

EXPLORING GENDER RELATION IN THE CONTEXT OF COLLABORATIVE LEARNING AND SELF EFFICACY OF SECONDARY SCHOOL STUDENTS

IGBO, J. N¹, EKWUOBI² & VINCENT IK³

¹Department of Educational Foundations, University of Nigeria, Nsukka, Enugu State, Nigeria

^{2,3}Department of Educational Foundations, University of Nigeria, Nsukka, Enugu State, Nigeria

ABSTRACT

This study examined the relationship among collaborative learning, self- efficacy and academic achievement of secondary school students based on gender. Two specific purposes, two research questions and two hypotheses guided the study. Correlational design was adopted for the study. The study was carried out at Obollo-Afor Education Zone of Enugu State. The population of the study consists of all the SS2 secondary school students in Obollo-Afor Education Zone. The number consists of five thousand and forty-five (5, 045) students (1, 974 males and 3, 071 females). The sample size of the study was 358 which consist of 198 female and 300 male students. A questionnaire with two sections was used for the study; the sections have 25 and 20 items respectively. In answering the research questions, mean and standard deviation were used, while Pearson Product Moment coefficient was used to test the hypothesis at 0.05 level of significance. The results indicated that there is a significant relationship between collaborative learning and academic achievement of students based on gender. The result equally indicated significant relationship between collaborative learning and self- efficacy based on gender.

KEYWORDS: Gender, Collaborative Learning, Self-Efficacy, Academic Achievement