

EFFECT OF THINK-PAIR-SHARE ON READING ACHIEVEMENT OF PRIMARY SCHOOL PUPILS IN ANAMBRA STATE

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Abstract

The study investigated the effect of think-pair-share on reading achievement of primary school pupils in Anambra State. The study was guided by three research questions and four hypotheses were tested at 0.05 level of significance. The design for this study was a quasi experimental design. The population of the study was 50,753 primary five pupils in the 1068 public primary schools in Anambra State. The sample of the study comprised 125 primary five pupils drawn using multi stage sampling procedure. The instrument for data collection was Reading Achievement Test (RAT). The instrument was validated by three experts. The internal consistency of the instrument was ascertained using Kuder-Richardson formula 20 which yielded reliability co-efficient of 0.79. Mean and standard deviation were used to answer the research questions and the hypotheses were tested using the analysis of covariance (ANCOVA). The findings of the study revealed among others that pupils taught reading using think-pair share had higher achievement score than those taught using conventional teaching method. It was also found out that there was significant difference between the mean achievement scores of pupils taught reading using think-pair-share method and those taught using conventional method. Based on the findings, it was recommended among others that English teachers should utilize think-pair share in teaching the pupils to increase their academic achievement of pupils in reading.

Keywords: think-pair-share, Reading Achievement, Pupils, Gender, Conventional Method

1. Introduction

Primary education is universally accepted as the foundation laying level of education in all nations of the world. Over the years and through recent times, primary education has played a big role in the educational system of the country. The primary education is like a background which every child must pass through in order to move higher. It provides the mini-structural framework on which the quality of other levels of education is anchored (Etor, Ubon & Ekanem, 2013). Because primary education is the foundation of the whole educational pursuit, it is expected to provide literacy and enlightenment to the citizens. However, there would be no education without reading.

It has often been said that reading makes a man. This may be a better way of expressing how indispensable reading is in the life of every individual. Reading increases the ability of children to explore their talent while learning about themselves and their societies thereby

improving their creativity and understanding of life (Onwubiko, 2010). Great readers have always made great writers Nigeria such as Wole Soyinka, Chinua Achebe, Cyprian Ekwensi, Elechi Amadi, Flora Nwapa, Buchi Emecheta, and the young Chimamanda Ngozi Adichie, are some of the home grown examples of great readers and writers.

From the cradle down to the grave, reading is an integral part of life because it helps the child learn new words and build up his vocabulary. Devito (2014) stated that reading helps children to develop their vital language skills, to open up new world and to enrich their lives. In other words, the child appears to learn better language skills as he reads, for instance, from sentence structure and good grammar, to new words not encountered in the child's immediate surroundings. Through reading, the child is also enabled to learn how stories are structured and the more he reads the better writer he becomes. Taking time out to read can help a child learn to concentrate better and focus subsequently on any given task. Again, reading enable learners to benefit from education activities and to participate in the social activities within their immediate environment. Hence, it is expected that reading achievement will involve the participation of children, parents, educators and community as a whole.

Learning is a continuous practice. Sandhu (2019) stipulated that reading is a cognitive process that involves decoding symbols to arrive at meaning; it is an active process of constructing meanings of words. Tadesse (2017) corroborated with Sandhu when he defined reading as the ability to understand written text. Essentially, reading, writing and arithmetic skills are the three major goals of the Nigerian educational system based on the system inherited from the colonial masters. Among these three goals, reading is the most important. It is the cornerstone upon which the academic and intellectual career of the child will be based. This is because it will directly influence the capacity of the individual to interact and relate with others as well as contribute meaningfully to society.

Reading with a purpose helps the reader to direct information towards a goal and focuses his attention. Although the reasons for reading may vary, yet the primary purpose of reading is to understand the text. Sandhu (2019) equally opined that reading involves a thinking process. He stressed further that while processing the information, the reader uses strategies to understand what he is reading, uses themes to organize ideas, and uses textual clues to find the meanings of new words. For Sandhu, each of the three components of reading is equally important. In other words, reading can be seen as the ability of an individual to comprehend and interpret written words on any reading material.

Furthermore, Sengupta (2017) was of the opinion that reading if properly undertaken and utilised widens the narrative to enhance the child's imaginative skills to much more than the written word. It makes the child curious to know more and explore beyond the written text and also entails the teacher to answer the various queries in a meaningful manner. At this nascent stage answering the various questions like 'why does it happen? Or what is the reason behind a particular phenomena or aspect?', in an appropriate manner is important for a curious mind. It appears that those who cannot read face serious challenges in school apart from inability to comprehend what is read.

It is necessary for a child to accomplish whatever he is doing. Achievement is something accomplished successfully with effort, skill and courage. It is also something that one does or gets after planning and working to make it happen, and that therefore gives one a feeling of satisfaction. For Barnes (2010), achievement is something accomplished, especially by superior ability, special effort, great courage among others. Reading achievement is a widely used term in education to cover a range of information about pupils' reading performance. It usually refers to being able to use the skills that are need to read fluently with understanding. Krieger (2017) poignantly put it that if pupils did not have these skills and if the skills were not fluent, reading for comprehension would be difficult. Additionally, poor reading habit may result in poor reading achievements.

Poor reading achievement can show up in unexpected ways, such as pupils might avoid doing homework or not want to go to school. It makes a child develop a poor attitude towards school and can create self-esteem problems later in life. The implication is that a child whose reading difficulty is not nipped in the bud is likely to suffer from truancy, behavioural problems, poor academic performances and high probability of dropping out of school. Poor performance by pupils is sometimes blamed to ineffective strategies as used by educators in teaching and learning. All of these could impair the child's potentials and limit his achievement in other life endeavors.

Oftentimes, pupils' inability to acquire basic skills in reading have been traced to the teaching methods adopted by the teachers. Teaching styles have changed over the years. Teaching methods are of various ways that includes lectures, group discussions, problem solving exercises and small group teaching. The most common teaching methods found in schools worldwide is conventional. The conventional teaching method is the traditional way of teaching. Conventional method is concerned with the teacher being the controller of the learning environment. Power and responsibility are held by the teacher and they play the role of instructor and decision maker (Diani, 2019). Conventional method of teaching has various objectives to be fulfilled, the effectiveness of the teaching has to be clearly formulated (Shobhaba, Fairouz, and Sudhamghu, 2014). The teacher explains clearly what the pupils must learn. There is question whether this type of structured teaching works better for acquiring complicated cognitive processes in education.

Typically, the teacher-centred method is the one that teacher delivers instruction and the pupils only listen. The consequence of using teacher-centered method in teaching English language is that pupils are not active learners in the classroom. On the other hand, pupil-centred teaching is a method where the process of learning is evenly shared between the pupils and the teachers. This method of teaching promotes interaction between the teachers and the learners to help pupils' gain better understanding of the lesson. Using right strategy can assist teachers to motivate and arouse pupils' interests. However, there is need for cooperative learning during class activities.

Cooperative learning is a teaching strategy in which small groups are formed, each with pupils of different levels of ability and with the use of a variety of literature to improve their reading skills (Abbas & Jafar, 2012). They see cooperative learning as an interactive process in

a social setting that allows pupils to explore and work in groups, making meaning of tasks and setting to solving problems that are confounding to them. During the interactive process pupils exchange ideas, ask questions freely and equally express opinions. Cooperative learning among pupils promotes learning outcomes and social interaction, facilitates higher thinking skills, and experiences that make the pupils have keen interest in reading and learning. The teacher's attitude can factor as an important component of learning for school aged children (Mabekejo, 2017). Therefore, the teacher must incorporate relevant teaching styles that can capture the attention of the pupils.

In order to help pupils achieve reading, Dewi (2011) developed new cooperative learning strategy named Think-Pair-Share (TPS). It was inspired by three stages of their pupils' action with emphasizes on what pupils are to be doing on each of those stages. Dewi in his own view defined think-pair-share as a collaborative learning strategy in which pupils work together to solve a problem or answer a question about an assigned reading. It requires the pupils to think individually about a topic and share ideas with classmates. For them, this situation can get the pupils frustrated. However, using TPS promotes critical thinking and articulate communication in the classroom.

In addition, Salman (2015) noted that TPS strengthened language abilities, self-confidence and increased performance. The author also highlighted that TPS can arouse pupils' interest through its great emphasis on group activities and intense thinking. Think-Pair-Share provides an opportunity for all pupils to share their thinking with at least one another, which will in turn, increase their sense of involvement in the classroom teaching-learning process. The author goes on to emphasize that if the teacher gives pupils time to "think-pair-share" throughout the lesson, more of the critical information will be kept in place. This is because as pupils talk over new ideas, they are supposed to make sense of those new ideas referred to as their basic knowledge. During this discussion step, they are enabled to resolve the problem on their misunderstanding of the topic discussion. This approach will make the pupils willing to participate since they do not feel the peer pressure in appearing in front of the whole class. Think-Pair-Share is not only easy to apply on the spur of the moment but also it can be adopted easily for big classes.

The think-pair-share model also enhances the pupils' oral communication skills as they discuss their ideas with one another. Normally, pupils will feel very shy to shoot out their ideas or answer in traditional way of teaching, -for fear that they will be criticized, or the answer might be wrong. They do not have enough courage to express themselves as they are trained to think alone. Moreover, with think-pair-share model the pupils are more willing to take risks, suggest ideas because they have already discussed with their partner and it helps them to be more active in class by presenting their ideas with no fear. In fact, it provides learners with opportunities to think, listen, share and reflect on their ideas and their peers' ideas. It has been revealed in studies that reading achievement can be influence by certain factors such as gender.

Gender refers to the differences between boys and girls or the characteristics of women and men, which are socially constructed. This includes norms, behaviours and roles associated with being a girl or a boy as well as relationships with each other. Some studies revealed that children's attitude to reading frequently may also provide explanation for gender differences

observed in reading (Logan & Johnson, 2010). In addition, Griva, Aleviadou and Semoglou (2010) pointed out that the boys preferred adventures while girls enjoyed stories. The importance of reading competence for both individual and society underlines the strong need to understand the gender gap in reading achievement.

Pupils in some primary schools in Anambra State, Nigeria still have difficulty with reading. This has become a concern to teachers and parents who often employ extra lessons for pupils after school; possibly the child might enhance in reading ability. This is beneficial to try other teaching methods that give the learner a more active role in the learning process, such as TPS in a cooperative milieu. The use of Think-Pair-Share can unite the cognitive and social aspects of learning, promoting the development of thinking and the construction of knowledge. Notwithstanding whichever technique that is being used presently, it is necessary to examine the effect of this teaching technique (TPS) on the reading achievement of pupils using reading passages in English Studies.

1.1 Statement of the problem

Reading is obviously one of the basic things a child begins to do in the early stages of formal education, within and outside the school system. Reading has been indicated to be very important in the life of any pupil especially, if the child must do well academically, that child should be able to read. Besides, a child whose reading difficulty is not nipped in the bud is likely to suffer from truancy, poor performances or even drop out of school. Observations showed that some pupils during class activities were unable to read fluently and correctly.

Also, pupils no longer have interest in reading except when they are sitting for an examination. Some teachers appear to have employed a lot of measures and strategies such as group discussion, to help them read better but to no avail. These pupils could recite from the class reader without recognition or understanding of printed words. The teaching of reading has been developed in a longer period of teaching and learning time, until now it appears that pupils especially in Anambra State still encounter difficulties in achieving reading effectiveness. The shortfall of conventional method could be responsible for inability of pupils to read and comprehend appropriately especially when the poor performance in reading achievement of pupils has been attributed to the teaching methods adopted by the teacher.

However, it has become pertinent to see how children will perfect reading using another instructional technique like think-pair-share by teachers in learning process. Based on this, the researchers tend to examine the effect of think-pair-share on reading achievement of primary school pupils' in Anambra State.

1.2 Purpose of the Study

The purpose of this study was to examine the effect of think-pair-share on the reading achievement of primary school pupils in English language. Specifically, the study sought to find out:

1. The mean achievement scores of pupils taught English language with think-pair-share and those taught with conventional method.
2. The mean achievement scores of male and female pupils taught English language with think-pair-share method.

3. The mean achievement scores of male and female pupils taught English language with conventional method.

1.3 Research Questions

The following research questions guided the study:

1. What are the mean achievement scores of pupils taught reading with think-pair-share and those taught with conventional method?
2. What are the mean achievement scores of male and female pupils taught with think-pair-share method?
3. What are the mean achievement scores of male and female primary school pupils taught with conventional method

1.4 Research Hypotheses

The following null hypotheses were tested at 0.05 level of significance.

1. There is no significant difference between the mean achievement scores of pupils taught reading using think-pair-share method and those taught using conventional method.
2. There is no significant difference between the mean achievement scores of male and female pupils taught reading using think-pair-share method.
3. There is no significant difference between the mean achievement scores of male and female pupils taught reading using conventional method.
4. There is no significant interaction between teaching methods and pupils gender on pupils' mean achievement scores in Reading.

2. Method

The study employed a quasi-experimental design involving pretest-posttest control group. The study was carried out in Dunukofia and Njikoka LGA in Anambra State. Anambra State is made up of twenty-one (21) Local Government Areas. The population of the study was 50,753 primary five pupils in the 1068 public primary schools in Anambra State. The sample of the study comprised of 125 primary five pupils drawn using multi stage sampling procedure.

The instrument for data collection in this study was Reading Achievement Test (RAT). The reading achievement test was based on six weeks lesson plan. The RAT is a 30 items, compiled from six comprehension passages: City Centre Bookshop, Aduke opens a Post-office Savings Account, Treating an attack of malaria, Keeping a personal diary of past events. The Reading Achievement Test (RAT) and the lesson plan were subjected to both face and content validation by two experts in the Department of Early Childhood and Primary Education and one expert in the Department of Educational Foundations (Measurement and Evaluation) all from Faculty of Education Nnamdi Azikiwe University, Awka. The experts were requested to assess the instrument including the items of clarity and relevance to the topic. Based on the

recommendations of the experts, some items in the test were dropped and some modified. Consequently, the number of the items in the test was reduced to 30 objectives test items. The reliability of the instrument was estimated using Kuder-Richardson formula 20 (KR-20) which yielded reliability co-efficient of 0.79. The coefficient value was adjudged high enough for the instrument usability. This is in line with Creswell (2009) who advocated that coefficient value of 0.75 or above is adequate for establishing the reliability of a test instrument.

The researcher used two teachers from the sampled schools as research assistants. A two weeks intensive training was given to two research assistants from the sampled schools teaching English Language in primary five. The two research assistants were provided with the lesson plan prepared by the researchers for think-pair-share teaching technique and lecture method. The English teachers were trained by the researchers on how to use the developed lesson plan in order to minimize errors which might arise as a result of their difference. The control group teachers were briefed on the general requirements of the research since they were required to use conventional method and lesson plan to teach without think-pair-share, while the experimental group teachers were trained on how to use think-pair-share teaching method. By the end of the training, the researcher organized a micro teaching session for the participating teachers to ensure that they have mastered the instructional technique expected of them.

The research assistants were provided with the lesson plan prepared by the researcher for think-pair-share teaching technique and conventional method. In order to avoid interference in the experiment which is caused by use of external teachers to teach the pupils rather than the normal regular teachers, the researcher used the class teacher for both the control and experimental. The participants in both groups were not informed that they will be involved in any research process and this enabled them to behave naturally. RAT used as pre-test was reshuffled after treatment and utilized as post-test. The research questions were answered using mean and standard deviation while null hypotheses were tested using Analysis of Covariance (ANCOVA) at 0.05 level of significant. ANCOVA was used in order to take care of the initial differences between the two groups using pretest and posttest scores. When the exact probability value is less, than Alpha level the null hypotheses was rejected but where the exact probability value is above the Alpha value the null hypotheses was not rejected.

3. Results

Research Question 1: What are the mean achievement scores of pupils taught reading with think-pair-share and those taught with conventional teaching method?

Table 1: Mean Pre-test and Posttest Achievement Scores of Pupils taught Reading using TPA and those taught using CTM

Method	N	Pretest Mean	Posttest Mean	Mean Gain	Pretest SD	Posttest SD
TPA	65	35.65	71.14	35.49	12.40	12.48
CTM	60	30.77	58.63	27.86	10.58	11.92

Table 1 showed that pupils taught reading with think-pair share had pre-test achievement mean score of 35.65 with standard deviation of 12.20, their posttest mean achievement score was 71.14 with 12.48 value of standard deviation and mean gain of 35.49. Those pupils that were taught

reading with conventional teaching method had pre-test achievement mean score of 30.77 with standard deviation of 10.58, their posttest mean achievement score was 58.63 with 11.92 value of standard deviation and 27.86 mean gain. The mean achievement gain difference between pupils taught reading using the think-pair share and those taught reading using the conventional teaching method was 7.63 in favour of the experimental group. The result indicated that pupils taught reading using think-pair share had higher achievement score than those taught using conventional teaching method.

Research Question 2: What are the mean achievement scores of male and female pupils taught with think-pair-share method?

Table 2: Mean Pre-test and Posttest Achievement Scores of Male and Female Pupils taught Reading using TPS

Gender	N	Pretest Mean	Posttest Mean	Mean Gain	Pretest SD	Posttest SD
Male	25	33.96	69.76	35.80	9.89	9.38
Female	40	36.70	72.00	35.30	13.76	14.13

As shown in Table 2, the pretest mean achievement score of male pupils taught reading using think-pair share was 33.96 with standard deviation of 9.89; their posttest mean achievement score was 69.76 with 9.38 value of standard deviation and 35.30 mean gain. The pretest mean achievement score of female pupils taught reading using the think-pair share was 36.70 with standard deviation of 13.76; their posttest mean score was 72.00 with 14.13 standard deviation and 35.30 mean gain. The mean achievement gain difference between male and female pupils taught reading using think-pair share was 0.50 in favour of male pupils. The results show that the male pupils taught reading using think-pair share had greater achievement mean gain score than their female counterparts.

Research Question 3: What are the mean achievement scores of male and female primary school pupils taught with conventional method?

Table 3: Mean Pre-test and Posttest Achievement Scores of Male and Female Pupils taught Reading using CTM

Gender	N	Pretest Mean	Posttest Mean	Mean Gain	Pretest SD	Posttest SD
Male	22	29.41	59.77	30.36	8.75	9.29
Female	38	31.55	57.97	26.42	11.54	13.27

The result presented on Table 3 shows that the pretest mean achievement score of male pupils taught reading using conventional teaching method was 29.41 with standard deviation of 8.75; their posttest mean achievement score was 59.77 with 9.29 value of standard deviation and 30.36 mean gain. The pretest mean achievement score of female pupils taught reading using conventional teaching was 31.55 with standard deviation of 11.54; their posttest mean score was 57.97 with 13.27 standard deviation and 26.42 mean gain. The mean achievement gain difference between male and female pupils taught reading using conventional teaching method was 3.94 in favour of male pupils. The results show that the male pupils taught reading using conventional teaching had greater achievement mean gain score than their female counterparts.

Hypothesis 1: There is no significant difference between the mean achievement scores of pupils taught reading using think-pair-share method and those taught using conventional method.

Table 4: ANCOVA on Difference between the Mean Achievement Scores of Pupils taught Reading using TPS and those taught using CTM

Source of variation	SS	Df	MS	F	P-value	Decision
Corrected Model	12813.411 ^a	2	6406.706	74.973	.000	
Intercept	23300.473	1	23300.473	272.670	.000	
Pretest	7934.410	1	7934.410	92.851	.000	
Method	2480.631	1	2480.631	29.029	.000	S
Error	10425.277	122	85.453			
Total	553576.000	125				
Corrected Total	23238.688	124				

Table 4 shows that at 0.05 level of significance, 1df numerator and 124 df denominator, the calculated F is 29.029 with P-value of .000 which is less than 0.05. Thus, the null hypothesis was rejected. Therefore, there is significant difference between the mean achievement scores of pupils taught reading using think-pair-share method and those taught using conventional method.

Hypothesis 2: There is no significant difference between the mean achievement scores of male and female pupils taught reading using think-pair-share method.

Table 5: ANCOVA on Difference between the Mean Achievement Scores Male and Female Pupils taught Reading using TPS

Source of variation	SS	Df	MS	F	P-value	Decision
Corrected Model	2287.906 ^a	2	1143.953	9.226	.000	
Intercept	20203.083	1	20203.083	162.931	.000	
Pretest	2210.713	1	2210.713	17.829	.000	
Gender	13.261	1	13.261	.107	.745	NS
Error	7687.847	62	123.998			
Total	338920.000	65				
Corrected Total	9975.754	64				

Table 5 shows that at 0.05 level of significance, 1df numerator and 64 df denominator, the calculated F is 0.107 with Pvalue of .745 which is greater than 0.05. Thus, the null hypothesis is accepted. Therefore, there is no significant difference between the mean achievement scores of male and female pupils taught reading using think-pair-share method.

Hypothesis 3: There is no significant difference between the mean achievement scores of male and female pupils taught reading using conventional method.

Table 6: ANCOVA on Difference between the Mean Achievement Scores of Male and Female Pupils taught Reading using CTM

Source of variation	SS	Df	MS	F	P-value	Decision
Corrected Model	2097.293 ^a	2	1048.647	9.508	.000	
Intercept	10912.175	1	10912.175	98.939	.000	
Pretest	2052.197	1	2052.197	18.607	.000	
Gender	124.192	1	124.192	1.126	.293	NS
Error	6286.640	57	110.292			
Total	214656.000	60				
Corrected Total	8383.933	59				

Table 6 shows that at 0.05 level of significance, 1df numerator and 59df denominator, the calculated F is 1.126 with Pvalue of .293 which is greater than 0.05. Thus, the null hypothesis was not rejected. Therefore, there is no significant difference between the mean achievement scores of male and female pupils taught reading using conventional method.

Hypothesis 4: There is no significant interaction between teaching methods and pupils gender on pupils' mean achievement scores in Reading.

Table 7: ANCOVA for Testing Significance of Interaction Effect of TPS and Gender on Pupils' Gender Achievement in Reading

Source	SS	Df	Mean Square	F	Sig.	Decision
Corrected Model	15034.912 ^a	5	3006.982	43.618	.000	
Intercept	3113.679	1	3113.679	45.166	.000	
Pretest	8024.047	1	8024.047	116.393	.000	
Gender	1012.104	1	1012.104	14.681	.000	
Method	2020.839	1	2020.839	29.313	.000	
Method * Gender	220.643	1	220.643	3.201	.076	NS
Error	216.249	1	216.249	3.137	.079	
Total	.000	0	.	.	.	
Corrected Total	8203.776	119	68.939			

Table 7 shows that at 0.05 level of significance, 1df numerator and 119 df denominator, the calculated F is 3.137 with Pvalue of .079 which is greater than 0.05. Thus, the null hypothesis was not rejected. Therefore, there is no significant interaction between teaching methods and pupils gender on their mean achievement scores in reading.

4. Discussion of Findings

The finding of the study showed that pupils taught reading using think-pair share had higher achievement score than those taught using conventional teaching method. This is in line with the finding of Okafor and Nzomiwu (2020) who reported that the mean achievement score of the students taught with think-pair share instructional strategy was higher than those taught using conventional teaching method. TPS is more effective than the conventional method of teaching reading. The possible explanation for the finding is due to the fact that Think-Pair-Share provides an opportunity for pupils to share their thinking with each other, which in turn, increase their sense of involvement in the classroom activities for improvement on their academic achievement. The pupils taught reading using think-pair share develop the ability to obtain general and specific information in the written texts and also the main ideas of the written texts.

It was also reported that there was significant difference between the mean achievement scores of pupils taught reading using think-pair-share method and those taught using conventional method. This agreed with the finding of Mafan, Marhaeni and Dantes (2013) reported that there was a significant difference in English reading achievement between the groups of students who were taught by using think-pair-share technique and those taught with conventional teaching technique. This also supported the finding of Ugwu (2019) who reported that there is a significant difference in the mean reading achievement scores of students exposed to think-pair share and those exposed to the conventional teaching strategy. In conventional teaching the pupils may feel reluctant to express their ideas or answer for fear of being criticized, or provide wrong answer. However, with think-pair-share, the pupils are more willing to express their views with no fear because they might have already discussed with their partner.

The result of this study indicated that the male pupils taught reading using think-pair share had greater achievement mean gain score than their female counterparts. This is in consonance with the finding of Haakachima and Lunjebe (2019) which revealed that males taught reading using think-pair share performed better than females. This contradicted the finding of Okafor and Nzomiwu (2020) who reported that think-pair share instructional strategy is more effective in enhancing the academic achievement of female students more than that of the males. This is also in disagreement with the finding of Okolocha and Nwaukwa (2020) who reported that the think-pair-share instructional strategy enhanced the academic achievement of female students more than that of the males. The contradiction in findings is probably due to varying participants and subjects of the two studies. The explanation for this finding is probably due to male pupils seem to be cooperative with each others in articulating their ideas and considering those of others and come to a consensus. There is tendency that male pupils think independently about a question that has been posted by teacher so as to arrive at a consensus idea than their female counterparts.

It was reported that there was no significant difference between the mean achievement scores of male and female pupils taught reading using think-pair-share method. This supported the findings of Okolocha and Nwaukwa (2020) which indicated that there is no significant difference between the academic achievement mean scores of male and female students taught using think-pair-share instructional strategy. This is also in conformity with the finding of Ugwu (2019) who revealed that gender has no significant effect on the achievement in reading comprehension of students exposed to Think-Pair-Share. This refuted the finding of Haakachima and Lunjebe (2019) which shows that there was a statistically significant difference between the achievement of males and females taught using think-pair share. TPS promote active interaction of experiences and ideas among male and female pupils which may account for the insignificant difference in their achievement scores in reading.

It was found out that the male pupils taught reading using conventional teaching had greater achievement mean gain score than their female counterparts. This is in agreement with the finding of Anidi and Obumneke-Okeke (2020) who revealed that the mean reading achievement score of male pupils taught using conventional teaching method is higher than their female counterparts. The behavior and concentration level of male and female pupils may account for the difference in the mean achievement scores in reading. Male pupils may probably involve more in the learning process compared to the female counterparts. This finding has showed that male pupils taught reading using conventional teaching method concentrate and work harder compared to their female counterparts.

It also revealed that there was no significant difference between the mean achievement scores of male and female pupils taught reading using conventional method. This is in line with the finding of Maduabuchi and Chukwu (2017) who reported that there was no significant difference of male and female students taught comprehension of reading passages using conventional teaching method. The possible reason for the finding is that conventional teaching method is a one-way mode of instructional delivery in which both male and female pupils are passive.

The result of the study showed that there was no significant interaction between teaching methods and pupils' gender on pupils' mean achievement scores in English. This refuted the result of Mafan, Marhaeni and Dantes (2013) who revealed that there was an interaction effect between the teaching technique and gender toward the English reading achievement of the students. Perhaps, the fact that think-pair share motivate both male and female pupils to actively participate in classroom activities could be responsible for the finding. The male and female pupils taught using think-pair share and conventional teaching method do not differ significantly in their achievement scores in reading. This is an indication that gender does not influence the effect of teaching strategies on pupils' academic achievement in reading. The interaction of teaching strategies helps to meet the varied learning needs of both male and female pupils.

5. Conclusion

Based on the findings, it is concluded that the use of think-pair share is an effective method of teaching reading in English Language. The pupils taught reading using think-pair share comprehend written texts in English. It has enhanced pupils' academic achievement in reading.

The think-pair share creates a more relaxed atmosphere that encourages every pupils to share idea and answer to every question posed by the teacher which improve their learning and

academic achievement. The pupils taught reading using think-pair share have significantly greater academic achievement in Reading than those taught using conventional teaching method. The male pupils scored higher than their female counterparts who were taught reading using think-pair share and conventional teaching method.

6. Recommendations

Based on the findings, it was recommended that

1. English teachers should utilize think-pair share in teaching the subject to increase the academic achievement of pupils in reading.
2. Ministry of Education should incorporate the use of think-pair share in producing curriculum materials for teaching reading to primary school pupils.
3. Anambra State Universal Basic Education Board should encourage and support english teachers to participate in national or international conferences outside the shores of Nigeria in order to acquaint themselves with knowledge of use of think-pair share in teaching reading to primary school pupils.
4. Headteachers should single out a day in every academic session for inviting experts to orientate and educate primary school english teachers on the use think-pair share in teaching reading.

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