Enhancing Classroom Management through Simplifying Transitions with Clap (Cue- Based Learning Prompt)

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ABSTRACT

This action research explored the impact of Cue-Based Learning Activity Prompts (CLAP) on classroom engagement and management among 37 Grade 7 students at a public school in Ozamiz City. The study employed a classroom-based action research design with a mixed-methods approach to assess student participation before and after implementing CLAP. Data were gathered using instruments designed to measure classroom engagement and management effectiveness. The findings revealed a significant improvement in student engagement and positive classroom behaviors following the intervention. These results suggest that the CLAP strategy effectively enhances student participation, facilitates smoother classroom transitions, and promotes active learning. The study recommends incorporating CLAP into teacher training programs and ongoing professional development to improve classroom management and student outcomes further.

Keywords— Classroom Management, Cue-Based Learning, Student Engagement, Learning Activity Prompts, Student Participation

INTRODUCTION

Education is a dynamic process that aims to develop each person's unique personality and bring about the required adjustments in people's perspectives and behaviors. It helps them feel good about themselves, the country, and society. Teachers have a crucial part in the educational system. Strategies for classroom management play a vital role in all phases of teaching and learning (Hamid & Shah, 2023). However, classroom issues such as low motivation, disruptive behaviors, and disengaged students are familiar. Effective classroom management techniques are crucial to solving these problems and creating a positive learning environment. Effective classroom management techniques and higher student engagement were strongly correlated, underscoring the significance of behavior, instructional strategies, and discipline in raising student involvement (Cambay & Paglinawan, 2024).

A key component of good teaching is classroom management. It concerns student motivation and academic success (Brandisauskiene et al., 2022). Teachers' classroom management skills are essential to ensure pupils receive high-quality education (Wilkinson et al., 2020). Managing the classroom's complexity and the range of activities is one of the most challenging tasks for classroom managers. The degree of experience teachers have significantly impacts how they perceive and understand classroom events, affecting how well-equipped they are to handle this complexity. The difficulty of teaching becomes evident to anyone who has ever stood in front of a classroom full of students and been charged with overseeing and motivating their learning. Events at the school are inherently unpredictable: although the objectives of instruction may be preplanned, the actual teaching process to accomplish those objectives takes place on the spur of the moment as a sequence of events that teachers can interpret in various ways. While some things happen because of the plan, others occur because of the unforeseen. Comprehending these occurrences, their progression, and their impact on education can be critical to effective classroom management (Wolff et al., 2021).

"Classroom management" describes educators' methods and approaches to keep a disciplined, effective, and civil learning environment. Encouraging academic progress and proper behavior entails creating routines, defining clear standards, and cultivating strong teacher-student relationships. Keeping the classroom in order is only one

aspect of effective classroom management; another is fostering a safe and encouraging environment that encourages student participation. Effective classroom management techniques, such as structured discipline, transparent communication, and inclusive teaching approaches, directly improve students' involvement and academic interest, according to Cambay and Paglinawan (2024). Because many instructors receive little pre-service training in classroom management, good in-service professional development (PD) is necessary (Wilkinson et al., 2020). For many pre-service teachers, navigating the frequently overwhelming nature of the school placement experience and the corresponding classroom management responsibilities can be extremely difficult. These difficulties highlight the necessity for pre-service teachers to encounter components of dealing with difficult student conduct in less stressful settings where they can make mistakes without worrying about how it will affect their academic advancement (McGarr, 2021). Student conduct can be taught and considered in the same way as any other academic subject. Instruction is the fundamental building block of classroom management, not just a tactic. Instruction is the cornerstone upon which classroom management can be incorporated into a simple lesson plan (Scott & Nakamura, 2022).

Cue-based strategies, such as clapping patterns (like the CLAP technique), are increasingly acknowledged as proper instruments for improving student engagement and classroom management, especially in high school contexts. According to research, nonverbal cues like clapping establish a routine and orderly atmosphere that facilitates rapid focus shifts in students and shortens the time needed to switch between tasks (Recard & Nathania, 2021). Specifically, CLAP is a time-efficient and well-received approach by students, allowing teachers to convey instructions clearly and concisely while reducing classroom interruptions (Edutopia, 2024). According to academics, focusing only on activities without first gaining students' attention frequently falls short of meeting classroom behavioral objectives, particularly for younger students with lower attention spans (Anderson et al., 2023). Furthermore, research has demonstrated that regular application of cue-based techniques enhances behavior and creates a more dynamic and student-focused learning environment. Attention-getters like clapping, for example, support classroom routines and promote respect between teachers and students (Khupe & Madiwa, 2020).

Earlier methods, such as direct questioning, passive exercises, or just moving on with class activities without first getting students' attention, have frequently failed to keep pupils focused and in line. These conventional methods usually resulted in disengagement and disruptive conduct, particularly for younger students with short attention spans. This problem emphasizes the need for a more proactive and engaging approach that guarantees every student is focused and ready behaviorally before class starts. The researchers investigated how Grade 7 students at a public high school in Ozamiz City used the CLAP (Cue-Based Learning Activity Prompts), a rhythmic, non-verbal technique to capture students' attention and facilitate seamless transitions.

This action research investigates how the CLAP technique improves student behavior and manages classroom transitions. The CLAP approach uses a set of organized cues: one clap to tell students to sit down and pay attention, two claps to guide them to groups, and three claps to tell them to stand. This technique establishes a consistent and polite classroom routine, and repeated vocal commands are no longer necessary. The study aims to determine whether these aural cues can facilitate movement, reduce idle time, and strengthen student attention during instruction and group projects.

PROPOSED STRATEGY

Effective classroom management is a fundamental component of teachers' professional competence. The early detection of potential disturbances is of great importance for proactive control of the teaching process (Grub et al., 2020). In order to effectively connect with pupils, instructors in many fields need to use both words and body language. Students will receive the lesson more quickly and efficiently if body language is used correctly (Abdulrahman et al., 2022). Just as teachers need to take responsibility for the various methods of teaching and instruction in the classroom, students need to take ownership of the learning process to ensure future success in university environments, where sustained personal effort and metacognitive skills are fundamental to academic success (Franklin & Harrington, 2019). The study from Flórez (2015) shares similarities with the present study regarding classroom management. Flórez (2015) revealed that a non-verbal attention grabber is one way to control students' misbehavior in the classroom. The present study focuses on the implementation and the impact of an attention grabber, which cannot be separated from classroom management. Teachers must bring students'

attention to themselves during the teaching and learning. The conditions, including the level of loudness in the classroom, are why the student teachers had to keep using the same tactics. Clapping and sussing are the most effective methods for obtaining students' attention because of the ease with which they may be transferred to students (Surya et al., 2023).

CLAP (Cue-Based Learning Activity Prompts) is a classroom management strategy that uses specific auditory cues, such as clapping, to guide students through transitions by signaling actions like standing up, moving to their group, or preparing to listen for further instructions. The limitations of a strategy or method often arise from its specific scope or constraints. For instance, a classroom management strategy like CLAP may be limited by the specific classroom setting, such as only being effective in a particular group of students or under certain environmental conditions.

However, the advantages of such a strategy include streamlining transitions and enhancing student focus by providing clear, actionable cues. This can lead to better classroom organization and improved time management. On the other hand, disadvantages include students becoming overly reliant on the cues or failing to adapt to more dynamic classroom situations, especially if the strategy is not flexible enough. Additionally, the strategy may not address underlying behavioral issues or work well in all classroom types. It is essential to view classroom management strategies with a dual purpose: to prevent unwanted behaviors and as an intervention to promote positive student outcomes. Effective classroom management is an essential teaching skill and enhances the learning of all students. There are many components to having an effective classroom system that supports increased academic learning, supports and increases social and emotional growth, and decreases negative behaviors. Classroom management allows for increased academic proficiency and decreased negative behaviors and establishes an organized and positive classroom environment (Stueber, 2019).

ACTION RESEARCH QUESTIONS

This action research aims to Enhance Classroom Management through Simplifying Transitions with CLAP (Cue-Based Learning Activity Prompts). Specifically, it will seek to answer the following questions:

What is the level of classroom management efficiency before the implementation of Cue-Based Learning Activity Prompts (CLAP)?

What is the level of classroom management efficiency after implementing Cue-Based Learning Activity Prompts (CLAP)?

What is the level of classroom management efficiency before the implementation of Cue-Based Learning Activity Prompts (CLAP) based on checklist observation?

What is the level of classroom management efficiency after the implementation of Cue-Based Learning Activity Prompts (CLAP) based on checklist observation?

Is there a significant difference in classroom management efficiency before and after the implementation of CLAP based on rubric assessment scores?

Is there a significant difference in classroom management efficiency before and after the implementation of CLAP, based on the rubric and checklist observation results?

ACTION RESEARCH METHOD

Research Design

This quantitative study uses a single-group pretest-posttest design to examine how a lottery-based name selection system affects students’ attention skills during classroom discussions. The study aims to investigate whether the lottery system improves students' comprehension. The researchers will measure students' comprehension skills using pre-test and post-test assessments. This will allow for a comparison of their progress after the lottery system is introduced.

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The study used classroom-based action research by design. Action research aims to both act and create knowledge or theory about action (Coughlan & Coghlan, 2022). It serves as a method for improving educational practice through deliberate changes and reflection, often conducted by teachers in their classrooms. Action research encourages collaboration among educators as they examine and improve their strategies and interventions (Mertler, 2020). This research design is considered appropriate as the study aimed to evaluate the effectiveness of the CLAP (Cue-Based Learning Activity Prompts) strategy in managing classroom transitions and enhancing classroom engagement among Grade 7 students. By focusing on implementing CLAP, this action research sought to streamline classroom procedures, reduce off-task behavior, and increase student focus and participation during lessons.

Participants

The participants in this study were Grade 7 learners selected through a purposive sampling technique. The selection criteria included: enrollment in the Junior High School Department as Grade 7 students for the academic year 2024–2025 and voluntary consent to participate in the study. To ensure a manageable group size and enable more focused and effective data collection, only one section or block from the Grade 7 curriculum was selected. The researcher confirmed that all selection criteria were met before the commencement of the study.

Instrument

The researcher utilized the following research instruments to gather data on the effectiveness of the CLAP (Cue-Based Learning Activity Prompts) strategy in improving classroom management:

a. **Learners' Engagement Rubric.** The primary research instrument for this study. It is a researcher-developed rubric to assess classroom engagement concerning the CLAP (Cue-Based Learning Activity Prompts) strategy. The rubric consists of five core criteria, each rated using a 4-point performance scale: 4 (Excellent), 3 (Proficient), 2 (Emerging), and 1 (Beginning). Each score will be multiplied by 2 to generate a maximum of 10 points per criterion, with a total possible score of 50. The rubric is grounded in the Grade 7 English curriculum. It is specifically structured to measure observable indicators of student engagement, such as attentiveness to cues, promptness in transitions, participation in group tasks, listening behavior, and on-task performance. To ensure content validity, the instrument will undergo expert review by the research adviser, the school head, the principal, and the cooperating teacher. A pilot test will be administered to a group of students not included in the main study to assess the tool's reliability. The researcher aims to achieve a Cronbach's Alpha coefficient between 0.7 and 1.0 to ensure acceptable internal consistency. This rubric will be employed as both a pretest and posttest instrument to evaluate the effectiveness of the CLAP strategy in enhancing classroom engagement among Grade 7 learners.

Score	Grade Equivalent	Interpretation
42-50	90-100	Outstanding
38-41	85-89	Very Satisfactory
34-37	80-84	Satisfactory
29-33	75-79	Fairly Satisfactory
1-28	Below 75	Did Not Meet Expectation

b. **CLAP Implementation Checklist**. A checklist survey questionnaire was developed to measure the perceived effectiveness of the CLAP strategy before and after its implementation. This instrument evaluates various classroom management dimensions, aligned with the key constructs derived from classroom observations and student feedback.

Responses	Continuum	Interpretation
5- Strongly Agree (SA)	4.20-5.00	Very Effective (VE)
4- Agree (A)	3. 40- 4.19	Effective (E)
3- Neutral (N)	2. 60- 3 39	Somewhat Effective (SE)
2- Disagree (D)	1.80- 2. 59	Least Effective (LE)
1- Strongly Disagree (SD)	1.00-1.79	Not Effective (NE)

c. **Lesson Plan.** A series of lesson plans centered on the Expository and Academic Texts were developed to implement the CLAP (Cue-Based Learning Activity Prompts) in the English classroom. These lesson plans were designed to enhance classroom management by using interactive group activities that fostered collaborative learning and meaningful student engagement. Each lesson plan incorporated specific cues or prompts, such as clapping, to signal transitions and activities, helping maintain focus and structure. The plans were carefully aligned with the study's objectives, ensuring that implementing the CLAP strategy would effectively achieve the desired outcomes for classroom management and student participation.

Data Gathering Methods

A. Pre-Implementation Phase. The researcher commenced the study by securing formal approvals from the Schools. The division superintendent, the school principal, and the cooperating teacher will conduct the research at a secondary school in Ozamiz City. Subsequently, a comprehensive review of existing literature on classroom engagement and transition strategies was undertaken to contextualize the study and identify gaps in current practices. Recognizing the pivotal role of smooth transitions in maintaining student engagement, the researcher developed the CLAP (Cue-Based Learning Prompts) strategy, integrating auditory and visual cues—such as clapping patterns, verbal prompts, and visual signals—to facilitate seamless transitions between classroom activities. Lesson plans incorporating these cues were designed, and pretest and posttest instruments were developed to assess student engagement levels before and after the intervention.

B. Implementation Phase. The implementation phase began with administering a pretest to establish baseline data on student engagement. Following this, the CLAP strategy was integrated into daily classroom routines, with specific cues signaling transitions between activities—for instance, a particular clapping pattern or visual signal indicating the end of one task and the beginning of another. Throughout the intervention period, the researcher closely monitored student responses to these cues, noting improvements in transition times, reductions in off-task behavior, and overall engagement. The cues were adjusted to ensure they were age-appropriate and culturally relevant.

C. Post-Implementation Phase. Upon completion of the intervention, a posttest was administered to evaluate changes in student engagement. The researcher collected and analyzed data from both the pretest and posttest-posttest to determine the impact of the CLAP strategy. The findings indicated that cue-based prompts significantly enhanced classroom engagement by streamlining transitions and minimizing disruptions. Based on these results, the researcher formulated recommendations for educators seeking to improve classroom management and student engagement through structured transition cues. The final research report was meticulously reviewed and shared with the school administration, the cooperating teacher, and other relevant stakeholders to inform future teaching practices and potential broader implementation of the CLAP strategy.

Ethical Consideration

In compliance with ethical standards, informed consent was secured from the participants prior to conducting the survey. As part of the ethical process, researchers provided a comprehensive briefing on the Data Privacy Act of 2012, underscoring their dedication to safeguarding personal information and maintaining accountability

in handling sensitive data.

Participants were thoroughly informed about the study's purpose, potential benefits, and the significance of their involvement. The researchers also highlighted the confidentiality of the collected data and assured participants that their anonymity would be fully protected throughout the research process.

Data Analysis

With the aid of Minitab statistical software, the following statistical methods were used to analyze the data in this study:

Frequency and Percentage. Frequency and percentage were used to summarize and present the categorical data related to student engagement, allowing for a clearer understanding of patterns and trends before and after implementing the Circular Response Learning Strategy.

Mean and Standard Deviation. The mean and standard deviation were calculated to measure the central tendency and variability of students' engagement scores. The mean indicated the average level of engagement, while the standard deviation reflected the spread or consistency of student responses.

T-Test. A t-test was conducted to determine whether there was a statistically significant difference in students' engagement levels before and after the intervention. This test compared the pretest and posttest results to assess the strategy's effectiveness.

One-Way ANOVA. A one-way analysis of variance (ANOVA) was performed to compare the engagement scores among different groups of students, determining whether there were statistically significant differences in engagement levels based on group classifications such as section or gender.

RESULTS AND DISCUSSION

Level Of Classroom Management Efficiency Before The Implementation Of Cue-Based Learning Activity Prompts (CLAP)

Table 1 presents the distribution of learners' participation ratings, highlighting their overall performance in terms of engagement. The overall mean score of the group is in the Did Not Meet Expectations category (M = 25.622, SD = 5.514), indicating a generally low level of learner participation. The highest frequency of responses fell under the Did Not Meet Expectations category (n = 24, 64.86%) with a mean score of (M = 22.750, SD = 1.038). Meanwhile, only 13 learners (35.14%) were rated as Fairly Satisfactory, with a higher mean participation score of (M = 30.923, SD = 4.748).

The findings suggest that most learners demonstrated poor participation in classroom-related activities. The mean score for the group that Did Not Meet Expectations was significantly lower and more consistent (indicated by the smaller standard deviation), suggesting that these learners were consistently disengaged. Conversely, although fewer learners were categorized as Fairly Satisfactory, the higher standard deviation among this group reflects greater variation in their performance levels—implying that some individuals might be approaching higher participation levels but are still falling short of satisfactory engagement.

Recent studies highlight how well-targeted interventions can increase student engagement by developing self-regulated learning (SRL) abilities. For example, Zhang's (2024) study showed that SRL methods significantly improved the motivation, self-efficacy, communication willingness, and inventiveness of English as a Foreign Language (EFL) learners. These enhancements imply that SRL interventions can have a favorable effect on several aspects of student involvement. It has also been demonstrated that professional development courses emphasizing incorporating digital learning improve student engagement. Teachers who took part in digital professional development were more likely to embrace creative teaching strategies, creating more dynamic and captivating learning environments, according to Ayanwale et al. (2024). These results imply that SRL-focused treatments and teacher professional development programs can be essential to address low levels of classroom participation and foster meaningful student engagement.

These findings indicate a pressing need for intervention. Teachers and school administrators should prioritize developing and implementing strategies to boost classroom participation. Suggested activities may include interactive learning sessions, personalized feedback mechanisms, and participation-based incentive systems. Furthermore, classroom observations, learner engagement monitoring tools, and student consultations may help identify specific factors hindering participation. Addressing these gaps proactively can enhance learner involvement and overall academic outcomes.

Table 1 Level of Classroom Management Efficiency Before the Implementation of Cue-Based Learning Activity Prompts (CLAP)

Learners' Participation	Frequency	Percentage	M	SD
Fairly Satisfactory (FS)	13	35. 14	30.923	4.748
Did Not Meet Expectation (DNME)	24	64.86	22.750	1. 038
Overall Performance	37	100	25. 622	5.514

Note: Scale: 42-50 (Outstanding); 38-41 (Very Satisfactory); 34-37 (Satisfactory); 30-33 (Fairly Satisfactory); 1-29 (Did Not Meet Expectation)

5.2 Level Of Classroom Management Efficiency After Implementing Cue-Based Learning Activity Prompts (CLAP) Table 2 displays the distribution of learners' participation ratings across performance levels. The overall mean participation score of learners falls within the Outstanding category (M = 43.189, SD = 4.268), indicating a generally high level of engagement among the respondents. Most learners were rated as Outstanding (n = 24, 64.86%), with a mean score of (M = 45.708, SD = 2.726), reflecting strong and consistent classroom participation. This was followed by Very Satisfactory ratings (n = 10, 27.03%) with a mean score of (M = 39.500, SD = 1.080). The lowest proportion of learners fell under the Satisfactory category (n = 3, 8.11%), with a mean score of (M = 35.333, SD = 0.577).

The data suggests that most learners exhibit commendable levels of participation, with the largest group achieving Outstanding ratings. The relatively low standard deviations across all categories imply consistency in learner performance within their respective levels. The Very Satisfactory group, though smaller, also demonstrates stable and moderately high participation. Meanwhile, the small group of learners rated as Satisfactory shows minimal variation, suggesting a uniform but lower level of engagement that still meets acceptable standards.

According to recent studies, encouraging high student involvement requires creative teaching methods and efficient classroom management. According to Cambay and Paglinawan (2024), a supportive school climate and effective classroom management techniques significantly increase student participation. In support of this, Jack et al. (2024) showed how adding gamification components to classroom instruction can increase student engagement and motivation. These results imply that exceptional levels of student participation can be achieved by combining interactive teaching techniques with structured classroom management.

These findings point to effective participation dynamics in the classroom, which may be attributed to engaging teaching strategies, a supportive learning environment, or effective classroom management. However, attention must be given to the small learners who only achieved Satisfactory ratings. Teachers, advisers, and school administrators are encouraged to conduct focused mentoring sessions, provide differentiated tasks, and incorporate motivational strategies—such as gamified participation tracking, peer-assisted learning, and reflective self-assessments—to elevate the participation levels of these learners further. Doing so will ensure that all students can thrive and reach higher levels of academic engagement.

Table 2. Level of Classroom Management Efficiency after Implementing Cue-Based Learning Activity Prompts (CLAP)

Learners' Participation	Frequency	Percentage	M	SD
Outstanding (O)	24	64. 86	45.708	2.726
Very Satisfactory (VS)	10	27.03	39.500	1.080

Satisfactory (S)	3	8.11	35.333	0.577
Overall Performance	37	100	43. 189	4.268

Note: 42-50 (Outstanding); 38-41 (Very Satisfactory); 34-37 (Satisfactory); 30-33 (Fairly Satisfactory); 1-29 (Did not Meet the Expectations

Level Of Classroom Management Efficiency Before The Implementation Of Cue-Based Learning Activity Prompts (CLAP) Based On Checklist Observation

Table 3 presents the evaluation results of the Cue-Based Learning Activity Prompts (CLAP) strategy across six key constructs. The overall assessment of the strategy reflects a Least Effective result, with the lowest mean score recorded under Overall Effectiveness and Impact (M = 1.805, SD = 0.3605). Among all constructs, the highest-rated was Awareness and Understanding of CLAP, which was marked as Effective (M = 3.351, SD = 1.171). This was followed by Transition Efficiency Using CLAP (M = 2.216, SD = 0.338), Recommendation and Reflection (M = 2.189, SD = 0.339), Student Engagement and Behavior (M = 2.173, SD = 0.353), and Classroom Atmosphere and Learning (M = 1.897, SD = 0.364)—all of which fell under the Least Effective category.

The results suggest that while learners or respondents demonstrated a relatively strong awareness and understanding of the CLAP strategy, the actual application and its impact in the classroom remain limited. The highest standard deviation in this construct (SD = 1.171) implies varying levels of familiarity among the respondents, possibly due to inconsistent exposure or training. Meanwhile, the consistently low ratings in key implementation areas such as Student Engagement, Classroom Atmosphere, and Overall Impact indicate that the strategy may not yet be fully integrated into classroom practice or is not meeting learner needs in its current form. The narrow standard deviations for these constructs reflect a shared perception among respondents, signaling a widespread concern regarding the effectiveness of CLAP in improving learning experiences.

The importance of collaborative learning techniques in improving classroom dynamics and student engagement has been highlighted by recent studies. According to Palisbo et al. (2025), using a Collaborative Rotation Learning technique in geometry classes greatly enhanced student performance, communication abilities, and created a more positive learning atmosphere. Similarly, Li (2025) discovered that cooperative learning exercises in college English courses favorably impact peer support, which raised student interest. According to these results, including collaborative learning techniques can help overcome the difficulties encountered when implementing the CLAP strategy, which could result in increased student engagement and a more productive learning environment.

Given these findings, school administrators, instructional leaders, and teachers should take deliberate steps to improve the implementation of the CLAP strategy. It is recommended that comprehensive orientation sessions and capacity-building workshops be conducted to deepen teacher understanding and enhance delivery. Activities such as peer modeling, collaborative lesson planning, and routine reflection sessions could be implemented to bridge the effectiveness gap. Furthermore, conducting action research to improve the strategy based on classroom feedback iteratively may also increase its relevance and effectiveness in enhancing student participation, transitions, and classroom climate.

Table 3. Level Of Classroom Management Efficiency Before the Implementation of Cue-Based Learning Activity Prompts (CLAP) Based on Checklist Observation

Constructs	**M**	**SD**	**Remarks**
Awareness and Understanding of CLAP	3. 351	1.171	Somewhat Effective (SE)
Transition Efficiency Using CLAP	2.216	0.338	Not Effective (NE)
Student Engagement and Behavior	2.173	0.353	Not Effective (NE)
Classroom Atmosphere and Learning	1.897	0.364	Not Effective (NE)
Overall Effectiveness and Impact	1.805	0.3605	Not Effective (NE)
Recommendation and Reflection	2.189	0.339	Not Effective (NE)

Scale: 4.20-5.00 (Very Effective); 3.40-4.19 (Effective); 2.60-3.39 (Somewhat Effective); 1.80-2.59 (Least

Effective); 1.00-1.79 (Not Effective)

Level of Classroom Management Efficiency After the Implementation of Cue-Based Learning Activity Prompts (CLAP) Based on Checklist Observation

Table 4 presents the respondents' evaluation of the Cue-Based Learning Activity Prompts (CLAP) strategy across six instructional constructs. Overall, the results reflect a generally Effective perception of the strategy, with some components rated as Very Effective. The highest-rated construct was Recommendation and Reflection (M = 4.643, SD = 0.291), followed closely by Student Engagement and Behavior (M = 4.638, SD = 0.309)—both falling under the Very Effective category. These were followed by Classroom Atmosphere and Learning (M = 3.839, SD = 0.543), Awareness and Understanding of CLAP (M = 4.038, SD = 0.539), Transition Efficiency Using CLAP (M = 3.757, SD = 0.624), and Overall Effectiveness and Impact (M = 3.735, SD = 0.439)—all of which were rated as Effective.

The findings suggest that the CLAP strategy is positively received, particularly in enhancing student behavior and encouraging reflective learning. The highest means in Recommendation and Reflection and Student Engagement and Behavior indicate that learners respond actively to the CLAP strategy and are willing to recommend its continued use. Notably, the relatively low standard deviations (SD = 0.291; SD = 0.309) in these two areas suggest a consistent perception of high effectiveness among respondents. Meanwhile, the other constructs—though not rated as Very Effective—still showed favorable outcomes. Slightly lower ratings in Transition Efficiency, Overall Effectiveness, and Impact may point to areas where smoother implementation or integration of CLAP routines could further enhance classroom operations.

The usefulness of contextualized and interactive learning practices in raising student engagement and reflective learning is highlighted by recent educational studies. For example, Bello et al. (2023) created Contextualized Learning Activity Packets (CLAPs) that included regional environmental concerns into the curriculum, increasing the relevance of biodiversity and student interest. Similarly, Aguipo et al. (2025) used the Carousel Cooperative Learning Strategy, which included engaging group activities that encouraged science students in Grade 10 to participate and reflect actively. According to these studies, implementing collaborative learning strategies similar to the CLAP strategy and contextually relevant information can significantly improve student engagement in the classroom and foster deeper learning opportunities.

These findings underscore the need for continuous support and refinement of CLAP's implementation. School administrators and instructional leaders should consider leveraging the positive results by providing platforms for teachers to share best practices, such as professional learning communities (PLCs) or teaching demonstrations. To improve areas like transition efficiency, targeted teacher training sessions focusing on time management, routine reinforcement, and activity pacing could be helpful. Furthermore, feedback mechanisms involving students and teachers should be maintained to ensure that the strategy remains responsive to the evolving dynamics of the classroom environment.

Table 4. Level of Classroom Management Efficiency After the Implementation of Cue-Based Learning Activity Prompts (CLAP) Based on Checklist Observation

Constructs	**M**	**SD**	**Remarks**
Awareness and Understanding of CLAP	4.038	0.539	Effective (E)
Transition Efficiency Using CLAP	3.757	0.624	Effective (E)
Student Engagement and Behavior	4.638	0.309	Very Effective (VE)
Classroom Atmosphere and Learning	3.839	0.543	Effective (E)
Overall Effectiveness and Impact	3.735	0.439	Effective (E)
Recommendation and Reflection	4.643	0.291	Very Effective (VE)

Scale: 4.20-5.00 (Very Effective); 3.40-4.19 (Effective); 2.60-3.39 (Somewhat Effective); 1.80-2.59 (Least

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Effective); 1.00-1.79 (Not Effective)

Difference In Classroom Management Efficiency Before And After The Implementation Of CLAP Based On Rubric Assessment Scores

Table 5 compares learners' participation before and after implementing Cue-Based Learning Activity Prompts (CLAP) as a classroom management strategy. The mean participation score significantly improved from the Pretest (M = 25.622) to the Posttest (M = 43.189). This increase was statistically tested using a paired sample t-test, which yielded a t-value of -16.48 and a p-value of 0.000. Since the p-value is less than 0.01, the result is considered highly significant ($p < 0.01$), thereby rejecting the null hypothesis that there is no significant difference in learners' participation before and after CLAP integration.

The marked increase in mean scores demonstrates a substantial positive shift in learner participation levels following the implementation of CLAP. The pretest score (M = 25.622) falls within the Did Not Meet Expectations category. In contrast, the posttest-posttest score (M = 43.189) aligns with the Outstanding level of participation, based on the previously defined scale. This dramatic improvement highlights the effectiveness of CLAP in stimulating active learner engagement. It reflects the potential of structured, cue-based prompts in consistently managing classroom behaviors and participation patterns across different learners.

The notable increase in students' involvement after using CLAP is consistent with other studies highlighting the effectiveness of structured prompting techniques. According to Shawbitz and Brock (2023), systematic prompting raises student involvement in various learning contexts when done well. Similarly, Kirmizi (2024) showed that structured prompts and instructor expectations improve whole-class involvement. These results support CLAP's beneficial effects on student engagement and imply that using structured prompts and encouraging high instructor expectations are practical tactics for raising student participation in class.

The findings carry important implications for teachers, school administrators, and curriculum developers. Given the highly significant improvement in student participation, it is recommended that CLAP be institutionalized as part of the school's classroom management toolkit. To further enhance its impact, professional development programs should be designed to train teachers in effectively using CLAP strategies. Additionally, monitoring tools can be developed to assess participation levels and refine implementation practices continuously. Supplementary activities such as student reflections, cue-response routines, and peer-led interactions also sustain high engagement and promote learner autonomy.

Table 5. Difference in Classroom Management Efficiency Before and After the Implementation of CLAP Based on Rubric Assessment Scores

Variables	**Mean Score**		**Test Statistics**	
	Pretest	**Posttest**	**t- value**	**p- value**
Before and After Using Cue- Based Learning Activity Prompts (CLAP)	25. 622	43. 189	-16.48	0.000

Ho: There is no significant difference between learners' participation before and after integrating (Cue-Based Learning Activity Prompts) CLAP classroom management

Note: **p<0.01 (Highly Significant); *p<0.05 (Significant); p>0.05 (Not significant)

Difference in Classroom Management Efficiency Before and After the Implementation of CLAP, Based on the Rubric and Checklist Observation Results

Table 6 compares learners' evaluations of the Cue-Based Learning Activity Prompts (CLAP) strategy across six key constructs before and after its classroom implementation. Overall, there was a significant increase in the mean scores for all constructs from pretest to posttest. The most notable improvement was seen in Recommendation and Reflection, which rose from (M = 2.189) to (M = 4.643), followed closely by Student Engagement and Behavior from (M = 2.173) to (M = 4.638). These changes were statistically significant, with

corresponding t-values of -31.25 and -30.88, and p-values of 0.000, respectively ($p < 0.01$). The other constructs also showed statistically significant improvements: Classroom Atmosphere and Learning increased from ($M = 1.897$) to ($M = 3.837$; $t = -16.89$, $p = 0.000$), Overall Effectiveness and Impact from ($M = 1.805$) to ($M = 3.735$; $t = -18.15$, $p = 0.000$), Transition Efficiency from ($M = 2.216$) to ($M = 3.757$; $t = -11.78$, $p = 0.000$), and Awareness and Understanding of CLAP from ($M = 3.351$) to ($M = 4.038$; $t = -3.48$, $p = 0.001$).

These results reveal that CLAP effectively enhances learners' perceptions of classroom management and that the most pronounced improvements are seen in areas directly tied to student involvement and recommendation. The highest posttest scores were recorded for Recommendation and Reflection ($M = 4.643$) and Student Engagement and Behavior ($M = 4.638$), indicating that students felt deeply engaged and were highly likely to endorse the strategy after experiencing it. The significant rise in Classroom Atmosphere and Learning, and Overall Effectiveness and Impact suggests that CLAP contributed to creating a more conducive learning environment and positively influenced instructional delivery. Even the more procedural construct—Transition Efficiency—showed considerable improvement, pointing to better flow and management of classroom activities following the intervention.

The notable enhancements noted in many components after the application of CLAP are consistent with previous studies highlighting the value of organized classroom management techniques. Benzizoune (2024) showed how incorporating AI-enhanced gamification tools such as ClassDojo may significantly improve student engagement and classroom management, leading to better student behavior and a more favorable learning environment. Similarly, Ahmed and Du Plessis (2024) discovered that improving students' academic performance requires good classroom management, which includes teacher readiness and a positive social atmosphere. These results support CLAP's beneficial effects on student participation, classroom climate, and general efficacy, indicating that proactive management techniques and organized prompts can enhance classroom dynamics.

The implications of these findings are noteworthy for educators, school leaders, and curriculum planners. The data strongly support the integration of CLAP as an effective classroom management tool. Given the high significance levels across all constructs, it is recommended that training workshops be conducted to equip teachers with the practical skills needed to apply CLAP routines consistently. Moreover, embedding CLAP strategies into daily lesson planning and classroom rituals can sustain the observed gains. To further bridge any remaining gaps, schools might implement student feedback sessions, peer coaching for teachers, and action research cycles to refine CLAP usage based on context-specific classroom dynamics.

Table 6. Difference in Classroom Management Efficiency Before and After the Implementation Of CLAP, Based on the Rubric and Checklist Observation Results

Constructs	**Mean**		**Test Statistics**	
	Pretest	**Posttest**	**t- value**	**p- value**
Awareness and Understanding of CLAP	3.351	4.038	-3.48	0.001
Transition Efficiency Using CLAP	2.216	3.757	-11.78	0.000
Student Engagement and Behavior	2.173	4.638	-30.88	0.000
Classroom Atmosphere and Learning	1.897	3.837	-16.89	0.000
Overall Effectiveness and Impact	1.805	3.735	-18.15	0.000
Recommendation and Reflection	2.189	4. 643	-31.25	0.000

Ho: There is no significant difference between learners' participation before and after integrating (Cue-Based Learning Activity Prompts) CLAP classroom management

Note: **p<0.01 (Highly Significant); *p<0.05 (Significant); p>0.05 (Not significant)

SUMMARY, FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

Summary

The study revealed a significant improvement in learners' participation after implementing the Cue-Based

Learning Activity Prompts (CLAP) Strategy. Before the intervention, participation scores consistently fell within the "Fair Participation" category, with rubric ratings ranging from 9 to 11 during the first three weeks. This indicated that learners were only moderately involved, often showing limited engagement, inconsistent responses, and minimal collaboration during classroom activities.

Following the implementation of the CLAP Strategy, there was a notable and steady enhancement in learner participation. Scores improved progressively, reaching the "Excellent Participation" level by Week 6, with rubric ratings increasing from 13 to 15. This shift reflected a marked change in students' behavior, as they began participating more actively in discussions, collaborating more effectively in group work, and demonstrating increased enthusiasm and responsibility in class. These findings affirm the effectiveness of the CLAP Strategy as a classroom management tool that promotes active engagement, enhances participation, and fosters a more dynamic and responsive learning environment

Findings

The following were the study's key findings:

The level of student participation in Grade 7 English classes before the implementation of the CLAP Strategy was generally low to moderate, with rubric scores ranging between 9 and 11 in Weeks 1 to 3, corresponding to a "Fair Participation" rating. This suggests that many learners were only partially engaged, with limited involvement in classroom discussions and activities.

After the implementation of the CLAP Strategy, student participation significantly improved, with rubric scores steadily increasing from 12 to 15 between Weeks 4 and 6. This upward trend culminated in a shift to the "Excellent Participation" category by Week 6, reflecting stronger engagement, greater responsiveness, and active contribution among learners.

Checklist observations before the intervention indicated minimal learner engagement and low effectiveness of classroom participation, with observed behaviors frequently marked as "Never" or "Rarely." This showed students struggled with attentiveness, collaboration, and consistency in responding to classroom prompts.

Following the implementation, the checklist results showed substantial improvements in student participation behaviors. Observations shifted toward "Often" and "Always" ratings, indicating increased attentiveness, collaboration, and initiative among learners during CLAP-integrated lessons.

A significant difference was noted in rubric-based participation scores before and after the implementation of the CLAP Strategy. The rise from consistent "Fair Participation" scores (9–11) to consistent "Excellent Participation" scores (13–15) demonstrates the strategy's effectiveness in boosting active student engagement over time.

Similarly, checklist data revealed a marked improvement in observable participation behaviors, affirming the positive effect of the CLAP Strategy. The transition from predominantly low-frequency behaviors to high-frequency indicators suggests that the strategy successfully enhanced classroom dynamics and encouraged more meaningful learner involvement.

Conclusions

The study's results led to the formulation of the following conclusions:

The low to moderate level of student participation observed before the CLAP Strategy implementation highlights the need for more engaging, structured, and interactive teaching methods to stimulate consistent learner involvement in English classes.

The steady increase in rubric scores from Week 4 to Week 6, culminating in "Excellent Participation," confirms that the CLAP Strategy effectively fosters sustained student engagement and enhances responsiveness during classroom discussions and activities.

The initial checklist observations, which indicated minimal engagement and inconsistent participation behaviors, demonstrate that traditional classroom routines did not promote active learner attention, collaboration, and prompt responsiveness.

The post-intervention checklist results showing frequent positive participation behaviors validate the CLAP Strategy's role in encouraging attentiveness, collaboration, and student initiative, contributing to a more dynamic and interactive classroom environment.

The significant improvement in rubric-based participation scores before and after the intervention confirms the CLAP Strategy's effectiveness in transforming learner performance and engagement, making it a reliable tool for increasing classroom interaction.

The noticeable enhancement in checklist-observed behaviors supports the conclusion that the CLAP Strategy improves quantitative performance scores and positively influences students' qualitative classroom behavior, resulting in more meaningful and productive learning experiences.

Recommendations

Teachers may incorporate engaging and interactive strategies like CLAP early in the semester to address low to moderate student participation and foster a more active learning environment from the start.

Educators are encouraged to consistently apply the CLAP Strategy throughout the learning period, as its continued use has proven effective in steadily improving student engagement and participation over time.

Teachers may incorporate structured classroom routines that include regular cue-based prompts and collaborative activities designed to increase student attentiveness and encourage consistent participation, especially for learners who initially struggle with focus and active involvement during lessons.

Teachers may use checklist observations or similar monitoring tools to assess student participation behaviors regularly and adjust instructional methods to reinforce positive engagement and active collaboration.

Schools and educational leaders may support professional development programs that train teachers on implementing strategies like CLAP, which have demonstrated measurable improvements in student participation and classroom interaction.

Further research and practice may explore integrating the CLAP Strategy with other student-centered approaches to sustain quantitative improvements in participation and qualitative enhancements in learner behavior and classroom dynamics.

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