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Management of Shifting Classes Towards Motivation and Engagement, and Cookery Skills of Grade 10 Learners

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A B S T R A C T

The study examined the management of shifting classes and its impact on Amadeo National High School Grade 10 learners' motivation and engagement, and cookery skills. It specifically measured the perceptions of students regarding the learning environment, teaching methods, and learner diversity, and how these factors influenced their motivation and engagement in cooking, as well as their performance in key cookery skills. The Descriptive-Correlational design was used with a researcher-made questionnaire as the main data-gathering instrument and with rubrics that measured the cookery skills of the students. The results revealed that students have a positive perception of the management of shifting classes in terms of the learning environment, teaching methods, and diversity of learners. The study found high levels of student involvement regarding motivation and engagement in cooking. In terms of cookery skills, students showed "Very Satisfactory" performance in cooking and plating which leads to significant positive correlations between the management of shifting classes and student motivation and engagement as well as cookery skills. These findings suggested that the effectiveness of shifting class management directly influences both student engagement and the development of practical cookery skills.

Keywords: Shifting classes, motivation and engagement, cookery skills, learning environment, teaching method, diversity of learners.

1. Introduction

Morning and evening sessions are typically included in shifting schedules. They frequently share time, workspace and facilities. Here in the Philippines, class switching was introduced as a way to alleviate the scarcity of classrooms and lower class sizes. Class scheduling is done to meet the number of pupils enrolled each year, particularly in public schools. In the Philippines, public schools use shifting classes as a solution to the widespread issue of a shortage of buildings and classrooms. It's a stopgap measure in overcrowded schools. Amadeo National High School also adapts to shifting classes where morning classes starts at 6 am and ends at 12 pm and afternoon classes starts at 12:30 pm and ends at 6:30 in the evening. Typically, each course or subjects has a small time allotment so that students can complete all of their coursework during their shift.

Today's schools continue to face serious issues with inadequate classrooms, science and HE labs, and other necessary equipment. According to Shielamarie Gaviola's paper, "Management of Shifting Classes in the Division of Antipolo" this issue could have a detrimental effect on students' access to high-quality education. Inadequate school infrastructure is one of the major issues facing the nation's education system today. The Philippine Institute for Development Studies' 2022 research, "School Infrastructure in the Philippines," demonstrates the necessity of building more classrooms to relieve traffic and adhere to quality and safety regulations. Studies show that crammed classrooms not only make it harder for students to focus on their lessons but also restrict the amount of time teachers can dedicate to creative teaching strategies like cooperative learning and group projects or to covering material beyond the curriculum's minimum requirements. In addition, educators in crowded classrooms are more overworked, more prone to burnout, or have less positive relationships with their students.

Although public schools in the Philippines are often overcrowded, the DepEd has never made an effort to acquire land for new school locations for a number of reasons. There was a long-standing attitude among some in the DepEd prior to our intervention in 2014 that school properties ought to be donated by the local government or private persons and groups rather than being bought. The DepEd instead concentrated on building more classrooms at the locations of already-existing schools. The DepEd developed and implemented a wide range of controversial strategies, such as dividing classes into morning, afternoon, and evening sessions—even at the elementary level—and using wall dividers to split classrooms to counteract the growing student-to-classroom ratio.

Overcrowding, or when a place or area became crowded and created issues, was referred to as congestion. In this context, more students than were needed in a classroom were deemed to be in an overcrowded classroom. Due to this, there were insufficient seating configurations, limited space, and high student-teacher ratios, which further exacerbated issues in the procedures of instruction and learning, leading to inadequate cooperation and communication. (Siddiqui, 2018). In the Philippines, schedule shifting can allow students more autonomy and control over their education, empowering them to prioritize their interests and responsibilities and better manage their calendars. This method also takes into account the different learning styles,

demands, and preferences of the students, enabling them to tailor their education and improve their academic performance. All things considered, the implementation of schedule shifting in schools marks a substantial turn toward an increasingly student-centered approach to education, which may have profound effects on the direction of education in the Philippines in the future.

2. Review of Related Literature

According to the study "The Effects of Class Schedules on the Focus and Punctuality of Senior High School Students", The timetable for classes may start to affect a student's attentiveness and punctuality. As they are attentive and engaged to participate, study, and absorb the courses and materials being presented to them, students' focus in class is a critical component of their success. Pupils who are on time can come at school and complete their assignments in class, which is essential for their performance. This makes timeliness another important factor in their success. The time of a student's class schedule can affect their ability to concentrate and arrive on time, particularly if they have adequately prepared for the session. When lessons begin at a time that maximizes students' sleep and readiness for learning, students may be more focused and timelier. Because it affects daily habits and the ability to adjust to scheduled intervals, the class schedule can have a substantial impact on students' attentiveness and punctuality. Students who are not morning-oriented may find early morning classes difficult, which could result in decreased focus and tardiness. In a similar vein, attending classes back-to-back or having a late schedule can wear you out and make you less attentive. Students' sleep cycles, study plans, and general productivity may all be disturbed by an unorganized schedule, which may ultimately have an impact on their academic achievement and level of involvement. Students' academic performance and the class schedule are closely related accomplishment (Comer, 2012; Cotti et al., 2018). Student learning and performance can be strongly impacted by the class schedule. As competency-based curricula gain popularity, more people are realizing that longer class periods can improve student engagement and enable in-depth subject exploration.

This change may improve students' understanding of difficult ideas, encourage group projects, and offer experiential learning opportunities. It also enables teachers to assess student development more successfully and employ a variety of instructional tactics. Since it is so important to academic performance, debates on the best class schedule have been going on for more than ten years. These discussions center on maximizing learning results, striking a balance between the welfare of students, and attending to a variety of demands, including those of morning and evening learners. Disagreements over the best times to start courses, how long they should last, and when to take breaks still exist despite developments in educational research and reform efforts. This continuous discussion emphasizes how difficult it is to create timetables that successfully promote students' academic achievement and overall growth. Professionals from various educational circles and think tanks frequently participate in a contentious debate about how to model a better classroom timetable as per Roberts (2016). The class schedule has a significant impact on how well students do academically, affecting factors such as focus and attentiveness, output, and general learning objectives. The way classes are scheduled and organized has a direct impact on students' capacity to learn and remember material, adjust to regular schedules, and manage their personal and academic obligations. With shifting classes, school heads think very thoroughly and critically to provide students a better, structured, and balanced class program.

3. Framework and Methodology

The Descriptive-Correlational design is a research method used to determine the interaction between independent variable which is the management of shifting classes that includes indicators such as learning environment, teaching methods, and diversity of learners and dependent variables which include motivation and engagement, and cookery skills in terms of preparing, cooking and plating, which can be used to determine a cause-and-effect relationship.

4. Summary

1. On the perception of the students on management of shifting classes in terms of learning environment suggests that, on average, students generally agree that the management of shifting classes creates a positive learning environment. The responses are mostly favorable across the indicators, indicating satisfaction with how the learning environment is managed during shifting class.

2. On the perception of the students on management of shifting classes in terms of teaching methods reveal that students have a highly positive perception of the teaching methods used in the management of shifting classes. The data indicates strong agreement among students that the teaching methods are effective and well-suited to their learning needs. While there is some slight variation in individual responses, the consensus is overwhelmingly positive, with most students agreeing that the teaching methods enhance their learning experience despite the challenges of shifting class schedules.

3. On the perception of the students on management of shifting classes in terms of diversity of learner indicate that students have a generally positive perception of how diversity is managed in shifting classes. The findings revealed a favorable response indicating that students have a positive perception of how learner diversity is managed in the   shows that students agree that the diversity of learners is effectively addressed in the classroom, allowing for an inclusive and supportive learning environment. Although there is slight variation in individual responses, the majority of students share a favorable view on how their diverse needs are considered during class shifts.

4. On students' level of motivation and engagement in cooking suggest that students have a strong level of motivation and engagement in cooking with favorable data implying that students generally enjoy cooking, believe it is an important skill, and approach cooking tasks with enthusiasm. While there is some variation in individual responses, the data shows a positive and consistent trend in students' motivation to engage with cooking, demonstrating their interest in the subject and desire to explore new culinary experiences.

5. On the performance of the students in cookery skills (mise en place, cooking, and plating) reflects that, on average, students are performing at a very satisfactory level across all aspects of cookery skills. The relatively higher standard deviation indicates some variation in the students' performances across the different areas, but most students are achieving a high standard of competency in their cookery skills.

6. On the significant relationship between management of shifting classes and motivation, engagement, and cookery skills.

Learning Environment

A well-organized and encouraging learning environment is crucial for raising students' enthusiasm and involvement. Students are more likely to feel motivated and engaged when the environment is upbeat and supportive of learning. Students' cooking abilities also show a discernible, albeit minor, improvement, indicating that a consistent setting may marginally improve practical learning results.

Teaching Methods

Student motivation and engagement are greatly impacted by the manner in which classes are taught. Increased student engagement and passion are directly correlated with effective and captivating teaching methods. Although the change is subtler, these techniques also help people become better cooks. This emphasizes how crucial high-quality training is for both theoretical and practical learning.

Diversity of Learners

Higher motivation and engagement are also linked to a classroom with students from a variety of backgrounds and learning styles. It appears that this diversity enhances the educational process and motivates pupils to engage more fully. Although there is some influence on cooking abilities, it is quite little, suggesting that diversity largely improves classroom dynamics rather than having a direct impact on the development of practical skills..

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