EFFECT OF ONE-MINUTE PAPER COOPERATIVE LEARNING STRATEGY ON MIDDLE- BASIC PUPILS' PERFORMANCE IN SOCIAL-STUDIES IN ILORIN SOUTH

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Abstract

This study examined the effect of the One-Minute Paper (OMP) cooperative learning strategy on middle-basic pupils' performance in Social Studies in Ilorin South Local Government Area of Kwara State, Nigeria. The study adopted a 2 × 2 × 2 quasi-experimental pre-test–post-test control group factorial design. The sample comprised 78 Basic Six pupils selected from two intact classes in two government-owned schools, with one class assigned to the experimental group and the other to the control group. The data collection instrument was the Social Studies Performance Test (SSPT), a 20-item multiple-choice test covering Honesty, Tolerance, Discipline, and Cooperation. Experts conducted content validation, and a test-retest procedure yielded a reliability coefficient of 0.76. Data were analysed using percentages, means and Analysis of Covariance (ANCOVA) at the 0.05 level of significance. The findings showed that pupils' overall performance in Social Studies was low at the pre-treatment stage (Mean = 9.76). The treatment effect was statistically significant, $F(1,70) = 15.680$, $p < .05$, with pupils exposed to the OMP cooperative learning strategy recording a higher adjusted mean performance than those taught using the conventional teaching strategy. However, the interaction effects of treatment and gender, treatment and family type, and treatment, gender and family type were not statistically significant. The study concluded that the One-Minute Paper cooperative learning strategy was more effective than the conventional teaching strategy in improving pupils' performance in Social Studies and could be used irrespective of pupils' gender and family type. The study recommended that Social Studies teachers incorporate the OMP strategy into classroom instruction to promote pupils' active participation and academic performance.

Key words: One-Minute Paper, Cooperative Learning Strategy, Social Studies, Pupils' Academic Performance, Middle-Basic Education.

Introduction

Education plays an important role in learners' cognitive, emotional, social, and physical development. Beyond transmitting knowledge, education is expected to develop learners' ability to think, communicate, interact with others, and apply knowledge to real-life situations (Owan et al., 2022). Effective teaching and learning therefore require active participation from both teachers and learners. Listening to a teacher or observing classroom activities alone does not necessarily guarantee meaningful learning; instructional approaches that give learners opportunities to participate, reflect, respond, and interact can enhance the learning process. Consequently, teachers are expected to employ instructional strategies that encourage learners' active involvement in classroom activities.

Social Studies is an important school subject because it contributes to the development of responsible, knowledgeable, and socially responsive citizens. At the basic education level, Social Studies exposes learners to knowledge, values and skills that enable them to understand their environment and participate meaningfully in society. The subject also promotes the development of moral and ethical values required for responsible citizenship (Ogunfowokan et al., 2024). Through Social Studies, learners are expected to develop an understanding of social relationships, cooperation, equality, justice, discipline, and other values relevant to individual and societal development.

The effective teaching of Social Studies at the basic education level therefore requires instructional approaches that go beyond teacher-centred presentation of information. When learners have opportunities to discuss ideas, work with others, respond to questions, and reflect on what they have learnt, they are more likely to become actively involved in the learning process. Inquiry-oriented and learner-centred approaches have therefore received attention for their potential to improve learners' participation and academic performance. Cooperative learning strategies are particularly relevant because they encourage learners to work together, share ideas, and contribute to achieving common learning objectives.

Cooperative learning gives learners opportunities to interact with one another while engaging in learning tasks. The collaborative nature of group learning can promote the exchange of ideas, collective reasoning and active participation. Although cooperative activities may sometimes take more time than individual classroom tasks, collaborative learning can give learners opportunities to benefit from shared ideas and collective thinking (Bamidele & Okoro, 2023). Different

cooperative and participatory strategies have therefore been applied in educational settings to improve learners' academic achievement and classroom interaction. However, the effectiveness of any instructional strategy depends partly on how it is structured and implemented in the classroom.

One instructional strategy that gives learners opportunities to reflect on and communicate what they have learnt is the One-Minute Paper (OMP) strategy. The One-Minute Paper is a brief classroom response activity through which learners provide written responses to questions or prompts relating to a lesson. It can be used to quickly assess learners' understanding of instructional content and encourage them to reflect on important aspects of a lesson. The strategy also provides the teacher with an opportunity to identify areas of difficulty and provide further explanation where necessary. In this study, the One-Minute Paper is considered within a cooperative learning context in which learners participate actively in classroom activities while responding to lesson-related questions.

The One-Minute Paper has attracted attention as a learning and formative assessment strategy. Studies cited in this manuscript indicate that learners exposed to one-minute learning activities can show differences in academic outcomes compared with learners taught through other instructional approaches (Ganiu et al., 2021). Similarly, studies reported in the manuscript suggest that One-Minute Paper activities can support learners' reflection, engagement, and ongoing assessment (Abubakar & Yusuf, 2023). These observations suggest that the strategy may provide a useful alternative to instructional practices that place greater emphasis on the teacher as the principal source of classroom information.

The One-Minute Paper strategy is particularly relevant to Social Studies because the subject requires learners not only to remember information but also to develop and demonstrate understanding of social values and concepts. In the present study, the instructional content includes Honesty, Tolerance, Discipline and Cooperation. These areas require learners to engage with concepts, express their understanding and relate classroom learning to social life. A strategy that requires learners to provide brief responses to lesson-related questions may therefore create opportunities for active engagement with these Social Studies concepts.

Learners' characteristics may also be relevant when examining the effectiveness of an instructional strategy. The present study considers gender as one characteristic. The study includes gender to determine whether male and female pupils respond differently to the One-Minute Paper

cooperative learning strategy. Rather than assuming that gender determines the strategy's effectiveness, the study empirically examines whether treatment and gender interact in pupils' academic performance.

The study also considers family type as another variable. Pupils may come from different family structures, and differences in family background may potentially be associated with their educational experiences. The present study therefore examines family type in terms of monogamous and polygamous family settings. It considers whether family type interacts with the instructional treatment to influence pupils' performance in Social Studies. Including family type enables the study to determine whether the effectiveness of the One-Minute Paper strategy varies by this learner-related characteristic.

Existing studies cited in the manuscript have examined cooperative learning and One-Minute Paper-related strategies in different educational contexts. For example, research has reported positive outcomes associated with cooperative learning and classroom participation, while other studies have examined the use of the One-Minute Paper as a learning or formative assessment strategy (Adewale & Adebayo, 2023; Abubakar & Yusuf, 2023). However, the manuscript identifies limited research specifically examining the effect of the One-Minute Paper cooperative learning strategy on the academic performance of basic-school pupils in Social Studies. This gap is particularly relevant in Ilorin South Local Government Area, Kwara State.

Against this background, the present study examines the effect of the One-Minute Paper cooperative learning strategy on middle-basic pupils' performance in Social Studies in Ilorin South Local Government Area of Kwara State. The study further examines whether gender and family type interact with the treatment to influence pupils' academic performance. By focusing on these variables, the study seeks to provide empirical evidence on the usefulness of the One-Minute Paper strategy as an instructional approach for Social Studies at the middle-basic level.

Statement of the Problem

Social Studies is an important component of basic education because it is designed to help learners develop knowledge, attitudes, values and skills required for effective participation in society. At the middle-basic level, the subject gives pupils opportunities to understand social relationships, develop desirable values, and acquire skills for responsible citizenship. However, achieving these

objectives depends substantially on the instructional strategies teachers adopt. Where classroom instruction relies predominantly on teacher-centred approaches, pupils may have limited opportunities to participate actively in lessons, express their understanding and receive immediate feedback on areas of difficulty. This situation creates a need for instructional strategies that can promote active participation and improve pupils' learning outcomes in Social Studies.

The concern becomes more urgent where pupils struggle to demonstrate satisfactory academic performance in Social Studies. This study focuses on middle-basic pupils in Ilorin South Local Government Area, Kwara State, where the effectiveness of instructional practices in Social Studies remains an issue requiring empirical attention. Although conventional teaching methods may facilitate the presentation of lesson content, they may not provide sufficient opportunities for every pupil to reflect on what has been learnt and communicate individual understanding during the lesson. Consequently, we need to examine alternative learner-centred strategies that complement classroom instruction and give teachers timely information about pupils' understanding.

One-Minute Paper (OMP) is a learner-centred strategy that gives pupils a brief opportunity to respond to questions or prompts about a lesson. The strategy encourages learners to reflect on the content taught, identify what they understand and communicate their responses within a limited period. When incorporated into cooperative learning, OMP may encourage active participation, individual accountability and feedback while maintaining interaction among learners. Despite these potential benefits, OMP as a cooperative learning strategy in teaching Social Studies at the middle-basic level has received limited attention in the study area. This limited empirical attention therefore creates a need to determine whether its application can produce better academic performance than conventional Social Studies teaching Methods.

Furthermore, pupils do not constitute a homogeneous group, and individual characteristics may influence how they respond to instructional strategies. Gender is one such characteristic that may be associated with differences in classroom participation, learning experiences and academic performance. Similarly, family type may influence pupils' educational experiences through differences in family structure, support, interaction and learning conditions. Therefore, it is insufficient to examine only whether OMP improves pupils' performance generally; it is also necessary to determine whether the strategy's effectiveness varies by pupils' gender and family type.

This study therefore addresses the need for empirical evidence on whether the One-Minute Paper cooperative learning strategy can significantly improve middle-basic pupils' academic performance in Social Studies compared with the conventional teaching method in Ilorin South Local Government Area of Kwara State. The study also seeks to determine whether gender and family type interact with the instructional strategy to influence pupils' performance. Specifically, the study examines the main effect of OMP on pupils' performance, the interaction effects of OMP with gender and family type, and the combined effects of gender and family type. Establishing these effects will provide evidence on whether OMP is a suitable instructional strategy for improving Social Studies learning outcomes among middle-basic pupils in the study area.

Research Question

The study was guided by the following research question:

i. What is the level of academic performance in Social Studies among middle-basic pupils in Ilorin South Local Government Area of Kwara State?

Research Hypotheses

The following null hypotheses were tested at the 0.05 level of significance:

HO_1: There is no significant effect of the One-Minute Paper cooperative learning strategy on the academic performance of middle-basic pupils in Social Studies in Ilorin South Local Government Area of Kwara State.

HO_2: There is no significant interaction effect of the One-Minute Paper cooperative learning strategy and gender on the academic performance of middle-basic pupils in Social Studies in Ilorin South Local Government Area of Kwara State.

HO_3: There is no significant interaction effect of the One-Minute Paper cooperative learning strategy and family type on the academic performance of middle-basic pupils in Social Studies in Ilorin South Local Government Area of Kwara State.

HO_4: There is no significant interaction effect of the One-Minute Paper cooperative learning strategy, gender and family type on the academic performance of middle-basic pupils in Social Studies in Ilorin South Local Government Area of Kwara State.

Methodology

The study adopted a 2 × 2 × 2 quasi-experimental pre-test–post-test control group factorial design. The design was appropriate because the study examined the effect of an instructional strategy on pupils' academic performance, and random assignment of individual pupils to treatment groups was not practicable. Using intact classes also enabled the researcher to conduct the intervention within the normal school setting without disrupting the existing classroom structure.

The first factor was instructional strategy, with two levels: the One-Minute Paper (OMP) cooperative learning strategy and the conventional teaching method. The second factor was gender, with two levels: male and female. The third factor was family type, with two levels of monogamous and polygamous. The pre-test was administered to the experimental and control groups before the treatment, while the post-test was administered after the treatment. The design therefore allowed us to determine the main effect of the instructional strategy and the interaction effects of instructional strategy with gender, family type, and the combined effects of gender and family type. The design can be represented as follows:

Table 1: 2 × 2 × 2 Factorial Pre-test–Post-test Control Group Design

Instructional Strategy	Gender	Family Type	Pre-test	Post-test
X	M	Mo	O_3	O_4
X	M	Po	O_3	O_4
X	F	Mo	O_3	O_4
X	F	Po	O_3	O_4
–	M	Mo	O_1	O_2
–	M	Po	O_1	O_2
–	F	Mo	O_1	O_2
–	F	Po	O_1	O_2

Key:

O_1 = Pre-test of the experimental group

X = One-Minute Paper cooperative learning strategy

– = Conventional teaching method

O_2 = Post-test of the experimental group

O_3 = Pre-test of the control group

O_4 = Post-test of the control group

M/F = Male/Female

Mo/Po = Monogamous/Polygamous family type

The study population comprised all middle-basic school pupils in government-owned schools in Kwara State. The target population consisted of Basic Six pupils in government-owned schools in Ilorin South Local Government Area of Kwara State. Basic Six pupils were considered appropriate for the study because they were at the middle-basic level and were exposed to the Social Studies content covered by the study. The study used a sample of 78 Basic Six pupils. The pupils were drawn from two intact classes in two government-owned schools in Ilorin South Local Government Area of Kwara State. The researchers used random sampling to select the two participating schools from the eligible government-owned schools in the study area. One selected school was assigned to the experimental group, while the other served as the control group.

Using intact classes was necessary because individual random assignment could disrupt the normal organisation of the schools and classes. The experimental group was taught using the One-Minute Paper cooperative learning strategy, while the control group was taught using the conventional teaching method. Both groups were taught the same Social Studies content within the same general period, with the instructional strategy as the main difference between the groups.

The researcher developed the Social Studies Performance Test (SSPT) as the data-collection instrument. The SSPT served as both the pre-test and post-test instrument. It consisted of 20 multiple-choice items drawn from the Social Studies content areas covered during the study. The content areas were Honesty, Tolerance, Discipline, and Cooperation. The instrument consisted of two sections. Section A obtained relevant demographic information about the respondents, including gender and family type, while Section B contained the 20 Social Studies performance-test items. The test items were distributed across the four content areas to ensure adequate representation of the topics taught during the intervention.

Table 2: Table of Specification on the Number of Test Items Taught in Social Studies

Topics	Knowledge	Understanding	Application	Total
Honesty	2	1	2	5
Tolerance	1	2	2	5
Discipline	2	2	1	5
Cooperation	1	2	2	5
Total	6	7	7	20

The table of specification ensured that the test items represented the content taught and covered knowledge, understanding and application levels of learning.

Content validity was used to establish the validity of the Social Studies Performance Test. The instrument was submitted to three experts in the Department of Social Science Education, Faculty of Education, University of Ilorin, Kwara State, for examination. The experts assessed the items for relevance to the research objectives, appropriateness to the Basic Six level, clarity of expression, and adequate coverage of the selected Social Studies content areas. The researchers considered their observations and suggestions when revising the instrument before administering the final version.

The reliability of the Social Studies Performance Test was established using the test–retest method. The draft instrument was administered twice within a two-week interval to pupils outside the selected sample schools. The responses from the two administrations were correlated to determine the instrument's stability. The reliability coefficient was 0.76. The coefficient was considered adequate for use in the study.

Procedure for data collection

The study was conducted during the second term and lasted for six weeks. During the first week, the Social Studies Performance Test was administered as a pre-test to pupils in both the experimental and control groups. The pre-test provided baseline information on pupils' performance before the instructional treatment began.

The treatment lasted for four weeks. During this period, the experimental group was taught the selected Social Studies topics using the One-Minute Paper cooperative learning strategy, while the control group received instruction through the conventional teaching method. The same broad content areas were taught to both groups. At the end of the treatment period, the researcher administered the post-test to both groups during the sixth week using the Social Studies Performance Test.

The researcher implemented the One-Minute Paper strategy through a structured sequence of classroom activities. At the beginning of the lesson, the researcher introduced the topic and activated pupils' prior knowledge by asking questions based on the previous lesson. The pupils were subsequently organised into cooperative groups to facilitate interaction and participation.

The researcher explained the lesson's meaning and major concepts and used relevant teaching aids to support the presentation. Pupils were encouraged to participate in classroom activities and respond to questions relating to the topic. The teacher further explained and clarified difficult concepts where necessary.

At the evaluation stage, each pupil was given a small sheet of paper on which they independently responded to questions based on the lesson. These responses allowed pupils to reflect on what they had learnt and enabled the researcher to assess their individual understanding of the lesson. The researcher consistently applied the strategy to the experimental group throughout the treatment period.

The control group, on the other hand, was taught the same subject matter using the conventional teaching approach. The class teacher delivered the lessons according to the school's normal instructional practices.

Data collected from the administration of the Social Studies Performance Test were analysed using both descriptive and inferential statistics. Frequency counts, percentages and means were used to summarise the demographic characteristics and performance scores of the pupils. The researchers used Analysis of Covariance (ANCOVA) to test the hypotheses at the 0.05 level of significance. The pre-test scores were treated as the covariate, while instructional strategy, gender and family type constituted the relevant factors in the factorial analysis.

The ANCOVA was used to determine the main effect of the One-Minute Paper cooperative learning strategy on pupils' academic performance and the interaction effects of instructional strategy with gender, family type, and the combined effect of gender and family type. The null hypotheses were rejected where the probability value was less than 0.05; otherwise, they were not rejected.

Ethical and Procedural Considerations

The study was conducted in a normal school environment, and pupil participation was organised through the selected schools. The intervention was restricted to the instructional activities specified for the study, and both groups were exposed to the same broad Social Studies content. The researcher also ensured that the pre-test and post-test were administered under the same general conditions for both the experimental and control groups.

Results

Research question: What is the level of pupils' academic performance in Social Studies among middle-basic pupils in Ilorin South, Kwara State?

Table 3: Level of Pupils' Academic Performance in Social Studies among the Middle Basic Pupils in Ilorin-south, Kwara State

Performance	F (%)	Minimum	Maximum	Mean
Low	40 (50.6)			
High	39(49.4)	1	19	9.76

Performance classification: Low = 0.00–10.49; High = 10.50–20.00.

Hypotheses Testing

Four hypotheses stated were tested using ANCOVA

Table 4: summary of ANCOVA showing the effect of one-minute paper strategy on middle basic pupils; academic performance in Social Studies

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.
Corrected Model	1103.257[a]	8	137.907	9.819	.000
Intercept	467.836	1	467.836	33.309	.000
Pretest	13.283	1	13.283	.946	.334
Treatment	220.228	1	220.228	15.680	.000
Treatment * Family type	52.546	1	52.546	3.741	.057
Treatment * Gender	8.791	1	8.791	.626	.432
Treatment * Family type * Gender	7.610	1	7.610	.542	.464
Error	983.174	68	14.045		
Total	9611.000	78			
Corrected Total	2086.430	77			

Discussion of Findings

The first finding revealed that the overall academic performance of middle-basic pupils in Social Studies was relatively low. The reported mean score of 9.76 fell within the low-performance

category (0.00–10.49). This finding indicates that a considerable proportion of pupils had difficulty achieving satisfactory performance in the Social Studies Performance Test (SSPT). The result may suggest that the instructional approaches commonly used in teaching Social Studies may not have provided sufficient opportunities for pupils to actively process, express, and consolidate what they had learnt.

The finding is consistent with the studies cited in the original manuscript, which reported concerns about students' academic performance. In particular, Tadese et al(2022) reported a high proportion of poor academic performance among students, while Olaonipekun (2015) also reported low academic performance among learners. Although these studies were conducted in different educational contexts, their findings support the broader concern that inadequate academic performance can be associated with instructional and classroom factors. The present finding therefore reinforces the need for teaching approaches that actively engage learners and provide opportunities for immediate reflection and feedback.

The relatively low level of performance also provides an important context for examining the effectiveness of the One-Minute Paper (OMP) cooperative learning strategy. The OMP strategy requires learners to respond to questions or prompts after instruction and to communicate what they understand within a short period. This process can encourage learners to recall important concepts, identify areas of difficulty, and actively participate in the learning process. In Social Studies, where pupils are expected not only to acquire factual knowledge but also to understand values such as honesty, tolerance, discipline and cooperation, opportunities for active reflection may be particularly useful.

The finding showed that the One-Minute Paper cooperative learning strategy had a statistically significant effect on the academic performance of middle-basic pupils in Social Studies. The reported ANCOVA result was significant, $F(1, 70) = 15.680$, $p < .05$. The null hypothesis stating that there was no significant effect of the OMP strategy on pupils' academic performance was therefore rejected. The reported adjusted group means further showed better performance among pupils exposed to the OMP strategy (Mean = 11.68) than among those taught through the conventional method (Mean = 6.19).

The finding suggests that the OMP strategy was more effective than the conventional instructional approach used with the control group. One possible explanation is that the strategy provides pupils

with an opportunity to demonstrate what they have understood immediately after instruction. Rather than remaining passive recipients of information, pupils must think about the lesson, recall relevant concepts, and provide individual responses. This immediate engagement may strengthen understanding and retention of Social Studies concepts.

The finding agrees with the evidence discussed in the original manuscript. Maysaa (2013), as cited in the manuscript, reported that One-Minute Paper instruction was more effective than lecture and presentation-practice-production approaches in teaching English as a foreign language. Similarly, Chizmar and Ostrosky (2022) reported positive effects associated with the One-Minute Paper approach, while Ganiun et al. (2021) found differences in the academic performance of learners taught using the One-Minute Paper cooperative learning strategy compared with those taught using another instructional method. These studies provide support for the present finding that brief, structured response activities can contribute positively to learners' academic outcomes.

The third finding indicated no statistically significant interaction effect of instructional strategy and gender on pupils' academic performance in Social Studies. The reported result was $F(1, 70) = 0.626$, $p > .05$. The null hypothesis relating to the interaction between treatment and gender was therefore not rejected. This implies that the effectiveness of the One-Minute Paper cooperative learning strategy did not differ significantly by gender.

This finding is consistent with the position reported in the original manuscript, particularly the reference to Yusuf (2019), which did not establish a significant effect involving care and gender on academic performance. Although the context and subject matter may differ, the evidence supports the view that instructional interventions can improve academic outcomes without necessarily producing differential effects by gender. This finding suggests that teachers may use the OMP strategy in mixed-gender classrooms without expecting it to favour one gender over the other.

The interaction between instructional strategy and family type was not statistically significant. The reported ANCOVA result was $F(1, 70) = 3.741$, $p > .05$. Since the probability value was greater than the .05 level of significance, the null hypothesis was not rejected. This indicates that family type, classified in the study as monogamous or polygamous, did not significantly affect the instructional strategy's impact on pupils' academic performance.

One possible interpretation is that the classroom instructional experience created by the OMP strategy may have reduced the extent to which differences associated with pupils' family backgrounds influenced their immediate academic performance. The strategy provides pupils with a common instructional experience, similar learning tasks and an opportunity to demonstrate individual understanding. Thus, regardless of whether pupils came from monogamous or polygamous family settings, they were exposed to the same learning content and assessment procedure.

This finding also aligns with the manuscript's broader argument that an instructional strategy's effectiveness should not depend on pupils' family background. Family circumstances can influence learners' educational experiences. Still, a structured classroom strategy that encourages participation and provides immediate opportunities for learners to demonstrate understanding may help provide a common learning platform. The non-significant interaction therefore suggests that the OMP strategy can be applied across pupils from different family types, with no evidence from this study that one family category benefits significantly more than the other.

The finding indicates that the effectiveness of the One-Minute Paper strategy did not depend significantly on the combined influence of pupils' gender and family type. In practical terms, the study did not provide evidence that the effectiveness of OMP differed systematically when gender and family type were considered simultaneously. The strategy therefore appears applicable across the different gender and family-type categories represented in the study.

This result matters because it strengthens the main finding about the usefulness of the OMP strategy. While the treatment effect was statistically significant, none of the interaction effects involving gender and family type reached the .05 significance level. This suggests that the observed advantage of OMP was not limited to a particular gender or family background. This implies that Social Studies teachers may adopt the strategy as a general classroom instructional approach rather than treating it as an intervention appropriate only for pupils with particular demographic characteristics.

Overall, the findings demonstrate that the One-Minute Paper cooperative learning strategy produced a significant main effect on pupils' academic performance, while the interaction effects involving gender, family type, and their combined influence were not significant. The results consequently support the use of OMP as a learner-centred instructional strategy in Social Studies.

The strategy gives pupils opportunities to participate actively, reflect on lessons, respond to questions and demonstrate their understanding. Its effectiveness, as indicated by the reported treatment result, provides a basis for encouraging Social Studies teachers to incorporate structured One-Minute Paper activities into classroom instruction. At the same time, the absence of significant interaction effects suggests that the strategy can be implemented across male and female pupils and across the family-type categories considered in the study.

Conclusion

Based on the findings, the study concluded that the One-Minute Paper cooperative learning strategy was more effective than the conventional teaching method in improving the academic performance of middle-basic pupils in Social Studies. The significant treatment effect and the higher reported mean performance of pupils exposed to the OMP strategy provide support for its use as an instructional strategy for Social Studies at the middle-basic level. The study also concluded that gender did not significantly influence the effectiveness of the One-Minute Paper strategy. Both male and female pupils could therefore participate in and benefit from the strategy, with no evidence of a significant difference attributable to the interaction between treatment and gender. Similarly, family type did not significantly interact with the instructional strategy to influence pupils' academic performance. The study therefore provides no evidence that the effectiveness of the One-Minute Paper strategy was dependent on whether pupils came from monogamous or polygamous family backgrounds.

Finally, the three-way interaction among instructional strategy, gender and family type was not significant. Overall, the One-Minute Paper cooperative learning strategy can be applied in Social Studies classrooms across the gender and family-type categories considered in this study. The strategy allows teachers to combine instruction, active learner participation, reflection, and immediate assessment in the classroom.

Recommendations

Based on the findings and conclusions of the study, the following recommendations are made:

Social Studies teachers should adopt the One-Minute Paper cooperative learning strategy as an instructional approach for teaching Social Studies at the middle-basic level. The reported significant treatment effect indicates that the strategy can improve pupils' academic performance.

Social Studies teachers should incorporate short written response activities into their lessons. Pupils should have opportunities to respond individually to carefully selected questions after instruction so teachers can identify pupils' level of understanding and areas needing further explanation. Teachers should use the One-Minute Paper strategy irrespective of pupils' gender. Since the interaction between treatment and gender was not significant, the strategy should be made available to both male and female pupils without gender-based restriction.

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