuated or distorted in the education of these children. Petrick (OAE 402-B, Only study guide, 1982 : 168)* explains that "we then have children suffering from developmental and/or learning restraints who therefore find themselves in a problematic educational situation," i.e. these children are restrained in their becoming. Petrick in The OAE 402 - B Study guide (1982 : 169) continues, "notice that as opposed to disabilities which are irremediable, restraints are remediable, in other words, given therapy the child can largely, if not wholly, overcome them - the deficiency is therefore not in the child himself" but, for example, in inadequate accompaniment by adults (parents and teachers).

1.6.10 Situation/Situated/Situatedness

Man is always in a situation, i.e. he is situated in a web of relations in which and from which he must act. Man can be situated in no other way than by being in a relationship of some kind. Conversely, man cannot enter into relationships except in situations. Hence human situatedness is dialogic situatedness (Van Rensburg, Kilian & Landman 1981 : 364 - 365 and Du Plooy, Griessel & Oberholzer 1982 : 83).

*Hereinafter, *OAE 402 - B Study guide*

1.6.11 **Life-world**

"One's life includes all the people, objects, ideas, systems, forces, self-everything to which one has attributed meaning and which one therefore understands" (Vrey 1979 : 15).

For Van Rensburg, Kilian & Landman (1981 : 301) the life-world refers to, among other things, the education reality, the social reality, the life-world of the adolescent, etc. All this is embedded in the encircling reality. World, in turn, is what I understand of the life-world as significant for me. Life-world is what I have experienced as a person.

It must be stressed that each individual experiences his life-world as unique to himself (Vrey 1979 : 14 - 15).

1.6.12 **Adulthood**

Often physical adulthood is used as the only criterion for adulthood. Sometimes the criterion is coupled with a chronological age, normally 21. In an educational sense, however, adulthood is the goal the educator has for the child and the child for himself. A person is only an adult when he displays the following characteristics : moral self-judgement (i.e. the ability to express judgement on oneself in respect of choices and acts), responsible freedom (i.e. freedom to accept responsibility), awareness of being called upon (by life's demands), choice of values (which aids in the making of decisions), capacity for responsibility or 'answerability' (for one's own actions) - (Kilian & Viljoen 1974 : 7 and Du Plooy et al 1982 : 143 - 7).

Kilian et al (1982 : Appendix) formulate the following characteristics of adulthood : a meaningful existence, self-judgement and understanding; a sense of worthiness of being human; moral independence etc.

All of these characteristics are the ultimate or long-term goal of the child who is successfully becoming an adult.

1.7 ORGANIZATION OF REMAINING CHAPTERS

The remaining four chapters of this study have been organized as follows:

Chapter Two examines actualisation and becoming as human acts with a view to describing the actualisation of the child, and particularly the child who is restrained in his becoming. This is made possible by the formulation of criteria for adequate actualisation and becoming.

Chapter Three describes the procedures and design of the empirical study, the questionnaires to be used and the motivation for their usage, as well as the nature and selection of the sample.

Chapter Four formulates the information obtained from the questionnaires used, interviews held and observations conducted, in addition to studies of children identified as being restrained in their becoming.

Chapter Five contains a summary of the findings and conclusions of the study and recommendations for improving a study of this nature and for enlightening the life-world of the restrained child. Finally, ideas for further research are suggested.

CHAPTER TWO

STUDY OF THE LITERATURE - A THEORETICAL BASIS

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2.1 INTRODUCTION

Two basic human acts serve as corner stones for this research - the act of actualisation and the act of becoming. In the previous chapter an outline was given of both of these concepts and a distinction was attempted. However, it is clear that actualisation and becoming as human acts need further clarification since in writings in education, these two terms are not always clearly defined and differentiated between. Some of the questions that arise are, how is the act of becoming related to the act of actualisation? What is actualisation? Which criteria can be formulated in order to determine the nature of a child's actualisation? What does an actualising child look like? What are the modes of becoming? Can these modes of becoming be used to formulate criteria for determining whether a child is becoming adequately? What are these criteria? What does a child restrained in his becoming look like?

Founded scientific verification calls for a fundamental analysis of these concepts. Such an analysis will direct the course of this research. First actualisation as a concept will be discussed in order to arrive at a brief description of the actualising child. Then becoming as a related concept will be considered and categories for becoming found, so that a composit of the becoming child may be constructed on this basis.

Another question which deserves answering is, who is the child restrained in his becoming? The idea of being restrained must therefore be analysed with a view to identifying the child restrained in his becoming.

2.2 ACTUALISATION AS A HUMAN ACT

In the previous chapter it was stated that actualisation "is the realisation of particular acts ... with a view to the actualisation of positive (human) potentialities" (Van Rensburg, Kilian & Landman 1979 : 216).

The Encyclopedic Dictionary of Psychology (1983) defines "self-actualisation"* as "the inherent tendency towards self-fulfilment, self-expression and the attainment of autonomy from external forces. It is a process rather than an end state ... According to Rogers (1972) self-actualisation is the sole motive, with drives such as sex, hunger and achievement as aspects, or modes of this fundamental force."

Van den Aardweg & Van den Aardweg (1988 : 9) add the following important definition: "Actualisation is the state reached when a person has achieved the goal he has set, for example, actualisation is achieved when certain learning material has been consolidated in the cognitive structure and is thus realistically represented. It describes the fulfilment of goals."

Notice that the first definition refers to self-actualisation, that is actualisation, as a tendency, a motive and a force towards fulfilment, and that the second definition describes actualisation as the fulfilment and expression of goals. It seems then that every person's potential and possibilities have the inherent tendency to be actualised and also that actualisation refers to achieving a multitude of comparatively "short-term" goals, "particular acts", as "when certain learning material has been consolidated" in a person's life. Actualisation does not refer to long-term goals, as this would make actualisation an "end state" and not a "process."

The implication of the above is that actualisation always takes place in the life of the child, but that it is of special significance in education, where the educator supports

*Footnote : The word "self-actualisation" may be divided into two parts, with "self-" acting as a prefix describing the noun "actualisation." According to the Oxford Advanced Learners Dictionary (1980), "self-" as a prefix, is short for itself, myself, himself, oneself. "Self" used as a noun or functioning as part of the compound noun "self-actualisation" refers to a person's nature, special qualities or one's own personality. Thus, self-actualisation in non-educational writings usually means my or one's actualisation, the actualisation of the self or personality, no matter how. In this dissertation self-actualisation will emphasize actualisation by the self, obviously of the self (Vrey 1979 : 16).

the child in "particular acts" with a view to the actualisation of positive (human) potentialities. This further implies that two types of actualisation can be differentiated: dependent or guided actualisation in which the educator plays a major role and independent-actualisation for which the child increasingly accepts responsibility (Vrey 1979 : 16 and 44).

Sonnekus (1973 : 30 - 34) clearly differentiates between the concepts self-actualisation (or independent actualisation) and guided actualisation (or dependent actualisation). He explains that self-actualisation is the child's part of the actualisation and guided actualisation refers to the support given by the adult. The child thus becomes actualised by way of self- and guided actualisation.

Van Rensburg, Kilian & Landman (1981 : 262) emphasize that education is primarily directed towards self-actualisation and that the educator is merely a guiding influence. They point out that "the educator's responsibility consists in making his subject conscious of his own personal duty and then helping him to accomplish it. The urge towards competence is promoted by the acceptance of responsibility.

Kempster (1979 : 50) following Sonnekus, warns that actualisation takes place at the child's own tempo because every person makes his way through the world in his own unique manner and at his own pace. This pace should not be forced or hastened by adult intervention because this will not necessarily facilitate actualisation.

It can thus be concluded that self-actualisation is the child's realisation of human possibilities in an educative situation which is meaningful to the child, and in which he is intentionally involved. Above all, self-actualisation is self-transcendence, (Vrey 1979 : 42 - 43), because an individual who is overly concerned with himself - with his basic needs and wants - cannot be released to envisage goals more distanced in time and space, to enhance dialogue (cf. Reilly and Lewis 1983 : 207).

Vrey (1979 : 43) emphasizes that self-actualisation presupposes intentional involvement of the self-actualiser, in that the self-actualising person makes "deliberate efforts to realize all his latent potential" and that he takes the initiative in growing up and "becoming what he should become."

Frankl (in Vrey 1979 : 43) forwarded the idea that "self-actualisation (actualisation - author) cannot be attained if it is made an end in itself" and that "self-actualisation is and must remain an effect, namely the effect of meaning fulfilment."

Vrey (1979 : 43) explains this notion by maintaining that "no-one actualises himself except to the extent in which he devotes himself to a life-work that is meaningful to him, and self-actualisation is only a by-product of self-transcendence."

Van den Aardweg & van den Aardweg (1988 : 84) confirm the idea that "self-actualising people involve themselves in activities which hold meaning for them, which do not concern the self per se, but in that which is outside the self" and which cause a person to "transcend himself or rise above the apparent limitations of time and space, physical and mental abilities."

It must be noted that in the present text actualisation is the term that is of interest and that whenever it is used, it carries all the following connotations : actualisation implies actualisation of the self by guiding others and eventually by the self, i.e. actualisation is at first largely dependent upon the guidance of adults, but increasingly becomes the responsibility of the person himself. Guided- (or dependent-) actualisation then gradually becomes self- (or independent) actualisation.

But it is the total child (Vrey 1979 : 39) in all relations (Vrey 1979 : 20 - 22) that is involved in guided - and self-actualisation. In the life-world it happens that the child's physical being is attended to with the provision of sufficient nourishment and shelter by loving parents. Only a child who is well-fed, warm and happy, emotionally satisfied and secure, is capable of benefitting from the cognitive co-involvement with his parents and teachers. Cognitive successes help him to cultivate a good relationship with his school subjects, teachers and parents and consequently with himself and with his peers.

Such a child can be taught the willpower to control himself and set ideals

(actualisation of conative potential), rise to the behavioural expectations of society (development of normative potential) and is well on his way to actualising his social potential, i.e. understanding relationships and roles and hence becoming a self-actualising person. Actualisation of the total child may therefore be seen to be an essential aspect of the child's relatedness.

The child's relations with his parents, according to Pikunas (in Vrey 1979 : 43 - 44) provide the following essential conditions for the child to realise his potential : human models with which to identify, principles and ideals to choose from, and an ordered system of values on which to base a philosophy of life.

Vrey (1979 : 44) stresses that "self-actualisation is not merely the product or result of an activity : it lies in involvement with that activity and his experiencing of that involvement" and that "the attribution of meaning is always at the centre" of his involvement. Self-transcendence results from this involvement in a meaningful activity and translates into a positive self-concept. (Own underlining - author).

In view of the above-mentioned, certain essences (or essential aspects) of actualisation can be identified (Vrey 1979 : 30 - 48). The realisation of these essences represents short-term achievements on the path towards becoming an adult. These essences of adequate actualisation will now be discussed.

2.3 ESSENCES OF ACTUALISATION

2.3.1 Actualisation as the adequate attribution of meaning

Adequate attribution of meaning, or understanding, is essential for the actualisation of a child's potential, since by attributing meaning effectively and realistically , the child orients himself and constructs a meaningful life-world.

Meaning is attributed realistically when a child wants to understand, i.e. when a child is sufficiently motivated to do so. In this way the child's conative potential is brought into play. Realistic attribution of meaning takes

place if the child relates the present knowledge to existing knowledge. In this way the child's intellectual potential is realised.

In significance attribution the affective potential of a child is also realised, for instance, when a child experiences the sensation of success in his studies, he is affectively stimulated and sees greater significance in what he is learning (cf. Vrey 1979 : 30 - 34).

A child's affective actualisation is regarded by Sonnekus (in Kempster 1979 : 6) as the subjective, affective experiencing of meaning when a child encounters reality with feeling. This affective mode depends largely on the situation in which the child finds himself, the various circumstances of his upbringing and the stability and effectiveness of his relationships to his teachers and to others. The affectivity thus influences the connotative or peculiar meaning assigned to his surroundings. These affective bonds provide the security to enable the child to intentionally venture out and discover the world. When a child feels emotionally secure, a sound basis for the cognitive experiencing of meaning is formed.

The normative experiencing of meaning occurs as the child relates the present meaning to his normative frame of reference; the child can see a reason or standard behind the matter in hand.

In actualising himself, the child becomes totally involved in allocating meaning and understanding (cf. Vrey 1979 : 34). This leads to the next essence, that of involvement.

2.3.2 Actualisation as adequate involvement

In actualising, the person is actively involved in reaching a chosen, meaningful objective in which he is interested and to which he intentionally directs his full attention. This objective is so absorbing to the person that he loses himself within the activities involved in reaching that objective, and in fact transcends himself (Van den Aardweg & Van den Aardweg 1988 : 84).

Because, when actualising, the person is so involved in meaningful activities, he has no difficulty persevering in or practising those activities until he reaches the desired objective. His involvement is total, and as such includes all aspects of his total person. Physical and mental limitations become insignificant in pursuit of an anticipated goal - a musician will compose for days on end without thought of food or rest, a body-builder will spend hours every day for years to achieve his expectations.

Such a person is also affectively involved in his participation in meaningful activities, in that he is happy and contented whenever he is busy with these activities and even when he isn't! The self-actualiser's happiness comes from knowing that he is doing the right thing - that he is realising his potential. He knows what is right because he has been taught by loving adults and others. He is also consistently involved in decision-making and the pursuit of the acceptable. In doing what is acceptable the actualising person becomes popular, not only with himself, but in all his relations with adults, peers and the world around him.

In conclusion, in self-actualising, the person experiences a directedness of will, a healthy interest and attitude, and a feeling of responsibility, all of which contribute toward making him totally involved in the world around him and in realising his full potential (Van Niekerk 1982 : 208).

The adequately involved person experiences his involvement (Vrey 1979 : 39) .

2.3.3 Actualisation as adequate experiencing

According to Pretorius (1972 : 26) human physicality is the centre of experience. Nel (1986 : 6) explains that a child experiences movement in space and time, and when these experiences prove meaningful, he makes them "his own" as part of his body in space and time. This is basic to the child's modes of learning affectively and cognitively. Van der Merwe (1975 : 48) adds that the quality of the experience of a situation can influence the

attribution of meaning and can determine to which extent the child wants to be involved therein (cognitive level). For instance, if the child experiences problems in the school situation (he feels uncertain, rejected, afraid) he may attribute an unpleasant meaning to these experiences (he thinks about them as something that threatens him and which must be avoided as far as possible) and he does not want to be involved therein. The child's experiences can thus be either favourable or unfavourable in terms of his actualisation (Van der Merwe 1975 : 48) and it is obvious that a child's relationships with his teachers largely affect the pleasantness of his learning experiences.

What a child feels and therefore experiences is unique to him (Vrey 1979 : 41) . This point is explained by Sonnekus (1973 : 108 - 9) : "In en deur die voltrekkingswyses van ervaar, stel die kind die gegewe leefwêreldstrukture (Heidegger 1963) om tot wêreld vir hom, word die wêreld van verte ontdoen en stig hy 'n vertroude wêreld, synde, 'n met sinbeklede persoonlike beleweniswêreld. Ervaringswêreld word dus beleweniswêreld in en deur personale singewing." Here the reciprocal connection between living and experiencing ("belewe en ervaar") becomes clear.

Finally, without experience knowledge is impossible, since according to Sonnekus (1973 : 136 - 7), "Ervaring is ... die oorsprong van alle kennis en uit die oorspronklike ervaringe vloei sowel die kennis as die belewing." Adequate experience is therefore essential for the adequate realisation of all potential - affective, physical and cognitive.

Experience, especially as it relates to other people, affects the self-concept, which in turn influences actualisation. Actualisation must therefore be seen as the realisation of a positive self-concept.

2.3.4 Actualisation as the realisation of a positive self-concept

Vrey (1979 : 47) defines self-concept as comprising "three mutually dependent components : identity, action and self-esteem." This means that a person identifies himself according to the activities he is engaged in and

esteems himself according to his success in these activities, which is largely based on other people's and his own evaluation.

To be a unique someone therefore means being involved in a relevant action in such a way as to totally experience it (Vrey 1979 : 46).

Raath (1985 : 71) explains that the self-concept is of a dynamic nature and develops cognitively and affectively by way of the child's experiences in his own unique life-world. Raath (1985 : 82 - 3) continues by stating that the complex structure of the self-concept has a direct influence on the behaviour of the child, because the way in which he sees himself determines what he does. If the self-concept is positive he will believe he is capable of achieving at school, he will be socially successful and his personality development will be of such a nature that he will comply with the norms of society.

Jacobs (1981 : 159) reaches some valuable conclusions concerning the way in which the self-concept is connected with significance attribution, involvement, self-transcendence and experience, and how this dynamic relationship leads to self-actualisation:

The self-concept is the criterion according to which experiences are interpreted (significance attribution), perceptions are interpreted (involvement), expectations are determined (experience) and actions are directed. It therefore appears that the way in which a person experiences things and attributes meaning to them, eventually crystallises in the formation of his self-concept. After the self-concept has been formed in this way, it again becomes the measure according to which he moves outside of himself (self-transcendence) through developing relationships with other people. The result of this dynamic process eventually crystallises in self-actualisation which divergently reaches towards the future. Actualisation may therefore be seen to be the realisation of a positive self-concept. As a result of a healthy self-concept, self-transcendence is possible.

2.3.5 Actualisation as adequate self-transcendence

The Oxford Advanced Learner's Dictionary (1974) defines transcend as to 'go or be beyond or outside the range of (human experience, reason, belief, power of description)'. The connotation here is that the person who is involved in self-actualisation exceeds expectation in his achievements.

Van Rensburg, Kilian & Landman (1981 : 378) point out that 'man is able to transcend on account of his intentionality,' that is, man is able to transcend himself on account of the directedness of his will. The person involved in actualisation is thus able to surpass or excel even his own expectations of his potential if he has learned to direct his will effectively.

Vrey (1979 : 43) following Frankl, claims that actualisation "is only a by-product of self-transcendence." This implies that actualisation does not take place without self-transcendence. Vrey (1979 : 42) explains that in the person experiencing actualisation, "no energy is side-tracked into anxiety or other defence mechanisms ... Seeing himself realistically, he accepts himself, and his self-esteem is not affected by his awareness of specific limitations." Then only is self-transcendence possible, along with the higher-order enlightenment needs, aesthetic and creative needs.

The self-transcending person is therefore not overly affected by physical, cognitive or affective limitations. Normatively the actualising person transcends himself, seeing an issue in a broad perspective. The ability to move outside of himself also facilitates his relations with other people.

In conclusion, the clarification of actualisation as a phenomenon comprising various essences is of scientific importance, as it enables the scientist to evaluate a child's actualisation in reality. For this purpose, criteria based on the essences of actualisation have to be formulated.

2.4 CRITERIA FOR EVALUATING ADEQUATE ACTUALISATION

Does the child attribute meaning adequately

... in a cognitive sense by understanding, seeing the logical sequence of matters, relating meaningful material to his life-world, and consequently orientating himself successfully and extending his life-world?

... in an affective sense by frequently realising the pleasure of success, being praised often, and having happy, stable relationships with others?

... in a normative sense by understanding what is required of him by society and by relating present meanings to objective norms?

Does the child experience adequate involvement

... in a cognitive sense by being interested in an activity which is meaningful to him and to which he has directed his full attention?

... in a physical sense by practising this activity sufficiently and persistently?

... in an affective sense by enjoying what he is doing to the extent of experiencing total involvement?

... in a normative and moral sense by distinguishing readily whether his involvement is morally correct and socially acceptable?

... in a relational sense by being prepared to involve himself unselfishly with other people?

Does the child experience adequately

... in a physical sense by experiencing and accepting his body as uniquely his own and as a meaningful part of his person, despite possible limitations?

... in a conative and cognitive sense by wanting to be involved in his present experiences and by knowing that his experiences are meaningful?

... in an affective sense by experiencing his experiences as unique, meaningful and pleasant?

... in a normative sense by experiencing the need to comply with norms because he experiences them as directing landmarks and

... in a relational sense by experiencing successful and lasting relationships?

Does the child realise a positive self-concept

... in a physical sense by engaging himself in activities relevant to his eventual goals and by accepting his physical capabilities and limitations with the challenges entailed?

... in a normative sense by developing a socially acceptable personality and code of behaviour?

... in an affective sense by positively experiencing, interpreting and determining expectations realistically?

... in a relational sense by reacting positively to others' praise or criticism of him?

Does the child transcend himself adequately

... by not being bound cognitively by restraints and doing better at school than is expected of him?

... by living above physical weaknesses or handicaps because he enjoys the experience of living?

... by affectively looking beyond his experiences and not allowing his emotions to unnecessarily control his behaviour and undermine his decisions?

... by moving outside of himself in his relations with others because of his stable self-concept?

Based on the above description of the essences of actualisation and the criteria for adequate actualisation, a brief and general description of the actualising person/child, as found in the literature, will now be given.

2.5 THE ACTUALISING PERSON/CHILD

First let it be said that Maslow believes that "very few individuals achieve a degree of self-actualisation" (Goodwin & Klausmeier 1966 : 228). This is similar to Jung's view that "self-actualisation has not come about until a person has fulfilled all his capacities and is individuated and whole" (The Encyclopedic Dictionary of Psychology 1983). Thus a person may be referred to as self-actualising, but not as self-actualised.

The self-actualising person's intellectual potential is being fulfilled as a result of his tendency towards "intellectual interests, his imagination and unconventional thought-processes" (Daniels 1984 : 27), "sy groter of doeltreffender ken-en waarnemings-vermoë" (Nel 1986 : 67); his competent use of time (Johnson 1986 : 7); his superior intellectual power and creativity (Maslow 1971 : 130 & 128) and his mental health (Nieuwoudt 1979 : 13).

His physical potential is being realised because all his basic physical needs have been fulfilled; he has risen above his apparent physical limitations (Van den Aardweg & Van den Aardweg 1988 : 84) and he has more than adequate physical health (Nel 1986 : 67).

His emotional potential is being maximised because he is not burdened "by guilts, regrets and resentments from the past" (Johnson 1986 : 7); he is seldom if ever bored; has exceptional ability to enjoy the experience of being, and experiences general psychic health (Nel 1986 : 70).

His moral, ethical and normative potential is realised as a result of his innate ability to distinguish between right and wrong; his intrinsic faith and his tendency to hold strong moral and ethical values (Nel 1986 : 67). Shostrom (1964 : 214) says that "in the self-actualising person there is no longer any distinction between selfishness and unselfishness, work and play, spirituality and sensuality and other dichotomies thought to be self-evident by normal people."

The self-actualising person is successful in all of his relationships, starting with his relationship with himself, which implies a healthy self-concept. In this respect, Daniels (1984 : 27) describes the self-actualising person as possessing the qualities of adjustment, autonomy, tolerance for ambiguity, altruism, interpersonal responsibilities, candidness and lack of dogmatism.

Maslow (1971 : 128) adds that the self-actualiser is popular because of his spontaneity, human kinship, humility and respect, interpersonal relationships and sense of humour.

Nel (1986 : 74) reports that "die self-aktualiseerder glo aan sy self met gebreke soos dit bestaan, maar handhaaf die gevoel van 'self iets werd wees.'"

Finally, the self-actualiser embodies all the essences of actualisation in that he is involved in day to day activities which he enjoys and which are meaningful to him; his naturally strong motivation and willpower (cf. Nel 1986 : 74 & 278) afford him with success experiences at work or school, and his friendliness and self-confidence endear him to his colleagues.

The self-actualiser is on his way to becoming an adult, but what is "becoming"?

2.6 BECOMING AS A HUMAN ACT

2.6.1 Becoming explained

From an educational point of view becoming refers to the purposeful transition towards adulthood, i.e. becoming implies becoming an adult.

According to Van den Aardweg & Van den Aardweg (1988 : 28) becoming, "includes enrichment of dialogue, the acceptance of responsibility, the assigning of meaning, self-actualisation, the realisation of aspirations, initiative, the exercise of will, purposiveness, intentionality and a host of other qualities, which include far more than the inevitable process of growth ..."

Becoming therefore seems to be an inclusive term. This is confirmed by the description of actualisation by Van den Aardweg & Van den Aardweg (1988 : 84) : "Actualisation is the attainment of all that a child/adolescent can possibly attain in every aspect of development and learning."

Stated differently, becoming is the term used to indicate the realisation of long-term goals towards adulthood; actualisation is the term used to indicate the realisation of short-term objectives towards adulthood. Adequate becoming is consequently impossible without adequate actualisation.

Therefore, for a child to become adequately he must experience adequate actualisation in all relations. A child who is becoming adequately is of necessity actualising adequately at the same time. The modes of becoming will now be clarified as they are essential aspects or "essences" of becoming in this discussion.

Becoming, according to the literature, is always seen in relation to learning. The relationship of these two concepts must be elucidated for the purpose of this discussion.

2.6.2 Learning and becoming

Referring to learning and becoming Sonnekus (1973 : 11) states that "neither of these terms is conceivable without the other, for the child learns while maturing, and matures while becoming." Sonnekus (1975:7) concurs: "The psychic life of the child-being-educated depends on two equally primordial structures, namely learning and becoming."

Sonnekus (1975 : 7) further explains that "as an elevation of level (or of dialogue), becoming is actualised through various modes, namely exploring, emancipating, distancing, differentiating and objectifying."

The OAE 402 - B Study guide (1982 : 167 - 168) tells us that "learning - a reseration of reality - takes place through certain modes of actualisation known as modes of learning (i.e. sensing, attending, perceiving, thinking, memorising) and the six steps of the learning process." It may also be stated that learning is actualised through these modes.

The following diagram shows the interrelationship of becoming and learning in the child-being-educated, according to Petrick in The OAE 402 - B Study guide (1982 : 168) :

Becoming		Learning
Modes of actualisation	Modes of actualisation	Modes of actualisation
Exploring Emancipating Distancing Differentiating Objectifying	Attribution of meaning Involvement Experience Self-actualisation Formation of self-concept	Types of learning and six steps in learning process

Figure 2 : Psychic life of the child-being-educated

Petrick (OAE 402 - B, Study guide, 1982 : 168) warns that "the child will only attain proper adulthood if his psychical life (empirical educational essences, and the essences of learning and becoming) and the educational essences (fundamental-pedagogical structures and their essences) are

adequately realised.

Since becoming has been placed in proper perspective, this discussion will further deal with the modes of becoming.

2.6.3 The modes of becoming

2.6.3.1 Exploring

Van Niekerk (1976 : 96) defines exploration as "the child's venturing forth into the world, becoming involved with it, pausing over certain facets of it, conducting a dialogue with it, investigating and discovering it and orientating himself to it."

Adequate exploration involves the total child in all his relations, as does adequate realisation of all the modes of becoming.

In a physical sense the child explores by means of his body (Van Niekerk 1976 : 96). The baby explores his life-world almost purely in a physical way, and the teenager experiences the sexual aspect of his physicality to a marked degree while exploring his particular world. In new surroundings, the very first thing one does is to explore the features of the environment physically. Only then can one orientate oneself and conduct an effective dialogue with the world and with the people around.

In a cognitive sense we are told by Van Niekerk (1976 : 96) that the child explores by means of the steps of learning (see figure 2). Sonnekus (1973 : 35) adds that exploration is also gnostic and cognitive. The child who is exploring adequately is therefore cognitively involved.

Affectively, the exploring child has safe, happy surroundings which his loving parents create so that he may explore his life-world freely

and without threat. This child is not afraid to think creatively or divergently.

Normatively he has the courage to question what is right and wrong and explore moral and ethical issues. In this way he becomes a well-balanced, confident person, in charge of his world.

In his relations, the exploring child conducts dialogues easily and asks many questions on his way to discovery of the world and orientation to his particular life-world.

2.6.3.2 Emancipating

A well-known pedagogic principle is that the child wants to be and become someone in his own right. Sonnekus (1973 : 35) believes that the child's emancipation reaches a climax during adolescence, when the pubescent youth increasingly discovers this desire to be someone in his own right. Emancipation indicates an elevation of the level of adulthood which the child has achieved (Van Niekerk 1976 : 98). It also implies that the child remains prepared to continue becoming, and that the adult is prepared to allow the child to become himself and what he ought to become. The child is emancipated or freed by the adult by the gradual withdrawal of support although this may be traumatic, especially for the adult.

Physical emancipation begins when the mother leaves her baby and later when the six-year-old leaves the home for school or to stay the night with a friend. The way in which parents handle these early scenes sets the trend for that vital physical emancipation which takes place when the teenager accepts physical tasks, takes on a lover and maybe a job and leaves the home for long periods.

Closely allied with physical emancipation is affective emancipation, for if the parents merely go through the motions of letting go

physically and hold on emotionally, emancipation is inadequate and the child has difficulty becoming emancipated in other respects as well. He feels guilty about "letting his parents down" and leaving them alone, and as a result is not at liberty to think for himself (cognitive emancipation) or make his own choices (moral and normative emancipation).

Thus, the child experiencing adequate emancipation has healthy relationships with his parents, who are not too restrictive or too liberal. This relationship lays the foundation for a productive relationship with his teachers, since a child who has learned not to cling to adults but to venture forth independently, makes a good student. He also gets on well with his peers because he has learned emotional independence.

2.6.3.3 Distancing

Sonnekus (1973 : 36) sees distancing as dissociation from sensopathic and pathic experience and advancing to affective experience - hence from an impulsive labile emotional state to a more stable affective life. Distancing also implies dissociation from the senso-gnostic, the visual, and advancing to a systematised, planned, organised awareness of knowing at an abstract level. Distancing means increasingly experiencing at a higher level and adopting an affectively more stable, cognitively more organised position. Distancing proceeds in spurts and is essentially a willingness to take risks, to venture, to leap, leave certain things behind, say goodbye to them.

Effective affective distancing starts in early childhood and becomes apparent when, for example, a child does not resort to throwing tantrums (sensopathic level) or always having his own way.

Cognitive distancing requires the help of an adult who will teach the

child to think logically and abstractly, and who will assist the child in leaving childish acts behind, in anticipation of being an adult. As the child is helped through the six steps of learning he is able "to distance himself sufficiently from the subject matter so as to master it" (Van Niekerk 1976 : 22). Then, free of anxiety and labile emotions, he can adopt a proper gnostic stance towards the world.

The child who is experiencing adequate distancing has stable relations with his peers because he does not take criticisms or insults too personally. He has learnt to distance himself from over-sensitive emotions so that these do not spoil his relationships.

He can also distance himself from normative and moral issues so that these are seen in the right perspective and do not become emotional issues.

2.6.3.4 Differentiating

Both Sonnekus (1973 : 37) and Van Niekerk (1976: 102) see differentiation as a broadening of the life-world. The child conducts his dialogue differently-in-differentiated fashion. He does this through various modes of learning : sensing, attending, perceiving, thinking and memorising. The educator guides the educand through these differentiated modes of learning so that his becoming broadens into adulthood.

Effective cognitive differentiation takes place, according to Van Niekerk (1976 : 23) when educators take the trouble to answer the child's questions properly, restate reality adequately for him, and give him sufficient opportunities to actualise his intellectual potential.

The affectively differentiating child enjoys a variety of emotionally stimulating and culturally edifying experiences, for example going

out on excursions to shows, different towns, museums, zoos, planetariums, oceanariums, etc. Such a child has the privilege of meeting many people and developing satisfying relationships. He gains self-respect because of his differentiated experiences and this gives him the self-confidence to be himself in relation to others.

Normatively, the differentiating child is capable of correct social behaviour because his vision is extensive enough to understand normative codes within the broader social context.

2.6.3.5 Objectifying

As the child's level becomes elevated and he learns to distance, he transcends his own physicality on the basis of his existential or self-awareness, and then views himself "objectively." Such detached objectification is essential for adequate becoming and the objectifying child is constantly prompted to see himself, others, his parents, his schoolwork, and other matters from a distance. He is periodically told to stand back from others and himself and view matters objectively (Sonnekus 1973 : 38).

The educator assists the child to objectify affectively by not allowing the latter's present emotions to cloud his long-term vision or his physical feelings to dominate his actions and to see himself from a distance, as others see him.

Cognitively, according to Van Niekerk (1976 : 23 - 24), the objectifying child is not over-taxed and is given sufficient intellectual support and opportunities to perform tasks himself, speak, think, judge and discover for himself. Otherwise he remains too subjectively involved with the subject matter to objectify it.

Normatively, the objectifying child sees norms as objective and necessary standards of behaviour because his parents and teachers

have taken the time to explain the rationale behind social and moral rules.

Consequently, because his behaviour is acceptable, he forms good relationships all round.

The clarification of the concept of becoming is not complete without reference to the criteria, based on the essences presented, which can be used to critically evaluate a child's becoming.

2.7 CRITERIA FOR ADEQUATE BECOMING

The following criteria are presented in general terms. Each of these criteria can be further refined (see paragraph 3.4.1).

Exploring : Does the child, as a total person in his situatedness, venture forth into the world with a view to proper orientating?

Emancipating : Is the child physically, emotionally and cognitively free to become a morally independent person in his own right?

Distancing : Has the child advanced to an adequately stable affective level from which he can view matters abstractly and think logically?

Differentiating : Does the child perceive life in a differentiated way by being involved in sufficiently varied experiences on all levels (physical, cognitive and affective) and in all his relations?

Objectifying : Does the child detach himself adequately from all aspects of himself and his relations, in order that he might see issues objectively?

The next matter which needs consideration is the concept of "the child restrained in his becoming" since it is the actualisation of the child restrained in his becoming which is to be the focus of interest in this study.

2.8 THE CHILD RESTRAINED IN HIS BECOMING

2.8.1 Introduction

It could happen that a child's becoming appears not to be what it is supposed to be, that there seems to be a discrepancy between the real and the expected becoming of the child, as though the child's becoming were held back.

Children who suffer from restraints, must not be confused with children who suffer from disabilities. Van Niekerk in the OAE 402 - B Study guide (1982 : 168 - 169) makes the necessary distinction between restraints and disabilities. The latter refers to "a permanent, irremediable condition or deficiency in the child. Restraints, on the other hand, are remediable, and the deficiency is therefore not in the child himself." In this study the focus is on children restrained in their becoming. It means that the modes of becoming are not, according to objective evaluation, realised sufficiently because of reasons beyond the child's control. It can be stated that the child's modes of becoming are inadequately fulfilled. This matter will now be discussed.

2.8.2 Inadequate exploring

According to Van Niekerk (1976 : 19 - 20) inadequate exploration results when the affectively neglected child feels insecure and therefore refuses to venture forth. Signs of affective neglect are apathy, emotional coldness, lability, anxiety, fearfulness, discontent and lack of confidence.

Inadequate relationships with parents, teachers and peers result from his over-dependent attitude, his awkwardness, violent tendencies, need for isolation and feelings of inferiority. His pessimistic, disillusioned, helpless nature makes his relationship with himself, and hence his schoolwork, negative and unfruitful.

The child who is exploring inadequately is anxious about physical or

cognitive challenges such as playing a new game or learning new mathematical concepts.

He does not have the self-confidence to explore moral or normative issues which bother him, and this might lead to bitter, cynical attitudes.

2.8.3 Inadequate emancipating

Inadequate emancipation results when the child feels that the adult does not trust, understand or permit him to be a person in his own right (Van Niekerk 1976 : 21). The child who is emancipated too slowly by his parents, does not have the opportunity to actualise his personal potential because his parents cause him to underestimate himself and to feel inferior.

The child who is emancipated too quickly on the other hand, does not have sufficient guidance and support to venture forth with confidence or form normal relationships. Since he is given too much freedom too soon, he gains the impression that no one really cares. He is not given clear normative or moral barriers and makes many mistakes, which lead to a poor self-concept and consequently unhappy relations with authority figures.

Affectively, the child who is experiencing inadequate emancipation, feels either rebellious because of too many restrictions or insecure owing to insufficient parental help.

Physically, he is either overly aggressive and demanding or entirely unprepared for physical obstacles.

2.8.4 Inadequate distancing

Van Niekerk (1976 : 22) believes that inadequate distancing is marked by the child's inability to adopt a proper stance towards the world. Such a lack of distancing and organised, controlled learning experiences results in lability, anxiety and fluctuating attention.

On a cognitive level he is unable to distance himself sufficiently from the subject matter so as to master it. In other words, he cannot think abstractly or logically. He has difficulty paying attention in class and concentrating on his schoolwork.

On a physical level he is obsessed with his own body and appearance and might be hypochondriacal or exceptionally vain.

On a normative level he cannot distance himself enough to see behavioural norms in perspective, i.e. he is confused as to what is acceptable and unacceptable conduct. This state of affairs obviously affects all his relationships detrimentally.

On an affective level, the child who has experienced inadequate distancing has not managed to advance from impulsive, unstable emotions to a stable affective life (Sonnekus 1973 : 360). He still behaves like a baby, crying or kicking when things aren't to his liking.

2.8.5 Inadequate differentiating

Inadequate differentiating, says Van Niekerk (1976 : 23) is a result of intellectual neglect by educators. This can be caused by parents who do not stimulate the child with books, journals, encyclopaedias, educational games, toys, outings, etc. and teachers who do not make their lessons creative, interesting and differentiated.

Inadequate differentiation then is the result of a life-world which is too narrow and is evidenced in children who are, for example, not allowed to ride a bike or play a certain sport (physical level), read comics, wear jeans, go out with friends, chew gum or do those things which are natural for a child to do.

In relations with his teachers and peers, this child is timid and shy because his parents have not allowed him to form firm friendships outside the home.

As a result he does not behave in a normatively acceptable fashion.

2.8.6 Inadequate objectifying

Inadequate objectification occurs when a child is over-protected, rejected or overworked to the extent that he cannot extricate himself sufficiently to stand back and view himself, others and his environment objectively (Van Niekerk 1976 : 23).

The result is that he cannot see his life-world and problems in perspective and things become too much for him. He is not afforded the chance to sort things out for himself. This naturally affects his schoolwork (cognitive level), because he has not learned to objectify subject matter and see it in relation to the subject as a whole.

The ramifications of this situation are that the child who is objectifying inadequately does not transcend his own bodiliness (Sonnekus 1973 : 38) and consequently becomes too aware of his physical self. This influences his emotions, which may become introspective, narcissistic or aggressive and affect his relationships with other people negatively. Normatively, he therefore behaves inappropriately.

2.9 CONCLUSION

In this chapter the two major concepts which were examined were actualisation and becoming as human acts. The two concepts were clearly differentiated mainly according to short-term objectives and long-term goals, respectively. The idea of the child restrained in his becoming was also given attention.

The essences of actualisation and the modes (essences) of becoming were discussed with a view to formulating two sets of criteria. These criteria (of adequate actualisation and adequate becoming) may be used as a scientific yardstick against which the child may be evaluated with respect to the

adequacy of his actualisation and becoming. In this way a child who is restrained in his becoming could be identified, and his actualisation analysed.

Finally, a profile of the inadequate fulfilment of the modes of becoming was presented, as an aid to identifying the child whose becoming is inadequate or restrained.

The implications of this chapter for the present study are that children who are restrained in their becoming may now be identified and studied as to their particular modes of actualisation.

In Chapter Three the means and methods to be used in studying such children will be described.

CHAPTER THREE

RESEARCH STRATEGY AND APPROACH

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3.1 INTRODUCTION

For this research project, the means chosen for studying the actualisation of the child restrained in his becoming are questionnaires, observation and interviews as these will enable the researcher to show, as far as it is possible, the life-world of the child who is restrained in his becoming, his views, language, behaviour, appearance, bodily presentation, understanding and reasoning, affective involvement and experiencing thereof, ideals and strivings. This is idiographic research, as individual children will be carefully observed and questioned, and the findings analysed with a view to understanding these children better, describing their situatedness and making recommendations which could be of use to parents and teachers who work with them.

The programme foreseen includes three basic steps:

- (a) pilot study (to test to some extent the validity and the clarity of questionnaires);
- (b) selection of pupils restrained in their becoming (via observation and questionnaire);
- (c) investigation of the actualisation of children restrained in their becoming (via observation of selected children and questionnaires and interviews for children, their teachers and parents).

The following questionnaires are to be applied:

- (a) **Questionnaire One (Becoming)**

This questionnaire is based on the essences of becoming and is a refinement of the criteria formulated in paragraph 2.7. The questionnaire is used to identify those pupils who are restrained in their becoming.

(b) Questionnaire Two (Actualisation)

These questionnaires are based on the essences of actualisation as formulated in paragraph 2.4. They are used with a view to describing the actualisation of the child restrained in his becoming. Here three questionnaires can be differentiated:

- Questionnaire Two-A (Actualisation). This questionnaire is compiled for the child.
- Questionnaire Two-B (Actualisation). This is for the teacher.
- Questionnaire Two-C (Actualisation). This has been adapted for the parent.

(c) Questionnaire Three (Unfinished sentences)

This questionnaire requires the child to complete sentences based on his thoughts and feelings about all of his relations. This questionnaire is considered the most important vehicle for gaining an accurate picture of the restrained child's actualisation.

Before the commencement of this study, permission will be gained from the Cape Education Department, from the headmaster of the chosen school and from the relevant parents or guardians, who will be assured of the confidentiality of all information they may divulge.

3.2 SELECTION OF PUPILS RESTRAINED IN THEIR BECOMING

3.2.1 Research population

The research population will consist of approximately 80 pupils in Standards Eight and Nine. Senior classes have been chosen as these pupils will find the questionnaires easier to manage than junior pupils will. Also, the seniors are

more responsible and thus more likely to take the project seriously and respond appropriately. Standard Tens will have to be omitted as the project will take place in the last term of the year, when Matric exams shorten teaching time to ten days. Four of these pupils, however, will be used in the initial pilot study only. Two of the three classes involved are Afrikaans-speaking, but their language ability is more than adequate to enable them to answer the questionnaires satisfactorily.

3.2.2 Identification

Besides the responses of the research population to Questionnaire One (Becoming), the teachers who know the three classes well will be given a list of the pupils' IQ's, their personal record cards and a copy of paragraph 2.8 (Inadequate fulfilment of the modes of becoming) in order to aid them in selecting the pupils needed for the research.

3.2.3 Means and methods and interpretation

In order to select a small representative sample of pupils (three) who are evidently restrained in their becoming, Questionnaire One (Becoming), which evaluates the child's becoming, will be administered to the entire research population. This questionnaire requires respondents to answer on a four-point scale of: MOSTLY or OFTEN or SELDOM or ALMOST NEVER. A scoring key (mask) will be used to obtain a provisional score for each respondent, with four masks for each page of the questionnaire : one to show the 4's, (those answers indicating optimum becoming) one to indicate the 3's, one for the 2's and one for the 1's (those answers indicating minimum becoming).

Those who achieve the "lowest score" will not necessarily be those who, according to their teachers, are most typical of children restrained in their becoming (with reference to the criteria for adequate becoming - paragraph 2.7). The score is thus of less importance, as each section of the questionnaire needs to be phenomenologically analysed (considering

becoming as a phenomenon) in order to finally identify those children who are restrained in their becoming.

Note that all of the respondents' answers to Questionnaire One (Becoming) will be discussed with their teachers, who will have observed these pupils' behaviour in class, thereby giving each respondent an equal chance of being included in the research sample (three pupils only).

3.2.4 Pilot study

Before the selection, a pilot study must be conducted so as to evaluate Questionnaires One (Becoming), Two and Three (Actualisation), i.e. to determine informally and to some extent whether they are valid and whether they are appropriate, that the formulations are unambiguous, that there are no leading questions, and to gauge the time needed for completion. These factors are to be amended immediately, if necessary.

For the pilot study a Matric class will be used, as the researcher considers their input valuable and they will stop attending classes three weeks into the fourth school term, in which the project is to be conducted. Two children who are clearly not restrained in their becoming and who are actualizers (according to the criteria formulated in paragraphs 2.4 and 2.7) will be selected by the researcher to complete these questionnaires. Two children who are clearly restrained and who are not actualizers will also be selected to do the same three questionnaires. If the questionnaires are valid, the responses of the non-restrained actualizers should differ significantly from those of the restrained non-actualizers, in that far more positively stated questions will have been affirmatively answered by the non-restrained actualizers. Furthermore, the responses expected by the particular questions should be the responses elicited. The children chosen for this preliminary study will be approached after answering the questionnaire to comment on any difficulties they encountered in the answering thereof.

3.3 INVESTIGATING THE ACTUALISATION OF THE CHILD RESTRAINED IN HIS BECOMING

3.3.1 Means and methods and interpretation

3.3.1.1 Observation

Once three children (who are restrained in their becoming) have been selected, the researcher as well as the other teachers who know them sufficiently, will intensify their observation of them in order to gauge how the child restrained in his becoming actualises himself. These teachers will be asked to specifically notice how these children relate to others, their teachers, schoolwork and themselves, and also to observe their appearance, bodily presentation, understanding and reasoning, affective involvement, and other matters, so that a total image of the child in all these relations may be formed. This observation must be continued throughout the answering of questionnaires and interviews, so that as much as possible may be learned about the child's actualisation. A report of observations made should be started immediately by the researcher, and developed as the project progresses.

3.3.1.2 Questionnaires

As the first step in investigating the actualisation of the child restrained in his becoming, Questionnaires Two-A (Actualisation), Two-B (Actualisation), and Two-C (Actualisation) are given to the selected children, their teachers and parents respectively, in order to form a fundamental impression of each restrained child's actualisation. A scoring key similar to the one used to analyse Questionnaire One (Becoming), should be used for each of these questionnaires.

A quantitative score will be given entirely for the sake of interest and easy reference. There are 25 questions in Questionnaire One (Becoming), with a possible score of four points for each question. This makes a total score of 100 possible, and each child's score will therefore be discussed in terms of his percentage, although it is naturally more accurate to speak in terms of maximum and minimum degrees of becoming.

In Questionnaire Two-A (Actualisation), there are 50 questions, with a possible score of four points for each question. This makes a total score of 200 possible, which must be divided by two to calculate the percentage.

Lastly, Questionnaire Three (Unfinished Sentences), which is an open questionnaire, is given to each selected child to complement his answers in the prior two questionnaires, and to afford a glimpse into "those thoughts and feelings which occupy the child most" (Snyman 1976 : 102). Obviously no scoring as such is possible here, but a qualitative analysis of responses is required. This means that the phenomenon of actualisation must be examined as it relates to the children being studied, according to the discretion of the researcher, using the identified criteria.

3.3.1.3 Interviews

After the completion of the questionnaires, interviews will be arranged, firstly with the teachers of each child (first individually and then as a group to prevent bias) then with his parents and finally with the child himself so that any misconceptions or vagueness may be corrected. Particular consideration will be given to the guidance teacher's input, as she has access to the pupils' personal records, history and problems.

The purpose of the interview is to create a warm, empathic, safe atmosphere in which the child and his parents will feel free to express themselves openly. The child will, for this reason, be interviewed in his own familiar classroom, and the parents in the privacy of their own home. This setting will hopefully throw additional light on the actualisation and life-world of the child who is restrained in his becoming.

In order to create an informal, casual ambience, the interview questions will not be rigidly structured. They will concentrate on the child's relationships (at school and at home). The questions should seemingly flow spontaneously from the "getting-to-know-you chat," so as not to alienate or intimidate the interviewee. The important aim to be remembered at all times is to establish a friendly and easy rapport with the client as a basis for scrupulously honest revelation.

Brief notes will be taken during the interviews in favour of using a tape-recorder, which, it is felt, will not promote an intimate, comfortable atmosphere.

3.3.2 Practical research strategy

The following steps will be taken during this investigation:

3.3.2.1 Motivate research population

The three classes of children involved, and the four Matrics to be used in the pilot study must firstly be motivated. They should be made to feel special by their inclusion in a scientific research programme which will help to find out more about how they think, feel and act. The fact that they will not be tested or examined in any way must be stressed, as well as a need for complete honesty. They will be told that they are assisting the researcher by their full co-

operation and that by their frankness they may help themselves and others too.

The teachers concerned will not need much motivating, especially if the researcher already knows them well and has developed close friendships with most of them. However, only those who show a real interest in the programme will be asked to participate, otherwise they may blunt the enthusiasm of those who are genuinely interested.

The parents or guardians by virtue of their intimate relationship with their children, should have a natural interest in a programme which seeks to understand their children better, thereby helping them to realize their full potential. Any resistance needs to be discreetly handled in a non-domineering, gentle manner, and their full co-operation enlisted.

3.3.2.2 Conduct pilot study

The four pupils in this preliminary study (to informally test validity of questionnaires) will not be implicated in the actual study, so as to obviate test familiarity. The pilot study may also point out a typical non-restrained actualiser and a typical restrained non-actualiser.

3.3.2.3 Administer Questionnaire One (Becoming) to entire research population

The researcher him/herself should administer this questionnaire and all others to ensure the appropriate control and atmosphere.

3.3.2.4 Identify pupils restrained in their becoming

This is a provisional identification. Those pupils whose answers are significantly different from the norm for the non-restrained child (indicated by the pilot study) will be selected. A final identification of the three children who are to be selected for the study will take

place after the results of Questionnaire One (Becoming) have been discussed with their teachers. In this way, three typical children restrained in their becoming may be identified.

3.3.2.5 Begin observation of selected pupils

Observation is to be continued for the duration of the practical research project.

3.3.2.6 Administer Questionnaire Two-A (Actualisation) to selected pupils

The objective here is to reach a primary understanding of the identified pupils' actualisation. By qualitatively analysing their responses, a pattern should hopefully emerge, which will form the outline of a picture of the restrained child's actualisation. Provisional conclusions as to the manner of actualisation of the child restrained in his becoming may be made at this point.

3.3.2.7 Administer Questionnaire Two-B (Actualisation) to chosen teachers

Hereby a further perspective on the actualisation of the identified pupils may be gained, and the responses of the children to Questionnaire Two-A (Actualisation), corroborated. Clues as to the orientation of these teachers towards the children and vice versa, may be picked up in their answers to this questionnaire, as well as indications as to whether they are motivated to co-operate in the study.

3.3.2.8 Administer Questionnaire Two-C (Actualisation) to parent/s

The opinions of the parents are now gauged to give yet another perspective of their children's actualisation and to validate and

support the responses of their children. It will also be seen from the parents' responses how they are oriented towards their children, and vice versa, and whether they are sufficiently motivated to participate in the study.

3.3.2.9 Administer Questionnaire Three (Unfinished Sentences) to selected children

This open questionnaire should afford a better understanding of each child's actualisation and life-world of relations, as well as of the child's reactions to Questionnaire Two-A (Actualisation).

3.3.2.10 Compare conclusions

Those conclusions reached after an analysis of Questionnaire Two-A (Actualisation), should now be compared with Questionnaires Two-B (Actualisation), Two-C (Actualisation) and Three (Unfinished Sentences). Note whether the facts learned about the actualisation of the child (from the child himself) are confirmed, rejected or extended by the facts learned from his teachers and parents. Make a note of queries/problems to be discussed later in the personal interviews with the above persons.

3.3.2.11 Interview teachers

The aim hereof is to clarify certain matters which might not have been specified in the questionnaire for teachers and to procure more detail on the child's relationships and situatedness at school.

3.3.2.12 Interview parents

Again the aim is to clear up specific problems which may not have been made clear in the answering of the questionnaire for

parents, and to reach further conclusions on the child's relationships and situatedness at home.

3.3.2.13 Interview each child

To finally clarify all matters it is necessary to interview each child individually. Care should be taken not to mention the child's questionnaires or sentences, or the child may feel intimidated. The object is to hold a general, relaxed interview in which the child opens up and speaks about himself as spontaneously as possible.

3.4 QUESTIONNAIRES

3.4.1 Questionnaires for children

QUESTIONNAIRE ONE : (BECOMING)

Instructions:

Answer either MOSTLY or OFTEN or SELDOM or ALMOST NEVER to each question by circling your choice for each question. Answer all of the questions as honestly as you can. Your answers will be kept strictly private. Note: This is not an exam and there are no right or wrong answers.

Thank you for your co-operation!

1. Do you feel confident to go out on your own? (*Mostly; Often; Seldom; Almost Never*)
2. Would you like to rearrange or decorate your room or organize your own study time-table? (*Mostly; Often; Seldom; Almost Never*)
3. Are you afraid to ask a question in class? (*Mostly; Often; Seldom; Almost Never*)
4. Do you hesitate to ask why something is wrong? (*Mostly; Often; Seldom; Almost Never*)
5. Do you make new friends easily? (*Mostly; Often; Seldom; Almost Never*)

6. Do you feel your parents want you to make your own decisions? (*Mostly; Often; Seldom; Almost Never*)
7. Do your teachers allow you to give your view of a matter? (*Mostly; Often; Seldom; Almost Never*)
8. Would you rather do something yourself than let an adult do it for you? (*Mostly; Often; Seldom; Almost Never*)

9. Do you look forward to being an adult? (*Mostly; Often; Seldom; Almost Never*)
10. Do your parents allow you to choose your own friends? (*Mostly; Often; Seldom; Almost Never*)

11. Do you, in an argument keep quiet to listen to the other person's point of view as well? (*Mostly; Often; Seldom; Almost Never*)
12. Do you think you are too emotional and temperamental? (*Mostly; Often; Seldom; Almost Never*)
13. Do you find it hard to organize your thoughts such as in solving problems? (*Mostly; Often; Seldom; Almost Never*)
14. Do you find it extremely hard to say good-bye to people you have to leave behind? (*Mostly; Often; Seldom; Almost Never*)
15. Do you have difficulty understanding why certain things are wrong? (*Mostly; Often; Seldom; Almost Never*)

16. Do you like to play games in which you have to solve problems? (*Mostly; Often; Seldom; Almost Never*)
17. Is your life boring? (*Mostly; Often; Seldom; Almost Never*)
18. Are other people boring? (*Mostly; Often; Seldom; Almost Never*)
19. Do you take part in various physical activities such as sport or games? (*Mostly; Often; Seldom; Almost Never*)
20. Do you find it difficult to make decisions? (*Mostly; Often; Seldom; Almost Never*)

21. Do you feel that other people accept you for what you are? (*Mostly; Often; Seldom; Almost Never*)
22. Do you like to prepare a speech/task and collect the information on your own? (*Mostly; Often; Seldom; Almost Never*)
23. Do you accept your physical shortcomings? (*Mostly; Often; Seldom; Almost Never*)
24. Do you have difficulty accepting school rules? (*Mostly; Often; Seldom; Almost Never*)
25. Do you feel uncomfortable when other people develop a close relationship with you? (*Mostly; Often; Seldom; Almost Never*)

QUESTIONNAIRE TWO-A : (ACTUALISATION)

Instructions:

Answer either **MOSTLY** or **OFTEN** or **SELDOM** or **ALMOST NEVER** to each question by circling your choice for each question. Answer all of the questions as honestly as you can. Your answers will be kept strictly private. Note: This is not an exam and there are no right or wrong answers.

Thank you for your co-operation!

1. Do you understand what the teacher is talking about in class? (*Mostly; Often; Seldom; Almost Never*)
2. Do you have difficulty seeing how certain work relates to other work in the same school subject? (*Mostly; Often; Seldom; Almost Never*)
3. Can you see how your schoolwork can be applied in actual life? (*Mostly; Often; Seldom; Almost Never*)
4. Do you have difficulty understanding people? (*Mostly; Often; Seldom; Almost Never*)
5. Do other people misunderstand you? (*Mostly; Often; Seldom; Almost Never*)
6. Do you feel like a failure when you fail a test or an exam? (*Mostly; Often; Seldom; Almost Never*)
7. Do you memorise schoolwork without understanding it? (*Mostly; Often; Seldom; Almost Never*)
8. Do you experience the pleasure of success at school? (*Mostly; Often; Seldom; Almost Never*)
9. Do your teachers and parents praise you when you do well? (*Mostly; Often; Seldom; Almost Never*)
10. Are you confused about what is right and wrong behaviour? (*Mostly; Often; Seldom; Almost Never*)

11. Do you have the willpower to finish your homework before relaxing? (*Mostly; Often; Seldom; Almost Never*)
12. Do you find it difficult to get started with a task on your own? (*Mostly; Often; Seldom; Almost Never*)
13. Do you get so involved in an interesting activity that you forget about the time? (*Mostly; Often; Seldom; Almost Never*)
14. Are you busy enough for your liking? (*Mostly; Often; Seldom; Almost Never*)
15. Are you involved in an activity/activities which you feel is/are a waste of time? (*Mostly; Often; Seldom; Almost Never*)
16. Do you have difficulty concentrating in class? (*Mostly; Often; Seldom; Almost Never*)
17. Does schoolwork cause you to get tired easily? (*Mostly; Often; Seldom; Almost Never*)
18. Do you take part in an activity which you enjoy thoroughly? (*Mostly; Often; Seldom; Almost Never*)
19. Are you concerned that what you are doing is the right thing? (*Mostly; Often; Seldom; Almost Never*)
20. Do you dislike getting involved with other people, for e.g. in a work situation? (*Mostly; Often; Seldom; Almost Never*)

21. Do you feel fearful or anxious about school? (*Mostly; Often; Seldom; Almost Never*)
22. Do you feel you are stupid? (*Mostly; Often; Seldom; Almost Never*)
23. Do you look after other people's possessions as carefully as your own? (*Mostly; Often; Seldom; Almost Never*)
24. Do you feel you have a very special body? (*Mostly; Often; Seldom; Almost Never*)
25. Are you pleasantly surprised by how much you can learn? (*Mostly; Often; Seldom; Almost Never*)
26. Do you feel you do not have enough pleasant experiences? (*Mostly; Often; Seldom; Almost Never*)

27. Are you frustrated with life? (*Mostly; Often; Seldom; Almost Never*)
28. Do you wish your relationships were better? (*Mostly; Often; Seldom; Almost Never*)
29. Do you feel that rules restrict you? (*Mostly; Often; Seldom; Almost Never*)
30. Do you feel angry about your feelings? (*Mostly; Often; Seldom; Almost Never*)

31. Do you worry about what other people think of you? (*Mostly; Often; Seldom; Almost Never*)
32. Do you know yourself? (*Mostly; Often; Seldom; Almost Never*)
33. When things go wrong, do you see yourself as not good enough? (*Mostly; Often; Seldom; Almost Never*)
34. Are you satisfied with your body? (*Mostly; Often; Seldom; Almost Never*)
35. Do you feel good about yourself as a person? (*Mostly; Often; Seldom; Almost Never*)
36. Are you prepared to accept those things about your body that you do not like? (*Mostly; Often; Seldom; Almost Never*)
37. Is your behaviour acceptable to other people? (*Mostly; Often; Seldom; Almost Never*)
38. Do you succeed in doing what you intend doing? (*Mostly; Often; Seldom; Almost Never*)
39. When someone praises you, do you feel you deserve it? (*Mostly; Often; Seldom; Almost Never*)
40. When someone criticizes you, do you feel you deserve it? (*Mostly; Often; Seldom; Almost Never*)

41. Do you surprise other people with better than expected achievements at school? (*Mostly; Often; Seldom; Almost Never*)

42. Do you surprise yourself by the amount you achieve in life? (*Mostly; Often; Seldom; Almost Never*)
43. Do you enjoy certain things so much that you forget about your problems? (*Mostly; Often; Seldom; Almost Never*)
44. Can you smile at somebody who hurts your feelings? (*Mostly; Often; Seldom; Almost Never*)
45. Do you easily feel hurt when somebody criticizes you? (*Mostly; Often; Seldom; Almost Never*)
46. Do you think of yourself as not as good as others? (*Mostly; Often; Seldom; Almost Never*)
47. Do you find it a burden to practise regularly? (*Mostly; Often; Seldom; Almost Never*)
48. Do you make plans for the near future? (*Mostly; Often; Seldom; Almost Never*)
49. Are you excited about the distant future? (*Mostly; Often; Seldom; Almost Never*)
50. Can you forget about yourself completely while doing something in which you are interested? (*Mostly; Often; Seldom; Almost Never*)

QUESTIONNAIRE THREE (Unfinished Sentences)

Instructions:

Try to finish all of these sentences as completely as possible by expressing your real thoughts and feelings. This is not an examination as there are not right and wrong answers, and your answers will be kept strictly confidential. Take your time!

1. My friends ...
2. At my house ...
3. My mother always ...
4. My father never ...
5. I wish my teachers ...
6. If I had my way ...
7. Life isn't fair because ...
8. My potential ...
9. I don't like it at all ...
10. In our family ...
11. I feel ...
12. At school ...
13. I wish ...
14. I cannot ...
15. My biggest fear ...
16. My work ...
17. I suffer ...
18. I think ...
19. I worry ...
20. I need ...

21. What hurts me ...
22. The only difficulty ...
23. I am very ...
24. If only ...
25. It seems to me ...

3.4.2 Questionnaire for teachers

The object of this questionnaire, which will be submitted to those teachers who feel that they know the selected children well, is to help acquire a proper understanding of those educands who have shown evidence of being restrained in their becoming. The questions are basically the same as those in Questionnaire One (Becoming) for the child, except for small necessary changes. By comparing the answers of the child with those of his teachers, the child's responses may be corroborated.

QUESTIONNAIRE TWO-B: (ACTUALISATION)

Instructions:

Answer either **MOSTLY** or **OFTEN** or **SELDOM** or **ALMOST NEVER** to each question by circling your choice for each question. Answer all of these questions as objectively and frankly as possible. If there is more than one child whose actualisation is being studied, complete the questionnaire separately with reference to each child.

If this questionnaire is used for a girl, please read masculine pronouns as feminine pronouns, where necessary.

1. Does the child understand what you, as his teacher, are talking about in class?
(*Mostly; Often; Seldom; Almost Never*)
2. Does he have difficulty seeing how certain work in your subject relates to other work in the same subject? (*Mostly; Often; Seldom; Almost Never*)
3. Can he see how his schoolwork may be applied in actual life? (*Mostly; Often; Seldom; Almost Never*)
4. Does he have difficulty understanding people? (*Mostly; Often; Seldom; Almost Never*)
5. Do other people misunderstand him? (*Mostly; Often; Seldom; Almost Never*)
6. Does he feel like a failure when he fails a test or an exam? (*Mostly; Often;*

- Seldom; Almost Never)*
7. Does he memorise schoolwork without understanding it? (*Mostly; Often; Seldom; Almost Never)*
 8. Does he experience the pleasure of success at school? (*Mostly; Often; Seldom; Almost Never)*
 9. Do you praise him when he does well? (*Mostly; Often; Seldom; Almost Never)*
 10. Is he confused about what is right and wrong behaviour? (*Mostly; Often; Seldom; Almost Never)*

 11. Does he have the willpower to finish his classwork before relaxing? (*Mostly; Often; Seldom; Almost Never)*
 12. Does he find it difficult to get started with a task on his own? (*Mostly; Often; Seldom; Almost Never)*
 13. Does he get so involved in an interesting activity at school that he forgets about the time? (*Mostly; Often; Seldom; Almost Never)*
 14. Does he appear not to be busy enough for his liking? (*Mostly; Often; Seldom; Almost Never)*
 15. Is he involved in an activity/activities at school which he considers a waste of time? (*Mostly; Often; Seldom; Almost Never)*
 16. Does he have difficulty concentrating in class? (*Mostly; Often; Seldom; Almost Never)*
 17. Does schoolwork cause him to tire easily? (*Mostly; Often; Seldom; Almost Never)*
 18. Does he take part in an activity at school which he appears to enjoy thoroughly? (*Mostly; Often; Seldom; Almost Never)*
 19. Is he concerned whether what he does is right or wrong? (*Mostly; Often; Seldom; Almost Never)*
 20. Does he dislike getting involved with other people, for example in a group situation? (*Mostly; Often; Seldom; Almost Never)*

21. Does he act fearful or anxious about school? (*Mostly; Often; Seldom; Almost Never*)
22. Does he consider himself stupid? (*Mostly; Often; Seldom; Almost Never*)
23. Does he look after other people's possessions as carefully as his own? (*Mostly; Often; Seldom; Almost Never*)
24. Does he act as if he has a very special body? (*Mostly; Often; Seldom; Almost Never*)
25. Is he fascinated by learning about new things and being able to learn? (*Mostly; Often; Seldom; Almost Never*)
26. Do you feel that he does not have enough pleasant experiences? (*Mostly; Often; Seldom; Almost Never*)
27. Does he seem frustrated with life? (*Mostly; Often; Seldom; Almost Never*)
28. Do you think his relationships at school could be better? (*Mostly; Often; Seldom; Almost Never*)
29. Does he become agitated at the restrictiveness of rules? (*Mostly; Often; Seldom; Almost Never*)
30. Does he seem to be dissatisfied with himself? (*Mostly; Often; Seldom; Almost Never*)

31. Is he concerned about what other people think of him? (*Mostly; Often; Seldom; Almost Never*)
32. Does he appear to know himself? (*Mostly; Often; Seldom; Almost Never*)
33. When things go wrong, does he see himself as not good enough? (*Mostly; Often; Seldom; Almost Never*)
34. Does he seem to be satisfied with his body? (*Mostly; Often; Seldom; Almost Never*)
35. Does he seem to be happy with himself as a person? (*Mostly; Often; Seldom; Almost Never*)
36. Is he prepared to accept those things about his body that he does not like? (*Mostly; Often; Seldom; Almost Never*)

37. Is his behaviour acceptable to other people? (*Mostly; Often; Seldom; Almost Never*)
38. Does he succeed in doing what he intends doing? (*Mostly; Often; Seldom; Almost Never*)
39. When you praise him, does he act as if he deserves it? (*Mostly; Often; Seldom; Almost Never*)
40. When you criticize him, does he act as if he deserves it? (*Mostly; Often; Seldom; Almost Never*)

41. Does he surprise you with better than expected achievements at school? (*Mostly; Often; Seldom; Almost Never*)
42. Is he surprised at what he has achieved in life? (*Mostly; Often; Seldom; Almost Never*)
43. Does he enjoy certain activities at school so much that he forgets about his problems? (*Mostly; Often; Seldom; Almost Never*)
44. Could he smile at you if you were to hurt his feelings? (*Mostly; Often; Seldom; Almost Never*)
45. Is he easily hurt when you correct him? (*Mostly; Often; Seldom; Almost Never*)
46. Does he consider himself not as good as others? (*Mostly; Often; Seldom; Almost Never*)
47. Does he find it a burden to practise regularly, e.g. sport? (*Mostly; Often; Seldom; Almost Never*)
48. Does he make plans for the near future? (*Mostly; Often; Seldom; Almost Never*)
49. Is he excited about the distant future? (*Mostly; Often; Seldom; Almost Never*)
50. Does he seem to be capable of forgetting himself completely while doing something in which he is interested? (*Mostly; Often; Seldom; Almost Never*)

3.4.3 Questionnaire for parents

This questionnaire is very similar to the questionnaire for teachers, except that the questions here are directed at understanding the child's actualisation at home, as opposed to at school. By comparing the responses obtained from the parents, with those obtained from the teachers and from the child himself, a global view of the child's actualisation should be achieved.

QUESTIONNAIRE TWO-C: (ACTUALISATION)

Instructions:

Answer either MOSTLY or OFTEN or SELDOM or ALMOST NEVER to each question by circling your choice for each question. Answer all of these questions as objectively and frankly as possible, as only completely honest answers will help to evaluate your child accurately and perhaps be of help to him/her. Both parents may complete this questionnaire together, if so desired.

1. Does your child understand what he has to do for homework? (*Mostly; Often; Seldom; Almost Never*)
2. Does he have difficulty seeing how certain work in one subject relates to other work in the same subject? (*Mostly; Often; Seldom; Almost Never*)
3. Can he see how his schoolwork may be applied in actual life? (*Mostly; Often; Seldom; Almost Never*)
4. Does he have difficulty understanding people? (*Mostly; Often; Seldom; Almost Never*)
5. Do other people misunderstand him? (*Mostly; Often; Seldom; Almost Never*)
6. Does he feel like a failure when he fails a test or an exam? (*Mostly; Often; Seldom; Almost Never*)
7. Does he memorise schoolwork without understanding it? (*Mostly; Often; Seldom; Almost Never*)
8. Does he experience the pleasure of success in an activity at home? (*Mostly;*

Often; Seldom; Almost Never)

9. Do you praise him when he does well? (*Mostly; Often; Seldom; Almost Never)*
10. Is he confused about what is right and wrong behaviour? (*Mostly; Often; Seldom; Almost Never)*

11. Does he have the willpower to finish his homework before relaxing? (*Mostly; Often; Seldom; Almost Never)*
12. Does he find it difficult to get started with a task on his own? (*Mostly; Often; Seldom; Almost Never)*
13. Does he get so involved in an interesting activity outside of school that he forgets about the time? (*Mostly; Often; Seldom; Almost Never)*
14. Does he appear not to be busy enough for his liking? (*Mostly; Often; Seldom; Almost Never)*
15. Is he involved in an activity at home which he considers a waste of time? (*Mostly; Often; Seldom; Almost Never)*
16. Does he work attentively on his homework? (*Mostly; Often; Seldom; Almost Never)*
17. Does homework cause him to tire easily? (*Mostly; Often; Seldom; Almost Never)*
18. Does he take part in an activity at home which he appears to enjoy thoroughly? (*Mostly; Often; Seldom; Almost Never)*
19. Is he concerned whether what he does is right or wrong? (*Mostly; Often; Seldom; Almost Never)*
20. Does he dislike getting involved with other people? (*Mostly; Often; Seldom; Almost Never)*

21. Does he act fearful or anxious about school? (*Mostly; Often; Seldom; Almost Never)*
22. Does he consider himself stupid? (*Mostly; Often; Seldom; Almost Never)*

23. Does he look after other people's possessions as carefully as his own? (*Mostly; Often; Seldom; Almost Never*)
24. Does he act as if he has a very special body? (*Mostly; Often; Seldom; Almost Never*)
25. Is he fascinated by learning about new things? (*Mostly; Often; Seldom; Almost Never*)
26. Do you feel that he does not have enough pleasant experiences? (*Mostly; Often; Seldom; Almost Never*)
27. Does he seem frustrated with life? (*Mostly; Often; Seldom; Almost Never*)
28. Do you think his relationships at home could be better? (*Mostly; Often; Seldom; Almost Never*)
29. Does he become agitated at the restrictiveness of rules? (*Mostly; Often; Seldom; Almost Never*)
30. Does he seem to be dissatisfied with himself? (*Mostly; Often; Seldom; Almost Never*)

31. Is he concerned about what other people think of him? (*Mostly; Often; Seldom; Almost Never*)
32. Does he appear to know himself? (*Mostly; Often; Seldom; Almost Never*)
33. When things go wrong, does he see himself as not good enough? (*Mostly; Often; Seldom; Almost Never*)
34. Is he satisfied with his body? (*Mostly; Often; Seldom; Almost Never*)
35. Is he happy with himself as a person? (*Mostly; Often; Seldom; Almost Never*)
36. Is he prepared to accept those things about his body that he does not like? (*Mostly; Often; Seldom; Almost Never*)
37. Is his behaviour acceptable to other people? (*Mostly; Often; Seldom; Almost Never*)
38. Does he succeed in doing what he intends doing? (*Mostly; Often; Seldom; Almost Never*)
39. When you praise him, does he act as if he deserves it? (*Mostly; Often; Seldom; Almost Never*)

40. When you criticize him, does he act as if he deserves it? (*Mostly; Often; Seldom; Almost Never*)

41. Does he surprise you with better than expected achievements? (*Mostly; Often; Seldom; Almost Never*)
42. Is he surprised at what he has achieved in life? (*Mostly; Often; Seldom; Almost Never*)
43. Does he enjoy certain activities so much that he forgets about his problems? (*Mostly; Often; Seldom; Almost Never*)
44. Could he smile at you if you were to hurt his feelings? (*Mostly; Often; Seldom; Almost Never*)
45. Is he easily hurt when you correct him? (*Mostly; Often; Seldom; Almost Never*)
46. Does he consider himself not as good as others? (*Mostly; Often; Seldom; Almost Never*)
47. Does he find it a burden to practise regularly, e.g. sport? (*Mostly; Often; Seldom; Almost Never*)
48. Does he make plans for the near future? (*Mostly; Often; Seldom; Almost Never*)
49. Is he excited about the distant future? (*Mostly; Often; Seldom; Almost Never*)
50. Does he seem to be capable of forgetting himself completely while doing something in which he is interested? (*Mostly; Often; Seldom; Almost Never*)

3.5 INTERVIEWS WITH TEACHERS

Interviews will be held with those teachers who have been closely associated with one or more of the children under study for at least three terms, or who feel they know the child/children well enough to be able to comment on their actualisation.

As three children are to be studied, it is hoped that all or most of those teachers involved with these children will be prepared to co-operate in a brief interview. In some cases, more than one of the children under study will be discussed, as one teacher might well teach more than one of them.

The topic of discussion in these interviews will be a particular child's manner of actualisation, concentrating on his relationships at school and problems, if any, arising from the conclusions reached from the questionnaires. In order that the child might be accurately seen as a unique actualising being, it is necessary that as many relevant aspects of his totality as possible are discussed, e.g. his physical, cognitive, emotional, moral and normative development and many of his relationships, i.e. his entire situatedness, particularly at school. Note that this is not a structured interview, but an attempt at learning as much as possible about the child concerned.

After individual teachers have been interviewed, all the teachers involved will be interviewed as a group, as an open discussion may reveal facts which the fragmented interviews may not. Any problems encountered in Questionnaire Two-B (Actualisation), the questionnaire for teachers, may be discussed at this point.

3.6 INTERVIEWS WITH PARENTS

The interviews with the selected children's parents (both parents or guardians if possible) has the same objective as those with their teachers, i.e. to gain as complete an idea as possible of the restrained child's actualisation, concentrating on details of his relationships at home, his physical life, understanding and reasoning, affective involvement and his experiencing thereof, ideals and strivings.

These interviews will be conducted in a similar manner to those with the teachers, i.e.

in a non-structured, spontaneous fashion. (Both parents may be interviewed at once). Special care, however, needs to be taken to set the parents at ease so that they do not feel they are experiencing an inquisition, otherwise valuable information may be withheld or distorted. The child's situatedness at home, as opposed to school, is of primary interest in this interview.

3.7 INTERVIEW WITH CHILD

The aim of this interview is to clarify any matters that may still need clarification with a view to describing the child's actualisation, his relationships with his parents, teachers, schoolwork, peers and with himself; his body, mind, emotions, morals; his understanding, involvement, experience, etc. Observation of the child's language and body language during the personal interview may also be very revealing of what he is really thinking or feeling, so that correct evaluation of the child's actualisation may be largely dependent on this most important interview.

3.8 CONCLUSION

In this chapter the research strategy and approach to be used in this project has been delineated. This includes a discussion of the selection of pupils, the means and methods of research, and the interpretation of results. The questionnaires and interviews for the selected children, their teachers and parents are presented in their entirety.

In short, this chapter explains in detail how a practical investigation into the actualisation of a child restrained in his becoming, may be conducted. Chapter Four presents the findings made from just such an empirical research project.

CHAPTER FOUR

THE EMPIRICAL RESEARCH

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4.1 INTRODUCTION

Chapter Four will record the empirical research findings gathered during the practical investigation described in Chapter Three, and the interpretation of these findings. The answers to the questions stated in Chapter One will become known herein, and the objectives of this study realised, i.e. to describe the actualisation of the child restrained in his becoming - his orientation and situatedness in his particular life-world of relationships, his understanding thereof, his involvement, experience, self-concept, self-transcendence and how all of these aspects interrelate and affect his actualisation.

First, the research design will be briefly reviewed in terms of its effectiveness. Thereafter, the three children selected for the study will be described as to their unique modes of actualisation.

4.2 RESEARCH DESIGN

4.2.1 Identification of pupils

Using a research population of only 80, it proved impractical to identify children restrained in their becoming, primarily on the basis of Questionnaire One (Becoming), i.e. there was only one child who "scored" significantly below the average on this questionnaire. This indicated that restrained children do not necessarily illicit low scores on this questionnaire. The pupils identified as being restrained in their becoming were therefore chosen by virtue of their low score on Questionnaire One (Becoming), in addition to their I.Q.'s (which were incidentally average to high), the criteria for adequate becoming, and observation of the entire research population. Those pupils who obtained the lowest scores were not necessarily typical examples of children restrained in their becoming since observation showed up children who were obviously restrained, while their scores were average. This shows that qualitative factors, which cannot be gauged in quantitative scoring, play an important role in a child's becoming. However, the scores obtained from Questionnaire One (Becoming) were nonetheless useful in earmarking the small group from which the pupils for study could be selected.

4.2.2 Time of year

The final term of the year was an inconvenient time for a study of this nature owing to the pressure of final examinations and the early departure of the Matrics, and should therefore be avoided.

4.2.3 Pilot study and suitability of questionnaires

The pilot study revealed certain problematic questions on the original questionnaires, which were easily corrected. The results showed the following: The two pupils selected as being typical examples of those restrained in their becoming, received scores of 63% and 64% (average 63,5%) on Questionnaire One (Becoming) and the two pupils (headgirl and headboy) who by general consensus of their teachers represent children not restrained in their becoming, received higher scores of 70% and 74% respectively (average : 72%). There was thus a difference of 8,5% between the average scores of those not restrained and those restrained in their becoming. This difference is not significant, which proves the point made earlier, that to be restrained does not necessarily presuppose a low "score" as such. Matters such as pupils' self-identity and self-evaluation standards as well as the level of objectivity in self-evaluation, co-determine the score. Observation of and interviews with pupils, their teachers and parents, is essential to qualify these scores. The following further proves the aforementioned.

Questionnaire Two-A (Actualisation), when submitted to the four pilot pupils, revealed the opposite of what was expected, that is: the two pupils (headgirl and headboy) who were chosen as representatives of those not restrained in their becoming, and who were therefore expected to achieve "good" results on Questionnaire Two-A (Actualisation), actually performed worse than the two pupils supposedly restrained in their becoming (62,5% and 68% as opposed to 71% and 72%)!

Similarly, Questionnaire Two-A (Actualisation) cannot be discussed in terms of traditional scoring, but must be qualitatively analysed and reviewed in the presence of the child who answered it to determine the degree of self-criticism and the honesty of his answers. Scores and percentages will thus only be mentioned hereinafter for facility of reference.

After the pilot study, Questionnaire One (Becoming) was administered to the entire research population of 80 in order to assist in the identification of pupils restrained in their becoming. The average "score" on Questionnaire One (Becoming) was 73,9% which is very high for an average percentage (indicating the inappropriateness of only a score). Furthermore only six pupils scored less than 60%. The three pupils eventually selected for study received 54% (the lowest score received by anybody tested); 69% and 74%.

4.2.4 Interviews with teachers

These interviews were based on Questionnaire Two-B (Actualisation), previously answered by the teachers. It was surprising to find that most teachers had not observed the selected children well enough to enable them to give detailed answers on their behaviour, and that there were vast discrepancies in the answering of the same question by different teachers. In general though, despite work pressure, teachers were most co-operative. They tended, however, to over-simplify and put unco-operative attitudes of chosen pupils down to laziness or bad manners. Few tried to look behind the recalcitrant behaviour for possible causes. This was probably owing to an inability to think fundamentally about the children's behaviour.

4.2.5 Interviews with parents

As was expected, parents tended to concentrate on the good side of their children and to ignore their unhappinesses. There were also huge differences in the answers given to the same question by parent and child. The striking fact is that in the case of all three of the selected children, the father was unavailable or uninterested in answering the questionnaire. The mother was,

on each occasion, the interested party who supported and cared for the children.

The society which fosters children restrained in their becoming, appears to be a matriarchal society, in which the mother is the adult who runs the home, looks after the finances and sees to the children's needs. The mother was in each case most defensive of her children and readily denied the slightest intimation that she was not doing her utmost for their good.

4.2.6 Interviews with the children

It was during these interviews that it became clear just how misunderstood restrained children are by their teachers and parents. Their real problems and causes for unhappiness are often completely bypassed. Owing to practical considerations, one child was interviewed in his home, one in a classroom and the third at his place of work, and their varying degrees of frankness may be related to the above locations from great to little, in that order.

4.3 RESEARCH FINDINGS

4.3.1 Individual case studies

The facts in this section have been accumulated from observation of the selected children, from all questionnaires answered and interviews held. Brief background details of Schalk, Tracy and Albertus are supplied as a precursor to the findings gleaned from the questionnaires and interviews.

4.3.1.1 Schalk

Schalk is a red-headed, hefty boy in the Standard Eight class. He presents himself as lazy and lethargic, and often sleeps in class once he has completed his work - which he does very quickly. Most of the time he is quiet and withdrawn and keeps to himself. He has a history of dyslexia which came to the fore in Standard Two, but

which was soon rectified by remedial work. He has an I.Q. of 101 on the NSAGT (ST), with a non-verbal score of 110 and a verbal score of 92, but appears far brighter than his total score would suggest. His teachers all agree that his intellectual potential is not being exploited.

He is the second of three other brothers. His mother and father are divorced but live under the same roof. Schalk was selected because he appears to be extremely bored (poor differentiation), reticent (poor exploration) and frustrated (poor emancipation).

His score on Questionnaire One (Becoming) indicates that he is evidently restrained in his becoming (54% - the lowest score achieved by any pupil in the research population).

Schalk's mother presents a very homely, sincere and caring front which tallies with her occupation of caring for mentally handicapped people. She was immensely co-operative and perceptive during the interview and strikes one as an intelligent, unselfish person. Any restraints Schalk may be experiencing, therefore don't appear to stem from this source. According to her, Schalk is her favourite son and because he is the easiest to handle and the most helpful in the home, he is the closest to her. She claims he has a good relationship with his three brothers. Her husband does not share in looking after Schalk, of whom he is very critical. Schalk takes after his father in having a short temper, and their relationship is such that Schalk walks out whenever his father starts talking. He prefers to have nothing to do with his father, since he considers him extremely selfish. Thus a respected father-figure is lacking and this may be considered a restraining influence in Schalk's becoming.

His mother disclosed that Schalk was hyperactive from birth until Standard Six, when the doctor recommended a video machine to help keep him still. He is now addicted to videos, which is limiting

his involvement in other spheres and he has grown physically lazy and overweight. He is most concerned about his excess bulk but cannot stop eating. His mother says he has resigned himself to this shortcoming; however it continues to affect his self-concept adversely.

It is his mother's opinion that Schalk is becoming the person he ought to become, but that he needs more time and attention from her to do better and realize his potential. This could be the case, but it is more likely that he needs a more accepting and less critical attitude from his father. During his personal interview, once Schalk opened up, he displayed an immensely active brain and surprising maturity and depth of thought. His knowledge of science and modern technology is astounding. Thus the fact that he is taking Science and Maths on the Lower Grade at school is disconcerting . According to his teachers this is unnecessary. This is an example of how Schalk's intellectual capacity is being under-actualised.

Relationally, he says he is happier with his own company than with crowds. For that reason he would like to get out of the "rat race" and become a nature conservationist. He has chosen only two male friends on whom he can rely and is contemptuous of his other peers' childish behaviour. He therefore mostly ignores them , effectively cutting off good relations with his classmates, which are essential to his adequate becoming and actualisation.

He is convinced that he is realizing his potential and becoming the person he ought to become - regardless of all restraints. Hopefully Schalk is right, but the question remains whether he is transcending himself to the point of moving beyond himself and accepting others unconditionally, since no man is an island!

4.3.1.2 Tracy

Tracy is a very pretty blonde girl in Standard Nine. Her physical presentation is one of confidence and poise combined with a touch of disdain. She has plenty of friends and spends a great deal of her class-time talking to them, yet remains aloof from her teachers and is difficult to get through to. She is the middle sister of three, the youngest of which is a daughter of Tracy's present step-father. She resents the latter's attempts to rule her life. It is a well-known fact amongst her teachers that Tracy is performing way below her potential since she has an I.Q. of 130 on the NSAGT scale (N.V. = 130; V = 128) but her results are very average. In fact there has been a steady decline in her marks since primary school. The main reason she was chosen for this study is that she does not comply with the criteria for adequate becoming, e.g. distancing and objectifying (see next section). Although she has definite plans for the future and is performing adequately in the relevant subjects at school, it was agreed upon by all of her teachers that she is restrained in her becoming, considering, amongst others, her I.Q. score.

On interviewing Tracy's mother, the latter presented herself as not very well-kempt or caring about her appearance. She is a housewife who looks after Tracy's small step-sister at home. She is quite defensive of her current husband (who is Tracy's step-father) and maintains that the two of them do their best for Tracy and her older step-sister, (who are incidentally in the same class at school, due to her having failed a year).

Tracy's real father was very intelligent, which evidently accounts for her high I.Q. Her mother seems over-concerned about her daughters' going the same way as she did - both daughters have separate fathers. She knew Tracy's real father for only two years

and her step-sister's for four. She is now married to the father of her third and fourth daughters. Her concern is understandable!

Tracy's step-father was unfortunately at work during this interview, but according to one of Tracy's teachers, he looks just as unkempt as does her mother. The girls are, however, always impeccably neat and clean (which could be an attempt on their part to reject their parent's low standards). He is also over-anxious about his step-daughters' well-being because he doesn't want them to go the way his sister went - she's a "Jap joller" (a prostitute who patronizes the Japanese). He had a terribly harsh life himself, having to go and work at 13, when he was put into an institution for neglected boys. Tracy's grandmother looked after her from babyhood until the age of eight or nine because the former did not approve of her son hitting the girls. Tracy's lack of respect for her parents is thus also understandable, and may be regarded as a definite restraining influence on her actualisation.

Tracy's mother herself feels that her daughter is not becoming what she ought to become owing to her home circumstances, but seems at a loss as to what she can do to improve the situation - she is indeed part of the problem. It appears very hurtful to her that Tracy would prefer to leave home and feels so restricted. After all, she is only doing her best to protect the child from her own fate. She says that Tracy has changed for the worse lately, in that she has grown rebellious, unhelpful and has withdrawn completely.

This interview confirmed and explained Tracy's dissatisfaction with her parents who appear to be expecting only the worst from her and who, in their eagerness to protect her from "her fate", are preventing her emancipation and restraining her from becoming an actualised person.

In Tracy's personal interview, she revealed that her relations with

her peers are exceptionally good, although she has no boyfriend at present. She worries a great deal about her social life, doubtless to compensate for the claustrophobic atmosphere she encounters at home.

Her relations with her siblings (three step-sisters) are quite good now, despite earlier tensions with her mother affording too much attention to her youngest step-sister.

She believes that her mother has no faith in her and her older sister, since she is overly concerned about their safety and about pleasing her husband, who controls her and everybody else.

She finds her step-father extremely restrictive and domineering. He doesn't allow her and her sister enough freedom to be themselves, ("he just wants to show he's the boss"), preventing adequate emancipation. Tracy really wants to leave home, which is merely a place to live - like a hotel - so that her basic needs for safety and security remain unfulfilled.

When asked about her academic achievements, which she is aware are way below her capacity, she confided that she did well in primary school, but never received as much praise as did her sister for simply passing. She has subsequently stopped trying to excel, since she never gets any recognition for her efforts. Now her sister, who failed a year and has a far lower I.Q., is doing better than Tracy is. This speaks volumes about the value of praise, and about the need for educating parents as to their children's needs.

4.3.1.3 Albertus

Albertus is a morose, moody and aggressive young man in the Standard Nine class. He has an older brother and a small step-sister, and is average as far as physical looks are concerned. He acts

desperately unhappy, is often depressed and hates school vehemently. He is only there, because his mother forces him to be, intimating how completely meaningless school is for him. His I.Q. score on the NSAIS is 112 (N.V. 98 and V:121) and his score on the NSAGT is 91 (N.V. 92 and V:92). It is evident by these results that he has considerable verbal potential (121) but that this potential only came to light when he was tested on the individual I.Q. scale. He therefore apparently does not respond to group situations, which could be influencing his academic progress very detrimentally, as his shocking results would indicate. The fact that his present school is his sixth, surely also accounts for his poor results, although he has not yet failed a year. At school he has only one close friend since he is contemptuous of most of his peers, although he has four other good friends outside of school. He was selected for this study not because of his score on Questionnaire One (Becoming), which was above average - 74% - (although there is definite evidence of restraint in his answers), but because of his immensely negative self-concept and relations with his schoolwork and others, indicating that he is restrained in his becoming - especially with respect to exploring and differentiating. (See section 4.3.2 below).

Albertus gets on with his two-year-old step-sister very well indeed, but does not mix with his older brother.

His mother maintains that their home is very comfortable and that there is nothing for Albertus to feel ashamed of. However, she admitted to resenting her mother-in-law's staying with them, although she does everything in her power to prevent arguments. Albertus can't stand his granny (in-law) either, as she nags him all the time. None of the family enjoys having to support her, but her son (Albertus's step-father) doesn't seem to care. He is not very responsible with money either and, like a child, wants to buy unnecessary things for himself all of the time. These problems result in frequent arguments in the home (as Albertus discloses in

Questionnaire Three - Unfinished Sentences - numbers 2 and 10), and this does not make for a very pleasant atmosphere. This is a clear source of unhappiness for Albertus.

In sum, his teachers agree that he is not becoming what he ought to become, or realizing his obvious potential.

Albertus's step-father was unavailable to be interviewed as he does shift-work. Albertus's mother was interviewed at her place of work, an office in a supermarket, since she only arrives home from work rather late. She was most forthcoming and had only positive things to say about her son. She divulged the following:

His relationship with his mother is good and he is a willing, co-operative helper at home. His relationship with his step-father is not close - Albertus tries not to get in his way. Albertus wants nothing to do with his real father at all. He won't even talk to him on the phone. Albertus's mother brought the boys up on her own for six to seven years. There is now no communication whatsoever with her ex-husband's family. Here is another example of the restrained child's unfulfilled need for a loving relationship with a father. Throughout the interview Albertus's mother referred to her son by the affectionate term 'Bertus,' which is suggestive of their companionable relationship. In short, Albertus is his mother's blue-eyed boy who, in her eyes, can do no wrong.

Of all the interviews with parents, this one revealed to the greatest extent how unaware parents can be of their children's unhappiness, even when they are on good speaking terms, such as in the present case.

Albertus tried to circumvent a personal interview, asking why teachers have to be so "nosey," indicating a fear of being "discovered" and thus a poor self-concept. Unfortunately this

interview had to be conducted at Albertus's place of work when he was rather rushed, owing to practical problems. Seeing that he was the least co-operative of the three pupils selected for study, this setting was most awkward, though not unproductive.

Albertus says of himself that he has a short temper, is impatient and is sensitive to criticism or hurtful words. He feels teachers don't like him, he is dissatisfied with himself as a person and cannot accept his less than perfect appearance (all indicative of an inadequate self-concept). He seems almost obsessed with the fact that he does not have enough money to enjoy all the good things in life, although according to his mother he has everything he needs and earns so well at his job, that he sometimes gives her money for herself. (This might connote a basic lack of security, which is underlined by his fear of his parents' death).

Vrey (1979 : 42 - 43) suggests that an individual who is overly concerned with himself - with his basic needs and wants - cannot be released to envisage distant goals. Albertus's concern about his lack of money is evidently restraining him from setting positive goals for the future.

With reference to his future and his potential Albertus is not sure whether he has the potential or ability to become what he wants to become - a chef. He does not want to be presumptuous as he is very aware of his limitations. Moreover, he doesn't feel confident to set either short-term or long-term goals because he might not even be living tomorrow. He prefers to simply wait and see what happens, demonstrating a fatalism which is depressing in someone so young. In conclusion, Albertus's hugely negative self-concept, his pre-occupation with his needs and wants and lack of confidence in himself and the future, seem to be creating much of his dissatisfaction, and restraining him in his becoming an actualised person.

4.3.2 Children restrained in their becoming - a qualitative assessment of Questionnaire One (Becoming)

The three selected subjects' answers to Questionnaire One (Becoming) will be analysed here in order to show that these pupils may be regarded as restrained in their becoming. Their responses will be discussed in terms of the modes of becoming, and the facts obtained from observation of these children will also be brought into consideration in proving that the selected scholars are in fact restrained in their becoming.

4.3.2.1 Exploring

Schalk, Tracy and Albertus are experiencing inadequate exploring for the following reasons:

Inadequate social exploration is indicated by Schalk's and Tracy's lack of confidence to go out on their own and by Schalk's and Albertus's discomfort when other people develop a close relationship with them (which was proved by Albertus's guarded attitude during his personal interview).

Inadequate exploring of their life-worlds is shown in Tracy's and Albertus's lack of interest in doing things such as rearranging their own rooms or organizing their own study timetables. Tracy seldom likes to take part in physical activities, and Albertus does no sport whatsoever, demonstrating a lack of physical exploration. Schalk seldom makes new friends and is mostly afraid to ask a question in class, in case his class-mates laugh at him, suggesting unsatisfactory exploring on a cognitive level, due to relational difficulties. The result is poor orientation to his life-world and deficient situatedness.

4.3.2.2 Emancipating

Both Tracy and Albertus find it extremely hard to say goodbye to people they have to leave behind (conveying insufficient social emancipating and an inability to emancipate themselves from the past and face the future independently). Schalk is not experiencing cognitive emancipation as he is often too shy to give his view of a matter in class. Socially his emancipation is also being limited as he is almost never allowed to choose his own friends.

Tracy's inadequate emancipation is one of the most striking features of her restrained becoming. She feels very strongly that she is not becoming a person in her own right and that this is the fault of her parents who are too afraid to let go.

Neither Schalk nor Albertus is experiencing adequate physical emancipation as they are so concerned about their undesirable physical looks, that they miss out on the social occasions which might liberate them from the restraining effects of self-obsession.

4.3.2.3 Distancing

Schalk thinks that he is often too emotional or temperamental, revealing that he is still on the level of sensopathic and pathic experience, instead of having advanced to mature pathic experience (Sonnekus 1973 : 36). He says he sometimes has difficulty restraining himself from killing somebody. On a physical level he is over-concerned with his fat appearance, which suggests an inadequate stance toward himself. Tracy's unsatisfactory distancing is indicated by the fact that she seldom looks forward to being an adult (Quote : "Look at the examples I have!") which shows she is not distancing herself from childhood in a healthy fashion. On a cognitive level she has difficulty concentrating in class, which connotes ineffective distancing of herself from the subject matter.

4.3.2.4 Differentiating

Boredom is a sure sign of inadequate differentiating, and it is clearly seen in Schalk's and Albertus's frequent boredom with other people, with life in general, and with school in particular! This is no doubt the reason Schalk sleeps so much in class and tries to get his work done as quickly as possible, and why Albertus shows such indifference, and for that matter, why Tracy talks so much instead of attending to her schoolwork. The fact that all three families may be regarded as sub-economic, no doubt also precludes sufficiently differentiated experiences.

4.3.2.5 Objectifying

All three pupils find it difficult to accept school rules, which are objective norms, thus demonstrating ineffectual objectifying on a normative level. Schalk also finds it difficult to make decisions, most likely because he cannot objectify issues. Tracy's and Albertus's faulty objectifying on a cognitive level is evidenced by the fact that they seldom like to play games in which they have to solve problems, since abstract thinking is required.

4.3.3 The actualisation of children restrained in their becoming - a qualitative assessment of Questionnaire Two (Actualisation)

In this section the responses of the chosen subjects to Questionnaire Two (Actualisation) will be reviewed in terms of the various categories of actualisation, in order to reveal how children restrained in their becoming actualise themselves. Information extracted from Questionnaire Three (Unfinished Sentences) and all of the interviews will be used to complement the selected pupils' responses to this questionnaire.

4.3.3.1 Significance attribution

The three chosen students all experience inadequate significance attribution since, on a cognitive level they can seldom or almost never see how their schoolwork may be applied in actual life. Tracy, as a result does not have the willpower to finish her homework before relaxing. She especially detests Biology, since she sees no relevance at all in the subject, and regularly fails it hopelessly. Interestingly, her previous Biology teacher maintains that Tracy was one of his best students. This proves that she is not achieving because she is not sufficiently motivated to do so, and therefore does not want to, demonstrating conative resistance. All of these pupils also find that school rules cramp them, i.e. they cannot see the normative sense therein. Both Schalk and Tracy are often involved in activities (schoolwork and housework) which they consider a waste of time. Consequently Tracy tires easily and has difficulty concentrating in class.

Poor significance attribution affects Schalk's and Albertus's relationships with others detrimentally since most people misunderstand them (their teachers confirm this) and Schalk mostly has difficulty understanding other people too. Normatively they are often confused about what is right and wrong behaviour, or are concerned that what they are doing is the right thing. Because Tracy is not praised frequently enough by parents and teachers, she does not experience the affective pleasure of her success and in consequence does not see the point in succeeding.

Their inadequate attribution of meaning has resulted in the failure of these restrained children to construct and orientate themselves to a meaningful life-world.

4.3.3.2 Involvement

A dislike of involvement with other people has affected Schalk's and Albertus's relationships negatively, since their behaviour is seldom acceptable to other people and they seldom involve themselves in activities which are purely for the sake of others (Schalk asks : "why should I, when no-one helps me?"). That their relationships leave something to be desired is portrayed by the fact that they both wish their relationships with others were better. Schalk and Albertus each have only one good friend at school (not a girlfriend). Although they have generally good relations with their siblings and their mothers, both have very little time for their step-fathers, as does Tracy. This lack of a loved and respected father-figure has enormous ramifications on the adequate becoming and actualisation of a child, as may be seen in the present three cases.

A negative relationship with schoolwork has affected these children's involvement at school derogatorily, for example, because Schalk is uninterested in his schoolwork, it causes him to tire easily and he therefore does not possess sufficient willpower to work before play. (The conative aspect of his involvement is lacking). At the same time he is seldom busy enough for his liking, no doubt with things in which he is interested, again showing inadequate involvement. Albertus finds it difficult to get started with a task on his own and this indicates a shortage of motivation and drive (intentionality). The same lack is demonstrated by the fact that Tracy finds it a burden to practise regularly, a necessary factor for successful involvement in any activity.

4.3.3.3 Experience

The unsatisfactory experience of children restrained in their becoming is indicated by Schalk's and Tracy's feeling that they seldom have enough pleasant experiences, and that the latter is

intensely unhappy and lonely at home, feeling left out. None of these children experience the affective pleasure of success at school or at home, since they report that their teachers and parents seldom praise them when they do well (a point for both teachers and parents to be made more aware of). For Tracy school is just a necessary burden - only her friends make life bearable. Schalk's physical experiences are not positive either, as in his opinion he almost never has a healthy body - he is too fat. On the same note, Albertus is almost never prepared to accept those things about his body that he does not like - he considers himself inordinately ugly. Small wonder that his overriding affective experience is one of anger and frustration about life.

The experiences of these restrained children are consequently not making an adequate contribution to their actualisation.

4.3.3.4 Self-concept

A very negative self-concept is often found amongst pubescent adolescents. However, in children who are restrained in their becoming, this inadequate self-concept monopolizes their feelings about themselves as persons. In this context note that Schalk seldom feels good about himself as a person and is often unhappy with himself as a person. This is evidently as a consequence of his overweight body. According to his mother he often stays at home instead of going out because he is ashamed of what he looks like. He and Albertus are easily hurt when someone criticizes them, and can almost never smile at that person. Albertus, furthermore, often thinks of himself as not as good as others, seldom sees his body as unique and special, or feels good about himself as a person, because he thinks he is ugly. In fact, the main restraining influence in his life appears to be his unreasonably negative view of himself and his abilities.

Tracy's physical self is the part of her self-concept which is most positive - she is most attractive. She therefore mostly feels good about herself as a person, but this is counterbalanced by the fact that she often feels like a failure when she fails a test or exam, in fact her greatest fear is to fail a year at school. (Questionnaire Three - Unfinished Sentences - number 17). She moreover has a powerful need to be treated as a person in her own right, both by her teachers and family, i.e. she is not being recognised for whom she is by others. (Questionnaire Three - Unfinished Sentences - numbers 3,5 and 10). This impression of hers is born out by the fact that her teachers' answers to Questionnaire Two-B (Actualisation), show a vast difference to Tracy's answers to the complementary questionnaire, indicating a misinterpretation of the real Tracy. Perhaps her reluctance to reveal her true self could be due to a basic distrust of adults - she has no faith at all in her parents. Her English teacher suggested that her reluctance to communicate with her teachers might be through fear of having to face up to her actual potential, which is considerable.

4.3.3.5 Self-transcendence

With regard to self-transcendence, Schalk is having some difficulty moving beyond physical, cognitive, affective and social restraints to actualise his full potential. Physically, he is overweight and has red hair which causes his class-mates to mock him. He deals with this by withdrawing from social situations and has become a loner (as a result of poor relations with peers). He does have two close friends and is happy with his own company, but he has not completely succeeded in transcending himself physically since he has allowed his physical limitations to influence him adversely. His inability to move outside of himself has complicated his relations with other people and narrowed his life-world. Cognitively, he seldom surprises himself with better than expected achievements and feels that his schoolwork is not good, admitting unsatisfactory realisation

of his intellectual potential. He does, however, not consider himself stupid, but on the contrary sees most of his class-mates as fools in comparison with himself. This attitude doubtless does not enhance his endearment to them!

Because Tracy seldom surprises other people or herself by how much she can learn and achieve, she is exhibiting cognitive restraints. Due to the fact that she does not look beyond her unpleasant emotional experiences at home, but allows them to control her attitudes and behaviour, she is showing affective restraints. Because she seldom involves herself in activities which are purely for the sake of others, she has not moved outside of herself in her relations with others. She is consequently not transcending or actualising herself adequately.

Albertus's poor ability to transcend himself comes to the fore in his rare plans for the near future, his failure to impress himself or others with his achievements, and his reluctance to involve himself in altruistic activities (he spends too much time feeling sorry for himself).

The actualisation of Albertus and his two peers, who are examples of children restrained in their becoming, may therefore quite indisputably be deemed to be inadequate. All these children have in common definite fears and anxieties - e.g. Schalk has a phobia of spiders and having to fight and constantly worries about his mother; Albertus fears death and is anxious about the future, and Tracy has an overwhelming fear of failing a year at school. According to Vrey (1979 : 42) these "morbid defence mechanisms" effectively side-track energy away from becoming an actualised person. Du Plooy et al (1982 : 73) confirm this point that a child "cannot realize his potential as a human being ought to if he experiences anxiety about being in the world."

4.4 CONCLUSION

In this chapter the way the child who is restrained in his becoming actualises himself, was discovered by way of analysing three restrained children's responses to two questionnaires on actualisation, as well as their answers in personal interviews, and their general behaviour. In addition, the responses of their teachers and parents to similar questionnaires and interviews were taken into account. The restrained children were selected via their responses to a questionnaire on becoming. These responses were measured against a set of criteria for adequate becoming and qualitatively considered with respect to the observed behaviour of the pupils. The adequacy of these children's actualisation was gauged in the same way, that is by using the yardstick of criteria for adequate actualisation and by a qualitative analysis of their behaviour and other responses. The synthesis of these findings and the general conclusions reached will be presented in Chapter Five, along with certain recommendations.

CHAPTER FIVE

FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

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5.1 INTRODUCTION

In this chapter the synthesis of findings and overall conclusions drawn from this study is presented. Additionally, recommendations as to how another study of this nature may be improved are made; suggestions about the way in which teachers and parents of children restrained in their becoming may assist the latter to achieve their potential are forwarded, and the implications of this research for the future are delineated.

5.2 SYNTHESIS OF RESEARCH FINDINGS

The findings of this research project will be synthesized in terms of the questions and objectives set in Chapter One, in order to show how the questions have been answered and the objectives realized.

In the statement of the problem, the question was posed : what is the meaning children attribute to the reality in which they find themselves, and how does this attribution of meaning affect their becoming? The answer found is that these children attribute limited meaning to their work at home and especially at school, since they do not see the sense in most of the contents and activities in which they are involved. The result is lack of interest and motivation and poor academic achievement. This state of affairs affects their becoming in that they do not distance themselves enough from their situation in order to objectify their schoolwork, consequently having difficulty concentrating in class, making decisions, solving problems and accepting school rules. Their relationships are also adversely affected by their unsatisfactory attribution of meaning, since they often misunderstand others and are misunderstood by others. Albertus poignantly sums up the significance attribution of the child restrained in his becoming by stating: "I have no meaning in this world." (Questionnaire Three - Unfinished Sentences - number 11).

To answer the question, how do these children experience the reality of their particular life-world, and how does this inhibit their actualisation, it must be said that in general they do not feel they have enough pleasant experiences, either at home or at school. This robs them of the happiness which is characteristic of the actualising person. Albertus reveals how intensely unpleasant his life-experience is by

maintaining: "I would rather die than live the life I am now living." (Questionnaire Three - Unfinished Sentences - number 6).

The question was also posed : in what way is their involvement in the world around them affected by their experience thereof, and how does their involvement influence their actualisation? Quite simply, their involvement leaves much to be desired because of their negative experiences (e.g. Schalk's ridiculing peers, Tracy's over-protective parents, and Albertus's nagging grandmother). Schalk and Albertus therefore choose to involve themselves with other people as little as possible, and Tracy ignores all adults. Their involvement with their schoolwork and sport activities is consequently marked by listlessness, apathy, lack of willpower and drive, which in turn adversely influences the actualisation of their intellectual, physical and other potentialities.

The question : how are these children situated, how do they orientate themselves to their particular situatedness, and how does this affect their actualisation, has partly been answered. It is sufficient to say that as a result of their paucity significance attribution, they are poorly adjusted to their situation and inadequately orientated to their life-world of relations. Consequently their actualisation is badly affected, since no child can realize himself effectively without positive relationships - and especially a positive relationship with himself.

With respect to this last statement, the question was put: what type of picture do restrained children have of themselves; is their self-identity, self-esteem and self-concept affected, and what role does it play in their self-actualisation? The child restrained in his becoming has a faulty self-identity, low self-esteem and a negative self-concept as is indicated by Albertus's belief that he is not as good as others, Schalk's reluctance to go out because of his weight-problem, and Tracy's fear of failure. An inadequate self-concept, according to the literature, is the factor which to the greatest extent prevents self-actualisation.

Finally, self-transcendence is not a characteristic of the child restrained in his becoming, since the child has not succeeded in surmounting either his physical imperfections, his cognitive limitations, his negative affective experiences or his

relational difficulties. In short, he has not moved beyond himself.

The primary objectives of this study have therefore been met, i.e. to describe the actualisation of the child restrained in his becoming, and to discuss how this child's situatedness, orientation and relationships inhibit the development of his full potential.

These findings are of special significance to the teacher and other educators who are and should be willing to accept the challenge of assisting these pupils to realise their full potential. This will be discussed in paragraph 5.4.3.

5.3 CONCLUSIONS

5.3.1 General conclusions

A few general conclusions will be stated first and then the specific conclusions which have been empirically proven by this investigation.

5.3.1.1 The term disadvantaged

It is clear that it is scientifically more appropriate to refer to "the child restrained in his becoming" than to "the disadvantaged child." The former takes into account the total situatedness of the child whilst the latter often neglects this. In colloquial language "disadvantaged" often suggests the lack of material benefits such as food and shelter.

5.3.1.2 Sources of restraints

Restraints in becoming stem from inadequate exploring, emancipating, distancing, differentiating or objectifying. This study suggested that the restraining influences in a child's life can mostly be traced to unsatisfactory relationships with parents, teachers, peers, siblings, self or schoolwork - especially relationships with parents, and not to poverty, as was previously assumed. The

children selected as being restrained in their becoming, without exception have broken homes, which is adversely affecting their actualisation.

5.3.1.3 The relative meaning of being restrained

It seems that almost all people may be found to be restrained in some way or other, depending on the norm stated, even if it is a subjective norm. This might be because a person rarely if ever experiences the ideal situation for becoming - indeed the nature of this world is imperfect and we are all born into potentially restraining circumstances.

5.3.1.4 The influence of a "disadvantaged setting"

In a "disadvantaged setting," however, the child is at considerable risk of being restrained in his becoming, but he does not necessarily succumb to the restraining influences. For this reason pupils in an area, a school or group should not homogeneously be termed restrained. In the current investigation for instance, it was revealed that the headboy and headgirl of the school under study, and who live in the area, appear to be winning the battle against restraining influences. They excel academically, are involved in all spheres of school and extra-mural life and, most importantly, have very good relationships with others and with their parents. They may furthermore be rated as actualising persons.

5.3.1.5 One restraint and being restrained

A child who is restrained in one or more aspects of his becoming may be considered restrained in his becoming. If he is restrained in only one respect, for example emancipating, this is enough to restrain his becoming. In fact this study shows emancipating to be the most important mode of becoming, since in the case of all three

selected pupils, this was a major problem area. Naturally, however, there is more chance of a child overcoming one restraint than many. A child who is not experiencing adequate emancipating has difficulty becoming an actualising person in his own right.

5.3.1.6 Being restrained and actualisation

The actualisation of a child restrained in, for example, emancipation as an aspect of his becoming, is affected in every respect. The child's significance attribution is ineffective, since he does not see the sense in the many unnecessary rules of his parents, which govern his coming and going (cf. Tracy). These rules are experienced as cramping (cf. Schalk, Tracy and Albertus). This feeling results in listless, indifferent involvement at school.

Because the child experiencing inadequate emancipating is so involved in pleasing his parents, he does not possess sufficient drive or motivation to please his teachers and his involvement with his schoolwork suffers.

The inadequately emancipated child feels so trapped by his parents that his experiences are of necessity unpleasant (cf. Tracy), so much so that he/she would prefer to leave home. His unhappiness causes his schoolwork to suffer, which creates more unpleasant experiences and a damaged self-concept, effectively limiting self-actualisation.

A negative self-concept is concomitant with inadequate emancipating, since a child who is not afforded the room/space to live his own life and be his own person, cannot feel good about himself or develop confidence in his own abilities.

Self-transcendence also becomes impossible when emancipation is inadequate since the child has not been freed to live above his present restrictive world or himself. In fact it is often his parents'

unconscious goal to prevent him from self-transcendence because with self-transcendence comes the child's realisation of the independent self and release from his parents.

5.3.2 Specific conclusions

It has been empirically demonstrated in this project that:

- It is highly likely that a pupil who sees himself as being restrained in his becoming, could be a non-actualiser.
- A child who is failing in his long-term goal of becoming an adult, is not very likely to be succeeding in his short-term objectives of actualising his potential in specific life-areas adequately.
- A child viewed by others as restrained in his becoming does not necessarily evaluate himself as being restrained in his becoming (as the selected children's answers to Questionnaire One - Becoming - showed). This could be owing to a faulty understanding of the self or a desire to hide the true self, or perhaps others' faulty understanding of the specific child!
- Children regarded by others as not restrained in their becoming and as actualising persons (e.g. headboy and headgirl) could evaluate themselves as restrained in their becoming.
- Hence, a pupil who sees himself as restrained in his becoming could be an actualiser.

5.4 RECOMMENDATIONS

5.4.1 Research design

5.4.1.1 Research population and identification of pupils

The research population for such a study should preferably be at least 100 pupils. This number should include Matrics since they are the most mature pupils and respond the best to the type of self-analysis this study requires. However, identification of pupils may not be considered a quantitative matter based on children's subjective views. It should rather be qualitative, covering as many fields as possible and involving as many views of informed and involved educators as possible.

5.4.1.2 Pilot study

A minimum of half an hour is adequate to answer all three questionnaires.

Standard Eight pupils should be employed instead of Standard Tens for the pilot study as the former might give a better idea of the clarity of question formulations.

5.4.1.3 Interviews

It seems like a good idea to utilize the occasion of the interview for the teachers to answer the questionnaire, or perhaps to dispense with the questionnaire entirely, if desired.

It is suggested that a great effort be made by researchers to interview both parents, preferably separately, in order to gauge their different perspectives. This, however, may mean a lady having to drive at night to a home or even a place of work (which is not recommended)

and might be regarded as unnecessary prying. The above problems were all encountered in the present case.

It is regrettable that none of the fathers of the children in this study were contactable, since the father of the family might have added a valuable perspective.

None of the parents to whom questionnaires were sent beforehand, found the time to answer them (possibly because of fear of self-exposure or insufficient motivation from the researcher beforehand) so that the researcher was required to go through the questionnaire at the time of the interview. The latter course is recommended as parents could be put at ease and assisted not to misunderstand a question. The researcher can probe into answers and attitudes and get to the essence of matters, as parents tend to paint their child in the best light.

Interviewing the mother before the child, should be actively averted since the interviewer could develop preconceived ideas about the child before his personal interview.

5.4.2 Assisting the child restrained in his becoming

It is the privilege of teachers and parents to assist children who are restrained in their becoming in realizing their potential, although their full potential might never be achieved. Teachers and all educators should be optimistic about a child's education. Since it is most frequently as a result of broken homes and unstable relationships with parents that children are restrained in their becoming, the task of guiding children towards actualisation often rests on the shoulders of the teacher - especially today, when an alarmingly small proportion of families are in tact. First of all the child's, also the family's, physical and basic needs should be attended to since no person can transcend the concrete situation if the primary struggle is to survive. If a family is sufficiently provided for, parents can educate properly and children can

actualise their potential.

Children from "disadvantaged settings" (see paragraph 5.3.1.3) should be assisted to actualise themselves as well as possible, in the fields of their strengths and interests. Minor successes in actualisation will obviously have a positive effect on the modes of becoming and their becoming as such.

Actualisation (a short-term endeavour) in one minor area can instigate actualisation in other areas and eventually have a major influence on the child's becoming (a long-term endeavour).

5.4.2.1 Teacher training

All student teachers should be taught the concepts of actualisation and becoming, the differences between these and their relationship to other events in the lives of children, such as learning. Only then will teachers realise that support towards proper becoming starts at the level of support towards actualisation in specific areas.

In the future South Africa teachers should undergo specialised training to enable them firstly to identify the child restrained in his becoming and secondly to actually assist this child. Teachers should be trained to know the symptoms of a child who is

- restrained in his becoming
- not actualising his potential
- not physically and basically attended to.

It is necessary for teachers to be taught to think fundamentally about their charges and to look behind children's unacceptable behaviour for the apparent reasons. They should also be trained to help children realise their potential in the following ways:

For example, if teaching the subject English, the teacher could

promote adequate significance attribution by choosing comprehension passages dealing with issues of immediate interest to the child, such as pop music; by debating issues such as abortion and selecting set books which highlight important moral principles such as honesty. Once the child's interest is aroused and he sees the meaningfulness of English classes, he will become involved in learning himself. He will be motivated to do well at this subject as he sees the relevance of it to his daily life and the world of work. As he experiences the pleasure of success in one subject, he will experience the incentive to achieve in other areas of his life too, thereby building a good self-concept. A healthy self-concept is a very important step towards self-transcendence, which occurs when the child loses himself in the joy of learning for its own sake.

By being taught the value of group-work, the teacher may facilitate relationships among children who are adjusting to divorce or remarriage in their homes (Barney & Kaford 1987 : 60 - 61). In this way the child who is restrained in his becoming because of relational difficulties may be assisted in overcoming these restraints and actualising himself completely.

5.4.2.2 Parental guidance and involvement

Forward-looking principals and teachers are aware of the willingness of all categories of parents to be involved in the education of their children and are daily finding new ways in which to help parents help their children actualise themselves. All principals and teachers should therefore be made aware of their task to involve and to guide the parents of their pupils in answering the latter's needs.

To improve school-parent communication Saxon (1987 : 29) suggests the compilation of an information booklet by the school and given to parents in order to make them feel more involved and knowledgeable about the school and more than mere suppliers of

funds.

Parents should, *inter alia*, be guided to accept that they should aim at the realisation of short-term objectives such as the proper attribution of meaning, or becoming involved (aspects of actualisation), in order to ensure that the long-term objective of becoming can be achieved.

5.5 QUESTIONS THAT MERIT FURTHER INVESTIGATION

The following interesting questions, among others, remain unanswered by the present research project:

Under which circumstances can a pupil found by teachers to be restrained in his becoming, evaluate himself as being not restrained in his becoming and actually be an actualiser?

Can a pupil found by teachers to be not restrained in his becoming, evaluate himself as restrained in his becoming and be a non-actualiser?

5.6 FINAL WORDS

It is fitting to end this dissertation with Gándara's advice (1989 : 8) : "We [should] start by defining our children as an economic resource - not through the platitudes behind the creation of remedial programs for those children, but in a very personal way, acknowledging them as our children, our resource ... The future will depend on the economic productivity of these children - our children."

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