

EFFECTS OF INDIVIDUALIZED INSTRUCTION AND GENDER ON STUDENTS' ACHIEVEMENT AND RETENTION IN CHEMISTRY: IMPLICATIONS FOR MASTERY-BASED LEARNING

By

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Abstract

This study explored the efficacy of individualized instruction and gender as factors in the achievement and retention of chemistry concepts as well as the implications of these to mastery learning strategy. The study adopted a post test-only research design. Data were collected using chemistry achievement test which has an internal consistency reliability index of 0.94. The sample consisted of one hundred and eighty-four (184) senior secondary year one (SS1) students drawn from two schools in Awka urban. The sample classes were assigned to treatment and control groups by simple random sampling technique. Treatment session was conducted using lesson plans prepared by the researcher. Research questions were answered using means and standard deviation, while hypotheses were tested at 0.05 level of signification using t- test statistics. The result indicated among other, that individualized instruction engendered significantly, more achievement and retention of chemistry concepts on the treatment group in comparison to the conventional/control group. A significant effect was recorded in retention of chemistry concepts based on gender. An obvious implication of the findings is that individualized instruction should be encouraged as a supplementary strategy for mitigating the situation whereby students who have demonstrated mastery of chemistry concepts would wait for those who have not.

Key word: Individualized Learning Strategy, Gender, Achievement, Retention, Chemistry.

Research On Instruction Design And Effects

Marco Cascella



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