

A PSYCHOPEDAGOGICAL VIEW OF SELF-REALIZATION AS AN ESSENTIAL FACET OF BECOMING ADULT*

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1. Introduction

It is an acknowledged fact that the aim of educating a child is his becoming adult since a child cannot and ought not to permanently remain a non-adult. As an educand[•], a child is committed to the educative support of an adult. However, this in no way means that he (the child) has little or no say in his own becoming adult. On the contrary, the interpretation, acceptance or rejection and application of the educative contents that the educator presents to and unlocks for him require his active participation. Thus, a child is a partner in the adult's educative activities and, hence, in his becoming adult. According to Langeveld this partnership is attributed to the fact that a child is someone who wants to be someone himself. Also, Perquin emphasizes a child's own role in his becoming adult when he refers to the meaninglessness of pedagogic intervention that does not take into account the fact that a child also must arrive at a personal position in his involvement with reality.^(7: 61) Sonnekus links up with this when he indicates that a child reserves all rights with respect to his becoming adult.^(10, 10)

Two distinguishable but inseparable facets of a child's becoming adult thus can be indicated. On the one hand there is the accompaniment (guidance) of the adult (the adult's role in a child's becoming adult) and, on the other hand, the self-realization of the educand (the child's own role in his becoming adult).

2. A more specific description of self-realization

An analysis of the concept "self-realization" shows that two component parts can be distinguished, namely, "self" and

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• "Educand" refers to a human child who not only can be but must be educated (GDY).

“realization”. Viewed in its essence, the concept self refers here, on the one hand, to a somebody, a person, an I, an individual invested with authentic human qualities on the basis of which his uniqueness makes him distinguishable from other human beings. This uniqueness of the individual finds embodiment in a person’s personal structure or indeed a totality structure of somatic-psychic-spiritual qualities.

On the other hand, the meaning attributed to the concept self is that of unique involvement, unique participation, unique initiative. Here the emphasis is on the unique participation or unique role in contrast to the participation or role of another (person(s)). Thus, there is an indication of an active involvement and the self-exercise of choice.

Realization as a concept refers to a dynamic activity and the actualization of an activity. Thus, here is evidence of making real or fulfilling givens, possibilities and potentialities. In this connection, realization in no way implies bringing “something” about from “nothing” but rather the unfolding or becoming knowable of what is latent.

As a unitary concept the self-realization of a person includes the fact that a making real of qualities that will give content to the individuality of the “self” is actualized. Viewed in this light self-realization implies the unfolding or fulfillment of human potentialities. Then it is an activity that refers to an individual, unique involvement, and therefore active involvement is a necessity.

3. The relation between self-realization and becoming adult

With special reference to a child, unfolding or fulfilling human potentialities unquestionably refers to the course of an educand’s becoming adult. Viewed from a psychopedagogical perspective, self-realization amounts to an unfolding of his psychic-spiritual potentialities. These are potentialities with which a child has an undeniable role. A child’s self-realization thus can be equated to the unfolding of his personal potentialities in giving form to his unique person-structure (personality). The unique role of a child in this especially is that he can exercise a decisive choice in the various

educative and formative situations he finds himself in. Choices that he exercises in this connection can be definitive with respect to the harmonious course of the event of his self-realization as well as, simultaneously, with the successful course of his becoming adult.

Confirmation of the affinity between self-realization and becoming adult also is provided by Landman.^(2: 33) This confirmation is found in a structural analysis of becoming that he explicates. Although he uses the word becoming, he means adulthood as is evident in his assertion that becoming includes becoming different and, indeed, in the direction of adulthood.

Self-realization is tantamount to becoming adult (becoming) for Landman when he offers the explanation that a child's relationship with the world is characterized by a continual elevation in dialogue that gradually increases so that it occurs as does that of an adult. Thus, a child becomes through the dialogue he carries out, but only when he is pedagogically supported to that end. By supporting a child pedagogically the level of the dialogue he carries out and/or the relationships he establishes are elevated. Therefore, this implies that becoming is an elevation in dialogue and level.

Moreover, Landman alleges that a child as a person attributes meaning to his relationships with things and fellow persons. To attain adulthood a child must increasingly give meaning to the world as an adult ought to and, therefore, becoming also refers to an elevation in the level of giving meaning.

Among other things, it is expected of an adult that he must himself be able, in responsible ways, to express a decision and make a choice. Therefore, a pedagogic demand placed on a child who is becoming adult is that he must increasingly be able to make choices on his own initiative. Correctly, Landman also qualifies becoming as an elevation in choosing.

In the dialogue that he carries out, the meanings he attributes to something, to someone and to situations as well as the choices he exercises, a child continually is an initiator of activity. In each case, the self-involvement of the child is conspicuous. Thus, it correctly

can be declared that the self-realization of a child includes an elevation in dialogue, level, giving meaning and choosing.

However, a child cannot arrive at self-realization merely by means of exercising self-choosing, self-deciding and self-judging without complying with the accountable helping guidance that the adult, as and educator, offers him. Thus, for example, a child can reject the values and norms presented by an educator and during his choosing and judging allow himself to be guided by sensory and vital values, i.e., those values that for him offer immediate and temporary guidelines as well as physical gratification. However, such a child remains vitally bounded in his dialogue with the surrounding reality and does not arrive at a dialogue, meaning, level, and choice elevation because he does not progressively succeed in fulfilling the demands of propriety that are placed on him. According to Landman^(2: 34) there is no mention of becoming (becoming adult) but at most of growth. Regarding his psychic-spiritual potentialities there is no increase in their actualization and the child does not arrive at an adulthood-directed self-realization. Indeed, he becomes different but such a becoming different is degenerative (negative becoming).

4. Ways of self-realization

4.1 Introduction

A person is continually in relationships with the reality surrounding him. Such relationships are between a person and himself, a person and the things around him, a person and fellow persons and, for a Christian believer, between person and God. It is within these relationship situations that a child's self-realization is actualized by means of ways of self-realization.

4.2 Self-realization through experiencing and lived experiencing

4.2.1 Self-realization through experiencing.

Viewed from an accountable psychopedagogical perspective experiencing can be called an original, continuous and directed activity of a person (child) that is recognized by a self-concerned-

reaching reality that surrounds him.^(11: 8; 12: 108) Such a directedness to and involvement with reality eventually results in the acquisition of experiential knowledge. It is conspicuous that in the linguistic explication of the word experience the matter of conquering/ mastering knowledge by means of learning is accentuated.^(1: 158) Although experiencing implies a totality involvement and thus a bodily and emotional involvement, the cognitive directedness of an experiencing person especially is required.

With reference to and linking up with Sonnekus'^(11: 8-9) and Ferreira's^(12:112-115) findings, the following are distinguished as essential characteristics of experiencing:

- a) Experiencing is not a passive event but is a self-involved being engaged with reality;
- b) Experiencing is an orienting activity especially characterized by a time-space localization and a qualitative evaluation of what is experienced;
- c) In all experiencing there is evidence of intuitive knowing or a pre-cognitive knowing on a sensing level which contains the possibility of proceeding to a cognitively directed knowing;
- d) Experiencing implies anticipating or assuming what is not evident in the experienced;
- e) Experiencing is an activity;
- f) Experiencing is an essential component of lived experiencing.

4.2.2 Self-realization through lived experiencing

Viewed from a psychopedagogical perspective the involvement of a child with reality also can be explicated in terms of an active being aware of reality, as an intentional directedness and as an activity of receiving meaning, giving meaning and taking a position. Sonnekus has summarized this unitary event with the concept lived experiencing that he describes as "... the intentionally determined, subjective, personal (pathic-normative) taking a position by a person (the self) • as a totality-in-communication with reality."^(9: 23) Pretorius expanded on this description by describing lived experiencing as "... the personal (pathic-gnostic-normative)

• Inserted by the author.

intentional (meaning giving, meaning receiving, taking a position), continuous activity of being-aware of reality.”^(8: 8)

With reference to Landman, this active involvement of the individual (self) is elucidated by Pretorius as follows: “All lived experiencing is lived experiencing of self and this fact contributes to the meaning of the lived experiencing. In other words, lived experiencing belongs to the unity of the Self”^(8: 6)

From the following essential characteristics of lived experiencing, especially as particularized by Sonnekus^(11: 12), it is clear that self-realization by a child clearly is actualized by means of lived experiencing:

- a) Lived experiencing is an intentional activity directed to life reality. Such intentional directedness is characterized by seeking and giving meaning which gives lived experiencing a normative character;
- b) Lived experiencing has an emotional (pathic-affective) as well as an illuminative or knowing (gnostic-cognitive) side that is distinguishable but not separable;
- c) Lived experiencing shows a unitary character. Pretorius^(8: 38), in reference to Linschoten, says that the unity of consciousness is that all psychic phenomena actualized together (e.g., seeing, hearing, imagining, judging, deciding, loving, hating and desiring) belong, as part phenomena, to a single unity. In addition, lived experiencing is not actualized via actualizing these separate functions;
- d) On the basis of its nature of searching for and giving meaning lived experiencing always is directed to something, namely, to contents of life reality;
- e) Lived experiencing is not a momentary but a continuous event;
- f) Each lived experiencing is subject- and person-bound and is I-defining since each lived experiencing includes giving sense and meaning by and for the one who lived experiences;
- g) Lived experiencing reality continually actualizes itself differently that then, for an individual, involves receiving and giving meaning differently in each situation. Hence this is the

importance of lived experiencing as a way of self-realization (way of becoming and/or degenerating);
h) Lived experiencing is an essential component of experiencing.

4.2.3 The connection between experiencing and lived experiencing and what that connection has to do with the child's self-realization.

According to a structural analysis of experiencing and lived experiencing it is clear that they are closely connected. Viewed in its essence, experiencing is a turning (directedness) to reality; i.e., it is an activity that primarily is on a sensing level and also is pre-cognitive. However, experiencing without giving meaning is unthinkable. Such giving sense or meaning is a subjective (person-bound) matter since this appropriation of reality by the experiencing person is more or less meaningful for him. In addition, it also is an event that, in order to complete or round off the activity of experiencing, must serve to make the experiential contents knowable (cognitive activity). According to Van der Stoep^(14: 118) the implicit sense of things must be made explicit by giving subjective meaning to what is experienced.

On the basis of the fact that lived experiencing essentially is a meaning taking and giving or a meaning attributing activity, it is justifiable to say that the lived experiencing of something is a finalizing of experiencing. According to Ferreira^(112: 118) lived experiencing is the meaningful rounding off (completing, finalizing), refining of and giving a deeper meaning to the experiencing. Hence, it is said that experiencing gives rise to lived experiencing but that the content of the experiencing that is given by means of lived experiencing also has relevance for future experiencing. Thus, a child experiences while lived experiencing and lived experiences while experiencing. Regarding the relationship between experiencing and lived experiencing, they co-influence and co-determine each other.

From these descriptions of experiencing and lived experiencing, each experience and its correlated lived experience includes the acquisition of experiential and lived experiential knowledge. Each experiencing and accompanying lived experiencing involves

a quantitative and qualitative increase or deepening of possessed knowledge and brings about change. This change also holds regarding the formation of the structure of the person (personality) who experiences and lived experiences. Thus, in truth there is mention of self-realization. Factually it is obvious that each experience and lived experience does not necessarily include a positive value for forming the person structure of one becoming adult—a fact that underlines the necessity for education. The acquisition of experience and the correlated lived experience, specifically when actualized outside of an educational situation, do not necessarily lead to becoming but degeneration also can be a result. Further, it also is true that lived experiencing and experiencing something in the presence of an adult is no guarantee that the child will become adult because there is the possibility that he can degenerate. The above implies that each meaning giving activity during a child's experiencing while lived experiencing and lived experiencing while experiencing life reality only will have becoming as a consequence if it is actualized in terms of pedagogically approvable value structures.

4.3 Self-realization through exercising willing

4.3.1 Introductory remarks

With reference to his exploration of the psychological literature regarding a person's volitional life, Garbers distinguishes three schools of thought.^(5: 412) According to him there are:

- a) those who attribute such breadth to willing that it includes every human striving;
- b) those who view willing as the result of various opposing strivings, and;
- c) those who see in willing a type of striving that cannot be reduced to one or more other strivings.

In his view of a person's volitional life, Garbers connects with the last group of thinkers. The discussion borrows liberally from Garber's views.

Because of the complexity of a person's volitional life, a concise explication of what is meant by exercising willing is no small task. Nel^(4: 52) arrived at such a summary of a person's volitional life when he says that the intentional directedness of a human being to reality is known through a person's intentionalized going-out or earnest-going-out to the world around him. According to Nel there is a "will" or a propelling power present during a person's entire life to go out to the world.

It is accepted that the volitional life of a person is closely related to the level of becoming of the individual of concern and, therefore, to the developmental state of his somatic and psychic-spiritual personal potentialities. Qualitatively, the intentionalized going out to the world of a toddler, elementary school child, puber, adolescent and adult always show relative differences. As such, these differences are an indication of the degree of self-realization. In this connection, Nel asserts "At the beginning of a child's life this intentionalized going out [to the world] is on a vital level: It is a vital striving for nourishment, for physical or sensory contact, etc. To the extent that a child, as possibility, is activated from his spirituality and his "I" or personal core comes into action, his intentionalizing develops on a spiritual level by which spiritually willed activities, choices and decisions arise."^(4: 52)

4.3.2 A structural analysis of volitional life

With reference to Langeveld^(3: 177) and Garbers^(5: 412 et seq.) the following inseparable moments (facets) of volitional life are distinguished:

a) The moment of striving

Regarding the striving moment, Garbers refers to the motives, driving powers (see Nel) or propelling forces that are at the foundation of a person's behaving. In this connection, he distinguishes among reflexes, instincts, vital motives and emotions that are grouped within the vital sphere of being a person. In addition, social strivings, human or absolute, or value strivings are mentioned as well as emotions belonging within the psychic-spiritual sphere of being human. The mentioned driving powers are

closely entwined with a person's desires, wants and needs as well as his life aim, that in their turn, are highly influenced by the cultural milieu of a person.

In light of the above, it is understandable that a child who, in his life conduct, allows himself to be directed primarily by vital driving forces will not gradually appropriate supra-personal values (a precondition for full-fledged adulthood). Thus, being stuck in the vital sphere of being human will greatly determine a one-sided and narrow foundation regarding that youth's behaviors and his corresponding value judgments. Consequently he cannot arrive at an adequate self-realization.

b) The moment of choosing

The fact that a person must choose because of the presence of various strivings also is emphasized by Oberholzer^(6: 181) when he says that exercising willing implies that a person also can "say no" to whether a personal aim is realized. Thus, his choice is the basis of subsequent actions. According to Garbers^(5: 418), typical events characterizing this moment are weighing possibilities and hesitating while deciding what striving has higher value and which, thus, requires preference.

Above it was said that self-realization (directed to adulthood) implies an elevation in choice; consequently, any choice that increases an accountable becoming adult, such as an accountable adult willing, ought to be made. Repeated acts of willing, supported by a continual preference for vital strivings, has little pedagogic meaning for anyone becoming adult. A youth who finds himself in a situation in which he must decide for or against societal norms lived experiences a moment of crisis in his becoming adult since the quality of his value preferences, enmeshed in his strivings, will determine the pedagogic acceptability of his choices and actions. Because of the accompaniment [guiding] function that the emotions perform regarding the differentiated strivings, that child whose emotional life is labilized because of pedagogic neglect much more easily can make a choice that is in opposition to societal norms than that child whose emotional life shows a higher degree of stability. Guidance in making choices, therefore, is an indispensable facet of

any re-orientation program for that child who manifests anomalous behaviors.

c) The moment of deciding

According to Garbers the moment of deciding implies that the aim included in the striving with respect to the specific behavior is accepted or rejected or delayed.^(5: 418) The choice is finalized by a decision. What is aimed at now, by making a decision, gives direction to the concerned person's behaviors and, in essence, this amounts to self-realization. According to Garbers^(5: 419) when a decision cannot be carried out immediately or when its realization is a long-term matter, it becomes a plan.

Making a decision is a normative event and assumes that the person who must decide will allow himself to be led by the demands of propriety that address him from his particular life milieu. To decide is a particular way of self-realization because the final decision must be made on one's own initiative.

Responsibility in decision-making is a matter that is especially actual since the person who decides must be able to be accountable for his decision. In this connection, emphasis is placed on a responsible and accountable deciding as a criterion for adulthood. This latter is underlined emphatically by Landman when he states that an adult is someone who can remain faithful to the most extreme consequences of his decisions.^(2: 36)

Indecisiveness, however, is a problem that many persons must deal with. Such persons often are able to act with difficulty or not at all. With reference to Lersch, Van der Merwe^(12: 45) presents the following explanations of the phenomenon of indecisiveness:

- (i) It can be attributed to conflicting strivings where a person must choose among various possibilities while finding it difficult to abandon others;
- (ii) Sometimes this is based on a fear of accepting responsibility and risking making a decision;
- (iii) A labilized emotional life undermines and weakens a person's "will-power" and restrains him from deciding.

There is a fundamental and meaningful difference between indecisiveness and a lack of independence. Where the former refers to an impotence to purposefully choose between possibilities, a lack of independence implies that a person does not exercise an act of willing because someone else prescribes to him.^(12: 145)

4.3.3 Some essential characteristics of a person's volitional life with special reference to the phenomenon of self-realization

For a summary of the explications of the structure of volitional life, the following essential characteristics are distinguished with reference to Sonnekus,⁽¹¹⁾ Garbers⁽⁵⁾ and Van der Merwe⁽¹³⁾:

- (i) Volitional life is characterized by self-initiative or taking a personal initiative;
- (ii) Exercising willing is directed to realizing an aim;
- (iii) Willing serves a direction-finding and integrating function regarding a person's strivings;
- (iv) A person's volitional life is directed to the future;
- (v) Willing is decisive in nature;
- (vi) Willing is decisive in a person's aim-directed actions;
- (vii) A person's willing is inextricably interwoven with both his cognitive and emotional life;
- (viii) The exercise of willing in its relation to experiencing and lived experiencing is a way in which a person (in particular a child) arrives at self-realization;
- (ix) Exercising willing implies a verification of a person's wanting to become a person in his own right and, from a psychopedagogical perspective, implies that a child increasingly affirms his own identity by becoming a person.

4.3.4 Relationships between willing, experiencing and lived experiencing

Regarding the relationship between willing, on the one hand, and experiencing and lived experiencing, on the other, Van der Merwe^(13: 82-88) indicates that especially the initiating and direction-giving functions of willing deserve mention. With reference to the

emotional side of a person's lived experiencing, the level on which such emotional lived experiencing is actualized determines the quality (nature) of the act of willing and there then is mention of "will-power".^(5: 425) For example, a child with a labilized emotional life will find it difficult to take a rational attitude and, consequently, his acts of willing that flow from this mostly are actualized on a sensing level. During the discussion of the moments of choosing and deciding of volitional life, the close connection between emotional (pathic, affective) and knowing (gnostic, cognitive) lived experiencing and willing are indicated. On this basis the quality of "will-power" is an expression of, among other things, the relationship between a person's knowing directedness and his willing. For example, during his experiencing and lived experiencing involvement with such a situation, a person can distance himself, consider a number of possible choices and eventually decide accountably and responsibly. From this it seems that, although the emotional life still determines to a great degree the quality of the act of willing, it remains under the strong control of cognitive directedness. In addition, it also is true that a person is not abandoned to emotional lived experiencing (and deciding) but, that through willful effort, he can be in a position to decide on the basis of a cognitive judgment.

5. Conclusion

In this article the concept of self-realization is closely elucidated and attention is given especially to some of the ways of self-realization, among which are experiencing, lived experiencing and exercising willing. However, the question arises about how the self-realization of a child or individual is knowable. This is a question about the form(s) it takes. That these forms of self-realization are related to a person's personal qualities (so-called personality traits) is clear. In the psychological literature a great deal of attention has been given to this matter, while contemporary psychopedagogical views reflect a renewed interest of pedagogicians in it.

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