



Effect of Think-Pair-Share Instructional Strategy on ... Yahaya, S. & Adamu, H. (2025)

Effect of Think-Pair-Share Instructional Strategy on Performance in Hausa Language Concepts among Senior Secondary School Students in Kaduna State, Nigeria

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Abstract

This study investigated the effects of Think-Pair-Share (TPS) instruction on students' performance in Hausa Language in senior secondary schools in Kaduna State, Nigeria. The study adopted a quasi-experimental design, using pre-test and post-test measures on 124 students from two co-educational schools: Government Secondary School Kofar Kibo (experimental group, n=62) and Government Secondary School Kofar Doka (control group, n=62). The experimental group was taught using TPS, while the control group received conventional lecture-based instruction. The Hausa Language Performance (HLP) was used for data collection, with a reliability index of 0.89. Results showed a significant improvement in the post-test performance of students taught with TPS (mean=42.12) compared to their pre-test scores (mean=29.11), with a mean difference of 13.01 ($p=0.000$). Additionally, the TPS group outperformed the conventional method group (mean=33.70), with a mean difference of 8.6613 ($p=0.003$). The findings indicate that TPS enhances student engagement, collaboration, and retention, leading to better academic outcomes in Hausa Language. The study concludes that TPS is more effective than conventional methods in improving students' performance in Hausa Language. It recommends that school management create a conducive environment for TPS implementation and that Hausa Language teachers adopt interactive strategies like TPS to foster active learning, critical thinking, and knowledge retention. These measures could help reverse the declining performance trend and promote better learning outcomes in Hausa Language education.

Keywords: Think-Pair-Share, Hausa Language, Academic Performance, Secondary Education.

Introduction

Hausa is one of the most widely spoken indigenous languages in Nigeria and across sub-Saharan Africa. It ranks as the second most commonly spoken language in Nigeria after English and is also spoken by millions across West Africa. According to Abdulmumin (2024), Hausa is estimated to have over 150 million speakers, making it the eleventh most spoken language globally. Furniss (1996) highlights that the core Hausa-speaking regions include Kano, Katsina, Sokoto, and Kaduna States, as well as parts of the Republic of Niger, with Hausa communities spread across West and Central Africa. In Nigeria, Hausa is not only a medium of communication but also a subject taught in senior secondary schools. Its inclusion in the curriculum is aimed at preserving cultural values, instilling moral discipline, and fostering national identity. However, despite its significance, student interest and academic performance in Hausa language have been on the decline, particularly in Kaduna State. This decline has been linked to ineffective teaching methodologies that rely heavily on conventional lecture-based instruction, which is teacher-centred and limits student engagement and interaction. Conventional teaching methods, such as the lecture method, emphasise content delivery with minimal opportunities for student participation. As Mbacho (2013) and Macharla, Githua, and Mboroki (2009) observe, such approaches often lead to surface learning, increased student anxiety, reduced motivation, and poor academic outcomes. Muraya and Kimamo (2011) stress the importance of adopting effective teaching strategies that promote active learning and facilitate meaningful knowledge acquisition. One promising student-centred approach is the Think-Pair-Share (TPS) instructional strategy. TPS is a cooperative learning technique where students first think independently about a question or problem, then pair up to discuss their thoughts, and finally share their conclusions with the larger class. Jennifer (2019) and Ayinla (2015) note that TPS helps improve students' ability to recall information, enhances communication skills, and fosters deeper understanding through peer interaction and discussion. Evidence from prior studies supports the effectiveness of TPS and other cooperative learning strategies in improving academic performance across various subjects, such as Government, Economics, Arabic, and Islamic Studies (Dunia, 2011; Nadrah, Muhammad & Muris, 2017). These studies demonstrate



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that TPS promotes critical thinking, collaboration, and student engagement, which are essential for effective learning, particularly in language subjects like Hausa. In the context of Hausa language instruction, where students often struggle with complex content, unfamiliar terminologies, and low motivation, the use of TPS may offer a more dynamic and inclusive learning experience. As noted by Adamu (2015), when students underperform, teaching methodology should be among the first variables investigated. TPS allows learners to actively process information, communicate their ideas, and receive feedback in a supportive environment, thereby promoting both academic performances.

Academic performance refers to the measurable outcomes of student learning, including test scores, grades, and other forms of evaluation (Nwakocha & Amadike, 2005). Academic retention, on the other hand, involves the ability of students to remember and apply what they have learned over time (Obeka, 2010). Both performance and retention are influenced by the quality of instructional delivery. According to Obeka (2010), meaningful learning—where understanding and long-term retention are achieved—is best supported through active, student-centred methods like TPS. Given the declining performance of students in Hausa language in Kaduna State and the limitations of conventional teaching methods, it is imperative to explore innovative instructional strategies. This study, therefore, investigates the effects of Think-Pair-Share instruction on students' academic performance in Hausa language in senior secondary schools in Kaduna State, Nigeria.

Statement of the Problem

The persistent decline in students' performance in Hausa Language in senior secondary schools in Kaduna State has become a source of concern to educators, parents, and policymakers. Despite the relevance of Hausa Language in cultural preservation and communication, students continue to perform poorly in the subject, as observed in internal and external examinations. One of the major factors attributed to this poor performance is the continued reliance on conventional, teacher-centred instructional methods that encourage rote memorisation rather than meaningful understanding. In many secondary schools across Kaduna State, teachers predominantly use lecture-based methods that limit student interaction, critical thinking, and active participation in the learning process. Such methods often fail to cater to the diverse learning needs of students and do not sufficiently stimulate interest or enhance retention of knowledge. Research has shown that instructional strategies play a vital role in shaping students' academic outcomes. Adamu (2015) pointed out that inappropriate teaching methods, among other factors, contribute to students' low academic achievement. Conversely, interactive instructional strategies such as the Think-Pair-Share (TPS) technique have been shown to foster collaboration, communication, and deeper understanding of content. TPS encourages students to think individually, discuss with a peer, and share their ideas with the larger group, thus promoting active learning. Van and Ramon (2012) highlighted the effectiveness of such strategies in enhancing student engagement and performance. Given the urgent need to improve students' academic performance in Hausa Language, this study seeks to investigate the effects of the Think-Pair-Share instructional strategy on the performance of senior secondary school students in Hausa Language in Kaduna State. The aim is to determine whether TPS can serve as a more effective alternative to the traditional teaching methods currently in use.

Objectives of the Study

The study has the following specific objectives:

1. Examine the pre-test and post-test performance of Hausa Language students taught using think-pair-share instruction in senior secondary schools in Kaduna State, Nigeria.
2. Ascertain the post-test performance of Hausa Language students taught using think-pair-share instruction and those taught with the conventional method in senior secondary schools in Kaduna State, Nigeria.

Research Questions

This study was guided by the following research questions:

1. What is the pre-test and post-test performance of Hausa Language students taught using think-pair-share instruction in senior secondary schools in Kaduna State, Nigeria?
2. What is the post-test performance of Hausa Language students taught using think-pair-share and those taught using conventional materials in senior secondary schools in Kaduna State, Nigeria?

Hypotheses

The following hypotheses were stated to guide the study:



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1. There is no significant difference between the pre-test and post-test performance of Hausa Language students using think-pair-share instruction in senior secondary schools in Kaduna State, Nigeria.
2. There is no significant difference between the post-test performance of Hausa Language students using think-pair-share instruction and those taught with the conventional method in senior secondary schools in Kaduna State, Nigeria.

Methodology

This study adopted a quasi-experimental design involving pre-test, post-test, and delayed post-test procedures as proposed by Musa (2014). This design was deemed appropriate due to its flexibility in using intact classes, which is essential when school authorities restrict randomisation to avoid disruption of classroom routines (Dawaki, 2014; Achor & Amadu, 2015). The design helped minimise the influence of extraneous or confounding variables that could compromise the internal or external validity of the study. In this design, the experimental group received instruction using the Think-Pair-Share (TPS) strategy, while the control group was exposed to the traditional "chalk and talk" method. Both groups were administered a pre-test to assess their baseline knowledge. The design, adapted from Umar (2018), is symbolically represented as follows:

EG: O1 — X — O2 (experimental group: pre-test, treatment, post-test),

CG: O1 — X₀ — O2 (control group: pre-test, traditional instruction, post-test).

The population of the study comprised all Senior Secondary School II students enrolled in public schools across Kaduna State, Nigeria, with a total of 18,720 students from 234 schools spread across 12 educational zones. For sampling, a total of 124 students were purposively selected from three schools within the Zaria educational zone. These included Government Secondary School Kofar Kibo (assigned as the experimental group with 62 students) and Government Secondary School Kofar Doka (assigned as the control group with 62 students). The selection of schools was purposive to ensure a gender-balanced representation. All selected schools were co-educational, used the same Hausa curriculum, and operated under the same educational standards, which contributed to the homogeneity of the sample. The classes used were intact, and the same researcher conducted the instructions in both groups with the assistance of trained teachers to ensure consistency and uniform delivery.

For data collection, the instrument used was a Teacher-Made Test (TMT) called the Hausa Language Performance (HLP). The HLP consisted of 50 multiple-choice items covering topics from the SS II Hausa curriculum. A table of specifications was developed to ensure a balanced representation of content areas and cognitive levels, with emphasis on traditional herbs, traditional crafts, and spirit-related cultural concepts. The cognitive levels tested included knowledge, comprehension, application, analysis, synthesis, and evaluation. The instrument was subjected to face and content validation by experts in Educational Foundations and Curriculum as well as Hausa language specialists at Ahmadu Bello University, Zaria. A pilot study was conducted at Government Secondary School Kofar Kuyanbana with 30 students not involved in the main study to assess the test's reliability and appropriateness. The test-retest method was used with a two-week interval, and analysis using Pearson Product-Moment Correlation Coefficient yielded a reliability index of 0.89, indicating that the instrument was both valid and reliable.

The treatment and data collection procedure spanned over 9 weeks. The first week involved orientation for the research assistants and administration of the pre-test. The actual treatment lasted for eight weeks, during which the experimental group received TPS-based instruction and the control group was taught using the traditional lecture method. The content taught included traditional herbs, traditional crafts, and spirits, with activities tailored to suit the assigned instructional method. Research assistants were trained extensively to ensure proper implementation of the lesson plans and administration of the HLP. After the treatment, a post-test was administered in week nine. Data from pre-test and post-test scores were used to answer the research questions and test the hypotheses. Descriptive statistics (mean and standard deviation) were employed to analyse the research questions, while paired sample t-test and independent sample t-test were used to test Hypotheses 1 and 2, respectively.

Presentation of Results

Research Question One: What is the pre-test and post-test performance of Hausa language students taught using think-pair-share instruction in senior secondary schools in Kaduna State, Nigeria?



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Table 1: Mean and Standard Deviation of pre-test and post-test performance of Hausa language students taught using think-pair-share instruction

Variable	N	Mean	Std. Dev.	Mean Diff
Pre-test think-pair-share instruction	62	29.11	2.959	13.01
Post-test think-pair-share instruction	62	42.12	1.885	

Source: Field study Data 2023/2024 academic session

The analysis of data in Table 1 shows the pre-test and post-test performance of Hausa language students taught using think-pair-share instruction in senior secondary schools in Kaduna State, Nigeria. The results revealed 29.11 pre-test and 42.12 post-test means with a mean difference of 13.01 for students taught Hausa language using think-pair-share instruction. The post-test is higher than the pre-test performance, which implies that think-pair-share instruction is effective in teaching students the Hausa language in senior secondary schools in Kaduna State, Nigeria.

Research Question Two: What is the post-test performance of Hausa language students taught using think-pair-share instruction and conventional method in senior secondary schools in Kaduna State, Nigeria?

Table 2: Mean and Standard Deviation of post-test performance of Hausa language students taught using think-pair-share instruction and conventional method

Variable	N	Mean	Std. Dev.	Mean Diff
Post-test think-pair-share instruction	62	42.12	1.885	8.6613
Post-test conventional method	62	33.70	2.168	

Source: Field study Data 2023/2024 academic session

The analysis of data in Table 2 shows post-test performance of Hausa language students taught using think-pair-share instruction and conventional method in senior secondary schools in Kaduna State, Nigeria. The results revealed 42.12 and 33.70 post-test mean performances with a mean difference of 8.6613 of students taught Hausa language using think-pair-share instruction and conventional method. The post-test performance of students taught using think-pair-share instruction is higher than those taught with the conventional method, which implies that think-pair-share instruction is effective in teaching students the Hausa language in senior secondary schools in Kaduna State, Nigeria.

Test of Hypotheses

Hypothesis One: There is no significant difference between the pre-test and post-test performance of Hausa language students using think-pair-share instruction in senior secondary schools in Kaduna State, Nigeria

Table 3: t-test statistics on pre-test and post-test performance of Hausa language students taught using think – pair – share instruction in senior secondary schools

Variable	N	df	t-cal.	p-value
Pre-test think-pair-share instruction	62	61	30.277	.000
Post-test think-pair-share instruction				

Source: Field study Data 2023/2024 academic session

The analysis of data in Table 3 shows the difference between the pre-test and post-test performance of Hausa language students using think-pair-share instruction in senior secondary schools in Kaduna State, Nigeria. The results revealed a p-value of .000, which is less than the 0.05 level of significance. The hypothesis was rejected; hence, the difference between the pre-test and post-test performance of Hausa language students taught using think-pair-share is significant, which means that think-pair-share instruction is effective in teaching Hausa language in senior secondary schools in Kaduna State, Nigeria.

Hypothesis Two: There is no significant difference between the post-test performance of Hausa language students using Think-Pair-Share and those taught with the conventional method in senior secondary schools in Kaduna State, Nigeria

Table 4: t-test statistics on post-test performance of Hausa language students taught using Think-Pair-Share and those with the conventional method in senior secondary schools



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Variable	N	df	t-cal.	p-value
Post-test think-pair-share instruction	122	120	3.103	.003
Post-test conventional method				

Source: Field study Data 2023/2024 academic session

The analysis of data in Table 4 shows there is a significant difference between the post-test performance of Hausa Language students taught using Think-Pair-Share and those taught with the conventional method in Senior Secondary Schools. The result revealed a P value of .003, which is less than the 0.05 level of significance. The hypothesis is rejected hence the difference between the performances of students taught using think-pair-share is significant. The performance of favours students taught with think-pair-share instruction, which means that it is effective in teaching Hausa Language in senior secondary in Kaduna State, Nigeria.

Discussion of Findings

The findings of the study revealed that think-pair-share instruction has a positive effect on the performance of students taught Hausa language in senior secondary schools in Kaduna State, Nigeria. The result indicated that students taught Hausa language using the think-pair-share instructional method recorded a higher performance score in the post-test administered to them compared to the pre-test. The finding revealed that there was a significant difference in the pre-test and post-test performance of Hausa language students taught using think-pair share instruction in senior secondary schools in Kaduna State ($p = 0.000$). This result implies that student recorded better post-test performance in Hausa language after the application of the think-pair-share instruction compared to their pre-test performance (that is, before the use of the think-pair-share instruction). Consequently, the hypothesis, which states that there was no significant difference in the pre-test and post-test performance of Hausa language students taught using think-pair-share instructional senior secondary schools in Kaduna State, Nigeria, is rejected. These findings were consistent with the findings of previous researchers. Sampsel (2013), for example, discovered that think-pair-share has a positive impact on students' performance. The result also showed that students' participation increased. Students' comfort and confidence when contributing to class discussion also increased. Students also indicated that they enjoyed participating more in class discussions. The findings of Kaddoura (2013) also revealed that the students performance significantly increase over time, throughout the 17 week course, with the use of think-pair-share teaching/learning strategy, the result suggest that think-pair share is an effective strategy to foster performance of students and could be used by educators to foster learners performance in their courses. The result of the data analysis conducted by Naluraya, Nadrun and Budi (2014) showed that the use of the think-pair-share technique can increase the performance of the eleventh-grade students. The researcher confirms that the think-pair-share technique is effective in increasing performance over time. The findings confirm the result of the study conducted by Sugianto and Sumarsono (2014), which discovered that students' ability in reading narrative text improves after the implementation of the think-pair-share model. The findings also indicate that there is a significant improvement in terms of students' ability in reading English narrative text after they were treated using think-pair-share. There is no denying the fact that the use of think-pair-share instruction is capable of enhancing the performance of students. This has been demonstrated in the present study.

The findings of the study also revealed that there was a difference in the performance of students taught Hausa language using think-pair-share instruction and those taught using the conventional method in senior secondary schools in Kaduna State, Nigeria. The standard deviation at each level implies that students' performance is at variance with each other. The study further revealed that there was no significance of students taught Hausa language using think-pair-share instruction and those taught using conventional methods in senior secondary schools in Kaduna State, Nigeria ($p = 0.003$). Consequently, the null hypothesis was rejected because there was a statistically significant difference between the performance of students taught Hausa language using think-pair-share instruction and those taught using the conventional method in senior secondary schools in Kaduna State, Nigeria. The implication of this result is that students taught Hausa language using think-pair-share had better performance compared to their counterparts taught using conventional instruction in senior secondary schools in Kaduna State, Nigeria. These findings are in agreement with some previously conducted studies. Raba (2017), for instance, analysed the collected data in the study and found that think-pair-share instruction plays a positive role in improving students' oral communicative skills, creating a cooperative learning environment and enhancing students' motivation to learn better than when taught using conventional instruction.



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Furthermore, students taught some applied concepts using the think-pair-share strategy responded better than students taught similar concepts using the conventional method. The effectiveness of think-pair instruction can be overemphasised. This was substantiated by the findings of Fidrayani (2017) revealed that think-pair-share encourages a high degree of students' response and can help keep students on task. The think-pair-share has some advantages. Students have a lot of time to think, respond, and help each other. It helps students to remember their original thoughts, as well as helps students to have confidence about their thoughts because they have to talk about what they have written down. It helps to structure students' discussions. The instruction encouraged students to be enthusiastic in working together. Therefore, by applying the think-pair-share instruction, the learning outcomes of students who learning on their own are better. Hence, the application of think-pair-share instruction in the learning process in the class has been found by Fidrayani (2017) to be very influential towards the achievement of learning objectives, as well as improving students' performance.

Conclusion

Based on the findings, the study concludes that the students taught Hausa Language using think-pair-share instruction outperformed their counterparts taught using conventional instruction in senior secondary schools. Overall differences exist in the performance of students taught Hausa Language using think-pair-share Instruction and those taught using the conventional method in senior secondary schools in Kaduna State, Nigeria. For emphasis's sake, think-pair-share instruction is more effective in teaching Hausa Language than the conventional method.

Recommendations

The following recommendations were made in the study:

1. The school management should motivate Hausa Language teachers by providing an environment that is conducive for effective application of think-pair-share Instruction. This is to ensure continued improvement in students' performance in Hausa Language.
2. Teachers should always adopt think-pair-shares instruction for effective teaching of Hausa Language to develop and provide students with the opportunity to think, interact, work together, share ideas as well and expand their knowledge of the subject.

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