

C O N T E N T S

CHAPTER ONE	: The Study	1 - 60
CHAPTER TWO	: Variables, Measurement and Methodology	61 - 102
CHAPTER THREE	: Analysis of Results - One	103 - 161
CHAPTER FOUR	: Analysis of Results - Two	162 - 213
CHAPTER FIVE	: Inferences and Implications	214 - 234

REFERENCES

APPENDICES

AUTHOR INDEX

CHAPTER ONE: The Study . 1-60

	<u>Page</u>
1.1 OVERVIEW	1
1.2 THEORETICAL BACKGROUND	6
1.3 REVIEW OF RELATED STUDIES	19
1.3.1 Student Variables	20
1.3.2 Instructional Variables and Teacher Variables	28
1.3.3 Class Variables	37
1.3.4 School Variables	41
1.3.5 Home Variables and Extra Facilities	46
1.3.6 Relative Importance of Variables	51
1.4 THEORETICAL FRAMEWORK OF THE STUDY	54
1.5 OBJECTIVES	58
1.6 CHAPTER ORGANISATION	59

**CHAPTER TWO : Variables, Measurement and
Methodology.**

61-102

	<u>Page</u>
2.1 CONCEPTUALISATION AND MEASUREMENT OF VARIABLES	61
2.1.1 Dependent Variables	61
2.1.2 Independent Variables	64
2.1.2.1 Student Factors	65
2.1.2.2 Instructional Factors	76
2.1.2.3 Teacher Variables	82
2.1.2.4 Class Variables	84
2.1.2.5 School Variables	90
 SUMMARY CHART OF VARIABLES	 95, 96, 97
2.2 METHODOLOGY	98
2.2.1 Population and Sample	98
2.2.2 Restricted Sample	100
2.2.3 Data Collection	101
2.2.4 Analysis	102

CHAPTER THREE : Analysis of Results - One	103-161
	<u>Page</u>
3.1 DEPENDENT VARIABLES	103
3.1.1 Mathematics Achievement - Student Level	104
3.1.2 Mathematics Achievement - Class Level	108
3.2 INDEPENDENT VARIABLES	110
3.2.1 Student Variables	110
3.2.2 Instructional Variables	123
3.2.3 Teacher Variables	137
3.2.4 Class Variables	142
3.2.5 School Variables	150
3.3 CONCLUDING REMARKS	157

CHAPTER FOUR : Analysis of Results - Two.

162-213

	<u>Page</u>
4.1 ANALYSIS OF MATHEMATICS ACHIEVEMENT	
- STUDENT LEVEL - EFFECTIVE SAMPLE	166
4.1.1 Stepwise Regressions	
to with Different Sets of	167-184
4.1.7 Variables	
4.1.8 Stepwise Regression :	
All Independent Variables	185
4.2 ANALYSIS OF MATHEMATICS ACHIEVEMENT	
- STUDENT LEVEL - RESTRICTED SAMPLE	196
4.3 CONCLUDING REMARKS	211

CHAPTER FIVE : Inferences and Implications. 214 - 234

	<u>Page</u>
5.1 QUALITY OF EDUCATIONAL PRODUCTS	214
5.2 QUALITY OF COGNITIVE ENTRY CHARACTERISTICS	215
5.3 EXISTING PRACTICES OF TEACHING	217
5.4 LEARNING IN RELATION TO STUDENT ENTRY CHARACTERISTICS AND QUALITY OF INSTRUCTION	219
5.5 PREDICTORS OF ACHIEVEMENT	220
5.6 RELATIVE IMPORTANCE OF FACTORS	222
5.7 THE ROLE OF SOCIO-ECONOMIC STATUS	225
5.8 THE LOGICAL STORY OF SCHOOLING	226
5.9 IMPLICATIONS	229