

INTEGRATED SCIENCE AND MATHEMATICS: DOES IT FORTIFY INSTRUCTION OF 'FORCE AND MOTION'?

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Abstract

An answer to the question of whether or not integrated science and mathematics has any effect on academic achievement of students for teaching force and motion was sought. A group of 61 randomly selected sixth grade students, of whom 30 and 31 were respectively in experimental and control groups, participated in this study. A science achievement test was used as a data collection tool. No significant difference between the two groups was observed.

Key Words: Science Education, Integration, Science, Mathematics.