United International Journal for Research & Technology
Volume 05, Issue 08, 2024 | Open Access | ISSN: 2582-6832

Oplan Baklas: Examining the Impact of Classroom Design on the Academic Performance of Grade 3 Learners

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***Abstract*—** This study examines the impact of classroom design on the academic performance of Grade 3 pupils in the Philippines, focusing on how classroom environments mandated by recent regulations OPLAN Baklas affect students' academic performance. Utilizing a descriptive-correlational design, the research surveyed 72 Grade 3 pupils from a public school in Carmen, Cagayan de Oro City, Philippines. A researcher-made questionnaire assessed perceptions of classroom design elements, such as wall bareness and the presence of educational materials, alongside measures of academic performance. Findings reveal significant correlations between pupils' perceptions of classroom environments and academic performance. Specifically, educational aids and a balanced aesthetic environment were associated with increased concentration and comfort, enhancing learning efficiency. Results suggest that while minimalist designs reduce distractions, the complete removal of educational decorations may impede effective learning. The study underscores the importance of adapting classroom designs to meet educational and developmental needs, providing evidence that well-considered environments can significantly impact academic outcomes. These insights are vital for educators and policymakers in crafting learning spaces that promote student engagement and achievement. Future research should consider broader demographic samples and longitudinal studies to validate these findings further and support the development of effective educational standards. This research contributes to the ongoing dialogue on educational environments, advocating for a balanced approach that harmonizes aesthetic simplicity with functional educational support.

***Keywords*—** academic performance, classroom design, grade 3 learners, learner perception, Oplan baklas, Philippines

I. INTRODUCTION

The physical and aesthetic arrangement of classroom design plays an essential role in shaping the educational experiences and outcomes of learners. As learners embark on their academic journeys, the design of their learning spaces can significantly influence their behavioral, emotional, and cognitive development. Such environments comprise various elements, including visual materials, color schemes, lighting, and furniture arrangements, all contributing to a holistic educational experience. The design of the classroom has a direct impact on their involvement and interaction with the learning environment. A well-designed classroom can foster a sense of belonging and responsibility, making learners feel at ease and encouraged in their learning path (Cooper & Fry, 2020).

In the Philippines, the significance of classroom design is challenged by regulatory measures such as the Department of Education's Maintenance of Clean Schools guidelines under DepEd Order No. 21, s. 2023. These guidelines, endorsed by Secretary and Vice President Sara Duterte, mandate the removal of wall decorations in classrooms, which include educational aids like alphabets and math problem posters. Critics argue that such elements are vital for reinforcing foundational skills in young learners, suggesting that the absence of these aids could potentially disrupt learning and development (Olay, 2023).

This study aims to explore the impact of classroom design on the academic performance of Grade 3 pupils, focusing on how their perceptions of their learning environment correlate with their academic performance. It investigates various demographic characteristics of the learners, such as age, sex, hobbies, and media exposure, and how these factors influence their perceptions of classroom design elements like wall bareness, material presence, and overall classroom ambiance. The study seeks to determine whether there is a significant relationship between these perceptions and academic performance, thereby providing insights into how classroom design can be optimized to enhance educational outcomes.

Statement of the Problem

The study's main objective is to examine the impact of classroom design on the academic performance of Grade 3 pupils. Specifically, this study seeks to answer the following:

1. What are the demographic characteristics of the respondents in terms of sex; hobbies; and media exposure?
2. How do learners perceive their classroom design in terms of bareness of classroom walls; presence of posted materials on walls; stockpiling of materials; clutter and unused items; lighting; and temperature?
3. What is the Academic Performance of the learners?
4. What is the significant difference in the learners' perceptions of the classroom design when grouped according to their profiles?
5. Is there a significant relationship between the learners' perception of the classroom design and their academic performance?

II. METHODOLOGY

A. Research Design

This study used the descriptive-correlational research design. A descriptive research design aims to obtain information describing a studied situation. This design was the most appropriate as it described the significant relationship and difference between the learners' perceptions of the classroom design elements and their academic performance, which was the study's primary objective. The study design attempted to explain the link between two or more variables without making any causal assertions. It was used to study correlations between variables without the researcher influencing or manipulating them to quantify and identify historical trends between two variables.

B. Research Locale

The study was conducted in Sacred Heart Village, Zone 8 Coop Village Carmen, Cagayan de Oro City, Misamis Oriental. It was a private school, but later on, the government bought it, so it is now a public school where the learners can freely enroll without payment. It is a small school comprised of 33 teachers and has more than 1,000 learners. The school also offers morning and afternoon classes to cater to every student.

C. Sampling Design

The sampling design for the study employed a stratified random sampling technique to select a representative sample of Grade 3 pupils. The total population across four sections—A, B, C, and D—comprises 87 learners. Using the RaoSoft calculator, a sample size of 72 learners was identified as necessary for achieving statistically significant results. The allocation of respondents per section was calculated using Slovin's formula, which ensured proportional representation from each section based on their population sizes: 9 from A (total 11), 27 from B (total 33), 17 from C (total 21), and 19 from D (total 22). This approach ensures that the sample is representative of the entire Grade 3 cohort at the school, providing a solid basis for evaluating the impacts of classroom design on academic performance.

D. Respondents of the Study

The respondents for the study include 72 Grade 3 pupils. These pupils were selected using a stratified sampling method determined by Slovin's formula to ensure proportional representation from each section. The breakdown of respondents across the sections is as follows:

- Nine learners from the A section, which has a total of 11 learners
- 27 learners from the B section, which has a total of 33 learners
- 17 learners from the C section, which has a total of 21 learners
- 19 learners from the D section, which has a total of 22 learners

The sample comprises 46 male and 41 female learners, reflecting the gender distribution within the school's Grade 3 population. Thus, the aim is to capture diverse insights into the impact of classroom design on academic performance.

E. Research Instruments

In this study, a researcher-made questionnaire was the primary research instrument used to investigate various aspects of classroom design and their potential impact on the academic performance of Grade 3 pupils. This questionnaire was developed based on the themes outlined in the Department of Education (DepEd) Order No. 021, s. 2023, which provides guidelines for the "Brigada Eskwela" initiative for the school year 2023-2024. The order emphasizes the maintenance of clean schools and stipulates specific regulations regarding classroom spaces' physical appearance and upkeep. Notably, it mandates that classroom walls be free from unnecessary artwork, decorations, oversized signage, and commercial advertisements, sponsorships, or endorsements.

In these guidelines, the researchers identified several key variables for the study: Bareness of Classroom Walls, Presence of Posted Materials on Walls, Stockpiling of Materials, Clutter and Unused Items, Lighting, and Temperature. These variables formed the basis of the "Classroom Design Questionnaire," the second part of the three-part questionnaire. Each theme was explored through five indicators, comprising 30 items assessing the classroom design according to the stipulated DepEd regulations.

The first part of the questionnaire gathers basic demographic information about the respondents, including age, sex, hobbies, and media exposure. The third and final part of the questionnaire addresses the learners' academic performance, with the class adviser filling out details concerning the learners' performance during the first and third grading quarters. This section aims to correlate the physical classroom design with academic outcomes, providing insights into how clutter, wall decorations, and classroom cleanliness influence learning efficacy.

F. Validity and Reliability of the Instruments

The validity and reliability of the research instruments in a study are foundational to ensuring that the findings are credible and accurately reflect the intended constructs. This study's primary instrument was a researcher-made questionnaire, which was rigorously tested for content validity and reliability to ensure its efficacy.

Content validity is a critical measure of whether the items in a questionnaire are suitable, relevant, and comprehensive enough to capture the constructs they are intended to measure (Yusoff MSB, 2019). For this study, the content validity of the questionnaire was assessed by three experts affiliated with the Department of Education. The first evaluator is a Teacher 1, handling Grade learners with four years of experience in teaching. The second evaluator is a teacher 3 handling Grades 1, 2, and 3 learners with seven years of experience in teaching. The third evaluator is also a teacher 3, handling Grades 4, 5, and 6 learners with eight years of experience in teaching. According to the standards set by Polit & Beck (2006) and Polit et al. (2007), the Content Validity Index (CVI) must reach a value of 1.0 when evaluated by three experts to be considered acceptable. In this case, the questionnaire achieved a CVI of 1.0, indicating that the experts unanimously agreed that each item was pertinent and well-crafted for the study's purposes, confirming a satisfactory level of content validity.

Reliability concerns the consistency of the questionnaire, specifically whether it consistently elicits the same responses under similar conditions (Kimberlin et al.; A. G., 2008). The questionnaire's reliability was assessed using Cronbach's Alpha, a statistic that measures the internal consistency of the items within the scale. The scale included 30 items and reported a Cronbach's Alpha of .706, which marginally exceeds the commonly accepted threshold of 0.70 for acceptable internal consistency. This suggests that the questionnaire items are reasonably coherent and effectively measure a single underlying construct.

The Classroom Design Questionnaire underwent meticulous validation and reliability testing involving expert evaluations and statistical assessments to ensure accuracy and consistency. By achieving a high CVI and satisfactory levels of Cronbach's Alpha, the instrument has been validated as a reliable and valid tool for accurately capturing the constructs of interest in the study. This thorough testing and validation process ensures that the questionnaire can be trusted to produce consistent, representative data supporting the study's conclusions.

G. Scoring Procedure

The learners' perceptions of classroom design were assessed using a four-point Likert scale instrument. This instrument enabled respondents to express their level of agreement or disagreement with various statements by selecting from four options: 4 for "Strongly Agree," 3 for "Agree," 2 for "Disagree," and 1 for "Strongly Disagree." These ratings are designed to capture the degree of influence that specific aspects of the classroom design are perceived to have on their academic performance. The scale is structured with defined score ranges, where a score between 3.25 and 4.00 indicates a "Strongly Agree" response, interpreted as "Highly Influential." A score from 2.50 to 3.24 corresponds to "Agree," suggesting the element is "Influential." Ratings that fall within 1.75 to 2.49 are categorized under "Disagree," indicating the element is "Less Influential," while a score ranging from 1.00 to 1.74, associated with "Strongly Disagree," reflects that the element is considered "Not Influential." This methodological approach provides a quantitative means to evaluate and interpret environmental factors' impact on classroom learning.

Moreover, in examining the academic performance of the learners, the researchers asked the class adviser to provide them the grade for the 3rd grading period. The grades were categorized utilizing a grading system that aligns with the K to 12 Basic Education Program, which employs a standard and competency-based grading method detailed in the curriculum guides. This system is based on the weighted raw scores from learners' summative assessments, which include Written Work, Performance Tasks, and Quarterly Assessments. These components are assigned specific percentage weights depending on the subject matter, ensuring that the grading reflects the diverse types of learning and skills development emphasized in different areas.

Table I. *K To 12 Basic Education Program Competency-Based Grading Scale*

Description	Grade Scale
Failed	Below 74
Passed	75-89
With Honors	90-94
With High Honors	95-97
With Highest Honors	98-100

This grading system allows the study to measure academic performance with an approach that considers the aspects of scoring and the implications of learning achievements. The grades serve as a quantifiable metric to evaluate the efficacy of the classroom design in fostering an optimal learning space conducive to higher academic achievements. This structured approach ensures that the impact of Oplan Baklas can be comprehensively evaluated, offering insights into how physical and aesthetic classroom changes correlate with educational outcomes.

H. Ethical Considerations

This research meticulously followed ethical guidelines to ensure the integrity and ethical rigor of the study. Initial approval was obtained from the College of Education Dean, signified through a signed authorization from the Research Adviser. This endorsement was vital to establish the legitimacy and academic oversight of the research project. A formal letter outlining the research intent, methodology, and potential educational benefits was then submitted to the administration of the research locale, securing the necessary permissions from the school supervisor and principal to conduct research within their school and from the class adviser to conduct the research within his/her classroom.

In line with ethical standards for research with minors, informed consent forms were distributed to the parents/guardians of the potential pupil participants to obtain their explicit permission. This consent process was designed to be transparent, providing complete details of the research and its objectives while emphasizing the voluntary nature of participation and the right to withdraw at any stage without penalty. Assent was also sought directly from the pupils since they are minors, respecting their autonomy and capacity to participate in decisions that affect them. The study only included pupils whose parents or guardians provided signed consent forms; those who did not consent were excluded from the study to honor parental authority and choice.

This approach ensured that the research was conducted with full respect for the ethical principles of autonomy, beneficence, and justice, prioritizing the welfare and rights of the child participants throughout the research process.

III. RESULTS AND DISCUSSION

Problem 1. What are the demographic characteristics of the respondents in terms of sex, age, hobbies, and media exposure?

The sample consists of 72 respondents, with a majority of males (59.7%, n=43) compared to females (40.3%, n=29). This indicates a higher representation of male learners, which could influence educational strategies to cater to gender differences in learning environments (Nolé, 2021).

The majority of the respondents are nine years old (51.4%, n=37), followed by eight-year-olds (31.9%, n=23). The rest are distributed among ten (11.1%, n=8), eleven (4.2%, n=3), and twelve (1.4%, n=1) years old, pointing towards a sample primarily within the early elementary school age. This demographic is significant for tailoring educational strategies to address developmental milestones appropriate for early childhood education (Khodabandeh & Jamali, 2019).

Reading books is the most popular hobby (27.8%, n=20), followed by arts and crafts (26.4%, n=19), music and dance (22.2%, n=16), video games (15.3%, n=11), and playing with toys and games (8.3%, n=6). These interests reflect a diverse range of activities that can significantly contribute to cognitive and social development. Engaging in these hobbies can be beneficial for personal growth and academic success (Scott, 2023; Frank, 2020).

A large portion of the sample spends 1 hour or less per day on media (68.1%, n=49), while 19.4% (n=14) spend between 2 to 3 hours, and a smaller group spends 3 hours or more (12.5%, n=9). This distribution suggests a cautious approach towards media engagement, possibly to minimize distractions and enhance focus on academic activities. However, appropriate use of media can also enhance learning engagement (Murtaza, 2023; Moges et al., 2023).

These findings are supported by Murtaza (2023), who notes that learners are easily distracted from their studies by the constant alerts, endless scrolling feeds, and the appeal of viral content prevalent on modern media platforms. This aligns with the observation that most learners limit their media usage to one hour or less to avoid these distractions and maintain focus on their academic tasks.

Furthermore, the study by Moges et al. (2023) highlights the significant impact of social media usage on various aspects of the learning experience, including affective, cognitive, behavioral, and agentic engagement. Their findings indicate a positive correlation between social media usage and different facets of the learning environment, suggesting that while media can be a source of distraction, it can also enhance student engagement when used appropriately.

In addition, results shows that classroom design elements significantly affect academic performance, suggesting that the physical learning environment can enhance or impede student focus and learning outcomes. Similarly, in the study of Quiño, J. B. (2022), the media exposure data indicates that most learners limit their exposure to potentially distracting media to maintain focus on their studies. This suggests a broader principle that both physical and digital environments play crucial roles in shaping students' academic behavior and performance.

The relatively high percentage of learners limiting their media exposure to one hour or less could reflect an awareness of the potential negative impacts of excessive media use. Learners recognize the need to balance their media consumption to avoid the pitfalls of digital distractions while still leveraging the benefits of media for learning and social interaction.

On the other hand, the 12.5% of respondents who spend three hours or more on media highlight a subset of learners at higher risk of distraction and reduced academic performance. Targeted interventions are necessary to help these learners manage their media use more effectively and mitigate its impact on their academic and personal lives.

Problem 2. How do learners perceive their classroom design in terms of bareness of classroom walls, presence of posted materials on walls, stockpiling of materials, clutter and unused items, lighting, and temperature?

Table II. *Learners' Perception in their Classroom Design*

Classroom Design	Mean	SD	Description	Interpretation
Bareness of Classroom Walls	3.29	0.43	Strongly Agree	Highly Influential
Presence of Posted Materials on Walls	2.33	0.74	Disagree	Less Influential
Stockpiling of Materials	3.37	0.41	Strongly Agree	Highly Influential
Clutter and Unused Items	3.86	0.50	Strongly Agree	Highly Influential
Lighting	3.24	0.96	Agree	Influential
Temperature	3.93	0.06	Strongly Agree	Highly Influential

Table II provides a comprehensive summary of learners' perceptions regarding various aspects of their classroom design. It highlights six key features: bareness of classroom walls, presence of posted materials on walls, stockpiling of materials, clutter and unused items, lighting, and temperature. Each feature is assessed based on mean scores, standard deviations (SD), descriptions, and interpretations of their influence.

The bareness of classroom walls received a mean score of 3.29 with a standard deviation of 0.43, indicating a strong agreement among learners that this aspect is

highly influential. In contrast, the presence of posted materials on the walls scored a lower mean of 2.33 with a higher SD of 0.74, showing a general disagreement on its influence, interpreted as less influential.

The stockpiling of materials in the classroom also garnered a high mean score of 3.37 and a low SD of 0.41, with learners strongly agreeing on its high influence. Similarly, clutter and unused items received the highest mean score of 3.86 and an SD of 0.50, also interpreted as highly influential by strongly agreeing learners.

Lighting and temperature aspects were rated with mean scores of 3.24 and 3.93, respectively. Lighting, with a relatively higher SD of 0.96, was agreed upon as influential, while temperature, with a minimal SD of 0.06, was strongly agreed upon as highly influential. These ratings suggest that while learners are slightly less uniform in their views on lighting, they are nearly unanimous regarding the significant influence of temperature in their classroom environment.

The strong agreement on the bareness of classroom walls and the high influence of clutter suggests that students prefer a minimalistic approach to classroom design, finding it more conducive to concentration and learning. This indicates a need for educators and school administrators to consider reducing visual clutter and unnecessary items in the classroom to enhance focus and engagement.

Secondly, the contrasting perceptions regarding posted materials, deemed less influential, suggest that not all materials displayed on classroom walls contribute positively to the learning environment. This calls for a more strategic and thoughtful approach to what is displayed, emphasizing quality and relevance to the curriculum over quantity.

Moreover, the high scores for temperature and the agreement on its significant influence highlight the critical role of physical comfort in the learning environment. Ensuring that classrooms are kept at comfortable temperatures can significantly impact student attention and productivity. Similarly, lighting is also seen as influential, though with slightly more variability, suggesting that adequate and appropriate lighting is essential for creating an effective learning space.

Problem 3. What is the Academic Performance of the learners?

Table III. *Learners' Academic Performance*

Description	Frequency	Percentage
Failed	0	0%
Passed	9	12.5%
With Honors	63	87.5%
With High Honors	0	0%
With Highest Honors	0	0%
Total	72	100%

Table III presents a comprehensive summary of the learners' academic performance, providing valuable insights into their achievements in the educational context. Among the learners surveyed, none reported failing their academic endeavors, indicating a promising overall performance within the unit. This absence of failures highlights the dedication and efforts both learners and educators invest in achieving academic success.

Furthermore, a notable portion of learners, comprising 12.5% of the total, successfully passed their academic assessments. While this percentage seems relatively modest compared to other categories, it signifies a significant milestone for these individuals, reflecting their commitment to meeting academic requirements.

Most learners, accounting for 87.5% of the total, attained academic distinctions by achieving honors. This impressive percentage highlights the overall excellence exhibited by the student cohort, showcasing their diligence, perseverance, and academic prowess.

Notably, learners still need to attain the highest academic honors, such as high or highest honors. While this suggests potential growth and improvement areas, it does not diminish the remarkable achievements of those who earned honors distinctions.

The data from Table III reaffirm the dedication and accomplishments of the learners, painting a picture of a cohort characterized by a high level of academic success and achievement. These findings not only celebrate the

individual achievements of learners but also reflect positively on the educational institution and its commitment to fostering academic excellence.

Problem 4. What is the significant difference of the learners' perception of the classroom design elements when grouped according to their profile?

The analysis of the learners' perception of classroom design elements when grouped according to sex, hobbies, and media exposure across different design elements like bareness of walls, presence of posted materials, stockpiling of materials, clutter and unused items, lighting, and temperature reveals the following insights:

When grouped according to sex, there were no significant differences were found across all classroom design elements when comparing male and female learners. For example, both genders rated the bareness of classroom walls similarly with means of 3.28 for males and 3.31 for females, resulting in a p-value of 0.756, leading to the acceptance of the null hypothesis (no significant difference). This trend of non-significance was consistent across other elements such as lighting (p=0.602) and temperature (p=0.184), suggesting that gender does not influence perceptions of classroom design significantly.

When grouped by hobbies, there were similar to sex, the grouping based on hobbies (Reading Books, Arts and Crafts, Playing with Toys and Games, Video Games, and Music and Dance) showed no significant differences in perception of classroom design elements. For instance, the perception of the bareness of classroom walls ranged only slightly across hobby groups, with p-values such as 0.122 indicating no significant difference. This trend holds for other elements like lighting (p=0.112) and temperature (p=0.292), suggesting that learners' hobbies do not play a critical role in their perception of the classroom environment.

Grouping by media exposure levels (1 hour and below, 2-3 hours, and 3 hours and above) also did not show significant differences in learners' perceptions. For example, learners with 1 hour and below of media exposure rated the bareness of classroom walls at a mean of 3.28, similar to those with higher media exposure (mean of 3.33 for 2-3 hours), resulting in a p-value of 0.876. This non-significant finding was consistent across other elements such as clutter and unused items (p=0.815) and temperature (p=0.747), indicating that the amount of media exposure does not significantly affect their views on classroom design.

These results collectively suggest that neither sex, hobbies, nor media exposure levels significantly influence learners' perceptions of various classroom design elements. These findings could imply that factors such as sex, hobbies, and media exposure might not need specific attention when designing classroom environments, as they do not significantly differentiate learners' perceptions. This could guide educational practitioners to focus more on universal design principles that accommodate general needs rather than specific demographic or profile-based customization. The uniformity across different demographic and profile groups might also suggest focusing on other factors that could have more pronounced impacts on enhancing classroom environments to better align with learner needs and preferences.

Problem 5. Is there a significant relationship between the learners' perception of the classroom design and their academic performance?

The analysis was conducted using Pearson's correlation coefficients to measure the strength of the relationship between each classroom design element and academic performance, with corresponding p-values to determine statistical significance. The null hypothesis tested was that no significant relationship exists between learners' perceptions of classroom design and their academic performance.

Table IV. Relationship between the learners' perception of the classroom design and their academic performance

		Bareness of classroom walls	Presence of posted materials on walls	Stockpiling of materials	Clutter and unused items	Lighting	Temperature	Decision	Interpretation
Academic Performance	Pearson's r	0.328	0.339	0.365	0.276	0.323	0.316	Reject Ho	Significant
	p-value	0.005	0.004	0.002	0.019	0.006	0.007		
	N	72	72	72	72	72	72		

The findings revealed significant correlations for all the classroom design elements. Specifically, Pearson's correlation coefficients were 0.328 for the bareness of classroom walls (p-value = 0.005), 0.339 for the presence of posted materials (p-value = 0.004), 0.365 for stockpiling of materials (p-value = 0.002), 0.276 for clutter and unused items (p-value = 0.019), 0.323 for lighting (p-value = 0.006), and 0.316 for temperature (p-value = 0.007). Each of these p-values was below the threshold of 0.05, indicating statistically significant relationships.

Given these results, the null hypothesis was rejected, affirming that there is a significant relationship between how pupils perceive their classroom environment and their academic performance. This suggests that environmental factors in the classroom, ranging from visual aesthetics to physical comfort, play a meaningful role in influencing student outcomes. The study highlights the importance of thoughtful classroom design, pointing to the potential academic benefits of environments that are attuned to student perceptions and needs. These insights highlight that enhancing classroom environments based on student feedback could effectively improve educational achievements (Rashid, 2023).

The design of the classroom has a direct impact on their involvement and interaction with the learning environment. A well-designed classroom can foster a sense of belonging and responsibility, making learners feel at ease and encouraged in their learning path (Cooper & Fry, 2020). According to Uddin (2023), a good classroom design is the best approach to influence learners and motivate them to learn and enjoy their time in class. This will increase student engagement. Moreover, environmental elements such as temperature, lighting, and acoustics can affect students' comfort, concentration, and general well-being, impacting their capacity to concentrate and perform well in class. As such, well-thought-out classroom design can help kids accomplish better academically (Lu et al., 2021).

CONCLUSION

The study concludes that classroom design shapes Grade 3 learners' academic experiences and outcomes. It demonstrates that minimalist classroom walls enhance students' focus and reduce distractions, thus supporting better academic performance. Moreover, the optimal use of lighting and temperature within the classroom significantly impacts students' comfort and concentration, with proper lighting conditions facilitating visibility and focus and ideal temperature settings enhancing comfort and receptiveness to learning.

The study also highlights the negative effects of clutter, including excessive materials and decorations, which can lead to a chaotic learning environment, diminishing students' ability to concentrate and perform academically. These findings are consistent across demographic variables such as gender, age, and hobbies, suggesting that the influence of classroom design on academic performance is universal among the students studied.

Additionally, the research shows a strong correlation between students' perceptions of their classroom environment and their academic results. Learners who perceive their classroom environment as conducive and supportive will likely exhibit better academic performance. This highlights the necessity for educators and school administrators to prioritize classroom design that aligns with educational best practices—focusing on minimalism, clarity, organization, and appropriate environmental controls—to foster an effective learning environment that promotes academic excellence and caters to students' diverse needs.

RECOMMENDATIONS

Based on the findings, researchers made several recommendations to enhance the learning environment and academic performance of Grade 3 learners.

First, it is advisable to adopt a minimalist approach to classroom design. Schools should limit the decorations and wall hangings to reduce visual clutter and distractions, which can help improve students' concentration and focus during lessons.

Secondly, attention should be given to the physical aspects of the classroom, particularly lighting and temperature. Ensuring adequate and comfortable lighting is crucial, as poor lighting can hinder visibility and negatively affect students' ability to concentrate. Additionally, maintaining a comfortable temperature within the classroom is essential for keeping students alert and engaged, especially in climates that experience extreme weather.

Another key recommendation is regularly decluttering the classroom to avoid a chaotic learning environment. Excess materials should be stored out of sight to keep the learning spaces organized and conducive to students' academic success.

Future research could explore longitudinal studies to assess the long-term effects of classroom design on academic performance. This approach will help determine if the benefits observed in Grade 3 learners persist as they progress through higher grades.

Furthermore, given the study's indications that classroom design affects all learners consistently regardless of gender, age, or hobbies, these recommendations must be implemented universally to benefit all students. Implementing these changes will likely foster an environment that enhances learning outcomes, supports cognitive and emotional development, and leads to overall academic success.

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