

ABSTRACT

Cognitive Style, Graphicacy Skills of CXC Geography Students

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The purpose of this study was to examine the extent to which the Geography curriculum of the school determines the performance of graphicacy skills of CXC Basic and General Proficiency students who vary in cognitive style. The performance of these skills was evaluated by using a Criterion Measure of multiple choice items of graphicacy skills relevant to the CXC Geography syllabus. Independent variables of curriculum structure, cognitive style, sex and Proficiency level were related to the dependent variable - graphicacy skills.

Analysis of results sustained the null hypothesis indicating that there was a significant relationship between field dependence-independence and achievement after exposure to strategies that correspond with the cognitive style of the individual. This study concluded that graphicacy skills learning, strategies that are taught developmentally facilitated effective learning. The study confirmed that cognitive style is related to performance in graphicacy skills. Field independents have performed better than field dependents in graphicacy skills. There is no significant gender difference in cognitive style. However, field independent males have performed better than field independent females.