

Action Research: From Theory to Practice and Conflict Resolution in the Classroom and Good Practices of Coexistence

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Conflicts in the classroom occur of any kind, whether individual or group, they tend to distract and cause negative emotional states in children under 5 years of age, which affect their normal development as treated in different theories such as Maslow's, Alderfer, McClelland, Herzberg and McGregor (Theory X and Y).

The study is a qualitative approach with an interpretive design and was carried out with the students of the causes, they develop the action plan with the objective of resolving conflicts in the classroom in a specific period.

The action plan consists of four stages that are developed in 12 weeks of practices, it begins with the identification of the problem, preparation of the project, activity plan (learning sessions), feasibility of the proposal and application of improvement strategies for the good climate in the classroom preparation of the report according to the deadlines, at the end of the processes they answered the questionnaire on the perception regarding the results.

Keywords: Action research, teaching strategy, conflict resolution in the classroom, school climate.

1. Introduction

Research as a transversality of the Educational Model of the UNMSM is a challenge that leads us to rethink the use of strategies to approach reality and understand everyday situations that interfere in the normal development of classes, the students of X with the use of action research as a methodological strategy identify the problem and elaborate an action plan for the resolution of conflicts for healthy coexistence and good climate in the classroom and for the improvement of learning.

At the initial level we find different scenarios each with its own characteristics, families share customs and ways of upbringing, however, the child responds to the group in which he

develops, often leaving what he has learned at home to follow the group.

Conflicts in the classroom often occur due to coexistence, this comes from the problems that each child brings from home either due to the formation of the family, habits, social skills and above all emotions, this generates conflicts that distract the attention of the other members of the classroom.

The study consists of relevant aspects such as summary, introduction, methodological aspect was worked on in four phases: first, the problem is detected from evidence and/or observation, second, the elaboration of instruments, the application of instruments, third, systematization of information and coding, third, an action plan is developed, and it is applied according to the schedule, Fourth, a report is prepared, results, discussion, conclusions and recommendations are presented.

2. Method and materials

According to Stringer (1999), the three essential phases of research designs. Action are: observing (constructing a sketch of the problem and collecting data), thinking (analyzing and interpreting), and acting (solving problems and implementing improvements), which occur in a cyclical manner, over and over again, until the problem is solved, change is achieved, or improvement is successfully introduced.

Its basic precept of Action Research is that it must lead to change and therefore this change must be incorporated into the research process itself. It is investigated at the same time as it is intervened. (Hernández, Fernández and Baptista 2006).

The authors Blasco and Pérez point out that qualitative research studies reality in its natural context and how it happens, extracting and interpreting phenomena according to the people involved. It uses a variety of instruments to collect information such as interviews, images, observations, life stories, in which routines and problematic situations are described, as well as the meanings in the lives of the participants (Blasco & Pérez, 2007).

Creswell (2005) divides the fundamental designs of action research into two classes: practical and participatory.

This is a study with a qualitative approach of research-action design at a practical level, because it focuses on the development and learning of the participants and implements an action plan (to solve the problem, introduce improvement or generate change) the purpose is to solve everyday and immediate problems in the classroom, and improve concrete practices for the achievement of learning, The design is based on the behavior of the students and how it is influenced in an important way by a naturalistic environment from which emotional interference and conflicts occur in the classroom, influences healthy coexistence and good climate and for the best interest of the child this problem must be dealt with in any sphere, whether family or in the classroom.

Action research is a form of collective introspective inquiry undertaken by participants in social situations that aims to improve the rationality, fairness of their social or educational practices, as well as their understanding of those practices and the situations in which they take place.

In this framework, this study is a practical action-research, which is aimed at providing a solution to a specific problem identified, starting from reality and promoting the transformation of that reality based on reflection and participatory action of the agents involved in the problem.

Research objectives

To establish the effects of the application of the project as a didactic strategy in the resolution of conflicts in the classroom in the subject of pre-professional practice VI of the students of the X cycle of the specialty of Early Education of the Faculty of Education of the Universidad Nacional Mayor de San Marcos in the semester 2023-II

To evaluate the effects of the evaluation of results as a didactic strategy on conflict resolution in the classroom in the subject of pre-professional practice VI of the students of the X cycle of the specialty of Early Childhood Education of the Faculty of Education of the Universidad Nacional Mayor de San Marcos in the semester 2023-II

Population of students X cycle specialty Initial Education, the sample was made up of students of the X cycle specialty Initial Education of the Faculty of Education of the University, teaching instruments learning sessions, which were coordinated with the pedagogical accompanist, the instruments used by the students were entry checklist, exit checklist, rubric to evaluate problem solving.

At the end of the semester, the structured survey of students' perception on the usefulness of action research for conflict management in the classroom was applied, it has 37 closed questions.

Research Action Plan

The study has four phases, according to the schedule in twelve weeks the action plan was prepared and applied.

Phase 1

In this phase, the students identified the problem and raised a research topic and guiding question after the observation, elaborate the action plan that guides the research process, it is important to consider that the detection of the problem requires knowing it in depth through immersion in the context to be studied, to broadly understand who the people involved are, how the events or situations have occurred and achieve conceptual clarity of the problem to be investigated and initiate with data collection

Phase 2

They prepare a report with the diagnosis based on the information analyzed, which is presented to the participants to validate the information and confirm findings, depending on the topic to be discussed, and the elaboration of instruments (checklist, observation sheet, questionnaire of questions) to collect and organize the research data. The systematization of the information is contrasted with the theory, the objectives are outlined and the theoretical framework is built.

Phase 3:

Prepares the action plan to implement changes or solutions to the problems detected, the

schedule and learning and evaluation sessions of the different activities for the development of skills that promote healthy coexistence and good climate in the classroom are elaborated, the students must dedicate themselves to collecting data continuously to evaluate each task developed and provide feedback to the participants through sessions where they recovered the experiences and Opinions of these, based on the information obtained permanently, partial reports are written that are used to evaluate the application of the plan

Phase 4:

The students write the research report and alternative solutions for the management of conflicts in the classroom in response to the problem addressed, based on these evaluations, the necessary adjustments are made, the problem is redefined. Once again, what was planned is implemented and a new feedback cycle is carried out. (Hernández, R. et al., 2014).

Action Plan Matrix

Action hypothesis						
Action research as a didactic strategy has positive effects on conflict resolution in the classroom according to the perception of the students of the pre-professional practice VI of the X cycle of the Initial Education specialty of the Faculty of Education of the National University of San Marcos in the semester 2023-II						
Action	Responsible	Resources	Schedule			
			I	II	III	IV
Application of didactic strategies for conflict resolution	Students	Sources of information Educational material				
Activities of the action						
Detects the problem based on evidence (observation) and specifies the topics and guiding question.	Teacher Students	Sources of information Observation sheet Problem Tree	Week 1,2,3			
Develops and applies instruments Systematize information It is contrasted with the theory	Teacher Students	Checklist Rubric		Week 4,5		
Develop an action plan (learning sessions), based on the information collected from participants (schedule) Apply action plan Evaluation	Teacher Students	Action plan for each Observation sheet			Week 6,7,8,9,10, 11	
Report Presentation of results	Students	Report Outline Tables and graphs				Week 12

Evaluation Matrix

Action research as a didactic strategy has positive effects on conflict resolution in the classroom according to the perception of the students of the pre-professional practice VI subject of the X cycle of the Initial Education specialty of the Faculty of Education of the Universidad Nacional Mayor de San Marcos in the 2023-II semester.

Of the actions

Action	Indicators of Process	Sources of Verification
Application of didactic strategies for conflict resolution.	100% of learning sessions of the pedagogical proposal reviewed, approved and executed.	-Sessions -Photos -Imagery -Videos

From the results

Results	indicators	Source of Verification
To establish the effects of the application of the action research project as a didactic strategy in the resolution of conflicts in the classroom	Develop an action plan, Craft instruments Collect information Systematize information Testing the theory	Action Plan Checklist Outline of the theoretical framework
To evaluate the effects of the evaluation of the results of action research as a didactic strategy in the resolution of conflicts in the classroom	Presentation of results Develop registration tables Analyze and interpret results Propose improvement strategies	Report Tables and graphs Conclusions of the study Recommendations

Triangulation

It allows you to reduce biases and increase the understanding of a phenomenon. The use of different terms or goals has been proposed for qualitative studies, among which we find the adoption of alternatives such as the degree of credibility rather than its validity (Denzin & Lincoln, 2000). It may also be more important when reviewing a qualitative study that the findings are more understandable than valid, since the latter term presents difficulties when it comes to being analyzed given the nature of the qualitative approach.

Regarding the triangulation about the achievements of the application of the action plan by each of the students, we have the following:

Phase 1	Phase 2	Phase 3	Phase 4	Comment
In this phase, the students identified the problem and raised a research topic and guiding question after the observation,	They prepare a report with the diagnosis based on the information analyzed, which is presented to the participants to	Prepares the action plan to implement changes or solutions to the problems detected, the schedule and learning and	The students write the research report and alternative solutions for the management of conflicts in the classroom in response	Phase 1 <ul style="list-style-type: none">To structure the theoretical framework that supports the pedagogical task

elaborate the action plan that guides the research process, it is important to consider that the detection of the problem requires knowing it in depth through immersion in the context to be studied, to broadly understand who the people involved are, how the events or situations have occurred and achieve conceptual clarity of the problem to be investigated and initiate with data collection	validate the information and confirm findings, depending on the topic to be discussed, and the elaboration of instruments (checklist, observation sheet, questionnaire of questions) to collect and organize the research data. The systematization of the information is contrasted with the theory, the objectives are outlined and the theoretical framework is built.	evaluation sessions of the different activities for the development of skills that promote healthy coexistence and good climate in the classroom are elaborated, the students must dedicate themselves to collecting data continuously to evaluate each task developed and provide feedback to the participants through sessions where they recovered the experiences and Opinions of these, based on the information obtained permanently, partial reports are written that are used to evaluate the application of the plan	to the problem addressed, based on these evaluations, the necessary adjustments are made, the problem is redefined.	<p>Phase 2</p> <p>Through the diagnosis, a concrete and viable action plan was developed that responds to the problem posed and contains the intercultural approach.</p> <p>Phase 3</p> <p>Evaluate the validity and results of the new pedagogical practice</p> <p>Phase 4</p> <p>Prepare a report based on the results for the improvement of pedagogical practice in terms of the permanent use of motivational strategies for conflict management in the classroom.</p>
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3. Discussion

Ávalos-González Martha, in her study on Action Research as a Tool for Reflection and Improvement of Teaching Practice, argues that when I built the analysis text, it helped me to reflect on my own practice and led me to the next cycle of action research, in which I again investigated different sources to guide the design of my planning towards the improvement of the lack of communication and the proposal of unidirectional indications. To this end, I formulated open work assignments focused on the leading role of the student in the construction of knowledge.

Gómez Gabriela maintains that Action-Research is a tool that allows the teacher to carry out the process of continuous improvement, in which reflection and intellectual work are integrated in the analysis of the experiences that are carried out, as an essential element of what constitutes the educational activity itself.

De Jesús Pérez Mariano concludes that according to the evidence of social change, they are complex to measure, they merit observations over long periods, since social change is also a change in the behaviors of individuals. For this reason, in action research the subject is not distinguished from the object, and in the exercise of professional practice both elements are integrated and become inseparable. The strength of this integration will generate the expected transformation through the action or practice implemented. Every transformation produces a change, every change initiative generates new knowledge based on research, every new knowledge can generate an innovation.

Rajadell Puiggrós, Nuria presents a proposal for the classification of teaching strategies or didactic intervention strategies to resolve conflicts in the classroom, basically focused on the dimension of being, attitudes, values and norms. The eight basic principles of didactics are defined. Likewise, some specific strategies are offered to enhance this dimension of the being at a social and personal level, helping to acquire and develop attitudes and values. Finally, the role of the school in these processes is briefly reflected, which is planned and executed through the action plan.

The results of this study reflect the importance of action research for the management of conflicts in the classroom, which from the diagnosis the problem was identified and the action plan was developed for the use of strategies for healthy coexistence and good climate in the classroom, according to the perception of the students, action research allows to address situations that can interrupt classes and that deserve to be dealt with in a timely manner.

4. Conclusions

Conflicts and arguments are situations that can arise in a classroom because there are different people who are still learning about many aspects, such as social relationships and conflict resolution.

Action research as a didactic strategy in conflict resolution in the classroom allows students to develop a harmonious climate and healthy coexistence.

When identifying the problems of the classroom, the action plan was developed where different strategies were applied according to the perception of the students of the pre-professional practice VI subject.

At the end, it was determined according to the results of the survey that the perception of the students is positive regarding the use of strategies for conflict management in the classroom.

5. Recommendations

- Promote the use of strategies to resolve conflicts peacefully and constructively. It helps children understand that it's okay to have differences, but that there are respectful ways to handle and resolve disagreements
- Maintain constant communication with parents or teachers to share strategies and suggestions on how to support emotion management at home and at school.

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