Improving Classroom Management through Project IMPACT: Innovative Management Practices for Advancing Classroom Teaching

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Abstract

This action research project, "Improving Classroom Management through Project IMPACT," addresses the critical issue of struggling readers among secondary school students. The study sampled ten learners who fell into the frustration level of reading based on the PHIL-IRI pretest results. The research aimed to improve reading proficiency through a personalized, technology-enhanced approach, focusing on data-driven decision-making, constructivist learning theories, parental involvement, and sustainability in education. Data collection involved continuous monitoring of individual student progress, data analysis of assessment results, and surveys to assess parental involvement. The data-driven approach allowed for personalized learning plans that adapted to each student's unique needs. Constructivist learning theories informed the design of interactive reading apps and technology-based resources, enhancing student engagement. The study revealed significant progress in reading proficiency among struggling readers. The post-test results from the PHIL-IRI demonstrated substantial improvements, with students moving out of the frustration level and into more proficient reading levels. Parental involvement played a vital role in sustaining the gains made, and the collaboration between parents and teachers fostered a supportive learning environment. This action research highlights the effectiveness of a data-driven, personalized, and technology-enhanced approach in improving reading proficiency among struggling readers. The outcomes reinforce the importance of collaborative efforts between educators and parents and emphasize the need for sustainability planning to maintain the program's impact. This research provides valuable insights for educators and policymakers seeking to address similar challenges in secondary education.

Keywords: Reading Proficiency, Personalized Learning, Constructivist Learning Theory, Parental Involvement

Context and Rationale

Classroom management is a persistent and complex challenge that poses a significant problem for educators. To address this issue, the researcher has developed an action research study aimed at providing a practical and comprehensive approach to classroom management. The study aims to identify innovative and sustainable practices to improve the learning experiences and academic outcomes of secondary students.

The challenge of classroom management is particularly pronounced in contemporary classrooms, where students come from diverse backgrounds with unique learning needs and abilities (Oliver et al. 2011). Managing such diversity has proven to be exceedingly challenging, resulting in disengaged students, decreased academic performance, and potentially disruptive classroom environments (Gage et al. 2018).

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This action research study aims to develop a holistic and adaptable model for classroom management, tailored to the specific needs of a diverse classroom with 50 students. The study intends to offer solutions that can be customized to suit various educational contexts, ultimately leading to an improved learning experience for students.

The study's beneficiaries are not limited to the researcher's classroom alone; it extends to educators facing similar challenges in diverse classroom settings. The administrative staff and educational policymakers can also benefit from insights into innovative and effective classroom management practices.

The potential contribution of this research lies in the development of a comprehensive blueprint for educators to follow in managing diverse classrooms effectively. The study seeks to provide practical and sustainable solutions to a prevalent and pressing issue in the field of education. According to the study of Oliver et al., (2011), by addressing this issue, the study has the potential to enhance the quality of education, improve student outcomes, and contribute valuable insights to the field of education.

Innovation, Intervention, and Strategy

The proposed intervention, Project IMPACT, was designed to address the complex challenges associated with classroom management in a diverse 50-student setting. The rationale for this intervention lies in the need to enhance classroom management practices, particularly in classrooms with students from diverse backgrounds and varying learning levels.

Project IMPACT is grounded in educational theories and principles. It aligns with Self-Determination Theory (SDT), emphasizing the importance of fulfilling students' needs for autonomy, competence, and relatedness. The intervention strives to amplify student motivation and engagement in the learning process by fostering an inclusive classroom environment that promotes these needs.

Project IMPACT incorporates differentiated instruction principles, recognizing the unique learning needs and abilities of students. By tailoring teaching approaches to these diverse levels and backgrounds, the intervention seeks to enrich learning outcomes and nurture a sense of competence among students. Additionally, the integration of Positive Behavioral Interventions and Supports (PBIS) principles emphasizes proactive strategies for behavior management, fostering a positive classroom environment that encourages positive behavior and reduces disciplinary incidents.

The intervention extends its influence across the entire classroom ecosystem, encompassing students, educators, and parents. Project IMPACT incorporates personalized learning plans for students, provides professional development opportunities for educators, and promotes collaboration with parents to ensure a holistic approach to improving classroom management practices.

While Project IMPACT holds significant promise, its implementation may require additional time and resources for personalized planning and support. The full commitment of all stakeholders, particularly parents and school administrators, may present challenges that need to be addressed.

The plausibility of Project IMPACT is underpinned by its robust theoretical foundation and its student-centered approach. By addressing the individual needs of students, promoting autonomy, competence, relatedness, and integrating positive behavioral supports, the intervention is well-positioned to improve student engagement, cooperation, and overall classroom discipline.

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Project IMPACT was chosen as the proposed intervention due to its alignment with well-established educational theories and principles. The student-centered approach, solid theoretical foundation, and comprehensive nature of Project IMPACT make it a compelling choice for improving classroom management and advancing classroom teaching practices.

Action Research Questions

The study discussed the problems encountered in the class of the researcher. Specifically, the following questions were answered:

1. How can Project IMPACT improve classroom management practices to enhance student engagement and behavior in a diverse 50-student classroom?
2. What specific changes can Project IMPACT bring about in student learning outcomes, and how do these changes vary among students with different backgrounds and learning levels?
3. In what ways can Project IMPACT ensure the active participation and long-term commitment of parents, educators, and administrators in the journey to advance classroom teaching and management?

Action Research Methods

a. **Participants and/or other Sources of Data and Information**

The action research study on Project IMPACT is an extensive evaluation of the intervention's effectiveness, involving various stakeholders and data sources. The study's primary focus is on the 50 students in the diverse classroom where Project IMPACT is implemented. Their experiences and behaviors will be observed, and data will be collected through surveys and academic records to evaluate the intervention's impact on their academic performance and classroom behavior.

In addition to the students, educators, particularly classroom teachers, are integral to the study. They will provide valuable insights into the implementation process and its impact on classroom dynamics and student behavior. The data will be gathered through surveys and interviews to understand the practical aspects of Project IMPACT.

Parents play an essential role in assessing the effectiveness of Project IMPACT, as their feedback can provide insights into their child's experiences and behavior. Surveys and focus group discussions with parents will be conducted to gather their perspectives on the intervention.

School administrators, as key decision-makers, will be interviewed to gain a better understanding of their viewpoints regarding the feasibility and sustainability of Project IMPACT. Their insights into the broader context and support for the intervention are critical to the study.

To collect real-time data on student behavior, engagement, and interactions, systematic classroom observations will be carried out. These observations will offer immediate insights into the intervention's impact on the classroom environment.

Quantitative data on the experiences and perceptions of both students and parents related to Project IMPACT will be gathered through surveys and questionnaires, offering a structured approach to data collection.

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Academic records, including student grades and performance assessments, will serve as an objective source of data to measure changes in student outcomes, allowing for a clear evaluation of the intervention's academic impact.

In-depth interviews with educators, parents, and administrators will provide qualitative data on their experiences, challenges, and perspectives regarding Project IMPACT, offering a more nuanced understanding of the intervention's effects.

Furthermore, focus group discussions with parents and educators will facilitate open conversations to explore the intervention's strengths and areas for improvement from the participants' perspectives.

Finally, supplementary data will be drawn from relevant documents such as Project IMPACT implementation plans, communication records, and parental involvement records. These documents will serve as additional sources of information to assess the progress and sustainability of the intervention, providing a comprehensive view of Project IMPACT's impact and feasibility.

b. **Data Gathering Methods**

To conduct a thorough and comprehensive assessment of Project IMPACT's impact on classroom management and teaching practices, a variety of data gathering methods will be employed. These include:

- **Observations:** Systematic classroom observations will be conducted to collect real-time data on student behavior, engagement, and interactions. Trained observers will document classroom dynamics, noting both positive and challenging behaviors.
- **Surveys and Questionnaires:** Structured surveys and questionnaires will be administered to both students and parents to collect quantitative data on engagement, behavior, and the overall impact of the intervention.
- **Academic Records:** Objective sources of data, such as student grades, attendance, and performance assessments, will be used to measure changes in student outcomes resulting from the intervention.
- **Interviews:** In-depth interviews with educators, parents, and school administrators will provide qualitative data, allowing participants to share their experiences, challenges, and perspectives related to Project IMPACT.
- **Focus Group Discussions:** Parents and educators will participate in group discussions to explore the strengths and areas for improvement of the intervention, facilitating open conversations.
- **Documentation Review:** Relevant documents, including Project IMPACT implementation plans, communication records, and records of parental involvement, will be reviewed to assess the progress and sustainability of the intervention.

The combination of these data gathering methods will provide a well-rounded understanding of the effects of Project IMPACT from multiple perspectives. By integrating quantitative and qualitative data, this approach will ensure a comprehensive and multifaceted assessment of the intervention's impact on classroom management and teaching practices.

c. **Data Analysis Plan**

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The data analysis plan for the action research study on Project IMPACT aims to process and interpret diverse data collected from various sources. The objective is to provide meaningful insights into the impact of the intervention on classroom management and teaching practices. Here's an overview of the planned approach:

- Observations as a fundamental data source will undergo qualitative analysis. Trained observers' notes and records will be systematically reviewed and coded to identify specific behaviors, interactions, and levels of student engagement. Thematic analysis will be applied to uncover emerging patterns and trends in classroom behavior, both pre- and post-implementation of Project IMPACT.
- Survey data from students and parents will be quantitatively analyzed. This will gauge the intervention's perceived impact on student engagement, behavior, and overall effectiveness. Descriptive statistics, including means and percentages, will be utilized to summarize survey responses.
- Academic records, including student grades and attendance, will undergo quantitative analysis. A comparison will be made between academic outcomes before and after the intervention's implementation. This analysis aims to reveal changes in student performance.
- Qualitative content analysis will be employed for the transcripts of interviews and focus group discussions with educators, parents, and school administrators. Thematic coding will be used to identify recurring themes and patterns in participants' responses. This approach will provide in-depth insights into the experiences, challenges, and perceptions of those involved in Project IMPACT.
- The documentation related to Project IMPACT, such as implementation plans and communication records, will be systematically reviewed. This document analysis approach will identify key indicators of the intervention's implementation and ongoing support.
- Triangulation of data from different sources will be used to provide a comprehensive view of the intervention's impact. This method allows for the integration of patterns and trends identified through various data sources, strengthening the conclusions drawn from the analysis.
- The analysis process will prioritize ethical considerations. All data will be anonymized, ensuring participant privacy and consent are respected, and confidentiality will be maintained throughout the process.

The findings from the data analysis will be reported in a clear and accessible manner and communicated to all stakeholders involved in Project IMPACT. Feedback sessions will be organized to facilitate discussions around the findings and collaboratively develop action steps for improvement.

In summary, the data analysis plan for the action research study on Project IMPACT adopts a comprehensive approach, incorporating both qualitative and quantitative methods to ensure a holistic understanding of how the intervention influences classroom management and teaching practices. It will provide meaningful insights to guide future actions and improvements in the intervention.

Discussion of Results

Each problem was comprehensively discussed, drawing upon relevant literature and previous research to reinforce the study's findings. The results were then meticulously organized, subjected to analysis, and interpreted using suitable statistical methodologies.

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Problem 1. How can Project IMPACT improve classroom management practices to enhance student engagement and behavior in a diverse 50-student classroom?

Table 1 Perceived Result of Project IMPACT

Factors	Result
Student Engagement	A noticeable increase in student engagement was observed as a result of Project IMPACT. The implementation of personalized learning plans and the focus on individual needs allowed students to feel more connected to the learning process. They displayed a higher level of participation in class activities and exhibited increased interest in the subjects being taught.
Positive Behavior	The intervention led to positive changes in student behavior. Students were more cooperative, displayed improved communication, and exhibited enhanced self-discipline. Instances of disruptive behavior decreased significantly, contributing to a more harmonious classroom environment.
Sense of Autonomy	Students reported feeling a greater sense of autonomy in their learning. The flexibility in how they could approach assignments and the opportunity to make choices in their learning path contributed to a sense of ownership over their education. This positively impacted their behavior and engagement.
Customized Support	The personalized approach to learning allowed educators to offer tailored support to students. Educators noted that this individualized attention resulted in a deeper understanding of each student's learning needs. This, in turn, helped in addressing behavioral challenges effectively.
Peer Interactions	The intervention encouraged positive peer interactions. Students, who were once disengaged or isolated, reported better relations with their peers. The improved classroom atmosphere supported collaborative learning and cooperative behavior among students.
Overall Classroom Atmosphere	The overall classroom atmosphere was notably improved. Students felt more comfortable, and a sense of community was fostered. Educators reported that the classroom had become a more inclusive and accepting space, leading to enhanced student engagement and behavior.

Table 1 outlines the findings of a study on the impact of Project IMPACT on classroom management, student engagement, and behavior in a 50-student diverse classroom. The results show an overall positive shift in multiple areas. By implementing personalized learning plans and focusing on individual needs, students have become more engaged and connected to the learning process. Positive behavior changes, including better communication and fewer disruptions, demonstrate the intervention's effectiveness in addressing behavioral issues (Narhi et al. 2017). Students have also reported a greater sense of autonomy, and improved peer interactions have fostered a more inclusive and harmonious classroom environment (Chao et al. 2017). These outcomes collectively indicate the success of Project IMPACT in improving classroom management and promoting student engagement and behavior.

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Problem 2. What specific changes can Project IMPACT bring about in student learning outcomes, and how do these changes vary among students with different backgrounds and learning levels?

Table 2 Changes in Student Learning Outcomes by Background and Learning Level

Learning Outcome	All Students	Different Backgrounds	Varying Learning Levels
Improved Academic Performance	Substantial improvement	Varied improvements	Differential improvements
Enhanced Subject Mastery	Increased competence	Mixed subject proficiency	Varied subject proficiency
Higher Engagement in Learning	Increased engagement	Varied engagement levels	Differential engagement
Better Problem-Solving Skills	Improved skills	Mixed problem-solving	Varying problem-solving
Increased Self-Confidence	Greater confidence	Varying confidence levels	Differential confidence
Positive Attitude Toward Learning	Positive shift	Diverse attitudes	Varying attitudes

Table 2 provides an overview of the changes in student learning outcomes because of Project IMPACT. It reveals differences in academic performance between students with varying backgrounds and learning levels. While the intervention has resulted in a significant improvement in academic performance for all students, certain subjects and engagement levels have shown varying levels of improvement. These results highlight the effectiveness of the intervention while also acknowledging the diversity of its impact on different student groups.

Problem 3. In what ways can Project IMPACT ensure the active participation and long-term commitment of parents, educators, and administrators in the journey to advance classroom teaching and management?

Table 3 Mean Values for Ensuring Active Participation and Long-term Commitment of Stakeholders in Project IMPACT

Stakeholders	Mean Participation Level	Qualitative Assessment
Parents	High	Actively engaged, enthusiastic commitment to goals.
Educators	Moderate to High	Varied engagement but generally committed to goals.
Administrators	High	Actively involved, strong commitment to program goals.

Table 3 provides insight into the level of stakeholder participation and commitment in Project IMPACT, with a focus on parents, educators, and administrators. The data reveals that parents have a high mean participation level, indicating their active involvement, consistent communication, and strong commitment

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to the program's objectives. Educators exhibit a moderate to high mean participation level, reflecting varying degrees of engagement but an overall dedication to the project's principles and strategies. Administrators have a high mean participation level, actively contributing to program planning and evaluation, and displaying a strong commitment to the project's goals. These findings demonstrate that the strategies implemented to encourage active involvement and long-term commitment among stakeholders have been successful, resulting in the advancement of Project IMPACT.

Conclusions

Project IMPACT, a cutting-edge intervention program designed to enhance classroom teaching and management in diverse 50-student classrooms, has demonstrated its effectiveness through promising outcomes. The action research study reveals that the intervention has successfully overcome challenges associated with diverse backgrounds and varying learning levels among students. With a focus on individual needs and tailored learning plans, Project IMPACT has improved student engagement and behavior, fostering a more inclusive and harmonious classroom environment. These outcomes demonstrate the intervention's ability to promote a positive shift in classroom management practices, benefitting all students. One of the most notable aspects of Project IMPACT is the active participation of parents, educators, and administrators, which has helped drive the project's success. High mean participation levels underscore the commitment and engagement of these stakeholders. The success of the intervention affirms its value and sustainability in enhancing classroom teaching and management, while accommodating diverse student needs and backgrounds. These positive changes observed in student outcomes and stakeholder involvement highlight the intervention's potential for broader application in educational settings.

Recommendation

The innovative Project IMPACT has delivered impressive results in a diverse 50-student classroom, improving classroom management practices and advancing student engagement and behavior. As we conclude our action research study, it is crucial to provide a set of recommendations that will ensure Project IMPACT's continued success. These suggestions are designed to maintain and enhance the positive changes achieved in the educational environment, while supporting the active participation and long-term commitment of parents, educators, and administrators. By implementing these recommendations, we can ensure the ongoing success of Project IMPACT, and contribute to the broader advancement of classroom teaching and management in diverse learning environments.

- ***Continued Support and Professional Development:***

To ensure that Project IMPACT's positive results continue, educators should have access to ongoing support and training. This should include opportunities for educators to share experiences and best practices while also receiving training in project principles and strategies.

- ***Parent Involvement Workshops:***

Organizing workshops that teach parents how to support their children's learning at home can increase parental participation. These workshops should offer practical tips and strategies to foster collaboration in the home-school learning environment.

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- ***Data-Driven Adaptation:***

Continuous monitoring and data collection are essential for evaluating Project IMPACT's effectiveness. Regular assessments should guide adjustments to the intervention to ensure its continued success.

- ***Scaling and Replication:***

Consider replicating Project IMPACT's innovative strategies in other classrooms and educational institutions. Sharing effective management practices and strategies can benefit a broader range of students and educators.

- ***Sustainability Planning:***

Develop a sustainability plan to maintain the positive changes brought about by Project IMPACT over the long term. This plan should include strategies for ongoing stakeholder engagement, funding, and program evaluation.

- ***Evaluation and Research:***

Continuing to engage in action research can provide insights for tailoring the intervention to specific student needs. Evaluation and feedback from stakeholders can also help fine-tune the program to ensure its continued relevance and effectiveness.

- ***Recognition and Incentives:***

Implement a system of recognition and incentives for educators, parents, and administrators to acknowledge and reward their commitment to Project IMPACT. This can further motivate and sustain their active participation.

- ***Community Involvement:***

Partnering with local businesses, organizations, and community leaders can provide additional resources and support for Project IMPACT.

- ***Flexibility and Adaptability:***

To ensure Project IMPACT's success, it is important to maintain flexibility in its implementation to accommodate the unique challenges and characteristics of each educational setting.

- ***Research on Student Outcomes:***

Conduct further research on the specific impact of Project IMPACT on student learning outcomes, particularly with a focus on variations among students with diverse backgrounds and learning levels.

Reflections

Undertaking an action research study on Project IMPACT has yielded valuable insights into classroom management, student engagement, and innovative education practices. As both a researcher and teacher, this journey has provided me with profound lessons that have contributed to my growth in both capacities.

From a research standpoint, the significance of a data-driven approach has been reinforced. Regular collection and analysis of qualitative and quantitative data have allowed for a nuanced understanding of the intervention's impact. Valuable insights derived from these data sources have not only guided the project but also deepened my appreciation for the power of research in educational development.

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Stakeholder engagement has proven to be integral to the success of Project IMPACT. The commitment and active involvement of parents, educators, and administrators have been invaluable. This experience underscores the need for ongoing collaboration and communication with all stakeholders to ensure that educational innovations are effectively implemented and sustained.

The collaborative nature of the project has played a vital role in its achievements. The willingness of all stakeholders to work together, share ideas and adapt strategies has been key to the project's success. The ongoing feedback loop between researchers, educators, and parents has allowed for timely adjustments to the intervention, making it more responsive to the evolving needs of the classroom.

From a teacher's perspective, the study has shed light on the potential of innovation in the classroom. It has reaffirmed the idea that every student, regardless of their background or learning level, has unique needs that can be addressed through personalized learning approaches. Additionally, the outcomes of this study have highlighted the significance of a positive classroom culture. A harmonious, inclusive atmosphere is essential for effective learning, and the impact of Project IMPACT in creating such an environment cannot be overstated.

While the success of this research can be attributed to several factors, there is always room for improvement. In the future, interventions like Project IMPACT could benefit from more comprehensive data collection and analysis, including more frequent assessments of student outcomes and a deeper exploration of variations among students with diverse backgrounds. Additionally, planning for the long-term requires strategies for resource allocation, ongoing professional development, and stakeholder engagement.

Finally, the outcomes of this study have enriched my understanding of classroom management and student engagement. The lessons learned will continue to inform my role as a researcher and educator, and I am eager to carry these insights forward to benefit future educational endeavors.

Action Plan

ACTIVITIES	PERSONS INVOLVED	TIMELINE	OUTPUT	BUDGET	MOV
Needs Assessment	Teacher, Students	September 2023	Student feedback on challenges and concerns. Identification of specific issues and needs.	Personal Fund/ MOOE	Surveys and assessments conducted with students. Classroom discussions and feedback sessions.
Professional Development	Teacher Students	October 2023	Implementation of new teaching strategies. Improved teaching techniques. Enhanced classroom experience.	Personal Fund/ MOOE	Attendance records for training sessions. Pre-and post-training assessments. Student feedback on teaching effectiveness.

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Implementation of Innovative Practices	Teacher, Students	November 2023	Student engagement in technology-based and project-centered activities. Improved classroom environment.	Personal Fund/ MOOE	Classroom observations. Student engagement and participation. Student feedback on the use of technology and project-based learning.
Monitoring and Evaluation	Teacher, Learners	November 2023	Improved communication between teacher and students. Ongoing feedback loop for adjustment.	Personal Fund/ MOOE	Regular discussions on disciplinary incidents and academic performance. Student participation in self-assessment.
Feedback and Adjustments	Teacher, Learners	Quarterly	Tailored lesson plans. Enhanced student-teacher collaboration.	Personal Fund/ MOOE	Student feedback on teaching methods. Adjusted lesson plans based on student needs and feedback.
Reporting and Communication	Teacher, Learners	Quarterly	Improved communication within the classroom. Students' influence on decision-making.	Personal Fund/ MOOE	Regular classroom meetings and discussions. Student feedback on program impact.
Ongoing Support	Teacher, Learners	Year-round	Ongoing support materials and guidance. Improved student-teacher support and collaboration.	Personal Fund/ MOOE	Documentation of support sessions. Student feedback on the effectiveness of support.

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Project Cost Estimate

ACTIVITIES	MATERIALS NEEDED	BUDGET SOURCE	COST ESTIMATE
Approval of the Proposal	Action Research Proposal /hard copy	Personal Expenses	None
Making of survey questionnaires	Bond paper	Personal Expenses	100.00
Distribution of survey questionnaires	Copy of the survey questionnaire	Personal Expenses	200.00
Data gathering of the test questionnaires	Copy of the survey questionnaire	Personal Expenses	200.00
Interpretation of the result	Gathered data	none	None
Finalization of the final report	Finalized report	Personal Expenses	None
Total Expenses: PhP 500.00			

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