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Nexus International University ISSN: *3007-1844;* 10(2): 31-39

Think-Pair-Share Instructional Strategy and its Effects on Upper Basic Social Studies Students' Academic Performance in Delta State

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Abstract. This study looked at the effects of think-pair-share teaching method on the academic performance of Upper Basic Social Studies students. The study used a 2x2x2 non-randomized retest with a post-test control group in a quasi-experimental setup. Two hypotheses and two research questions served as the study's compass. 170 basic 8 students from six groups; three control groups and three experimental groups made up the study's sample size. The Social Studies Performance test was utilized to gather the data, and the Pearson Product Moment Correlation Coefficient (r) was employed to assess and interpret the results. A reliability coefficient of 0.75 was attained. The null hypotheses were tested using ANCOVA at the 0.05 level of significance, and the data were analyzed using the mean and standard deviation. The findings demonstrated that students taught Social Studies using the think-pair-share technique outperformed those taught using the lecture method in terms of academic performance. The findings also showed that students' academic performance was significantly impacted by the school's location. Based on the results, it was suggested that think-pair-share be used as an instructional strategy and that students from rural and urban areas should have equal access to education in schools.

Keywords: Think-Pair-Share Instructional Strategy, School Location, Academic Performance.

1. Introduction

The academic performance of students helps teachers recognize their own inadequacies in the teaching process, enhance the quality of their instruction, sharpen their teaching abilities, and modify their instructional tactics as needed (Fisher & Bandy, 2019). According to Kumar et al. (2021) academic success may be defined as a behavior that can be measured across the course of learning. In order to improve students' academic performance, it is crucial to implement instructional practices that encourage active student engagement in the teaching-learning process.

According to Barmiro (2015), the think-pair-share instructional technique is a learning scenario that promotes critical thinking and collaboration among students. In 1980, Professor Frank Lyman created the think-pair-share model. Enhancing the learning process is the strategy's main objective (Dorji & Chalermnirundor, 2021). Three phases make up the think-pair-share educational strategy: thinking, discussing ideas with other students, and voicing opinions in front of the class. Students' thinking time integrates their conceptual understanding of the material.
According to Yusuf, Owede, and Bellow (2018), the think-pair-share instructional technique enhances learning's social and cognitive components and eventually results in the discovery of new information.

Think-pair-share entails giving students an assignment and allowing them time to reflect on their own to find a solution to an issue or response to a teacher's inquiry. Since social studies covers societal concerns, critical thinking, and problem solving, it is believed that using this technique in the classroom is acceptable. The think-pair-share teaching method enhances students' capacity for critical thought and problem solving,

which benefits their academic achievement (Agbede & Ba'aba, 2019).

The site of the school is known as the school location. While some schools are found in urban settings, others are found in rural ones (villages). The school's location is very important. The capacity of students to learn and do well in school may be impacted by a school's location, whether it be rural or urban (Ntibi & Edoho, 2017). Location variations as well as variations in the caliber of instruction between locations may have an impact on students' degree of knowledge acquisition. This implies that the kids may be affected academically by the resources and learning materials they are exposed to. Generally speaking, metropolitan schools receive greater government support, funding, and social amenities than do rural schools.

1.1 Statement of the Problem

The kind of instructional method a teacher uses when instructing has been found to have a significant impact on students' academic achievement. For students to achieve better academically, they must actively participate in the learning process. Notwithstanding the significance of student-centered instructional methodologies, it has been noted that the majority of Delta State's Upper Basic schools use the teacher-centered teaching approach, which treats students as passive participants in the teaching-learning process. It's possible that the traditional (lecture) approach of teaching social studies in Upper Basic schools does not adequately address the unique learning styles and interests of each student. The degree of students' academic performance may be hampered by their disengagement from teaching-learning activities. Therefore, it is necessary to investigate the potential impact of the think-pair-share teaching technique on the academic performance of upper basic Social Studies students.

1.2 Purpose of the Study

The study's main goal is to find out how think-pair-share teaching methods affect Delta State upper basic social studies students' academic achievement. The study specifically aims to:

- determine the disparity in academic achievement between students taught Social Studies using the lecture technique and those taught using the think-pair-share teaching strategy.
- Determine if Upper Basic students taught Social Studies using the think-pair-share instructional technique in urban and rural areas performed differently academically.

1.3 Research Questions

To guide the study, the following research questions were raised:

- What is the difference between the academic performance of Upper Basic students taught Social Studies with the use of think-pair-share instructional strategy and those taught with the use of lecture method?
- What is the difference between the academic performance of urban and rural Upper Basic students taught Social Studies with think-pair-share instructional strategy?

1.4 Hypotheses

To guide the study, the following hypotheses were formulated:

HO1: There is no significant difference between the academic performance of Upper Basic students taught Social Studies with the use of think-pair-share instructional strategy and those taught with the use of lecture method.

HO2: There is no significant difference between the academic performance of urban and rural Upper Basic students taught Social Studies with think-pair-share instructional strategy.

2. Think-Pair-Share Instructional Strategy and Academic Performance of Students

In order to teach and understand Social Studies and equip students to be problem solvers in society, active student engagement is crucial. Think-pair-share is a cooperative learning approach that allows students to collaborate to find a solution to a problem or provide an answer to a question posed by their instructor (Barmiro, 2015). By giving students the chance to actively participate in the teaching-learning process, the think-pair-share instructional technique improves their academic achievement. The teaching approach requires students to consider a subject or provide a solution to a question on their own and to collaborate with other students on ideas. Talking with peers about a topic helps students understand it better. The think-pair-share educational technique allows students to learn cooperatively in pairs and provides them with more time to reflect, answer, and support one another. In Bayelsa State, Nigeria, Yusuf et al. (2018), looked at how the think-pair teaching method affected students' civic education performance. According to the study's findings, students who were taught the think-pair-share instructional style scored better

academically than those who were taught the traditional way.

Akanmu (2019), looked at how senior high school students in Ilorin, Nigeria performed in mathematics after using a think-pair-share instructional technique. The results of the study showed a substantial variation in the academic performance of students according to the teaching strategy. Students who were taught mathematics via the think-pair instructional style did better than those who were taught through the conventional way.

In order to find out how the think-pair-share teaching method affected the reading proficiency of Panyabunga 7th grade students during the 2019–2020 school year, Hasibuan (2019) conducted a research. There were 28 students in the sample size of this action research project. The data collection tool was the accomplishment test. Both descriptive and inferential statistics were applied to the data analysis. The results of the study showed that think-pair-share improved students' academic achievement.

Agbede and Ba'aba (2019), studied how students' academic performance in accounting in North-East Nigerian institutions of education was affected by the use of think-pair-share and jigsaw approaches. The study used a quasi-experimental approach with 120 students as the sample size. The data collection tool was the accomplishment test. Regression analysis, standard deviation, and mean were used to examine the data. The results of the study showed that the think-pair-share teaching method improved students' academic achievement.

Uzoma and Okoli (2019), looked at how the think-pair-share teaching method affected the academic achievement of secondary school biology students.

The research employed a quasi-experimental design. Thirty-eight male and thirty-five female senior secondary class two (SS2) biology students from two public coeducational schools in Anambra East Local Government Area, Anambra State, made up the study's sample. There were forty students in the experimental group (thirteen girls and twenty-three males), compared to 33 in the control group. A purposeful sampling technique was used to choose the sample. The instrument utilized to collect the data was the biology performance test. The experimental group was trained utilizing the think-pair-share method, whereas the control group got conventional training. The mean and standard deviation were utilized to offer responses to the research questions, while analysis of covariance was performed to test the null hypotheses at the 0.05 level of significance. The study's conclusions showed that biology students' mean academic performance scores varied significantly. The results of the study showed that, in terms of academic achievement, students who learnt biology using the think-pair-share method scored better than those who learned the subject through traditional methods.

Punwalalai and Pavida (2020), studied think-pair-share forms for reading comprehension. The results of the study demonstrated that think-pair-share had a significant effect on students' academic performance. A study published by Parker and Asare (2021), examined how teacher candidates perceived the think-pair-share method of teaching living organism categorization in education colleges located in the Aowin Municipality in Ghana's Western North Region. The study's conclusions showed that the think-pair-share intuitional technique enhances students' academic achievement, motivates and engages learners, and offers quick feedback. It also helps learners build their social and physical abilities.

In order to ascertain the impact of the think-pair-share teaching technique on primary students' comprehension of science topics, Ateeq et al. (2021), carried out a research in District Toba Tek Singh. Sixty students were specifically selected for the study, making up the sample size. An accomplishment test was the tool employed in this experimental research design investigation. Both descriptive and inferential statistics were applied to the data analysis. The results of the study showed that the think-pair-share teaching method improved students' academic achievement. The application of think-pair-share to raise students' learning satisfaction and accomplishment in Social Studies in sixth-grade Thailand was studied by Dorji and Chalermnirunorn (2021). According to the study, students who were taught think-pair-share outperformed students who were taught traditional approaches in terms of academic performance. Karura et al. (2021) looked at how the think-pair-share teaching method affected the motivation and academic performance of students in C.R.E. in Nakuru Country. The think-pair-share educational technique enhanced students' academic achievement, according to the study's findings.

Ogbaga and Osuafor (2022) examined the impact of the think-pair-share teaching approach on secondary school biology students' performance in the Awka Education Zone. The study's findings demonstrated that, in terms of their mean academic performance scores, learners who were taught the think-pair-share approach differed significantly from those who were taught the traditional strategy.

3. School Location and Academic Performance of Students

Bamidele and Adekola (2017), conducted a research in the Ibarapa Region of Oyo State to ascertain the relationship between gender and students' academic achievement in junior secondary school basic science. For 450 randomly selected JSS II students, a survey study approach was used; socioeconomic status and gender were used as performance indicators for academics, and data were analyzed using t-test statistics. The study's conclusions indicated that male and female students performed significantly differently academically. In Makambako town council, Njobabe, Tanzania, Mhiliwa (2015), examined the impact of school location on students' academic performance. The study involved 200 students, 12 instructors, and two educational supervisors. The study found that students' academic performance was influenced by their school's location, with urban students performing better.

At a college of education in Cross River State, Nigeria, Essien (2017) studied the effect of school location on students' academic progress in Social Studies. Seven hundred and fifty-three students were randomly selected to comprise the study's sample. Data were gathered for the study utilizing an achievement exam and a questionnaire with a descriptive research design. ANONA statistics and the t-test were used to evaluate the data. The study discovered that the location of the students' school had no impact on their academic achievement. The study's conclusions demonstrated that there was no discernible difference in the scholastic achievement of urban and rural students in Social Studies.
Adebayo et al. (2018) looked into how home economics students in Ekiti State, Nigeria performed academically on the junior secondary school certificate test in relation to their school's location. One hundred randomly selected home economics students made up the study's sample. A questionnaire was utilized as the data collection tool in this descriptive research study. T-test statistics were applied to the data analysis. The study discovered that the location of the students' school had no impact on their academic achievement. The study's conclusions demonstrated that there was no discernible difference in home economics students' academic performance based on where they attended school.

In the Isokan Local Government Area of Osun State, Nigeria, Babawale (2019) looked at the relationship between senior secondary students' academic achievement and their school's location. 158 economics students that were specifically selected for the study made up the study's sample. A questionnaire was utilized as the data collection tool in this descriptive research study. The t-test statistic was used to assess the data. In terms of academic achievement, the study found that children in urban schools did better than those in rural schools. The study's conclusions demonstrated that, when it came to school location, economics students' academic performance differed significantly.
Ovat et al. (2021) studied how students' academic achievement, class size, and school location were evaluated in Cross River State, Niger. 1600 Basic 8 students were included in the study's sample, which was selected at random. A questionnaire was utilized as the data collection tool in this descriptive research study. ANONA statistics and the t-test were used to evaluate the data. The results of the study showed that the location of the school had an impact on the academic achievement of the students. Academically, urban schoolchildren scored better than those in rural schools, according to the survey.

Ikechuku (2021) used the 5E learning cycle to examine the impact of school location on students' academic progress in senior secondary physics in Delta State, Nigeria. 113 students that were specifically selected for the study made up the sample size. A test of achievement was utilized as the data gathering tool in this quasi-experimental research project. Statistics such as mean, standard deviation, and ANOVA were used to examine the data. There was no discernible difference in academic achievement between urban and rural kids, according to the survey. In 2020, Akpomudjere conducted a study to examine the effects of school location on students' academic performance. The study included 2579 Business Studies students from Sapele Local Government Area in Delta State. The findings of the study indicated that there was no significant correlation between school location and academic performance.

According to the literature review, no research on teaching methods has been done to determine how think-pair-share affects students' academic achievement in social studies in Delta State's upper basic schools. Therefore, the purpose of this study is to ascertain how think-pair-share affects the academic achievement of upper basic school Social Studies students in Delta State. Scholarly literature has indicated that school location affects students' academic achievement. However, there is debate regarding whether students in urban schools outperformed their rural counterparts in terms of academic performance. Therefore, further study on the

relationship between students' academic performance and school location is necessary.

4. Methodology

The study employed a quasi-experimental approach with a pre-test-post-test control group. The participants in the research were all Delta State Basic 8 students. The population consisted of 45,672 Basic 8 students from the 468 public Upper Basic schools in Delta State. Using multi-stage selection procedures, 170 Basic 8 students were chosen as a sample from eleven different schools. The study's tool was the Social Studies Performance Test (SSPT). The reliability of the instrument was assessed using the test-retest method. There were two weeks in between each exam. This demonstrated how the students' answers remained consistent over time. The Pearson Product Moment correlation was used to assess the reliability; the result was 0.75. This suggests that the instrument generated ratings that are reliable over time and, thus, suitable for the study under consideration. Following the student selection process and method assignment, the Social Studies Performance Test (SSPT) was administered as a pre-test in the intact classrooms of the randomly selected research schools. After then, the curriculum's themes were taught utilizing the proper teaching techniques. The experimental and control groups received teaching from the researcher. The Social Studies Performance Test (SSPT) was administered as a post-test and graded to the students in the treatment and control groups following instruction based on the required therapy. The Pre-test and Post-test data were subjected to statistical analysis utilizing descriptive statistics, namely Mean and Standard Deviation. These made it easier to distinguish between the differences in the subjects' performance. Using the Analysis of Covariance (ANCOVA) approach, the hypotheses were evaluated.

5. Results

Research Question 1: What is the difference between the academic performance of Upper Basic students taught Social Studies with the use of think-pair-share instructional strategy and those taught with the use of lecture method?

Table 1: Mean difference between the academic performance of Upper Basic social studies students taught with think-pair-share and lecture method instructional strategy.

Test score	Instructional Strategies	N	Mean	Std. Deviation	Mean Difference	95% Confidence Interval of the Difference	
Pre-Test	Think-Pair- Share	90	47.23	12.67	4.65	15.31	3.96
	Lecture Method	80	51.88	17.60			
Post-Test	Think Pair Share	90	64.48	13.81	7.57	3.73	9.89
	Lecture Method	80	56.91	11.59			

Table 1 examines the descriptive statistics to answer Research Question 1, which compares the academic achievements of Upper Basic students taught Social Studies through the think-pair-share instructional strategy versus those taught through the lecture method. The mean test score differences for students who were exposed to each instructional style are displayed in this table, providing information on the relative efficacy of each approach. Students taught the think-pair-share approach had a mean score of 47.23 on the pre-test, with a standard deviation of 12.67. Students taught the lecture method had a higher mean score of 51.88 on the same exam, with a standard deviation of 17.60. With a 95% confidence range spanning from 3.96 to 15.31, the mean difference between the two groups was 4.65. This suggests that the think-pair-share strategy group's students got a somewhat lower mean score on the pre-test than the lecture method groups. Students who were taught the think-pair-share technique had a mean score of 64.48 on the post-test, with a standard deviation of 13.81 and a standard error mean of 1.79. The mean score of students who were instructed through lectures, on the other hand, was 56.91, with a standard deviation of 11.59 and a standard error mean of 1.00. The post-test results showed a mean difference of 7.57 between the two groups, with a 95% confidence range spanning from 3.73 to 9.89. This indicates that students given the think-pair-share technique outperformed students taught the lecture method following the instructional interventions. The think-pair-share group's increased mean scores between the pre- and post-tests show a discernible improvement in their academic performance. The noteworthy mean difference in the post-test scores emphasizes the efficacy of the think-pair-share approach. This improvement implies that, in comparison to the lecture technique, the think-pair-share strategy produces a more interesting and effective learning environment.

Research Question 2: What is the difference between the academic performance of rural and urban Upper Basic students taught Social Studies with think-pair-share instructional strategy?

Table 2: Mean difference between the academic performance of rural and Urban Upper Basic social studies students taught with think-pair-share instructional strategy.

Think-Pair-Share Test Score	Location	N	Mean	Std. Deviation	Mean Difference	95% Confidence Interval of the Difference	
Pre-Test	Urban	63	49.15	14.03	4.26	-2.28	10.81
	Rural	27	44.87	10.56			
Post-Test	Urban	63	63.21	13.51	-2.82	-10.04	4.39
	Rural	27	66.04	14.35			

In Social Studies, rural and urban Upper Basic students' academic performance was compared in detail utilizing the think-pair-share instructional technique. The descriptive data are displayed in Table 2. Urban students scored 49.15 on average during the pre-test phase, with a standard deviation of 14.03, while rural students scored somewhat lower at 44.89 with a standard deviation of 10.56. This indicates that there was a marginal difference between urban and rural students' pre-existing knowledge of Social Studies, with urban students scoring slightly better on the mean pre-test. In the post-test phase, the mean score for urban students was 63.21, with a standard deviation of 13.51, while the mean score for rural students was 66.04, with a standard deviation of 14.35. This suggests that, in comparison to urban students, rural students did somewhat better on the post-test phase. Urban students had a somewhat higher mean pre-test score than rural students, as indicated by the 4.26 mean difference in pre-test scores between urban and rural students. In a similar vein, the average difference between post-test scores was 2.82, indicating that students in rural areas had a little higher mean score than students in urban areas.

Hypotheses Testing and Interpretation

Ho1: There is no significant difference between the academic performance of Upper Basic students taught Social Studies with the use of think-pair-share instructional strategy and those taught with the use of lecture method.

Table 3: Analysis of ANCOVA for Hypothesis one
Dependent Variable: POST-TEST

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	13233.513[a]	2	6616.756	77.936	.000	.586
Intercept	5898.998	1	5898.998	69482	.000	.387
PRE-TEST	13046.529	1	13046.529	153.670	.000	.583
Think-Pair-Share * Lecture Method	2284.234	1	2284.234	26.905	.000	.197
Error	9338.983	110	84.900			
Total	474984.000	113				
Corrected Total	22572.496	112				

a. R Squared = .586 (Adjusted R Squared = .579)

Regarding the difference in academic achievement between Upper Basic students taught Social Studies using the think-pair-share instructional approach and those taught using the lecture technique, Table 3 displayed the results of the ANCOVA analysis on the hypothesis statement. With a mean square of 6616.756, the data shows a considerable difference in academic achievement between the two teaching styles. The extremely significant F-value of 77.936 ($p < .001$) indicates that there is no chance explanation for the difference in academic achievement between the two instructional modalities.

With a mean square of 269,905, the think-pair-share approach differs significantly from the lecture method. This indicates that the choice of instructional technique can account for 58.6% of the variance in academic achievement. The findings are consistent with rejecting the null hypothesis (Ho1) and accepting the alternative, which holds that academic performance differs significantly between Upper Basic students who are taught Social Studies through the think-pair-share instructional strategy and those who are taught through lecture.

Ho2: There is no significant difference between the academic performance of rural and urban Upper Basic students taught Social Studies with think-pair-share instructional strategy.

Table 4: Analysis of ANCOVA for Hypothesis Six

Dependent Variable: POST-TEST

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	4543.622[a]	2	2271.811	19.118	.000	.401
Intercept	4287.938	1	4287.938	36.084	.000	.388
PRE-TEST	4306.777	1	4306.777	36.243	.000	.389
Location*Think-Pair-Share	579.059	1	579.059	4.873	.031	.079
Error	6773.362	57	118.831			
Total	260803.000	60				
Corrected Total	11316.983	59				

a. R Squared = .401 (Adjusted R Squared = .380)

The analysis of covariance (ANCOVA) used to compare the academic performance of Upper Basic students in rural and urban areas who were taught Social Studies utilizing the think-pair-share teaching technique was displayed in Table 4. A substantial effect size is indicated by a partial eta squared of.401 and $F(2, 57) = 19.118$, $p < .001$. This implies that the geographical difference accounts for 40.1% of the variance in academic achievement. Even after adjusting for pre-test results, $F(1, 57) = 36.084$, $p < .001$ indicates that there was still a substantial academic performance gap between rural and urban students. Additionally, there was a significant influence of the pre-test scores ($F(1, 57) = 36.243$, $p < .001$), suggesting that there were variations in academic performance before the intervention.

Additionally, there was a significant difference in academic performance between rural and urban students when taking the think-pair-share instructional strategy into account. This was indicated by the significant interaction effect between location and the strategy ($F(1, 57) = 4.873$, $p = .031$). When taking into account the think-pair-share teaching technique, the results indicate that there was a significant difference in academic achievement between rural and urban students ($F(1, 57) = 4.873$, $p = .031$). The findings, which show a substantial academic performance gap between rural and urban Upper Basic students taught Social Studies using the think-pair-share teaching technique, supports rejecting the null hypothesis.

6. Discussion of Results

The first finding of this study shows that the think-pair-share teaching strategy outperformed the lecture method in improving students' academic performance. This conclusion can be explained by the fact that, in contrast to the lecture technique, which assumes that students are thoughtful listeners, the think-pair-share teaching strategy encourages students to actively participate in the learning process and collaborate with other students. The think-pair-share teaching method encourages student engagement in class activities, which helps students understand the material being covered. This result is consistent with that of Akanmu (2019), who found a substantial difference between students' academic performance and teaching tactics. According to earlier studies, think-pair-share instruction was more effective than the lecture method in improving students' academic performance. These studies included Barmiro (2015), Raba (2017), Sumekto (2018), Yusuf et al. (2018), Hudri and Irwandi (2019), Kurjum et al. (2020), Linsenmeyer (2021), Ogbaga and Osuafor (2022), and Dorji and Chalermnirundor (2021).

Research conducted by Sesrita (2017), Afran (2018), Syafii (2018), Karura et al. (2021), Parker and Asare (2021) demonstrated that the think-pair-share instructional strategy improves higher order thinking and problem-solving skills in addition to motivating students to participate in class activities. The results of this study are consistent with those of Karura et al. (2021), who claimed that the think-pair-share teaching technique enhanced students' academic performance. Comparably, the outcome supports the conclusions of the following studies: Think-Pair-Share Instructional Strategy; Positive Effect on Students' Academic Performance; Agbede and Ba'aba (2019); Hasibuan (2019); Kurjum et al. (2020); Punwalalai and Pavida (2020); Sapitri et al. (2020); Ogbaga and Osuafor (2022). The results of this study are consistent with those of other studies, which found that the think-pair-share educational strategy was more effective than the lecture technique in improving students' academic performance.

The second result of this study demonstrates a noteworthy disparity in the academic performance of rural and urban students receiving Social Studies education using the think-pair-share method in favour of the rural students. The results of this study support the idea that, a school's location has an impact on

students' academic performance. This is explained by the possibility that variations in instructional method quality and location can have an impact on students' degree of information acquisition. This result is consistent with research by Owoeye and Yara (2011), Onyekwusi and Ogoamaka (2013), Chianson (2014), Alordiah et al. (2015), Ella and Ita (2017), and Babawale (2019) that found academic performance was higher in urban schools than in rural ones. In a similar vein, Ovat et al. (2021) shown that academically, urban students did better than rural students. Rural students outperformed urban students intellectually, according to a 2015 research by Ikashi. According to research by Agbaje and Omotade (2014), Adebayo et al. (2018), and Ikechuku (2021), there is no discernible relationship between the location of the school and students' academic achievement.

7. Conclusion

Based on the findings of the study, it was concluded that:

Compared to the lecture technique, the think-pair-share teaching strategy improved students' academic performance.
Students taught Social Studies with think-pair-share instructional strategy performed differently academically depending on the school's location.

8. Recommendations

Based on the findings of the study, it was recommended that:

- The use of the Think-Pair-Share instructional technique is recommended as a means of improving students' academic achievement.
- To improve the teaching of Social Studies, in-service teachers should conduct seminars and workshops on instructional methodologies like think-pair-share.
- Students in urban and rural schools should have equal access to learning in the classroom.

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