ISSN: 2278-4012, Volume:13, Issue:3, July 2024

FLIPPED-PAIR-SHARE: AN INTEGRATED STRATEGY IN ENHANCING STUDENTS' PERFORMANCE AND ACADEMIC SELF-CONCEPT IN ENGLISH

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Abstract

This study investigated the effects of the flipped-pair-share strategy on students' performance and academic self-concept in English among Grade 10 students. Specifically, it aimed to determine the level of the student's performance as exposed to flipped-pair-share (FPS) and non-flipped-pair-share (non-FPS) in terms of pretest, post-test, and retention test; assess students' level of academic self-concept in terms of academic confidence and effort; ascertain the significant difference on students' academic self-concept; find out the significant difference on the student's performance and determine the significant difference on students' level of retention as exposed to FPS and those in non-FPS strategy. The study employed a quasi-experimental research design to determine the effectiveness of the flipped-pair-share strategy. A teacher-made questionnaire was used to determine students' performance. The academic self-concept questionnaire measured how students perceived their academic capability. It was found that students exposed to flipped-pair-share performed better and scored higher than those under non-flipped-pair-share. Students exposed to FPS had positive academic self-concept concerning academic confidence and effort, while those under non-FPS had moderately positive. There was a significant difference in students' academic self-concept between FPS and non-FPS groups. Moreover, a significant difference existed in students' academic performance in the post-test and retention test between the FPS and non-FPS groups.

Keywords: student performance, academic self-concept, retention, flipped-pair-share

Introduction

In the realm of education, fostering effective classroom interactions and promoting active student engagement have become pivotal factors in enhancing the learning experience and overall academic performance. As educational practices evolve to align with modern teaching philosophies, the traditional lecture-based model is gradually giving way to more student-centered and interactive teaching approaches. The current teaching-learning emphasizes how

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student construct knowledge, active interaction with their peers, and application. However, this emphasis is impeded due to a lack of understanding and perception, which have an inevitable role in learners' academic performance.

As noted, Filipino students' academic performance in English is below par compared to other countries. In 2022, the Programme for International Student Assessment (PISA) assessment results showed that students in the Philippines scored lower in reading than those in most of the countries and economies that participated. The county's average reading score was 347, significantly lower than the average 476 points of OECD countries. Furthermore, the Philippines has one of the highest percentages of low performers among all the participating nations and economies in PISA, with over 80% of students failing to achieve a minimal level of reading proficiency in English. This could be associated with the language spoken in the country; 94% of the students do not use English as a medium of communication on a daily basis (OECD, 2019).

Self-concept is a cognitive evaluation of one's strengths and limitations. It is crucial for academic success. Students with low academic self-concept are at risk for low-level academic performance. High self-concept levels are considered a protective element that encourages academic achievement. However, from the standpoint of developmental psychology, Ke et al. (2020) suggested a multidimensional model of self-concept and thought that adolescence was a crucial time for the formation of self-concept. As a result, several studies have revealed a connection between early teenage males' and females' academic performance and self-concept.

Two prominent pedagogical strategies that have gained significant attention in recent years are the Think-Pair-Share (TPS) and Flipped Classroom (FC). Previous studies emphasized the effectiveness of these teaching strategies when applied to Math and Science. To bridge the gap in its limited study on its utilization to teach English, the researcher took the initiative to integrate these two promising strategies, naming it as Flipped-Pair-Share (FPS). Anchored to the cooperative learning approach, this integrated approach encourages student participation, critical thinking, and collaboration within the classroom environment. The technique involves three main phases: flipping, peer discussion, and class sharing. During the flipped phase, students independently study the homework or activity (pre-class) given by the teacher. Subsequently, they form pairs or small groups during the class to discuss their thoughts, opinions, and potential solutions. The final stage entails sharing their ideas with the class, encouraging diverse perspectives, and facilitating a broader understanding of the subject matter.

Teaching English has been faced with many problems in secondary schools. As noted, the low performance in English subjects is simply because of the teachers' quality of teaching approaches and how students perceived themselves as learners of the subject. Based on the diagnostics test in English conducted last school year 2023-2024, junior high school students at Philippine College Foundation have low performance, with few reaching mastery. Thus, implementing Flipped-

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Pair-Share was examined to investigate its effects on students' performance and self-concept in English.

Methodology

The study utilized a quasi-experimental research design to examine the effectiveness of the FPS approach on students' performance and academic self-concept in English. Two intact Grade 10 classes were selected from the Philippine College Foundation Basic Education Department. One section was exposed to Flipped-Pair-Share using interactive worksheets, videos, and PowerPoint Presentations based on the 7E Lesson Plan. The other section was exposed to the conventional lecture method using PowerPoint presentations.

This study employed a comprehensive assessment process, including both academic and non-academic evaluations. The researchers used a forty (50) item multiple-choice test for academic assessment, validated by a panel of English experts. The researchers conducted a reliability test through a pilot test for Grade 10 classes of Valencia Colleges Incorporated. To gauge student performance in the Flipped Pair-Share approach, the researchers used the indicators outlined in DepEd Order No. 8 series of 2015.

Raw Score	Percentage	Transmutation	Performance Level
40 to 50	80 to 100	90 to 100	Outstanding
35 to 39	70 to 78	85 to 89	Very Satisfactory
30 t0 34	60 to 68	80 to 84	Satisfactory
25 to 29	50 to 58	75 to 79	Fairly Satisfactory
Below 25	0 to 48	0 to 74	Did Not Meet Expectation

For non-academic assessment, an academic self-concept questionnaire consisting of twenty (20) items was administered to all study participants to ascertain their academic self-concept toward English. The items were adapted from Liu and Wang (2005). It has a five (5) point Likert scale to analyze students' academic self-concept towards English when exposed to Study-Pair-Share, including academic confidence and academic effort. The following was utilized in the scale during the interpretation of data:

Scale	Range	Descriptive Rating	Qualitative Interpretation
5	4.51 - 5.00	Strongly Agree	Highly Positive
4	3.51 - 4.50	Agree	Positive
3	2.51 - 3.50	Undecided	Moderately Positive
2	1.51 - 2.50	Disagree	Negative
1	1.00 - 1.50	Strongly Disagree	Highly Negative

Descriptive statistics such as weighted means, percentages, and standard deviation were utilized to determine the student's performance and academic self-concept as exposed to Flipped-Pair-Share and non-Flipped-Pair-Share. The t-test was used to ascertain the significant difference between students' academic self-concept as exposed to FPS and non-FPS. Analysis of

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Covariance (ANCOVA) was used to find any significant differences in students' performance when exposed to Flipped-Pair-Share and Non-Flipped-Pair-Share.

Findings

Students' Performance in English through Flipped-Pair-Share

Table 1 shows students' performance before exposure to Flipped-Pair-Share and Non-Flipped-Pair-Share. As shown, under the FPS group, only 1(3.20%) student obtained a fairly satisfactory performance. It was also noted that 30(96.80%) students did not meet the expectation. Meanwhile, under the non-FPS group, 2(6.67%) students had a fairly satisfactory performance, and 28(93.33%) students did not meet the expectation.

Table 1. Students' Performance in the Pretest

Range	FPS		Non-FPS		Qualitative Interpretation
	N	%	N	%	
90-100	0	0	0	0	Outstanding
85-89	0	0	0	0	Very Satisfactory
80-84	0	0	0	0	Satisfactory
75-79	1	3.20	2	6.67	Fairly Satisfactory
Below 75	30	96.80	28	93.33	Did Not Meet Expectation
Total	31	100	30	100	
OVERALL MPS	MPS=67.39 (Did Not Meet Expectation)		MPS=67.97 (Did Not Meet Expectation)		

Based on the findings, the two groups had a comparable performance which is good baseline to find out the significant increase after the intervention. In both group, majority of the students did not meet expectation which implied their poor prior knowledge on the subject under study. Students perform poorly in pretest because of the limited knowledge which serve as avenue for teaching intervention (Ismail et al., 2022; Samaila et al., 2024).

Table 2 presents students' performance after being exposed to Flipped-Pair-Share and non-Flipped-Pair-Share strategies. As presented, an increment in students' performance was observed for both groups. However, students exposed to FPS performed better than those exposed to non-FPS. In FPS group, there were 11(35.43%) students with outstanding performance, 10(32.26%) were very satisfactory, 8(25.81%) were satisfactory, and 2(6.45%) were fairly satisfactory. It is noteworthy to mention that no students under FPS had a performance that did not meet expectations.

On the other hand, non-FPS group students also improved their performance. There were 4(13.33%) had an outstanding performance, 10(33.33%) were very satisfactory, 7(23.33%) were satisfactory, 7(23.33%) were fairly satisfactory, and no students had a performance that did not meet expectations. Overall, students taught using the Flipped-Pair-Share strategy had a very satisfactory performance, while those under the non-Flipped-Pair-Share had a satisfactory performance.

Table 2. Students' Performance in the Post-Test

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Range	FPS		Non-FPS		Qualitative Interpretation
	N	%	N	%	
90-100	11	35.48	4	13.33	Outstanding
85-89	10	32.26	10	33.33	Very Satisfactory
80-84	8	25.81	7	23.33	Satisfactory
75-79	2	6.45	7	23.33	Fairly Satisfactory
Below 75	0	0	0	0	Did Not Meet Expectation
Total	31	100	30	100	
Overall MPS	MPS=86.77 (Very Satisfactory)		MPS=82.87 (Satisfactory)		

The current findings reveal that students' exposure to Flipped-Pair-Share positively impacts their academic performance, evident in how they progressed from "did not meet expectation" to "very satisfactory." This can be attributed to their improved conceptual understanding as they independently studied their lessons ahead, paired with their classmates, and shared what they learned meaningfully. The current study utilized an integrated strategy (flipped-pair-share) that effectively improved performance. Cooperative learning strategies such as think-pair-share enhance students' fluency and achievement in English (Tabassum & Sadiq, 2024). Moreover, think-pair-share, the foundation of flipped-pair-share, increases in-class participation among learners (Mundelsee & Jurkowski, 2021) as they navigate the lesson with their peers. Meanwhile, flipped classrooms offer a valuable addition to the education sector in enhancing English learning (Parati et al., 2023). Sharom & Na (2022) state that flipped classrooms positively impact primary-grade English performance.

Students' Academic Self-Concept towards English Learning

Table 3 shows the weighted mean score of students' self-concept concerning academic confidence. As can be seen, students in the FPS group had a positive self-concept in "helping classmates schoolwork in English" (4.26), and "going into college or university" (4.16), "following the lessons in English easily" (4.13), "doing good in most of the schoolwork in English" (3.58), "get excited when the teacher asked a question about English (3.71), and "always doing good in English tests" (3.58). Moreover, students had a moderately positive self-concept in "remembering lessons in English" (3.48), "feeling good in doing English works" (3.35), "doing better than my friends in English subjects" (3.32), and "being smarter than most of my classmates" (2.97). The weighted mean (3.70) indicates positive self-concept in relation to academic confidence. Meanwhile, students in non-FPS group had positive self-concept in "going into college or university" (4.00). Furthermore, students had moderately positive self-concept in "helping classmates schoolwork in English easily" (3.07), "following the lessons in English" (3.13.), "doing good in most of the schoolwork in English" (3.03), "get excited when the teacher asked a question about English (3.40), "always doing good in English tests" (3.10), "remembering lessons in English" (2.97), "feeling good in doing English works" (3.03), "doing better than my friends in English subjects" (3.00) and negative self-concept in "smarter than most of my classmates" (2.23). The weighted mean (3.10) indicates that students in the non-FPS group had moderately positive self-concept concerning academic confidence.

Table 3. Students' Self-Concept in relation to Academic Confidence

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INDICATORS	FPS		Non-FPS	
	MEAN	QUALITATIVE INTERPRETATION	MEAN	QUALITATIVE INTERPRETATION
I am able to help my classmates with their schoolwork in English if permitted.	4.26	Positive	3.07	Moderately Positive
If I work hard, I think I can go to the college or university.	4.16	Positive	4.00	Positive
I can follow the lessons in English easily.	4.13	Positive	3.13	Moderately Positive
I am good in most of my schoolwork in English.	3.84	Positive	3.03	Moderately Positive
I get excited when I am asked a question by the teachers about English.	3.71	Positive	3.40	Moderately Positive
I always do good in English tests.	3.58	Positive	3.10	Moderately Positive
I often remember what I have learnt in English.	3.48	Moderately Positive	2.97	Moderately Positive
I feel that I am good in my work in English.	3.35	Moderately Positive	3.03	Moderately Positive
I am able to do better than my friends in English subjects.	3.32	Moderately Positive	3.00	Moderately Positive
I am smarter than most of my classmates.	2.97	Moderately Positive	2.23	Negative
WEIGHTED MEAN	3.70	Positive	3.10	Moderately Positive

The results imply that students exposed to FPS perceived that they were good in most of the English schoolwork and were able to help their classmates in their English schoolwork. Students were even confident they could go to college when they continuously studied hard. Also, they were able to recognize that they could easily follow the lessons in English and get excited when teachers asked them questions regarding the topic. Students realized that they did well in English tests and were confident they could retain the lesson in English. The students felt they did better in English school work than most of their friends and classmates.

On the other hand, students not exposed to FPS believed they could go to college when they studied hard, but they considered themselves not very helpful to their classmates in English schoolwork. Also, students could recognize that they could follow the lessons in English; they were fairly good in most of their English school and tests and were good enough to retain the lessons. Students were excited every time the teacher asked them questions. However, these students were pessimistic regarding thinking they were smart among their classmates.

The findings are consistent with Unamba, et.al., (2024), who found that students taught using the think-pair-share strategy had higher academic self-esteem than those taught using the conventional approach. They also align with Ruiz-Jimenez, et.al., (2023), who reported that students in a flipped learning approach are more confident in their learning experience. This alignment with previous research provides reassurance about the validity and reliability of the current findings.

Table 4 shows the weighted mean score of students' self-concept about academic effort. As can be seen, students in the FPS group had a positive self-concept in "paying attention to the teacher

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during English lessons" (4.13), "willing to do best to pass the English subject" (3.90), "doing homework in English with careful thinking" (3.84), "feel like attending school" (3.80), "not giving up easily when faced a difficult question in English"(3.77), "usually interested in English schoolwork" (3.74), "always waiting for the English lessons to start" (3.61), "not willing to put in more effort in English schoolwork" (3.61), "daydream a lot in English class" (3.58), "study hard for English tests" (3.55). The weighted mean (3.75) indicates a positive self-concept about academic effort.

Table 4. Students' Self-Concept in relation to Academic Effort

INDICATORS	FPS		Non-FPS	
	MEAN	QUALITATIVE INTERPRETATION	MEAN	QUALITATIVE INTERPRETATION
I pay attention to the teachers during English lessons.	4.13	Positive	3.80	Positive
I am willing to do my best to pass the English subject.	3.90	Positive	4.00	Positive
I often do my homework in English with careful thinking.	3.84	Positive	3.27	Positive
I often feel like attending school.	3.80	Positive	3.00	Moderately Positive
I do not give up easily when I am faced with a difficult question in English.	3.77	Positive	3.20	Moderately Positive
I am usually interested in my English schoolwork.	3.74	Positive	3.17	Moderately Positive
I am always waiting for the English lessons to start.	3.61	Positive	3.00	Moderately Positive
I am not willing to put in more effort in my schoolwork in English.	3.61	Positive	3.43	Moderately Positive
I daydream a lot in English class.	3.58	Positive	3.17	Moderately Positive
I study hard for my tests in English.	3.55	Positive	3.47	Moderately Positive
WEIGHTED MEAN	3.75	Positive	3.35	Moderately Positive

Meanwhile, students in non-FPS had positive self-concepts in "paying attention to the teacher during English lessons" (3.80), "willing to do best to pass the English subject" (4.00), and "doing homework in English with careful thinking" (3.27). On the other hand, students had moderately positive self-concept in "feel like attending school" (3.00), "not giving up easily when faced with a difficult question in English" (3.20), "usually interested in English schoolwork" (3.17), "always waiting for the English lessons to start" (3.00), "not willing to put more effort in English schoolwork" (3.43), "daydream a lot in English class" (3.17) and "studying hard in English tests" (3.47). The weighted mean (3.35) indicates that students in the non-FPS group had moderately positive self-concept about academic effort.

The results imply that students exposed to FPS perceived that they effectively paid attention to teachers during English lessons and that those students were willing to do their best to pass the English subject. More so, they do their homework in English with careful thought, and they are usually interested in doing English schoolwork and are always waiting for the English lessons to

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start. Students often feel like attending school, they do not give up easily when faced with a problematic situation in learning English, they are willing to put in more effort in English schoolwork, and they study hard for every English test. These findings were consistent with Uy & Azuelo (2022), which reported positive academic effort when exposed to a process-oriented guided inquiry learning approach. According to Tolentino et al. (2019), students put forth effort in academics because they recognize personal responsibility for their learning and development.

Table 5 summarizes students' academic self-concept as exposed to FPS and non-FPS. Students under FPS had positive academic effort (M=3.70) and confidence (M=3.75), with an overall positive academic self-concept (3.73). In contrast, students exposed to non-FPS had moderately positive academic confidence (M=3.10) and effort (3.35), with an overall moderately positive academic self-concept (3.22).

Table 5. Summary Table of Students' Self-Concept

INDICATORS	FPS		Non-FPS	
	MEAN	QUALITATIVE INTERPRETATION	MEAN	QUALITATIVE INTERPRETATION
Academic Confidence	3.70	Positive	3.10	Moderately Positive
Academic Effort	3.75	Positive	3.35	Moderately Positive
WEIGHTED MEAN	3.73	Positive	3.22	Moderately Positive

The achievement of a positive academic self-concept affects academic behaviours, choices, educational aspirations, and achievement (Marsh, 2014). In line with this, Ajmal and Rafique (2018) found a strong relationship between academic self-concept and student achievement. Peer achievement in flipped-pair-share classes influences academic self-concept. This was supported by Jansen et al. (2015), who stated that peer achievement is a better predictor of self-concept. Moreover, Chen et al. (2013) posited that students with positive academic self-concept are more motivated to collaborate with peers. The flipped-pair-share strategy allows learners to actively learn in pairs, which paved the way for meaningful learning.

Comparison of Students' Academic Self-Concept Between Flipped-Pair-Share and Non-Flipped-Pair-Share

Table 6 compares students' self-concepts between groups exposed to Flipped-Pair-Share and conventional teaching strategies. Students exposed to FPS had higher levels of academic confidence (M=3.70, SD=.336) and academic effort (M=3.75, SD=.342). In contrast, for students exposed to non-FPS, their academic confidence (M=3.10, SD.429) and academic effort (M=3.35, SD=.586) was significantly lower. Overall, self-concept was significantly different between the FPS group (M=3.73, SD=.328) and the non-FPS group (M=3.22, SD=.508) with t=4.620 and p=0.001. Thus, the null hypothesis was rejected.

Table 6. Comparison of Students' Self-Concept

	FPS		Non-FPS			
INDICATORS	MEAN	SD	MEAN	SD	t-value	p-value
Academic Confidence	3.70	.336	3.10	.429	5.932	.000*

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Academic Effort	3.75	.342	3.35	.586	3.308	.002*
Overall	3.73	.328	3.22	.508	4.620	.001*

*Significant at 0.05 level

The current findings reveal that students exposed to FPS have significantly higher academic effort and confidence levels than those exposed to conventional teaching strategies. Students' academic confidence was developed as they paired with peers and shared their ideas in the class. Students could positively perceive their abilities with the equal opportunity to have meaningful interaction during the class. Moreover, students were optimistic about the effort they exerted studying the learning materials given prior to the actual class. In contrast, students taught through non-FPS tend to have lower academic effort and confidence because of the limited opportunity to study in advance and collaborate with their peers. A similar result was noted by Sampsel (2013), which was that students' confidence in contributing to class discussion was positively affected by think-pair-share. Furthermore, like think-pair-share, cooperative learning increases students' academic self-concept, including those with special needs (Feldman, 2019). As part of this study's integrated approach, flipping allows students to complete the lesson at home, which could affect how they perceive themselves as learners. It was found that flipped classrooms neither significantly improved nor significantly worsened the self-concept of primary-grade students (Galindo-Dominguez, 2019).

Comparison of Students' Performance Between Flipped-Pair-Share and Non-Flipped-Pair-Share

Table 7 compares students' post-test performance between flipped-pair-share and non-flipped-pair-share groups. As shown, students exposed to FPS had a mean percentage score of 29.35 (SD=3.75), while those exposed to non-FPS had 26.20 (SD=5.04). Based on the findings, exposure to flipped-pair-share resulted in better performance than those taught the conventional way.

Table 7. Comparison of Students' Performance in the Post-Test

Group	N	MPS	SD
Flipped-Pair-Share	31	29.35	3.72
Non- Flipped-Pair-Share	30	26.20	5.04
Total	61	27.80	4.66

As shown in Table 8, the computed F-value between the two groups was 8.389, with a probability (p) value of 0.005, indicating significance at the 0.05 level. Thus, the null hypothesis that there is no discernible difference in students' performance when exposed to flipped-pair-share and non-flipped-pair-share is rejected. This implies that students taught using FPS perform better than those exposed to the conventional teaching-learning process.

Table 8. Analysis of Covariance (ANCOVA) of Students' Post-Test

Source	Sum of Squares	Df	Mean Square	F-value	Sig.
Group	161.893	1	161.893	8.389	.005*

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Pretest (covariate)	32.537	1	32.537	1.686	.199
Error	1119.360	58	19.299		
Total	48458.000	61			

*Significant at 0.05 level

The current findings revealed the combined flipped-pair-share's positive effect on students' performance in English than its counterpart. This strategy helped students develop critical thinking and metacognitive skills as they were engaged in collaborative learning activities. According to Hernando et al. (2023), students who were taught using think-pair-share had better post-test performance than the control group. TPS's teaching approach has positively affected learners' learning experience and performance (Ceblchenano & Ramirez, 2013). Moreover, the integration of think-pair-share and flipped classroom (TPS-FC) was found effective in enhancing students' achievement, as manifested in their higher scores in the post-test than the control group (Samaila et al., 2024).

Comparison of Students' Knowledge Retention Between Flipped-Pair-Share and Non-Flipped-Pair-Share

Table 9 compares the retention levels of students under flipped-pair-share and non-flipped-pair-share. Students taught using FPS had higher retention scores (MPS=30.58, SD=2.84) than those exposed to non-FPS (MPS=26.97, SD=3.99). This indicates that flipped-pair-share enhances students' ability to retain the knowledge gained from the lesson.

Table 9. Comparison of Students' Retention

Group	N	MPS	SD
Flipped-Pair-Share	31	30.58	2.84
Non- Flipped-Pair-Share	30	26.97	3.99
Total	61	28.80	3.88

As shown in Table 10, the computed F-value between the two groups was 18.232 with a p-value of 0.000, which means significance at a 0.05 threshold of significance. Thus, the null hypothesis that no difference exists in retention between students exposed to flipped-pair-share and non-flipped-pair-share is rejected. Notably, students exposed to flipped-pair-share had higher performance in the retention test than in the post-test. The current findings underscore the effectiveness of FPS in promoting a more profound understanding of students, as shown in their performance in retention tests. Flipped learning integrated with think-pair-share positively enhanced the retention of knowledge among learners.

Table 10. Analysis of Covariance (ANCOVA) of Students' Retention

Source	Sum of Squares	Df	Mean Square	F-value	Sig.

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Group	210.584	1	210.584	18.232	.000*
Pretest (covariate)	32.600	1	32.600	2.822	.098
Error	669.915	58	11.550		
Total	51509.000	61			

*Significant at 0.05 level

Students exposed to flipped learning demonstrated improved academic achievement and retention of course content (Hussain et al., 2023). Moreover, the flipped learning group showed higher knowledge retention than those exposed to traditional teaching methods (Gasparic et al., 2024). Think-pair-share as an instructional strategy significantly improved students' achievement and knowledge retention (Akanmu, 2019; Comfort & Chuckwudi, 2020).

Conclusion

Students from both groups had a performance that did not meet expectations in their pretest. Moreover, students exposed to flipped-pair-share exhibited very satisfactory performance in English. Meanwhile, satisfactory performance was obtained by students exposed to non-flipped-pair-share. The students exposed to flipped-pair-share had positive academic self-concepts about their academic confidence and effort. In contrast, students taught using the conventional method had moderately positive academic self-concept about their academic confidence and effort.

When comparing the academic self-concept of students, a significant difference was found between the two groups. The group exposed to FPS showed a higher academic self-concept than the control group, leading to the rejection of the null hypothesis. Significant difference was observed in the English performance of students between the FPS and non-FPS groups, with the FPS group outperforming the control group, thus rejecting the null hypothesis. Also, findings revealed a significant difference in student retention between the FPS and non-FPS groups, with the FPS group showing higher knowledge retention, leading to the rejection of the null hypothesis.

Suggestions and Recommendations

The integrated strategy flipped-pair-share has been proven to enhance student's performance in English, making it a valuable tool in teaching and learning. Teachers and instructors may consider integrating this strategy to promote students' academic performance in English and other subjects. The introduction of flipped-pair-share in teaching English has significantly improved how learners perceive their academic capability. This underscores the need for further investigation by English teachers, educators, and curriculum makers into the impact of this strategy on academic self-concept and its correlation to performance.

There was a positive effect of flipped-pair-share on students' performance; teachers may consider integrating FPS as a practical alternative pedagogical approach to address the problem of poor performance in English in our country. Recognizing the positive effect of flipped-pair-share on

students' knowledge retention, teachers may consider integrating FPS as a practical alternative pedagogical approach to address the problem of lack of retention of English concepts in our country. Flipped-pair-share is a novel integrated strategy that can improve student academic performance and self-concept. Therefore, it is recommended that teachers use FPS as an alternative approach to traditional teaching methods, such as lectures, textbooks, or worksheets, in English education.

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