LIST OF CONTENTS

Pages
Preface ... (i) - (iii)
Acknowledgements ... (iv) - (v)
List of Contents ... (vi) - (xi)
List of Tables ... (xii) - (xv)
List of Figures ... (xvi) - (xvii)

CHAPTER I

INTRODUCTION ... 1-61

1.1 Academic Performance ... 1

1.2 Instructional Design ... 4

1.2.1 Programmed Instruction - a historical perspective ... 15

1.2.1.1 Concept of Programmed Instruction ... 18

1.2.1.2 Characteristics of a Programme ... 19

1.2.1.2.1 Individualized Instruction ... 22

1.2.1.2.2 Self Pacing ... 23

1.2.1.2.3 Carefully Sequenced Small Steps ... 23

1.2.1.2.4 Active Responding ... 25

1.2.1.2.5 Immediate Knowledge of Results ... 25

1.2.1.2.6 Empirical Testing ... 26

1.2.1.3 Types of Programmed Instruction ... 27

1.2.1.4 Adjunct Programmed Text ... 28

1.3 Intelligence ... 30
### 1.4 Self-Concept
- **1.4.1 Origin and Development of Self-Concept**
- **1.4.2 Aspects of Self-Concept**

### 1.5 Achievement-motivation
- **1.5.1 Origin and Development of n-Achievement**
- **1.5.2 Theory of n-Achievement**

### 1.6 Statement of the Problem

### 1.7 Hypotheses

### 1.8 Justification of the Study

### 1.9 Delimitations of the Study

### CHAPTER II
**A REVIEW OF THE RELATED LITERATURE**

<table>
<thead>
<tr>
<th>Section</th>
<th>Title</th>
<th>Pages</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1</td>
<td>Instructional Design And Academic Performance</td>
<td>62</td>
</tr>
<tr>
<td>2.2</td>
<td>Intelligence And Academic Performance</td>
<td>71</td>
</tr>
<tr>
<td>2.3</td>
<td>Self-Concept And Academic Performance</td>
<td>79</td>
</tr>
<tr>
<td>2.4</td>
<td>Achievement-Motivation And Academic Performance</td>
<td>88</td>
</tr>
</tbody>
</table>

### CHAPTER III
**DEVELOPMENT OF THE PROGRAMMED TEXT**

<table>
<thead>
<tr>
<th>Section</th>
<th>Title</th>
<th>Pages</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1</td>
<td>Preparation Stage</td>
<td>95</td>
</tr>
<tr>
<td>3.1.1</td>
<td>Selection of the Topic</td>
<td>95</td>
</tr>
<tr>
<td>3.1.2</td>
<td>Assumptions About the Learners</td>
<td>97</td>
</tr>
<tr>
<td>3.1.3</td>
<td>Formulation of objectives</td>
<td>97</td>
</tr>
<tr>
<td>Section</td>
<td>Description</td>
<td>Page</td>
</tr>
<tr>
<td>---------</td>
<td>-----------------------------------------------------------------------------</td>
<td>------</td>
</tr>
<tr>
<td>3.1.4</td>
<td>Construction of Criterion Test</td>
<td>106</td>
</tr>
<tr>
<td>3.1.5</td>
<td>Developing A List of Contents</td>
<td>119</td>
</tr>
<tr>
<td>3.2</td>
<td>Programme Writing</td>
<td>123</td>
</tr>
<tr>
<td>3.2.1</td>
<td>Selection of Programme Paradigm</td>
<td>123</td>
</tr>
<tr>
<td>3.2.2</td>
<td>Designing of Frames</td>
<td>124</td>
</tr>
<tr>
<td>3.2.2.1</td>
<td>Structure of Frames</td>
<td>124</td>
</tr>
<tr>
<td>3.2.2.2</td>
<td>Types and Distribution of Frames</td>
<td>129</td>
</tr>
<tr>
<td>3.2.2.3</td>
<td>Sequencing of Frames</td>
<td>131</td>
</tr>
<tr>
<td>3.3</td>
<td>Editing of Programme</td>
<td>132</td>
</tr>
<tr>
<td>3.3.1</td>
<td>Editing For Technical Accuracy</td>
<td>133</td>
</tr>
<tr>
<td>3.3.2</td>
<td>Editing For Programming Techniques</td>
<td>133</td>
</tr>
<tr>
<td>3.3.3</td>
<td>Editing For Composition</td>
<td>134</td>
</tr>
<tr>
<td>3.4</td>
<td>Validation of the Programme</td>
<td>135</td>
</tr>
<tr>
<td>3.4.1</td>
<td>Individual Testing Stage</td>
<td>135</td>
</tr>
<tr>
<td>3.4.2</td>
<td>Small Group Testing Stage</td>
<td>137</td>
</tr>
<tr>
<td>3.4.3</td>
<td>Field Testing Stage</td>
<td>138</td>
</tr>
<tr>
<td>3.5</td>
<td>Analysis</td>
<td>139</td>
</tr>
<tr>
<td>3.5.1.1</td>
<td>The Error Rate Analysis At The Individual Testing Stage</td>
<td>140</td>
</tr>
<tr>
<td>3.5.1.2</td>
<td>The Error Rate Analysis At The Small Group Testing Stage</td>
<td>143</td>
</tr>
<tr>
<td>3.5.1.3</td>
<td>The Error Rate Analysis At The Field Testing Stage</td>
<td>144</td>
</tr>
<tr>
<td>3.5.2</td>
<td>Programme Density</td>
<td>149</td>
</tr>
<tr>
<td>3.5.3</td>
<td>Sequence Progression</td>
<td>154</td>
</tr>
<tr>
<td>3.5.4</td>
<td>90/90 Standard Analysis</td>
<td>155</td>
</tr>
</tbody>
</table>

**CHAPTER IV**

<table>
<thead>
<tr>
<th>Section</th>
<th>Description</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.1</td>
<td>Description of Tools</td>
<td>160</td>
</tr>
<tr>
<td>4.1.1</td>
<td>Adjunct Programmed Material</td>
<td>161</td>
</tr>
</tbody>
</table>
4.1.2 Linear Programmed Text 173
4.1.3 Criterion Test 173
4.1.4 Intelligence Test 174
4.1.5 Test of Self-Concept 176
4.1.6 Test of n-Achievement 178
4.2 Design of the Study 179
4.2.1 Dimensions of the Design 180
4.3 Sample 183
4.4 Experimental Controls 187
4.5 Experimental Procedure 189
4.6 Analysis of Variance 191

CHAPTER V

ANALYSIS AND INTERPRETATION OF RESULTS 193-235

5.1 Analysis of Variance 193
5.1.1 Main Effects 201
5.1.2 Interaction Effects 204
5.1.2.1 Two Way Interaction Effects 204
5.1.2.2 Three Way Interaction Effects 210
5.1.2.3 Four Way Interaction Effects 211
5.2 Interpretation of Results 213
5.2.1 Main Effects 213
5.2.1.1 Instructional Design 213
5.2.1.2 Intelligence 214
5.2.1.3 Self-Concept 214
5.2.1.4 Achievement-Motivation 215
5.2.2 Two Factor Interaction Effects 215
5.2.3 Three Factor Interaction Effects 225
5.2.4 Four Factor Interaction Effects 235
CHAPTER VI

DISCUSSION OF RESULTS AND GENERALIZATIONS ... 236-252

6.1 Main Effects ... 236
6.2 Interaction Effects ... 245
6.3 Generalizations ... 250

CHAPTER VIII

SYNOPSIS AND CONCLUSIONS ... 253-267

7.1 Summary ... 253
7.1.1 Objectives ... 253
7.1.2 Hypotheses ... 254
7.1.3 Sample ... 255
7.1.4 Development of the Criterion Test ... 255
7.1.5 Development of the Programmed Text ... 256
7.1.6 Development of the Adjunct Programme ... 257
7.1.7 Design of the Study ... 257
7.1.8 Tools ... 258
7.1.9 Data Collection ... 260
7.1.10 Analysis of Data ... 261
7.2 Conclusion ... 263
7.3 Limitations of the Study ... 266
7.4 Suggestions for Further Research ... 267

BIBLIOGRAPHY ... 268-321

APPENDICES

Appendix A1
Appendix A2
Appendix A_3
Appendix A_4
Appendix A_5
Appendix A_6
Appendix B_1
Appendix B_2
Appendix B_3
Appendix B_4