

Understanding the Challenges and Opportunities of the Double-Shift Classroom: Insights from Teacher Perspectives

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ABSTRACT

This study investigated the challenges and opportunities of Double-Shift Classrooms from the insights of Teacher perspectives. By examining teachers' experiences, the study unveiled multifaceted implications of double-shift classrooms on educational access, instructional quality, and the equitable distribution of learning opportunities. The respondents were Tongantongan National High School teachers selected through purposive sampling. They were selected based on their teaching experience in double-shift classrooms during the second semester of the school year 2023-2024. A Qualitative phenomenological approach was employed, using in-depth semi-structured interviews as the primary data collection instrument and validated by field content experts. Data from the interview were analyzed using thematic data analysis. This study revealed significant challenges teachers face: time constraints, scheduling challenges, and environmental and resource management. Teachers employed strategies such as time management, planning, collaboration, and communication to cope. This model offers opportunities for improved work-life balance, personalized professional development, increased access to education, and efficiency despite presenting challenges such as limited contact time and classroom management difficulties. Policymakers and administrators can address these challenges by providing adequate resources and support to help teachers manage their time effectively and create an optimal learning environment. Teachers can employ strategies such as time management, prioritizing efficient lesson organization, and collaboration with colleagues to overcome the challenges of the double-shift classroom. Future researchers can investigate the long-term effects of the double-shift classroom model on teacher well-being, student outcomes, and the overall efficiency of the education system to inform policy decisions and identify best practices.

Keywords: double-shift classroom, challenges, opportunities, and lived experiences.

INTRODUCTION

In education, double-shift classrooms emerge to address overcrowding and resource limitations, where distinct groups of students occupy the same physical space at different times. This method involves splitting the school day into two separate sessions, with one set of students attending in the morning and another in the afternoon (Peng et al., 2024). This approach has been acknowledged as a cost-effective way to meet the increasing demand for education in areas with limited resources. It enables schools to make the most of their current facilities and resources, proving especially advantageous in regions with high population density or restricted space for new school construction. While some teachers might view the shortened contact time as an advantage, allowing for more personal time or flexibility in schedules, others grapple with effectively delivering curriculum content within a compressed timeframe (Soares et al., 2021). By gathering insights from teachers, the study provided an in-depth understanding of how this system operates in practice, the challenges educators face, and the potential benefits for students, particularly those from minority populations.

Double-shift classrooms present a distinctive educational context that has received limited attention in existing research. While some studies have explored logistical and infrastructural challenges, there remains a significant

gap in understanding the lived experiences and perspectives of teachers working in such systems. Recent research has highlighted this oversight, calling for deeper investigation into how these unique conditions affect teachers' professional realities, well-being, and instructional strategies (Reis & Cunha, 2021). This research aims to address that gap by centering on teacher perspectives, offering critical insights into the day-to-day challenges, professional dilemmas, and potential opportunities that define teaching within a double-shift classroom setting.

This research delved into the interconnectedness of educational access, quality, and equity within the framework of double-shift schooling systems. By examining teachers' experiences, the study aimed to unveil the multifaceted implications of double-shift classrooms on educational access, instructional quality, and the equitable distribution of learning opportunities. It sheds light on teachers' challenges in managing double-shift classrooms, the adaptations to uphold quality education, and the potential opportunities to cultivate inclusive and equitable learning environments, particularly for minority and marginalized student groups. Ultimately, this exploration underscores the importance of understanding how the operational dynamics of double-shift systems impact broader objectives related to educational access, quality, and equity.

Several researchers have delved into the challenges and opportunities associated with double-shift schooling, providing valuable insights that support continued exploration of this topic. Öztapak and Polatlar (2020) reported that preschool teachers in double-shift schools often face administrative and structural difficulties, including space limitations and superficial oversight.

Liang et al. (2023) emphasized that although double-shift schooling can optimize instructional resources and reduce student stress, it also increases teacher workloads and demands better home-school coordination. On the other hand, Luo et al. (2023) discussed how implementing a "double-teacher" strategy within double-shift schools can help improve instructional quality and equity, especially in underserved areas. These studies highlight the importance of examining double-shift classrooms from varied perspectives to guide informed policymaking and improve educational outcomes.

Objectives of the Study

This research focused on the problems encountered by the teacher and their strategies to answer the problems of shifting classes in Tongantongan National High School. This study specifically aimed to:

1. identify and analyze the challenges faced by teachers in the double-shift system.
2. explore the opportunities that the double-shift classroom model offers from the teachers' perspective.
3. formulate themes from the lived experiences of the teachers in double-shift classrooms.

MATERIALS AND METHODS

Respondents

The study's respondents are experienced teachers from grades 7 to 12 at Tongantongan National High School. The study employed a purposive sampling technique to select participants. This non-random method was chosen because it allows researchers to intentionally select individuals who possess specific experiences or knowledge relevant to the phenomenon being studied (Ahmad & Wilkins, 2024). The criteria for selection included teachers who have had experience teaching both in a regular shift class and a double-shift class.

Research Design

This research used a qualitative phenomenological approach to better understand teachers' experiences in the double-shift class system. The qualitative nature of the study enabled a rich, detailed exploration of teachers' perspectives, emphasizing their subjective experiences and personal interpretations (Dodgson, 2023). Phenomenology was selected as the guiding framework due to its focus on describing the lived experiences of individuals in relation to a specific phenomenon (Tiwari et al., 2025). This approach allowed for an in-depth exploration of the intricate reality of teaching in a double-shift system, as seen through teachers' eyes.

Instrument

In-depth semi-structured interviews were used as the primary instrument for data collection and were validated by content experts in the field. This method was chosen because it allows for flexibility in probing deeper responses and provides participants the freedom to express their thoughts and emotions regarding the challenges, opportunities, and strategies in teaching under a double-shift system (Mashuri et al., 2022). The interview guide was designed to explore teachers' experiences, challenges, and opportunities in teaching in a double-shift system. The interview will generally answer the following questions:

1. What are your insights about a double-shift classroom?
2. What challenges have you faced as a Teacher in a Double-Shift classroom?
3. What are your strategies and coping mechanisms in handling double-shift classrooms?
4. What opportunities does the Double-Shift Classroom Model offer from your perspective as a teacher?

Data Analysis

Thematic Analysis was utilized following Braun and Clarke's reflexive model. This method was chosen for its flexibility and ability to produce rich, detailed, and complex accounts of qualitative data (Braun & Clarke, 2024). The six steps of their approach include: (1) familiarizing with the data, (2) generating initial codes, (3) constructing themes, (4) reviewing themes, (5) defining and naming themes, and (6) producing the final report.

RESULTS AND DISCUSSION

On the Challenges Faced by Teachers in Double-Shift Classroom

Emerging Theme 1: Time Constraints and Schedule Challenges

Teachers highlighted the daunting task of navigating time constraints and schedule changes within the rigid framework of double-shift schedules.

These responses support the emerging theme:

P1: *"Having a hard time to finish one competency in a 40-minute period. Also, there are a lot of competencies will be covered for a single quarter. Another one, is to wake up early. I find it hard to wake up as early as 4 in the morning since I sleep very late at night."*

This response highlights teachers' struggle in managing the curriculum within limited class periods and the personal challenge of adapting to early morning schedules.

limited class time restricts teachers' ability to adequately cover the curriculum. Recent findings show that while compressed course formats can maintain general academic performance, they often compromise depth of content coverage and student mastery, especially in concept-heavy subjects (Price, 2024).

P2: *"During class hours many students are still eating their breakfast /lunch. Many also are entering the classroom very late. Due to these problems I need to extend my patience and understanding."*

Here, the teacher acknowledges the disruption caused by students eating during class and arriving late, requiring them to practice patience and understanding in maintaining classroom order.

Disruptions caused by students eating during class and arriving late require teachers to be adaptable and patient in maintaining classroom order. Research has shown that classroom disruptions are a major stressor for teachers, contributing to increased occupational problems and impacting teaching effectiveness over time (Jenni et al., 2025).

P5: *"Teachers in double-shift schools face challenges in arranging special times to assist students, as visiting students in the morning sessions may clash with times they can meet afternoon-shift session students for extra*

assistance and guidance. This can lead to complicated and difficult arrangements for both teachers and students."

This response illustrates teachers' logistical challenges in coordinating additional assistance for students across different shifts, highlighting the complexity of scheduling and coordination.

Scheduling complexities arise when arranging extra help sessions for students across different shifts. This aligns with findings by Mahfouz et al. (2020), who documented how double-shift systems in Lebanon led school leaders to focus heavily on logistical management, limiting academic and support activities due to space and time constraints.

P6: "It is hard to control and implement my rules for my class to the other class occupying the classroom; I seldomly visit the city because of very late dismissal; shortened time to bond with family after class."

The teacher expresses difficulty in maintaining consistency in classroom management across shifts, and personal sacrifices such as limited leisure time due to extended work hours.

Maintaining consistency in classroom management across shifts and balancing personal lives becomes difficult due to extended work hours. Ji et al. (2024) highlighted that double-shift systems increase teacher workload and stress, particularly in navigating unclear schedules and coordinating student support under constrained conditions.

Based on the responses, double-shift classrooms impose significant time constraints and scheduling challenges on teachers, impacting both instructional delivery and personal routines.

Teachers struggle to cover the curriculum adequately within short class periods, as expressed by one participant who finds completing competencies in a 40-minute timeframe difficult. The necessity of waking up early for morning shifts pose a personal challenge, especially for those with late bedtimes. The disruption caused by students eating during class and arriving late complicates the teaching environment, necessitating teachers to extend patience and understanding. The logistical complexities of arranging extra assistance for students across different shifts create further challenges, leading to complicated scheduling arrangements for teachers and students.

Emerging Theme 2: Environmental and Resource Management

Teachers also faced challenges maintaining cleanliness, resolving conflicts with partner teachers, addressing environmental discomfort, and managing resources effectively within double-shift classrooms.

These responses support the emerging theme:

P3: "Conflicts with partner teacher due to cleanliness and orderliness. Other challenges are the classroom as this is not conducive especially from 12pm to 3pm, super-hot."

This response highlights the interpersonal conflicts and environmental challenges arising from shared classrooms, including issues with cleanliness and discomfort during certain hours.

The teacher's mention of conflicts with a partner teacher due to cleanliness and discomfort highlights the challenges of shared classroom spaces. This is supported by research showing that interpersonal conflict in educational settings, particularly in shared environments, can undermine team dynamics and teacher well-being (Rajabieslami & Troudi, 2024). Additionally, environmental factors such as classroom layout, noise, and physical discomfort significantly influence teachers' psychological well-being and job satisfaction (Tong, 2024).

P7: "As a class adviser in a double-shift classroom, one of the challenges that I faced is with regards to ensuring a classroom that is organized, clean and well-maintained. Since two sections are using the same classroom, issues like waste management, wear and tear of equipment and general cleanliness might arise."

The teacher identifies specific challenges related to maintaining cleanliness and orderliness in a shared classroom

environment, emphasizing the importance of proactive management to address potential issues.

Sharing a classroom between two shifts can lead to conflicts regarding cleanliness, orderliness, and the overall conduciveness for learning, including challenges like waste accumulation and rapid wear of shared materials. Research shows that shared educational environments often suffer from physical deterioration and cleanliness issues, which negatively affect the learning atmosphere (Antwi-Agyei et al., 2022). Furthermore, increased occupancy and turnover between shifts reduce opportunities for personalization and contribute to environmental discomforts that undermine student and teacher experience (Levine et al., 2024).

P8: "Some double-shift classrooms may have a large number of students, making it difficult for teachers to provide individual attention and meet the needs of all students."

This response underscores the challenge of catering to the diverse needs of a large student population within double-shift classrooms, highlighting the potential limitations in providing personalized attention and support.

This sentiment aligns with research on class size and teacher effectiveness. Studies show that larger class sizes can significantly reduce teachers' ability to provide individualized attention, manage classroom behavior, and meet the diverse needs of students (Juldiz, 2025).

Environmental and resource management are critical challenges within double-shift classrooms, affecting classroom dynamics and teacher responsibilities. Conflicts with partner teachers over cleanliness and orderliness highlight the interpersonal tensions that can arise in shared classroom spaces. The discomfort experienced during specific hours due to inadequate environmental conditions further exacerbates teaching challenges. The necessity of ensuring a well-maintained classroom environment becomes apparent, with teachers facing issues such as waste management, equipment wear and tear, and general cleanliness due to shared usage. The large student populations in some double-shift classrooms pose difficulties in providing individual attention and meeting diverse student needs effectively. These responses collectively emphasize the importance of proactive environmental and resource management strategies to foster conducive learning environments and support effective teaching practices within double-shift classrooms.

Strategies and Coping Mechanism in handling double-shift classroom.

Emerging Theme 1: Time Management and Planning

Many of the respondents emphasized the importance of effective time management in handling double-shift classrooms. This includes planning and organizing lessons efficiently to maximize classroom time and using time management techniques to ensure that both shifts receive equal attention and reaction.

This theme is supported by the following response:

P1: "Use of Learning Activity Sheets to cope-up the lessons. And as for my early duty, I have to the school task at noon so that I could sleep early at night to avoid sleeplessness."

This response highlights the importance of using learning activity sheets to catch up on lessons and manage personal time effectively to ensure rest and avoid sleeplessness.

Using learning activity sheets reflects the challenges of managing workload and personal time. Research has shown that block time lesson planning significantly eases teachers' workloads by allowing more time for resource preparation and student assessment (Karki et al., 2024). Additionally, time management is critical for teacher effectiveness and well-being. Studies indicate that effective time planning improves self-discipline, focus, and overall job performance (Mykhailoiko et al., 2022).

P8: "Time Management, Planning and organizing lessons efficiently to make the most of limited classroom time."

This response highlights the importance of time management, planning, and organizing lessons efficiently to maximize limited classroom time.

This emphasizes the critical role of time management and structured lesson planning in double-shift classrooms with limited instructional time. Teachers must carefully design their instruction to maximize learning outcomes. One effective strategy involves the use of pre-designed activity sheets. A recent study also shows a positive correlation between structured time management and improved student outcomes in compressed teaching environments (Patkar, 2023).

In support, research by Ayeni (2020) found a significant positive correlation between time management strategies employed by school leaders and both teacher performance and student academic achievement in time-constrained settings. Activity sheets can provide clear instructions, promote independent learning, and free up valuable classroom time for teachers to address individual student needs or clarify concepts. By incorporating well-designed activity sheets into their lesson plans, teachers in double-shift settings can maximize their students' limited instructional time and contribute to a more effective learning environment.

P4: "Teachers can use time management techniques to ensure that both shifts receive equal attention and reaction."

This response emphasizes the importance of time management techniques to ensure that both shifts receive equal attention and reactions from teachers.

Prioritizing time management allows teachers to distribute their attention and resources fairly across both shifts. This is supported by Suzuki and Mizuno (2022), who demonstrated that strategic shift scheduling enhances the alignment of teacher availability and student needs in compressed instructional settings, promoting more effective curriculum coverage.

P5: "Strategies and coping mechanisms for handling double-shift classrooms can be approached from several angles, including management, curriculum, and student support."

This response suggests that time management is just one of the many angles that can be approached when dealing with double-shift classrooms and that other areas, such as curriculum and student support, are also important.

The analysis of teacher responses revealed a complex interplay of challenges and potential strategies within double-shift classrooms. Time management emerged as a critical factor, as teachers struggled to deliver the full curriculum within compressed class periods and faced difficulties in scheduling extra support for students across shifts. These structural constraints were further compounded by the strain on teachers' personal lives and well-being due to extended working hours. Additionally, maintaining a positive learning environment proved challenging, with shared classrooms often leading to conflicts over cleanliness, organization, and overall comfort, which impacted instructional effectiveness.

These responses underscore the significance of utilizing learning activity sheets for catching up on lessons and maintaining personal time for rest to prevent sleeplessness. They stress the importance of time management, efficient lesson planning, and organization to maximize limited classroom time. Additionally, they highlight the necessity of employing time management techniques to ensure equal attention to both shifts. Moreover, they suggest that while time management is crucial in handling double-shift classrooms, considerations like curriculum and student support are equally essential to address.

Emerging Theme 2: Collaboration and Communication

Another common theme from the responses is the importance of collaboration and communication in handling double-shift classrooms. This includes open communication with partner teachers, coordination with other advisers, and informing and reminding students about cleanliness, dignity, and respect. By working together and communicating effectively, teachers can ensure consistency and fairness between shifts and address students' needs more effectively.

The response that supports the theme is as follows;

P3: "I am open to communicate with the partner-teacher I have in the classroom"

This response emphasizes the importance of open communication with partner teachers to ensure that both shifts receive equal attention and support.

Open communication between teachers lays the groundwork for collaboration. It allows them to establish shared expectations for classroom management, resource use, and student support. This is supported by Virtue (2021), who emphasized that simulated and structured teacher collaboration helps develop essential planning and teamwork skills in shared or blended learning contexts.

P7: "One of the strategies and coping mechanisms that i used in handling double-shift classroom is having a coordination with the other adviser about classroom management, sharing of resources, and students issues in order to ensure harmony between shifts. Further, both advisers establishes unified classroom rules to maintain consistency and fairness"

This response highlights the importance of coordination with other advisers to ensure harmony between shifts and maintain consistency and fairness in the classroom.

Formalized coordination meetings between double-shift teachers can ensure alignment on these critical areas. Research by Mavropalias et al. (2023) found that teacher collaboration in co-teaching environments directly affects how effectively educators coordinate and share responsibilities in the classroom.

P6: "Inform and remind the students for both morning and afternoon shifters about cleanliness, dignity and respect; spend quality time with family even in shortened time."

This response emphasizes the importance of communicating with students about cleanliness, dignity, and respect and finding ways to spend quality time with family, even in shortened times.

Effective collaboration and communication between double-shift teachers can greatly improve the learning environment for students. When teachers coordinate to set shared expectations, streamline resource use, and maintain consistent classroom routines, it creates a more stable and supportive atmosphere. Open dialogue between shifts helps address common challenges, fosters teamwork, and enables teachers to find practical solutions that enhance both student outcomes and teaching effectiveness.

The statements stress the significance of teacher collaboration and communication for ensuring equal attention and support across both shifts. They underscore the importance of coordination with fellow advisers to maintain consistency and fairness in the classroom. Additionally, they highlight the necessity of communicating with students about values like cleanliness, dignity, and respect and finding ways to prioritize quality time with family despite time constraints.

On the Opportunities Double-Shift Classroom offer on Teachers

Emerging Theme 1: Work-Life Balance and Personalized Professional Development.

The Double-Shift Classroom Model offers opportunities for teachers to promote a potential improvement in work-life balance. This includes going home early and completing school tasks, such as crafting lesson plans, checking papers, and recording scores. Additionally, some teachers appreciate the flexibility in scheduling, allowing them to rise late, prepare slowly for school, or even engage in other activities outside of school. The model also fosters collaboration and mutual support between advisers, providing opportunities for professional development through shared teaching strategies and classroom management techniques.

The response that supports the theme is as follows;

P1: "Can go home early and do the school tasks such as crafting lesson plan, checking papers, recording scores and submission of reports."

This response suggests that the Double-Shift Classroom Model allows teachers more time in the afternoon to complete various school-related tasks. By finishing their teaching responsibilities earlier, teachers can dedicate

their afternoons to lesson planning, grading papers, and administrative work. This may potentially lead to better time management and work-life balance for teachers.

This aligns with recent research on the double-shift model, suggesting it can improve teacher time management. By condensing in-person teaching hours, teachers may gain larger afternoon blocks for administrative work and experience a better work-life balance. For instance, Santiago (2023) found that effective scheduling and prioritization in double-shift or hybrid teaching models allowed teachers to better balance instructional planning and personal life. Similarly, Antonyinico and Durai (2024) reported that structured work-life balance strategies including flexible hours and administrative support, reduced stress and improved teacher productivity in self-financing schools. Furthermore, Aquino et al. (2023) demonstrated a strong link between teacher time management skills and improved performance and student outcomes, especially when time was allocated intentionally for planning and productivity.

P6: "As an afternoon shifter, I can rise up late and prepare slowly for school."

Here, the participant highlights the Double-Shift Classroom Model's flexibility to teachers. Teachers can wake up later and have a more relaxed morning routine by being assigned to the afternoon shift. This flexibility in scheduling can benefit those who prefer working during later hours or have personal commitments in the mornings.

This experience reflects the potential for the double-shift model to offer teachers greater scheduling flexibility. Flexible scheduling systems that consider teacher preferences such as preferred shift times, have been shown to improve alignment between teaching responsibilities and personal needs, such as childcare or workload preferences (Suzuki & Mizuno, 2022). In addition, research shows that teachers are more willing to engage in professional responsibilities, including training and curriculum development, when schedules allow for greater autonomy and better balance between work and personal life (Hörmann et al., 2024).

P7: "It fosters collaboration and mutual support between advisers who share the same classroom. Working with another adviser offers opportunity for professional development through sharing of teaching strategies, classroom management techniques and subject matter expertise."

This response emphasizes the collaborative aspect of the Double-Shift Classroom Model. When two advisers share the same classroom, it creates an environment where they can work closely together, exchange ideas, and support each other professionally. This collaboration provides an opportunity for professional development as teachers can share teaching strategies, classroom management techniques, and subject expertise, ultimately enhancing their teaching skills and knowledge.

his experience highlights how the double-shift model can foster teacher collaboration. Sharing a classroom with another teacher creates opportunities for ongoing professional growth through the exchange of strategies, ideas, and expertise. This collaborative environment can enhance lesson planning, improve instructional quality, and positively impact student learning outcomes.

This highlights the potential benefits of the Double-Shift Classroom Model for teachers' work-life balance and personalized professional development. They suggest that by finishing teaching duties earlier, teachers can allocate afternoons for tasks like lesson planning and administrative work, improving time management and balance. Moreover, the model offers flexibility, allowing teachers on afternoon shifts to have a relaxed morning routine or accommodate personal commitments. Additionally, the collaborative nature of sharing classrooms fosters professional development through idea exchange, support, and sharing of teaching strategies, ultimately enhancing teaching skills and subject expertise.

Emerging Theme 2: Increased Access and Efficiency

The Double-Shift Classroom Model increases access to education at a moderate cost, particularly in urban areas where land is scarce and buildings are expensive. Double-shift schooling can help address financial constraints and move towards universal primary and secondary education by using the same buildings and facilities to serve

more pupils. Furthermore, the model allows more students to attend school without the need for new buildings, providing educational opportunities to a more significant number of students.

The response that supports the theme is as follows;

P5: "The Double-Shift Classroom Model offers several opportunities from a teacher's perspective. This model allows for increased access to education at a moderate cost, particularly in urban areas where land is scarce and buildings are expensive."

From the teacher's viewpoint, the Double-Shift Classroom Model presents various opportunities, notably facilitating enhanced educational accessibility at a reasonable expense. This advantage becomes particularly significant in urban settings where land scarcity and high building costs often challenge educational infrastructure development.

This response highlights the potential of the Double-Shift Classroom Model to increase access to education, especially in urban areas where land availability and building costs pose challenges. By utilizing existing infrastructure and maximizing classroom usage, this model enables more students to be accommodated within the same physical space. This helps address resource limitations and expands educational opportunities, particularly in densely populated areas. Recent research underscores the role of double-shift schools in alleviating educational disparities by serving high-demand urban zones and ensuring more equitable access to learning environments (Zangana et al., 2024). Additional findings suggest that despite some reductions in annual instruction time, the double-shift system remains a pragmatic solution to infrastructure shortages in rapidly growing cities (Alhamidi et al., 2021).

P8: "The double-shift model allows more students to attend school without the need for new buildings, providing educational opportunities to a larger number of students. And also, the

double-shift model provides flexibility in scheduling, allowing students to attend classes at different times, which can be beneficial for those with specific scheduling needs or responsibilities outside of school."

This response further emphasizes the increased access and efficiency the Double-Shift Classroom Model provides. It highlights that the model enables more students to attend school without requiring new buildings, thereby optimizing the use of existing educational facilities. Moreover, the flexible scheduling offered by the model accommodates students with specific scheduling needs or responsibilities outside of school, allowing them to balance their education with other commitments.

This aligns with the double-shift model's potential to increase educational access and efficiency. By maximizing the use of existing school facilities, the model allows more students to attend classes without the need for additional buildings or infrastructure investments. Research by Zangana et al. (2024) shows that the double-shift system effectively addresses infrastructure constraints in urban areas, improving educational equity by serving more students within the same space. Furthermore, Salem (2021) found that the double-shift model's structure provides needed flexibility, especially beneficial for students with external responsibilities, such as work or family care, enabling broader participation in formal education.

These statements underscore the benefits of the Double-Shift Classroom Model in terms of increased access and efficiency. They highlight how the model enhances educational accessibility, especially in urban areas facing land scarcity and high building costs. Additionally, they emphasize that the model enables more students to attend school without new construction, optimizing existing facilities. Moreover, the flexible scheduling accommodates students' diverse needs and responsibilities outside of school, enhancing their ability to balance education with other commitments.

CONCLUSIONS

This study highlighted the challenges faced by teachers in the double-shift classroom. One significant challenge identified was time constraints and schedule challenges. Teachers expressed difficulties in managing their time

effectively and adhering to strict schedules, impacting their ability to cover the curriculum adequately. Another challenge was environmental and resource management, as teachers struggled with limited classroom space and resources, which impacted their ability to create an optimal learning environment. In addition, the large number of students in some double-shift classrooms poses challenges in providing individual attention and meeting diverse needs.

To cope with these challenges, teachers employed various strategies and coping mechanisms. Time management and planning emerged as a central theme, with teachers emphasizing the importance of prioritizing efficient lesson organization, utilizing tools like learning activity sheets, and maximizing the limited time available. Collaboration and communication were also highlighted as essential strategies, as teachers found value in working together and sharing resources and ideas to overcome the unique challenges of the double-shift classroom. Ultimately, these strategies help the teachers overcome this unique teaching environment's challenges.

Despite the challenges, the double-shift classroom model also presented several opportunities. This includes a potential improvement in work-life balance and personalized professional development. Teachers can complete school tasks such as lesson planning,

grading papers, and report submissions during early dismissal, allowing them more time for personal activities and self-improvement. In addition, for afternoon shift teachers, the flexibility of rising late and preparing for school at a slower pace can contribute to their overall well-being. Furthermore, this model increases access to education and improves efficiency. Utilizing existing infrastructure and maximizing resources enables more students to attend school without needing new buildings, particularly in urban areas with limited space. The model also provides flexibility in scheduling and accommodating students with specific needs or responsibilities outside of school.

RECOMMENDATION

Based on the study's findings, to address the challenges teachers face in the double shift classroom, policymakers and administrators should prioritize providing adequate resources and support to help teachers manage their time effectively and create an optimal learning environment. This can be achieved by allocating sufficient classroom space and resources and implementing flexible scheduling for individualized attention and diverse learning needs. Providing opportunities for teachers to engage in professional development and personal activities during their early dismissal can help improve their work-life balance and overall, wellbeing. By addressing these challenges, teachers can better cope with the unique demands of the double-shift classroom and provide a more practical education for their students. This, in turn, can lead to improved student outcomes and a more efficient education system.

Teachers should continue to employ strategies such as time management, prioritizing efficient lesson organization, and collaboration with colleagues to overcome the challenges of the double-shift classroom. They should also take advantage of the opportunities presented by this model, such as completing school tasks during their early dismissal and utilizing the flexibility of the afternoon shift to improve their personal and professional lives. By doing so, teachers can maintain their well-being and continue to provide high-quality education despite the challenges. Furthermore, teachers can share their strategies and best practices with colleagues to create a supportive community that helps each other navigate the double-shift classroom. This collaboration can lead to innovative solutions and a more effective use of the available time. Teachers can make the most of the double-shift classroom model by working together.

Future researchers should investigate the long-term effects of the double-shift classroom model on teacher well-being, student outcomes, and the overall efficiency of the education system. This can include studying the impact of the model on teacher burnout, student engagement, and academic performance, as well as exploring ways to further improve the model to better meet the needs of teachers and students. By conducting thorough research, policymakers and administrators can make informed decisions about the implementation and sustainability of the double-shift classroom model. The researchers can identify best practices and areas for improvement, which can be used to refine the model and ensure its success. This research is essential for understanding the double-

shift classroom model and its potential to improve education.

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