

CHAPTER 5

AN EDUCATIONAL PSYCHOLOGY MODEL

1. INTRODUCTION

As soon as a child is identified as someone with developmental problems, which usually are manifested as emotional, behavioral or learning deviations, and the question is asked about how possibly the symptoms can be eliminated, professional educational psychology is entered (Van Niekerk, 1985: 145). Thus, educational psychological activities are directed to a **professional field** in which **proficiency** and **skillfulness** are required (Van Niekerk, 1984), and this accentuates that it is a science **directed to the practice** of educating.

As a practically directed **science**, educational psychology also must fulfill the requirement of **being scientific**, which means the emphasis is on the scientific nature of its work, attitude and method. Its theories must express a vision of the child, family, school and society. However, its practically directed scientific activities, in the first place, are not for the sake of knowledge itself but for the sake of **correct** actions regarding the handling of concrete problems (Van Niekerk, 1985: 146). Also, its theory forming thrives in continual interaction with practice.

Hence, education and psychology are involved in thoughtfully cultivating and ordering data regarding specific aspects of a **developing** person, and orthopedagogics and clinical psychology, as practical perspectives, are involved in thoughtfully cultivating and ordering **relevant** facts regarding the **problems** of a person's (child's) development and **designing activities** to eliminate them. Just as a theory of teaching has little meaning if its foundation is not in the **practice** of a

teaching-learning situation, so a theory of psychotherapy makes little sense if it is not rooted in a situation of personal actualization and, similarly, a theory of child psychotherapy makes little sense if its basis is not found in a **child's** practical situations of personal actualization.

Thus, a theoretician tries to disclose strategies which he/she has not yet mastered, and is satisfied if he/she can describe the phenomenon

categorically, a practitioner wants to improve his/her practice. Thus, he/she "extends" what he/she knows to eliminate confusing actions (see Axline, 1977). This knowledge continually requires abstracting, determining strategies, constructing aids, etc., and each practice is rooted in a particular theory.

Educational psychology is compelled not only to clarify children's personality deviations but to point out and test the application possibilities of a theory for eliminating such problems in practice. If this does not happen, the practice designed will be haphazard and will remain not much more than a matter of mere contrivances.

Thus, the educational psychologist must be able to give an account of the theory which is the basis of his/her practice, and he/she must arrive at **generally valid** findings so that the practice itself can be accurately and systematically analyzed. This requirement is inescapable if a foundation is sought for each of the great diversity of assertions, modes and functions (Allen, 1947).

A teacher can be trained to teach via a method. However, without a founding didactic theory, he/she will not be able to design an original lesson, and his/her judgment of his/her practice, his/her accountability and his/her initiative will be lacking.

Understanding and effectively designing a practice for a personality deviant child requires, as a first precondition, the clarification of such a deviancy in its essentials. Aspects alone cannot be concentrated on because such a child does not define him/herself and behave in terms of organic defects, synaptic short-circuits, achievement scores or social deviancies.

Stemming from the above, specific **basic** knowledge of a particular phenomenon is necessary to clarify, understand and master it. Such **scientific** knowledge

means a thorough understanding of a particular delimited area of study which is acquired by special methods or modes of attack, and by thoroughly describing, ordering, classifying and, finally, explicating the information by disclosing laws or regularities which the data include or a clarification of what is incomprehensible in the knowledge.

Consequently, an educational psychologist first must have at his/her disposal **scientifically** accountable knowledge if he/she wants to make a claim to **expertness**. The scientific character of knowledge

determined by its applicability, as such, but rather by its methodological accountability; this does not imply that areas with possibilities of application are less scientific.

Unlocking and mastering his/her terrain also embraces much more than a **cursor** acquaintance with the contributions of the various professional disciplines, or merely comparing various theories from various origins. In this connection, Harm de Vos warns that "comparing theories, however, brings with it the fact that a few are over-valued, and this results in a premature generalization of data and, in hindsight, it is realized that only a limited value should have been attributed to a particular theory" (De Vos [in Dutch], 1981).

Of necessity, this knowledge must be related to a child's **humanity**, in the sense that, as a person, he/she continually actualizes his/her **intentionalizing, feeling [sensing], attending, perceiving, thinking, fantasizing, remembering and remembering**, as his/her ways of being directed to his/her world.

An educational psychologist studies the **perplexing** appearance of personal development, and the dynamics of **educating**. The **categorical** description of **personal** and **educative dynamics** is undertaken, respectively, by psychology and education and, indeed, from a so-called "fundamental" perspective. However, in the end, this leaves educational psychology with the task of describing the **perplexing** appearance of the **personal** and **educative**

essentials with its own **concepts**.

It is apparent, therefore, that the educational psychologist, with his/her aim of a scientifically accountable description of disharmonious educating and personal dynamics must link up with those sciences which lay claim to **fundamental** findings regarding these dynamics. In other words, an educational psychologist

wants to know and understand a personality-deviant child (behavioral, learning and other deviations) in his/her situatedness to help him/her regarding his/her being developmentally restrained. His/her practically directed insights must link up with those basic sciences which try to clarify the phenomenon of a child's development, and it is especially **education** and **psychology** which come to the fore here. In addition, an educational psychologist must be aware of the findings from each of the other perspectives on a child's development and deviation, but he/she must be able to put such results within an accountable evaluative framework, and then

incorporate them into his/her **accountable** model of interpreting them and designing a practice.

The following is a brief reflection on educational psychology linking up education and psychology.

2. LINKING UP EDUCATION AND PSYCHOLOGY

2.1 Introduction

With reference to education and psychology, the following correspondences are noted:

- * Both have a **person** as the focus of study and, thus, must have a clear image of what is understood by a **person**; and
- * both study a person's **development**.

Presuppositions about their areas of study must include (see Loch, 1963: 9-10) the following:

- * A person should always be understood in terms of a person him/herself, i.e., from the phenomena and actions of the person;
- * as a meaning giving being, a person remains an open question and cannot be fathomed completely; and
- * one has to proceed from the person as a totality.

Acceptable psychological and educational findings must concern the **total** person as situated potentiality, as a dialoguing involvement, as directed-to and open for, as a being confronted with ethical, moral, religious demands and as freedom-in-responsibility.

Therefore, an interpretation of a person as an "object," in the sense of the natural sciences, cannot be subscribed to by an educational psychologist and, therefore, he/she must make sure that the notion of a person which he/she subscribes to is free of any [natural science] metaphysical constructions (Preller, 1974: 85).

Disclosing the essentials of being a person shows that a person no longer can be compared to a psycho-physical organism, or that he/she functions as a higher animal, but rather that he/she is a valuing being who continually attributes **personal** meaning to his/her situation. The center for all activities of a human being is a **person**, which also is the moving power behind his/her development. Nel says, "Intentional

directedness, choices, decisions, being addressed by conscience, feeling guilt, all are embedded in a primordial, affective foundation as an inseparable part of a person's existence" (Nel [in Afrikaans], 1968: 18-19). In addition, he (Nel, 1968: 36) says that psychology and education really encounter each other in a genetic anthropology, i.e., under the viewpoint of the development of a human **child**, thus in a psychology of becoming (development).

Consequently, education and psychology must link up with philosophical anthropology as that endeavor which involves itself with a scientifically accountable description of what a person is, and with establishing an accountable view of a person (see Van Niekerk, 1976: 24-26).

If an educator or a psychologist ignores a person as a **meaning giving** being, he/she cannot be accepted out of hand by educational psychology because he/she leaves out of consideration what really sustains a person's unacceptable activities and unfavorable development.

As a **practically directed educator** and as a **practically directed psychologist**, an educational psychologist must form an idea for him/herself of the theories of each of these basic sciences for designing his/her own understanding and practice so that he/she can arrive at **generally valid** conclusions regarding the various current explanations, modes and functions which can arise regarding developmental restraints.

Basic knowledge about human deviancy does not fall only within one subject area. It is generally accepted that the interactions among family restructuring, evaluating, educating, teaching, supporting services and medical care significantly influence a person's development. This suggests that combinations of subject areas can serve as a foundation, especially when differentiated aims are formulated. However, there must be a link with the basic scientific findings which explicate a **child** as a person-in-

totality in his/her relationship with reality and, although it is not only the educator or psychologist who figures here, it is mainly these two disciplines which are in the foreground.

As a basic science, education reflects on the reality of educating which it analyzes and describes. However, teaching methodology and orthopedagogics are practically directed perspectives on educating. Each must establish its own founded theory

designing a practice because, in the absence of this foundation, they will not be able to proceed to an original design, and their practical pursuits will be characterized as mechanistic because judgment and practical accountability will then be left hanging in the air.

As a basic science, which a research psychologist involves him/herself with [phenomenological] psychology, interprets the dialogue of a person with his/her world (Van den Berg and Linschoten, 1969: 6), i.e., a **person** establishes (world) relationships and he/she furnishes categorical findings about "personality", "personality structure", "personal functioning", "personal growth", "personal development", "consciousness", "intellectual abilities", "dispositions", "interests" and more. Therefore, some conclude that the name "psychology" ought rather to be replaced by "**personology**". Since "applied psychology" is differentiated into industrial, clinical, educational and counseling branches, each has a practically directed perspective on a **person** in his/her dialogue with his/her world. In linking up with the **categorical** findings of "general psychology", each applied area also must provide **founded** ideas about designing its practice, especially with reference to using **permissible** methods, techniques, etc.

A clinical or counseling psychologist who, for example, assumes that the success of his/her practical activities is mainly determined by the nature and depth of the human contact between him/her and his/her patient does not respond to the demand of being scientific (Preller, 1974: 85). Therefore, each practicing psychologist's adherence to a recognized framework of designing a practice must be able to be scientifically accounted for, otherwise, as Van den Berg (1960) says, he/she primarily "knows" without his/her science.

An educational psychologist must not be guilty of isolating and absolutizing one or more aspect of human life and then use it or them as the foundation of his/her theoretical framework, and in accordance with which the

whole of human existence then is interpreted following particular **proposed** "generally accepted" presuppositions. Preller (1974: 85) says if one wants to be responsive to the demands of modern **scientific practice**, the primary emphasis must be on the scientific nature of the work, attitude or methodology. Reality must be seen as a meaning- loaded reality and consciousness as intentionality.

From the above, it appears that educational and psychological insights must serve as a basis for an educational psychological practice, as a practice attuned to helping a child with personality developmental concerns, in general, and disturbances.

The educational psychologist must refrain from vague generalizations regarding the relation between educating and emotional problems, personality and other problems of the parents, social psychological factors such as marital problems, ignorance about educating, alcoholism and drug use, a combination of physical and emotional problems, etc. The essentials regarding a child actualizing his/her personality in relation to each factor must be indicated. The real effect of educating on a child's personality development must be identified. Simple causes offered for behavioral and other deviations such as, e.g., "He is not intelligent"; "He is lazy"; "He has emotional problems because his parents are separated"; "He is restrained by his milieu" are really of little value.

The direct connection between the disharmonious dynamics of educating which have played a particular role with a particular personality deviant child, and the present structure of various dimensions of his/her personality must be elucidated. Harm de Vos states with relevance, "Although the medical and psychological aspects cannot be omitted in diagnosis and assistance, in our time the pedagogic and social aspects have acquired a primary accent" (De Vos [in Dutch], 1981).

Thus, to penetrate to the essentials of personality deviancy, there has to be a search for the effects of educating in this respect to explicate how a particular disposition or deviancy of a particular child has arisen. Certainly one has to be able to determine how a child's educative involvement effects his/her personality development with regard to his/her basic developmental needs such as, e.g., basic trust in contrast to its lack; understanding versus not understanding; independence

in contrast to dependence, the need for love and security; and what the effects are when there is educative failure in providing for a child's needs.

This confronts educational psychology with the task of comprehensively integrating diverse insights which means developing a convergent perspective.

2.2 The task for educational psychology of developing a convergent perspective

2.2.1 Introduction

From the above, educational psychology can only explicate the phenomenon of deviancy, in the light of which corrective techniques and methods can be designed, from a comprehensive perspective on personality development. Therefore, in the first place, regarding the moments of developmental restraints, the educational psychologist is confronted with a task of convergence because he/she must be able to select, specify and use, in intervening with the deviant child, each distinguishable perspective on a child's development which can be discerned.

To make these connections there must be a convergence or integration of the pedagogic part-perspectives and relevant psychological insights; in other words, the relevance of the various perspectives with respect to a child's personal structure and development have to be determined, explicated and interpreted by the educational psychologist (see Steele and Pollock, 1968: 58-61).

2.2.2 The contributions of psychology

Psychology has already established an extensive body of knowledge regarding the personality deviant child. It also has shown that a child's personal development includes an **elevation in meaning** because, given its cumulative nature, original affective, cognitive and normative meanings are actualized and then again interwoven with subsequent meanings. The essences of a **person** have already been particularized to a greater or lesser degree.

Especially developmental psychology, in addition to educational psychology, has considerably clarified a child's development as involving continual change. Knowledge of a child's personal actualization as this

manifests itself during different periods of life also is available in the findings of a variety of psychologists (see Bloom, 1964; Bollinger, 1967; Erikson, 1959; Frankl, 1968 and 1967; Freud, 1967; Jones et al., 1971; Kagan and Haverman, 1970; Kohlberg, 1969 and 1975; Piaget, 1968; Scott, 1986; Straus, 1963 and Van den Berg, 1969).

Especially, the practically directed psychological perspectives also have established a variety of sophisticated evaluation and intervention procedures that are indispensable components for analyzing and eliminating personal deviancies. Since it is necessary to continually analyze and determine the personal potentialities and their actualization by a particular deviant child, the entire field of psychological testing is entered, i.e., all procedures for obtaining a valid and reliable person image. In addition, there must be a linking up with intervention procedures that involve the entire spectrum of psychotherapy and related procedures (see Part III).

2.2.3 The contributions of education

The fact that, as a developing person, a child continually wants to be someone himself (Langeveld, 1952: 142) does not mean that he/she also knows **how** and **what** he/she will become, and it is an onticity* that he/she is committed to **being educated** (Langeveld, 1952: 165), and that the adult cannot be eliminated from his/her life because of his/her helplessness, need for and seeking of support.

The reality of educating has already been described in depth macro-structurally through various pedagogical perspectives, e.g., from fundamental pedagogic, psychopedagogic, didactic pedagogic, orthopedagogic and other pedagogical perspectives (see Kohnstam, 1952; Langeveld, 1952; Gunter, 1977, 1981; Landman and Roos, 1973; Landman, 1981; Kok, 1982; Loch, 1963; Nel, 1967, 1968; Sonnekus, 1970; Sonnekus and Ferreira, 1979; Sonnekus et al., 1973; Oberholzer, 1968; Perquin, 1962; Roth, 1959; Van der Stoep, 1968; Van Niekerk, 1976, 1980, 1982, 1984, 1985).

According to Langeveld (1952: 142) an educator must guide a child, not only to live but also to want to live as

the being which he/she is. He/she cannot be and give meaning [as he/she should] without the help of his/her educators. Therefore, development [becoming] occurs by a child **expanding his meanings** in an educative situation as long as he is a **child**. This is a fact that no one can deny or ignore who has knowledge of the anthropological* foundation of these conclusions.

* An essential characteristic of being human.

* Philosophical anthropology and not the social science of anthropology.

A child continually **gives meaning** to the educative relationship, aim, sequence and activity structures in which he participates with his educators.

As a **basic** science, pedagogics has particularized the essentials of educating and shown their relationships to a child's personal actualization and development. Educating is primarily a matter of a personal relationship which acquires concrete form in affective and cognitive ways. In his/her giving meaning to the multiply structured world (spatial, temporal, formal, social, etc.) a child continually broadens his/her experiential world but the world itself also acquires for him/her a formal-functional meaning. Consequently, he/she discovers that whether he/she feels, perceives, thinks remembers, etc. effectively or not, promote or restrain the ways he/she broadens his/her knowledge and emotional dispositions. Thus, the formal aspect also becomes functional: the possibility of being dynamically involved in a continually changing world is that as he/she develops, he/she feels and knows more and, thus, becomes better "equipped" and more "functional" or perhaps less so.

By means of **acting**, an educator and child stand together in an educative relationship within which the adult discloses him/herself as a person, and creates a climate which can promote or dampen a child's personal actualization. However, a child also contributes to this relationship, climate and involvement with the situation. Thus, this is a **functional** event which points to the **effects of both** party's activities regarding the child's giving affective, cognitive and normative meaning. This educative functionality always is evident when the structures of educating are appropriately implemented.

During each educative event, its structures are implemented, and these essentials of educating always are interrelated. However, there are no educative events or moments of personal actualization unless the essentials of **both** are involved, and each educative event is unique and is determined by the educator's and

the child's **functional** participation in it by means of **personal** activities.

A child's development does not occur automatically because, among other reasons, the dynamics of educating imply separate activities of the educator and child, which are executed in unison, but which possibly can proceed inadequately. Indeed, it is generally acknowledged that the structures of educating can be implemented **disharmoniously** in an educative situation, and then such

activities of the educator and child are **educatively dysfunctional**.

If a child attributes unfavorable affective and cognitive meanings, this usually comes across in his/her behaviors and usually implies emotional, behavioral, learning or other deviations of some nature. Thus, when the educative structures are not actualized properly, a child is neglected affectively, cognitively and normatively, and his/her prospering as a person is impeded.

When the dynamics of educating are disharmonious, this is an event where the essentials of educating appear confused because of the dysfunctionality of the educative activities of the educator and child.

Then a child's personal development is inadequately actualized under the guidance of an adult and he/she becomes conspicuous because his/her behavior is in harmony with the unfavorable meanings which he/she gives on emotional, knowing and normative levels to him/herself and to life contents, and his/her behavior is not in harmony with what can be expected of him/her according to his/her developmental level and personal potentialities.

Orthopedagogics concentrates on disclosing and elucidating the disharmonious dynamics of educating and on establishing guidelines for designing an educatively harmonizing practice.

From the above, educational psychology must begin from educational, psychological and clinical psychological foundations to provide a basic theory to explain individual differences among deviant children in their unique educative situatedness, after which strategies for providing assistance can be designed and carried out.

2.2.4 Accomplishing the convergence

2.2.4.1 Introduction

In the current literature, the connection between educational and psychological insights usually are formulated merely as "afterthoughts" in terms such as " ... the late maturing boy needs help in developing confidence and assurance" (Sprinthall and Sprinthall [in English], 1977: 85) or " ... as the twig is bent, so grows the tree" (Sprinthall and Sprinthall [in English], 1977: 91).

A close examination of how these pronouncements might be relevant in designing a practice indicates that they are meaningless clichés. They do not indicate **what** the adult's "emotional assurance" involves, or what "late maturing" implies, and they suffice in making vague generalizations about the relations among educating and emotional problems, social-psychological factors, marital problems, alcoholism, drug use, physical problems, etc. Nowhere are the relevant essentials of the **educative dysfunctionality** regarding the **child's personal Under actualization** indicated.

This emphasizes the irrefutable fact that educational psychology must strictly accept its **task of converging theory and practice** if it is not to be guilty of fragmenting and of offering simplistic causes of behavioral, learning and other deviations located only in a child's personality or only in the family framework.

2.2.4.2 Theory convergence

To penetrate to the essentials of a child's personal deviancy, the specific effects of **dysfunctional** educating must be indicated in terms of a macrostructural specification of how particular dispositions or deviant behaviors arise with reference to a response to his/her personal needs.

This compels the educational psychologist to start by converging the **relevant** insights of the pedagogical perspectives. Everything which for him/her is relevant to a child's participating in educating, the effect of educating and more, a child's personal structure, personal actualization and personal development must be delimited, elucidated and explicated (Steele and Pollock, 1968: 58-61).

Therefore, educational psychology must remain a scientific discipline which is **aware of essentials** and it

must ensure the validity of the macrostructures advanced by the various "basic" perspectives which he/she enlists with the aim of necessarily maneuvering or refining them in his/her own specialized practice. Such a macrostructural convergence, however, includes little more than generalized insights and, this, presents the educational psychologist with the task of eliminating vagueness in his/her own **particularizations**. Deviancy and educative disharmony must be particularized in their dynamic relationships, and out of that, for

example, aggressiveness, insecurity, emotional disturbance and more, on the one hand, and overprotection, rejection, mistrust, etc., on the other hand, must be interpreted as matters of educational psychology.

This scientific work then elevates educational psychology to a full-fledged academic perspective along with other practically directed educational and psychological perspectives. As part of its theoretical work, then, educational psychology must indicate how it can arrive at a reliable and valid selection of macrostructures to determine the particularities of what is under-actualized.

Within this particularization, the distinction between **theory** and **practice** is also indicatable. In so far as the practicing educational psychologist is called to practice, he/she is really called to particularize, in one way or another, psychological and educational macrostructures. Therefore, he/she necessarily has to be conversant with the pedagogical categories and how they are reciprocally related to each other. In addition, he must have thorough knowledge of psychological macro-structures and be able to show categorically how a child's personal actualization and development are influenced by the way he/she is being educated.

The professional educational psychologist, whose theoretical frame of reference proceeds haltingly and who yet lays claim to designing an effective practice, must be diagnosed as someone who suffers from a professional superiority complex (Van Niekerk, 1985) who, as in such cases, cannot effectively master his/her terrain.

2.2.4.3 Practice convergence

From the above, to design an effective practice, it is necessary to find links between the essentials of the deviancy and available knowledge about designing practical strategies.

The educational psychologist, in designing a practice, as does any other practice-directed pedagogue or psychologist, must begin with a macrostructural description of a child's personal development. This requires making a macrostructural description of educating and a **micro-analysis** of what appear as perplexing personal essences in relation to perplexing essentials of educating, after which there again is a macrostructural description of the personal deviancy, **as such**, and of the specific child in terms of his/her

inadequately attributed meanings, as developmental and learning restraints, and this reveals the **essential characteristics** of the disharmonious educative and teaching dynamics of this child.

The convergence in practice implies that the professional educational psychologist must determine the most relevant educative essentials, as disharmonious moments, in relation to the inadequate appearance of the essentials of the child's psychic life and their mutual and dynamic interwovenness with his/her conspicuous behaviors.

Therefore, it must be determined, with some **certainty**, how a child's educative involvement, based on dysfunctional educative relationships, really keeps his/her personal development in check because of an inadequate acknowledgment of his/her unique, basic personal needs, such as a lack of trust, misunderstanding, dependency, etc.; what the effect is of inadequate physical circumstances; environmental restraints; socio-economic circumstances; the national or cultural group to which he/she belongs.

The cardinal question is **what** are the **controllable and eliminable** personal **disturbances** and **disturbing moments**, and **how** they **ought** to be neutralized or **corrected**.

Because there **always** is a direct relation between the disharmonious dynamics of educating in which a particular deviant child has participated, and his/her personal structure, the mutual relations among **distinguishable** factors of personal deviancy must be indicated, as well as **what** the direct connection is between the generally accepted (or supposed) cause and the actual course of his/her personal development in relation to the disharmonious educative dynamics resulting from dysfunctional educative activities.

Once there is a degree of certainty regarding the pedagogical and psychological macrostructures proposed and, thus, the essentials of the disharmonious educative

dynamics and inadequate personal actualization (development) are represented, it is determined how they are mutually interrelated in terms of dysfunctional educative activities, as well as a child's attribution of unfavorable affective and cognitive meanings, and his/her unacceptable behavior. That is, dysfunctional activities and the child's resulting unfavorable meanings must be gauged.

Diagnosing determines the essentials of a particular child's deviancy and specifies **where** the essentials of educating appear to be confusing in relation to the perplexing appearances of his/her psychological essentials, all with appropriate reference to educative dysfunctionality, a matter considered in the next chapter.

As far as providing assistance, the educational psychologist avails him/herself of all relevant educative procedures, therapeutic techniques and other procedures of intervention to **harmonize the** disharmonious dynamics of educating, which includes modifying unfavorable meanings and "normalizing" a child's behaviors (see Part III).

2.2.5 Synthesis

From the above, **educational** and psychological insights must provide the **basis** for an accountably designed educational psychological theory and practice. However, when an educational psychologist "links together" educational and psychological findings, this implies that not **all** of them can simply be accepted. These insights must be reflectively and accountably incorporated into a unique theoretical educational frame of reference in designing his/her practice.

If this is not done, there will be no further advance beyond merely general talk as can be seen from the following pronouncements, where it is usually acknowledged that a child's development and being educated (and, thus, his/her deviancy and disharmonious educating) go hand in hand, but the essentials of this problem are avoided:

* "Adequate emotional development is dependent on family functioning ... because children have need of the adults' encouragement and recognition" (Anderson [in Afrikaans], 1981).

The academic and professional terrain which the educational psychologist must command requires that he/she attend to designing a **theory** and **practice** which are based on philosophical anthropological, educational, orthopedagogical, psychological, clinical psychological and counseling psychological foundations. This presents him/her with the task of converging his/her perspectives as a theoretician and practitioner. In the name "educational

Psychologist," it is alleged that he/she indeed is dependent on taking his/her terrain and professionalism seriously so he/she can make effective judgments about the following tasks which confront him/her:

- * Giving timely guidance to parents and teachers regarding educating, teaching and developing their child as a person;
- * intervening, especially with a child and previous adults whose personal actualization indicate problems with the aim of harmonizing the disharmonious and eliminating problems which show themselves in various symptoms such as relationship, family, school, behavioral and learning problems among which underachievement, specific learning restraints, vocational knowledge and vocational choice problems are manifested; and
- * providing services to teaching departments, school clinics and auxiliary services, schools for special education and in private practice or other instances where he is a member of an interdisciplinary or trans-professional team.

Components of his/her framework of expertise include the following:

- * Knowledge of the entire spectrum of personal becoming from birth to adulthood;
- * knowledge of types of handicaps among which are intellectual, physical, neurological, environmental;
- * knowledge of and skill in evaluation and diagnostic procedures in general;
- * skill in acquiring a reliable image of a problem in terms of its origins and the nature of its symptoms.
- * knowledge of personal deviancy with reference to the influence of disharmonious educating and teaching;
- * knowledge of the spectrum of available opportunities and auxiliary services;

- * skill in providing services to prevent personal deviancy;
- * skill in implementing tests and other procedures to acquire a reliable person image and image of the disharmonious educative dynamics;
- * knowledge of the learning event;
- * knowledge of careers;
- * knowledge of subject, school and occupational choice possibilities;
- * knowledge of pursuing [vocational] choices;
- * knowledge of and skill in providing assistance; and

- * knowledge of providing help in multidisciplinary teamwork.

Thus, an educational psychologist is an **educator** and a **psychologist** who converges his/her two scientific areas and practices into a unitary perspective [in an educative context].

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