



UNIVERSITEIT VAN PRETORIA
UNIVERSITY OF PRETORIA
YUNIBESITHI YA PRETORIA

**DEVELOPING WRITING COMPETENCIES: A CASE STUDY OF
EDUCATORS' EXPERIENCES WITH A READ EDUCATIONAL
TRUST TRAINING PROGRAMME IN PRIMARY SCHOOLS**

by

KOENA JACOBETH RANKAPOLE

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BY

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UNIVERSITY OF PRETORIA

Promoter: **PROF. W.J. FRASER**

**PRETORIA
OCTOBER 2008**



DECLARATION

I, Koena Jacobeth Rankapole, hereby declare that this thesis is my own work, and that all sources referred to or quoted have been indicated and acknowledged by means of complete references. This thesis has not been submitted in candidature for another degree at this or any other university or tertiary education institution.

RANKAPOLE K.J.

DATE



DEDICATION

**This thesis is dedicated to my late son,
LETAGO TLOU ALLAN RANKAPOLE,
who passed away in 2005**



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SUMMARY

Worldwide, the urgent need for educational reform led to the pressing need for educational transformation. Basically, educationalists, policy makers and business leaders of the world ascribe the educational transformation to various factors such as the global economy, technological inventions and the new organizations of work. Subsequently, pathways to improvement in schools have become less specific and more ambiguous than ever before. The dynamic interplay amongst internal factors, combined with the influence of external factors, does not lend itself well to one prescription for quality assurance and improvement in schools. In the past, traditional manufacturing sectors had their own interpretation of the concept of organizational improvement, whereby the worker was expected to be dependable and loyal, rather than develop thinking skills. Management was responsible for planning, creative thinking, leadership and control. Under the pressure of economic competition, however, many companies including schools are in the process of changing to so-called high performance work organizations.

As a result, the provision of quality education has become one of the challenges facing the entire African continent. Hence there has been a variety of strategies implemented by the South African National Department of Education (DoE) in order to improve the quality of teaching and learning in schools, for example the Tirisano campaign that aims to involve all the stakeholders in schools.

A large number of service providers were involved in the implementation of Tirisano, including the READ Educational Trust that offers outcomes-based language programmes to language educators, who in turn implement them in schools. The language programmes are aimed at equipping learners with basic language skills such as speaking, listening, reading, and writing. The ultimate goal for the initiative to encourage teamwork in the provision of education in South Africa is to ensure that people are able to comply with the high demands of the country's labour market. Undoubtedly, good communication skills are a basic requirement for anyone to perform well in a turbulent work environment. It is against this background that organizations such as READ Educational Trust are actively involved in the provision of support through language programmes.

This thesis reports on a case study of educators' experiences with a READ Educational Trust's language programme in primary schools.



KEY WORDS

- Performance Assessment
- Training Programmes
- Impact Assessment
- Outcomes-based Education
- Training Models
- Writing Competencies
- Evaluation Research
- School Factors
- Learning Theories
- Whole School Effectiveness



TABLE OF CONTENTS

	PAGE
CHAPTER 1	1
BACKGROUND OF THE STUDY	1
1.1 INTRODUCTION	1
1.2 THE HISTORY OF READ AS AN ORGANISATION	1
1.3 JUSTIFICATION AND SCOPE OF THE STUDY	5
1.4 PROBLEM STATEMENT	7
1.5 AIMS OF THE RESEARCH	14
1.5.1 General Aim	14
1.5.2 Specific Objectives	14
1.5.3 Literature Study	15
1.5.4 Empirical Investigation	16
1.6 HYPHOTHESES	16
1.6.1 Purpose of the Hypotheses	16
1.6.2 Locating a Theoretical Framework	18
1.7 DEFINITION OF CONCEPTS	20
1.7.1 Assessment	20
1.7.2. Impact	20
1.7.3 Productivity	21
1.7.4 Training	22
1.7.5 READ Educational Trust	23
1.7.6 Grade 4 Learners	25



	PAGE
1.8 RESEARCH QUESTIONS	25
1.9 RESEARCH METHODOLOGY	26
1.10 LIMITATIONS OF THE INVESTIGATION	27
1.11 PROGRAMME OF STUDY	28
1.12 CONCLUSION	29



CHAPTER 2	30
THEORIES AND MODELS THAT UNDERPIN THE STUDY	30
2.1 INTRODUCTION	30
2.2 THE CONCEPT OF LEARNING	32
2.2.1 Early Philosophical Ideas on Learning	34
2.2.1.1 Behaviourism	35
2.2.1.2 Classical conditioning	40
2.2.1.3 Operant conditioning	43
2.3 SOCIAL LEARNING THEORY	46
2.3.1 Attention Processes: Perceiving the Model	49
2.3.2 Retention Processes: Remembering the Model	50
2.3.3 Motor Production Processes: Translating Memories into Behavior	50
2.3.4 Motivational Processes: From Observation to Action	51
2.3.5 Neo-behaviourism	53
2.4 GESTALT THEORY OF LEARNING	53
2.5 THE INFORMATION PROCESSING MODEL	55
2.6 CONSTRUCTIVISM	58
2.7 THE VIEWS OF EDUCATIONALISTS AND PSYCHOLOGISTS ON LEARNING	62
2.8 VYGOTSKY'S THEORY OF LEARNING	66
2.9 FEUERSTEIN'S THEORY OF LEARNING	69
2.10 THEORIES OF LANGUAGE ACQUISITION	73



2.11	CHOMSKY'S VIEWS ON LANGUAGE ACQUISITION	75
2.12	SECOND LANGAUGE ACQUISITION	78
2.13	CONCLUSION	82



CHAPTER 3	84
FACTORS THAT MIGHT AFFECT THE IMPLEMENTATION OF LANGUAGE PROGRAMMES IN PRIMARY SCHOOLS	84
3.1 INTRODUCTION	84
3.2 ORGANIZATIONAL FACTORS	84
3.2.1 The Organizational Culture of the School	86
3.2.2 The Impact of Organizational Culture on Productivity	90
3.2.3 The Impact of Quality Assurance Processes on Organizational Growth and Sustainability	93
3.2.4 International Standards Organization: ISO 9000	97
3.2.5 Constraints on Recruitment and Selection	98
3.2.6 Leadership	101
3.3 APPLICATIONS IN LEADERSHIP THAT MIGHT AFFECT THE IMPACT OF LANGUAGE PROGRAMMES IN PRIMARY SCHOOLS	104
3.4 HUMAN FACTORS AND MOTIVATION	110
3.4.1 The Impact of Human Factors on Organizational Effectiveness	111
3.4.2 The Impact of Rewards on the Implementation of Language Programmes in Primary Schools	121
3.5 CONCLUSION	128



	PAGE
CHAPTER 4	129
A RESEARCH BACKGROUD TO READ’S TRAINING MODEL	129
4.1 INTRODUCTION	129
4.2 THE BACKGROUND OF READ EDUCATIONAL TRUST	131
4.2.1 The Concept Writing Clarified	133
4.2.1.1 Spelling	134
4.2.1.2 Handwriting	134
4.2.1.3 Essay	135
4.2.2 READ’s Approach to the Teaching of Writing	136
4.3 FORMAL EDUCATION AND LANGUAGE TEACHING	137
4.4 READ EDUCATIONAL TRUST AND OUTCOMES-BASED EDUCATION	138
4.4.1 The National Curriculum Statement (NCS)	145
4.4.1.1 The National Curriculum Statement: Learning Area Statement	146
4.4.1.2 The National Curriculum Statement: Learning Programmes	149
4.5 THE LEGISLATIVE FRAMEWORK AND POLICY UNDERPINNING READ’S LANGUAGE PROGRAMMES AND LANGUAGE EDUCATION IN GENERAL	152
4.6 THEORETICAL FOUNDATIONS OF READ’S APPROACH TO LANGUAGE ACQUISITION IN GENERAL	156
4.6.1 The READ Model	157
4.6.1.1 Whole school training	161
4.6.1.2 Whole school monitoring	161
4.6.1.3 Leader teacher training	162
4.6.2 READ’s Balanced Language Programme	162



	PAGE
4.6.3 The READ Courses	166
4.6.4 Teaching Writing	167
4.7 THE ROLE OF LANGUAGE IN FORMAL EDUCATION	167
4.8 EDUCATIONAL IMPLICATIONS OF THE READ MODEL	168
4.9 CONCLUSION	168



CHAPTER 5	170
RESEARCH STRATEGIES AND DATA COLLECTION METHODS APPLIED	170
5.1 INTRODUCTION	170
5.1.1 The Conceptual Framework Supporting this Investigation	173
5.1.2 The ROI Model	174
5.2 CLASSIFICATION AND DESCRIPTION OF THE RESEARCH DESIGN	184
5.3 THE RESEARCH HYPOTHESES	185
5.4 QUANTITATIVE AND QUALITATIVE RESEARCH PARADIGMS	189
5.4.1 Quantitative Research Paradigms: Data Collection Methods	190
5.5 QUANTITATIVE STRATEGIES APPLIED DURING THE INVESTIGATION	197
5.5.1 Analysis of Variance (ANOVA)	197
5.5.2 Factor Analysis	198
5.5.2.1 The extraction of factors and estimation of reliability	198
5.5.2.2 The reliability estimation of the questions/items in the educators' questionnaire	199
5.6 QUALITATIVE RESEARCH METHOD	199
5.6.1 Qualitative Research Designs	200
5.6.2 Sampling	201
5.6.3 Data Collection	202
5.6.3.1 Data collection procedure(s)	203
5.6.3.2 Development of the interview schedule	203
5.6.3.3 Content validation of the interview schedule	204
5.6.4 Ethical Considerations	207
5.6.5 Data Analysis	207



5.7	TIME SCALE AND RESEARCH DESIGN	208
5.8	SETTING	208
5.9	CONCLUSION	209



CHAPTER 6	210
ANALYSIS AND INTERPRETATION OF RESULTS	210
6.1 INTRODUCTION	210
6.2 DESCRIPTION OF THE EDUCATION PHASES, LEARNING AREAS TAUGHT AND LANGUAGE USED FOR INSTRUCTION BY GRADE 4 EDUCATORS	212
6.3 REPORTING AND DISCUSSING THE RESULTS OF THE FACTOR ANALYSIS	216
6.3.1 Outcomes of the First Order (generation) Factor Analysis	216
6.3.2 Outcomes of the Second Order (generation) Factor Analysis	218
6.3.3 A Discussion of the Factors Extracted during the Second Order Analysis	222
6.3.4 Interpretation of the Results	223
6.3.5 Results of the Qualitative Investigation	229
6.3.5.1 Results of the qualitative research	229
6.3.5.2 Discussion of results: Grade 4 educators	229
6.3.5.3 Discussion of results: READ staff	254
6.4 SUMMARY	272



	PAGE
CHAPTER 7	273
OVERVIEW, CONCLUSIONS AND RECOMMENDATIONS	273
7.1 INTRODUCTION	273
7.2 SUMMARY OF THE LITERATURE REVIEW	273
7.2.1 Problems Related to Learning Theories and the Realization of Effective Language Teaching	274
7.2.1.1 The concept of learning as it applies to language development	278
7.2.1.2 Factors that affect the implementation of language programmes	280
7.2.1.3 READ's training model	281
7.2.1.4 Educational theory about teaching\ learning in general that might be applied when teaching writing in English	282
7.3 FINDINGS FROM THE EMPIRICAL STUDY	282
7.3.1 Summary of the Findings of the Quantitative and Qualitative Design of the Study	284
7.3.2 Hypotheses	291
7.3.3 Attainment of Aims and Objectives	293
7.3.3.1 Conclusions	294
7.3.4 Contributions to the Theory and Practice of Language Teaching	297
7.3.5 Other Contributions to the Theory and Practice of Language Teaching	298
7.4 RECOMMENDATIONS	304
7.5 FUTURE RESEARCH	306
7.6 SHORTCOMINGS OF THE STUDY	308
7.7 SUMMARY	308



LIST OF TABLES

		PAGE
TABLE 2.1	BEHAVIORIST TRADITIONS: SUMMARY	39
TABLE 4.1	THE MAIN DIFFERENCES BETWEEN THE OLD CONTENTS-BASED EDUCATION AND OBE	41
TABLE 5.1	AN EVALUATION PLAN FOR THE INVESTIGATION	177
TABLE 5.2	QUESTIONNAIRE RETURN STATISTICS	192
TABLE 5.3	SECTION OF ITEMS CONTAINED IN THE QUESTIONNAIRE	193
TABLE 6.1	BIOGRAPHICAL INFORMATION OF THE EDUCATORS WHO PARTICIPATED IN THE INVESTIGATION	211
TABLE 6.2	DESCRIPTIVE STATISTICS OF EDUCATION PHASES, LEARNING AREAS TAUGHT AND LANGUAGE USED FOR INSTRUCTION GRADE 4 EDUCATORS	213
TABLE 6.3	DISTRIBUTION OF GRADE 4 EDUCATORS BY TYPE OF SCHOOL, POST LEVEL HELD AND CLASSIFICATION OF LEARNERS' WRITING SKILLS	215
TABLE 6.4	DESCRIPTIONS OF THE FACTORS (1 ST ORDER FACTOR ANALYSIS)	217
TABLE 6.5	THE VARIANCE EXPLAINED, EINGENVALUES AND CHRONBACH ALPHA FOR THE TWELVE FACTORS	218
TABLE 6.6	RESULTS OF THE SECOND ORDER PRINCIPAL COMPONENT FACTOR ANALYSIS	219
TABLE 6.7	DESCRIPTION OF THE FIVE FACTORS	221
TABLE 6.8	THE VARIANCE EXPLAINED EIGENVALUES AND CHRONBACH ALPHA RELIABILITY CALCULATED FOR FIVE HYPOTHETICAL FACTORS FOR THE FIVE FACTORS	222
TABLE 6.9	COMPARISON OF MEAN FACTOR SCORES TO GENDER OF THE EDUCATOR	224
TABLE 6.10	COMPARISON OF MEAN FACTOR SCORES BY	



LOCATION OF SCHOOL	226
TABLE 6.11 CODING SYSTEM EXPLAINING THE IMPLEMENTATION OF THE READ PROGRAMME AS AN ALTERNATIVE TO THE TRADITIONAL METHOD OF LANGUAGE TEACHING OR AS AN INTEGRATION TO THE TRADITIONAL CLASSROOM PRACTICES	231
TABLE 6.12 FREQUENCY EXPLAINING THE IMPLEMENTATION OF THE READ TRAINING PROGRAMME AS AN ALTERNATIVE TO THE TRADITIONAL METHOD OF LANGUAGE TEACHING OR AS AN INTEGRATION TO THE TRADITIONAL CLASSROOM PRACTICES	231
TABLE 6.13 CODING SYSTEM EXPLAINING THE IMPACT OF READ'S TRAINING ON GRADE 4 EDUCATORS' APPLICATION SKILLS	233
TABLE 6.14 FREQUENCY EXPLAINING THE IMPACT OF READ'S TRAINING ON GRADE 4 EDUCATORS' APPLICATION SKILLS	233
TABLE 6.15 CODING SYSTEM EXPLAINING THE IMPACT OF READ'S TRAINING ON GRADE 4 EDUCATOR'S TEACHING PRACTICES	235
TABLE 6.16 FREQUENCY EXPLAINING THE IMPACT OF READ'S TRAINING ON GRADE 4 EDUCATORS' TEACHING PRACTICES	235
TABLE 6.17 CODING SYSTEM EXPLAINING NOTABLE CHANGES THAT COULD BE ATTRIBUTED TO READS' TRAINING PROGRAMME	238
TABLE 6.18 FREQUENCY EXPLAINING NOTABLE CHANGES THAT COULD BE ATTRIBUTED TO READ'S TRAINING PROGRAMME	238
TABLE 6.19 CODING SYSTEM EXPLAINING THE IMPACT OF READ'S TRAINING ON GRADE 4 EDUCATORS' PROFESSIONAL DEVELOPMENT	241
TABLE 6.20 FREQUENCY EXPLAINING THE IMPACT OF READ'S TRAINING ON GRADE 4 EDUCATORS' PROFESSIONAL DEVELOPMENT	241
TABLE 6.21 CODING SYSTEM EXPLAINING THE IMPACT OF READ'S ROGRAMME ON GRADE 4 LEARNERS'	



	WRITING COMPETENCIES	243
TABLE 6.22	FREQUENCY EXPLAINING THE IMPACT OF READ'S PROGRAMME ON GRADE 4 LEARNERS' WRITING COMPETENCIES	244
TABLE 6.23	CODING SYSTEM EXPLAINING THE MONITORING OF READ'S PROGRAMME	247
TABLE 6.24	FREQUENCY EXPLAINING THE MONITORING OF READ'S PROGRAMME	247
TABLE 6.25	CODING SYSTEM EXPLAINING THE INCENTIVES THAT WERE PROVIDED BY READ EDUCATIONAL TRUST	248
TABLE 6.26	FREQUENCY EXPLAINING THE INCENTIVES THAT WERE PROVIDED BY READ EDUCATIONAL TRUST	248
TABLE 6.27	CODING SYSTEM EXPLAINING WRITING SKILLS COVERED BY READ'S TRAINING PROGRAMMES	250
TABLE 6.28	FREQUENCY EXPLAINING WRITING SKILLS COVERED BY READ'S TRAINING PROGRAMMES	250
TABLE 6.29	CODING SYSTEM EXPLAINING THE CHALLENGES FACED BY GRADE 4 EDUCATORS	253
TABLE 6.30	FREQUENCY EXPLAINING THE CHALLENGES THAT WERE FACED BY GRADE 4 EDUCATORS	253
TABLE 6.31	CODING SYSTEM EXPLAINING THE SIGNIFICANCE OF READ'S MISSION STATEMENT TO THE DEVELOPMENT OF ITS TRAINING PROGRAMMES	255
TABLE 6.32	FREQUENCY EXPLAINING THE SIGNIFICANCE OF	



	READ'S MISSION STATEMENT TO THE DEVELOPMENT OF ITS TRAINING PROGRAMMES	255
TABLE 6.33	CODING SYSTEM EXPLAINING THE RELATIONSHIP BETWEEN READ'S PROGRAMME AND THE RNCS	257
TABLE 6.34	FREQUENCY EXPLAINING THE RELATIONSHIP BETWEEN READ'S TRAINING PROGRAMMES AND THE NCS	257
TABLE 6.35	CODING SYSTEM EXPLAINING MEASURABLE RESULTS ACHIEVED BY READ IN THE LAST THREE YEARS	258
TABLE 6.36	FREQUENCY EXPLAINING MEASURABLE RESULTS ACHIEVED BY READ IN THE LAST THREE YEARS	259
TABLE 6.37	CODING SYSTEM EXPLAINING THE DIFFERENCES BETWEEN READ'S APPROACH TO LANGUAGE TEACHING AND THAT OF THE TRADITIONAL SCHOOL	260
TABLE 6.38	FREQUENCY EXPLAINING THE DIFFERENCES BETWEEN READ'S APPROACH TO LANGUAGE TEACHING AND THAT OF THE TRADITIONAL SCHOOL	260
TABLE 6.39	CODING SYSTEM EXPLAINING ASPECTS OF WRITING COVERED BY READ'S TRAINING PROGRAMMES AT GRADE 4 LEVEL	261
TABLE 6.40	FREQUENCY EXPLAINING ASPECTS OF WRITING COVERED BY READ'S TRAINING PROGRAMMES AT GRADE 4 LEVEL	262
TABLE 6.41	CODING SYSTEM EXPLAINING THE IMPLEMENTATION OF READ'S PROGRAMMES	263
TABLE 6.42	FREQUENCY EXPLAINING THE IMPLEMENTATION OF READ'S PROGRAMMES	263
TABLE 6.43	CODING SYSTEM EXPLAINING THE MONITORING OF READ'S PROGRAMME	264
TABLE 6.44	FREQUENCY EXPLAINING THE MONITORING OF READ'S PROGRAMME	265
TABLE 6.45	CODING SYSTEM EXPLAINING THE BUSINESS IMPACT OF READ'S PROGRAMME ON ORGANISATIONAL GROWTH	266
TABLE 6.46	FREQUENCY EXPLAINING THE BUSINESS IMPACT OF READ'S TRAINING PROGRAMME ON ORGANISATIONAL GROWTH	267



TABLE 6.47	CODING SYSTEM EXPLAINING SUCCESS STORIES THAT COULD BE LINKED TO READ'S TRAINING PROGRAMME	268
TABLE 6.48	FREQUENCY EXPLAINING SUCCESS STORIES THAT COULD BE LINKED TO READ'S TRAINING PROGRAMME	268
TABLE 6.49	CODING SYSTEM EXPLAINING THEORIES OF LEARNING THAT UNDERPIN READ'S TRAINING PROGRAMME	269
TABLE 6.50	FREQUENCY EXPLAINING THEORIES OF LEARNING THAT UNDERPIN READ'S TRAINING PROGRAMME	269
TABLE 6.51	CODING SYSTEM EXPLAINING CHALLENGES FACING READ'S STAFF	271
TABLE 6.52	FREQUENCY EXPLAINING CHALLENGES FACING READ'S STAFF	271



FIGURES

PAGE

FIGURE 1.1	ORGANIZATIONS AS OPEN SYSTEMS	22
FIGURE 1.2	THE “UPSIDE-DOWN PYRAMID INVERTED” VIEW OF THE ORGANIZATION AND ITS MANAGEMENT	24
FIGURE 2.1	DIFFERENCES BETWEEN CLASSICAL AND OPERANT CONDITIONING APPROACHES	46
FIGURE 2.2	THE SOCIAL LEARNING THEORIES	47
FIGURE 3.1	EFFECTIVE LEADERSHIP	102
FIGURE 3.2	A WORK-RELATED EXAMPLE OF THE THREE COMPONENTS OF ATTITUDES	113
FIGURE 3.3	MASLOW’S HIERARCHY OF NEEDS	124
FIGURE 4.1	GUIDELINES FOR THE DEVELOPMENT OF LEARNING PROGRAMMES	145
FIGURE 4.2	DEVELOPMENT PROCESS FROM TYLER’S RATIONALE TO THE PERENNIAL CURRICULUM MODEL	158
FIGURE 4.3	SUMMARY OF LEARNING AREA LANGUAGES	163
FIGURE 4.4	READ’S BALANCED LANGUAGE AND LITERACY PROGRAMME	164
FIGURE 5.1	THE RETURN ON INVESTMENT MODEL	174