

*Abstract: The aim of the study is to find out the effect of blended learning on students' academic achievement and retention in auto-mechanic in technical colleges: a gender studies. A quasi-experimental non-randomized control group design was used for the study. The study was carried out in Technical Colleges in Niger State. The population for the study comprised all the 102 year one auto-mechanics students in six technical colleges in Niger State. 75 students were males while 27 were females. The number of students in auto-mechanic trade were all used No sampling was carried out. Blended learning lesson plans, conventional lesson plans and Auto-mechanic Achievement and Retention Test (AART) was used as the instrument for data collection. The instruments were subjected to both face and content validation. The validation was carried out by two experts in the Department of Industrial and Technology Education of Federal University of Technology Minna. Instrument was administered to 40 students of Government Technical College, Patigi who were not part of the study. The reliability coefficient of the AART was 0.86 using Kuder Richardson formula. The experimental groups (taught with the use of blended learning approach) and the control groups (taught with the use of conventional). Mean and standard deviation were used to answer the research questions while the analysis of variance (ANOVA) was used to test the hypotheses at 0.05 level of significance. Hence, it was recommended, among others that Auto-mechanics trade teachers in technical colleges should be given on-the-job training opportunities.*

*Keywords: Blended learning, Students' Achievement, Retention, Auto-Mechanics, Gender*