

WITHIN SCHOOL CORNERS, YET OUTSIDE CLASSROOM WALLS: STORIES OF STUDENTS IN TEMPORARY LEARNING SHELTERS

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ABSTRACT

This study explored the lived experiences of students who attended classes in temporary learning shelters due to classroom shortages in Kidapawan City. Employing a qualitative research design, the study addressed a significant research gap by focusing on the perspectives and challenges faced by these learners. Seventeen participants were purposively selected, and data were gathered through in-depth interviews. Thematic analysis was utilized to interpret the findings. Results revealed that students' experiences in temporary learning shelters were characterized by extreme heat, inadequate facilities, poor classroom conditions, frequent noise and distractions, and diminished motivation and resilience. The challenges identified included noise disturbances, cramped spaces, lack of privacy, insufficient resources, and limited family and peer support. Furthermore, students expressed expectations for improvements such as enclosing classrooms, installing fans and ventilation systems, upgrading facilities, ensuring cleanliness and maintenance, and promoting equity and inclusion. The findings underscore the urgent need for educational stakeholders to create safe, conducive, and inclusive learning environments, even in temporary settings, to support student engagement and academic success.

Keywords: Qualitative Study, Temporary Learning Shelters, Student Experiences, Thematic Analysis, Kidapawan City

INTRODUCTION

Background of the Study

Education is a fundamental right that should be accessible to all students in supportive learning environments. However, natural disasters can create significant barriers to this accessibility. Following the 2019 earthquake in Kidapawan, many school buildings became unsafe, prompting educational institutions to set up Temporary Learning Shelters (TLS) to maintain continuity in education. While these shelters provide immediate relief, their effectiveness in promoting meaningful learning is a critical concern.

The EDCOM 2022 report underscored a critical shortage of classrooms within the Philippine public school system, estimating a backlog of approximately 165,443 classrooms nationwide to mitigate overcrowding concerns. The report emphasized that classroom construction has exhibited a slow, inefficient, and unsustainable trajectory, characterized by substantial delays attributable to bureaucratic complexities, misalignment between agencies such as DepEd and DPWH, and underutilization of the Basic Education Facilities Fund (BEFF). Notably, only 192 out of the 6,379 classrooms earmarked for completion in 2023 were actually constructed, and in 2022, no new classrooms were constructed through new appropriations (The Second Congressional Commission on Education, 2024).

Research also shows that inadequate classroom infrastructure can have a negative impact on students' engagement, performance, and overall well-being. Kholisah et al. (2024) found that shortages of classrooms lead to overcrowding, distractions, and stress, which hinder effective teaching and learning. Similarly, Reyes (2024) discovered that students in makeshift classrooms often perform poorly academically due to environmental discomfort and motivational issues. These findings are consistent with Navarro's (2022) research on the ongoing disparities in classroom infrastructure across various regions in the Philippines, which further exacerbate educational inequalities. Additionally, studies by Osai et al. (2021) and Barrett et al. (2019) emphasize the importance of well-designed learning environments, highlighting that students in subpar classrooms struggle with concentration, emotional distress, and reduced interaction with teachers.

Despite these findings, there's a glaring absence of localized research specifically examining how Temporary Learning Shelters impact students' academic engagement, performance, and well-being in Kidapawan. The unique challenges posed by inadequate classroom facilities in this region remain largely unexplored, particularly regarding how students adapt their learning experiences within these temporary settings. Understanding these challenges is crucial for educators, policymakers, and stakeholders seeking to develop strategies to mitigate the negative effects of TLS and enhance students' learning environments.

This study draws inspiration from Environmental Psychology Theory (Proshansky, 1987), which highlights the impact of environmental stressors on cognitive and emotional

well-being. The research aims to delve into students' experiences within Temporary Learning Shelters. Specifically, it explored how TLS affects student engagement and performance, the strategies teachers employ to enhance learning under such circumstances, and how students adapt to maximize their educational experience despite the limitations imposed by the infrastructure. By addressing these questions, the study seeks to provide valuable insights that can inform educational policies and interventions aimed at supporting students in areas affected by disasters.

METHODS

Research Design

The researcher employed a qualitative research design to gain a deep, comprehensive, and nuanced understanding of the experiences (Kekeya, 2021) of students studying in Temporary Learning Shelters due to classroom shortages in Kidapawan. This approach emphasizes capturing the students' lived realities by allowing them to share their personal stories and perspectives. By using qualitative methods, the researcher aims to meaningfully interpret the diverse experiences of students within these unique learning environments. The study employed flexible and adaptive questions and techniques to respond to the students' viewpoints and evolving insights. Data collection was conducted in settings where students feel comfortable and open, encouraging authentic and honest sharing. The analysis followed an inductive approach, moving from specific individual experiences to broader themes. This approach enables the researcher to uncover underlying patterns and meanings related to how students engage, learn, and adapt within Temporary Learning Shelters.

Phenomenological research, a qualitative approach rooted in philosophy and psychology, explores the lived experiences of individuals related to a specific phenomenon (Williams, 2021). This study focuses on capturing the authentic realities (Moustakas, 1994; Creswell, 2013) of students attending classes in Temporary Learning Shelters due to classroom shortages in Kidapawan. It reveals the core essence of students' shared experiences, including their perceptions, navigation, and adaptation to unique learning environments.

Phenomenological research typically involves in-depth interviews where participants express their personal stories and insights (Badil et al., 2023). Other qualitative techniques like participant observations and focus group discussions gather rich data. These methods uncover underlying themes and patterns in students' responses, providing a holistic understanding of how studying in Temporary Learning Shelters affects their engagement, academic performance, and learning experience.

By focusing on students' perspectives, researchers can explore their challenges, coping strategies, and preferred teaching methods. Phenomenological research illuminates the complexities of learning in non-traditional spaces, informing educators, policymakers, and stakeholders on how to better support students in similar contexts.

Participants

The participants in this study were students from various schools under the Schools Division Office of Kidapawan City. These students were carefully selected based on their

direct experience of attending classes within Temporary Learning Shelters (TLS) due to classroom shortages within the division. The study included 17 students from different grade levels to ensure a diverse representation of perspectives across various age groups, academic backgrounds, and socio-economic statuses. School administrators and class advisers assisted in the selection process to identify students who have spent at least one academic year in TLS. Before participating, informed consent from parents and assent from students were obtained in accordance with ethical research standards. These students served as primary informants, sharing their experiences, challenges, and coping strategies through interviews and focus group discussions. Their insights significantly contributed to the research questions and enhance our understanding of the realities faced by learners in temporary educational settings.

Data Collection Tools

The primary research instrument for this qualitative study was a semi-structured interview guide (Roberts, 2020). It facilitates in-depth exploration of students' experiences studying in Temporary Learning Shelters (TLS) within the Schools Division Office of Kidapawan City. The interview guide was used during Key Informant Interviews (KII) and Focus Group Discussions (FGD) with selected student participants. The flexible yet focused format allows the researcher to prepare core questions aligned with research objectives while also probing deeper into emerging themes. This ensures consistent addressing of important topics related to students' engagement, learning performance, and coping strategies as they learn inside the TLS. The open-ended questions encourage rich, descriptive answers that capture students' realities. Moreover, the conversational atmosphere helps participants feel comfortable sharing honest insights. The researcher aims to gather comprehensive data illuminating challenges and adaptive strategies in temporary educational settings, contributing to a deeper understanding of students' lived experiences.

The researcher must engage meaningfully, empathetically, and interactively with students to build trust and encourage openness. This dynamic engagement helps capture students' realities such as how they experience, adapt, and learn in these temporary environments. The researcher also maintains clear communication with audiences by transparently presenting methods, procedures, and findings, ensuring insights contribute effectively to understanding learning challenges and strategies in Temporary Learning Shelters.

Procedure

In this qualitative study, the researcher serves as the primary instrument for data collection and analysis, shaping the study's depth and quality. Given the focus on understanding students' lived experiences in Temporary Learning Shelters due to classroom shortages in the chosen locale, the researcher must possess strong qualitative inquiry skills, including effective interviewing, observation, and active listening. As the sole data gatherer, the researcher must discern relevant information from participants'

narratives to avoid collecting excessive or irrelevant data that could dilute the study's focus.

To ensure a thorough, systematic, and ethical data gathering process, the researcher developed a qualitative research instrument, such as an interview and focus group discussion guide, to elicit detailed insights into the experiences of students studying in Temporary Learning Shelters. This instrument underwent face and content validation by educational experts to confirm its clarity, appropriateness, and relevance to the study's objectives and the unique context of Kidapawan. Members from the Ethics Board of Central Mindanao Colleges was approached for them to validate the interview questions.

Once validated, the researcher created an informed consent form reviewed by experts to ensure its ease of understanding and suitability for student participants (Xu et al., 2020), many of whom may be minors. The form clearly outlined the study's purpose, data collection methods, information use, and reporting. It emphasized voluntary participation and the right to withdraw at any time. For minors, parental or guardian consent was sought according to ethical guidelines.

After preparing research instruments and consent forms, the researcher seeks formal approval from school administrators and local education offices to conduct the study in Kidapawan's Temporary Learning Shelters. This ensures compliance with institutional and community protocols.

Purposive sampling guided participant selection (Nyimbili & Nyimbili, 2024), ensuring students interviewed and in focus groups currently attend Temporary Learning Shelters. The selection criteria include (i). students must currently be enrolled in schools in Kidapawan City with TLS, (ii). have attended classes in TLS for at least one academic year, and (iii). have the willingness to voluntarily participate as provided by the consent of their parents.

Upon approaching potential participants, the researcher explained the study's purpose, procedures, and ethical safeguards. Informed consent forms were distributed, allowing participants and their guardians ample time to review and ask questions before deciding to participate. Those who agree signed the consent form and provide basic demographic information.

The researcher arranges interviews and focus groups in a suitable, comfortable, and private venue within or near the Temporary Learning Shelters. Creating a safe and welcoming environment encourages candid discussions about students' experiences, challenges, and coping strategies. The researcher employs a conversational and empathetic interview style, allowing students to reflect on their educational journeys.

To ensure accuracy and depth, all interviews and discussions were audio-recorded with participants' permission. A skilled transcriber later transcribed the recordings verbatim, preserving students' responses for analysis. The researcher also took field notes to capture non-verbal cues and contextual observations that enrich the data.

The interview guide focused on the study's core research questions and consist of three main components: exploring students' daily experiences and the learning environment's impact on engagement and academic performance; identifying effective teaching strategies and classroom practices within shelter constraints; and uncovering students' adaptation, innovation, and persistence despite limited classroom facilities.

The researcher adhered to strict ethical standards throughout data collection, ensuring anonymity and confidentiality. Pseudonyms were used in transcripts and

reports, and data were securely stored with restricted access. Moreover, participants received a token of appreciation for their time and contributions at the end of each session.

After data collection, the researcher conducted a rigorous inductive data analysis process to identify recurring themes and patterns. Triangulating data from interviews, focus groups, and observations enhanced the findings' credibility and depth (Donkoh, 2023).

The researcher accurately followed the abovementioned steps to produce a sound study capturing students' authentic voices pertaining to their experiences on Temporary Learning Shelters. This study provided valuable insights for educators, policymakers, and community stakeholders seeking to improve educational experiences in similar contexts and situations.

Data Analysis

The study analyzed the data using thematic analysis, a systematic method for identifying patterns in qualitative data (Lochmiller, 2021). After transcribing the interviews and focus group discussions, the researcher reviewed the transcripts to highlight significant statements and narratives that reveal students' lived experiences of studying in Temporary Learning Shelters. This initial step involves immersing in the data to gain a holistic understanding of participants' perspectives on how the learning environment affects their engagement, performance, and overall educational experience.

The researcher systematically labeled meaningful data segments related to the research questions, distilling the raw data into manageable units. These codes were grouped into broader themes capturing students' realities (Braun & Clarke, 2021), such as challenges, effective teaching strategies, and adaptive learning behaviors in shelters.

The researcher then employed an iterative approach, constantly revisiting data and refining codes and themes to accurately reflect participants' voices and experiences. This involves comparing themes across participants to identify commonalities and variations.

In the culmination of the data analysis process, the researcher strictly developed comprehensive and detailed descriptions and interpretations of each theme. By interweaving the narratives of the participants, the researcher provided a nuanced and holistic understanding of how students navigate and maximize their learning experiences despite the limitations imposed by Temporary Learning Shelters. This thematic analysis not only sheds light on the immediate challenges faced by students but also offers valuable insights for educators and policymakers seeking to enhance learning environments in comparable settings.

RESULTS AND DISCUSSION

This chapter of the research provides details of the results of the thematic analysis as well as the discussion of the data that transpired. The researcher provides discussion of the results for credibility and nuanced understanding.

How students describe their daily learning experiences in temporary learning shelters

This section of the results provides details on the daily learning experiences of students inside temporary learning shelters. Based on the analysis, there were various categories embedded in the responses of the students during the interview. These included: (i) physical environment, (ii) social environment, and (iii) student coping and motivation.

Table 1. How students describe their daily learning experiences in temporary learning shelters

Codes	Categories	Significant Statements	Meanings
Heat/Extreme Temperature	Physical Environment	“It’s really hot, no ceiling or electric fan”	Heat causes discomfort and hinders ability to focus; lack of ventilation is a major issue
Lack of facilities		“Bring mini fan when hot”	
Classroom conditions		“Not enough chairs and tables”	Inadequate furniture and open structure affect comfort and functionality, limiting engagement
		“Open classroom lacks privacy and protection from weather”	
		“Open room allows rainwater to splash in”	Classroom openness and poor sanitation negatively affect the learning environment
Noise/Distractions	Social Environment	“Bad smell from nearby restroom”	
		“Noisy regular students outside”	Constant noise causes difficulty in concentrating and learning interruptions
		“Motorcycles making noise during dismissal”	
		“I keep going thinking about a better future”	Despite difficulties, students remain

Motivation/ Resilience	Student coping and motivation	“I ignore distractions and focus on learning”	determined and motivated to learn
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Physical Environment

Temporary learning shelters frequently encounter challenging physical conditions, including extreme heat, inadequate facilities, and subpar classroom environments.

Heat/Extreme Temperature

Students have reported that high temperatures and inadequate ventilation, such as the absence of a ceiling or fans, cause discomfort and impair their ability to concentrate. The elevated temperatures create a physically uncomfortable learning environment, which hinders sustained attention and engagement.

Although educational research predominantly concentrates on curriculum, pedagogy, and resources, environmental conditions, particularly thermal comfort, have increasingly been acknowledged as a significant factor influencing student learning outcomes. Elevated temperatures can impact learners through various mechanisms, including physiological stress, diminished concentration and attention, altered mood or arousal levels, reduced teacher performance and instruction quality, and potential increases in absenteeism or instructional disruptions (e.g., due to school closures or early dismissals). It was found that prolonged exposure to heat and cold in the classroom may diminish the efficacy of instructional time due to physiological effects on both students and teachers (Srivastava et al., 2025).

Moreover, Park et al. (2020) underscored that numerous regions worldwide are witnessing a rise in ambient temperatures, accompanied by an increase in the frequency of heatwaves. Consequently, many classrooms may lack adequate cooling or ventilation systems. This situation presents both educational and equity-related challenges.

The meta-overview conducted by Vasilakopoulou and Santamouris (2025) indicates that prolonged cumulative exposure to elevated temperatures (across school years) consistently correlates negatively with students' cognitive performance and learning outcomes. Specifically, tasks that necessitate more intricate processing, such as mathematics, are more adversely affected than simpler tasks, like reading.

Another study conducted by Pitogo and Gallano (2025) in the Philippines, revealed that teachers and students experienced health complaints, such as headaches, dizziness, and nosebleeds, primarily attributed to elevated classroom temperatures. These complaints significantly disrupted attendance and learning outcomes.

The implications of extreme heat on learning extend beyond immediate discomfort to reveal deeper systemic challenges in education. Firstly, the negative impact on

cognitive performance and teacher effectiveness suggests that heat stress could exacerbate existing educational inequalities, disproportionately affecting students in regions lacking adequate infrastructure. This implies a need for policy interventions that prioritize investment in school environments, not only curriculum or pedagogy, to establish equitable learning conditions. Secondly, the health-related disruptions associated with high temperatures indicate that student well-being is a critical factor in educational success, underscoring the importance of integrating health and environmental considerations into school management and planning. Furthermore, the cumulative effects of heat exposure over multiple years also imply long-term consequences on academic achievement and cognitive development, suggesting that without addressing thermal comfort, efforts to improve educational outcomes may be insufficient.

Lack of facilities

The scarcity of essential furniture, such as chairs and tables, impedes an optimal learning environment. Open classrooms, devoid of privacy and weather protection, expose students to distractions and discomfort, thereby hindering their concentration and engagement.

Classroom Conditions

Open classrooms facilitate rainwater infiltration, resulting in unpleasant odors emanating from adjacent restrooms. These conditions adversely impact the learning environment, causing distractions and potentially posing health risks. Consequently, effective learning time is diminished.

When students enter a classroom, the sensory environment including the air quality, temperature, lighting, and surrounding sounds, all these can significantly impact their learning experience. Recent research indicates that well-designed and comfortable classrooms foster concentration, alertness, and academic productivity. Conversely, poorly maintained or uncomfortable classrooms introduce distractions, induce fatigue, and hinder learning outcomes.

For instance, Brink et al. (2021) discovered that indoor environmental quality (IEQ), encompassing factors such as air quality, temperature, lighting, and sound, significantly impacts students' short-term performance and the effectiveness of teaching methods.

Another significant factor as underscored by Haddad et al. (2021) influencing classroom learning is air quality and ventilation. It revealed that numerous classrooms exceeded recommended carbon dioxide (CO₂) levels, indicating inadequate ventilation. Elevated CO₂ levels have been associated with feelings of drowsiness and reduced concentration among students. Furthermore, poor ventilation facilitates the accumulation

of other pollutants, which can adversely affect students' attention, overall well-being, and attendance.

Similarly, thermal comfort, encompassing the appropriate temperature, humidity, and dryness of a classroom, plays a crucial role in student learning. Toyinbo (2023) noted that when students experience physical discomfort, their attention is diverted, affecting their ability to concentrate and retain knowledge.

In summary, a classroom environment characterized by stale air, uncomfortable temperatures, inadequate lighting, and intrusive background noise significantly hinders students' ability to concentrate, engage in meaningful learning, and effectively assimilate instruction. Consequently, educators may be compelled to repeat content, interrupt lessons more frequently, and adjust activities to mitigate these disruptions. Consequently, the actual learning time available to students is diminished.

Social Environment

The social environment in temporary learning shelters is frequently characterized by persistent noise and distractions emanating from surrounding activities. These disturbances, including conversations among regular students and motorcycle noise during dismissal, engender an atmosphere that is unfavorably conducive to focused learning. The persistent auditory interference impedes students' capacity to concentrate, resulting in frequent interruptions that disrupt the sequential progression of lessons and diminish overall learning efficacy.

Noise/Distractions

The persistent noise emanating from the temporary classrooms, including the chatter of regular students and the rumble of motorcycles during dismissal, significantly impedes students' ability to concentrate. This continuous sensory interference disrupts the information processing mechanisms, rendering it challenging for students to retain knowledge and maintain focus.

In an environment where a classroom is constantly disturbed by external and internal noises, such as students conversing nearby, chairs scraping, traffic or motorcycles outside, a persistent background noise is created. This sensory interference significantly impedes students' ability to concentrate. Every unexpected distraction draws their attention, causing a gradual depletion of their mental "bandwidth," which could otherwise be utilized for comprehending the lesson. Over time, the cumulative effect of these minor losses leads to reduced retention, increased difficulty in following the instructor, and heightened fatigue among students.

Recent research supports this assertion. For instance, a comprehensive study among pupils revealed that students with preexisting attentional control challenges were particularly susceptible to classroom noise. These students exhibited heightened

difficulties in hearing, increased distractions, and heightened annoyance from classroom noise (Massonnié et al., 2022). Another review of classroom acoustics elucidated how both speech-related noises (e.g., other students speaking) and non-speech related noises (e.g., traffic, corridor sounds) can adversely impact children's working memory and reading abilities (Mercugliano et al., 2025). Furthermore, an article on contemporary classroom noise levels indicated that numerous classrooms were measured at approximately 77 decibels (equivalent to freeway traffic), which significantly exceeds the recommended levels conducive to effective learning (Shield, 2023).

The persistent and varied noise present in classrooms has broader implications that extend to the design and management of educational environments to support effective learning. Beyond temporary distractions, chronic noise exposure undermines cognitive functions such as working memory and attentional control, which are essential for processing and retaining new information. Consequently, students in noisy classrooms, particularly those with attentional difficulties, face a systemic disadvantage that may contribute to widening achievement gaps. The elevated noise levels comparable to freeway traffic highlight a neglect of acoustic conditions in educational settings, necessitating stricter regulations and architectural considerations to minimize auditory disruptions. Furthermore, the mental fatigue and reduced comprehension caused by noise underscore an overlooked barrier to student engagement and well-being. Therefore, improving classroom acoustics could enhance not only academic performance but also reduce stress and frustration. In summary, these literature indicate that addressing noise pollution in schools is not solely about comfort but is crucial for fostering equitable and sustainable learning environments, especially as urbanization and traffic-related noises increase around educational institutions.

Student Coping and Motivation

Students residing in temporary learning shelters demonstrate remarkable coping mechanisms and resilience in the face of challenging circumstances. Their unwavering determination is driven by their aspiration for a more favorable future, which enables them to disregard distractions and maintain their focus on their academic pursuits. This motivation is paramount for sustaining learning under suboptimal conditions, facilitating students' persistence and active engagement. Nevertheless, while motivation serves as a catalyst for perseverance, the efficacy of their learning remains limited by the inherent environmental difficulties.

Motivation/Resilience

Despite challenging circumstances, students exhibit remarkable motivation and resilience by maintaining their focus on long-term objectives and effectively mitigating external distractions. This positive outlook facilitates their persistence in learning, but sustained success hinges on enhancing their learning environment to fully support their endeavors.

Even in challenging classroom environments characterized by overcrowding, noise, and limited resources, many students demonstrate remarkable motivation and resilience. They remain steadfast in their long-term aspirations, such as completing their education, obtaining a qualification, and enhancing their overall well-being. Despite obstacles and setbacks, they persist in their pursuit of their goals. Research indicates that this interplay between motivation (the drive to achieve) and resilience (the ability to persevere in the face of adversity) significantly contributes to student learning and engagement.

Some students maintain focus due to their clear long-term goals or personal motivations, such as assisting their family, obtaining a qualification, or enhancing their life circumstances. For example, research by Rahiem (2021) revealed that students “persevered in their studies despite the challenges” (including inadequate learning environments) because they were driven by their own aspirations and social networks. When students perceive the significance of their endeavors, the external environment becomes less of an impediment.

Moreover, Wahyuni et al. (2022) noted that outside the classroom setting, family encouragement, peer support, and a positive home environment can effectively mitigate the negative impact of inadequate school facilities. It was found that a robust home environment and social support significantly influence an individual’s motivation to learn. This means that even if the school is lacking in certain physical resources, students may still persevere because they receive support from other sources.

Further, motivated students often develop self-regulatory strategies, finding ways to overcome limitations such as studying at home (Meece, 2023), organizing group study, and utilizing available resources. Although fewer studies explicitly address infrastructure-poor settings, the broader resilience literature suggests that students who can regulate their learning, persist, and adapt demonstrate greater resilience in under-resourced environments (Singh, 2024).

The resilience and motivation exhibited by students in challenging educational settings suggest that internal and external psychosocial factors significantly mediate the impact of adverse conditions. While physical limitations such as overcrowding and inadequate resources negatively affect learning opportunities, they do not entirely determine student outcomes. Instead, students’ personal aspirations and the support they receive from family and peers serve as a buffer that sustains their engagement and perseverance. This interplay indicates that fostering robust social networks and providing emotional encouragement outside the classroom may be equally important as enhancing the physical infrastructure within schools. Moreover, the development of self-regulatory behaviors by motivated students underscores the value of equipping learners with skills for autonomy and adaptive problem-solving, enabling them to navigate and compensate for environmental deficiencies. In essence, these insights imply that addressing educational disparities necessitates a comprehensive approach that integrates building resilience and motivation alongside improving school facilities. This highlights the significance of psychological and social resources in achieving educational equity.

Challenges faced by students while studying in temporary learning shelters

This portion of the results provide detailed descriptions about the challenges that were encountered by students while they were studying in temporary learning shelters. From the analysis, the common challenges they faced were: (i) external distractions, (ii) physical constraints, (iii) social environment, and (iv) physical environment.

Table 2. Challenges faced by students while studying in temporary learning shelters

Codes	Categories	Significant Statements	Meanings
Noise Disturbances	External distractions	"Regular student noise outside" "Motorcycles disrupt focus" "Noise causing participation issues"	Noise is a major disruptive factor lowering student engagement and focus
Small and cramped space	Physical constraints	"Small room, many students crowding" "Limited space makes it uncomfortable"	Crowded spaces contribute to physical and psychological discomfort, reducing effective participation
Lack of privacy	Social environment	"No walls, doors, prying eyes affective concentration" "Easily distracted by outsiders watching"	Lack of enclosure causes privacy concerns and distraction, undermining

			motivation and engagement
Poor facilities and resources	Physical environment	"No adequate chairs, tables" "No fan or cooling system" "Needs proper facilities like regular classrooms"	Resource inadequacies hinder students' ability to fully participate and learn effectively
Family and peer support	Coping mechanisms	"Support from family helps me to continue" "Motivated by personal/family goals"	Social support acts as a positive factor maintaining student motivation despite environmental challenges

External Distractions

Students encounter frequent noise disturbances emanating from external temporary shelters, including conversations among regular students and the passage of motorcycles. These external distractions adversely impact students' concentration and participation in class, rendering it challenging for them to maintain engagement and assimilate lesson content effectively.

Noise Disturbances

The pervasive noise within and surrounding the learning environment poses a substantial challenge. This disruption of focus continually impedes student engagement, resulting in comprehension and retention difficulties. The persistent noise negatively impacts the overall quality of the learning experience.

In a classroom environment characterized by persistent noise, such as the hum of motorcycles from external sources, the chatter of students in adjacent rooms, or the scraping of chairs during dismissal, the learning experience becomes significantly compromised. This auditory distraction not only impedes students' ability to concentrate but also hinders their capacity to process new information and effectively retain their knowledge.

The research of Brill and Wang (2021) indicates that elevated background sound levels negatively impact students' academic performance. Their study demonstrated a

significant correlation between higher ambient sound levels and diminished math achievement scores.

Students themselves assert that noise is not merely an external phenomenon; it significantly impacts their emotional well-being. A study conducted by Renaud et al. (2024) among students revealed that approximately half of the respondents experienced affective (emotional) and physical reactions to classroom or learning environment noise. These reactions included feelings of annoyance, fatigue, and distraction. Notably, individuals who reported negative reactions also exhibited heightened difficulties in concentration.

Persistent noise in classrooms poses a multifaceted threat to both cognitive and emotional aspects of learning, extending beyond mere distraction. The evident correlation between elevated ambient sound and diminished academic performance suggests that noise pollution disproportionately impacts tasks requiring higher mental effort and intricate reasoning. This phenomenon may potentially exacerbate achievement gaps among students. Furthermore, the emotional and physical toll of constant noise, manifesting as annoyance and fatigue, indicates that noisy environments can foster chronic stress and negatively impact students' overall well-being. This emotional burden not only diminishes motivation but also exacerbates concentration difficulties, perpetuating a cycle that further impairs learning capacity. Consequently, addressing classroom noise is paramount not only for enhancing academic outcomes but also for supporting students' mental health and sustaining their engagement. Therefore, educational policies and school designs must prioritize acoustic quality as a fundamental component of creating supportive and effective learning environments.

Physical Constraints

Temporary learning shelters often face physical constraints, resulting in limited and crowded spaces. These small, confined rooms can cause discomfort and restrict students' movement, leading to stress and fatigue. This environment hinders students' ability to concentrate and participate effectively, consequently reducing their overall learning engagement.

Small and cramped space

Temporary learning shelters frequently encounter limited space, resulting in overcrowding of students in small rooms. This physical restriction engenders discomfort and impedes movement, leading to both physical and psychological strain. Such confined environments hinder students' concentration and active participation, consequently diminishing the efficacy of learning.

When a classroom lacks sufficient space, with desks closely spaced, limited movement, and minimal room for group work or student-teacher interaction, the learning process can be adversely affected in several ways.

Firstly, the limited space constraints impede participation and interaction. For instance, a study conducted by Sun and Firzan (2024) revealed that students and teachers expressed dissatisfaction with the inadequate space, stating that it was “too small and crowded” and that there was insufficient storage space for personal belongings. Additionally, they mentioned that group cooperative learning, which entails discussions, was hindered by the fixed and immobile seating arrangements. In such settings, students may encounter difficulties in engaging in interactive learning, discussions, and collaborative small-group work, thereby diminishing the depth and richness of instruction.

Secondly, small or crowded classrooms impede teacher effectiveness and personalization. Research conducted by Likuru and Mwila (2022) indicated that when classrooms were overcrowded, where there is more than double the recommended student-to-teacher ratio, teachers reported being unable to effectively implement the intended curriculum-based teaching methods and classroom management practices. In confined spaces, the teacher’s mobility, monitoring capabilities, and provision of individualized assistance are limited, potentially leading to academic setbacks for students requiring additional support.

The implications of limited and overcrowded classroom space extend beyond mere physical discomfort to systemic challenges in teaching and learning quality. Restricted space directly diminishes opportunities for active participation, collaboration, and interactive learning, which are essential for developing critical thinking and communication skills. This limitation reduces the richness of instruction and curtails pedagogical approaches that rely on flexibility and student engagement. Furthermore, overcrowding compromises teachers’ ability to personalize instruction and manage the classroom effectively, as their restricted mobility and reduced capacity to monitor individual students impede differentiated support. This situation likely contributes to widened achievement gaps, particularly for learners requiring additional attention. Collectively, these factors imply that physical space constraints hinder the implementation of optimal educational practices and undermine the potential for inclusive and adaptive learning environments. Consequently, it is imperative to address infrastructure improvements alongside curricular reforms to optimize student outcomes.

Social Environment

The social environment in temporary shelters is often compromised by a lack of privacy. Open classrooms, lacking walls or doors, provide distractions from external sources and foster feelings of self-consciousness among students. This exposure diminishes students’ motivation and concentration abilities, as they struggle to maintain focus amidst persistent disruptions.

Lack of Privacy

In these shelters, the absence of walls and doors significantly compromises students’ privacy. The openness invites external observers and potential distractions, leading to discomfort and hindering their ability to concentrate. This lack of physical barriers negatively impacts students’ motivation and engagement, as they may experience self-consciousness or distractions during lessons.

In an unenclosed classroom setting, the perception of a private and secure learning environment is diminished. Students may experience a heightened sense of vulnerability towards peers, instructors, or external stimuli, leading to a decreased propensity for questioning, making errors, and fully participating in the learning process. This diminished privacy can engender discomfort and hinder their concentration.

One significant disadvantage of open classrooms is the heightened level of distraction and diminished concentration. When shared space accommodates multiple classes or activities, external noise and visual movement from adjacent areas intrude upon the learning environment. For instance, research conducted by Mealings (2023) revealed that children in open classrooms exhibited impaired speech perception, characterized by reduced accuracy and speed, when adjacent classroom noise was present. Students must continuously filter out irrelevant stimuli (such as other classes, movement, and ambient noise), which increases their cognitive load and reduces the mental capacity available for learning tasks.

Another concern is the diminished acoustic and visual privacy, which negatively impacts students' sense of security and well-being. A systematic review of school building design revealed that open and transparent designs, including expansive open spaces, may have a detrimental effect on students' attention and privacy. Feeling exposed can hinder participation (Severe et al., 2024). When students are concerned about being observed by peers or from adjacent spaces, they may be hesitant to pose questions, contribute answers, or actively participate in group discussions.

Furthermore, the open arrangement often compromises teacher authority and the establishment of a clearly defined learning environment. A study of Hytonene-Ng et al. (2022) revealed that in open-plan settings, both educators and students experienced elevated levels of noise and a diminished sense of acoustic privacy. Notably, primary students in open-plan classrooms exhibited a heightened likelihood of academic setbacks in comparison to their counterparts in enclosed settings.

The implications of unenclosed, open classroom designs unveil critical challenges that impact both student engagement and instructional efficacy. The diminished privacy and security environment renders students vulnerable, discouraging active participation, inquiry, and risk-taking, which are fundamental for deeper learning. The persistent intrusion of noise and visual distractions from adjacent spaces elevates students' cognitive load, necessitating mental energy expenditure in filtering irrelevant stimuli rather than concentrating on lesson content. This heightened cognitive strain can result in diminished comprehension, slower processing, and impaired speech perception, particularly among younger learners. Furthermore, the absence of acoustic and visual privacy undermines students' sense of safety and well-being, potentially suppressing their willingness to engage openly and confidently in classroom activities. For educators, these environments hinder the establishment of authority and a well-defined learning structure, complicating classroom management and personalized instruction. As a result, the overall learning environment becomes less supportive, potentially leading to heightened academic challenges, particularly for primary students. This underscores the necessity of

thoughtful design that harmonizes openness with adequate privacy and acoustic control to enhance educational outcomes.

Physical Environment

The physical conditions of the learning spaces are subpar, characterized by inadequate furniture and the absence of adequate cooling systems. The insufficient number of chairs, tables, and fans creates discomfort for students, which negatively impacts their ability to maintain focus and fully participate in classroom activities. These deficiencies directly compromise the quality and effectiveness of their learning experience.

Poor Facilities and Resources

Numerous temporary shelters are inadequately equipped with essential furniture, including sufficient chairs and tables, and cooling systems such as fans. This lack of infrastructure leads to uncomfortable learning conditions that hinder students' ability to maintain focus and fully participate in their activities. Inadequate facilities often compromise the overall quality and effectiveness of the learning environment.

When classrooms are lacking the fundamental infrastructure such as adequate seating, functional ventilation systems, appropriate desks, and a conducive learning space, students are disadvantaged even before instruction commences (Farhat, 2021). Research of Kaur et al. (2025) indicates that the physical conditions of learning environments play a substantial role in student engagement, comfort, concentration, and, ultimately, academic outcomes.

In settings where students are required to sit on the floor or in makeshift chairs, or where there is no suitable table for writing, they frequently encounter physical discomfort, which consequently impairs their ability to concentrate. A study conducted by Yangambi (2023) among three public schools revealed that "classes have sufficient furniture for the students" ranked among the lowest in teacher responses. Furthermore, the authors found that a "dirty, poorly maintained, and unsightly building hinders teaching and learning, thereby reducing student achievement." The absence or damage of furniture can negatively impact students' engagement, comfort, and ability to focus on the lesson.

Another consequence is that inadequate facilities often correlate with reduced participation and engagement. In a recent study conducted by Detyana et al. (2025), the authors observed a decline in student engagement when they perceived the space, furniture, and temperature as inadequate. The study's authors noted that "space and furniture settings, as well as the temperature of the room, were the aspects that most effectively enhanced their engagement." This implies that if students perceive the physical

learning environment as unsupportive of their learning, they may exhibit disengagement, such as reduced attentiveness, decreased participation, and fewer inquiries.

Inadequate infrastructure in temporary shelters, such as insufficient chairs, tables, and cooling systems, can create uncomfortable learning conditions that undermine student focus and participation. Poor physical environments cause discomfort and hinder concentration, disadvantaging students even before instruction begins. Research indicates that classroom conditions significantly impact engagement, comfort, and academic outcomes. When furniture is lacking or damaged, and spaces are poorly maintained, students' ability to concentrate and engage diminishes. Furthermore, perceptions of unsupportive physical environments correlate with decreased attentiveness, participation, and inquiry, underscoring the critical role of basic infrastructure in fostering effective learning.

Coping Mechanisms

Students heavily rely on familial and peer support to navigate the challenges of learning in temporary shelters. Emotional encouragement and shared educational objectives serve as motivation and resilience, enabling students to overcome environmental obstacles and maintain their commitment to their education despite difficulties.

Family and Peer Support

Family and peer support serve as essential coping mechanisms that assist students in overcoming the challenges of temporary learning environments. Family encouragement and personal objectives provide emotional motivation, thereby reinforcing students' resilience and determination to pursue their education even amidst adverse circumstances.

Even in challenging classroom environments, such as shelters, makeshift classrooms, or under-resourced schools, many students demonstrate remarkable persistence and achieve success. A significant factor contributing to this persistence lies not only in the students themselves but also in the unwavering support they receive from their families and peers. This support provides them with emotional encouragement, boosts their confidence, and instills a stable sense of purpose, enabling them to maintain their progress despite the less favorable physical surroundings.

As verbalized by Pieters and Agustina (2021), family support encompasses various elements, including parental or guardian encouragement, the presence of a supportive household member who believes in the student's academic aspirations, and even minimal learning routines or structures that facilitate the learning process. Additionally, emotional reassurance is crucial during challenging times. For instance,

students who perceived a higher level of family social support exhibited significantly enhanced motivation to learn, even when learning was conducted online or under irregular circumstances.

Another study conducted by Martínez-López et al. (2024) underscored the profound impact of perceived familial support on self-regulated learning behaviors and motivational forms. Notably, “mastery self-talk,” characterized by the belief that learning is driven by a desire for improvement, exhibited a significant correlation with achievement outcomes. In essence, familial support fosters students’ belief in their capacity for learning and provides them with compelling reasons to persevere despite encountered challenges.

Meanwhile peer support, which involves the encouragement, collaboration, and sharing of challenges and resources among classmates, friends, or peers, also plays a significant role in academic success. A study conducted by Hayati et al. (2025) revealed a substantial positive correlation between peer social support and academic motivation. Students who experienced a sense of support from their peers exhibited higher levels of learning motivation.

Family and peer support significantly enhance students’ motivation and self-regulated learning, particularly in challenging learning environments. Family support, encompassing encouragement, emotional reassurance, and structured learning routines, strengthens students’ belief in their ability to succeed and sustains their motivation even in irregular or online learning settings. This support fosters mastery-oriented mindsets, where students prioritize improvement and perseverance, resulting in enhanced achievement outcomes. Similarly, peer support through collaboration and shared encouragement bolsters academic motivation, underscoring the significance of positive social connections in sustaining students’ engagement and success. These findings suggest that cultivating supportive relationships both within the family and among peers is crucial for fostering resilience and effective learning.

What improvements students support to enhance learning environments in temporary learning shelters

This portion of the results provide detailed descriptions about the challenges that were encountered by students while they were studying in temporary learning shelters. From the analysis, the common challenges they faced were: (i) external distractions, (ii) physical constraints, (iii) social environment, and (iv) physical environment.

Table 3. What improvements students support to enhance learning environments in temporary learning shelters

Codes	Categories	Significant Statements	Meanings
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Enclosure of classrooms		“Close rooms with walls and doors to block noise, prevent rainwater, and ensure privacy”	Enclosing rooms is critical to protect from distractions, weather, and provide privacy and security
Installation of fans and ventilation	Suggested physical improvement	“Add electric or ceiling fans for cooling” “Better airflow and comfort”	Ventilation improves comfort, reduces heat stress, and enhances focus and engagement
Better facilities		“Provision of proper chairs, tables, clean restrooms, water dispensers”	Adequate furniture and sanitation are essential for student comfort and well-being
Cleanliness and maintenance	Physical environment	“Well-maintained, clean classrooms with paint and functional utilities improve moral and participation”	Clean, well-maintained environments contribute to a positive learning atmosphere
Equity and inclusion	Inclusive practices	“Equal facilities and treatment as regular classrooms” “Inclusive resources increase morale and belonging”	Student desire equity in resources and inclusive practices for morale, motivation, and a sense of belonging

Suggested Physical Improvement

Students prioritize physical enhancements such as classroom enclosure and the installation of fans or ventilation systems. Enclosing classrooms with walls and doors effectively block noise, prevents rain infiltration, and provides essential privacy and security. These modifications minimize distractions and environmental discomfort, enabling students to concentrate more effectively. Likewise, enhanced ventilation through fans improves airflow and cooling, alleviating heat stress and creating a more comfortable learning environment. This, in turn, supports student engagement and concentration.

Enclosure of Classrooms

Students strongly advocate for the inclusion of walls and doors in classrooms. These features effectively block external noise, safeguard against rainwater infiltration, and promote privacy and security. By implementing these improvements, distractions are minimized, and students are shielded from adverse weather conditions. Consequently, a stable and conducive learning environment emerges, fostering enhanced concentration and engagement.

When students are placed in a classroom with sturdy walls and a door that can close, they gain significant environmental protections. These shield them from external noise, visual distractions, weather intrusion, and the feeling of being observed from outside. These safeguards contribute to the establishment of a stable and secure learning environment, fostering better concentration, participation, and engagement.

One of the primary advantages of an enclosed learning environment is its capacity to minimize noise disturbances. In open or semi-open settings, external sounds such as traffic, neighboring classes, or hallway activity can readily penetrate, adversely affecting students' concentration. A longitudinal study conducted by Shield (2023) demonstrated that classrooms equipped with effective acoustic barriers, typically enclosed with solid walls, exhibited significantly higher reading and listening comprehension scores compared to open-plan classrooms. In open-plan classrooms, students encountered difficulties in distinguishing the voices of their teachers from background noise.

Enclosed classrooms offer psychological safety and privacy, both of which are essential for learning. Students in open spaces frequently experience self-consciousness or distraction due to the presence of others. In contrast, enclosed classrooms enable students to participate freely without apprehension of being observed or overheard. A systematic review of school design and well-being conducted by Convertino et al. (2021) revealed that enclosed and clearly defined classroom boundaries enhanced students' sense of belonging, which, in turn, fostered engagement and self-assurance in class activities.

Enclosed classrooms offer significant environmental and psychological advantages that enhance learning outcomes. By shielding students from external noise, visual distractions, and weather conditions, they establish stable and secure learning environments that improve students' concentration and engagement. Effective acoustic barriers in enclosed classrooms minimize background noise, facilitating enhanced listening and reading comprehension compared to open-plan settings where sound interference is prevalent. Furthermore, enclosed spaces promote psychological safety and privacy, alleviating students' self-consciousness and encouraging more active participation. This sense of security fosters a stronger sense of belonging and confidence, which are essential for sustained engagement and effective learning. With these, classroom design prioritizing enclosure and clear boundaries is crucial for creating supportive and focused educational environments.

Installation of Fans and Ventilation

Implementing physical improvements such as installing electric or ceiling fans and optimizing airflow is essential. Adequate ventilation mitigates heat-related discomfort and fosters a more conducive learning environment. This enhanced comfort contributes to students' ability to maintain focus and sustained engagement during lessons, ultimately enhancing overall learning outcomes.

Pertiwi et al. (2021) comprehensively assesses the interplay between air quality and thermal comfort within classroom settings, with a particular emphasis on the pivotal role of ventilation and temperature regulation in fostering optimal learning environments. Adequate ventilation is paramount for sustaining high-quality indoor air, which directly impacts the thermal comfort of students. In classrooms, ventilation serves as a crucial mechanism for regulating temperature, facilitating the removal of pollutants, and mitigating the accumulation of carbon dioxide, which can adversely affect cognitive function, leading to drowsiness and diminished attention. The study unequivocally demonstrates that inadequate ventilation results in compromised thermal comfort, resulting in either excessively warm or stifling classroom environments, which consequently negatively impact students' ability to concentrate and excel academically.

Similarly, Jiang et al. (2021) conducted a comprehensive study to evaluate the impact of indoor temperature on learning performance. The study emphasizes the crucial role of thermal comfort in influencing cognitive functions, such as concentration, memory, and problem-solving, which are fundamental for achieving effective learning outcomes. Thermal comfort is essential because it creates an environment where students feel neither excessively hot nor excessively cold, enabling them to maintain focus without physical distractions. Research indicates that optimal classroom temperatures typically range between 20°C and 24°C (68°F to 75°F). When temperatures exceed or fall below this range, students experience diminished cognitive performance, including slower reaction times, diminished memory capacity, and lower test scores.

Implementing adequate ventilation and installing fans are paramount for creating conducive classroom environments that foster learning. Optimal airflow and temperature regulation prevent heat-induced discomfort and poor air quality, which can lead to drowsiness, diminished attention, and cognitive impairments. Maintaining thermal comfort within an optimal temperature range enables students to concentrate effectively, enhancing their focus, memory, and problem-solving abilities. Inadequate ventilation and extreme temperatures not only physically distract students but also negatively impact their academic performance. Consequently, prioritizing environmental controls is essential for effective educational infrastructure.

Better Facilities

Students have expressed a need for adequate furniture, including chairs and tables, as well as clean restrooms and access to water dispensers. Well-equipped facilities enhance physical comfort and address fundamental needs, thereby contributing to

students' well-being and enabling them to concentrate fully on their studies without distractions.

A well-equipped school environment is not merely a matter of aesthetics or comfort; it is a crucial factor that directly influences students' ability to concentrate, engage, and excel academically. When students have access to sufficient seating, tables, restrooms, and potable water, their fundamental physical and psychological needs are fulfilled. This environment fosters a sense of comfort and safety, creating the conducive conditions for meaningful learning to transpire.

A study conducted by Kepez and Üst (2024) examines the impact of diverse furniture configurations in active learning classrooms on student outcomes. The study underscores that the physical arrangement and type of furniture significantly influence learning effectiveness and engagement. Active learning classrooms benefit greatly from modular, mobile, and flexible furniture designs that facilitate seamless transitions between individual work, small group collaboration, and whole-class discussions. This dynamic learning environment fosters student engagement and establishes designated areas for diverse learning activities, ultimately resulting in enhanced academic performance.

Moreover, a study conducted by Akanzum and Pienaaah (2023) explores the impact of adequate sanitary facilities, particularly restrooms, on the participation and academic performance of students, particularly female students. The study emphasizes the pivotal role of clean and functional restrooms in creating a conducive learning environment. Restrooms are essential in educational institutions as they directly influence students' health, comfort, and dignity, which are closely linked to their ability to concentrate and engage in learning activities. Neglected restroom conditions often lead to students' avoidance of using them, resulting in dehydration, urinary and gastrointestinal health issues, and increased absenteeism. These factors collectively impede academic performance and participation.

The literature suggest that well-equipped facilities are essential for creating learning environments that support students' physical, mental, and academic development. Adequate furniture and flexible classroom arrangements facilitate diverse learning activities and enhance student engagement. Accordingly, attention to physical space design can directly improve educational outcomes. Additionally, the critical role of clean and functional restrooms in maintaining student health and dignity underscores the importance of basic sanitation in preventing health issues, absenteeism, and reduced participation, particularly affecting vulnerable groups such as female students. These insights emphasize the significance of addressing fundamental infrastructural needs not only for comfort but also for fostering sustained concentration, motivation, and equitable academic success.

Physical Environment

Upholding cleanliness and meticulous maintenance is paramount for fostering a positive and supportive learning environment. Clean and well-maintained classrooms equipped with functional utilities and fresh paint enhance student morale and encourage

active participation. These environments promote overall well-being, which, in turn, underpins effective learning by fostering a sense of safety, respect, and motivation among students.

Cleanliness and maintenance

The maintenance of cleanliness and functional utilities within classrooms is paramount to fostering a conducive learning environment. Well-maintained environments enhance students' morale and foster active participation. Clean and orderly spaces contribute to students' well-being and instill a sense of pride, which can motivate them to engage more profoundly in their educational pursuits.

The review of Reyes et al. (2024) underscores the profound impact of cleanliness within school environments on students' learning abilities. By fostering a comfortable, motivated, and healthy learning atmosphere, schools can significantly enhance students' overall academic performance. A hygienic school environment reduces the transmission of germs and illnesses, thereby decreasing absenteeism and ensuring consistent learning time. This reduction in health-related absences directly leads to improved academic progress and increased participation. Additionally, a tidy and organized learning space minimizes physical distractions, enabling students to concentrate more effectively on lessons and activities.

Likewise, a study conducted by Maba (2022) delineates the fundamental healthy school environment standards essential for fostering a conducive learning environment. The study underscores the paramount importance of a school's physical, mental, and social environment adhering to health requirements to support effective teaching and student development. Notably, the study identifies several key standards, including maintaining cleanliness and orderliness, providing adequate sanitation, ensuring access to clean water, implementing proper waste management practices, and offering healthy food options. Furthermore, the study emphasizes the significance of classrooms meeting health and comfort standards, accommodating appropriate student density, and providing sufficient facilities such as health units and restrooms. These factors collectively contribute to an environment that enables students to learn comfortably and safely, free from distractions stemming from poor environmental conditions.

The maintenance of cleanliness and functional utilities within classrooms is paramount for fostering an environment conducive to student well-being, motivation, and academic achievement. Clean and orderly spaces mitigate health risks by minimizing the transmission of illnesses, thereby reducing absenteeism and ensuring consistent learning outcomes. Furthermore, tidy environments minimize physical distractions, facilitating enhanced concentration. Adherence to health and comfort standards, encompassing sanitation, access to clean water, waste management, and adequate facilities, creates a safe and supportive atmosphere that enhances both teaching effectiveness and student development. These factors collectively underscore the significance of investing in proper maintenance and hygiene practices for sustaining productive and inclusive learning environments.

Inclusive Practices

Students aspire for equity and inclusion in their educational settings, seeking equal access to facilities and treatment as their peers in regular classrooms. Inclusive practices and equitable resources foster a sense of belonging and self-worth among students. These factors enhance motivation, confidence, and engagement, all of which are essential for sustained academic achievement and personal development.

Equity and Inclusion

Students yearn for equitable access to facilities and treatment that mirrors the standard of regular classrooms. Inclusive resources and impartial treatment cultivate a sense of belonging and elevate morale and motivation. When students feel included and valued, they are more inclined to demonstrate engagement, confidence, and commitment to their education.

Inclusion and equity are fundamental principles in educational settings, ensuring that all students, regardless of their gender, socioeconomic background, racial or ethnic identity, have equal access to educational opportunities. A study conducted by Oca et al. (2021) emphasizes the significance of inclusion in promoting educational equity. By addressing systemic barriers and fostering a sense of belonging and validation for every student, inclusion contributes to their academic success and personal development. Inclusion helps reduce stigma, stereotypes, and discrimination, enabling diverse students to feel seen and understood. This leads to increased participation, engagement, and motivation, resulting in improved learning outcomes for all students. Equity ensures that teaching practices, resources, and curricula are accessible and responsive to diverse learning needs and backgrounds, creating a fair and just educational environment. Together, these principles cultivate empathy, respect, and collaboration, preparing students to thrive in diverse societies beyond the classroom.

As verbalized by Eacott (2022), by designing inclusive education systems, all students receive personalized support that addresses their individual challenges, facilitating their effective engagement with learning materials. They underscore that when students feel valued and included, their motivation, engagement, and confidence are enhanced, directly correlated with improved academic performance and skill development. Furthermore, equitable education systems mitigate disparities in academic outcomes, effectively closing achievement gaps between marginalized groups and their peers.

Creating inclusive classrooms that acknowledge and address systemic barriers fosters a sense of belonging among students from diverse backgrounds, promoting higher participation and commitment to learning. Equity in education systems ensures equitable resource distribution and appropriate teaching methods, enabling personalized support for all learners. Furthermore, inclusive and equitable practices cultivate empathy, respect, and collaboration among students, preparing them to thrive in diverse societies. Implementing these principles effectively necessitates whole-school approaches, professional development for educators, and ongoing reflection to adapt teaching to meet the diverse needs of students.

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