Effects Of Think-Pair Share (TPS) And Student Teams-Achievement Divisions (STAD) Instructional Strategies On Senior Secondary School Students’ Achievement In Economics

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ABSTRACT
Background: The knowledge of Economics as a subject plays a vital role in fostering societal development. It develops in students the knowledge of finance or financial education which is developed through the inculcation of financial skills. The teaching and learning of Economics is thus very important in making the students self-reliant and productive. Objective: This study aimed at examining the effects of Think-Pair Share (TPS) and Student Teams-Achievement Divisions (STAD) Instructional Strategies on Senior Secondary School Students’ Achievement in Economics. Methodology: The study adopted the non-equivalent pretest-posttest quasi-experimental design. The sample for the study consisted of two hundred and twenty-four (224) Economics students. Instrument used for data collection was Economics Achievement Test (EAT) which was developed by the researchers and appropriately validated and trial-tested for reliability. Mean scores and standard deviations were used in answering three research questions while Analysis of Covariance was used in testing two hypotheses. Results: Findings revealed that both the Think-Pair Share (TPS) and Student Teams-Achievement Division (STAD) significantly improved students’ achievement in economics. Similarly, female students achieved better than their male counterparts. Conclusion: It was concluded that both TPS and STAD could enhance student’s achievement in economics with female students making more significant gains than their male counterparts. Based on this position, the use of both TPS and STAD should be encouraged during teacher training and through teacher-in-service training programmes.

INTRODUCTION
The knowledge of Economics as a subject plays a vital role in fostering societal development. This is because it promotes the technological, social, economic, political, institutional and physical development of every society. Economic Education Web (EcEdWeb) (2014) insists that students should be taught economics to help them develop skills and knowledge with which to take important decisions as future leaders of the society. Foundation for Teaching Economics (2014) also affirms that the future of our students and that of the society depends on the ability of our students to make informed, prudent and rational decisions. The knowledge of
Economics therefore helps people to make rational decisions (New Zealand Commerce & Economics Teachers Association (NZCETA), 2014).

The teaching and learning of Economics also develops in students the knowledge of finance or financial education which is developed through the inculcation of financial skills. The Council for Economic Education (2014) opines that financial literacy is needed for students to have a bright and successful future, which could make a huge difference in curbing generational monetary mismanagement. Bell (2014) also revealed that students’ financial skills have a significant positive impact on their employability. These financial skills are also vital to students’ entrepreneurial career, wealth generation and poverty eradication prospects. The teaching and learning of Economics is thus very important in making the citizenry self-reliant and productive.

It was based on the above premises that various nations and organizations across the globe have continued to promote discussions on improving Economics education within and outside Economics profession. This is buttressed by American Economics Association (AEA) which created the Committee on Economic Education (CEE) in the 1950s with the mandate of improving teaching and learning of Economics in schools. The Journal of Economics Education was established in 1969 with the aim of providing a platform for disseminating research works in Economics Education. The Teacher Training Program (TTP) was founded to equip Economics teachers with state-of-the-art skills that will make them become efficacious and globally competitive in teaching and learning of Economics (Malek, Hall & Hodges, n.d).

In Nigeria, the importance of the teaching and learning of Economics to societal development is widely acknowledged through its integration into the senior secondary school curriculum (Federal Republic of Nigeria, 2013). This position is further strengthened by the National Policy on Education which states that senior secondary education should be provided with entrepreneurial and career skills for self-reliance and social development.

The objective of every instructional process is to facilitate learning in students. Thus, instructional strategies adopted by teachers during instructional processes are crucial factors for effective and productive teaching and learning. The Economics Network (2009) identified teaching method as one of the factors why Economics is difficult for students. National Economics Teaching Association (NETA) (2014) emphasized that students’ engagement in the teaching and learning process is the foundation of learning. The assertion of Gamson (2010) shows that the instructional methods employed by the teacher play crucial role in the acquisition and understanding of skills and meaningful learning in general.

Indeed, there are numerous strategies available for teachers to employ in order to effectively teach lessons and promote life-long learning (Goodman, 2010). Nigerian Educational Research and Development Council (NERDC) (2008) pointed out that Economics is a living subject and has to be taught and learned in a practical, enthusiastic and realistic way. This is largely due to the fact that Economics is both theory and concept-based and at times abstract in nature. This justifies the need for teaching strategies that can permeate its abstract and difficult nature. The NERDC (2008) strongly recommends that cooperative learning should be used to teach Economics at the senior secondary schools. This makes constructivist learning strategy imperative.

Constructivism has stirred a revolution in the field of education. This is affirmed by various research studies all over the world (Oheeraj & Kumari, 2013). Constructivist theory according to Goodman (2010) emphasizes an active and learner-centred learning process where learners construct their own ideas which are connected to their prior knowledge. This is based on the belief that learning occurs and is made effective when learners are actively involved in the teaching and learning activities. This helps learners to transform information, transfer knowledge, formulate hypotheses and look at alternative decisions through their cognitive structure. Scholars have emphasized that an engaged student is a successful one (National Economics Teaching Association (NETA), 2014).

Cooperative learning instructional strategies seem to align with the constructivist theory (Goodman, 2010). Cooperative learning is a team learning activity that is systematically organized for learning to be socially structured in order to facilitate exchange of information, ideas and knowledge among learners and in which learners are individually held accountable for their learning and are motivated to enhance the learning of their partners (Kirby, 2008). Having students work in teams/pairs helps them to master the subject matter. It gingers students writing skills and motives, as well as their appreciation of real-life situations (Johnson & Karageorgis, 2009). Researches on classroom cooperative learning techniques in which learners work in teams and receive rewards based on their group performance have gained wide popularity in the past few years (Slavin, 2014).

Cooperative learning is a comprehensive pedagogy designed to facilitate active learning and higher level thinking (Hernandez, 2002). Cooperative learning instructional techniques include the following amongst several others: Jigsaw; Cooperative Integrated Reading and Composition (CIRC); Learning Together (LT); Think Pair Share (TPS); Timed Pair Share and student-Teams Achievement Divisions (STAD). Jigsaw is a cooperative learning instructional strategy that builds students’ expertise in the subject matter. It makes every student to be both an expert and a receiver of knowledge. The teacher assigns students to groups which has not more than five to six students. Each group is given a problem to solve or a task to perform. Consequently, each of the entire groups becomes experts in the assigned area. Thus, students thereafter form new groups (home group) with
people from the different areas of expertise to share their information and to hear from others (Australian Catholic University Learning and Teaching Centre, 2012). Think Pair Share is a cooperative technique that quickly becomes an entire class technique and a pedagogy designed to provide learners with “food for thought” on a given topic and concept thereby enabling them to bring out and share their individual ideas with each other (Ariyani, 2011; Janoah, 2013).

Think Pair Share was developed by Frank Lyman of the University of Maryland in 1981 (Layman, 1981). Success for all Foundation (2008) affirmed that Think Pair Share is a questioning technique that is used to keep all students actively involved in class discussion and provides an opportunity for everyone to share an idea and answer to every question posed by the teacher. Think Pair Share (TPS) is suitable for assessment in Economics classroom. The operational definition of Think Pair Share (TPS) is thus a cooperative teaching strategy that includes four components: time for teacher to pose a question, time for students to think, time for sharing in pairs and time for each pair to share back to the whole class.

Student Teams-Achievement Divisions (STAD) was designed by Robert E. Slavin and his associates at Johns Hopkins University in 1978 (Slavin, 2008; Slavin, 2010; Slavin, 2011). It is a cooperative learning instructional strategy in which students work in heterogeneous groups to help each other master the lesson, after the presentation has been done by the teacher. Student Teams-Achievement Divisions (STAD) is suitable for assessment in Economics classroom. The groups receive certificates and other recognition based on the average scores of all group members. It consists of four steps, namely: 1. whole-class presentation; 2. group discussion; 3. testing; 4. group recognition (Li & Lam, 2013).

Despite the merits of Think-Pair Share (TPS) and Student Teams-Achievement Division (STAD), they have not gained popularity in the field of social science education, particularly in Economics Education. Hence, the researchers decided to investigate the effects of both types of cooperative learning instructional strategies on senior secondary school students’ achievement in Economics. It would seem that such research is timely, considering that globally cooperative learning strategies have been acclaimed and adjudged as effective instructional strategies that could foster joint construction of learning and develop metacognition (TETFUND, 2008).

The study was anchored on two theories namely: Vygotsky (1962), constructivist social learning theory and Bruner (1960) cognitive learning theory respectively. Vygotsky’s theory is deeply rooted in the constructivist’s theory which believes in students’ discovering and constructing their own ideas, knowledge and experiences. The theory affirms that learning and cognitive development take place through interaction of learners with their peers and adults. The fundamental and crucial role of social interaction in the development of cognition is thus emphasized. Vygotsky theorized that infants are born with basic abilities for cognitive development, which were called basic mental functions. These basic mental functions include attention, sensation, perception and memory. They are developed into higher mental functions through interaction within the sociocultural environment. It is on this note that Vygotsky sees cognitive functions as being largely influenced by the beliefs, values and tools of cognitive adaptation of the culture in which a child develop. Thus, learning is socio-culturally determined.

The theory is relevant to the present study because it encourages students’ interaction in the teaching learning process while the teacher serves as a facilitator. Instructively, Think Pair Share (TPS) and Student Teams-Achievement Division (STAD) help students to share their individual ideas with one another in study groups and linked their own knowledge with their teachers’ presentation. Thus, one of the obvious implications of the theory to the present study is the idea that human learning presupposes a specific social nature and is part of a process by which children grow into the intellectual life of those around them. It emphasized that an essential feature of learning is that it awakens a variety of internal development processes that are able to operate only when students are in the action of interacting in collaboration or cooperatively with their peers.

Similarly, Bruner’s constructivist approach (Bruner, 1960) which also emphasized discovery learning implies that students construct their own ideas, knowledge and experiences, by organizing and categorizing information using a coding system. The theory theorizes that the most effective way to develop a coding system is to discover it instead of being told by the teacher. Bruner’s theory asserts that children mental functioning and learning progress pass through quantitatively three stages or levels of information processing namely: enactive representation (motor-based), iconic representation (image-based) and symbolic representation (abstract-based). The modes of representation are ways in which information or knowledge is stored and encoded in the memory.

The theory is relevant to the present study because it emphasizes the development of problem solving skills in student with teachers as guide. The theory further affirms that the role of the teacher should not be to merely inculcate knowledge by rote learning, but rather to facilitate a child’s thinking and problem-solving skills which can be applied in solving day to day problems. This based on the assumption of the theory that students are active learners who construct their own ideas, knowledge and experiences. It emphasized that students can be taught difficult information effectively at any stage of development, through the concept of spiral curriculum.

Kothiyal, Majundar, Murthy, and Iyer (2013) investigated the quantity and quality of student engagement in a large CSI class during the implementation of Think Pair Share Activities in Bombay, India and found out
62% of students were highly engaged during Think phase and 70% during Pair phase. Similarly, Utama, Marhaeni, Putra (2013) investigated the effect of Think Pair Share teaching strategy on students’ self-confidence and speaking competency and found out that there was a significant effect of Think Pair Share on students’ self-confidence (F=754.104 and sig=0.000;p<0.05) as well as students’ speaking competency (F=60.325 and sig=0.000;p<0.05). Alijanian (2012) investigated the effects of Student Teams-Achievement Division (STAD) on the English achievement of Iranian third grade junior high school students. Sixty (6) third grade junior high school students (consisting of two classes, experimental and control) were chosen. The results showed that the difference between the two classes was significant, and the experimental group was superior to the control group in terms of English achievement. Van Wyk (2013) studied the effect of Student Teams-Achievement Division (STAD) as a cooperative learning teaching strategy in building economics knowledge of secondary school learners. Data was collected from 229 grade 10 Economics learners and eight teachers at secondary schools. Teachers used both STAD and direct instruction by teaching Contemporary Economics Issues, from the Economics curriculum. Learners completed a 40-item multiple-choice economics test as a pre-test and post-test. Findings showed that Student Team-Achievement Division (STAD) as a teaching strategy increased learner’s knowledge of Contemporary Economic Issues statistically as computed to the direct instruction classes.

The reviewed studies on TPS and STAD were conducted in foreign countries especially India, Indonesia, Pakistan, etc. They also dwelt extensively on subjects and contents other than Economics except just a singular case. However, all the studies showed that both TPS and STAD could be meaningfully utilized to promote performance in learning. Incidentally, the efficacy of both TPS and STAD need to be tried out more on Nigerian subjects especially in Economics at the senior secondary school level. This need necessitated the present study.

Achievement in students in relation to gender has been of concern to parents, educators, scholars, researchers, and government. It is in fact a global education discourse. Hausmann, Tyson and Zahidi (2009) affirmed that there is no country in the world that has attained the global aspiration of gender equality in various critical and strategic areas such as economic participation and education. Farajimakin (2010) noted that gender differences have been an issue in United State of America (USA) since 1960s and in United Kingdom (UK) since 1970s, while in the latter, the gender gap in the General Certificate of Secondary Education (GCSE) performance in every school subject has been shifting in favour of girls since early 1990s. United Kingdom (UK) Joint Council for Qualifications (JCQ) (2008) reported that in 2007, 62.4% of female GCSE entrants achieved the top grades A to C compared with 53.4% of males at higher level GCSE. Farajimakin also asserted that many research findings in Nigeria, USA and UK before 1990s revealed that there are gender difference in achievement in Mathematics and other related subjects (including Economics) over the education levels in favour of boys.

However, the Federal Republic of Nigeria (FRN) (2009) in the National Policy on Education (NPE) document emphasized gender equity in access to all education levels, which could enhance equal academic attainment. Similarly, in USA and UK, many intervention programmes have been designed to assist classroom teachers to solve this disparity (Omirin, 2007). Isyaku (2006) noted that USA and UK have put policies in place to help teachers on equal treatment of male and female students in school, but these have not completely eliminated gender differences. The World Bank (2005) also reported that the phenomenon of gender disparity is not only seen in the daily life but also in textbooks, and teachers’ attitudes. Obaji (2005) reported that the Federal Republic of Nigeria (FRN) has been working in partnership with International development collaborators like the United Nation Children Fund (UNICEF), the United National Education Social and Cultural Organization (UNESCO), the World Bank, Civil Society and Non-Governmental Organizations (NGOs) in order to accomplish the Universal Basic Education (UBE) goals, among which is gender equity in education that could discourage gender differences in students’ academic achievement.

Meltem and Serap (2007) reported that the proportion of male students enrolling in preparatory schools before they pass English Language tests is 74.5% and 68.4% for females. They reported further that there is significant difference in the academic achievement of male and female students in favour of females in terms of cumulative grade point average. Sainz, and Eccles (2011) also reported that boys in Spanish secondary schools have high self-concept of Mathematics and Computer abilities than girls. This was done in Mathematics while the present study is done in Economics.

Overall, the purpose of the study was to find out the effects of Think-Pair Share (TPS) and Student Teams-Achievement Divisions (STAD) Instructional Strategies on Senior Secondary School Students’ Achievement in Economics. Specifically, the study sought to determine the effect of Think-Pair Share (TPS) on students’ achievement in Economics; the effect of Student Teams-Achievement Divisions (STAD) on students’ achievement in Economics; and achievement level of male and female students in economics when taught using Think-Pair Share (TPS).

Research Questions

The following research questions guided the study:

- What are the mean achievement scores and standard deviations of students taught Economics using Think-Pair Share (TPS)?
• What are the mean achievement scores and standard deviations of students taught Economics using Student Teams-Achievement Divisions (STAD)?
• What are the mean achievement scores of male and female students taught Economic with Think-Pair Share (TPS)?

Hypotheses

The following null hypotheses (Ho) were formulated for the study and were tested at \( p \leq 0.05 \) level of significance:

Ho1: There is no significant difference in the mean achievement scores of students taught Economics using Think-Pair Share (TPS) and Student Teams-Achievement Divisions (STAD).

Ho2: There is no significant difference in the mean achievement scores of male and female students taught Economics using Think-Pair Share (TPS).

Methodology:

Design: The pre-test, post-test, quasi-experimental design was employed for the study. This research design was adopted because it is not possible to have complete randomization of subjects without disrupting the school organization. Consequently, intact (pre-existing) classes were randomly assigned to the two experimental groups.

Participants: The participants were secondary school students in Nsukka Local Government Area of Enugu State, Nigeria. The population of the study consisted of all the three thousand, three hundred and ninety five (3395) senior secondary school two (SSII) students in thirty (30) secondary schools in Nsukka Local Government Area. Purposive random sampling technique was used to select three secondary schools based on some criteria such as presence of at least two Economics teachers or Economic teachers with not less than four years of teaching experience as well as teachers that possess a qualification that is not less than first degree. This was to ensure that the schools serve the purpose of being identical in terms of their characteristics. The sample for the study consisted of two hundred and twenty-four (224) students of senior secondary school Economics two (SSII) drawn from three secondary schools out of thirty (30) secondary schools in the study area. Thirty eight (38) were male students while one hundred and eighty-six (186) were female students.

Measure:

The Economics Achievement Test (EAT): The EAT was developed by the researchers for the purpose of the study. The EAT was developed to measure cognitive achievement based on concepts of money market, capital market, securities and stock exchange respectively drawn from SS II Economics curriculum. It was a fifty (50)-item multiple choice objective tests. The table of specification was used in constructing the items for proper coverage of the selected contents as well as the levels of the cognitive domain. The validation of the instrument was done by five experts in Social Science Education and Test and Measurement. The researchers carried out a trial testing of the EAT to estimate the internal consistency or reliability coefficient of the instrument. The instrument was administered on SS II Economics students from schools outside the study area for the purpose of trial testing. The reliability coefficient of the EAT was determined using Kuder-Richardson 20 (K-R20) and was computed to be 0.96. The K-R 20 was used because the test items was dichotomously scored and are not at the same difficulty level.

Intervention: Eight lesson plans were prepared for the study by these researchers. Four were for the Think Pair Share (TPS) group and the other four for the Standard Teams-Achievement Divisions (STAD) group. The lesson plans covered concepts of money market, capital market, securities and stock exchange respectively.

Data Analysis: The research questions were answered using mean and standard deviation while the hypotheses were tested at \( p < 0.05 \) level of significance using Analysis of Covariance (ANCOVA). This was because of the intact classes and the pre-test scores that were used as covariates to post-test. ANCOVA has the capability of controlling for initial differences across groups by trying to normalize or reduce the variations due to extraneous variables.

2. Results:

Findings of the study are presented in tables below based on research questions, hypotheses and tables.

Research Question I:

What are the mean achievement scores and standard deviations of students taught Economics using Think-Pair Share (TPS)?

<table>
<thead>
<tr>
<th>Table 1: Mean and standard deviation scores of students exposed to Think-Pair Share (TPS) in Economics Achievement Test (EAT)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Method</strong></td>
</tr>
<tr>
<td>-----------</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Think-Pair Share (TPS)</td>
</tr>
</tbody>
</table>
Information on Table 1 depicts that the pre-test mean achievement score is 4.00 with 11.23 standard deviation. The post-test mean achievement score is 53.09 with 16.43 standard deviation. This shows a mean achievement score difference of 13.01. This indicates that Think-Pair Share (TPS) has enhanced students’ achievement in senior secondary school Economics.

**Research Question 2:**
What are the mean achievement scores and standard deviations of students taught Economics using Student Teams-Achievement Divisions (STAD)?

**Table 2:** Mean and standard deviation scores of students exposed to Student Teams-Achievement Divisions (STAD) in Economics Achievement Test (EAT)

<table>
<thead>
<tr>
<th>Method</th>
<th>N</th>
<th>Pre-test</th>
<th>Post-test</th>
<th>Mean Diff.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Teams-Achievement Divisions</td>
<td>145</td>
<td>40.62</td>
<td>61.01</td>
<td>20.39</td>
</tr>
<tr>
<td>(STAD)</td>
<td></td>
<td>12.584</td>
<td>13.456</td>
<td></td>
</tr>
</tbody>
</table>

Table 2 shows that the pre-test mean achievement score is 40.62 with 12.58 standard deviation. The post-test mean achievement score is 61.01 with 13.45 standard deviation. This shows a mean achievement score difference of 20.39. This shows that Student Teams-Achievement Divisions (STAD) has enhanced students’ achievement in senior secondary school Economics.

**Research Question 3:**
What are the mean achievement scores of male and female students taught Economics using Think-Pair Share (TPS)?

**Table 3:** Mean scores of male and female students exposed to Think-Pair Share (TPS) in Economic Achievement Test (EAT)

<table>
<thead>
<tr>
<th>Method</th>
<th>N</th>
<th>Pre-test</th>
<th>Post-test</th>
<th>Mean Diff.</th>
</tr>
</thead>
<tbody>
<tr>
<td>MALE</td>
<td>38</td>
<td>36.89</td>
<td>48.68</td>
<td>11.79</td>
</tr>
<tr>
<td>FEMALE</td>
<td>42</td>
<td>43.02</td>
<td>57.17</td>
<td>14.15</td>
</tr>
<tr>
<td>TOTAL</td>
<td>79</td>
<td>40.08</td>
<td>53.09</td>
<td>12.97</td>
</tr>
</tbody>
</table>

Table 3 shows that male students have average achievement score of 48.68 while the female students have average achievement score of 57.17. The findings reveal that female students achieved better than their male counterparts.

**Hypotheses 1 and 2:**
The following null hypotheses (Ho) were tested at \( p \leq 0.05 \) level of significance.

- **Ho_1:** There is no significant difference in the mean achievement scores of students taught Economics using Think-Pair Share (TPS) and Student Teams-Achievement Divisions (STAD)
- **Ho_2:** There is no significant difference in the mean achievement scores of male and female students taught Economics using Think-Pair Share (TPS).

**Table 4:** Analysis of Covariance (ANCOVA) results of students’ achievement on Economics in Think-Pair Share (TPS) and Student Teams-Achievement Divisions (STAD) groups

<table>
<thead>
<tr>
<th>Source</th>
<th>Type III Sum of Squares</th>
<th>df</th>
<th>Mean Square</th>
<th>F</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Corrected Model</td>
<td>5226.983</td>
<td>3</td>
<td>1742.328</td>
<td>8.496</td>
<td>.000</td>
</tr>
<tr>
<td>Intercept</td>
<td>44863.715</td>
<td>1</td>
<td>44863.715</td>
<td>218.776</td>
<td>.000</td>
</tr>
<tr>
<td>Pretest</td>
<td>600.277</td>
<td>1</td>
<td>600.277</td>
<td>2.927</td>
<td>.089</td>
</tr>
<tr>
<td>Method</td>
<td>551.486</td>
<td>1</td>
<td>551.486</td>
<td>2.689</td>
<td>.102</td>
</tr>
<tr>
<td>Gender</td>
<td>1126.746</td>
<td>1</td>
<td>1126.746</td>
<td>5.495</td>
<td>.020</td>
</tr>
<tr>
<td>Method* Gender</td>
<td>.000</td>
<td>0</td>
<td>.</td>
<td>.</td>
<td></td>
</tr>
<tr>
<td>Error</td>
<td>45114.732</td>
<td>220</td>
<td>205.067</td>
<td>.</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>809456.000</td>
<td>224</td>
<td>.</td>
<td>.</td>
<td></td>
</tr>
<tr>
<td>Corrected Total</td>
<td>50341.714</td>
<td>223</td>
<td>.</td>
<td>.</td>
<td></td>
</tr>
</tbody>
</table>

a. R Squared = .104 (Adjusted R Squared = .092)

Table 4 shows that there is no significant difference in the mean achievement scores of students taught Economics using Think-Pair Share (TPS) and Student Teams-Achievement Divisions (STAD), at probability level of .102 is greater than 0.05 (statistical significance value .102>0.05). The null hypothesis 1 is therefore not rejected. The implication is that the two cooperative learning instructional strategies are mutually effective. The table also shows p-value of .020 for gender. This implies that there is a significant difference in the mean achievement scores of male and female students taught Economics using Think-Pair Share (TPS), at the
probability level of .020 is less than 0.05. Hence, the null hypothesis 2 is rejected. Thus, female students could have performed significantly better than their male counterparts.

**Discussion:**

The findings of this study show that both the Think-Pair Share (TPS) and Student Teams-Achievement Divisions (STAD), cooperative learning instructional strategy helped the students to actively participate in senior secondary Economics class and attained cognitively by being able to internalize what they were taught. Indeed, students better achievement as a result of exposure to both Think-Pair Share (TPS) and Student Teams-Achievement Divisions (STAD), cooperative learning instructional strategies could be attributed to deeper understanding of the concepts created through group and individual construction of knowledge, which encouraged meaningful learning. It could also be that both Think-Pair Share (TPS) and Student Teams-Achievement Divisions (STAD), cooperative learning instructional strategies gave room for active classes where students were led to construct their own understanding of the relevant concept. The findings are in support of Van Wyk (2013) and Ufamu, Marhaani and Putra (2003) who found the efficacy of Student Teams-Achievement Divisions (STAD) and Think-Pair Share (TPS) as cooperative learning teaching strategies in building Economic knowledge and self-confidence of secondary school learners. Significantly, the findings reported that Student Teams-Achievement Divisions (STAD) as a teaching strategy increased learners’ knowledge of contemporary Economics issues statistically as compared to the direct instruction classes. The findings of this study are also in agreement with the findings of Alijanian (2012) who established the efficacy of Student Teams-Achievement Divisions (STAD) in promoting English achievement in Iranian third grade junior high school students. Thus, the use of Think-Pair Share (TPS) and Student Teams-Achievement Divisions (STAD) cooperative learning instructional strategies should be encouraged in the teaching and learning of senior secondary Economics in Nigerian schools. Relevant teacher training institutions should expose prospective teachers to innovative instructional strategies during training. This will enhance their practical application in the classroom. Government and other relevant stakeholders should promote capacity-building of economics teachers innovative method through university.

**Conclusion:**

The conclusion of the study based on the above findings is that both Think-Pair Share (TPS) and Student Teams-Achievement Divisions (STAD) enhanced students’ achievement in Economics while female students achieved better than their male counterparts when taught using Think-Pair Share (TPS). Thus, both instructional strategies are effective in promoting achievement in senior secondary school Economics. Above all, it could be asserted when teachers encouraged students to participate actively in teaching and learning processes especially during the teaching of a subject like Economics. Students especially females are very likely to acquire problem-solving skills by thinking constructively and learning enthusiastically.

**Recommendations**

**REFERENCES**


