

Assessment of Think-Pair-Share Strategy on Students Self-Esteem Development in Jos North Schools, Plateau State

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Abstract: *This research aimed to assess the impact of the think-pair-share strategy on the self-esteem development of Junior Secondary School II (JSS II) social studies students in Jos North, Plateau State, Nigeria. The study was guided by four objectives, and corresponding research questions were formulated to address these objectives. A quantitative descriptive survey method was employed as the research design. The target population comprised 1334 JSS II social studies students across 22 public schools in Jos North. The researcher designed two structured questionnaires for data collection, one for students and one for teachers. Face and content validity were applied to the instruments, and reliability was established at 0.67 and 0.71 for the students' and teachers' questionnaires, respectively. Data analysis utilized mean and standard deviation for the main analysis, while simple percentages were employed to analyse respondents' demographic information. The findings indicated, among other insights, that the think-pair-share strategy was not widely known among teachers and students of social studies in the study area. Additionally, the study highlighted the significant role of the think-pair-share strategy in fostering the development and enhancement of students' self-esteem in Junior Secondary School. The study recommends organizing seminars, symposiums, and conferences to familiarize teachers with the think-pair-share strategy as an effective teaching approach. Furthermore, school administrators should recognize the importance of introducing teachers and students to the think-pair-share strategy and encourage its implementation in their respective classrooms.*

Keywords: *Assessment; self-esteem; think-pair-share; students; strategy*

I. Introduction

Education is considered the bedrock of development, playing a crucial and integral role in the national growth and development of any nation. It is often regarded as a tool for driving national progress and as an instrument for advancing a nation's development. In the pre-colonial era, education was characterized as informal, with learning methods centered around imitation, storytelling, and memorization, typically leaning towards apprenticeship. The advent of colonialism introduced formal education, specifically Western education, with the colonial government prioritizing education as a significant project to provide locals with Western knowledge, primarily focusing on reading and writing for effective communication.

Therefore, no society can advance beyond its level of education. Every society educates its citizens in line with the country's philosophy, aiming to foster patriots who champion just causes for the nation in all aspects of life. In Nigeria, education is viewed as the cornerstone of any meaningful development, whether social, economic, technological, or political (Afolabi & Loto, 2012). This underscores the importance of education in Nigeria, requiring well-rounded citizens. Indeed, education is not only perceived as an instrument for accelerating national development but also as the foundation for integrating individuals into sound and effective citizens (Federal Republic of Nigeria, 2014).

Globally, education is universally accepted as a process that facilitates the development of individuals physically, intellectually, morally, politically, socially, and technologically,

equipping them to function effectively in any environment they encounter. Education is the bedrock of development and success. The yearning of all parents is to see their children attend school, graduate, and succeed in various professional fields. This desire explains why parents consistently strive to enroll their children in good schools and ensure they provide the necessary resources for them to stay in school and complete their education. This is because education has proven to be a powerful tool and a ladder for elevation.

However, several factors hinder the educational process of students at the Junior Secondary School level, including socio-economic status, parental attitude, teachers' attitude, school environment, and self-esteem, among others. Self-esteem is crucial to the education and learning of students because it expresses their confidence and boldness to present or defend their ideas. Self-esteem is the personal confidence and discipline to face challenges and speak when necessary by a student. Branden (2010) described self-esteem as confidence in one's ability to think and cope with the basic challenges of life. This demonstrates that self-esteem is integral to the education of students at the Junior Secondary School level and beyond. Hence, there is a need to develop the self-esteem of students across schools.

Teachers, in the process of teaching, understand the importance of building and developing students' self-esteem. Some teachers ensure that activities aimed at improving students' self-esteem are carried out by the students. Such efforts are evident in the various methods teachers employ in their teaching and learning processes. Teachers have an array of methods available at their disposal for teaching, including the discussion method, demonstration, storytelling, field trips, and collaborative methods like think-pair-share, among others

Students self-esteem may likely be improved when the teacher adopted learner-centred instructional strategies where students' are made to take responsibility for their own learning (Bolaji, 2015). Innovative teaching methods not only have the potential to improve achievement but can improve students' self-esteem (Anne-Marrie, 2013). One of such innovative teaching methods that hold promises of improving self-esteem is think-pair-share strategy. Think-Pair-Share (TPS) is a cooperative learning strategy that encourages students to work together to solve problems or answer questions on an assigned topic (Andrew & Alexandria, 2015). Think-pair-share as the name goes involves the students in thinking about challenging academic tasks given by the teacher individually, pairing with other students to exchange ideas and sharing the idea with the larger class. In the think-pair-share classroom, every student is an active learner. The teacher in this study used think pair share by developing a number of questions related to the objectives of the instruction and challenging the students to provide answers. The teacher will produce a chart of students seating arrangement so that students cannot chose the same person or their friends only by adhering to the chart. Using the chart, students are made to pair with a different student for each question to facilitate greater interaction. During the interaction among pairs, students are expected to bring to the pair learning what they think is the solution to the problem, for which the teacher have given them time to think before pairing.

The students paired are to examine each other solution to the problem at hand, criticize or add to the solution as well as learn from the same solution. Students in their pair may choose to solve the problem together with the ideas they have previously thought on their mind. This collaboration to solve a problem must result in a possible or at least tentative solution to the problem, which the students may now share with the entire class. The teacher appoints students at random looking at the chart to ensure that all the students are involved and that the intelligent ones do not dominate the activities. After the sharing, the teacher summarizes the lesson in the order of what students are supposed to learn. Learning through think-pair-share shows that, by the intrinsic nature of the learning strategy, students can learn

from their peer. It affords slow pace learners and shy students the opportunity to build self-confidence by learning from their peers (Marvin, 2015).

Think-Pair-Share also improves students' desire to learn seeing that the task of learning is a collaborative effort where students can improve self-esteem by sharing ideas. The thinking part of TPS facilitates students' active cognitive engagement in learning and reduces absent mindedness during instruction (Sampsel, 2013). TPS afford students the opportunity to take active role in their own learning through cognitive engagement, peer learning and sharing.

Students synthesize and evaluate their ideas, or purported solutions to problems, apply them in understanding the solution better or in teaching their pair and further sharing their ideas with the whole class. These features of TPS bear good and positive prospect for the students' self-esteem development. Think-pair-share is designed to help the student to understand the concept of the given topic, develop the ability to filter the information and formulate an idea or thought, and draw conclusions. The most important aspect of the think-pair-share is that students will develop the ability to consider and appreciate the different viewpoints of their peers (Aina, 2013)

The concept of Think-Pair-Share (TPS) is a widely used instructional strategy that promotes active learning, collaborative thinking, and effective communication in the classroom. It provides students with the opportunity to engage in individual reflection, share their thoughts with a partner, and participate in whole-class discussions. The TPS strategy encourages students to think critically, articulate their ideas, and listen actively to their peers, fostering a deeper understanding of the subject matter and enhancing overall learning outcomes. The first stage of the TPS strategy is "Think." During this stage, students are given a question, problem, or prompt to consider independently. They are encouraged to think deeply about the topic, draw on their prior knowledge, and generate their own ideas and responses. This individual thinking allows students to develop their thoughts and perspectives without external influences, promoting autonomy and independent thinking.

The second stage is "Pair." After the individual thinking stage, students are paired up with a partner to share their ideas. In this stage, students have the opportunity to discuss their thoughts, compare their responses, and provide feedback to each other. This peer interaction fosters collaboration, active listening, and the exchange of diverse viewpoints. It encourages students to consider alternative perspectives, think critically, and refine their own ideas through the process of verbalizing and defending their thoughts to a peer. The final stage is "Share." Following the pair-sharing stage, the teacher facilitates a whole-class discussion. Students are invited to share their partner's ideas, insights, and solutions with the larger group. The teacher may randomly select students to present their discussions or invite volunteers to share. This stage promotes active participation, engagement, and the synthesis of ideas. It allows students to contribute their unique perspectives, learn from others, and collectively construct knowledge as a class.

If a teachers is able to employ strategies that are collaborative and involves students actively then such students will likely have their esteem developing but where teachers use teachers based strategies then students may not be avail the opportunity to develop personally.

Teachers often use conventional method due to various reasons and there has been call that teachers should employ more of learners centered approach like collaborative learning. Think pair share strategy is indeed one of such strategy. Learning through think-pair-share shows that, by the intrinsic nature of the learning strategy, students can learn from their peer. It affords slow pace learners and shy students the opportunity to build self-confidence by learning from their peers (Marvin, 2015). Think-Pair-Share also improves students' desire to learn seeing that the task of learning is a collaborative effort where students can improve students self-esteem. With all these beautiful attributes and relevance of TPS strategy one will wonder why teachers of social studies will not employ such a collaborative approach in

teaching of Junior secondary school students to improves self-esteem of these student. Although this strategies has been tested and in use in some subjects areas especially in the sciences and have been reported to yield positive result in terms of students achievement and confidence. Also, there exist handful of TPS strategy but little on non has been carried out within Jos North on JSS students which poised the researcher to assess the role of TPS strategy on JSS students self-esteem development in Jos North LGA of Plateau State. Thus, the researcher is poised to conduct an assessment of think pair share strategy on JSS II students' self-esteem development in Jos North LGA Area of Plateau.

1.1 Aim and Objectives of the Study

The aim of this study is assessment of think-pair-share strategy on students self-esteem development in Jos North school, Plateau State. Specifically the study objectives includes to;

1. Find out level of awareness of think pair share strategy among teachers and students in Jos North schools
- 2 Determine the extent to which Junior Secondary School teachers in Jos North schools employ think pair share strategy in their class teaching
3. Find out the extent to which think pair share strategy can improve students self-esteem development
4. Find out the relationship between think pair share strategy and students self esteem development in Jos North Schools

1.2 Research Questions

The following questions are raised to be answered in the study

1. What is the extent of awareness on think pair share strategy among teachers and students in Jos North schools?
2. To what extent do teachers in Junior Secondary schools of Jos North Local Government Area employ think pair share strategy in their class teaching?
3. To what extent does think pair share strategy can improve students self-esteem development?
4. Is there any relationship between think pair share strategy and students self-esteem development in Jos North Schools?

II. Research Methods

The study employed a survey research design. The study population consisted of the 1334 Junior Secondary school II students and teachers across the 22 public secondary schools in Jos North LGA of Plateau State in 2021/2022 academic year. A sample of 210 respondents made up of 200 students and 10 teachers were selected across 10 schools through a simple random sampling technique same was and used for the study. The instrument used for data collection was two structured questionnaires, one for students and one for teachers. Bothe questionnaires were subjected to content and face validity. Data was collected using face to face method. The data collected were analysed descriptive statistics through SPSS

III. Result and Discussion

Research question one: What is the extent of awareness of think pair share strategy among teachers and students?

Table 1. Percentage of respondents opinion on research question one

S/N	ITEM	N	MEAN	SD	STD ERROR MEAN
1	I have heard of think pair share	200	2.90	1.082	0.076
2	Think pair share is a teaching method our teaching use	200	2.74	1.154	0.082
3	Students in my class have heard of think pair share	200	2.85	1.108	0.078
4	The teaching method i know is not only discussion	200	2.90	1.127	0.080
5	I have heard of think air share strategy	200	2.88	0.945	0.067

The analysis from table above depicts a means and standard deviation score of students' respondents to research question one which deals with the extent of awareness of think pair share strategy among students and teachers in Jos North. The analysis revealed that all the items carries means score of above 2.5 which is an indication that all the responses by the students are positive to the items and al items are accepted as to the effect that, students in the study area are aware of the think pair share strategy.

Table 2. Teachers responses to research question one

S/N	ITEM	N	MEAN	SD	STD ERROR MEAN
1	TPS strategy is a know strategy to me	10	2.90	1.197	0.379
2	Some teachers are aware of TPS strategy	10	3.30	1.059	0.335
3	Most teachers do not know about TPS strategy	10	2.70	1.160	0.314
4	TPS strategy is a not to very known teaching strategy	10	2.90	0.994	0.367
5	Some teachers are not conversant with the TPS strategy	10	2.70	1.160	0.160

The above table depicts teachers responses to research question one and from the analysis it is clear that, teachers who responded to the study agreed with all the items as the responses shows high mean above the acceptance region. This is an indication that, the teachers also agreed with the items that, TPS is a know strategy to some teachers and some teachers do not know of such strategy

Research question two: To what extent do teachers in JSS of Jos North employ think pair share strategy in their classroom?

Table 3. Percentage of respondents opinion on research question two (students)

S/N	ITEM	N	MEAN	SD	STD ERROR MEAN
1	Teachers do not use think pair share strategy	200	2.62	1.020	0.072
2	Teachers often use only discussion method	200	2.48	1.022	0.072
3	Think pair share strategy is not used by teachers	200	2.70	1.152	0.081
4	Teachers do not use any method other than discussion	200	2.81	1.058	0.075
5	Think pair share strategy is not a used strategy by our teachers	200	2.69	1.123	0.079

Table 4. Teachers Response Research Question 2

S/N	ITEM	N	MEAN	SD	STD ERROR MEAN
1	I sometimes use the Think pair share strategy in your class	10	2.62	1.020	0.072
2	I am not comfortable implementing the Think pair strategy due to time limit	10	2.48	1.022	0.072
3	The Think pair strategy is an effective way of teaching	10	2.70	1.152	0.081
4	I use think pair strategy in my class	10	2.81	1.058	0.075
5	I don't use TPS strategy often teachers	10	2.69	1.123	0.079

The above table 3 and 4 above depicts the opinion of students and teachers on research question two which investigates the extent to which teachers employ think pair share strategy in their classroom in Jos North. The analysis from both teachers and students respondents revealed that teachers sometimes use think pair share strategy and also confirm that think pair share strategy is employ within classroom some times. The respondents responses shows high mean score of all responses and this is an indication that, all the items are accepted by the respondents.

Research question three: To what extent does think pair share strategy can improve students' self-esteem development?

Table 5. Percentage of respondents opinion on research question three (students)

S/N	ITEM	N	MEAN	SD	STD ERROR MEAN
1	TPS strategy can improve students self esteem	200	3.03	1.025	0.072
2	Teachers often use only discussion method	200	2.82	1.151	0.081

3	TPS strategy is good for developing students self esteem	200	2.79	1.129	0.080
4	My self-esteem will improve when students are actively engaged in class	200	2.57	1.128	0.080
5	Making me active will improve my self esteem	200	3.09	0.769	0.054

Table 6. Teachers Response Research Question 3

S/N	ITEM	N	MEAN	SD	STD ERROR MEAN
1	TPS strategy is a know strategy to me	10	3.03	1.025	0.072
2	TPS improves students self esteem	10	2.82	1.151	0.081
3	Students self esteem will improve with TPS strategy	10	2.79	1.129	0.080
4	TPS strategy is a sure means of boosting students self esteem	10	2.57	1.128	0.080
5	The use of TPS strategy is a strong way to enhancing students self esteem	10	3.09	0.769	0.054

The table 5 and 6 above depicts students and teachers mean responses to research question three which seeks the extent to which TPS strategy improves self-esteem development among students. From the analysis, the table revealed that, TPS strategy is a good strategy for promoting and developing students' self-esteem. Most students agreed that this method help them develop confidence and teachers also agree that the strategy if effective in building and promoting self-esteem among JSS students in Jos North LGA.

Research question four: Is there any relationship between think pair share strategy and students' self-esteem development?

Table 7. Percentage of respondents opinion on research question four (students)

S/N	ITEM	N	MEAN	SD	STD ERROR MEAN
1	The relationship between TPS strategy and students' self-esteem is high	200	2.69	1.109	0.078
2	The relationship between TPS strategy and students' self-esteem is high	200	2.77	1.083	0.077
3	TPS strategy will improve students self esteem	200	3.00	0.911	0.064
4	Students' self-esteem can be better with the use of TPS strategy	200	2.59	0.953	0.067
5	There is positive relationship between TPS strategy and students self esteem	200	2.79	0.997	0.070

The table 6 and table 8 above shows the analysis of students and teachers responses to research question four which explains the relationship between TPS and students' self-esteem development among JSS school students. The analysis revealed that, the respondents both teachers and students shows that, there is high mean rate of responses to the effect that there is indeed relationship between TPS strategy and students' self-esteem development is significant which means that TPS strategy is key to development of self-esteem among JSS school students in the study area.

Summary of Findings

The study was conducted on assessment of think pair share strategy on JSS II students' self-esteem development in Jos North LGA. From the analysis conducted and the data analysed the study made the following findings;

1. That think pair share strategy is a strategy which is not too common to teachers and students of social studies in the study area
2. That think pair share strategy is not commonly used by teachers of social studies in the classroom but some elements of it are infused in the application of other methods like conventional discussion method
3. That think pair share strategy is key to development and enhancement of students' self-esteem development in Junior Secondary School
4. That there is a significant and positive relationship between think pair share strategy and student self-esteem in Junior Secondary schools

IV. Conclusion

From the study and the data collected as well as analysed in the study which results to the findings of the study. The study concludes that, think pair share strategy is a very good strategy which social studies teachers and teachers in other fields should be encouraged to utilize to achieve improved self-esteem and confidence among students of Junior secondary schools. The study also concluded that, there is a strong relationship between think pair share strategy and students' self-esteem in Junior secondary school in Jos North LGA.

Recommendations

Based on the basis of data analysis and results obtained, the following recommendations are tenable:

1. There should be seminar symposium and conferences to expose teachers to think pair share strategy as an effective teaching strategy
2. School administrators should take into cognizance the need for teachers and students to be familiarize with think pair share strategy and be encouraged to use same in their respective classes
3. Government should provide the needed atmosphere in terms of policy and flexible framework that will promote and permit the effective use of think pair share strategy for teaching
4. There should be students teachers engagement for better use and effective implementation of think pair share strategy in teaching of social studies at Junior secondary school level.

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