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ABSTRACT

Effects of Individualized Instruction on Academic
Achievement at the Junior Secondary Level,
a Case Study.

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This study investigates the effects of a personalized system of individualized instruction on a mixed-ability, co-educational, form two class at the Junior Secondary level. The means of the pre-test and post-test scores were analyzed using a t-test. Analysis of this data indicated a significant gain in scores on the post-test at the 0.5% critical level. Females received greater gains than males within individualized instruction. Individualized instruction was effective in increasing class productivity and responsibility to work, by increasing on task activity, amount of work accomplished, and general class discipline. Although there was a fair amount of cooperation, especially among females, this led to copying. The workload experienced by the teacher was extreme, and much preparation was required.