

TPS: Teaching Methods to Enhance Academic Performance and Self-Efficacy of Students in Filipino Subject

¹Ardan P. Fusin; ²Shandra C. Gonsang

¹ Malt Fil, Administrative Assistant III, Office of the Board Secretary, South Cotabato State College

²PhD, Professor IV, Departamento ng Panitikan at Wika, University of Southern Mindanao

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Abstract: Teachers of the Filipino subject continuously face the challenge of improving the quality of teaching and learning. To address this, this study was conducted to assess the impact of the Think-Pair-Share (TPS) Method on the academic performance and self-efficacy of Grade 7 students at Surallah National High School. The objectives of this research are: (1) to analyze the outcomes of pre-test and post-test scores of students based on their academic performance; (2) to analyze the outcomes of pre-test and post-test scores based on their level of self-efficacy; (3) to determine the mean gain score of students after the intervention, for (3.1) academic performance and (3.2) self-efficacy; and (4) to describe the experience of students who underwent the use of the TPS Method. The research employed a pre-experimental design using a one-group pretest-posttest design. A section of students was subjected to a pretest, taught using TPS, and then re-assessed with a posttest to measure the change. Self-efficacy was also assessed using a 25-item Likert scale questionnaire from Fowler's research (2018) before and after the intervention. The results showed that TPS had a significant effect on academic performance, with a mean score increase from 9.74 (pretest) to 20.06 (posttest), with a mean gain score of 10.32. In terms of self-efficacy, it also showed an increase from 2.46 to 3.60, with a mean gain score of 1.13. The results suggest that the Think-Pair-Share Method has the potential to aid in the development of academic performance and self-efficacy among students in the Filipino subject.

Keywords: Filipino, Think-Pair-Share, Academic Performance, Self-Efficacy.

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I. INTRODUCTION

Filipino subject teachers face various challenges every day in their work. The lack of interest among students in this subject is one of the main obstacles, according to Lubid (2019). This aspect of learning can become a barrier to the students' development and cause weaknesses in their Filipino language skills.

A primary goal of teachers is to increase the motivation level of their students. This can be achieved by demonstrating the value of the lessons, showing good behavior, analyzing the importance of the subject, and expressing confidence in the students' ability to succeed (Millacci, 2022).

The Think-Pair-Share Method (TPS) is an effective way to encourage students to learn and become more motivated. TPS is an active teaching method that focuses on individual analysis, student interaction, and sharing of lessons learned with the whole class. It can be used in teaching reading in front of the class, according to Prahla (2017).

In conducting this research, the TPS method was used in teaching the Filipino subject as an effective step to strengthen the students' connection with the language and culture of the country. The interactive experience brought by TPS helped enhance and deepen the students' understanding of the Filipino subject. Moreover, the integration of various activities and collaborative learning in the Filipino subject served as an inspiration for students to showcase their talents and proficiency in the language.

Overall, the use of TPS aims not only to improve the self-efficacy of the students but also their skills and understanding of the Filipino subject. With the help of TPS, the learning process became more enjoyable and unique, opening doors for dynamic learning and positive experiences in the language and culture of the country..

➤ Objectives of the Study

The overall goal of this study is to examine the academic performance of students and their self-efficacy in

learning the Filipino subject under the Think-Pair-Share method in Grade 7 at Surallah National High School. Specifically, this study aims to address the following objectives:

- *To Determine the Results of the students' Academic Performance;*
 - Pretest
 - Posttest
- *To Determine the Results of the Students' Self-efficacy;*
 - Pretest
 - Posttest
- *To Determine the Gain Score of the Students after the Intervention was Conducted;*
 - Academic Performance
 - Self-efficacy
- *To determine the experiences of the students who were part of the experimental group.*

II. LOCALE OF THE STUDY

In the analysis of this research, the researcher gave special attention to Surallah National High School, Dajay, Surallah, South Cotabato.

Conducting the research in this location aims to understand the impact of the Think-Pair-Share (TPS) teaching method on the academic performance and self-efficacy of the students in the Filipino subject. Surallah National High School is an appropriate setting for this study.

In carrying out the research at this local school, the researcher ensured that the results and conclusions would contribute to improving the quality of education in the institution. This aims to serve as a guide for steps that can be taken to further enhance teaching and learning methods, which is the main goal of the discussed study.

➤ *Research Design*

This study used a pre-experimental design, specifically the one-group pretest-posttest design, to determine the impact of the Think-Pair-Share (TPS) strategy on the academic performance and self-efficacy of the students in Filipino 7.

A group of students underwent a pretest, were taught using the TPS strategy, and were then reassessed with a posttest to measure the changes in their academic performance. A survey questionnaire was also used to determine their self-efficacy before and after the intervention.

As part of the mixed-method approach, a focus group discussion (FGD) was conducted to gather the experiences and perspectives of the students regarding the TPS strategy. The responses from the FGD were analyzed using thematic analysis to identify key themes.

Both quantitative and qualitative analyses were combined to assess the impact of the TPS strategy on the academic performance and self-efficacy of the students.

➤ *Respondents*

The participants in this research were two intact heterogeneous sections of Grade 7 students currently enrolled in Surallah National High School for the school year 2023-2024. The group was exposed to collaborative learning using the Think-Pair-Share method.

➤ *Method of Selecting Respondents*

This research used Purposive Sampling, where the respondents were the entire class of Grade 7 students at Surallah National High School.

➤ *Instrument of the Study*

The study used a non-academic assessment to evaluate the level of self-efficacy.

➤ *Non-academic Assessment*

This assessment was used to evaluate the self-efficacy of students in learning Filipino 7 who were exposed to collaborative learning using the Think-Pair-Share (TPS) method. It consists of 25 questions with five (5) dimensions: Intrinsic Goal Orientation, Extrinsic Goal Orientation, Control of Beliefs about Learning, Value of Task, and Teacher Support, which assessed the self-efficacy of the students in learning Filipino 7 by simply marking the box to indicate how confident they were with each statement.

The five-point Likert scale was adopted from Fowler's (2018) work in analyzing the Learning Motivation of Grade 7 students in the Filipino subject. The following scale was used during the interpretation of the results.

Table 1 Five-Point Likert Scale Used to Determine the Level of Self-Efficacy

Scale	Scope	Descriptive Interpretation (English)	Qualitative Interpretation (Filipino)
4	3.00-4.00	Totally Confident	Complete Confidence
3	2.00-3.00	Very Confident	Very High Confidence
2	1.00-2.00	Fairly Confident	Moderate Confidence
1	0.00-1.00	Only a Little Confident	Slight Confidence
0	Below 0	Not at all Confident	No Confidence

III. ANALYSIS OF PRETEST AND POSTTEST RESULTS BEFORE AND AFTER THE INTERVENTION

➤ Academic Performance

Table 2 Pretest and Posttest Results of the Students Before and After the Intervention was Conducted

Score	Pretest		Posttest	
	F	%	F	%
0-10	19	54.28	0	0
11-20	16	45.72	0	0
21-30	0	0	35	100
Overall	Mean = 9.74		Mean=20.06	

Note: n=35

The analysis showed that the use of the Think-Pair-Share (TPS) strategy in teaching resulted in a significant increase in students' scores, from a mean score of 9.74 before the intervention to 20.06 after it. According to the normality test, the distribution of pre- and post-test scores was normal, making the analysis valid. Various studies, such as those by Guenther and Abbott (2024), Steinbrink (2024), Edutopia (2024), and Kent State University, confirm that TPS is

effective in deepening students' understanding, collaboration, participation, and communication across different subjects. Adaptations such as "Think-Pair-Group-Share" and "Think-Pair-Draw" further improved learning outcomes. Overall, it was proven that TPS is an effective teaching strategy that enhances students' academic performance.

Table 3 Differences in Students' Scores Before and After the Intervention Using the t-test

	Mean	SD	Mean Difference	SD Difference	T	p	Remark
Pretest	9.74	5.60	10.31	6.40	9.54	.00	Significant
Posttest	20.06	2.71					

Note: $\alpha=0.05$

The results of the analysis using the paired t-test show that the use of Think-Pair-Share (TPS) as a teaching strategy in Filipino has a significant effect on the academic performance of the students, with a mean difference of 10.31, a t-value of 9.54, and a p-value of .000, proving a high level of statistical significance. The decrease in standard deviation from 5.59 in the pre-test to 2.71 in the post-test also indicates a more consistent performance among the students. This was

reinforced by various studies from Guenther and Abbott (2024), Akhtar et al. (2024), Hamdan (2017), and Kothiyal et al. (2013), which stated that TPS is effective across different subjects and educational levels due to its ability to increase student participation, discussion, and learning. Overall, the data and literature confirm that TPS is an effective teaching strategy that helps enhance the academic success of students.

➤ Self-Efficacy

Table 4 Self-Efficacy of the Students Before and After the Intervention

Self-efficacy	Pretest		Posttest	
	MEAN	DI	MEAN	DI
Intrinsic Goal Orientation	2.51	NK	3.48	GK
Extrinsic Goal Orientation	2.59	NK	3.60	GK
Control of Beliefs about Learning	2.24	KK	3.62	GK
Value of Task	2.44	NK	3.64	GK
Teacher Support	2.51	NK	3.63	GK
OVERALL MEAN	2.46	NK	3.60	GK

Note: GK = Complete Confidence, NK = Very High Confidence, KK = Moderate Confidence

The results show a significant increase in the self-efficacy of the students in the Filipino subject after the intervention, with the overall motivation score rising from 2.46 to 3.60, indicating a shift from "Low Confidence" to "Complete Confidence." This includes a notable increase in both intrinsic (2.51 to 3.48) and extrinsic (2.59 to 3.60) motivation, as well as in the belief in their ability to control their own learning (2.24 to 3.62). There is also an increase in the students' appreciation of their learning activities (2.44 to 3.64) and their perception of teacher support (2.51 to 3.63), indicating a positive effect of the teacher on their motivation. Furthermore, the standard deviation decreased, showing a more consistent level of confidence in the class, and according to the Kolmogorov-Smirnov test (p-values: 0.64 pre-test, 0.39 post-test), the distribution of scores was normal, ensuring the reliability of the results.

Table 5 Differences in the Self-Efficacy of the Students Before and After the Intervention Using the t-test

Pretest-Posttest	Paired Differences			
	Mean	SD	t	p
Intrinsic Goal Orientation	.97	.85	6.71	.000
Extrinsic Goal Orientation	1.00	.95	6.23	.000
Control of Beliefs about Learning	1.37	.78	10.40	.000
Value of Task	1.20	.76	9.26	.000
Teacher Support	1.11	.85	7.74	.000
Overall	1.13	.71	9.44	.000

Note: $\alpha=0.05$

The results of the paired samples t-test showed a significant increase in all aspects of the students' self-efficacy in the Filipino subject after the intervention, with overall motivation increasing substantially (mean difference = -1.13, $t = -9.44$, $p = .000$). There was also a significant increase in intrinsic and extrinsic goal orientation, control of beliefs about learning, value of task, and perception of teacher support, all with high t-values and $p = .000$, indicating the positive impact of the intervention on students' motivation

and confidence. This is supported by studies from Manasa et al. (2023) and Raharja and Wahyuningsih (2024), which demonstrate the effectiveness of the Think-Pair-Share (TPS) method in improving self-efficacy, communication, and learning dedication across various fields. Overall, the results confirm that the combination of effective teaching strategies like TPS, motivation, and teacher support is crucial in enhancing students' confidence and active participation in learning.

IV. ANALYSIS OF MEAN GAIN SCORES

➤ Academic Performance

Table 6 Comparison of Mean Gain Scores Before and After the Intervention

	Mean	Gain Mean
Pretest	9.74	10.32
Posttest	20.06	

Note: total score=30

The analysis showed a significant increase in the academic performance of the students after the TPS, with the mean score rising from 9.74 in the pretest to 20.06 in the posttest (gain mean = 10.32). This is supported by studies

from Daza and Jusayan (2021), which demonstrate the effectiveness of modern and collaborative teaching strategies. This proves that TPS is an effective method to enhance students' learning, confidence, and participation.

➤ Self-Efficacy

Table 7 Gain Scores of Self-efficacy Before and After the Intervention

Self-Efficacy	Pretest Mean	Posttest Mean	Gain Score
Intrinsic Goal Orientation	2.51	3.48	0.97
Extrinsic Goal Orientation	2.59	3.60	1.00
Control of Beliefs about Learning	2.24	3.62	1.37
Value of Task	2.44	3.64	1.20
Teacher Support	2.51	3.63	1.11
OVERALL MEAN	2.46	3.60	1.13

Note: GK = Complete Confidence, NK = Very High Confidence, KK = Moderate Confidence

The results showed a significant increase in the self-efficacy of the students after the Think-Pair-Share (TPS) method, from 2.46 to 3.60. All aspects of motivation showed positive changes, such as intrinsic and extrinsic goals, control of learning, value of task, and teacher support. Related studies confirm that TPS is effective in enhancing students' confidence, participation, and performance.

V. EXPERIENCES OF STUDENTS WHO UNDERWENT THE THINK-PAIR-SHARE (TPS) METHOD

The thematic analysis showed that the Think-Pair-Share (TPS) method is an effective strategy in deepening understanding, boosting confidence, and enhancing communication among students. TPS is particularly helpful for those struggling in the subject, providing peer support, speeding up information processing, and reducing academic

anxiety. It also aids in interaction, active participation, and the development of leadership and metacognitive skills. However, some challenges emerged, such as limited time, unequal participation, and lack of teacher guidance. The study recommends extending the time for each stage of TPS, using rotational pairing, providing clear questions and instructions from the teacher, and offering immediate feedback to further enhance the impact of TPS. Overall, TPS not only helps improve academic performance but also contributes to the overall development of students in communication, cooperation, and self-confidence.

VI. CONCLUSION

The study showed that Think-Pair-Share (TPS) is effective in improving the academic performance and self-efficacy of students in Filipino. The mean scores for performance and self-efficacy increased after the intervention, and students became more active, confident, and interactive in class. However, some challenges, such as limited time and lack of guidance, were encountered. Therefore, it is recommended to allow more time for discussions, provide clear teacher guidance, use rotational pairing, and ask appropriate questions. Schools should also consider the wider application of TPS across different subjects.

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