

Investigating the Effectiveness of Cooperative Learning Training on Academic Self-efficacy and Motivation of Secondary School Students in Chalus

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Abstract

The aim of this study was to investigate the effectiveness of cooperative learning education on academic self-efficacy and academic motivation of second-year high school students in Chalus city. The research method was semi-experimental and the statistical population of this study included all second-year female high school students in Chalus city in the academic year 2024-2025, with a total number of 324 students. For experimental and semi-experimental studies, a sample size of at least 15 students in each group is required. Therefore, in this study, 52 second-year female high school students were selected and placed in experimental and control groups. One of these classes with 28 students was considered as the experimental group and the other with 24 students as the control group. The data collection tools included two self-efficacy questionnaires, Morris (2001) and the standard questionnaire of academic motivation of Hermans (1970). The information and data obtained from this study were analyzed using SPSS26 software. The data were collected using descriptive statistics (frequency, percentage, mean and standard deviation) and inferential statistics (covariance analysis, equality of variances test). Analysis of the research findings showed that the cooperative learning method test has a significant effect on academic self-efficacy and academic motivation in students. Therefore, it is suggested that teachers, by using this method, should pay attention to the all-round development of students so that they can grow in social and communication skills in addition to deep learning.

Keywords: cooperative learning education, academic self-efficacy, academic motivation, students

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