

## INTERACTION EFFECTS OF COGNITIVE STYLE AND INSTRUCTIONAL MODE ON STUDENTS' KNOWLEDGE OF INTEGRATED SCIENCE

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### ABSTRACT

The study examines the interaction of cognitive style and instructional mode on students' knowledge of integrated science. The sample consists of 360 field-dependent-independent JSS III students drawn from six secondary schools. The study design was quasi-experimental 2 x 2 non-equivalent pretest - posttest control group design. The instruments used were the modified cognitive style test (CST) and test of knowledge in integrated science (TKIS). ANCOVA was used to analysis the data. This hypothesis were tested at .05 level of significance. MCA was performed where the main effects were significant. The analysis revealed that there is a significant interaction effect of cognitive style and instructional mode on students' knowledge of integrated science.

**Keywords:** Interaction Effects, Cognitive Style Instructional Mode, Students Knowledge, Field Dependent and Field Independent Students.