

## CHAPTER V

### A LIMITED EXPLORATORY, EMPIRICAL INVESTIGATION: THE MEANING GIVEN TO THEIR SCHOOL SITUATION BY A GROUP OF STANDARD NINE (11<sup>TH</sup> GRADE) STUDENTS

#### 1. INTRODUCTION

To subject the theoretical speculations and preliminary conclusions arrived at in the previous chapters to the test of one or another form of empirical verification, a variety of possible approaches could be followed. An attempt at empirically unraveling the total problematic of the possible contribution of the school to a child's inadequate personal unfolding in a comprehensive way, with a consideration of all the determinate and indeterminate factors,<sup>(1)</sup> would be extremely pretentious. Therefore, it is decided that the aim of such an investigation, out of necessity, is a total perspective on the theme of the study.

Since this theme presents a multi-faceted problematic, of which the relative and causal coherences also are extremely difficult to define, there also is a decision for a qualitative-exploratory, rather than a statistical-quantifying approach. Accordingly, the critique of the data made available by such an investigation is criterion-directed, as norm-directed.<sup>(2)</sup> This simply means that there is an interpretation by comparing the hierarchy of achievement among pupils, but rather, it will occur against the background of a chosen system of reference which, in this case, is the pedagogical categories already identified in the study of applying criteria to practice.

#### 2. METHODOLOGICAL CONSIDERATIONS AND THE AIM OF THE STUDY

Since this study primarily deals with the school's contribution to a child's personal unfolding, and since the quality of the outcomes of the actualized accompaniment in any educative situation are largely codetermined in positive and negative ways by a child's qualitative attribution of meaning to the interventions with him/her, there is

no reservation in assuming that it can be a fruitful undertaking to try to determine the actual meanings given by a group of school children to their situatedness. Consequently, a group of 272 standard nine (11<sup>th</sup> grade) students participated in the study with the good and real enthusiasm of two local heads, their personnel, and the students' themselves. There are two separate groups of students of 146 and 126. In the first school, there are 84 Afrikaans-speaking and 62 English-speaking pupils, while the second group consists of 64 Afrikaans-language and 62 English-language pupils.

To evaluate the total effective learning and personal actualization outcomes of such a group of children as such, instead of the titanic task of evaluating a child's qualitative experience of the accompaniment, they happen to receive because the effect of personal unfolding, even in the case of an individual child, is very difficult to distinguish, as the fruit of either home educating or the school, with which society and other milieu factors are complexly interwoven with a child's given potentialities, and limitations, and cannot be left out of consideration. For example, it would be very risky, based on group compiled data, to allege that an unfavorable (labile, unordered, attenuated) emotionality, a knowing, or sense taking hierarchy of meanings regarding any aspect of the educative situation at school necessarily are causally related to the authentic quality of actualizing the pedagogical essences in the school itself.

The example referred to above continually must be kept in mind, i.e., that no child's subjective, childlike judgment of his/her educators, or teachers cannot be viewed as obviously "true" or "valid" judgment. Naturally, this holds equally for positive and negative judgments which a child might make. Nevertheless, it remains a fact which is difficult to reason away, that no educator, in his/her turn, can make the claim of optimally and functionally accompanying, if he/she does not know, and understand a child in education. This implies that he/she also must be acquainted with how he/she changes an adult's accompanying help into "help-for-me" affectively, cognitively, and normatively.

### **3. PLANNING AND DESIGNING THE EXPLORATORY MEDIUM**

Earlier in the study it is stated broadly that the point of departure for an accountable orthopedagogic evaluation can be nothing other than the existing phenomenologically disclosed pedagogical structures on a macro level.<sup>(3)</sup> By means of a convergence of perspective, there is an attempt to synoptically penetrate the announce problem by applying some selected pedagogical categories as illuminative means of thinking, among which there mainly is concentration on relevant fundamental-pedagogical, didactic-pedagogical and psychopedagogical essences, which seemingly might have relevance in this regard. With these categories in mind, the following list of incomplete sentences is compiled in the hope that the children, in their answers to the appeal which is directed to them in this way, will disclose a small slice of the meaning of their school world, in connection with a suggested situation, or piece of its landscape. This would mean that both the adequate and inadequate realization of pedagogical essences, as experienced by these children in their school situation, become analyzable microstructurally, in terms of a quality of a continuum of meaning extending between the polarities of favorable and unfavorable.

Considering the broad spectrum of possible problem facets which might arise, and the level of friction between child and school, it is almost impossible to cover each aspect mentioned in the study by means of a carefully structured, or multivalent choice-type questionnaire without the scope of such a questionnaire being difficult to deal with in practice. Therefore, the “questionnaire” designed for the purpose of this study is cast in the form of an incomplete-sentence medium. To state the suggestions as “neutral” and as “open”, or as general as possible, there is an attempt to cover the most important subthemes suitable to the study and, nevertheless, to prevent the students from being confronted with a long list of items which, naturally, cannot be equally meaningful to each child. During the presentation of the sentences, the children are told that they are under no obligation to complete every single sentence, and are free to leave incomplete those sentences about which they had no opinion, or feeling. The list of incomplete sentences are presented in Afrikaans and for English speaking children an English translation is provided, since both schools involved in the study are parallel-medium (bilingual) schools.

Sufficient space is provided for reasonably elaborate responses, as well as for free commentary.

**PLEASE ANSWER THE FOLLOWING QUESTIONS WITH ONLY “YES” (Y) OR “NO” (N)**

Do you feel that you now perform your best at school?	Y	N
Do you think you can really achieve lots better?	Y	N
Have you failed any exam during the past year?	Y	N
Are your parents satisfied with your schoolwork?	Y	N
Are your teachers satisfied with your achievements?	Y	N
Are you satisfied with your achievements?	Y	N
Are you happy at school?	Y	N
Do you achieve less than you should because of problems at home?	Y	N

**PLEASE COMPLETE THE FOLLOWING SENTENCES**

1. The school ...
2. Most teachers ...
3. Male teachers ...
4. Female teachers ...
5. The meaning of what I have learned in school for my future ...
6. Physical education at school ...
7. In school I feel ...
8. Rules and regulations in school ...
9. Intelligent children ...
10. Less intelligent children ...
11. The teacher who meant most to me (why) ...
12. The teacher who meant the least to me (why) ...
13. Teachers usually view me ...
14. Teachers usually like ...
15. The strictest teacher ...
16. Prefects and class captains ...
17. The connection between the different school subjects ...
18. Guidance at school for me has ...
19. The atmosphere in most classrooms is ...
20. Religious instruction in school ...
21. Art instruction in school ...
22. My parents think the school ...

23. To work ...
25. A future marriage partner ...
26. Boys and girls ...
27. To fail ...
28. The relationship between school and reality (i.e., the world outside of school) ...
29. What I would gladly learn in school ...
30. Independent thinking in school is ...
31. Questions that I ask teachers ...
32. By most teachers, originality is ...
33. In tests and examinations it is expected ...
34. The schools' greatest fault ...
35. Literature at school ...
36. A genuine love for knowledge in school ...
37. The answers I give to teachers ...
38. My greatest interest ...
39. To attain the highest achievement in the class ...
40. In relation to the future, the present-day school ...
41. Racial relationships will in future ...
42. Youth preparedness ...
43. In my free time ...
44. In school my language abilities are ...
45. Regarding my own feelings, in school I have learned ...
46. Modern science can explain everything ...
47. In school I have learned that God ...
48. One day I really want ...
49. When in class I don't understand something ...
50. A teachers' knowledge of his own subject ...
51. To fail a standard (grade) ...
52. My guardian teacher ...
53. The greatest problem of my school career ...
54. In class I feel afraid ...
55. I find it difficult to learn when ...
56. The high point of my school career ...
57. I have difficulty concentrating when a teacher ...
58. My parents think teachers are ...
59. The status of teachers ...
60. In the afternoon at school ...
61. Many teachers' methods of teaching ...
62. I usually become bored in class ...

63. The learning material that interests me ...
64. Problems most difficult to try to solve in class ...
65. Maintaining order in the class ...
66. The connection between learning material from one year to that of the following year ...
67. On the sports field ...
68. When the bell rings ...
69. In the class individual attention ...
70. Children of less well-to-do parents ...
71. A child who is shy or unattractive ...
72. To work and learn together ...
73. The speed time passes in class ...
74. To pay attention during classes ...
75. In class I often feel miserable ...
76. The connection between new learning material and what I have learned before ...
77. The problems I must deal with in class usually are ...
78. During a lesson I easily become ...
79. Tests usually mean ...
80. The subject that I like most (why?) ...
81. When the teacher writes on the board ...
82. Drill work and the repetition of work ...
83. The quantity of work that has to be learned at school ...
84. Most textbooks ...
85. The applicability and usefulness of what I learn in school ...
86. An interesting lesson ...
87. The subject that I like least (why?) ...
88. In the primary school I was ...
89. Punishment for errors I made in schoolwork ...
90. The end of the year ...
91. Work that I easily forget ...
92. My greatest learning problem ...
93. My homework ...
94. My parents help me ...
95. Comments, recommendations, thoughts: The meaning of my school career for my growth and development as a person: ... ..

#### 4. THE INVESTIGATION ITSELF

It is explained to the children that they are needed as participants in a research project to try to determine how each one of them feels about their school education, with respect to their total development as a person. To try to ensure the greatest possible degree of seriousness, and honesty, it is mentioned that their responses to the questionnaire might possibly make a meaningful contribution to eliminating existing gaps and problems and, therefore, could indirectly extend to the benefit of future generations. They are requested to be as candid, but also as fair, and reasonable as they could be. Assurance is also given that the answers and identification details would be handled with the greatest confidentiality. It is also explained to them that the only purpose is to determine their own, personal feelings, and honest opinions, and that there are no “correct” or “incorrect” answers. Each group is requested to justify, as far as possible, any claims or feelings by way of explanations or examples, rather than providing personal information about the teachers, such as their names. In close relation with the guidance teachers at the different schools, the most recent average examination achievements and a recently established IQ score (NSAGT) was obtained for each child. In addition, each teacher involved with these children, as a class- or subject matter-teacher, was asked to provide a list of names of children who, in their opinion, are under achievers. The teachers also are asked to identify those children who, in general, under actualize their personal potentialities. Regarding both of these groups, the teachers are asked to indicate if such under actualizations, in their opinion, could be attributable to problems in educating at home.

#### **4.1 Ordering, systematizing, and interpreting the research data**

##### **4.1.1 Criteria for grouping the pupils**

With the “discovery” of a gap between the pedagogically achieved and achievable level of realizing personal potentialities, the orthopedagogic field of work is entered. In essence, such a gap means that there is a discrepancy “... between a child’s actual giving meaning on an emotional, intellectual, and normative level,

and his/her potentiality for attributing meaning, i.e., between his/her attained level of becoming adult, and his/her attainable level”, according to Van Niekerk.<sup>(4)</sup> In other words, the implication of this is that, possibly, because of inadequate or, at least, dysfunctional accompaniment, a child is involved in becoming alienated from his/her given potentialities for optimal personal unfolding.

**a) Inadequate actualization of personal cognitive potentialities**

To try to determine the pedagogically achievable level of each child, for the purpose of the present study, it is sufficient to refer to the latest IQ scores available. In evaluating them, it must continually be kept in mind that these group administered tests, in no sense need to be an accurate reflection of each child’s real potentialities, because any moments of restrained dialogue experienced by such a child in his/her school situation, obviously might also influence the IQ test situation. Thus, such a score also might merely be a representation of under actualized potentialities. Although hereby, in addition to one inevitably remaining stuck in an attenuated and one-sided perspective on a child’s personal potentialities, one also must correspondingly accept a pupil’s most recent average examination score as, at least, an indication of his/her pedagogically attained level in general. The determination of the presence, or not, of a gap between the two is made in terms of the well-known “formula” for correlating the IQ scores and average achievement scores in a scatter plot.

Then, e.g., a pupil with an above-average IQ, who is below the group average in his/her average achievement, is judged to be an “under achiever”, at least as far as realizing his/her intellectual potential. For the purpose of this study, a margin of 10% is required before a pupil is viewed as an “under achiever”. This means that a child with an average achievement score which is more than 10% less than what is expected (predicted) for his/her IQ is viewed as an under achiever. Since a human being, however, must continually be viewed as a totality-in-function, in communication with reality, it is asserted without fear of contradiction that, accordingly each child who manifests him/herself as an under achiever, is involved in



pedagogically unaccountable ways in becoming alienated from personal potentialities given with his/her being human, and that such a child also is headed for a societal and/or vocational fate where, perhaps, his/her abilities will not be allowed to be used appropriately. With this, indeed, it is added that giving defective meaning on an intellectual level, very likely will not figure forth in isolation from correlated unfavorable emotional, and normative moments of lived experiencing. For this study, under achievement, or the inadequate realization of intellectual potentialities, as expressed in examination results, is viewed as a way of manifesting the under actualization of personal potentialities in a school context. Subsequently, each child participating in the study is “classified” by this method as belonging to one of the following groups:

Group I: Pupils who apparently adequately actualize their (cognitive) potentialities at school (“actualized more than adequately” is included).

Group II: Pupils who evidently underactualize their (cognitive) potentialities at school.

**b) The inadequate actualization of personal potentialities in general**

It obviously is a much more complicated problem to design and treat a somewhat acceptable and available indication of personal ability in a general sense for the purpose of this type of study. Also, with respect to the pedagogically attained level of a child’s total personal unfolding, unfortunately there is no practical and obvious yardstick as in the case of a child’s achievement score which, at least by approximation, can give an indication of the level on which he/she actualizes his/her personal potentialities. Nevertheless, an attempt is made to consider the possibility of a more general restraint in becoming adult, or the alienation of personal potentialities, although here there is mere reliance on the informal, and subjective judgment of the teachers. With this, a third group of children is identified:

Group III: Pupils who, according to their teachers, under

actualize their general personal potentialities in school

**c) The disharmonious dynamic of the educative situation at home as leading to inadequate personal unfolding**

Because of the already mentioned profound intertwining of school and family factors, as leading to inadequate personal unfolding, it is considered advisable to select an additional group of children whose under actualization perhaps is mainly attributable to problematic moments in the primary, i.e., home, situation of educating. Once again, the identification of these children must suffice with the judgment of and conversation with the children's teachers themselves. This group is described as:

Group IV: Pupils belonging to groups II and/or III where there is mention of a problematic dynamic of family educating as leading to inadequate personal unfolding in the school.

**d) Evaluating and interpreting the completed sentences**

It is stated repeatedly that the point of departure for an orthopedagogic evaluation can be nothing other than the totality of the constituted pedagogical macrostructure. That is, the aim of the empirical research described here mainly is to test and corroborate, in practice, the problem facets illuminated as theoretical possibilities, and which this theoretical exploration already represents an explicit selection and convergence of the total categorical structure of the pedagogical, and decidedly, is to apply these already selected, interpreted, and combined categories to interpret the pedagogical significance of the completed sentences.

In accordance with the distinctions made in chapters three and four, between disharmonious educative-teaching dynamic, as alienating a child from a his/her optimal personal potentialities for unfolding in general, and disharmonious teaching dynamic as accompanying to actualizing learning in a lesson situation, the relevant essences are

ordered to corresponding main headings in the interest of being systematic and synoptic. Here, the reader is referred back to the mentioned chapters for a complete explication of the nuanced meanings included under each heading. To ordering and interpreting the completed sentences, the mentioned essences, which possibly can be experienced by a child in school as inadequate, are systematized with reference to the mentioned chapters. Examples of responses interpreted as favorable or unfavorable are cited verbatim.

It is obvious that this systematizing, at most, is an approximate indication of quantitatively comparable tendencies with respect to positive and negative responses among the groups of pupils. The reason for this is that, in most cases, it is not easy to precisely and solely determine which essence of educating a response is related to, since a response often is related to more than one of the essences mentioned. Even so, a few responses had a direct, or implied positive or negative connection with more than one essence of educating.

## **4.2 Standard nine pupils' giving meaning to the dynamic of educating-teaching as accompaniment to personal unfolding**

### **4.2.1 AFFECTIVE ACCOMPANIMENT**

#### **a) Affective encounter/alienation between teacher and child**

##### ***Favorable***

The teacher who meant most to me ... She and he were like friends for me.  
who I can trust and feel comfortable with like a family member.  
In school I feel ... very much at home, I feel I belong here.  
Safe, because he looks after me.  
Female teachers ... I've got a few nice female teachers. They tend ...  
To take a personal interest in you which is much better.

##### ***Unfavorable***

The greatest mistake of the school ... The attitude of teachers and pupils: a teacher does not think much of a pupil and this causes a feeling of indifference.

The answer I give to teachers ... They treat us as animals and not people, and look if they don't get better results.

I have difficulty concentrating when a teacher ... is impersonal.

The teacher who meant least to me ... she teaches well, but that is all. She does not show any feeling, and this puts me off the subject.

At school I feel ... as though I am in a zoo. The lessons are usually made to be very boring. The teacher might as well be a computer which gives us facts and figures.

#### **b) Being together/being alienated between child and fellow pupils**

##### *Favorable*

At school I feel ... pleasant because most children know me or know of me.

Rules and regulations in school ... They are very important because no organization can continue if each person does what he or she wants without taking other into account.

Intelligent children ... work hard, and if I don't understand something and the teacher is busy I go to these people for help.

##### *Unfavorable*

Intelligent children ... are usually teacher's pets.

... always walk with their nose in the air.

Female teachers ... tend to have pets in the class and does not bother about the others.

Prefects and class captains ... brag a lot and show their authority too much.

Prefects and class captains ... Those we now have think they can take over the school. They yell and scream at us as if we are dogs.

**c) Lived experience of meaningful/alientated  
bodiliness**

***Favorable***

A person's body ... A masterpiece. Nothing a peson ever built,  
achieved by the wonderfulness of the anatomy of  
a human body.

A person's body ... is something to be proud of and you should  
take pride in the way you look.

Physical education at school ... I am in favor of it since I believe  
a person cannot flourish only with knowledge. You must  
develop and build up your spirit as well as your body.

Physical education at school ... I enjoy: It is a pleasure and  
relaxing.

***Unfavorable***

Physical education at school ... we have too little physical education.  
... too much. Sport is overemphasized.  
... much more originality can be used so that pupils really  
enjoy P. E.

Physical education at school ... I don't think there should be P. E.  
It is not necessary for our future.

The greatest mistake of the school ... especially emphasizing rugby.

**d) Meaningful lived experience/alienation of  
sexuality**

***Favorable***

A future marriage partner ... so far I don't think I can like girls.

Boys and girls ... must mix to make someone adult.

... must communicate with each other so they  
can understand each other better..

Boys and girls ... It is very important to have a relationship  
with the opposite sex.

***Unfavorable***

A person's body ... is more important than the spiritual for the opposite sex.

Boys and girls ... It is obviously a shame because the two groups are always separated from each other. The school must let them mix so they can learn to know each other.

The school ... It is meant to be co-ed, yet boys and girls are not allowed to mix.

A future marriage partner ... is important and our school makes sure you don't meet one as everything is always separate.

**e) Lived experience positive potentialities/fear of failure**

***Favorable***

To fail ... Sometimes you must fail, you can't always win.  
... try once again.

... you learn from your mistakes and start over.

... doesn't mean you have to say you are a failure.

One must try again although it is not nice to fail.

To fail a standard ... means that you haven't worked hard enough.

***Unfavorable***

To fail ... is simply frightening.

Regarding my own feelings, in school I have learned ... that to fail a test you get severely punished.

To fail a standard ... would be terrible. Not only would it be humiliating but you would lose a lot of friends if they leave you behind a year.

When I don't understand something in class ... I rather keep quiet as I feel everyone will laugh at my silly questions.

To fail ... an examination puts me into great bouts of depression. You feel lonely and rejected, especially if your friends have done well.

**f) Favorable self-image/experience of inferiority**

***Favorable***

The meaning of what I have learnt at school in relation to my future ... is that I am aware of what my capabilities are and of what type of things I am interested in.  
Intelligent children ... always inspire me to work harder to achieve the same the samer as they do.  
Commentary: (The school) ... presents challenges and satisfactions if you mange them.

### *Unfavorable*

Intelligent children ... Sometimes I wish I were them. Especially those who are not so haughty.  
... A teacher who has an intelligent child in her class often addresses all her lessons just to that one person making the rest feel stupid and like outcasts.  
In class I feel afraid ... of being laughed at.  
In tests and examinations I am expected ... to do average.  
The school's greatest fault ... is they expect too much out of a dumb child.  
To achieve the highest marks in class ... is stupid if everyone else is cleverer than me.  
When I don't understand something in class ... I feel stupid or too shy to ask a teacher.

## 4.2.2 COGNITIVE ACCOMPANIMENT

### a) Faithful to reality and life/alienating

### *Favorable*

The applicability and usefulness of what I learn in school ... helps me a lot in everyday life.  
The relationship between school and reality ... school helps the child to become mentally ready for the outside world and adds to one's general knowledge.  
... school and reality are on the same level.  
Commentary: I have learned much about people and life, and it has awoken an interest in people (and emotions).

### *Unfavorable*

The relationship between school and reality ... Very little.  
... Too limited.  
... There is not  
a great connection between the outer world and school  
life.

The relationship between school and reality ... is completely  
different.

What I would gladly learn is school ... Also, politics must be  
emphasized more.

With respect to the future, today's school ... too old fashioned.  
We are all too big. Things such as school learning must be  
eliminated.

**b) Accompaniment to/alienation from independent  
thinking**

*Favorable*

Teachers usually view me ... as a good boy who says what I think  
about a matter.

Independent thinking in school is ... often used, these days most  
work in Geography is what you must devise yourself.

Commentary: (School) ... has taught me to think and to understand  
that if I want something I have to work for it.

*Unfavorable*

Independent thinking in school is ... not modeled.

... does not arise very often.

Habits of independent thinking in school ... are not always stated.

Many may feel they have to say and think what others  
want them to say and think.

Many teachers' methods of teaching ... Some teachers spell  
everything out for you instead of letting you think which will  
do you good.

**c) Creativity/formalistic regimentation**

*Favorable*



The teacher whom means most to me ... I like my art teacher a lot. She thinks as I do and I enjoy her classes.  
Art instruction in school ... Very nice. Wish there was more.  
By most teachers originality is ... valued.

### *Unfavorable*

By most teachers originality is ... not given much of a chance.  
... by some is only pale.  
... is not noticeable. In school talent must be given a chance. Not just your academic talent.

Art instruction in school ... a resounding zero.

Commentary: I feel the school is too academically attuned. I only have one period of art each day. All of the rest is learning subjects.

### **d) Accompaniment to/alienation from fantasy potentialities**

### *Favorable*

Literature at school ... is the best, most important of all.

Knowledge acquired from literature is priceless.

Literature at school ... is interesting and lets the brain go a little in a free direction.

### *Unfavorable*

Literature at school ... find it very boring and unnecessary.

... has never taught me anything.

... is not really necessary, because one does not learn anything from it except the language.

... is often overused and becomes tedious.

... is practiced greatly but few plays are seen or performed.

... is really boring. Shakespeare is boring and old.

### **f) Accompaniment to/alienation from love for knowledge**

### *Favorable*

My greatest interest ... is Biology. I love to learn how the body works.

Commentary: (School ...) has been of great value because I have learned many interesting things and it has helped to stretch my knowledge.

The subject that I like most ... is Geography. I really like to learn details about the earth.

A genuine love for knowledge in school ... is fed. As a small plant that is given water to grow.

### *Unfavorable*

My greatest interest ... is sports and girls and not to much schoolwork.

A genuine love for knowledge in school ... mutilated.

The greatest problem of my school career ... is that I hate to study.

### **g) Future-relevant/ past-bound accompaniment**

### *Favorable*

The meaning of what I have learned in school for my future ...  
Is very great, I will go to the university and feel without that I will not have much of a future.  
... is important and necessary.

The school ... is necessary for my future.

The meaning of what I have learned in school for my future ...  
Help me to reach a level so that I will be able to study further and prepare one for life after school.

In relation to the future, the present-day school ... is old fashioned and not applicable.

... doesn't really prepare you for the world outside.

... does not assist me to the full.

What I would have liked to learn in school ... More on future life and the meaning of life. Psychological things that will help me in later life.

#### 4.2.3 NORMATIVE-MEANINGFUL ACCOMPANIMENT

##### a) Authoritarian or permissive authority/ accompanied emancipation

###### *Favorable*

Rules and regulations in school ... this can be. I feel this is  
how it must be.  
... this is reasonable I agree with most.

Most teachers ... in general are fair. They teach us well and  
are quite nice. What I like is that they understand how  
I feel.

The school ... I enjoy the discipline exercised in this school.  
I wouldn't go to another school by choice.

The strictest teacher ... undoubtedly the principal, who must be this  
to keep in check a school of 800 pupils.

###### *Unfavorable*

Male teachers ... They drink, smoke while they must set an example.  
Female teachers ... sometimes find it difficult to control a class  
which is chaos.

Rules and regulations at school ... lead too much emphasis on  
the less important good while the most important such as  
educating received the least attention.  
... are in some cases i.e. short hair absolutely petty, are  
ridiculous.

The strictest teacher ... some pupils respect him, others fear him:  
Because there is no flexibility in the restrained atmosphere.

##### b) Accompaniment to co-existential values/ individualism

###### *Favorable*

Regarding my own feelings, in school I have learned ... that I must  
not always put myself first.  
... to respect other people and to know when enough is

enough.  
To work and learn together ... is better than doing it alone.

*Unfavorable*

The school's greatest fault ... is a lack of working together.  
... is letting the prefects think they are policemen.  
The atmosphere in most classrooms ... is not as it ought to be.  
Children must work together.  
Prefects and class captains ... get too much attention from the head  
of each standard (grade) and teachers.

**c) Equality in the context of a pluralistic society**

*Favorable*

Racial relationships will in future ... have to be faced and  
people shall have to accept the blacks.  
... everyone must be equal.  
... will be good, because we are learning from young  
how to get on.  
... have to be thought about.

*Unfavorable*

Racial relationships will in future ... improve but not between  
white and black.  
... races must be kept apart.  
... is unimportant.  
... will remain the same  
The relationship between school and reality ... are held back  
from the children because there must not be political  
discussion.

**d) Accompaniment to/alienation from vocational-  
work- and free-time potentialities**

*Favorable*

To work ... is the only way to attain success.

... gives me satisfaction.  
... is satisfying and nice. Each person has a need to work  
if he wants to attain something.  
In my free time ... read and listen to music.  
The subject that I like most ... Business economics, it teaches me  
much about the business world.

### ***Unfavorable***

Guidance at school ... has not reached their ultimate goal of  
finding our best suited career.  
... not very meaningful.  
Teachers usually like ... Vacations.  
In my free time ... I no longer have free time because I want to rest  
over the weekend.  
In the primary school I was ... a person but now I am a robot  
who jokingly works.  
What I would gladly learn in school ... is what I will gladly do after  
school. More guidance should be offered not just about your  
(school) career but also about the real life that waits outside.

### **e) Accompaniment to/alienation from transcendental reality**

### ***Favorable***

In school I have learned that God ... always helps me.  
... is important in all my subjects.  
... is there always ready to support you when you just put  
out your hand it helps.  
Literature at school ... is a good subject – teaches us to value the  
artful gifts of God.  
Religious instruction at school ... helps us understand a lot we  
didn't understand before.

### ***Unfavorable***

Religious instruction at school ... weak.  
... some teachers will strictly follow the syllabus work  
and Religious study does not speak to the general.

... is pathetic.  
... is very limited. The teachers are not qualified in this field.  
... It's a waste of time because everyone hates it and takes none of it in.

### **4.3 Standard nine pupils' giving meaning to the dynamic of teaching as accompaniment to learning**

#### **4.3.1 THE STATUS OF THE TEACHER**

##### ***Favorable***

My parents think the school ... is always right and the teachers  
Are always perfect.  
Most teachers ... have lots of courage – to enter a calling to build  
the next generation.  
My parents think teachers are ... doing their jobs well.  
... always right.

##### ***Unfavorable***

Male teachers ... There are a few good ones but I have an idea  
that some only teach because they can't manage to do  
anything else.  
Most teachers ... in my view their standard of living is too low.  
My parents think teachers are ... sometimes weak characters.  
... people who are afraid to work with their hands.  
... too young.

#### **4.3.2 THE TEACHERS' COMMAND OF SUBJECT AND OF PEDAGOGICS**

##### ***Favorable***

A teacher's knowledge of his own subject ... is good.  
... is very good.  
... is usually very great. They can tell you things from other  
subjects too.  
Most teachers ... are acceptable and I enjoy their presentation

of their subjects.

### *Unfavorable*

Questions that I ask teachers ... in certain cases can't be answered correctly.

Male teachers ... too busy talking about rugby (most of them).

Most teachers ... are determined, but with little interest in the pupil's subject.

The teacher who meant least to me ... is the person who has no interest in the subject she gives and presents a poor example by talking about her personal experiences during school time. ... is a maths teacher who obviously knows his maths but can't put the message across to the pupils.

I have difficulty concentrating when a teacher ... does not know how to convey the subject.

#### 4.3.3 THE QUALITY OF ACTUALIZING THE ESSENCES OF A LESSON STRUCTURE

##### a) Reducing content

### *Favorable*

The teacher who meant most to me ... put it in my language so I could understand.

The meaning of what I have learned in school is related to my future ... Only the basic essentials of each subject will be useful.

### *Unfavorable*

Most textbooks ... are too lengthy. They must have the work summarized.

I find it difficult to concentrate when a teacher ... talks with long words you don't understand ... teaches you something and then tells you it is wrong and has to start again.

I usually get bored in class ... when the teacher waffles and does not seem to know what to talk about.

My greatest learning problem ... comes when there is too much to learn.

**b) Ordering the content**

*Favorable*

When the teacher writes on the board ... I usually understand much better and easier.

The relationship between the different school subjects ... is quite intense and I find that many times I have learned something in one subject which relates to another subject I take.  
... the things we do in all 6 subjects tie up in the end, somehow.

The teacher who meant least to me ... inconsiderate, unorganized person.

*Unfavorable*

The relationship between the different school subjects ... is relatively weak.

...varies too much - they aren't close enough.

... is great and it gets confusing going from say Maths to Geography to Science.

Female teachers ... are a bit out of control in our class anyway, not enough order set on us the class as a whole.

I find it difficult to concentrate when a teacher ... has given us work to do but insists on interrupting us to give us tidbits of information.

... jumped about from one subject or point to another.

**c) Principle of activity**

*Favorable*

The learning materials which interest me ... writing short notes on work you are learning.

*Unfavorable*



Commentary: In most cases we are not allowed to act according to our principle. A person is not an adult in the world if he does not discover for himself.

Teachers must not think that we can only sit still and remain quiet if it is not necessary.

In class I feel afraid ... to speak out and say what I want to say.

I usually become bored in class ... when a teacher only speaks constantly without looking up.

... if I am not very busy.

#### **d) Principle of individualization**

##### *Favorable*

The teacher who meant most to me ... is the person who really wants

a pupil to learn, who shows the need or more interest in each individual's subject.

... Because she gives each one personal attention when they have difficulty.

In the classroom individual attention ... is very good.

##### *Unfavorable*

Commentary: They must give us free reign. For example, as in a language laboratory. They must stop acting like a policeman. As in the USA and Europe. We are very out-dated.

In tests and examinations it is expected ... that everyone will do equally well. Some children do not have the ability to do as well as others.

The school's greatest fault ... is that they only show interest in who are most skilled and best in sport. Why not give the others a chance.

In the classroom individual attention ... is never. There are too many in the class for individual attention.

#### **f) Principle of socialization**

##### *Favorable*

The school ... I enjoy school because I love people.  
The atmosphere in most classrooms ... is very homey and nice to work in.  
A child who is shy and unattractive ... the teachers try to help someone like that and talk to them.  
Comentary: (The school ...) helps get rid of a lot of social problems people have inside them.

### *Unfavorable*

Comentary: Eagerly want more working together between children and teachers.  
The strictest teacher ... is a little unreasonable because he/she thinks that one must only work and must have no contact between teacher and child.  
At school I feel ... we need much more time to mix.  
The atmosphere in most classrooms ... not a close team.

### **g) Principle of tempo differentiation**

### *Favorable*

The quantity of work that has to be learned at school ... I don't think it is too much.  
... Most work is right for the standard (grade) in which you are in.

### *Unfavorable*

The quantity of work that has to be learned at school ... is too much.  
... is hopelessly too unbalanced to mention.  
When I don't understand something in class ... there is no time to have it explained.  
The speed of working in class is usually ... too fast.  
At school I feel ... that I am being rushed for time all the time. The teachers teach so fast to keep up to the syllabus.

### **4.3.4 ESSENCES OF THE SEQUENCES OF A LESSON AND LEARNING**

**a) Accompaniment to stabilized sensing**

***Favorable***

The atmosphere in most classrooms ... calm, happy and everyone does their best.

... sometimes noisy, but hard-working.

... relaxed and excited.

... is pleasantly relaxed and comfortable.

When the bell rings ... I'm eager for the next class.

***Unfavorable***

I find it difficult to learn when ... I and the teacher do not finish.

The strictest teacher ... Hy yells too much. He makes a fool of himself.

... makes me unsure and I cannot concentrate when he walks around the class.

... the atmosphere in his class is horrible. You are scared to ask him questions and dread every period.

I find it difficult to concentrate when a teacher ... is fighting and talks quietly.

**b) Accompanying to directed attending**

***Favorable***

An interesting lesson ... I remember well.

... I concentrate and usually remember.

In school I feel ... not bored.

Most teachers' teaching methods ... get our attention.

When the bell rings ... If the lesson is interesting one does not want the bell to ring.

***Unfavorable***

During a lesson I easily become ... nearly asleep if it is not presented with great interest.

... boring.

I find it difficult to concentrate when a teacher ... speaks extra

slowly and softly.  
... walks around the classroom while explaining.  
Most teachers' teaching methods ... the same and get boring.  
To pay attention during classes ... is difficult in some classes.  
Commentary: The teachers are lifeless and boring.

### c) Actualizing foreknowledge

#### *Favorable*

The connection between learning material from one year to that of  
the following year ... is acceptable.  
... succeed each other well.  
The connection between new learning material and what I have  
learned before ... is connected well.

#### *Unfavorable*

The connection between the new learning material and what I have  
learned before ... It differs a lot because it is entirely different.  
The connection between new learning material and what I have  
learned before ... differs incredibly, especially between 8 & 9.

### d) Stating the problem

#### *Favorable*

The subject that I like most ... is arithmetic. I like to grapple with a  
problem and get it right.  
To work ... is nice, each new assignment is a challenge.  
The problems I have to deal with in class usually are ... solvable.  
Commentary: The teachers aim at making you understand your  
own problems so that you can solve them on your own in the future.

#### *Unfavorable*

Questions that I ask teachers ... Teachers ought to encourage  
children to ask them questions, some teachers scare you by  
yelling if you ask them a question they don't think is  
important.

... hardly ever get answered.  
The strictest teacher ... makes us too scared to ask questions.  
Problems that are worth solving in class ... only sometimes get solved.  
The subject that I like least ... is History. About all of History. Why must one really know this now. Indeed, it is past.

**e) Exposition of new content**

*Favorable*

The school ... I like school because I like learning new things there.  
The teacher who meant most to me ... because she understands and explains things well.  
The teacher who meant most to me ... Maths teacher. He explains the subject very well and I understand my Maths.

*Unfavorable*

The teacher who meant the least to me ... She is always sarcastic.  
Never deals with the work, gives only exercises.  
... a male teacher of one of my subjects rushes through the work without a lot of detail and expects high marks in tests.  
A teacher's knowledge of his own subject ... is quite good but some are unable to put it across to me.

**f) Actualizing new content**

*Favorable*

Drill work and repetition of work ... is a good thing especially in arithmetic.  
... is good.  
... very good.  
... The way in which the teachers drill us is good.

*Unfavorable*

Drill work and repetition of work ... irritate me.  
The teacher who meant the least to me ... rushed through the work,

does not repeat and says that it is learning work, work I've been through it You should know that!

... because she goes one sum on the board, then expects us to do an exercise on the work.

Male teachers ... are quick tempered, and do not have as much time and patience to go over the work if I don't understand it.

### **g) Functionalizing content**

#### *Favorable*

The subject that I like most ... Geography; most interesting; can use certain cases outside of school.

An interesting lesson ... is one when you have some practical to do.

#### *Unfavorable*

The applicability and usefulness of what I learn in school ... is minimal.

What I would gladly learn in school ... is the practical application of bookkeeping and business in practice.

To work ... In the classroom we are offered too much theory and not enough practical application thereof.

Questions I ask my teacher ... Why do we learn work we never use after school.

### **h) Evaluating**

#### *Favorable*

Commentary: Sometimes I can't understand something and I never understand it, until after the exam when the paper is explained.

In test and examinations I am expected ... to get high marks all the time but when I get low marks the teachers don't shout at me but help me.

#### *Unfavorable*

In tests and examinations I am expected ... for the impossible.

... to get great marks, but I am not brilliant, just average.  
... to achieve full marks and if this is not achieved you get scolded from every side.

Tests usually mean ... hard studying and lead to nervousness.  
... trouble.

#### **4.4 Comparative analysis of the responses obtained from the different groups of pupils**

The total number of pupils for whom the needed average achievement and IQ score data are available is 223. A total of 90 pupils are viewed as belonging to Group I since no indication was found of under-actualizing their potentialities, even though in their own opinion only 19 of them achieved their best in school. The remaining 133 pupils divide up as follows:

- a) 39 pupils were identified as under-achievers by the (quantitative) comparative evaluation but not by teachers.
- b) 57 pupils were identified as under-achievers by their teachers although not by the quantitative evaluation.
- c) 37 pupils were identified as under-achievers by both.

Of group a), all but 4 confirm that in their opinion they did not produce their best work possible at school. Of this group 13 affirmatively answered the question if this under-achievement is attributable to problems at home and correspondingly they are assigned to Group IV.

Of group b), all of the children, except 2, themselves corroborate their under-achievement. 18 of these pupils are identified by their teachers as under-achievers and as under-actualizers of their personal potentialities. They are categorized in Group III. According to their teachers, 6 are not under-actualizers behaviorally but are under-actualizers because of problems at home. They are placed in Group IV along with the 9 pupils viewed by their teachers as both intellectual and general under-actualizers because of home problems. 113 of these pupils verified themselves that they experienced problems at home.

Group c) is constituted as follows: 19 pupils are identified only as under-achievers by both teachers and the (quantitative) formula. 9 of these children are viewed by their teachers as under-achievers and as under-actualizers of personal potentialities, while of the remaining 8, two problems together are attributed to educative problems in the family. Of the 8, with the exception of 1, all showed evidence of problems at home. 5 additional children in the group, on the basis of reporting problems at home, are placed in Group IV. All, except 3, also viewed themselves as under-achievers.

The eventual allocation to pupils appears as follows:

Group I	=	90	=	Pupils who apparently adequately actualize their (cognitive) potentialities at school.
Group II	=	65	=	Pupils who evidently under-actualize their (cognitive) potentialities at school.
Group III	=	27	=	Pupils who, in addition to under-achieving, also give evidence of under-actualizing personal potentialities.
Group IV	=	41	=	Pupils also belonging to II and/or III but possibly because of educative problems at home.

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**PERSONAL ACCOMPANIMENT**

Groups (N)    I (90)        II (65)        III (27)        IV (41)

**AFFECTIVE**

1) teacher-child encounter:

	F 110	U 82	F 36	U 42	F 17	U 18	F 12	U 24
Mean*	<b>1.22</b>	.91	.54	<b>.65</b>	.63	.67	.29	<b>.59</b>
%	57	43	46	54	49	51	33	67

2) being with: child-other children:

	F 62	U 111	F 18	U 13	F 10	U 13	F 14	U 22
Mean	.69	<b>1.23</b>	.28	.20	.37	<b>.47</b>	.34	<b>.54</b>
%	<b>36</b>	<b>64</b>	<b>58</b>	<b>42</b>	<b>43</b>	<b>57</b>	<b>34</b>	<b>66</b>

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\* Means added to counteract the differences in group size.



3) bodiliness:

	F 162	U 61	F 98	U 13	F 21	U 9	F 20	U 17
Mean	<b>1.80</b>	.68	<b>1.51</b>	.20	<b>.78</b>	.33	.49	.41
%	73	27	88	12	70	30	54	46

4) Sexuality:

	F 35	U 68	F 12	U 25	F 9	U 11	F 12	U 14
Mean	.39	<b>.76</b>	.18	<b>.38</b>	.33	.41	.29	.34
%	34	66	32	68	45	55	46	54

5) Failures:

	F 106	U 113	F 55	U 54	F 5	U 21	F 16	U 24
Mean	1.18	1.26	.85	.83	.19	<b>.78</b>	.39	<b>.54</b>
%	<b>48</b>	<b>52</b>	<b>50</b>	<b>50</b>	<b>19</b>	<b>81</b>	<b>21</b>	<b>79</b>

6) Self image (own potentialities):

	F 32	U 46	F 58	U 54	F 11	U 18	F 7	U 26
Mean	.36	<b>.51</b>	.89	.83	.41	<b>.67</b>	.17	<b>.63</b>
%	<b>41</b>	<b>59</b>	<b>52</b>	<b>48</b>	<b>38</b>	<b>62</b>	<b>32</b>	<b>68</b>

**COGNITIVE**

7) Content) true to life/reality:

	F 76	U 138	F 11	U 86	F 10	U 15	F 12	U 25
Mean	.84	<b>1.53</b>	.17	<b>1.32</b>	.37	<b>.56</b>	.29	<b>.61</b>
%	<b>36</b>	<b>64</b>	<b>11</b>	<b>89</b>	<b>40</b>	<b>60</b>	<b>32</b>	<b>68</b>

8) Independent thinking

	F 62	U 33	F 15	U 11	F 0	U 5	F 5	U 6
Mean	<b>.69</b>	.37	.23	.17	.00	.19	.12	.15
%	65	35	58	42	00	100	45	55

9) Creativity:

	F 64	U 32	F 8	U 5	F 5	U 7	F 4	U 5
Mean	<b>.71</b>	.36	.12	.08	.19	.26	.10	.12
%	67	33	62	38	42	58	44	56

10) Imagination:

	F 38	U 51	F 33	U 34	F 6	U 13	F 12	U 7
Mean	.42	.57	.51	.52	.23	<b>.47</b>	.29	.17
%	43	57	49	51	32	68	58	42

11) Love for knowledge:

	F 98	U 37	F 19	U 6	F 8	U 6	F 15	U 11
Mean	<b>1.09</b>	.41	.29	.09	.30	.22	.37	.27
%	73	27	76	24	57	43	58	42

12) future-relevance:

	F 138	U 58	F 17	U 66	F 9	U 15	F 21	U 25
Mean	<b>1.53</b>	.64	.26	<b>1.02</b>	.33	<b>.56</b>	.51	.61

%	70	30	20	80	38	62	46	54
<b>NORMATIVE</b>								
13) Authoritative accompaniment:								
	F 216	U 136	F 82	U 83	F 11	U 35	F 24	U 28
Mean	<b>2.40</b>	1.51	1.26	1.28	.41	<b>1.30</b>	.59	.68
%	61	39	50	50	24	76	43	57
14) human dignity:								
	F 66	U 97	F 31	U 25	F 7	U 12	F 19	U 25
Mean	.73	<b>1.08</b>	.48	.38	<b>.26</b>	<b>.44</b>	.46	<b>.61</b>
%	<b>40</b>	<b>60</b>	<b>55</b>	<b>45</b>	<b>37</b>	<b>63</b>	<b>43</b>	<b>57</b>
15) equality:								
	F 22	U 24	F 13	U 3	F 6	U 5	F 11	U 6
Mean	.24	.17	.20	.05	.22	.19	.27	.15
%	48	52	81	19	55	45	65	35
16) Vocational, work, free-time:								
	F 183	U 82	F 79	U 75	F 17	U 22	F 25	U 23
Mean	<b>2.03</b>	.91	1.22	1.15	.63	<b>.81</b>	.61	.56
%	69	31	51	49	44	56	54	46
17) transcendental reality:								
	F 162	U 58	F 78	U 31	F 13	U 16	F 21	U 18
Mean	<b>1.80</b>	.64	<b>1.20</b>	.48	.47	<b>.59</b>	.51	.44
%	74	26	72	28	45	55	54	46

### ACCOMPANIMENT TO LEARNING

Groups	I (90)	II (65)	III (27)	IV (41)
18) status of teacher:				
	F 40	U 32	F 15	U 16
Mean*	.44	.36	.23	.25
%	56	44	48	52
19) subject and didactic skills of teacher:				
	F 114	U 46	F 38	U 50
Mean	<b>1.27</b>	.51	.58	<b>.77</b>
%	71	29	43	57
20) reduction of content:				
	F 8	U 50	F 4	U 59
	F 0	U 13	F 0	U 16

\* Means added to counteract the differences in group size.

	Mean	.09	.56	.06	.91	.00	.48	.00	.39
	%	14	86	6	94	00	100	00	100
21) ordering content:		F 23	U 62	F 15	U 38	F 5	U 11	F 7	U 12
	Mean	.26	.69	.25	.58	.19	.41	.17	.29
	%	27	73	28	72	31	69	37	63
22) principle of activity:		F 42	U 30	F 19	U 21	F 2	U 7	F 4	U 6
	Mean	.47	.33	.29	.32	.07	.26	.10	.15
	%	58	42	48	52	22	78	40	60
23) principle of individualization:		F 8	U 34	F 3	U 31	F 1	U 5	F 5	U 12
	Mean	.09	.38	.05	.48	.03	.19	.12	.29
	%	19	81	9	91	17	83	29	71
24) principle of socialization:		F 40	U 38	F 17	U 33	F 6	U 7	F 11	U 15
	Mean	.44	.42	.26	.51	.22	.26	.27	.37
	%	51	49	34	66	46	54	42	58
25) principle of tempo differentiation:		F 8	U 58	F 3	U 21	F 2	U 14	F 3	U 17
	Mean	.09	1.09	.05	.32	.07	.52	.07	.41
	%	12	88	13	87	13	87	15	85
26) accompaniment to stable sensing:		F 86	U 98	F 27	U 49	F 10	U 38	F 11	U 25
	Mean	.96	1.09	.42	.75	.37	1.41	.27	.61
	%	47	53	36	64	21	79	31	69
27) accompaniment to directed attending:		F 54	U 92	F 46	U 58	F 6	U 22	F 15	U 23
	Mean	.60	1.02	.71	.89	.22	.81	.37	.56
	%	37	63	44	56	21	79	39	61
28) actualizing foreknowledge:		F 6	U 10	F 4	U 3	F 0	U 2	F 2	U 8
	Mean	.07	.11	.06	.05	.00	.07	.05	.20
	%	37	63	57	43	0	100	20	80
29) stating the problem:		F 45	U 85	F 29	U 66	F 5	U 13	F 13	U 19
	Mean	.50	.94	.45	1.02	.19	.48	.32	.46
	%	35	65	31	69	28	72	41	59
30) exposing new content:		F 54	U 87	F 31	U 52	F 9	U 16	F 14	U 20

Mean	.60	.97	.48	.80	.33	.59	.34	.49
%	38	62	37	63	36	64	41	59
31) actualizing content:								
	F 62	U 65	F 16	U 34	F 8	U 12	F 14	U 12
Mean	.69	.72	.22	.52	.30	.44	.34	.29
%	49	51	32	68	40	60	54	46
32) functionalizing content:								
	F 12	U 18	F 13	U 35	F 4	U 5	F 5	U 4
Mean	.13	.20	.20	.54	.15	.19	.12	.10
%	40	60	27	73	44	56	56	44
33) evaluating:								
	F 126	U 38	F 66	U 28	F 10	U 14	F 19	U 21
Mean	1.40	.42	1.02	.43	.37	.52	.46	.51
%	77	23	70	30	42	58	48	52

#### 4.4.1 Dynamics of educating-teaching as accompaniment to personal unfolding

Since from the beginning it has clearly been stated that the aim of this study is not primarily a quantitative comparison of achievements, the previous tables of results must be viewed only as an attempt to provide a synoptic representation of the qualitative tendencies that have emerged. The interpretations of the tendencies that follow also must be viewed as descriptive and tentative rather than as final and explanatory.

Concerning the meanings given to pathic-affective personal accompaniment in school, first of all the affective encounter between teacher and child largely vacillates between favorable and unfavorable moments. Only with Group I are there more favorable moments of encounter reported. Also an affective encounter between child and fellow pupils are primarily unfavorable meanings for Groups I and IV. That this tendency is so strong for Group I can indicate that irt might be connected with the competitive and individualistic spirit related to adequate school achievement. The correlation of this item with the experienced accompaniment to respect for human dignity (item 14) is possible evidence for this conjecture. With both of these items the attributed meaning is

primarily favorable in the case of Group II, and raises the question if possibly under-achieving pupils in their affective peer-group relations have a compensating or even fleeing feeling from their troubling school situation.

All four of the groups' giving meaning to the school's "accompaniment to meaningful bodiliness" appears to be predominantly favorable. The extent to which favorable responses to this item predominate in Group II, however, once again refers to the possibility of a positive correlation between participation in sports and physical activities and under-achieving in school. The large number of unfavorable responses to "accompaniment to meaningful sexuality" possibly is evidence of the unfavorable potentialities that were tentatively postulated in Chapter III.

The different responses to the following two items (failures and self-image), quantitatively speaking, are not very significant, but it is meaningful that in the case of Group I there are more signs of fear of failure and feelings of inferiority than with the under-achievers. In the case of Group I this is compatible with the small number of pupils who view themselves as adequate achievers and raise the question of the degree of genuine understanding of their own potentialities by the teachers and the children themselves. The large number of favorable responses in this respect for Group II possibly indicates that the absence of negative feelings about failing and an unrealistically optimistic self-image can be factors in under-achieving. On the other hand, it also must be kept in mind that a notable percent of this group of under-achievers sit at school desks unidentified and therefore not enough worth mentioning will show an awareness of failing or being inferior. The more pronounced unfavorable tendency on these two items by Groups III and IV is explainable with obvious reasons.

With respect to the pupils' giving meaning to the quality of the school's cognitive accompaniment to self-actualizing their personal potentialities, there is a great deal of agreement among all groups that this accompaniment is not true to reality and life. Especially with Group II, it is not surprising that the largest majority of them experience the school's content and atmosphere as alienated from the world and reality. The same holds for the degree to which the

school is viewed as future-involved and –important where, once again, it is not surprising that the group that sees the school in a positive light as far as their future is concerned is that group that adequately actualizes their cognitive potentialities.

As far as accompaniment to independent thinking and creativity is concerned, the attribution of meaning for Groups I and II is primarily favorable while the unfavorable meanings of Groups III and IV ought to be related to the problems of authority and resulting conflicts regarding limitations and authority that arise with these groups. Although the number of responses are not really consequential enough, Group IV is the only one to attribute a preponderance of positive meaning to the accompaniment to fantasizing, that once again possibly refers to the possibility of fleeing in some cases where a child has become bogged down at school as well as at home.

Regarding the normative moments of becoming, perhaps it is in agreement with expectation that for the groups where there is mention of behavioral problems authoritative accompaniment will be largely absent while only Group I will show a preponderance of an attitude of agreement with respect to authority. With respect to item 14 (human dignity), preferably there is no commentary expected because of the relatively small number of responses as well as their nature there are no valid conclusions justifiable regarding the quality of the school's accompaniment in this regard. The following two items show much the same distribution of responses since all groups', except Group III, attribution of meaning to both vocational, work and free-time as well as to transcendental reality are more favorable than unfavorable. However, it is only with Group I that there is an unambiguous favorable relationship.

#### 4.4.2 Dynamic of teaching as accompaniment to learning

With respect to the pupils' signifying of a teacher's status as well as subject and didactic skills, it seems as if this correlates with the degree of adequate achievement attained by which the importance of positive potentialities of identification are underlined. As far as the reduction and ordering of contents are concerned, however, there is a great degree of agreement among all groups where these

essences of teaching are not realized adequately in a lesson situation. Especially the amount of learning material was mostly experienced as overburdening.

The didactic principles also are mostly experienced as unfavorably actualized with the exception of Group I where somewhat more favorable responses are given regarding the actualization of the principle of activity. This raises the question if this is always found in the class activities of inadequate achievers. The overwhelming unfavorable meaning given to the quality of individualizing, should this question be partly affirmed, as well as to once again place in question marks the teacher-pupil relationship in school. There can be little mention of the successful realization of the principle of tempo differentiation in connection with this really is obvious and is confirmed by the findings.

With respect to items 26 and 27, it is insightful that not one of the groups experiences as mostly favorable the accompaniment to a stable sensing and a directed attending, with the most unfavorable experience by Group III. However, there is mention of a stable sensing evident in the readily favorable percentage of responses to item 26 by Group I.

As far as actualizing the essences of a lesson structure are concerned, on the basis of the small number of responses to item 28 (actualizing foreknowledge), valid conclusions cannot be made. The question of whether the essences stating the problem and exposing the content are adequately actualized must in all cases be rejected in light of the overwhelming unfavorable meanings attributed to these essences by the pupils. Although here the (low) number of responses also offer conclusions, indeed, it is insightful that only Group IV attributed an overwhelming number of favorable responses to actualizing and functionalizing the contents with which it possibly is suggested that from these children because of a labilized being bogged down at school and home there is an experience of stability in drill-work, repetition and exercises.

Finally, it also is interesting that with respect to testing or evaluating, not only is the attribution of meaning favorable for Group I, as expected, but also for Group II. This tendency perhaps

is in line with the supposition that under-achievement might be related to an over-optimistic self-image and a low level of aspiration (items 5 and 6). With Groups III and IV giving meaning in this regard, naturally, is more unfavorable than favorable, most likely because these groups more intensely experience their being bogged down in the total task of schooling.

#### 4.4.3 Summary of research findings

An analysis of the research findings overall brings the following tendencies to light: The relationship of the total favorable to unfavorable moments of giving meaning appearing from the incomplete sentences is 49.3% favorable and 50.7% unfavorable. For Group I the relationship is 54.5% favorable; 45.5% unfavorable. For Group II the relationship is 45.3% favorable; 54.7% unfavorable. For Group III the relationship is favorable 36.1% favorable; 63.9% unfavorable. A conclusion that can be drawn from this is that even though the meaning given to their personal unfolding and help in learning includes many positive moments, especially the predominant moments of giving unfavorable meanings by those pupils who do not adequately actualize their personal and learning potentialities, possibly are evidence of a disharmonious dynamic of educating and of teaching in school by which the call to self-discovery and accountability for the educative event at school is underscored once again. This points to a particular urgency in light of the personal and pedagogical need that speaks from the fact that 24% of children who participated in the study were not happy at school.

#### **4.5 Qualitative explanation and interpretation of the nature of the favorable and unfavorable responses provided**

A few comments are needed regarding the conspicuous qualitative tendencies that emerged during the examination and digestion of the research data and that were not considered in the previous explanations.

--- The rather astonishing high number of responses indicating an unfavorable affective experience between child and fellow pupils



(systematization 2) springs largely from the way prefects are designated and fulfill their role, and also from their experience that teachers favor some children over others. Complaints against “fawners” and “favorites” were abundant. In a parallel-medium school where one language and culture is dominant, it seems as if friction and antagonism were created against the minority group.

--- With respect to systematization 4, the greatest majority of unfavorable responses was ascribable to the pupils’ feeling that there are not enough opportunities offered at school for the members of the opposite genders to freely become acquainted with and learn to know each other. There also was a reasonably general consensus that more and purposeful attention ought to be given to gender and relationship counseling in school.

--- At first glance it seems that the results from systematizations 7 and 12 are not in agreement. However, the majority of favorable responses to 12 indicate that the qualifications achieved at school can be necessary contributions to their ideal future but if they view the learning material, as such, as future-relevant.

--- The responses to 10 show the deplorable state of matters that many children hold an expressed aversion and dislike instead of a love and interest in literature, perhaps because of the way they became familiar with the literary arts. This confirms Bloom’s<sup>(5)</sup> suspicion that “... it is quite possible that many literature courses ... instill knowledge of the history of literature and knowledge of ... particular works of literature, while at the same time producing an aversion to ... literary works.”

--- A common complaint that arose with 16 was that there is not nearly enough time and attention given to Guidance. Some pupils can benefit from in this way finding an individual grounding, but the wish is often expressed that Guidance be offered at least once a week.

--- With 17 it was conspicuous that, irrespective of the high number of favorable responses, the pupils who saw Religious instruction at school in a favorable light clearly were in the minority. The greatest number of favorable responses was to more general meanings, e.g.:

“In school I learned that God ... is a true friend and the only solution to all of my problems”. A number of children also indicated that in a religious sense they were rather supported by other subject teaching than by Religious instruction. Concerning the unfavorable responses, there were also lots of complaints from pupils (especially immigrants and Groups III and IV) that no provision is made for other religious convictions or denominations other than what was most generally accepted.

--- With respect to the ordering of content (21) the unfavorable responses mainly were directed against integration with the underlying subject matter areas as well as against the limited subject combinations required for the available subject packets.

--- A large number of unfavorable indications regarding the principle of socialization (24) suggested that this principle should be actualized with the greatest caution because many of the pupils feel that “weak spiritedness”, clowning and indifference toward school work by which their peers are governed, are stumbling blocks for them in the lesson situation.

--- With systematization 26, it was striking that in the case of Groups I and II there were mostly unfavorable responses regarding actions, behaviors and practices of teachers. For Groups III and IV, negative responses more often were indications of pathic lability of the child himself on the level of sensing and bodily experiences. A labile sensing, for example, feelings of frustration, distress, depression, aggression, etc. are often related in these groups to their emotional relationship to teachers (especially fear and anxiety), as well as unendurable heat and hard school chairs. The latter to complaints, interestingly enough, were scarce in Groups I and II.

##### **5. AN EXAMPLE OF A SCHOOL-SITUATION ANALYSIS OF A CHILD FOR WHOM THE DYNAMICS OF EDUCATING-TEACHING PROGRESS DISHARMONIOUSLY**

## 5.1 Introduction

Confirmation and illustration of some of the theoretical conjectures and research findings by means of a situation-analysis of an individual child should possibly be able to contribute additional insights into the problematic of the disharmonious actualization of educating and teaching in school. Therefore, one of the pupils who participated in the study was selected for a closer orthopedagogical evaluation. To this study, this particular pupil is classified as belonging to Group III since he was identified by various teachers as an under-achiever with behavioral problems. From an auto- and hetero-historistic conversation with the parents as well as the teachers it seemed that his problems were not primarily brought about by his situation at home.

## 5.2 Identifying data

Name: Louis  
Standard: 9  
Age: 18 years and 6 months

## 5.3 Summarized person-image

### 5.3.1 Historicity image

Louis' school career began in a neighboring country where according to his parents the standard of teaching left much to be desired, and indeed he was in an English medium school. When the family moved to R.S.A. he was placed in an Afrikaans medium school. When he was in Grade II and since his progress in school never progressed without problems. He failed Standard I and in Standard IV he is referred to the school psychology clinic because of generally poor achievement. According to the report he obtained an IQ of 83 (V 71; NV 103). However, it also was found that he shows poor concentration, lack of cooperation, has very little self-confidence, and is anxious and impulsive. Language confusion and perceptual problems are suspected, and remedial teaching is recommended.

Earlier in the year he is studied at the local school psychology clinic because of generally poor achievement where on the SSAIS he obtained a score of 94 (V 88; NV 103). This is somewhat lower than the score he obtained in 1980 in the NSAGT (105 with V 100; NV 109). According to the school psychological report, Louis is a boy of low normal intelligence who will experience problems in any scholastic task requiring vocabulary and reasoning. His low score on the verbal scale is related especially to his defective ability to concentrate. Signs of anxiety and perfectionism are perceived, and he has shown a handicap of 3 ½ years on the Nel Word Reading Test. It was found that his vocabulary is on the level of a 14.6-year-old child. It was recommended that Louis be promoted to Standard 9 and there is testimony to his persistence. A deficient self-confidence regarding new learning tasks and the fact that he quickly becomes dejected when he doesn't understand something is shown as an important stumbling block. Additional help in language work is recommended, a task that is handled, but in the meantime has lain shipwrecked. It also is recommended that especially his father do his best to encourage him.

At the end of 1981 he left school with the aim of further training and a career in the armed forces. When as a result of an aptitude test it was recommended that he follow a trade, he returned to school in January 1982 since he was interested in mechanical engineering. As far as his school achievement is concerned, at the end of 1981 he obtained an average of 30%. On his most recent report he obtained an average of 28%.

### 5.3.2 Primary (home) pedagogical situation

Louis is the youngest of two children. His older sister also experienced problems in school but she had worked hard. She left school after Standard 8 and now works, where she is happy. In general Louis is happy at home and his relationship with his parents is good. There is an especially strong relationship to his mother, but he communicates well with both parents. However, his father, because of his own historicity as an authority-lacking child, is disinclined to appear strong and according to his own idea, he is a "soft person". Although there is no fixed study time for Louis' homework, his parents are interested in his progress and they are

ready to do everything in their power to support him to achieve better. However, the father himself, as a child, experienced similar problems in school.

### 5.3.3 Secondary (school) pedagogical-didactical situation

From the auto- and hetero-historicity conversations it seems that Louis is bogged down in a situation that speaks of a disharmonious dynamic of educating and teaching. In all respects, he is viewed as an under achiever, troublemaker, and problem child. He is continually in conflict with authority because of transgressions and laxity. This image is briefly and powerfully summed up in Louis' responses to the following questions:

Do you feel that you now perform your best at school?	No
Do you think you can really achieve lots better?	Yes
Have you failed a year or more?	Yes
Are your parents satisfied with your schoolwork?	No
Are your teachers satisfied with your achievements?	No
Are you satisfied with your achievements?	No
Are you happy at school?	No

Louis' responses to the incomplete sentences are reproduced below since his largely unfavorable meanings given to his school situation clearly can be read from them.

The school ... would have been happier if I could only concentrate  
but my concentration is easily distracted.

Most teachers ... nice to me and fair.

Male teachers ... fair and nice.

Female teachers ... sometimes sarcastic and unfair.

The meaning of what I have learned in school for my future ...

I am not yet aware of its value.

Physical education at school ... pleasant and exhausting.

In school I feel ... we must open a smoking room.

Rules and regulations in school ... they are too strict.

Intelligent children ... they don't mingle with our middle class, they  
are too good for that.

Less intelligent children ... they must be shown how to study and  
later achieve.

The teacher who meant the most to me ... 3 years ago, my young Afrikaans woman teacher. She meant a lot to me.  
The teacher who meant the least to me ... not one, all are good for me.  
Teachers usually like ... me if I do my best at school, achieve well.  
The strictest teacher ... principal.  
Prefects and class captains ... I am the boy's class captain, prefect is too overbearing.  
The connection between the different school subjects ... poor.  
Guidance at school for me has ... no meaning, a waste of time.  
The atmosphere in most classrooms is ... lazy and not stimulating.  
My parents think the school ... is good for me but I will not learn.  
To work ... I can't. I have no will power and concentration.  
A person's body ... must be fed.  
A future marriage partner ... only later.  
Boys and girls ... can mingle more privately.  
To fail ... means you are not for the school.  
The relationship between school and reality (i.e., the world outside of school) ... I have not experienced this.  
What I would gladly learn in school ... more knowledge.  
Questions that I ask teachers ... are answered.  
By most teachers, originality is ... not applicable.  
The school's greatest fault ... too strict about little things and not school work.  
Literature at school ... failure.  
A genuine love for knowledge in school ... desired.  
My greatest interest ... to get out of school.  
To attain the highest achievement in the class ... never.  
In my free time ... ride my motorbike or visit my girlfriend.  
In school my language abilities are ... not too bad but to write and read, ha!  
Regarding my own feelings, in school I have learned ... if you will not, no one will help you.  
Modern science can explain everything ... but I will gladly know.  
In school I have learned that God ... is master and not me or the principal.  
One day I really want ... to be a Technical and Mechanical Engineer.  
When in class I don't understand something ... sometimes I lose it.  
A teacher's knowledge of his own subject ... in a few cases is really weak.

To fail a standard (grade) ... is not nice.  
I find it difficult to learn when ... it is examined.  
The high point of my school career ... is to prepare for my matriculation.  
My parents think teachers are ... not strict enough.  
The status of teachers ... is too low.  
In the afternoon at school ... I am tired.  
Most teachers' methods of teaching ... are not acceptable.  
I usually become bored in class ... where monotone.  
Problems most difficult to solve in class ... mathematics.  
Maintaining order in the class ... not too difficult.  
The connection between learning material from one year to that of the following year ... they have new futures.  
On the sports field ... now no longer active.  
When the bell rings ... glad because time to go home is nearer.  
In the class individual attention ... not carried out.  
A child who is shy or unattractive ... is not played with or talked to (mocked).  
My greatest learning problem ... lazy.  
My homework ... almost never done.  
My parents help me ... all the time.  
Commentary: I wish the school could put me in order, I am full of jokes and they must teach me self-confidence and let me find my will power. Smoking room. Too strict about everything good and not schoolwork.

#### 5.3.4 Orthopedagogical investigation

In addition to a successful exploratory conversation with Louis during which he opened himself for a pedagogical encounter and participated in the conversation in an open hearted way, a variety of expressive and projective media were implemented, among which are the Rorschach, T.A.T., Columbus, Bar-Ilan and graphic expression media. The findings are summarized as follows.

##### a) **Psychic life structure**

##### i) **Intentionality structure**

Louis is a tall boy and appears to be physically healthy and well developed. His hair is stylishly cut and combed but skin problems appear on his face and detract from his appearance. He also appears to be especially dependent, is extremely self-conscious and shows signs of bodily experiences. He is continually tense and although he clearly gladly cooperates, he continually creates the impression of a generally restrained intentionality and hesitant venturing attitude. His search for acceptance and approval are expressed in many utterances.

### **ii) Gnostic-cognitive structure**

Although there indeed are indications of relatively good qualitative intellectual potentialities and the ability to systematize and to think abstractly, there also are many indications of unordered gnostic lived experiences that continually are restrained and flooded by the pathic. His thinking seems cumbersome and a degree of compulsiveness is paired with inadequate attending, attentiveness and persistence. In general, there is an inadequate distancing to a gnostic-cognitive level and a feeling of inability to achieve. A defective vocabulary and language formulating and a trace of early possible language confusion are additional stumbling blocks to the adequate actualization of intelligence.

### **iii) Pathic-affective structure**

Feelings of insecurity, being infantile, tension, uncertainty and inadequacy, impotence and being-inferior in the competitive school situation result in a degree of aggressiveness and even spitefulness or bullying. There are also indications of problems in interpersonal relationships, especially with peers and authority figures, although he shows a strong search for support, acceptance and approval. Indications of emotional lability, conflict, bodily experiences and puberty problems are paired with a tendency to escape. There are signs of a search for emotional stability that lies shipwrecked because of inadequate intellectual control, possibly because of being stuck on a gnostic level. However, there also are positive indications of potentialities for identification and a readiness to communicate.

### **iv) Normative-meaning giving structure**



A weak or fluctuating intentional directedness culminates in problems of willing, passivity and a fear for responsibility. However, there are signs of a beginning awareness of responsibility and a new future perspective that is confirmed by his father. Lack of exertion and a general life uncertainty are put in relief by a strong need for support and direction giving via the firm decisive exercise of authority both by parents and teachers.

### **b) Disharmonious dynamic of educating and teaching**

Although there are positive and encouraging moments demonstrable in Louis' pedagogical-didactical situation, especially with his reasonably favorable meanings given to the encounter and trusting relationships with parents and teachers, it is evident that it is primarily the relationships of understanding and authority that give rise to the under-actualization of his personal potentialities in the school situation. The confusion that exists among his accompaniers regarding the level and quality of his intellectual potentialities has given rise to Louis experiencing uncertainty and a lack of understanding of his own potentialities that result in an unrealistic future perspective. In the past, a teacher had said to him that he had "a high IQ" by which he wants to be a technical or mechanical engineer and rejects a more practically directed occupation. On the other hand, there is the opinion that he is a child of "low normal" intelligence. It is clear that with respect to this child, the Guidance task of the school was not adequately realized. The image that he has at school of a "troublemaker" and "problem child" also refer to the disharmonious realization of the essences of the relationship of understanding.

As far as the relationship of authority is concerned, Louis states frankly that with respect to schoolwork it is not exercised strongly enough towards him although (not understandable to him) there is concentration on behavioral transgressions. Also, at home there is not sufficient discipline and control regarding his need and time for study. It is clear, however, that the authority accompaniment does not result in emancipation to acceptance of responsibility since Louis lays the responsibility for the under-actualization of his potentialities at the door of the teachers. The following example of

the disharmonious dynamic of educating and teaching speaks volumes: According to Louis a certain teacher is unwilling to punish pupils when their homework remains unfinished because he “doesn’t want to make enemies”. Then he writes the name of each transgressor in a little book with the promise that a child whose name appears in the little book three times will be sent to the principal for punishment. However, the promise is never carried out. Louis pointed this out to the teacher upon which a group of boys was disciplined by the principal. The following day, everyone’s homework was up to date. That the task of accompanying this child to self-accompaniment (responsible) actualization of personal potentialities was not realized adequately, as is evident from the meaning he has given to this.

Louis also speaks of need for guidance in study methods and experiences that the accompaniment to sensing and directed attention during the lesson situation is inadequate: “If I were a teacher I would make certain that all the children are given attention. Someone has said: Sometimes people just sit and think, but most of the time they just sit. This is how it goes in class.”

### **c) Summary**

It is clear that Louis finds himself in a situation where neither the primary (home) educating nor the school pedagogical-didactical intervention do not progress in a functionally optimal way mostly because of the defective communication and cooperation between home and school. Since, however, every case of the disharmonious realization of educating is unique and particularly in its nature and nuances, it would be invalid to make any generalizations from the single child discussed here. However, what appears clear in this highly concise exposition, when viewed against the background of the findings of the group investigation, is the pressing need in the case of each individual child to be able to give an account of the adequacy of his total personal unfolding within a total situation of room for becoming and learning that ought to be [provided] for that child in terms of his own, unique potentialities and limitations for giving meaning. If this does not occur, there always will be those children, like Louis, who sit at their desks and for whom the school does not provide a genuine home and a perspective offering

entrance to the future with the consequence that they, as outsiders, become alienated from themselves and their best potentialities and carry out an unhappy and unfulfilling existence.

Louis' learning problems and under-achievement must then be seen as a particular manifestation of the inadequate unfolding of personal potentialities; as a matter of an obfuscated intentionality and attenuated future perspective that primarily play out in the school situation. This also illustrates that the progress of the separate educative acts of the parents and teachers as well as their joint educative efforts with the inclusion of affective, cognitive and moral-normative moments, can be responsible for a child's under-actualization of learning and restrained becoming adult. The multi-formed nature of the events of learning, becoming adult, educating, and teaching, in connection with the complexity of the child's actualization of his psychic life are clearly underlined.

## 6. SYNTHESIS AND CONCLUSIONS

In this chapter, there is an attempt to design an empirical test of theoretical suppositious, and provisional findings considered in previous chapters. The aim of the investigation is to design a total perspective on the theme of the study, i.e., the possibility that the school does not, in all cases, make a pedagogically accountable contribution to a child's personal unfolding, and actualization of learning.

Since the quality and level of the actualized result of accompaniment in any educative situation undoubtedly is co-determined in positive and negative ways by a child's quality of giving meaning to the interventions made with him/her, there is an attempt to determine the actual meanings given by a group of school children to their situation. Although the subjective, childlike judgment of his/her teachers obviously cannot be viewed as true and valid, even so, it is an undeniable fact that no educator can claim optimal and functional accompaniment if he/she does not know, and understand the meanings a child attributes to his/her accompaniment. For the aim of this study, under achievement, or the inadequate actualization of gnostic-cognitive potentialities, as expressed in examination achievements, are viewed as a way of

manifesting the under actualization of personal potentialities in a school context.

A comparative analysis and qualitative interpretation of the favorable and unfavorable responses to a series of incomplete sentences of the various groups of children have made it possible to draw the following tentative conclusions: With few exceptions, the results of restraining moments in personal unfolding, and learning impeding factors suggested as possibilities in this study, are confirmed by the pupils who participated in the research. The implication of this is that the school is guilty of the charge that sometimes it contributes to an alienation from a child's genuine ways of existing, and destination, from the right to freely give expression to the integrated totality of his/her personal potentialities in each activity he/she is involved in at school.

- Affective moments, as personal alienation between teacher, and child arise in a lesson situation.

- Affective moments of alienation arise between child and fellow-persons, possibly because of inadequate accompaniment regarding the possibilities, and values of co-existing.

- Moments of accompaniment to alienation from the affective, and cognitive arise because of the meaningful experience of sexuality.

- There is a manifestation of alienation of a child from the positive experience of his/her own potentialities, possibly because of an accompaniment to a fear of failure.

- There is mention of alienation from a child's favorable self-image, because of possible accompaniment to an experience of being-inferior.

- There is an unambiguous charge of cognitive accompaniment which is untrue to reality, and life as an alienation from the childlike experience of reality, and the problems of the adult lifeworld.

- There are indications of alienation from a child's potentialities for independent thinking, creativity, fantasizing, and a love for knowledge.

- Cognitive accompaniment bounded to the past can serve to alienate a child from actualizing personal potentialities with an eye to the future.
- Moments of authoritarian and permissive authority accompaniment alienate a child from emancipation potentialities to normative independence, and responsibility.
- There are moments of experiencing alienation from the meaningful actualization of vocational-, work- and free-time potentialities.
- There are indications of possible inadequate accompaniment as alienation from the transcendental reality.
- The importance of potentialities for positive identification are underlined by the correlation with a child's viewing of the subject matter, and didactic command, and the status of the teacher, and the adequacy of his/her achievement.
- Concerning the reduction, and ordering of content, there is a great deal of agreement among the pupils that these essences of teaching are not realized adequately in a lesson situation.
- There are indications of possible inadequate actualization of the didactic principles (activity, individualization, socialization, and tempo differentiation).
- There are examples of experienced inadequate accompaniment to stable sensing and directed attending during a lesson.
- Moments of a disharmonious dynamic arise in terms of the course of a lesson, and of learning in almost every phase of a lesson.

## 7. REFERENCES

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