



Managing Classroom Space Constraints to Support Effective Learning: A Qualitative Study

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ABSTRACT

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This study aims to examine the effects of limited classroom availability on the effectiveness and quality of the teaching and learning process, with particular attention to classroom conditions, their implications for students and teachers, and school efforts to address these challenges. This study employed a qualitative approach with a descriptive research design. Data were collected through interviews, observations, and documentation involving school principals, vice principals, and teachers selected through purposive sampling. Data credibility was established through source and technique triangulation, while data were analyzed using the interactive model of Miles, Huberman, and Saldaña, comprising data reduction, data display, and conclusion drawing. The findings indicate that limited classroom availability leads to shift-based learning, reduced instructional time, lower student comfort and concentration, and difficulties for teachers in managing classrooms and delivering learning materials effectively. Schools respond by optimizing available spaces, reorganizing schedules, maintaining existing facilities, proposing additional classroom construction, utilizing educational technology, and strengthening stakeholder collaboration. The findings highlight the importance of adequate classroom provision and systematic facility management to create effective, comfortable, and conducive learning environments. Strategic resource optimization and collaborative planning are also essential for sustaining learning quality under infrastructure constraints.

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INTRODUCTION

Education plays a fundamental role in developing human capabilities and improving the quality of life. A supportive learning environment is therefore essential to ensure that students can participate actively and teachers can deliver

instruction effectively. Among educational facilities, classrooms provide the primary physical setting for interaction, instruction, collaboration, and learning activities. Adequate classroom provision enables schools to organize learning systematically while supporting students' comfort and concentration. Research has demonstrated that the availability and quality of educational infrastructure contribute to school development and sustainable improvement in academic performance (Charles et al., 2025; Adeoye & Ainnubi, 2023; Bahri & Najiburrahman, 2024). Similarly, learning facilities are associated with learning effectiveness (Nurbaiti et al., 2024; Pratiwi & Zaini, 2023). Thus, classroom availability is not merely an infrastructure concern but an important educational resource that can influence the quality, continuity, and effectiveness of teaching and learning.

A major problem faced by educational institutions is the mismatch between the number of students and the availability of appropriate learning spaces. When classrooms are insufficient, schools may be required to reorganize learning schedules, share facilities, or implement shift-based instruction. Such arrangements can reduce instructional opportunities and create challenges in maintaining effective classroom environments. Classroom capacity is closely related to the organization of learning activities, particularly when the number of learners exceeds the space available (Maharam & Norazman, 2024; Baharun, 2025; Lisah & Baharun, 2025). Overcapacity can also interfere with students' ability to focus during learning activities (Husain et al., 2025; Yu et al., 2025; Ridlo & Yanti, 2023). From the teachers' perspective, limited or inappropriate learning spaces may increase classroom management difficulties and constrain instructional practices. Consequently, insufficient classroom provision represents a broader management problem that can affect students, teachers, and school performance.

In practice, classroom limitations may manifest through the use of learning spaces beyond their intended functions, schedule adjustments, shortened learning sessions, and increased pressure on teachers to maintain effective instruction. Such conditions require schools to manage existing facilities strategically while ensuring that learning objectives remain achievable. Studies have shown that spatial-temporal utilization of school facilities is related to teachers' performance, indicating that how facilities are organized and used can have important educational consequences (Imoh, 2025; Permatasari & Shudiq, 2024). Research on classroom management has likewise emphasized that teachers encounter challenges in maintaining productive learning environments when classroom conditions are not adequately supportive (Ullah et al., 2025; Basri et al., 2024; Setiawan & Rizal, 2024). These circumstances indicate that classroom availability should be examined not only as a quantitative

infrastructure issue but also as a factor influencing instructional practices, classroom management, student engagement, and the overall quality of the learning process.

Previous studies have examined educational facilities from several perspectives, including infrastructure availability, classroom capacity, facility utilization, and learning effectiveness. Charles et al. (2025) demonstrated the contribution of infrastructure availability to school growth and sustainable academic improvement, while Nurbaiti et al. (2024) established the importance of learning facilities and classroom management for learning effectiveness. Maharam and Norazman (2024) specifically examined classroom capacity and its relationship with learning activities, whereas Imoh (2025) focused on the spatial-temporal utilization of school facilities and teacher performance. These studies collectively establish that physical learning environments have meaningful implications for educational processes. However, most studies tend to examine facilities through quantitative relationships or specific dimensions of infrastructure, providing limited explanation of how classroom shortages are experienced by teachers and managed by schools in everyday instructional situations.

Other research has highlighted the importance of classroom management, teacher experiences, and adaptation to changing educational conditions. Nurlatifah et al. (2024) showed that effective classroom management can support learning effectiveness, while Raswati et al. (2025) emphasized the combined importance of classroom management and infrastructure management in improving learning achievement. Ullah et al. (2025) further identified practical challenges experienced by teachers in managing classrooms. Meanwhile, Burke et al. (2025) demonstrated that teachers continually reconstruct their practices in response to changing educational contexts. Although these studies provide valuable insights, there remains a gap concerning the specific consequences of inadequate classroom availability and the concrete strategies schools employ to sustain instruction under such constraints. Addressing this gap is important because infrastructure limitations may require simultaneous pedagogical, managerial, scheduling, and technological adaptations that cannot be fully captured through facility-focused analysis alone.

The state of the art of this study lies in examining limited classroom availability as a multidimensional educational management problem rather than solely as an infrastructure deficiency. The study integrates three interconnected dimensions: the condition and availability of classrooms, the consequences of these limitations for students and teachers, and institutional strategies for maintaining effective teaching and learning. This perspective provides a more comprehensive understanding of how schools adapt when physical learning

spaces are insufficient. The study is important because identifying practical forms of adaptation can help schools optimize existing resources while maintaining instructional continuity. Its contribution lies in developing an empirically grounded account of facility management and instructional adaptation that can inform school-level decision-making, infrastructure planning, classroom scheduling, and the strategic use of alternative learning spaces and educational technologies.

Based on this context, the research problem concerns how limited classroom availability affects the teaching and learning process and how schools respond to the resulting challenges. The study argues that classroom shortages do not merely reduce physical space but can influence instructional time, student comfort and concentration, teacher classroom management, and the delivery of learning materials. However, these effects may be mitigated when schools systematically optimize available spaces, reorganize schedules, maintain existing facilities, employ educational technology, and collaborate with relevant stakeholders. Therefore, this study aims to examine the impact of limited classroom availability on teaching and learning while identifying institutional strategies for managing its consequences. The study contributes practical evidence for strengthening school facility management and supporting effective, equitable, and sustainable learning environments despite infrastructure constraints.

RESEARCH METHODS

This study employed a qualitative approach with a descriptive research design to obtain an in-depth understanding of how limited classroom availability affects the teaching and learning process (Stanley, 2023; Pregoner, 2024). A qualitative design was considered appropriate because the study focused on describing participants' experiences, classroom conditions, instructional challenges, and institutional responses within their natural educational context. This approach enables researchers to examine how teachers interpret and adapt their practices when faced with limitations in learning spaces. Such a perspective is consistent with recent qualitative studies that have explored teachers' experiences, classroom management challenges, and changes in educational practice through contextual inquiry (Burke et al., 2025; Situmeang et al., 2025; Ullah et al., 2025). The research was conducted in an elementary school experiencing limitations in classroom availability, selected because the condition provided a relevant context for examining the relationship between classroom provision, instructional practices, and school-level facility management.

Data were collected through semi-structured interviews, direct observations, and documentation. Informants were selected purposively based on their direct knowledge and involvement in classroom instruction and school facility management, including the principal, vice principal, and teachers. Interviews explored participants' experiences regarding classroom limitations, their effects on instructional time, student learning conditions, classroom management, and strategies implemented by the school. Observations were conducted to examine classroom utilization, learning activities, scheduling arrangements, and the use of available facilities. Documentation complemented the primary data through relevant records concerning classroom availability, facilities, schedules, and school management. The use of multiple data collection techniques enabled the study to capture both participants' perspectives and actual educational practices, consistent with qualitative investigations of classroom management and educational adaptation (Nurlatifah et al., 2024; Raswati et al., 2025).

Data analysis followed an interactive qualitative process involving data condensation, data display, and verification or conclusion drawing. Data condensation was conducted by selecting, organizing, coding, and focusing interview, observation, and documentation data according to the research objectives. The condensed data were then displayed thematically to identify patterns concerning classroom limitations, their effects on students and teachers, and institutional responses. Verification was undertaken continuously by comparing emerging findings across informants and data collection techniques to strengthen the credibility and consistency of interpretations. Source and technique triangulation were applied by comparing information obtained from the principal, vice principal, and teachers and by cross-checking interview findings with observations and documentation. This analytical process enabled the study to develop a contextual interpretation of classroom availability challenges and school adaptation strategies.

RESULTS AND DISCUSSION

Results

Classroom Conditions and Availability

The findings showed that classroom availability was limited in relation to the school's instructional needs. The available classrooms were not sufficient to accommodate all learning activities simultaneously. Consequently, the school had to organize the use of existing classrooms and adjust learning arrangements to ensure that teaching and learning activities could continue. Classroom conditions and availability therefore became an important consideration in the daily organization of school activities.

The limited number of classrooms also affected the use of available learning spaces. Some spaces had to be utilized according to a rotating schedule, while classroom allocation was adjusted based on the number of classes and instructional activities. The findings indicated that the school continuously sought to maximize the use of existing facilities to accommodate ongoing learning needs.

Implementation of Shift-Based Learning

One of the main consequences of limited classroom availability was the implementation of a shift-based learning system. Classes could not always be conducted simultaneously because the available rooms had to be shared among different groups of students. As a result, the school organized learning schedules into different sessions.

The implementation of this system affected the duration and organization of instruction. Teachers had to adjust lesson schedules and manage the delivery of learning materials within the available instructional time. The shorter and divided learning sessions required teachers to organize classroom activities more carefully to ensure that planned lessons could still be implemented.

Effects on Students' Learning Conditions

Limited classroom availability affected students' learning conditions, particularly their comfort and concentration during lessons. The findings showed that learning activities could become less conducive when the available space was required to accommodate a large number of students or when classroom use had to be adjusted frequently.

Students also experienced changes in their learning routines because of the shift-based schedule. The differences in learning sessions influenced the regularity of classroom activities and reduced the time available for interaction during the school day. These conditions affected students' opportunities to participate in discussions, collaborative activities, and other learning activities requiring sufficient classroom space and time.

Effects on Teachers and the Teaching Process

The findings indicated that limited classroom availability created challenges for teachers in managing learning activities. Teachers had to adapt their teaching strategies to the available space and instructional schedule. Classroom management became more demanding, particularly when teachers needed to maintain student attention and complete learning activities within a limited period.

The limitations also influenced the delivery of learning materials. Teachers needed to prioritize essential content and adjust the sequence of learning activities according to the available instructional time. The use of certain instructional media and learning activities was also influenced by space limitations, requiring teachers to modify planned activities based on existing classroom conditions.

School Efforts to Address Classroom Limitations

The school implemented several efforts to address the limitations in classroom availability. One strategy was to optimize the use of available spaces by organizing classroom allocation and learning schedules. This arrangement was intended to ensure that available facilities could be used as efficiently as possible.

The school also maintained existing classrooms and facilities to ensure that they remained functional for learning activities. In addition, the school sought to address longer-term classroom needs by proposing the construction or provision of additional classrooms. Educational technology was also used to support learning activities when physical space constraints affected the implementation of conventional instruction.

Stakeholder Collaboration and Facility Planning

Another finding concerned the importance of collaboration in addressing classroom limitations. School administrators, teachers, and other relevant stakeholders were involved in efforts to identify facility needs and support improvements. The school also conducted planning and evaluation related to the condition and availability of educational facilities.

These efforts included identifying priority needs, maintaining existing resources, organizing facility use, and seeking support for future infrastructure development. The findings showed that addressing limited classroom availability involved both immediate adaptations to sustain daily learning activities and longer-term planning to improve the adequacy of educational facilities.

Discussion

The findings demonstrate that limited classroom availability is not merely an infrastructure issue but directly shapes the organization of teaching and learning. The implementation of shift-based learning, reduced instructional time, and adjustments to classroom use indicates that physical capacity influences instructional continuity. This finding is consistent with Charles et al. (2025), who identified infrastructure availability as a contributor to school growth and

sustainable academic improvement. It also supports Maharam and Norazman (2024), who emphasized the importance of classroom capacity for effective learning activities. However, the present findings extend these perspectives by showing how classroom shortages translate into concrete daily adaptations in school operations. Thus, classroom availability should be understood as an educational management resource that affects both the structural and operational dimensions of learning.

The finding that limited classroom space reduces students' comfort and concentration is consistent with Husain et al. (2025), who reported that overcapacity can affect students' focus during learning. Similarly, Nurbaiti et al. (2024) found that learning facilities and classroom management contribute to learning effectiveness. The present study reinforces these findings by demonstrating that insufficient classroom availability creates conditions requiring students to learn within less flexible spatial arrangements and shortened schedules. However, rather than focusing primarily on statistical relationships between facilities and learning effectiveness, this study reveals the processes through which facility limitations are experienced during everyday classroom activities. This qualitative evidence contributes a contextual understanding of how infrastructure constraints influence students' learning experiences, particularly through comfort, concentration, instructional time, and opportunities for interaction.

The findings also indicate that teachers face difficulties in managing classrooms and delivering learning materials when classroom availability is limited. Teachers must modify lesson plans, prioritize essential materials, and adjust instructional strategies according to available space and time. This finding corresponds with Ullah et al. (2025), who identified classroom management challenges from teachers' perspectives. It also complements Imoh (2025), who associated the spatial-temporal utilization of school facilities with teacher performance. Nevertheless, the present study provides a more specific explanation of the adaptation process by connecting classroom shortages with instructional time, classroom organization, and delivery of learning materials. The contribution therefore lies in demonstrating that teachers' responses to infrastructure constraints are not isolated pedagogical decisions but forms of adaptive practice shaped by the physical and organizational conditions of the school.

Another important finding concerns the school's response to classroom limitations through schedule reorganization, optimization of existing spaces, facility maintenance, and proposals for additional classrooms. These strategies are consistent with Raswati et al. (2025), who highlighted the importance of integrating classroom management and infrastructure management to support

learning achievement. The finding also aligns with Charles et al. (2025), which emphasizes infrastructure development as part of sustainable school improvement. However, the present study identifies resource optimization as an immediate managerial response while additional infrastructure represents a longer-term solution. This distinction contributes to the literature by showing that schools do not necessarily respond to infrastructure shortages through construction alone. Instead, they combine operational adjustments and strategic facility planning to maintain educational services under constrained conditions.

The use of educational technology as a complementary response also reflects broader transformations in instructional practice. Kreis et al. (2024) demonstrated the potential of flipped and online classroom approaches to transform teacher education, while Pati et al. (2025) showed the practical use of Google Classroom in supporting online learning. Similarly, Zhong and Zhao (2025) highlighted broader paradigm shifts in learning associated with technological development. The present findings extend this literature by positioning technology not simply as an instructional innovation but as a compensatory strategy for physical classroom limitations. This represents an important distinction: technology becomes part of facility management and instructional continuity when conventional learning spaces are insufficient. The finding therefore suggests that digital tools can complement, although not necessarily replace, adequate physical classroom provision.

The findings further support the view that teachers and schools continuously adapt their practices to changing educational conditions. Burke et al. (2025) showed that teachers' metaphors of practice shift as their professional contexts change, while Situmeang et al. (2025) documented teachers' experiences of adapting to curriculum transition. The present study extends this perspective by identifying infrastructure constraints as another important source of professional and organizational adaptation. Its novelty lies in connecting three dimensions that are often examined separately: classroom availability, instructional consequences, and institutional responses. Rather than treating facilities as static physical resources, the study demonstrates that their availability influences pedagogical decisions, scheduling, classroom management, and technology use. This integrated perspective provides a more comprehensive explanation of how schools sustain learning under spatial constraints.

Overall, the study contributes a facility-management perspective to understanding educational effectiveness by demonstrating that classroom shortages require coordinated pedagogical and organizational responses. The findings suggest that maintaining learning quality depends not only on constructing additional classrooms but also on strategically managing existing

spaces, schedules, facilities, technology, and stakeholder collaboration. This contribution complements previous research on infrastructure, classroom management, teacher adaptation, and digital learning while addressing the limited attention given to the combined effects of classroom scarcity and school-level responses. The novelty of the study consequently lies in conceptualizing limited classroom availability as a multidimensional management challenge rather than a simple shortage of physical infrastructure. Such an understanding can support more responsive school planning and help educational institutions preserve instructional continuity while pursuing longer-term improvements in classroom capacity.

CONCLUSION

This study concludes that limited classroom availability affects the continuity and quality of teaching and learning by requiring shift-based instruction, reducing instructional time, constraining classroom management, and affecting students' comfort and concentration. The key lesson is that classroom provision should be viewed not merely as physical infrastructure but as an essential component of educational management that shapes instructional practices and learning conditions. The study contributes to the field by providing a contextual, qualitative understanding of how schools simultaneously manage spatial constraints, instructional adjustments, facility optimization, technology use, and stakeholder collaboration. Nevertheless, the study is limited by its qualitative descriptive design and reliance on perspectives from school-level participants, which limits the generalizability of the findings to different educational contexts. Future research should involve multiple schools with diverse infrastructure conditions and consider mixed-method or quantitative designs to examine the relationships between classroom availability, instructional quality, student engagement, and learning outcomes, while also evaluating the effectiveness of different facility-management strategies.

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