LIST OF CONTENTS

DECLARATION i
ACKNOWLEDGEMENTS ii
LIST OF CONTENTS iv
LIST OF TABLES viii
LIST OF FIGURES xi

<table>
<thead>
<tr>
<th>Content Description</th>
<th>Page</th>
</tr>
</thead>
</table>

CHAPTER I INTRODUCTION

1.1 Bloom's Taxonomic Categories 2
   1.1.1 Major Categories in the Cognitive Domain of the Taxonomic of Education Objectives (Bloom, 1956) 4
1.2 Achievement Motivation 5
1.3 Personality Types 8
1.4 Instructional Design 11
1.5 Academic Achievement 17
1.6 Justification of the Problem 19
1.7 Statement of the Problem 20
1.8 Objectives of the Study 20
1.9 Hypotheses of the Study 21
1.10 Delimitation of the Study 21

CHAPTER II RELATED LITERATURE

2.1 Studies on Academic Achievement in Bloom's Taxonomic Categories 23
2.2 Studies on Instructional Design and Academic Achievement 26
2.3 Studies on Achievement Motivation and Academic Achievement 33
2.4 Studies on Personality Types and Academic Achievement 36

CHAPTER III METHODOLOGY OF THE STUDY

3.1 Design of the Study 40
  3.1.1 Dimensions of the Design 41
  3.1.2 Design of the Study 41
3.2 Sample 43
3.3 Variables 44
3.4 Development of Achievement Test 45
3.5 Tools and their Description 57
  3.5.1 Deo-Mohan Projective Test of Achievement Motivation (1986) 57
  3.5.2 Maudsley Personality Inventory (M.P.I.) 1986 58
  3.5.3 Instructional Design on CAI and OHP 59
3.6 Statistical Analysis of Data 60

CHAPTER IV ANALYSIS, INTERPRETATION AND DISCUSSION OF RESULTS

Part I Mean Score for Academic Achievement in Bloom’s Taxonomic Categories, Classified by Instructional Design, Achievement Motivation and Personality Types 61

Part II Analysis and Interpretation of Data Based on ANOVA 66
  4.1 Main Effects 66
    4.1.1 Instructional Design 66
    4.1.2 Achievement Motivation 69
    4.1.3 Personality Types 71
4.2 Interaction Effects

4.2.1 Double Interactions

4.2.2 Triple Interaction

4.3 Summary of Three way ANOVA

Part III The Intercorrelations among the Variables of Academic Achievement, Instructional Design, Achievement Motivation and Personality Types

Part IV Discussion of Results

4.4 Main Effects

4.4.1 The Results Pertaining to the Effect of Instructional Design on Academic Achievement in Bloom's Taxonomic Categories in the areas of Knowledge, Comprehension, Application and Total of Three Taxonomic Categories

4.4.2 The Results Pertaining to the Effect of Achievement Motivation on Academic Achievement in Bloom's Taxonomic Categories in the areas of Knowledge, Comprehension, Application and Total of Three Taxonomic Categories

4.4.3 The Results Pertaining to the Effect of Personality Types on Academic Achievement in Bloom's Taxonomic Categories in the areas of Knowledge, Comprehension, Application and Total of Three Taxonomic Categories

4.5 Interaction Effects

4.6 Intercorrelations
CHAPTER V SUMMARY AND CONCLUSIONS

5.1 Statement of the Problem 104
5.2 Objectives of the Study 104
5.3 Hypotheses of the Study 105
5.4 Design of the Study 106
5.5 Sample 106
5.6 Tools 107
5.7 Analysis of Data 107
5.8 Conclusions 108
5.8.1 Mean Score 108
5.8.2 Main Effects 108
5.8.3 Interaction Effects 114
5.8.4 Intercorrelations 115
5.9 Limitations of the Study 118
5.10 Educational Implications 118
5.11 Suggestions for Further Studies 119

BIBLIOGRAPHY 121-139

APPENDIX A Achievement Motivation test by Deo-Mohan, (1986) I
APPENDIX B Eysenck Personality Inventory's M.P.I. VII
APPENDIX C Achievement Test XIII
APPENDIX C_1 D.V. & D.P. of the First Draft XXIV
APPENDIX C_2 D.V. & D.P. of the Second Draft XXVIII
APPENDIX C_3 Mean & S.D. of the First Draft XXXII
APPENDIX C_4 Mean & S.D. of the Second Draft XXXIII
APPENDIX D Content & Transparencies XXXIV