

Bare walls learning environment in one of the Philippine schools: Experiences of K to 3 teachers

Valentina P. Jesura

Mindanao State University - General Santos
General Santos City, Philippines
valentina.jesura@msugensan.edu.ph

Andrea V. Campado, PhD

Mindanao State University - General Santos
General Santos City, Philippines
andrea.campado@msugensan.edu.ph

Abstract: This qualitative research offered a deep investigation into the experiences of twelve (12) participative teachers educating students from Kindergarten to Grade 3 in the distinctive setting of a bare-walled classroom at Koronadal Central Elementary School II, situated in the City of Koronadal, South Cotabato, Philippines. By employing in-depth interviews (IDI) as the main research method, this study aimed to capture the nuanced and multifaceted descriptions of educators' experiences, thus gaining valuable insights into how the aesthetic—or its absence—of the classroom visual stimuli impacted student engagement and overall learning results. The research explored different aspects of the teaching experiences within a minimalist classroom environment, analyzing the implications that such setting has on both students' motivation and teachers' creativity. It thoroughly examined the challenges associated with implementing the mandate of DepEd and establishing and maintaining a bare-walled classroom, where a deficiency of visual stimuli and decorations impeded student engagement and influenced their learning processes. Furthermore, the study delved into the coping strategies and innovative approaches that educators utilized to overcome these challenges. It highlighted their ingenuity and flexibility, demonstrating how teachers converted potential disadvantages into chances for creative teaching practices and meaningful learning interactions. Through the perspectives of these teachers and their lived experiences, the research findings provide a rich and detailed understanding of the complexities involved in teaching within a minimalist environment. This study not only points out the possible advantages and disadvantages of bare-walled classrooms but also acts as a crucial resource for educators, policymakers, and school administrators. By sharing these insights, the research aimed to inform effective strategies for the implementation and support of bare-walled classrooms in similar educational settings, ultimately working to improve teacher support systems and enhance student learning outcomes. **Keywords:** Product Formulation, Product Analyses, Product Acceptability, Singapore Rhododendron Gummy Candy.

Keywords: DepEd Mandate, Bare-Walled Classroom, Classroom Aesthetics, Visual Stimuli, Aesthetic Impact, Educator Perspectives

Date Submitted: May 16, 2025

Date Accepted: May 28, 2025

Date Published: June 10, 2025

INTRODUCTION

Education is vital for both personal growth and societal progress. It cultivates critical thinking, creativity, and problem-solving skills, empowering individuals to succeed and contribute meaningfully to society. A strong educational system depends on strategic planning, effective implementation, and regular evaluation. As learners advance, educators tailor instruction to evolving needs, and classroom environments become key to student performance.

In recent years, the role of classroom design has gained attention. In response, the Department of Education (DepEd) in the Philippines issued DepEd Order No. 21, s. 2023 during Brigada Eskwela, mandating the removal of non-essential classroom decorations to promote focused learning. While the policy aims to minimize distractions, critics argue that bare walls may hinder engagement, especially for young, visual learners. Scholars like Bahrami-Hessari compare such spaces to sterile hospital rooms, suggesting that thoughtful decoration supports effective learning (Cruz, 2023; Baker et al., 2018).

The policy sparked debate over aesthetics, learning outcomes, and the conditions in overcrowded public classrooms. The study was conducted at Koronadal Central Elementary School II, focusing on K to 3 teachers and the experiences of visual learners under this minimalist approach. Teachers voiced how these changes influenced young learners' engagement and highlighted the importance of context-sensitive classroom design.

Infrastructure limitations and increasing class sizes further challenge educators, as emphasized in Garcia et al. (2018). The directive from former Secretary Sara Duterte promoting learner-centered approaches sought to ease financial burdens and personalize education. With new leadership under Secretary Sonny Angara, ongoing evaluation of the bare-walls policy signals a move toward more balanced, research-informed practices that align with diverse student needs and learning styles.

Objectives of the study

This study explored how K to 3 teachers experienced their learning environments, focusing on the Department of Education Order No. 21, s. 2023, "Oplan Baklas" or in the context of "bare walls" or minimalist classroom settings in Koronadal City. Precisely, this study aimed to determine the following objectives:

1. How do teachers describe their experiences in bare-walled classrooms?
2. What insights do teachers have regarding the impact of classroom aesthetics on learners' engagement and learning outcomes?
3. What challenges arise for teachers in implementing and maintaining bare-walled classrooms?
4. How do teachers overcome the challenges in the implementation of the bare-walled classroom policy?

METHODOLOGY

This research utilized a qualitative narrative approach to delve into the experiences faced by a cohort of twelve (12) educators teaching learners from Kindergarten to Grade 3. Each participant possessed a minimum of five (5) years of teaching experience and represented only by female teachers. This inquiry highlighted how these teachers navigated their classroom environments adhering to the "bare walls" policy instituted by the Department of Education (DepEd). This investigation shed light on the policy's effect on their instructional methods and learners' involvement. The research was conducted at Koronadal Central Elementary School II, school year 2024-2025 under the Koronadal City Division, South Cotabato.

Data collection for this study delved into the insights gathered from the participants during in-depth interviews (IDI). A structured interview guide was employed to ensure a comprehensive exploration of the topics at hand, outline critical questions and themes to be addressed during

each session. This approach aims to facilitate a consistent yet flexible conversation with each participant, allowing for both guided responses and the opportunity for deep exploration of individual experiences.

However, it is essential to acknowledge a significant limitation of the study: the requirement for respondents to engage with the process authentically. To provide reliable data, participants must demonstrate honesty, sincerity, and meticulousness in their answers. The accuracy and depth of the interview responses hinge on the willingness of the respondents to share their true thoughts and feelings openly. Without this level of engagement, the findings may be compromised, potentially impacting the overall validity and reliability of the research outcomes. The interview responses were articulated in a language conducive to the teachers' comprehension. Participants were exclusively drawn from the K to 3 teaching staff at Koronadal Central Elementary School II.

Thus, the teachers' experiences and perspectives regarding the bare walls policy may significantly influence their learning environments. This study identified and assessed the factors that affect learners' engagement in bare classrooms. As such, the findings from this research will be utilized exclusively for the Master's Program at Mindanao State University, General Santos. Furthermore, authorization is granted to publish the findings in any format and proceedings, contingent upon adherence to confidentiality and research ethics.

DISCUSSION OF FINDINGS

Description of teachers' experiences on bare-walled classrooms

Policy Adherence and Compliance

Initially, all twelve (12) teachers expressed reluctance to implement the recent Department of Education (DepEd) policy, as they had previously invested their own money to decorate their classrooms with a variety of educational posters, colorful banners, and other engaging materials. These personal touches not only reflected their individual teaching styles but also aimed to create a more inviting and stimulating learning environment for their students. However, given that the new policy is a directive mandated by the higher authorities at DepEd, teachers ultimately felt compelled to comply, despite their reservations. This sense of obligation underscored the tension of twelve educators faced between their creative autonomy and the requirements imposed by administrative policies.

All teacher participants were later inspired to implement the bare-walled classroom approach due to budget constraints, which encouraged creativity and problem-solving skills among students. Some educators believed that fewer distractions would lead to improved focus, while others viewed it as an opportunity to prioritize essential content knowledge over decorative elements. Furthermore, this approach prompted teachers to reconsider their instructional methods, fostering innovative practices and a student-centered learning environment. By embracing simplicity, teachers aimed to enhance student engagement, critical thinking, and adaptability.

Environmental and Aesthetic Value. The introduction of a bare-walled classroom policy sparked discussions among educators in the education sector. Nonetheless, it provided several benefits and advantages, reshaping the learning atmosphere and teaching methods. Streamlined classroom management, where fewer decorations diminished visual distractions, enhanced student involvement and focus while simplifying classroom administration.

Bare-walled classrooms fostered a unique environment that enhanced teachers' creativity by allowing them to concentrate on the fundamental aspects of education, such as lesson planning and interactive teaching methods. Without the clutter of excessive decorations and visual distractions, these minimalist spaces encouraged teachers to think outside the box, using innovative techniques and engaging activities to captivate their students.

Moreover, the simplicity of the surroundings significantly improved students' focus and concentration. By stripping away distractions that often compete for their attention, such as colorful posters or elaborate displays, learners were able to immerse themselves more fully in the material being taught. This uncluttered atmosphere not only supported deeper engagement with the curriculum but also promoted a sense of calm, allowing students to absorb information more effectively and participate actively in their learning.

Student engagement and focus

The bare-walled classroom approach significantly impacts teaching philosophy, prompting all participants to reassess their priorities and cultivate innovative methods and strategies for student engagement. By removing visual distractions, teachers can concentrate on essential content, effective pedagogy, and the development of meaningful student relationships. This minimalist environment encourages creativity, resourcefulness, and adaptability, challenging conventional notions of teaching and learning.

By embracing simplicity, teachers have the opportunity to redefine their teaching philosophies, highlighting the core elements that truly matter in the field of education. This, findings supported the study of Anna Fisher (2014) in Pittsburgh that bare-walled classroom promoted focus among students resulting to improved academic performance.

Cost and time efficiency

Teachers found financial relief by adopting the bare-walled classroom approach, which eliminated the necessity for costly decorations, materials, and frequent updates. Freed from the constant pressure to invest in classroom aesthetics, teachers could better allocate their time and resources, concentrating on essential teaching tools and meeting student needs. The simplicity of the bare-walled classroom alleviated financial burdens, enabling educators to redirect funds toward more impactful educational initiatives and activities that directly benefited their students. Participants unanimously agreed that utilizing bare-walled classrooms significantly reduced unnecessary expenses. They noted that this minimalist approach not only cut costs related to decorative elements and wall coverings but also simplified maintenance. By focusing on essential teaching tools and resources, educators were able to allocate funds more effectively, ensuring that money was spent directly on enhancing the learning experience rather than on aesthetic improvements.

Teacher's role and dedication

In a sparsely decorated classroom, educators serve as the core of the education system, dedicating their passion and energy to cultivate a supportive atmosphere that promotes growth, learning, and success. With steadfast commitment, they aim to address the individual needs of every student, frequently exceeding expectations to help their learners flourish. Their responsibilities encompass much more than simple instruction. They transform into facilitators, mentors, and motivators, employing their creativity and expertise to develop engaging lessons

that ignite curiosity and inspire minds. With each meticulously designed activity, constructive feedback, and encouraging gesture, teachers illustrate their dedication to their students' welfare and academic success.

The implementation of bare-walled classrooms brought about a significant transformation in the educational environment of Koronadal Central Elementary School II. At its core, this approach emphasized simplicity, functionality, and focus on student learning. By adhering to school policies and regulations, twelve (12) teacher participants ensured compliance and created a distraction-free space that fostered environmental and aesthetic value. The absence of clutter and unnecessary decorations allowed students to focus on their studies, promoting engagement and participation. The bare-walled design also brought practical benefits, including cost and time efficiency. With fewer resources to manage and maintain, Kindergarten to grade 3 teachers could allocate more time to teaching and learning.

Moreover, the dedication and adaptability of teachers played a crucial role in making this approach successful. By embracing the challenges and opportunities presented by bare-walled classrooms, participants created a more streamlined, effective, and student-centered learning environment. Despite the obstacles that accompanied teaching in a minimalistic setting, educators remained resolute in their quest for excellence. They adjusted, innovated, and persisted fueled by a profound passion for education and a sincere desire to positively impact their students' lives. Through their relentless efforts, teachers fostered a sense of community, trust, and belonging within the classroom. They rejoiced in students' successes, provided support during challenges, and offered a reassuring presence that helped learners navigate the fluctuations of education. Ultimately, it's the teacher participants' devotion, empathy, and affection for teaching that truly made a difference. They are the often-overlooked champions of the education system, working diligently behind the scenes to mold young minds, inspire future generations, and leave a lasting impression on their students' lives.

Teachers' insights regarding the impact of classroom aesthetics on instructional strategies and approaches

Teacher-student interaction and relationship

The interaction and relationship between teachers and students was significantly shaped by the aesthetics of the classroom. Teachers understood that a thoughtfully designed learning environment could cultivate trust, respect, and connection.

By establishing a welcoming and inclusive atmosphere, they showed their commitment to their students' well-being and academic achievements. This, in turn, encouraged students to feel at ease, motivated, and engaged. Teachers noticed that when students felt recognized and supported within a positive environment, they were more inclined to take risks, ask questions, and delve into ideas, leading to deeper and more meaningful connections.

This interaction helped teachers gain a better understanding of their students' needs, interests, and learning styles, which allowed for more effective teaching and support. Ultimately, the aesthetics of the classroom played a crucial yet understated role in enhancing the teacher-student relationship, fostering a collaborative and supportive learning community.

Instructional strategies and approaches

In a classroom with bare walls, the teachers' methods and strategies for instruction took the spotlight, enhancing student engagement and learning. By employing intentional teaching practices, the educator utilized active learning methods such as think-pair-share and group

discussions, promoting cooperation and critical thinking. Visual aids, like diagrams and illustrations on the blackboard, supported students in understanding complicated ideas. A gradual release model enabled students to develop their confidence and expertise, while formative assessments guided instruction and ensured continuous progress.

While some kids are learning and doing the activity you gave Direct questioning; reduced distractions; enhanced student-teacher interactions; one group, there are always a few who seem to learn differently. That's where you can really focus on them. The group you left to work on their activity won't be constantly getting up and wandering around because they have something to do. They won't be walking around looking at things because they're busy with the activity you gave them, while you're with the other group explaining things in a way that better suits their understanding.)

Motivation and engagement

Teachers' observations indicated that the design of the classroom significantly influenced student engagement, as an appealing learning environment ignited curiosity, creativity, and motivation. When the space was visually attractive, organized, and inviting, students were more inclined to actively participate, ask questions, and delve into ideas. The aesthetics affected students' emotional well-being, with a positive atmosphere promoting a sense of belonging and alleviating anxiety. Consequently, learners became more invested in their studies, demonstrating heightened enthusiasm, concentration, and determination. Teachers noted that even those students who typically struggled with engagement in other settings flourished in spaces thoughtfully designed to cater to their needs. By emphasizing classroom aesthetics, educators laid the groundwork for engaged, motivated, and empowered students.

Learning outcomes and assessment

Some teachers believed that the aesthetics of the classroom had a significant effect on learning outcomes, as a well-organized space promoted better academic performance, heightened creativity, and improved critical thinking skills. Students exhibited a greater understanding and retention of information, along with higher confidence and enthusiasm for their studies. Participants noted that visually appealing environments motivated students to take charge of their learning, explored concepts, and developed problem-solving abilities.

The classroom environment played a profound role in shaping the learning experience. A well-designed space had a lasting impact on students' motivation, engagement, and overall academic success. When teachers prioritized classroom aesthetics, they created an atmosphere that fostered positive relationships and interactions between students and educators. This, in turn, led to increased student motivation and engagement, as learners felt more connected to their environment and invested in their education. As students thrived in a thoughtfully designed classroom, their learning outcomes also improved. Kindergarten to grade three (3) teacher participants assessed the effectiveness of their approach, making data-driven decisions to optimize the learning environment and meet the diverse needs of their students. By recognizing the importance of classroom aesthetics, educators created a space that supported academic achievement, social growth, and emotional well-being.

Furthermore, all twelve (12) participants from Kindergarten to Grade 3 noted that the application of bare-walled policy in the classroom positively promoted the beneficial effect on majority of their student engagement and motivation resulted in improved attendance, fewer distractions, and enhanced overall academic success. By purposefully designing their classroom

settings, teachers felt they could maximize learning outcomes, facilitated student development, and established a foundation for lifelong learning. Thus, the interviews showed that teachers considered the totality of student aesthetics for better learners' engagement.

However, out of twelve participants, three kindergarten teachers and two grade three teachers expressed concerns about the importance of retaining basic learning stimuli, specifically numbers and letters, believing they are essential to students' learning outcomes. In contrast, the remaining participants shifted their strategies towards the use of printed materials and technology integration whenever they required visual aids.

Challenges that arise for teachers in implementing and maintaining bare-walled classrooms

Mobilizing resources and support

Teachers encountered substantial difficulties in implementing and sustaining a bare-walled classroom due to lack of resources. Numerous schools did not have enough funding to renovate or redesign classrooms, compelling teachers to rely on existing facilities. Additionally, limited availability of materials and supplies restricted teachers' ability to craft engaging lessons and activities that fit the minimalist approach. Some educators also faced challenges with restricted technological resources, which complicated the integration of digital tools and multimedia presentations that could enrich student learning.

Moreover, the absence of support staff or opportunities for professional development constrained teachers' capacity to create innovative teaching strategies in a bare-walled environment. In spite of these resource limitations, teachers displayed ingenuity and adaptability, discovering ways to adjust and improvise to ensure high-quality education for their students.

Adaptation and change management

In spite of the obstacles, all participants displayed incredible ingenuity and flexibility in managing and executing a minimally adorned classroom. They transformed ordinary materials, tapping into students' creativity and imagination to craft engaging educational experiences. Participants also devised creative methods to explain complex ideas, utilizing storytelling, role-playing, and hands-on activities to animate their lessons. They embraced technology, integrating digital tools and multimedia presentations to boost student learning and involvement. Additionally, educators nurtured a sense of community, motivating students to take ownership of their learning space and participate in its design. By accepting the limitations of a bare-walled classroom, teachers uncovered new approaches to teaching, learning, and connecting with their students, ultimately enhancing the educational experience.

Classroom maintenance and discipline

Educators encountered distinct challenges in managing their classrooms within a bare-walled setting, where the minimalist space necessitated deliberate strategies to remain engaged and order. Without visual distractions, students might become more conscious of behavioral problems, making classroom management essential. Teachers needed to be highly observant, proactively addressing potential disturbances and upholding a structured learning environment. They also had to establish clear expectations and routines, ensuring that students comprehended the significance of respecting the space. Furthermore, educators had to find a balance between the advantages of a clutter-free environment and the necessity for students to express themselves

and display their work, devising creative methods to showcase student projects and accomplishments. By modifying their classroom management techniques, teachers successfully cultivated a productive and respectful learning atmosphere that fostered student achievement.

Implementing bare-walled classrooms presented a unique set of challenges for educators. One of the primary concerns was the unavailability of resources and support. Four out of twelve teachers needed additional training, materials, or guidance to effectively adapt to this new environment, while others responded that they were already fully equipped with all those trainings. Moreover, the shift to a minimalist classroom design required a significant change in teaching practices, which was daunting for some educators. As teachers navigated these challenges, they contended with the potential impact on teaching and learning. The absence of traditional classroom decorations and materials required creative problem-solving and flexibility.

Furthermore, maintaining discipline and order in a bare-walled classroom demanded careful planning and management. Despite these challenges, teachers found ways to thrive in this environment. By embracing adaptation and change, seeking out resources and mobilizing support, and developing effective strategies for teaching, learning, and classroom management, educators created a productive and engaging learning space that benefited their students.

Teachers' ways to overcome challenges in bare-walled classroom implementation

Resilience and Determination

Teachers' experiences in utilizing bare-walled classrooms highlighted their exceptional resilience and determination. In the face of numerous obstacles, they showed steadfast dedication to developing optimal learning environments that encouraged student engagement, creativity, and academic achievement. Through their ability to adapt, innovative mindset, and collaborative efforts, educators demonstrated that even the most unconventional classroom settings can serve as a springboard for growth and success. Their narratives stand as a testament to the strength of teacher resilience and determination, motivating educators to reconsider traditional classroom layouts and explore new horizons in innovative teaching practices.

Teachers learned to adapt and develop innovative teaching strategies designed to enhance student creativity through interactive lessons. This shift was particularly significant given that many educators were initially unfamiliar with integrating technological gadgets into their classrooms. To bridge this gap, professional development workshops were implemented, allowing teachers to gain hands-on experience with various tools and platforms. As a result, lesson plans began to incorporate elements such as multimedia presentations, virtual collaborative projects, and game-based learning activities. These methods not only engaged students more effectively but also encouraged them to think critically and express their ideas in unique ways. Ultimately, the commitment to fostering a creative learning environment led to noticeable improvements in student participation and enthusiasm for learning.

Collaboration and Support

By collaborating, educators successfully addressed the difficulties of working in bare-walled classrooms, exchanging knowledge, resources, and effective practices to establish supportive learning environments. Their teamwork nurtured a sense of community, promoted innovative ideas, and developed joint solutions to shared challenges. This cooperative strategy not only improved teacher well-being but also had a positive influence on student learning outcomes,

highlighting the effectiveness of teamwork in adapting to educational innovations. In the end, teacher collaboration was crucial in turning challenges into opportunities, exemplifying how collective effort can lead to success even in the most unconventional learning settings.

Technology Integration

The integration of technology in the classroom allowed teachers to transform a simple, bare environment into an interactive and stimulating learning space. By using technology, they connected minimalistic settings to impactful educational experiences, fostering engaging lessons. Virtual excursions and teamwork-based assignments became possible through digital tools, which helped address physical limitations and encouraged students' creativity, critical thinking, and problem-solving abilities. Consequently, the once bare classroom developed into a center of innovation, where technology enabled educators to provide quality instruction and students to reach their maximum potential. This collaboration between technology and education highlighted the possibility of inventive solutions to address physical limitations, ultimately improving the overall learning experience.

Technology plays a big role, especially when students don't have walls filled with visuals. Digital resources, videos, and interactive activities enhance lessons and keep students engaged. Based on the data gathered, all participants unanimously agreed that the use of technology in the classroom in support to the absence of visual stimuli helped them transformed a challenge into an opportunity that benefited their students' learning outcome. This finding supported the study of Williams et al. (2019) which emphasized the importance of incorporating technology and interactive elements into classroom design to enhance student engagement.

Flexibility and Adaptability

The ability of teachers to adapt and be flexible was crucial in addressing the challenges posed by bare-walled classrooms. By welcoming change and thinking on their feet, educators turned potential obstacles into chances for development. They showcased an impressive capacity to pivot and modify their approaches, utilizing creativity and resourcefulness to cater to student needs

This flexibility not only facilitated uninterrupted learning but also encouraged resilience, creativity, and critical thinking among students. In the end, the willingness of teachers to evolve and adapt served as a powerful reminder that effective education can succeed in any setting, as long as educators are empowered to innovate and adjust.

Skills Acceptance and Positive Attitude

In a classroom with bare walls, the teachers' methods and strategies for instruction took the spotlight, enhancing student engagement and learning. By employing intentional teaching practices, the educator utilizes active learning methods such as think-pair-share and group discussions, promoting cooperation and critical thinking. Visual aids, like diagrams and illustrations on the blackboard, support students in understanding complicated ideas. A gradual release model enables students to develop their confidence and expertise, while formative assessments guide instruction and ensure continuous progress. By utilizing these techniques, the instructor cultivates a vibrant learning atmosphere that encourages student development, even in a simple environment.

Twelve teacher participants who implemented bare-walled classrooms demonstrated remarkable resilience and determination, finding innovative ways to overcome challenges and ensuring student success. Through collaboration and support from colleagues, administrators,

and the broader school community, educators shared resources, expertise, and best practices to enhance teaching and learning. The strategic integration of technology played a vital role in this approach, enabling teachers to engage students, display information, and promote interactive learning. By embracing adaptation and flexibility, teachers responded to the unique demands of the bare-walled classroom, adjusting their practices to meet the diverse needs of their students. At the heart of this approach was the teachers' skills acceptance and positive attitude mindset, where they prioritized learners' needs, interests, and learning styles. By focusing on students' experiences and outcomes, teachers created a supportive, inclusive, and effective learning environment that fostered academic achievement and personal growth.

CONCLUSION

The experiences of the twelve Kindergarten to Grade 3 teachers in implementing bare-walled classrooms revealed a profound transformation in both instructional practices and learning environments. Initially met with resistance due to personal investment and aesthetic preferences, teachers gradually embraced the policy, driven by practicality, budget constraints, and a growing awareness of its educational benefits. The minimalist setting fostered increased student focus, enhanced teacher creativity, and reinforced pedagogical essentials. It encouraged a shift from decorative reliance to intentional, student-centered teaching strategies, aligning with the core goals of effective learning.

Despite significant challenges—including resource limitations, adaptation hurdles, and the need for revised classroom management strategies—teachers exhibited remarkable resilience, innovation, and adaptability. Their collaborative spirit, technological integration, and willingness to adopt new methods turned potential setbacks into opportunities for growth. Notably, the absence of visual stimuli was compensated by enriched teacher-student interactions, intentional instruction, and thoughtfully designed activities that catered to diverse learning styles.

Ultimately, the success of bare-walled classrooms rested not on the absence of decorations but on the presence of dedicated, passionate educators. Their commitment to student well-being, academic excellence, and lifelong learning demonstrated that it is not the classroom's appearance that shapes success, but the values, skills, and vision that teachers bring into it. The experience affirmed that simplicity, when guided by purpose and empathy, can be a powerful catalyst for meaningful and impactful education.

REFERENCES

Akintola, S. (2020). Influence of teaching and learning resources on student's performance in senior secondary schools in Gusau Local Government, Zamfara State. ADENIRAN Federal College of Education (Technical). The Eurasia Proceedings of Educational & Social Sciences (EPESS) IConSE 2020: International Conference on Science and Education.

Ambrose, S.A. (n.d.). *How learning works: 7 research-based principles for smart teaching*. San Francisco, CA: Jossey-Bass.

- Baker, et al. (1997), as cited by Arifin Sultana, Md Nazirul Islam Sarker, AZM Shafiullah Prodhan (2018). Job satisfaction of public and private primary school teachers of Bogra District in Bangladesh. *Journal of Sociology and Anthropology*, 1(1), 41–46.
- Becker, N. M. (2012). Social aspects of classroom learning: Results of a discourse analysis in an inquiry-oriented physical chemistry class [Doctoral dissertation, Purdue University]. <https://docs.lib.purdue.edu/dissertations/AAI3544338/>
- Cheryan, S., Ziegler, S. A., Plaut, V. C., & Meltzoff, A. N. (2014). Designing classrooms to maximize student achievement. *Policy Insights from the Behavioral and Brain Sciences*, 1(1), 4–12. <https://www.flagworld.com.au/news/positiveClassroomenvironment...>
- Coristine, S., Russo, S., Fitzmorris, R., Beninato, P., & Rivolta, G. (2022). The importance of student-teacher relationships. *Classroom Practice in 2022*. <https://ecampusontario.pressbooks.pub/educ5202/chapter/the-importance-of-student-teacher-relationships/>
- Creswell, J. W. (2014). *Research design: Qualitative, quantitative, and mixed methods approaches*. Sage Publications.
- Creswell, J. W., & Clark, V. L. P. (2017). *Designing and conducting mixed methods research* (3rd ed.). Sage Publications.
- Cruz, J. P. (n.d.). Rappler: Will bare walls help students learn? It's for teachers to say – specialist.
- Department of Education. (2019). *Classroom design and resources: Guidelines for creating effective learning environments*. <https://www.ed.gov/classroom-design-guidelines>
- Department of Education. (2023). DepEd Order No. 21, s. 2023: Guidelines on the implementation of the Basic Education Learning Continuity Plan for SY 2023–2024 in light of the COVID-19 pandemic. https://www.deped.gov.ph/wpcontent/uploads/2023/09/DO_s2023_021pdf
- Department of Education. (2023). DepEd Order No. 21, Series of 2023. <https://www.philstar.com/headlines/2023/08/21/2290296/its-final-deped-requires-schools-remove-everything-classroom-walls>
- Dewey, J. (1938). *Experience and education*. Macmillan.
- Dillon, R. (2018). Room for improvement: Becoming more intentional about classroom design. *Educational Leadership*, 76(1), 40–45.
- El-Hindi, A. M., & Alkandari, A. A. (2016). Interactive learning approach: Types, advantages and challenges. *International Journal of Information and Education Technology*, 6(9), 674–678.
- Fisher, A. V. (2014). Carnegie Mellon University, Dept. of Psychology, 335-1 Baker Hall, 5000 Forbes Ave., Pittsburgh, PA 15213.
- Fisher, D., & Frey, N. (2018). *Better learning through structured teaching: A framework for the gradual release of responsibility*. ASCD.

- Frazier, B. N., & Fisher, D. L. (2018). The effects of classroom decoration on the student experience: A review of the literature. *Educational Psychology Review*, 30(1), 97–127.
- Garcia, R. M., & Patel, N. A. (2018). Impact of conducive classroom management on senior high school students' performance. *Journal of Educational Leadership*, 29(4), 289–305.
- Gump, P. V. (1987). School and classroom environments. In D. Stokols & I. Altman (Eds.), *Handbook of Environmental Psychology* (pp. 691–732). Wiley.
- Hafiazah, R. J. (2009). A study of learning environments in the Kulliyyah (faculty) of nursing, International Islamic University Malaysia. *Malaysian Journal of Learning*, 16(4), 15–24.
- Hamilton, D. L. (1976). Cognitive processes in stereotyping. *Journal of Personality and Social Psychology*, 33(4), 345–353.
- Hawthorne, H. (2022). How to create a positive learning environment. <https://www.highspeedtraining.co.uk/hub/how-to-create-a-positive-learning-environment/>
- Huang, Y., & Lee, J. C. K. (2019). Classroom environment, student engagement, and academic achievement: An exploratory study. *Journal of Environmental Psychology*, 64, 38–52.
- Johnson, M. A., & Smith, L. K. (2019). The impact of classroom design on student engagement. *Journal of Educational Psychology*, 122(3), 356–367.
- Kaplan, S. (1995). The restorative benefits of nature: Toward an integrative framework. *Journal of Environmental Psychology*, 15(3), 169–182.
- Kausar, A., Kiyani, A. I., & Suleman, Q. (2017). Effect of classroom environment on academic achievement. *Journal of Education and Practice*, 8(24).
- Kidd, D. H., & Cayci, B. (2006). The impact of classroom environment on student learning. *Journal of Educational Research*, 99(5), 283–293.
- Kingdon, J. W. (1984). *Agendas, alternatives, and public policies*. Little, Brown.
- Kolb, D. A. (1984). *Experiential learning: Experience as the source of learning and development*. Prentice Hall.
- Lazarus, R. S., & Folkman, S. (1984). *Stress, appraisal, and coping*. Springer.
- Lee, J. K., & Brown, S. P. (2018). Classroom design and student engagement. *Educational Sciences Quarterly*, 12(1), 56–72.
- Lincoln, Y. S., & Guba, E. G. (1985). *Naturalistic inquiry: A paradigm for the 21st century*. Sage Publications.

- Llego, M. A. (2023). AI revolutionizing education: Enhancing teaching and learning experiences. *TeacherPH*. <https://www.teacherph.com/ai-revolutionizing-education-enhancing-teaching-and-learning-experiences/>
- Mahisay, H. F. L., & Abarquez, C. A. (2024). Teachers' acceptability in the implementation of teachers' bare-walls classroom policy. *Psychology and Education: A Multidisciplinary Journal*, 26(5), 444–462.
- Martinez, R. S., & Williams, A. C. (2020). Enhancing learning environments. *Educational Research Quarterly*, 45(2), 167–182.
- Muster, V., Iran, S., & Munsch, M. (2022). The cultural practice of decluttering as household work. *Frontiers in Sustainability*, 3, 958538. <https://doi.org/10.3389/frsus.2022.958538>
- Miller, E. L., & Brown, K. J. (2020). Teacher-student interactions and academic success. *Journal of School Psychology*, 78, 45–62.
- NBC News. (2014). The bare walls theory: Do too many classroom decorations harm learning? <https://www.nbcnews.com/news/education/bare-walls-theory-do-too-many-classroom-decorations-harm-learning-n223436>
- Nelson-Danley, K. (2019). Classroom organization ideas. TeachHub. <https://www.teachhub.com/classroom-management/2019/09/classroom-organization-ideas/>
- Palinkas, L. A., et al. (2015). Purposeful sampling for qualitative data collection. *Administration and Policy in Mental Health*, 42(5), 533–544.
- Rimm-Kaufman, S. E., & Sandilos, L. E. (2019). Improving students' relationships with teachers. American Psychological Association.
- Seva, M. A. M., & Escote, M. J. V. (2024). Peeling off the layers: Views on bare-walled classroom. *Educational Research Journal*, 10(4).
- Scientific Study. (2022). Why it's important to decorate classrooms very often? <https://www.linkedin.com/pulse/why-its-important-decorate-classrooms-very-often-scientificstudy-in/>
- Scriven, M. (1991). *Evaluation thesaurus*. Sage Publications.
- Smith, J., & Johnson, L. (2018). Exploring the relationship between teachers' happiness and work-life balance. <https://www.sciencedirect.com/science/article/pii/S1877042813017023>
- Sweller, J. (1988). Cognitive load during problem-solving. *Cognition and Instruction*, 5(4), 375–426.
- Tube, A. (2023). The importance of school classroom conditions and teacher characteristics. *Educational Review*. <https://doi.org/10.1080/00131911.2019>
- Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. Harvard University Press.

Weinstein, T., & Mignano, A. (2018). Creating a positive learning environment. *Journal of Educational Psychology*, 110(2), 190–206.

Weiss, C. H. (1972). *Evaluation research: Methods for assessing program effectiveness*. Prentice Hall.

Wiggins, G., & McTighe, J. (2005). *Understanding design*. ASCD.

Williams, C. D. (2016). The role of motivation and engagement in conducive classroom environments. *Educational Psychology Review*, 28(4), 587–602.

Williams, P., Green, K., Ford, L., & Roach, H. (2019). The impact of classroom design on learning. *Educational Psychology Review*, 34(1), 1–22. <https://doi.org/10.1007/s10648-021-09609-5>

Wong, H. K., & Wong, R. T. (2018). *The first days of school: How to be an effective teacher*. Harry K. Wong Publications.