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THINK-PAIR-SHARE AND PUPILS ACADEMIC PERFORMANCE IN SOCIAL STUDIES AMONG PRIMARY SCHOOL PUPILS IN EPE DIVISION, LAGOS STATE

SOLUADE, ZABUR OLAYIWOLA
Department of Sociological Studies
College of Social and Management Sciences
Tai Solarin University of Education, Ijebu-Ode, Ogun State, Nigeria
Soluadeola@gmail.com; soluadezo@tasued.edu.ng
+2348035754275

Abstract

The subject of social studies encourages educators to try out various strategies to meet the learning goals. This research examined how the think-pair-share method impacts the academic results of primary school students studying social studies in the Epe division of Lagos state. The investigation evaluated the effects of the Think-Pair-Share teaching approach and gender differences on the academic performance of primary school students in Epe Educational District, Lagos state, Nigeria. Two hypotheses were evaluated at a significance level of 0.05 in the study. A quasi-experimental design was used, which included one experimental group and one control group, employing pre-tests, interventions, and post-tests. The population for the study included all primary five students in the Epe division of Lagos state. The sample consisted of sixty-seven (67) students from two intact classes of primary five at Ansar-ud-deen Primary School, Odo-Egiri, Epe, Lagos state, and at Baptist Nursery and Primary School, Ibonwon, Epe, Lagos state. The selection of the two schools was carried out using stratified sampling techniques. The study utilized three tools: the Think-Pair-Share Training Package (TPSTP), the Conventional Method Training Package (CMTP), and the Social Studies Achievement Test (SSAT) with a reliability coefficient of r = .74. The study was conducted over six weeks. The data that were gathered were analyzed using ANCOVA. The analysis results indicated that the treatment did not have significant impact on student's academic performance, while gender had a significant effect. In light of these findings, it is suggested that social studies teachers implement a mix of teaching strategies and provide equal participation opportunities for both genders to enhance achievement among male and female students.

Keywords: Think-pair-share, Conventional Method, Social Studies, gender, academic performance.

Introduction

Education plays an essential role in shaping the critical thinking abilities and thought processes of individuals in a society, allowing them to effectively tackle the inherent challenges of human life (Chinedum, Danladi & Okoro, 2024). In the context of global education, assessing learners, educators, and the education system has become a key approach to identifying shortcomings within an educational framework to enhance its quality at both the systemic and individual levels (Braun, & Singer, 2019). In Nigeria, the education system has undergone significant changes due to the initiatives of various stakeholders aimed at improving educational quality. There have been numerous calls for a transformation in the interactive dynamics between teachers and students during the teaching-learning process.

Stakeholders have promoted the adoption of innovative methods such as collaborative and active learning to boost students' engagement and enhance the quality of teaching and learning.

Learning objectives can be more effectively achieved if the processes and outcomes are fully accomplished. The involvement of students in learning activities is a critical factor in attaining optimal learning objectives. Concerns have been raised regarding the full participation of students in classroom activities; often, students lack motivation to engage with the learning tasks. Many find classroom activities tedious, as evidenced by observations of students not paying attention to the teacher's explanations, engaging in unrelated activities, or disrupting peers who are focused on their lessons. Such issues negatively affect students' grasp of the material. Consequently, student learning outcomes remain low and fall short of expectations. The selection of suitable learning strategies is closely linked to both learning motivation and academic success (El-Adl & Alkharusi, 2020).

One effective cooperative learning model for enhancing social studies education in the classroom is the think–pair–share model. This approach allows students to contemplate and respond to the subject matter being covered. Think–Pair–Share functions as a form of assessment where the teacher prompts students to think in pairs and then provide their responses (Akhtar, et al., 2024). Proposed by Frank Lyman in 1981, the strategy aims to enhance learning outcomes by encouraging discussions among peers. According to Akhtar (2024), in think-pair-share, students are expected to reflect on their answers and document them on a piece of paper within a specified timeframe, collaborate with classmates, and subsequently share their responses with the entire class. The teacher's role within this model involves circulating around the classroom to offer guidance as needed. This approach is centered on the students, fostering knowledge exchange between individuals and groups. TPS has the ability to assist students in gaining confidence through peer support, alleviating anxiety, and increasing pupils' self-esteem (Mundelsee & Jurkowski, 2021). Think–Pair–Share gives students the chance to expand on their ideas and benefits them through peer support by diminishing anxiety and enhancing their confidence (Mundelsee & Jurkowski, 2021). Kile (2020) and Stiggins (2018) note that students are more engaged in learning and achieve better results by utilizing diverse assessment techniques such as think-pair-share, oral questioning, and think-aloud activities. TPS represents a promising path for enhancing social studies instruction by encouraging active learning, peer engagement, and critical thinking (Niyibizi et al., 2024). The degree to which think-pair-share impacts student performance in social studies prompted this investigation. Thus, this study evaluates the influence of the think-pair-share strategy on academic performance in social studies among primary school students in the Epe division of Lagos State.

Statement of the Problem

The Think-Pair-Share (TPS) approach has been effective in fostering active learning and increasing student participation, enabling learners to develop their thoughts prior to engaging with their peers and the larger class in discussions. Additionally, TPS promotes individual analysis, teamwork, and communication within a single task among students from various academic disciplines. Research has demonstrated the success of the Think-Pair-Share method in improving students' academic outcomes and classroom involvement across subjects such as Mathematics (Abiodun et al., 2022; Abubakari et al., 2023 Niyibizi et al., 2024) civic

Education (Chinedum, Danladi & Okoro, 2024 Yusuf, Owede & Bello, 2018; Wuryandani and Herwin, 20221; Chemistry (Eweke & Ebele, 2021; Omeje, 2024), English and Literature (Hernando, et al., 2023; Ricando, 2024) and Biology (Danjuma & Geoffrey, 2024). Despite the potential of the TPS approach, its specific impact on primary school social studies students remains underexplored. This raises the need for more studies to be conducted on the effectiveness of TPS in enhancing pupils' understanding, problem-solving abilities, and academic performance. This study therefore assessed the influence of Think-Pair-share on pupils' academic performance in social studies among primary school students in Epe Division Lagos State.

Literature Review

Think-Pair-Share was first introduced by Frank Lyman in 1981 as a method for collaborative learning and active engagement to enhance student involvement during the educational process. This approach facilitates the development of personal ideas, fosters discussions, and encourages sharing within groups. The Think-Pair-Share instructional method is an interactive and cooperative learning technique designed to engage students in active learning while deepening their comprehension of the subject matter in class (Omeje, 2024). This strategy involves students first contemplating the academic tasks assigned by the teacher on their own, then pairing up with classmates to exchange thoughts, and finally sharing their insights with the larger group (Ekwe, et al., 2021). According to Usang and Okoli (2021), implementing the Think-Pair-Share strategy as a teaching method has demonstrated a positive influence on academic performance among students across different subjects. Think-Pair-Share represents a type of cooperative learning strategy that enhances students' academic progress through activities that foster accountability, interaction, self-esteem, peer acceptance, and increased enthusiasm for learning (Hernando et al., 2023; Patel et al., 2023). This approach boosts students' engagement and their abilities in critical thinking. When students collaborate with their peers, they become more motivated to take part in classroom activities, which encourages greater participation in their learning. Students acquire knowledge by building on what they already know and linking new information to previous learning, thus achieving a new or improved understanding (Hernando et al., 2023). The Think-Pair-Share technique is a cooperative learning strategy that motivates individual students to engage in critical thinking, problem-solving, and collaboration with their peers as they work toward educational goals and enhance their learning outcomes.

Research conducted by Eke (2021), Usang and Okoli (2021), and Egbai et al. (2022) demonstrated the beneficial impact of the think-pair-share approach on academic performance over time. Through TPS, students share and refine their ideas collectively, transitioning from individual thoughts to paired discussions in the classroom (Istikomah & Juandi, 2023). The think-pair-share instructional method is regarded as a promising approach to enhancing academic success (Ekwe & Ebele, 2021). Think-Pair-Share (TPS) is a cooperative learning technique that motivates students to collaborate in solving problems or addressing questions related to a given topic (Andrew and Alexandria, 2015). TPS facilitates teamwork among students to respond to inquiries and tackle challenges, fostering active learning (Andrew & Alexandria, 2015). The think-pair-share strategy boosts students' participation and promotes interaction and engagement within the classroom. Think-Pair-Share encourages learners to get involved in class activities actively (Abiodun et al., 2022). This strategy aids students in utilizing their prior knowledge to address current social issues by drawing on

shared experiences and their associated effects. Think-pair-share fosters a sense of positive interdependence and personal responsibility among students, promoting equal participation and enhancing high-level interaction among learners (Kitaoka, 2013). Think-pair-share can enhance students' memory of narrative details, improve their ability to answer questions respectively, and develop their critical thinking abilities (Ledlow, 2020; Smith, 2021). Think-pair-share outlines specific activities for students to engage in at each stage of teaching and learning.

The Think-Pair-Share (TPS) method encourages active learning and boosts student participation (Ismail, Bungsu, & Shahrill, 2023). TPS enables students to develop their thoughts prior to engaging in discussions with their peers and the entire class, thereby improving individual critical thinking, teamwork, and presentation skills all within one activity. This strategy fosters learning among peers, enhances communication abilities, increases attendance rates, and decreases student dropout rates (Fairbrother, et al., 2022; Niyibizi et al., 2024). Think-Pair-Share allows educators to listen to student dialogues, providing valuable insights into their comprehension and cognitive processes. This allows the instructor to address misunderstandings, offer clarifications, and assist students in achieving the desired learning objectives (Sumekto, 2018). However, despite its benefits, think-pair-share can be time-intensive, and discussions may become chaotic if not properly managed by the teacher. Effective classroom management is crucial when using TPS to ensure that all students are engaged throughout each phase of the activity and remain attentive during discussions (Nwaukwa & Okolocha, 2020). The TPS strategy was created by Frank Lyman and his colleagues in Maryland in 1981, serving as a cooperative learning technique designed to enhance student engagement through three distinct phases. The initial phase focuses on individual student reflection concerning a problem or question for several minutes to discover possible solutions or responses. This step allows students to ponder or comment on the issue at hand. The second phase consists of pairing students to discuss their reflections with each other about their thoughts. The final phase is the sharing aspect where students communicate their experiences and ideas regarding the problem or question with the entire class. Discussing as a class serves to maximize participation, maintain focus, and actively engage students in understanding and processing the designated topic (Abiodun et al., 2022; Chinedum, et al., 2024; Istikomah & Juandi, 2023). Social Studies is one of the mandatory subjects taught at both the lower and upper basic education levels in Nigeria. According to Meziobi (2016), the subject has the capacity to address issues related to human relationships and interactions within a constantly changing environment. Notably significant are the relationships among individuals, between individuals and institutions, as well as between individuals and their environment, along with societal values, including all the issues, consequences, and ongoing problems that stem from these interconnections. Shamija (2015) emphasized that Social Studies is crucial for establishing a strong foundation for learning social science subjects at the senior secondary school level and tertiary institutions. This indicates that students' academic performance in Social Studies at the upper basic school level can have a significant impact on their future academic pursuits.

Social studies, as defined by Meziobi (2014), is a comprehensive discipline that centers on individuals within their environment, aiming to raise awareness of the interdependent relationships between people and their surroundings. It seeks to provide individuals with reflective thinking skills that empower them to recognize and address their life and

environmental challenges, enhancing their social existence. According to Adeyemi and Ajibade (2011), social studies offer informed and practical solutions to human issues. Its importance to individuals and their environment has led to its designation as a fundamental subject in Nigeria's current basic education curriculum (Meziobi, Fubara & Meziobi, 2013). Abdul Raheem (2011) and Okewole (2024) noted that despite the high regard for social studies in the educational framework, there has been a noticeable decline in students' performance in this subject in the Basic Education Certificate Examination (BECE).

One aspect of this study is gender. Gender encompasses the roles, behaviors, activities, and characteristics that society associates with males, females, and individuals of varying identities. Researchers have long been concerned about the influence of gender on students' academic performance and engagement. Studies by Ekwe and Ebele (2021), Omeje (2024), and Egbai et al. (2022) indicate that males tend to perform better than their female counterparts when utilizing the think-pair-share instructional approach. Conversely, findings from Kparogi and Njama (2019) and Kamba and Nosa (2020) suggest that females outperform males. Meanwhile, Remireku (2018), along with Ojediran and Fatoba (2019), reported no significant gender difference in the achievements of boys and girls, while Neborisa and Anakwenze (2020) identified instructional methods as a factor contributing to gender-based variances in student interest in Chemistry. The lack of consensus in research regarding the impact of gender on students' academic performance and engagement has motivated this investigation.

Yusuf, Owede, and Bello (2018) examined the impact of the Think-Pair-Share instructional strategy on the achievement of secondary school students in Civic Education in Bayelsa State, Nigeria, utilizing a quasi-experimental 2x2x3 factorial design. The sample included two intact classes, comprising a total of one hundred and seven (107) senior secondary school II students. The data were analyzed using Analysis of Co-variance (ANCOVA) statistics. The findings indicated that students in the experimental group (who utilized the Think-Pair-Share strategy) performed better than those in the control group. Additionally, the results revealed no significant impact of the treatment on secondary school students' achievement in Civic Education concerning gender. Wuryandani and Herwin (2021) evaluated the effectiveness of the Think-Pair-Share learning model on students' learning outcomes in Civics at the elementary school level using a pre-experimental design. The sample included 31 students in grade IV. The data were analyzed using both descriptive and inferential statistical methods. The findings demonstrated a significant effect of the Think-Pair-Share learning model on student learning outcomes in Civics.

Abiodun et al. (2022) explored the impact of the Think-Pair-Share strategy on student performance in Mathematics among secondary school learners in Ogun State, Nigeria, utilizing a quasi-experimental design. Findings indicated a significant main effect of the Think-Pair-Share method on students' Mathematics achievement, while there was no noticeable main effect of gender on student performance in Mathematics. Abubakari et al. (2023) examined how the "Think-Pair-Share" cooperative learning method affected students' academic results in mensuration across two senior high schools situated in a municipality in Northern Ghana. This study implemented a quasi-experimental design and included a sample of eighty-four (84) students from two intact classes, with data analyzed through descriptive and inferential statistics. The results demonstrated that the pair stage of "Think-Pair-Share"

proved more effective than the thinking stage, and the cooperative learning method notably enhanced students' academic performance in mensuration in the municipality. Hernando et al. (2023) assessed the effectiveness of the Think-Pair-Share strategy in enhancing students' writing abilities within literature classes. The research applied cognitive theory of learning as a theoretical framework and used a quasi-experimental design to randomly select 50 second-year education students. Results indicated that the experimental group exhibited significantly superior post-test results compared to the control group, highlighting that Think-Pair-Share effectively boosts students' writing performance in literature classes.

Niyibizi et al. (2024) explored the role of the Think-Pair-Share (TPS) approach in fostering active learning and engaging students in secondary school Mathematics classrooms in Rwanda, employing a mixed-methods methodology. The findings revealed a strong positive correlation between the think-pair-share technique and academic performance among students. Additionally, it notably influenced student attendance rates and engagement levels, with both students and teachers recognizing TPS for its potential to enhance learning, stimulate critical thinking, and promote dynamic engagement and interaction. Ricardo et al. (2024) studied the effects of the flipped-pair-share strategy on academic performance and self-concept among Grade 10 students in the Philippines, utilizing a quasi-experimental research design to assess the strategy's effectiveness. Results indicated that students who participated in the flipped-pair-share performed better and achieved higher scores than those under non-flipped-pair-share conditions. Those exposed to the flipped-pair-share recorded positive self-concepts regarding their academic confidence and effort, while students in non-flipped-pair-share attitudes demonstrated moderately positive self-concepts. Akhtar et al. (2024) investigated the impact of two assessment methods (Think-Pair-Share and Choral Response) on the academic success of prospective science teachers at a public sector university in Lahore, Pakistan. The study utilized a quasi-experimental design with two intact class groups, revealing that students in the think-pair-share group outperformed their peers in the choral responses. Omeje (2024) studied the influence of think-pair-share instructional strategies on senior secondary school students' academic success in acid-base reactions within the Enugu Education zone of Enugu State. The research employed a quasi-experimental design with a sample of three hundred and twenty-six (326) SS 2 students, and Analysis of Covariance (ANCOVA) was used to analyze the collected data. The results highlighted the effectiveness of the think-pair-share strategy for students learning acid-base reactions, with male students achieving higher academic results than their female counterparts when utilizing this instructional approach.

Chinedum, Danladi, and Okoro (2024) conducted a comparative analysis of jigsaw and think-pair-share instructional methods on the academic performance of secondary school students in civic education in Rivers State. The research was grounded in the theory of discovery learning as its theoretical framework. A quasi-experimental design was utilized, with a sample of one hundred and fifty (150) participants chosen through purposive sampling. The data gathered was analyzed using both descriptive and inferential statistical methods. The findings indicated a significant effect of the two experimental groups on students' mean performance scores. Nevertheless, no significant effects of the think-pair-share instructional strategy were observed on students' mean retention scores in civic education. Danjuma and Geoffrey (2024) explored the impacts of think-pair-share and problem-based instructional methodologies on the interest levels of students in Biology in Taraba State, Nigeria. Their

study employed a design involving a sample of one hundred and forty-four (144) Senior Secondary School Two (SS2) Biology students, using descriptive statistics such as mean and standard deviation, alongside inferential statistics like Analysis of Covariance (ANCOVA) for data analysis. The results demonstrated no significant difference in the mean interest scores of students in Biology when taught with the think-pair-share approach. Pever et al. (2024) examined the influence of the think-pair-share method on the academic performance of students in Social Studies through a quasi-experimental framework. Social constructivism and cognitive development theory served as the theoretical foundations of the research. The sample included 310 Upper Basic Two students. The analysis involved calculating mean and standard deviation, as well as conducting Analysis of Covariance (ANCOVA). The outcomes revealed a significant difference in the mean performance scores between the students in the experimental group and those in the control group. Additionally, a notable difference in the mean performance based on gender was found, favoring male students.

Theoretical Framework

This research is anchored in Jean Piaget's (1936) cognitive theory. Cognition encompasses the processes involved in human thought, including the acquisition of information through thinking, observing, imagining, remembering, judging, solving problems, and focusing attention (Alahmad, 2020). Cognitive Learning Theory (CLT) emphasizes the importance of thought. It encourages students to reflect on their own thinking processes and learning strategies as a means to tackle questions, problems, concepts, or subjects they find challenging. CLT prioritizes the development of problem-solving abilities through learners' experiences in crafting solutions to various issues. It provides a framework for understanding how the brain assimilates, retains, and processes information during the learning process. CLT places significant emphasis on metacognition. Cognition, in this context, signifies the mental activities involved in acquiring knowledge and understanding through thought, experiences, and sensory input. The foundations of CLT rest on three stages of mastery: accommodation, assimilation, and equilibration. This theory views learning as a dynamic and engaging lifelong endeavor, as opposed to a mere mechanical response. CLT has the potential to enhance learner engagement and motivation, unlock meaningful knowledge, serve as cognitive support for students, and develop their skills. Topics in social studies focus on encouraging students to contemplate issues within their environments and propose solutions to social challenges while simultaneously fostering various skill sets. Furthermore, the think-pair-share strategy enables students to reflect on problems presented by the teacher, collaborate with peers, and share their insights with the class, thus promoting deep thinking, which aligns with the core tenets of cognitive learning theory.

Objectives

1. Assess the influence of the Think-Pair-Share instructional strategy on primary school pupils' academic performance in social studies in Epe Educational District, Lagos state, Nigeria
2. Examine the influence of gender on pupils' academic performance in social studies in Epe Educational District Lagos state, Nigeria

Hypotheses

The following research hypotheses were raised for the study.

Ho1: There is no significant difference in the mean post-test achievement scores of students exposed to social studies under the different treatment conditions.

Ho2: There is no significant difference in the post-test mean achievement scores of students based on gender.

Methodology

The study utilized a quasi-experimental design, which consisted of an experimental group and a control group, using pre-tests, treatment, and post-tests. Participants included primary school students from Ansar-ud-deen Primary School, Odo-Egiri, Epe, Lagos state, and Baptist Nursery and Primary School, Ibonwon, Epe, Lagos state. These schools were selected through a stratified random sampling technique from public primary schools in the Epe division of Lagos State. The sample consisted of sixty-seven (67) intact Primary Five pupils from the two chosen schools. The pupils at Ansar-ud-deen Primary School were taught using the Think-Pair-Share strategy, while those at Baptist Nursery and Primary School experienced a conventional teaching approach. Three instruments were utilized in this research study: the Think-Pair-Share Training Package (TPSTP), the Conventional Method Training Package (CMTP), and the Social Studies Achievement Test (SSAT). The procedural instruments focused on topics selected from the Primary Five social studies syllabus. To ensure content and face validity of these tools, they were examined by experts in measurement and education. Adjustments were made following their feedback regarding the instruments' language appropriateness and applicability. Furthermore, a pilot test was conducted with a randomly selected group of 30 Primary Five students from Anglican Primary School, Epe, Lagos State, who were not part of the main study. The reliability of the instruments was calculated using the split-half method, resulting in a reliability coefficient of 0.74. The program was carried out over a period of six weeks. In the first week, a pre-test was administered to the students based on chosen themes from the Primary Five social studies syllabus. After the pre-test, both groups participated in four weeks of classroom instruction. Each session lasted 40 minutes and involved the teacher presenting questions or problems for the students to address. Students individually contemplated the questions, discussed their ideas with partners, and then shared their findings with the entire class. Following the instructional phase, a post-test was administered for both groups, and the gathered data was analyzed using inferential statistics, specifically ANCOVA.

Results

H01: There is no significant difference in the mean post-test achievement scores of students exposed to social studies under the different treatment conditions.

Table 1: Summary of the Analysis of Covariance Test on Students' Achievement Score in Social Studies According to Teaching Strategies and Gender.

Source	Type III Sum of Square	df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	350.597[a]	4	87.649	29.863	.000	.658
Intercept	59.947	1	59.947	20.425	.000	.248
Pre-test	104.526	1	104.526	35.614	.000	.365
Strategies	.377	1	.377	.129	.721	.002
Gender	38.514	1	38.514	13.122	.001	.175

Strategies * Gender	79.765	1	79.765	27.177	.000	.305
Error	181.970	62	2.935			
Total	16521.000	67				
Corrected Total	532.567	66				

R Squared = .658 (adjusted R Squared = .636)

Table 1 shows the result of the analysis of the covariance (ANCOVA) test of the main effect of treatment on academic performance and gender. The result points to no significant main effect of treatment (F (2, 62) = .129, P < 0.05). This implies that the difference in the students' post-test mean knowledge scores in social studies after exposure to treatment is statistically not significant at the .05 level of significance. This shows that the two strategies possess equal strengths in enhancing the knowledge of students in social studies. Therefore, the null hypothesis H01 is not rejected.

Ho2: There is no significant difference in the post-test mean achievement scores of students based on gender.

The result points to a significant main effect of treatment based on gender (F (2, 62) = 13.122, P < 0.05). This revealed a significant main effect of gender on the students' post-test achievement scores in social studies. This outcome implies that the post-test mean achievement scores of male and female are significantly different at the .05 level. As a result, null hypothesis two was rejected.

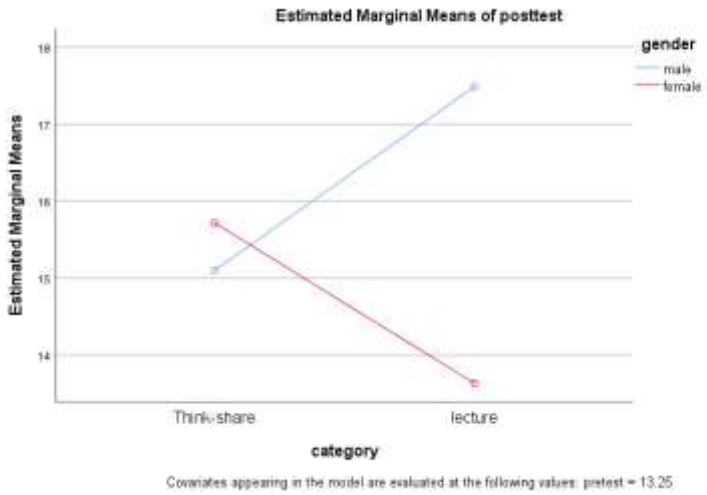

Figure 1: Interaction effect of teaching strategies and gender on the students' achievement scores.

The illustration in fig.1 shows that the male group recorded a higher mean score under the lecture method than the females, while the females performed better under the think-pair-share strategy.

Discussion of Findings

The results for Ho1 indicated no significant main effect of instructional strategies on students' learning outcomes in social studies. The findings demonstrated that the two strategies are equally effective in enhancing students' understanding of social studies. This aligns with the

results from Chinedum et al. (2024) and Danjuma (2024), which reported no significant difference in the mean interest scores of students taught using Think-pair-share. Conversely, this finding differs from the results of Aktar et al. (2024), Omeje (2024), and Pever et al. (2024), who identified the effectiveness of think-pair-share strategies in improving students' academic performance. This discrepancy may arise from students' unfamiliarity with activities in the realm of social science and education. Overall, this finding suggests that all strategies effectively promote learning among students. Specifically, the results indicate that there is no significant main effect of the think-pair-share strategy on student academic performance in social studies. Regarding the findings related to Ho2, the results showed a significant difference in students' performance in social studies based on gender. This outcome is supported by the findings of Ekwe et al. (2021), Kparogi et al. (2019), Kamba et al. (2020), and Omeje (2024), who found that gender influences students' academic performance in their research. This finding contrasts with the outcomes of Remireku (2018) and Ojediran et al. (2019), who reported no significant impact of gender on students' academic performance. This suggests that gender does influence student performance, with females tending to excel more in group activities than males.

Conclusion

The study investigates the effects of think-pair-share on the academic performance of primary school pupils in social studies within the Epe division of Lagos state. No significant main effect of think-pair-share on student academic performance was found. This indicates that both strategies are of comparable strength and can be utilized to enhance students' academic performance in social studies. Additionally, significant effects of gender were observed on students' academic performance. Both strategies impacted male and female students differently. While males achieved higher mean scores with the conventional method, females outperformed males using the think-pair-share strategy. This implies that students' gender significantly influences pupils' academic performance.

Recommendations

Based on the above findings, the following recommendations are pertinent:

1. Teaching strategies for social studies should be diverse. Educators should combine the strengths of conventional methods with innovative strategies, such as think-pair-share, to foster effective learning among students.
2. Social studies teachers should become acquainted with think-pair-share models through government-organized workshops and seminars, along with support from other stakeholders.
3. Social studies teachers should ensure equal opportunities for participation among both genders to promote comparable achievement levels between male and female students.

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