

**STUDENT'S PERCEPTION, MOTIVATION AND SELF-RELATED LEARNINGS ON  
FLIPPED CLASSROOM METHODOLOGY AS PEDAGOGICAL STRATEGY**

**Juana I. Dela Cruz**  
University of Perpetual Help  
**PHILIPPINES**  
delacruz.juana@uphsl.edu.ph

**Jan Irvine A. Filoteo**  
University of Perpetual Help  
**PHILIPPINES**  
filoteo.janiryne@uphsl.edu.ph

**Luisito B. Mayor**  
University of Perpetual Help  
**PHILIPPINES**  
louiemayor2010@gmail.com

**Willnor I. Petate**  
University of Perpetual Help  
**PHILIPPINES**  
petate.willnor@uphsl.edu.ph

**Ruth Kristabelle T. Principe**  
University of Perpetual Help  
**PHILIPPINES**  
ruthkristabelle@gmail.com

**Alvin V. Reate**  
University of Perpetual Help  
**PHILIPPINES**  
reate.alvin@uphsl.edu.ph

**ABSTRACT**

The Flipped Classroom Model (FCM) is a pedagogical approach that combines the use of technology with traditional methods of teaching. The objective of this study is to investigate the long-term effects of FCM teaching on student learning outcomes and retention. Additionally, this study also aimed to explore the students' perspectives and experiences with FCM, and look into how instructors view FCM in terms of usefulness and efficacy. The study is descriptive correlational research that surveyed Midwifery students on their views on FCM thru a developed questionnaire. The results showed that the surveyed students agreed that FCM helped them and was an effective pedagogical strategy for the improvement of learning outcomes. It also showed that FCM as a tool for teaching indicates its tremendous potential for improving student engagement, motivation, and self-related learning.

**Keywords:** flipped classroom, self-regulated, self-motivated learning

**INTRODUCTION**

In recent years, advancement in education has catalyzed a paradigm shift in teaching and learning practices, prompting educators to explore innovative pedagogical approaches aimed at enhancing student engagement, motivation and learning outcomes. In connection to this, various pedagogical strategies have been introduced to elevate the learning experiences of the students. One of those strategies is Flipped Classroom Methodology (FCM). Ajmal and Hafeez in 2021 stated that the Flipped classroom model is now a well-established learning approach which has brought a paradigm shift by blending technology with the traditional method of teaching. The real meaning of Flipped classroom model is that the traditional lecture method is flipped so that learners get the initial learning material at home and class time is used for cooperative learning. In a study done by Rehman and Fatima in 2021 they stated that flipped classroom is an active learning pedagogical method that integrates an admixture of asynchronous and interactive synchronous learning strategies. Moreover, according to Nesibe, et al., in 2022 the Flipped Classroom Model is a pedagogical strategy that involves students learning basic and theoretical aspects of a subject using educational technology. Tools that are used include learning management systems, and social media platforms (Ajmal et al., 2021). It is an effective strategy of learning which increases the self-efficacy of students in comparison to traditional lecture methods. Furthermore, in a study done by Anjomshoaa, et al., in 2022 students review instructional materials, like videos or readings, outside of class and then engage in discussion

and exercises during class time. In the Philippines, the incorporation of blended learning approaches such as the Flipped Classroom Model in teaching of higher education courses is seen as vital in preparing Filipino students for the world of work. This was further heightened during the onset of the COVID-19 pandemic as schools and universities were forced to employ flexible learning modalities to support learning continuity. Development and implementation of a flipped course in Philippine Higher Education Institution, the results of his study have supported prior evidence of the potential of flipped learning in improving student performance (Satparam, 2023). Moreover, the study provided contextual evidence of the potential of flipped learning to provide a sustainable approach to supporting learning continuity in times of educational disruptions.

The objective of this study is to further investigate the long-term effects of flipped teaching on student learning outcomes and retention. In addition, this study also aimed to explore the students' perspectives and experiences in flipped teaching methods. Furthermore, this study looked into how instructors view flipped learning's usefulness and efficacy, which could offer important insights into how to best support and develop teachers in a variety of education.

## LITERATURE REVIEW

This chapter contains the literature and studies relevant to the Flipped Classroom Methodology as Pedagogical Strategy to Student Motivation and Self-Regulated Learning,

### Flipped Classroom

Educational institutions throughout the world are seeing a huge trend toward the integration of technology within their teaching and learning methods attributed to the growth of technology and the enrichment of online educational resources (Halasa et.al, 2019). Flipped classroom is an instructional approach where traditional teaching methods are inverted. Instead of the teacher lecturing during class time, students learn content at home through online lectures, readings, or other materials. Students can then actively apply what they have learned under the teacher's leadership through activities, discussions, and problem-solving during class time. The flipped classroom model has gained significant attention in the academic community as an innovative approach to teaching and learning. This model inverts the traditional classroom structure, where students engage with course materials outside of class and utilize class time for active learning activities, discussions, and problem-solving under the guidance of the instructor (Naik, 2023) (Jabeen et al., 2022).

The existing literature suggests that the flipped classroom strategy offers several advantages for both students and instructors. One key advantage is the enhancement of collaborative learning and the development of teamwork skills. According to (Naik, 2023) in-class activities it provides opportunities for students to work together, exchange ideas, and solve problems collectively, fostering peer-to-peer interaction, communication, and collaboration skills that are valuable in real-world settings. Additionally, the flipped classroom model improves student attendance and participation, as the pre-class materials serve as a foundation for in-class activities, emphasizing the importance of attending classes regularly and actively participating in discussions. This leads to increased class attendance rates and more engaged classroom environments. Furthermore, the integration of technology in the flipped classroom strategy promotes digital literacy skills and prepares students for the digital age. Students become familiar with various technological tools

and resources, enhancing their ability to navigate and utilize technology effectively in their academic and professional pursuits (Naik, 2023). However, the flipped classroom model is not without its drawbacks. One potential disadvantage is the increased workload for students, as they are required to engage with course materials outside of class, in addition to the in-class activities. This can be particularly challenging for students who are already struggling with time management or have difficulty with self-directed learning. Additionally, the flipped classroom approach may pose challenges for instructors, who must adapt to a new teaching role. Rather than simply delivering lectures, instructors must restructure their classes to facilitate active learning, collaborative activities, and effective use of technology.

Active learning focuses on getting students more involved and engaged with educational content. The flipped classroom model takes this a step further by encouraging students to actively interact with course materials. In this approach, students review instructional materials, like videos or readings, outside of class, and then engage in discussions and exercises during class time. This combination of student activity and use of course materials creates a more interactive and engaging learning environment (Anjomshoaa, et al., 2022).

### **Student Motivation on FCM**

Student motivation is crucial for academic success. It can be nurtured through various means, such as setting achievable goals, providing meaningful feedback, fostering a positive learning environment, and encouraging autonomy and self-direction in learning. It's also important to tap into students' interests and passions to make learning engaging and relevant to their lives (N Sookoo-Singh, 2018). Xiu (2018) emphasized that rather than having a class that is only a lecture and note-taking exercise, active learning stresses students' knowledge acquisition with an active role in the knowledge internalization process that is tied to past knowledge.

Asynchronous learning and online education are giving teachers new alternatives that support active learning because of the rapid advancement of technologies. Online learning is highly appealing because of its flexibility when compared to traditional classroom settings as well as more chances to improve the course contents using multimedia. Jabeen et al., 2022 stated that the concept of the flipped classroom has gained significant attention in the educational landscape, as it challenges the traditional model of instruction where the teacher delivers content during class time and students' complete assignments and homework outside of the classroom. One of the key aspects of the flipped classroom model is its potential impact on student motivation. Research has shown that the flipped classroom approach can have a positive effect on student engagement and self-directed learning. The flexibility and autonomy it provide can foster a sense of ownership and control over the learning process, which can lead to increased intrinsic motivation and a deeper understanding of the material. (Rutkienė et al., 2022).

### **Self-Regulated Learning**

At the heart of the flipped classroom lies the concept of self-regulated learning. Self-regulated learning refers to the process by which students take initiative in managing their own learning, setting goals, monitoring their progress, and adjusting their strategies as needed (Alkhalaf, 2023) (Jadhav, 2022). Self-regulated learning is a crucial aspect of the flipped classroom, with a need

for scaffolding and monitoring (Jumaat, 2022). However, there is a lack of focus on self-regulation in flipped classrooms, with a need for more research in this area (Rasheed, 2020). Self-regulated learning (SRL) is a critical skill that enables individuals to take an active, autonomous role in their learning process. Effective self-regulation involves the strategic management of one's thoughts, behaviors, and emotions to achieve specific learning goals (Self-Regulated Learning Lab, 2023). Research has demonstrated that self-regulated learners tend to achieve greater academic success, study more efficiently, and have a more positive school experience (Self-Regulated Learning Lab, 2023).

## METHODOLOGY

This research employed a descriptive correlational research method. Descriptive research describes individuals, events, or conditions by studying them as they are in nature (Siedlecki, 2020). A correlational design analyzes relationships between variables without influencing or modifying any of them. Therefore, studies that explain descriptive correlational studies describe the variables and the relationship that naturally occur (Asenahabi, 2019). The study utilized a survey questionnaire to address the research objectives and establish a correlation between the perception, motivation, and self-regulated learning of the students on flipped classroom methodology.

## RESULT

**What are the students' perceptions on flipped classroom pedagogical strategy?**

**Table 1**  
**Students Perception on Flipped Classroom Methodology as Pedagogical Strategy**

Indicators	Weighted Mean	Verbal Interpretation	Rank
1. Pre-reading materials (Videos, PDFs, and lecture Notes) were made available to the class for flipped classroom activities.	3.57	Very High	3
2. Adequate time was provided to spend on the pre-reading materials before the flipped classroom activity.	3.50	Very High	4
3. Pre-reading materials were relevant for the flipped classroom activity.	3.47	Very High	5
4. The classroom arrangements were conducive to the flipped classroom activity.	3.30	Very High	8.5
5. The activities during the flipped classroom session increased my understanding of the key concepts.	3.40	Very High	6.5
6. The flipped classroom session inspired me to pursue further learning for the course	3.60	Very High	1.5
7. More lectures should be conducted in the flipped classroom model.	3.60	Very High	1.5

8. The instructor was able to engage me in the flipped classroom activity	3.00	High	10
9. The instructor was able to provide clarification on difficult concepts during the flipped classroom activity	3.30	Very High	8.5
10. The instructor was able to expand on videos and pre-reading materials during the flipped classroom activity.	3.40	Very High	6.5
<b>Average</b>	<b>3.41</b>	<b>Very High</b>	

As shown in Table 1 Student's Perception on Flipped Classroom Methodology as Pedagogical Strategy the average weighted mean is 3.41 verbally interpreted as "Very High". This means that most respondents gave a positive perception of the Flipped Classroom method. The respondent's perception weighted mean ranging 3.00 – 3.60 verified that students agreed that flipped classroom methodology helped them and effective pedagogical strategy for the improvement of learning outcomes. The flipped classroom session inspired me to pursue further learning for the course with a weighted mean of 3.60 (rank 1.5); this means that students are more interested in studying using flipped classroom methods.

## 2. What is the student's level of motivation on flipped classroom methodology as pedagogical strategy?

**Table 2**  
**Students Motivation on Flipped Classroom Methodology as Pedagogical Strategy**

Indicators	Weighted Mean	Verbal Interpretation	Rank
1. I prefer class work that is challenging so I can learn new things.	3.37	Very High	5
2. I often choose paper topics I will learn something from even if they require more work.	3.50	Very High	2
3. I have an uneasy, upset feeling when I take a test	3.23	High	8
4. It is important for me to learn what is being taught in this class	3.27	Very High	7
5. I am sure I can do an excellent job on the problems and tasks assigned for this class	3.37	Very High	5
6. I'm certain I can understand the ideas taught in this course	3.50	Very High	2
7. I think I will receive a good grade in this class	3.50	Very High	2
8. I know that I will be able to learn the material for this class	3.37	Very High	5
9. It is hard for me to decide what the main ideas are in what I read	3.20	High	9
10. I work on practice exercises and answer end of chapter questions even when I don't have to,	1.60	High	10

<b>Average</b>	<b>3.19</b>	<b>High</b>	
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As shown in Table 2 for the students Level of Motivation on Flipped Classroom Methodology as Pedagogical Strategy the average weighted mean of 3.19 verbally interpreted as "High". This means the students performed well in the Flipped classroom method. Most of the respondents with a weighted mean of 3.50 (rank 2) received a good grade in this class, understood the ideas taught in this course, and often chose paper topics that they learned something from even if they require more work. This means that students have the capability to participate in flipped classroom activity with positive and good outcomes. Good communication and accurate information provided by the instructors help students to be motivated.

### 3. What is the self-regulated learning of the students on flipped classroom methodology as pedagogical strategy?

**Table 3**  
**Self-regulated Learning on Flipped Classroom Methodology as Pedagogical Strategy**

<b>Indicators</b>	<b>Weighted Mean</b>	<b>Verbal Interpretation</b>	<b>Rank</b>
1. I think about what I really need to learn before I begin a task in this online course.	3.40	Very High	9.5
2. I ask myself questions about how well I am doing while learning something in this online course.	3.47	Very High	4.5
3. I often find that I don't spend very much time on this online course because of other activities.	3.43	Very High	7
4. I make sure I keep up with the weekly readings and assignments for this online course.	3.50	Very High	2
5. I choose the location where I study for this online course to avoid too much distraction.	3.43	Very High	7
6. I find a comfortable place to study for this online course.	3.40	Very High	9.5
7. When I am feeling bored studying for this online course, I force myself to pay attention.	3.43	Very High	7
8. When my mind begins to wander during a learning session for this online course, I make a special effort to keep concentrating.	3.50	Very High	2
9. When I do not fully understand something, I ask other course members in this online course for ideas.	3.47	Very High	4.5
10. I am persistent in getting help from the instructor of this online course.	3.50	Very High	2
<b>Average</b>	<b>3.45</b>	<b>Very High</b>	

As shown in Table. 3 Self-regulated Learning on Flipped Classroom Methodology as Pedagogical Strategy the average weighted mean of 3.45 verbally interpreted as "Very High". This means that Flipped Classroom Methodology as Pedagogical Strategy are effective to students.

#### 4. Is there a significant relationship between students' perception and level of motivation on flipped classroom methodology as pedagogical strategy?

**Table 4**  
**Relationship between the Student's Perception and Level of Motivation on the Flipped Classroom Methodology as Pedagogical Strategy**

Variables	Pearson r value	p-value	Interpretation
Student's Perception and Level of Motivation on the Flipped Classroom Methodology as Pedagogical Strategy	0.328 Low correlation	0.077	Not Significant
<b>Significance level at 0.05</b>			

As shown in table 4 there was no significant relationship between the students' perception and the level of motivation on the flipped classroom methodology as pedagogical strategy. A Pearson r value of 0.328 interpreted as a low correlation with a probability value of 0.077 was greater than the 0.05 significance level. This means that the student's perception has nothing to do with the level of motivation in the flipped classroom methodology as pedagogical strategy.

Not all perceptions are positive. Some students may feel overwhelmed by the shift in responsibility and the need for self-discipline in managing pre-class work. This can lead to negative perceptions and decreased motivation for some students. Technical issues, lack of access to resources, or poorly designed flipped materials can also contribute to negative perceptions, which can negatively impact motivation.

The flipped classroom model has been met with both positive and negative perceptions. While some faculty and students have reported increased engagement and performance (Alebrahim, 2020), others have highlighted challenges such as resourcing and support (Pham, 2021). Despite these challenges, students have generally expressed positive attitudes towards the model, citing benefits such as collaboration, motivation, and independent learning (Kok, 2022). However, the model may not be suitable for all learning styles or subjects (Kok, 2022). Negative perceptions have been linked to issues such as biased teacher orientation and lack of in-depth classroom interaction (Guan, 2023). Overall, the flipped classroom model presents a mix of opportunities and challenges in higher education.

#### 5. Is there a significant relationship between students' perception and self-related learning on flipped classroom methodology as pedagogical strategy?

**Table 5**  
**Relationship between the Student's Perception and Self-Related Learning on Flipped Classroom Methodology as Pedagogical Strategy**

Variables	Pearson r value	p-value	Interpretation
Relationship between the Student's Perception and Self-Related Learning on Flipped Classroom Methodology as Pedagogical Strategy	0.382* Low correlation	0.037	Significant
<b>*Significant at 0.05</b>			

As shown in Table 5 there was a significant relationship between the students' perception and self-related learning on flipped classroom methodology as pedagogical strategy. A Pearson r value of 0.382 interpreted as a low correlation with a probability value of 0.037 was less than the 0.05 significance level. This means that the higher the student's perception, the higher self-related learning on flipped classroom methodology. The flipped classroom methodology, when implemented effectively, can positively influence students' perceptions and enhance their self-related learning outcomes. By fostering a supportive and engaging learning environment, instructors can help students become more autonomous and motivated learners, equipped with the skills necessary for success in their academic and professional lives.

The flipped classroom methodology, which involves students learning content at home and engaging in active learning in the classroom, has been explored in various contexts. While some studies have found that students generally approve of the strategy (Alghasab, 2020; Muhlisoh, 2020), there are mixed perceptions and experiences. Students have reported feeling challenged by the strategy, with some expressing fear and anxiety (Birbal, 2016). However, the flipped classroom has been associated with increased motivation, engagement, and learning (Muhlisoh, 2020). The use of technology, such as e-learning platforms, has been identified as a beneficial aspect of the flipped classroom (Muhlisoh, 2020).

#### **6. Is there a significant relationship between students' motivation and self-related learning on flipped classroom methodology as pedagogical strategy?**

**Table 6**  
**Relationship between the Level of Students Motivation and Self-Related Learning on Flipped Classroom Methodology as Pedagogical Strategy**

Variables	Pearson r value	p-value	Interpretation
Relationship between the Students Level of Motivation and Self-Related Learning on Flipped Classroom Methodology as Pedagogical Strategy	0.860** High correlation	0.000	Significant
<b>**Significant at 0.01</b>			



As shown in Table 6 there was a significant relationship between the students' level of motivation and self-related learning on flipped classroom methodology. A Pearson  $r$  value of 0.860 interpreted as a high correlation with a probability value of 0.000 which is less than the 0.01 significance level. This means that the higher students' level of motivation on flipped classroom methodology, the higher their self-related learning.

Research on the relationship between students' motivation and self-related learning in the flipped classroom methodology has yielded mixed results. Xiu (2020) found that students in a flipped classroom have similar motivation patterns to those in traditional or online classrooms, with self-efficacy being a significant predictor. Jdaitawi (2019) reported that the flipped classroom strategy can enhance students' self-regulation and social connectedness. Zainuddin (2017) found that the flipped classroom can enhance motivation and learning strategies, with Zainuddin specifically noting improvements in students' competence, autonomy, and relatedness. Aburayash (2021) also found positive attitudes and increased motivation among students in a flipped classroom. Astuti (2019) and Turan (2018) further supported these findings, with Astuti noting improvements in self-reliance and motivation, and Turan reporting increased motivation with the use of hands-on activities and gamification.

## CONCLUSION

1. The study findings on the flipped classroom method as a tool for teaching indicate that it has tremendous potential for improving student engagement, motivation, and self-related learning.
2. Students often have a favorable attitude toward the flipped classroom, seeing it as an efficient technique for increasing their interest and academic accomplishment. This positive perspective is consistent with the demonstrated advantages of greater involvement, teamwork, and higher performance.
3. There was no significant association identified between students' perceptions and their level of motivation in the flipped classroom, the total level of motivation was high, showing that students are well-prepared to participate effectively in flipped classroom activities. Good communication and accurate information from teachers were identified as motivators.
4. The flipped classroom style was shown to dramatically improve students' self-regulated learning (SRL) skills. This highlights the significance of student autonomy and active participation in the learning process, which leads to increased self-efficacy and readiness for lifelong learning.
5. There was a substantial positive association between students' perspective and self-related learning in the flipped classroom, demonstrating that a positive impression is associated with greater levels of self-related learning. This implies that when students see the flipped classroom methods positively, they are more likely to participate actively in their learning and achieve better self-related learning outcomes.
6. A high relationship was discovered between students' levels of motivation and self-related learning in the flipped classroom. This emphasizes the role of motivation in driving self-related learning outcomes, since higher levels of motivation are connected with improved self-regulation and autonomy. Overall, the flipped classroom concept improves student engagement, motivation, and self-directed learning. While problems exist, resolving them can assist improve the efficiency of the flipped classroom approach and promote inclusion for all students.

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