

ABSTRACT

The main purpose of this thesis is to study the effect of individualized instruction in the form of the Modules on achievement of Community College students at the two UNRWA Community Colleges in Ramallah compared with the traditional method. In addition, the study aims to find the effect of modules on sex and the first three levels of the cognitive domain: knowledge, understanding and application.

The following null hypotheses were constructed and then tested:

1. There is no statistical significant difference ($P < .05$) between the mean scores of both the experimental and control groups in achievement due to the use of individualized instruction in the form of modules with the experimental group and the traditional method of teaching with the control group.
2. There is no statistical significant difference at ($P < .05$) level between the mean scores of both groups in the first three levels of the cognitive domain: knowledge, understanding and application.
3. There is no statistical significant difference at ($P < .05$) level between the mean scores of both sexes of the Community College students studying through two different methods of teaching.

In performing this study, the experimental research design was used. The sample of the study consisted of 96 first year Community College students divided equally by both sexes in the scholastic year of 1981/1982.

The whole sample was divided into four equally groups: two experimental groups for boys and girls, and two similar control ones.

A committee of trustees classified and decided the appropriate test items of the pretest/post test of the module into the first three

levels of the cognitive domain. The difficulty of test items technique was applied and then the reliability of the test was established using Kodar/Richardson 21 Formula.

The analysis of covariance technique was used to study the first and last null hypotheses. The first null hypothesis was rejected and it was found that the individualized instruction gives no better results than the traditional method of teaching. The third null hypothesis was rejected too, but when the sexes were treated separately it was found that the girls who studied through the module were significantly better than those who studied through the traditional method; but there was no statistical significant difference between the experimental and control groups of the boys. This result may be due to the kind of study that separates between both sexes and the cultural factor.

The t-test statistical technique was used to study the second null hypothesis. The results showed that there was a statistical significant difference between the mean scores of both groups due to the way of teaching in understanding only and not in knowledge and application. The same result was found when the same procedure was used when sex was concerned.