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EFFECTS OF THINK-PAIR-SHARE TEACHING STRATEGY ON ACADEMIC PERFORMANCE OF SENIOR SECONDARY STUDENTS IN ENGLISH LANGUAGE IN KADUNA STATE, NIGERIA

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ABSTRACT

The study assessed effects Think-Pair-Share teaching strategy on academic performance of senior secondary students in English language in Kaduna state, Nigeria. Quasi-experimental research design was adopted for the study. The population of the study was 2097 SSII students admitted in 2022/2023 academic session in Zaria Quality Assurance Office, Kaduna State. Two intact classes of 139 SSII English Language students were used as sample. English Language Performance Test (ELPT) was used as instrument for data collection. Mean and standard deviation were used to analyze the research questions while t-test statistical tool was used to test hypotheses at 0.05 level of significance. The results revealed the performance of students taught English language using Think-Pair-Share strategy are significantly better than those taught using conventional strategy in Senior Secondary School, Kaduna State, Nigeria p-value=.000<0.05 level of significance. The study concluded Think-Pair-Share strategy improved the teaching and learning of English language in Senior Secondary School, Kaduna State, Nigeria. The study recommended that Teachers should be encouraged by the school authority to use Think-Pair-Share strategy in teaching English Language in Senior Secondary School, Kaduna State, Nigeria.

Keywords: Think Pair Share, Academic Performance, Students and English Language

Introduction

The English Language holds a central position in Nigeria's educational system, serving both as a subject of instruction and as the official medium of communication in schools and beyond. Despite its importance, students' performance in English Language at the senior secondary school level has continued to decline, as reflected in public examination results such as WAEC and NECO. This persistent underachievement has raised concerns among educators, parents, and policymakers, and calls for a re-evaluation of the instructional strategies used in the classroom. One such innovative and student-centered approach is the Think-Pair-Share (TPS) teaching strategy.

Think-Pair-Share, developed by Frank Lyman in 1981, is a cooperative learning strategy designed to encourage student engagement, enhance communication skills, and foster critical thinking. The strategy follows a three-step process: students first think individually about a given question or topic, then pair up to discuss their thoughts with a partner, and finally share their ideas with the larger class. This technique creates a more inclusive classroom environment where all learners are encouraged to participate, thereby promoting deeper understanding and retention of content.

This study seeks to examine the effect of the Think-Pair-Share strategy on the academic performance of senior secondary school students in English Language in Kaduna State, Nigeria. Specifically, it aims to determine whether the use of TPS can enhance students' comprehension, participation, and achievement in English when compared to traditional teacher-centered methods.

This study is highly relevant in the context of the Nigerian education system for several reasons:

- Improving English Proficiency: As English Language proficiency is crucial for success across all subjects, improving students' performance in this subject can have a ripple effect on their overall academic achievement.
- Promoting Active Learning: TPS promotes a shift from passive listening to active student engagement, which is especially important in language learning where interaction and expression are key.
- Supporting Inclusive Education: The strategy allows all students including the shy, reserved, or less confident ones to think and contribute in a structured manner, thus improving overall class participation.
- Informing Teacher Training and Policy: The findings will serve as an evidence base for teacher educators, curriculum planners, and school administrators on the efficacy of learner-centered instr1q0uctional strategies.

Poor Performance in English Language: National examination bodies consistently report low performance in English among secondary school students, often attributing this to the

continued use of teacher-centered instructional strategies that fail to engage students meaningfully.

Lack of Interaction in Classrooms: Many Nigerian classrooms remain dominated by the lecture method, which limits student interaction and fails to address diverse learning needs and styles.

Empirical Gaps: While studies on cooperative learning strategies like TPS have been conducted in other countries and some regions of Nigeria, limited research exists focusing specifically on its implementation in Kaduna State and its impact on English Language learning at the senior secondary level.

Alignment with 21st Century Skills: The modern educational landscape emphasizes critical thinking, collaboration, and communication skills that TPS is uniquely positioned to nurture. This aligns with the global trend toward developing students who are not only knowledgeable but also capable of independent reasoning and teamwork. This study investigates how the Think-Pair-Share teaching strategy can influence the academic performance of senior secondary school students in English Language in Kaduna State. The outcome is expected to provide practical insights for improving classroom instruction, boosting student engagement, and ultimately raising achievement levels in English Language. By highlighting an interactive, student-centered method, the study seeks to contribute to the ongoing transformation of teaching practices in Nigerian secondary schools.

Lestary (2011) present the procedure of Think-Pair-Share strategy approach as follows: Students engage in quiet reading of the passages. At this stage, participants contemplated a question presented by the instructor in silence. Individuals collaborate in pairs to share ideas, subsequently sharing their responses with other pairs, teams, or the entire group. Think-Pair-Share is a pedagogical technique that offers students "matter for thought" on certain themes, allowing them to develop individual thoughts and exchange these ideas with a peer. It is a pedagogical strategy devised by Lyman and his team of educators in Maryland to promote student engagement in the classroom. Instead of employing a rudimentary recitation technique where a teacher asks a question and a student answers, Think-Pair-Share (TPS) promotes extensive student engagement and aids in maintaining focus (Naluraya, Nadrum & Budi, 2014). The key aspect of implementing this strategy is that the learner derives enjoyment from studying English. Furthermore, students can assist one another in resolving issues by confiding in their peers, as they do not feel awkward sharing with friends. In both individual and competitive contexts, certain pupils exhibit inactivity, allowing only the academically proficient students to dominate the class. They can effortlessly read and respond to questions from the text. As a result, the slower pupils only adhere to the teachings included in the curriculum without achieving satisfactory outcomes. Furthermore, certain pupils may succeed while others may fail to attain their objectives. They exert considerable effort to surpass their peers, or they adopt a relaxed approach, believing they will have an opportunity to succeed (Naluraya et al, 2014). Abdurrahman, Susilawati, and Arifin (2019), Enumerates the advantages derived from the TPS Strategy, which include: It is expedient as it requires less

preparation time, personal engagement encourages several students who possess minimal inherent interest in the subject matter, a variety of types and degrees of queries may be posed.

Conventional classroom teaching mode is a one-way process that teachers, guided by certain teaching goals in certain teaching places, pass on human beings' existing cultural knowledge to the educated (students) through indoctrination. In this mode, teachers just rely on a textbook, a reference book, a piece of chalk, and a mouth to carry out the education teaching activities with goals, plans and emphasis in accordance with the principle of teaching theory and in the form of classroom teaching. This kind of teaching is teacher-centered, and the students' knowledge acquisition depends on the teacher's imparting and guiding (Luo,2012).The traditional (or conventional) teaching strategy are teacher-centered and include the use of lectures and discussions while the problem solving element is presented by and/or discussed with the instructor; the syllabus, the teaching materials and the student assessments are determined by the tutor and transmitted to students in various lectures The traditional teaching and learning method makes the Lecturer/Tutor in charge of the classroom/theatre, where teaching mainly relies on textbooks, emphasizes on basic skills, and learning assessment placed as separate entity on the number of study hours, rather than on lecturing hours (Bezum, 2018). Concerns exist that the strategy utilized in the traditional approach promote leading students to merely "regurgitate" information as a demonstration of competence. The absence of inquiry and problem-solving in this conventional framework has prompted educators to advocate for various new inquiry-based and problem-based instructional strategies.

Academic Performance

The objective of academic performance is to attain educational goals through learning. Several components comprise the intricate entity known as performance. These are learning processes facilitated by the school that involve the transformation from one state to another, achieved through the integration of various cognitive and structural elements. Academic performance denotes the outcomes that reflect the degree to which an individual has achieved specific objectives within educational settings, particularly in schools, colleges, and universities (Steinmayr, Meibner, Weidinger & Wirthwein, 2014). It is a multifaceted construct encompassing the skills, attitudes, and behaviors of learners that facilitate academic success in the classroom, representing a satisfactory and exceptional level of student performance as they advance through and conclude their educational journey (Ampofo & Osei-Owusu, 2015).

This objective was set to:

compare the difference in the post-test performance scores of students taught English Language in Senior Secondary Schools using Think-Pair-Share and those taught English Language using conventional strategy in Kaduna State, Nigeria;

The Research Question will guide this study:
To what extent is the difference between the post-test performance scores of students taught English Language using Think-Pair-Share Strategy and those taught English Language using conventional strategy in Senior Secondary School, Kaduna State, Nigeria?

HO_1 There is no significant difference between the post-test performance scores of students taught English Language using Think-Pair-Share and those taught English Language using conventional strategy in Senior Secondary Schools, Kaduna State, Nigeria.

Methodology

The study adopted a quantitative research method with quasi-experimental research design of pre-test, post-test and post-post-test. The design was used with two experimental groups and one control group using intact classes. The population of the study consist of all SS II English Language students in Senior Secondary Schools in Kaduna State, Nigeria. The study focused on Zaria Quality Assurance Zone. The population is drawn from twenty-nine (29) public Senior Secondary Schools which operate the same academic calendar and curriculum, the population consist of 2,097 SS II students admitted 2022/2023 academic session in Zaria Quality Assurance Office, Kaduna State. The sample size for this study comprised of one hundred and thirty-nine (139) SS tw o English Language students from the intact classes of the Senior Secondary Schools, out of which 69 from GSS Muchia and 70 from GCC Zaria. Purposive sampling technique was adopted in selecting the two Senior Secondary Schools in Kaduna State, Nigeria, based on the similar curriculum as prescribed by the Federal Ministry of Education.

A simple random sampling technique was used to assign GSS Muchia as experimental group was taught English Language through Think-Pair-Share strategy, the GCC Zaria as control group (CG) was taught using conventional strategy. The instrument "English Language Performance and Retention Test (ELPRT)" developed by the researcher based on the content of Senior Secondary School two on vocabulary development which includes the following topics: word modifiers, prefixes, preservatives prefixes, suffixes, spelling of words and what associate with sports. ELPRT comprises of fifty (50) questions, 31 multiple choices with four multiple choice items options A-D each, which carry equal marks of two (2) was rewarded for each correct answer and zero (0) marks for a wrong answer, and 19 fill in the blank, making hundred (100 marks). English Language Performance and Retention Test (ELPRT) was scrutinized and vetted by researcher's supervisors, one expert from the Department of Educational Foundations and Curriculum, one expert from English Language Department, Ahmadu Bello University Zaria, and one Senior Secondary English Language teacher. These experts critically examined all the items in the instrument with reference to the appropriateness of the content, face relevance of the test and the extent to which the instrument covered the topics they were meant to cover, necessary amendments and corrections were made on the instruments based on their observations, corrections and suggestions. Pilot test was conducted at GSS Tudun Jukun to ascertain the reliability of the instrument. Where 20 copies of the instrument were administered to SS2 English Language Students, using test re-test method. Data obtained from the pilot test on ELPRT was analyzed using Pearson Product Moment Correlation (PPMC), to determine the reliability of the instrument. A reliability index of 0.83 was obtained, which shows that the instrument is reliable. The researcher collected a letter of introduction from the office of the Head of Department, Educational Foundations and

Curriculum, Faculty of Education, Ahmadu Bello University Zaria to the Sampled Senior Secondary School to seek for permission from the school authorities in order to have contact with both teachers and students. A pre-test was administered to all group to evaluate student prior knowledge in Word Modifier, Prefix, Preservative prefix, Suffix, spelling and word associated with sport. The treatment commenced and lasted for a period of six (6) weeks. The experimental group 1 (EG_1) were taught using Think-Pair-Share strategy and the Control group (CG) were taught using conventional strategy. The data collected was analyzed using both descriptive and inferential statistics tools. Mean and standard deviation was used to answer the research question while hypotheses using independent sample t-test at 0.05 level of significance.

Result

Research Question: To what extent is the difference between the post-test performance scores of students taught English Language using Think-Pair-Share Strategy and those taught English Language using conventional strategy in Senior Secondary School, Kaduna State, Nigeria?

To address this research question, the data obtained from the pretest and post-test were analyzed using mean and standard deviation. A summary of the analysis was presented in Table below

Table: Mean and standard deviation on difference between the post-test performance scores of students taught English Language using Think-Pair-Share Strategy and those taught English Language using conventional strategy in Senior Secondary School, Kaduna State, Nigeria

Variable	N	Mean	SD	Mean Diff.
Post-test Think-Pair-Share	69	84.92	14.87	
Post-test Conventional	70	46.20	12.95	38.7

Source: (Field survey, 2024)

The analysis of results in Table showed the difference between the performance of students taught English Language using Think-Pair-Share and those taught English Language using conventional strategy in Senior Secondary Language School in Kaduna State, Nigeria. The post-test mean score of students taught using Think-Pair-Share revealed 84.92 and post-test mean performances of students taught English Language in Senior Secondary School using conventional strategy 46.20 respectively, with a mean difference of 38.7. This means that the Think Pair-Share strategy is better than the conventional strategy in teaching students English Language in Senior Secondary School, Kaduna State, Nigeria

Hypothesis: No significant difference between the post-test performance scores of students taught English Language using Think-Pair-Share Strategy and those taught English Language using conventional strategy in Senior Secondary School, Kaduna State, Nigeria

Data collected from the post-test administered to the students taught Think-Pair-Share and conventional strategies were analyzed using an independent sample t-test and were summarized and presented in table below.

Table: Difference between the post-test performance scores of students taught English Language using Think-Pair-Share Strategy and those taught English Language using conventional strategy

Variable	Mean	SD	Df	t-cal.	Sig.
Post-test Think-Pair-Share	84.92	14.87			
Post-test Conventional	46.20	12.95	137	13.89	.000

Source: (Field survey, 2024)

The analysis of results in Table showed the difference between the post-test performance scores of students taught English Language in Senior Secondary School using Think-Pair-Share and conventional strategies. The result revealed a t-cal of 13.89 with a p-value of .000. The null hypothesis was rejected because the p-value of .000 is less than 0.05 level of significance. Which implied that the difference between the post-test scores of Students taught English Language using Think-Pair-Share and conventional strategies was significant in favour of Think-Pair-Share strategy. This therefore, meant that the Think-Pair-Share strategy was more effective in teaching English Language compare to conventional strategy in Senior Secondary School, Kaduna State, Nigeria.

Discussion

The performance of students taught English language using Think-Pair-Share strategy are significantly better than those taught using conventional strategy in Senior Secondary School, Kaduna State, Nigeria p-value=.000<0.05. This finding is in line with the report of Nur, Aitifitun, and Fitrotul, (2023), also conducted research which the research results showed that there was an increase in students speaking skills. It can be proven by the enhancement of student's fluency, pronunciation and courage in speaking. Based on that data, the Think-Pair-Share techniques was successfully a way to improve students' ability in speaking, students score was significantly increased. Additionally, Akannu (2019), revealed that there is statistically significant different in the performance of students using Think-Pair-Share compare with their counterpart in the control group. The study concluded that the use of TSP improved students' performance. It was recommended that among others that the use of Think-Pair-Share be encourage for teaching and learning at all level of education.

Conclusion

The conclusion ais drawn based on the findings from this study. Think-Pair-Share strategies improved the teaching and learning of English language in Senior Secondary School, Kaduna State, Nigeria. Students expose to Think-Pair-Share perform significantly better than the student taught using conventional strategy.

Recommendation

Teachers should be encouraged by the school authority to use Think-Pair-Share strategy in teaching English Language in Senior Secondary School, Kaduna State, Nigeria.

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