



Assessing No Decor Policy and Students' Perception of Learning

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Abstract

This study looks at how pupils feel about learning in a classroom when there is a "no decor" regulation in place. The study used a descriptive technique to collect data from students at junior and senior levels. The study found that there is cause for concern about the potential benefits and drawbacks of a "no decor" policy in terms of student involvement, motivation, and general perception of the classroom. According to the findings, most students thought that a classroom lacking decorations made the space less interesting and inviting. Although some students valued the minimalist approach, many of them thought it was boring and uninspired, which might have distracted them from their studies. The conversation explores the possible advantages and disadvantages of a "no decor" policy, considering things like fewer distractions, equality promotion, and the effect on the creativity of students. The study concludes that a "no decor" policy would not be advantageous to every student and might have unforeseen effects on how they view learning. A balance between a neat and organized workplace and an active and interesting learning environment is one of the recommendations. Using student-made artwork, pertinent instructional displays, and personal touches that encourage a sense of ownership and belonging could all be part of this

Keywords: No Decor Policy, implementing, learning environment, educational quality

Introduction

Classroom decorations have been essential for energizing students and fostering dynamic learning environments throughout the history of education. By grabbing students' attention, these visual components, which range from instructional posters to student work displays, have improved the entire educational experience. But there's a growing trend in several educational institutions to adopt a "no decor" policy. This policy seeks to create a neat and organized atmosphere by limiting or eliminating decorations, which may improve students' focus and concentration.

Through DepEd Directive No. 21, Vice President and former Education Secretary Sara Duterte (2023) has backed this approach, highlighting how crucial it is to keep classrooms organized and functional for students to focus. The fact that the former secretary of education ordered the removal of all decorations from classroom walls highlights the idea that too many decorations can distract students. While some students might do better in simple settings, others might do better in visually appealing, inspiring spaces.

To address the diversity of student preferences, schools should identify individual needs through surveys or discussions and create adaptable learning spaces that cater to both clutter-free and visually engaging settings. By promoting flexibility in classroom design, students can choose environments that align with their learning styles. Regular feedback sessions with students can further enhance and adjust these spaces over time.

The main goal of the study is to evaluate the impact of the 'No Decor Policy' on the academic achievements of Senior and Junior High students. By examining how this policy influences students' educational outcomes, the investigation aims to provide valuable insights into the effects of such regulations on student performance and classroom environments.

Theoretical Background

This study is anchored on the Theory of Productivity by Walberg (1986). This theory delves into the factors that influence a student's academic performance. It is an investigation into the realm of academic achievement, where Walberg employed diverse methods to identify the elements impacting students' academic success. He conducted a comprehensive analysis, drawing from the insights of various theorists and incorporating findings from over 3000 studies. Within his theory, Walberg categorized 11 significant domains of variables, with eight of them being influenced by social-emotional factors, including classroom management, parental support, interactions between students and teachers, social and behavioral attributes, effective motivation, peer group dynamics, school culture, and classroom atmosphere.

Walberg's Theory of Productivity underscores the significance of classroom atmosphere, which encompasses the physical environment where learning occurs. In the context of a "no decor policy," the removal of visual elements and decor can alter the classroom atmosphere, potentially influencing student motivation and engagement. Walberg's theory highlights that a conducive classroom atmosphere is essential for student success.

Furthermore, the theory emphasizes the role of motivation in academic achievement. The absence of decor in a classroom may negatively affect student motivation, as a visually unstimulating environment could lead to decreased interest in learning. In applying Walberg's theory to the "no decor policy," it becomes evident that such a policy can have implications for the classroom atmosphere and student motivation, both of which are critical factors in education quality and student performance.

However, DepEd Order No. 21, which outlines the guidelines for Brigada Eskwela mandates that schools must clear their premises, classrooms, and walls of any unnecessary items or "No decor policy". This order was implemented in the year 2023 under the leadership of the Secretary of Education and Vice President Sara Duterte. A "no decor" policy is one that intentionally keeps the physical environment of the classroom devoid of overwhelming decorations, clutter, and other distractions. It means that, in most cases, there are hardly any, if any, ornamental items or posters on the classroom walls and bulletin boards that are not directly related to the curriculum, or the courses being taught at the time.

Review of Related Literature

According to Samantha Goldblum (2020), colorful walls that are covered in work and educational posters will keep the students in class engaged and awake. A plain white wall and a boring lecture will always result in sleepy students. Decorated classrooms can also have a very positive effect on students when their work is displayed for other students to see. It can feel like an honor to know that your teacher appreciates the work you have done. People could be more driven to work harder in order to have their work displayed or maybe just get ideas for the assignments by looking at other students' work.

As per Melissa L. Rands (2017), recent educational research underscores the significance of active learning methods in improving student engagement and knowledge acquisition. This assessment provides evidence that a specific approach, involving the transformation of conventional classrooms into Active Learning Classrooms (ALCs), has the potential to significantly boost student engagement.

In addition to Hallak (2011), the physical environment plays a pivotal role in enhancing the prospects of success and achievement in any endeavor. It is a crucial element that significantly influences the effective operation of organizations and contributes to their overall performance, particularly in education. Within the educational context, the quality and suitability of physical facilities, which encompass school structures, housing, classrooms, libraries, furniture, labs, recreational gear, apparatus, and educational materials, serve as influential factors. Moreover, their presence, appropriateness, and adequacy have a positive impact on academic accomplishments.

Furthermore, Kurnia Widiastuti et. al (2020), the study found that students who are seated in comfortable chairs and have access to adjustable desks are more likely to be engaged in their learning and to perform better academically. The study also found that a comfortable classroom environment can help to reduce stress and anxiety in students, which can lead to improved academic performance. Additionally, a comfortable classroom environment can help to create a more positive and welcoming learning environment, which can also lead to improved student outcomes.

Moreover, a wellorganized classroom permits more positive interactions between teachers and children, reducing the probabilities that challenging behaviors will occur (Martella, Nelson, & Marchand-Martella, 2003).

However, according to Fisher et al. (2014), extensive decorations in the surroundings led to increased distractions among children, more time spent not engaged in tasks, and reduced learning progress compared to when decorations were removed.

In addition to Peter Barette et al. (2015) found that an analysis of 153 classrooms indicated that students benefited most from a moderate level of wall decorations. The aim should be to create wall displays that bring energy and vibrancy to the classroom while maintaining a sense of order. As a practical guideline, it is advisable to leave 20 to 50 percent of wall space without decorations to achieve this balance effectively.

Moreover, according to a 2020 study by Carnegie Mellon University, young children in highly decorated classrooms were more distracted, spent more time off-task, and demonstrated smaller learning gains than young children in less decorated classrooms. The researchers found that children in the highly decorated classroom were more likely to look at the decorations than children in the sparsely decorated classroom. They also found that children in the highly decorated classroom spent more time off-task and were less likely to complete their assignments. Additionally, children in the highly decorated classroom performed worse on a test of the lesson material than children in the sparsely decorated classroom. The researchers concluded that too many decorations can be distracting for young children and can interfere with their learning.

Furthermore, study of Ahmed G, Tayyub M, Ismail R (2020), across the globe and over the ages, the importance of the classroom environment, even in this age of information and communication technology, cannot be overemphasized, especially at the secondary level of education. This study affirmed that the classroom environment has a significant impact on the performance of secondary school students. The study revealed a significant relationship between the classroom environment and student academic performance in senior secondary schools. The study further stressed that students in classrooms with high levels of motivation tend to

perform better academically, otherwise students in classrooms with moderate levels of motivation tend to perform better academically.

Additionally, a study by Wang and Schunk (2001) found that students who perceived their classroom environment as positive were more likely to be engaged in their learning and to achieve higher academic grades. The study also found that students who perceived their classroom environment as negative were more likely to be disengaged from their learning and to have lower academic grades.

Significance of the Study

The findings of this study would be beneficial to the following people.

DepEd. This study is vital for DepEd as it informs policy decisions by providing empirical data on the impact of the "No Decor Policy" on student performance. It enables DepEd to make evidence-based choices that could lead to improvements in teaching methods, resource allocation, and classroom design, ultimately enhancing student outcomes.

Teachers. Educators would benefit from this study by gaining insights into how the "No Decor Policy" affects student performance. This knowledge empowers them to tailor their teaching methods and classroom arrangements to create more conducive learning environments, potentially boosting student success.

Parents. Parents can use this study to better understand the connection between the classroom environment and their child's academic performance. Armed with this knowledge, they can actively advocate for effective learning spaces in their child's school, collaborate with teachers to enhance the home learning environment, and engage more meaningfully in their child's education.

Students. Understanding the impact of the "No Decor Policy" on their academic performance is crucial for students. It allows them to adapt their study habits and approach to learning, potentially improving their performance in environments with limited decor. Additionally, they will take ownership of their education and develop strategies to succeed in varying classroom settings.

Future Researchers. This study acts as a foundational resource for future researchers, inspiring in-depth investigations into educational policies and their effects on student performance. It offers a starting point for further research on classroom decor, its cognitive and psychological impact, and broader implications for pedagogical practices, ultimately contributing to a more comprehensive understanding of educational policy's impact on learning outcomes.

Statement of the Problem

This study determined the effect of the 'No Decor Policy' on junior and senior high school students' towards perception of learning for the school year 2023-2024 and fostering student success.

Specifically, it sought to answer the following questions:

1. What is the profile of the respondents as to:
 - a. Age;
 - b. gender?
2. What is the effect of the 'no decor policy' to students' Perception of
3. learning?
4. How does the existence of a "no decoration policy" influence the learning
5. atmosphere within educational institutions terms of:
6. How does the existence of a "no decoration policy" influence the
7. learning atmosphere within educational institutions in terms of
 - a. engagement and motivation;
 - b. Aesthetics and atmosphere;
 - c. Psychological impact; and
 - d. Quality education?
8. What are the students' experiences with the implementation of the 'No
9. Decor Policy?

Research Methodology

This section thoroughly discussed the research methodology describing the research design, research environment, research respondent, and the research instruments.

Design

This study adopts a descriptive research approach to investigate the effects of implementing a no-decor policy on the educational quality and academic performance of students at Sangat National High School in Sangat, San Fernando, Cebu.



A descriptive research design involves the objective observation and meticulous documentation of subjects or phenomena, with a commitment to refraining from any form of manipulation. This methodology is selected for its capacity to conduct a comprehensive assessment of the influence of a "no decor policy" on both the quality of education and the academic performance of students. Through the application of this research approach, the study seeks to provide a comprehensive and in-depth understanding of how the absence of decorations impacts students.

Conclusive findings from this research will offer vital insights into the effects of the no decor policy on education quality and student performance, enabling improvements in academics and overall educational standards. These insights will guide positive changes to enhance the educational experience and student outcomes.

Respondents

The respondents were the random junior and senior students of Sangat National High School.

Table 1
Highlighting of Respondents

	Male		Female		Total	%
	F	%	F	%		
Junior	12	54.55	13	46.43	25	50.00
Senior	10	45.45	15	53.57	25	50.00
TOTAL	22	44	28	56	50	100.00

Table 1 showed the data on the gender distribution of junior and senior students at Sangat National High School, with respondents selected randomly. In the junior class, there are 12 male students (54.55%) and 13 female students (46.43%), making a total of 25 junior respondents. The senior class has 10 male students (45.45%) and 15 female students (53.57%), totaling 25 senior respondents. The "TOTAL" row indicates 22 male and 28 female respondents, making up a sample of 50 students. Notably, the gender distribution is even, with each gender accounting for 50% of the total sample. This table provides a foundational understanding of the demographic composition of the respondents, a crucial aspect of conducting research in education to assess the policy's impact accurately.

Flow of the Study

The study followed the input and output undertaken after the researchers requested consent from the school head to administer the study. After the approval of the school head, the researchers coordinated with the advisers of the chosen sections within the school as the respondents of the study.

The study's detailed framework, illustrated in Figure 2, sought to address a range of critical components aligned with the study's overarching objectives. The examination of variables such as the demographic characteristics of respondents, specifically grade levels and age, along with an exploration of the repercussions of the "No Decor Policy" on both the quality of the learning environment and students' academic performance. Additionally, it aimed to assess the influence of the absence of decorative elements on the overall learning atmosphere within educational institutions, with a particular focus on variables including student engagement, motivation, aesthetics, psychological impact, and the delivery of a quality education. The research, in its design, targeted junior and senior high school students as the primary cohort of participants.

The researchers attentively monitored the progress of the study. The selected students, as the respondents, went through a structured process, answering a set of questions provided in a properly constructed Likert scale survey. Following the collection of all responses, the researchers organized the data, presented it clearly, analyzed it thoroughly, and provided an objective interpretation. Then, a final analysis was created to conclude the findings of the research.

The findings would serve as the foundation for the Natutunan mo, Idikit mo Program proposal. Furthermore, the researchers would determine what are the effects of no decor policy on students' performance at Sangat National High School.

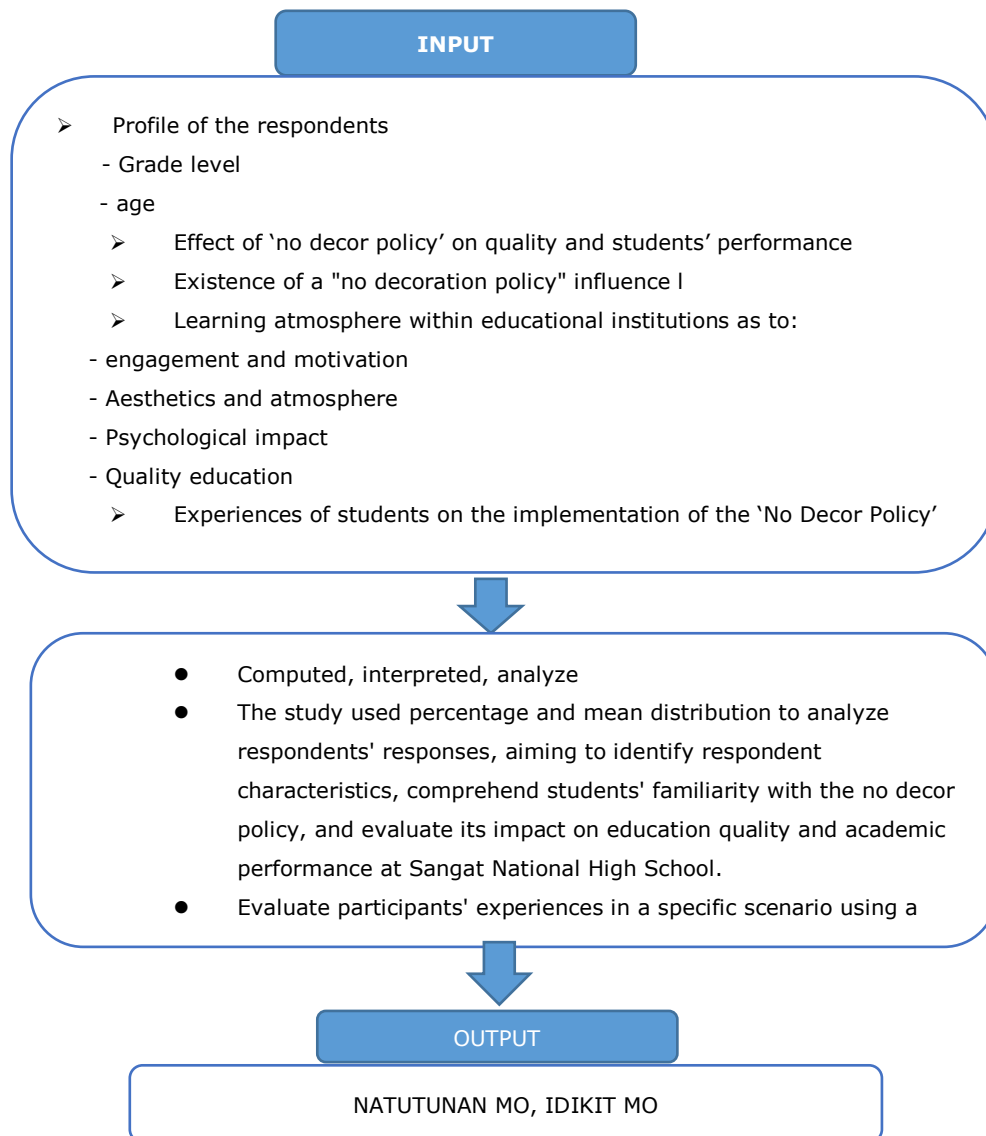


Figure 2. Flow of the Study

Instrument

The researchers diligently crafted a survey questionnaire to investigate the No Decor Policy: Its effects on students' performance, in education restricts classroom decorations to minimize distractions to students at school. They conducted a thorough examination of existing research, pertinent literature, and consulted with individuals familiar with the local context. The survey aimed to collect data on respondents' profile, implementing a no decor policy in educational institutions can impact the learning atmosphere in several ways. It may affect student engagement and motivation by minimizing visual stimuli. The absence of decor might influence the aesthetic and atmosphere, potentially creating a sterile environment. However, the impact on the quality of education depends on various factors, such as teaching methods and student preferences. To facilitate quantitative data collection and analysis, respondents were provided with Likert scale options (Strongly Disagree, Disagree, Neutral, Agree, Strongly Agree) for each question, ensuring a systematic approach to gathering and analyzing quantitative data.

Research Environment

This study was conducted at Sangat National High School, which is located in San Fernando, Cebu, with 2,102 students enrolled for the school year 2023-2024. It's a public school under the Cebu Province Division with 60 teachers, including the school head. The school situated 14 kilometers away from San Fernando town proper and is part of one of the second-class municipalities in Cebu province. This municipality is politically subdivided into 21 barangays, one of which is Sangat, and it was where the school was located. SNHS was a part of the Cebu Province Division, and the school has 60 teachers, including the school head.



Statistical Treatment of Data

The following were the statistical measures used to analyze the data gathered by the researcher. The responses of the participants were assessed using both percentage and mean distribution methods to understand the characteristics of the respondents and gauge the students' experiences with the no decor policy and its impact on students' academic performance.

Results and Discussion

This chapter takes into account the data in relation to the problems and sub-problems of the study and their subsequent analysis and licensed statistical program.

Profile of the Respondents

The age and grade level of the respondents are the important profile in conducting this study. The age of the respondents ranging from 12-19 years old, and the grade level consists of both Senior High School and Junior High School students

Table 2
Grade level and age of respondents

Age	Senior High		Junior High	
	F	%	F	%
12-13	0	0	23	0.92
14-15	0	0	2	0.08
16-17	24	0.96	0	0
18-19	1	0.4	0	0
Total	25	100	25	100

Table 2 presents a breakdown of the student demographic distribution, showcasing the percentage of respondents in the research study. The study encompassed both senior high school and junior high school students. Noteworthy is the fact that in the junior high category, respondents aged 12-13 accounted for 92%, while those aged 14-15 constituted only 0.08%. Interestingly, the age group of 16-17 emerged with the highest percentage of respondents at 96%, whereas respondents aged 18-19 were minimal, making up only 4%.

Table 3
Grade level and gender of respondents

Grade Level	Male		Female	
	F	%	F	%
Junior High	12	54.55	13	46.43
Senior High	10	45.45	15	53.57
TOTAL	22	100	28	100

Table 3 displays the demographic distribution of students along with the corresponding percentage of respondents in the research study. The investigation encompassed both junior high school and senior high school students, revealing that within the junior high category, there were 12 male respondents constituting 54.55% of the group, and 13 female respondents making up 46.43%. In the senior high category, there were 10 male respondents accounting for 45.45% and 15 female respondents comprising 53.57%. The total number of male respondents across both levels was 22, while the total number of females was 28, resulting in an overall respondent count of 50. The discoveries not only provide valuable information regarding the distribution of respondents based on grade level and gender but also present opportunities for deeper exploration and analysis within the framework of the research study.



EFFECTS OF "NO DECOR POLICY" ON QUALITY AND STUDENTS' PERFORMANCE

The effects of "No Decor Policy" on quality and students' performance is needed in conducting this study. The table contains the indicator, weighted mean, description, and rank.

Table 4
Effects of "No Decor Policy"

Indicator	Weighted mean	Description	Rank
1. Enhances my engagement in classroom activities	2.78	Agree	5
2. Aids my concentration, facilitating attentive listening during lesson.	2.84	Agree	4
3. Minimizes disruptions, enhancing the learning environment	2.86	Agree	2.5
4. Boosts my learning by encouraging externalization of lessons and increased focus	2.86	Agree	2.5
5. Instills determination and seriousness in me	2.90	Agree	1
6. Diminishes my involvement in classroom activities.	2.64	Agree	7
7. Hinders my concentration, impeding attentive listening during lessons	2.50	Disagree	8.5
8. Maximizes disruptions, diminishing the learning environment	2.44	Disagree	10
9. Hinders my learning by discouraging externalization of lessons and reducing focus.	2.50	Disagree	8.5
10. Fosters a lack of determination and seriousness in me.	2.74	Agree	6

Legends: Strongly Agree= 3.26-4.00; Agree= 2.51-3.25; Disagree= 1.76-2.50; Strongly Disagree= 1.00-1.75

Table 4 shows the effects of no decor of respondent. The table composed of Weighted mean, Description, and Rank that was being presented. The highest Weighted mean is 2.90 which states that "Instills determination and seriousness in me" with the description of "Agree" and first in Rank. The lowest weighted mean is 2.44 which indicator of "Maximizes disruptions, diminishing the learning environment" with description of "Disagree" and 10th in Rank.

The statement suggests that respondents exhibit diverse reactions or outcomes concerning the implementation of the "No Decor Policy." This signifies that each respondent might experience distinct effects or consequences resulting from the absence or limitation of decorations in their learning environment. These effects could range from positive impacts, such as enhanced focus or reduced distractions, to negative consequences, like a potential decline in motivation or engagement. Understanding these varied effects of the policy is essential in comprehending its broad-ranging implications on students' learning experiences and academic performance. Additionally, recognizing these diverse effects helps in formulating strategies to cater to the varied needs and preferences of students within the classroom setting.

THE EXISTENCE OF A "NO DECOR POLICY" INFLUENCE THE LEARNING ATMOSPHERE WITHIN EDUCATIONAL INSTITUTIONS

The existence of a "No Decor Policy" influence the learning atmosphere within educational institutions as to: engagement and motivation, aesthetics and atmosphere, psychological impact, and quality education are important in conducting this study to gauge how these factors collectively shape students' overall educational experience. Understanding the intricate interplay between policy implementation and these key aspects will contribute valuable insights for creating conducive learning environments and fostering student success.

LEARNING ATMOSPHERE: ENGAGEMENT AND MOTIVATION

The engagement and motivation of the respondents to their learning atmosphere within educational institutions is necessary for conducting this study. The table shows an indicator, weighted mean, description and rank.

Table 5
ENGAGEMENT AND MOTIVATION

Indicators	Weighted mean	Description	Rank
1. The absence of decorations in the classroom boosts my personal drive to actively engage in class activities.	2.66	Agree	4
2. I believe that a minimalist learning environment, without decorations, helps me focus better on academic tasks.	3.00	Agree	1
3. I find that a plain and unadorned classroom setting encourages a higher level of concentration, positively impacting my learning experience.	2.76	Agree	3
4. No decorations in class make it less fun for me to learn.	2.90	Agree	2
5. I feel less excited to join in when there are no pictures or colors around in class.	2.64	Agree	5

Legends: Strongly Agree= 3.26-4.00; Agree= 2.51-3.25; Disagree= 1.76-2.50; Strongly Disagree= 1.00-1.75

Table 5 shows the engagement and motivation of respondents. The highest weighted mean is 3.00 which states that "The absence of decorations in the classroom boosts my personal drive to actively engage in class activities," with the description of "Agree" and first in rank. The lowest weighted mean is 2.64 which indicator says "I feel less excited to join in when there are no pictures or colors around in class" with the description of "Agree" and 5th in rank.

The statement indicates that respondents display varying levels of engagement and motivation in a classroom environment affected by the presence or absence of the "No Decor Policy." This implies that each respondent may exhibit different degrees of involvement or enthusiasm towards learning due to this policy's influence. Some respondents might demonstrate higher levels of engagement and motivation in a less decorated environment, while others may feel more engaged and motivated in a visually stimulating classroom. Understanding these differing responses is crucial in recognizing how the absence of decorations can impact students' willingness to participate and their eagerness to learn within the classroom context.

LEARNING ATMOSPHERE: AESTHETICS AND ATMOSPHERE

The aesthetics and atmosphere of the respondents to their learning atmosphere within educational institutions is also necessary for conducting this study. There's an indicator, weighted mean, description and rank.

Table 6
Aesthetics and Atmosphere

Indicator s	Weighted mean	Description	Rank
1. Minimal decorations in classrooms contribute to a calm and peaceful atmosphere, its support me to have a better learning experience.	2.90	Agree	2
2. The lack of visual distractions from decorations allows me to concentrate better on my academic tasks.	2.76	Agree	4
3. A "no decoration policy" might be seen as fostering a more professional and serious atmosphere in my education institutions.	2.74	Agree	5
4. When there are no decorations, the room looks a little plain and not as nice.	2.96	Agree	1
5 Without pictures or colors, the classroom feels a bit dull and not as cozy to me.	2.84	Agree	3

Legends: Strongly Agree= 3.26-4.00; Agree= 2.51-3.25; Disagree= 1.76-2.50; Strongly Disagree= 1.00-1.75

The table 6 illustrates the impact of the no decor policy on the aesthetic and atmospheric perception of educational institutions among respondents. The highest weighted mean, 2.96, suggests that participants generally agree with the statement "When there are no decorations, the room looks a little plain and not as nice," ranking it first. Consequently, the results indicate a preference among respondents for a decorated environment, emphasizing its significance in shaping their learning atmosphere. The data suggests that respondents prefer a more enjoyable atmosphere in their classrooms, as reflected by the lowest weighted mean of 2.74, indicating agreement with the statement "A 'no decoration policy' might be seen as fostering a more professional and serious atmosphere in my educational institutions." This statement ranked fifth in the table, implying a desire for a softer and more decorative environment. The descriptors consistently reveal an overall agreement among respondents, with all indicators marked as "Agree" and mean scores ranging from 2.74 to 2.96.



This consensus, however, belies the rich diversity in individual preferences and approaches to shaping their ideal learning aesthetics and atmosphere. Within this spectrum, there are those who lean towards a minimalist or decor-free classroom, perceiving it as conducive to their optimal learning experience. Conversely, there's a distinct group that thrives in environments characterized by abundant decorations, finding them to be more conducive to their academic success. This variance underscores the complexity of personal preferences in educational settings and emphasizes the importance of recognizing and accommodating these differences to foster an inclusive and effective learning environment. The nuanced interplay of individual tastes and comfort levels suggests that a tailored approach to educational spaces can enhance overall student engagement and satisfaction.

LEARNING ATMOSPHERE: PSYCHOLOGICAL IMPACT

The psychological Impact of the respondents to their learning atmosphere within educational institutions is also necessary for conducting this study. There's an indicator, weighted mean, description and rank.

Table 7
Psychological Impact

Indicator	Weighted mean	Description	Rank
1. I feel less distracted and stressed in an environment with no decorations.	2.60	Agree	5
2. I find it easier to manage stress and anxiety in a classroom without decorations.	2.76	Agree	2
3. I believe a plain environment promotes a more positive mindset for learning.	2.64	Agree	4
4. Without decorations, I feel a bit less happy and excited in class.	2.72	Agree	3
5. It's not as fun for me to learn when there are no colorful things around in the classroom.	2.92	Agree	1

Legends: Strongly Agree= 3.26-4.00; Agree= 2.51-3.25; Disagree= 1.76-2.50; Strongly Disagree= 1.00-1.75

The table 7, displays the impact of the no decor policy on the psychological well-being of respondents within educational institutions. The highest weighted mean, 2.92, indicates agreement with the statement "It's not as enjoyable for me to learn when there are no colorful elements in the classroom." This statement is ranked first and emphasizes the respondents' preference for a colorful and aesthetically pleasing learning environment. The lowest weighted mean, at 2.60, corresponds to the statement "I feel less distracted and stressed in an environment with no decoration." This statement, ranked fifth, indicates agreement among respondents with the preference for a less decorated environment to minimize distractions and stress. However, the overall trend suggests that the majority of respondents express a desire for decorations in their classrooms. All the indicators share the common descriptor of "Agree," denoted by means ranging from 2.60 to 2.96.

This consistency in agreement underscores the diverse perspectives among individuals when it comes to their preferences and strategies for achieving an optimal psychological impact in a learning environment. While some individuals assert that a classroom characterized by minimal decor is conducive to their learning process, there exists another segment of the respondents who thrive and perform well in environments enriched with abundant decorations. This variability in preferences highlights the importance of recognizing and accommodating the diverse psychological needs of learners within educational settings. The nuanced approaches to decor preferences suggest that tailoring learning environments to cater to individual tastes and comfort levels may contribute to creating more inclusive and effective educational spaces.

LEARNING ATMOSPHERE: QUALITY EDUCATION

The quality education of the respondents to their learning atmosphere within educational institutions is also needed for conducting this study. The table shows an indicator, weighted mean, description and rank.

Table 8 shows influence of the no decor policy to the learning atmosphere within educational institutions as to the quality education of the respondents. The highest weighted mean is 2.98 which states that "It's more fun to learn when there are lots of interesting pictures and things around in the classroom", with the description of "Agree" and first in rank. The lowest weighted mean is 2.70 which indicator says the "Embracing a "no decoration policy" tends me to create a more organized and structured learning environment", with the description of "Agree", and fifth in rank. All indicators are marked as "Agree" in the description and have a mean of 2.84, 2.70, 2.86, 2.80, and 2.98. Individual respondents possess varying preferences and methods regarding their optimal learning environments. For some, a minimalist or devoid-of-decor classroom setting aids in their learning process, while others thrive in an environment with abundant decorations.

Table 8
Quality Education

Indicators	Weighted mean	Description	Rank
1.The effectiveness of education often improves me when the learning environment is kept simple, free from unnecessary decorations.	2.84	Agree	3
2. Embracing a "no decoration policy" tends me to create a more organized and structured learning environment.	2.70	Agree	5
3.For me minimal visual embellishments create a heightened focus on educational content.	2.86	Agree	2
4.When there aren't many things on the walls, I find it harder to learn.	2.80	Agree	4
5.It's more fun to learn when there are lots of interesting pictures and things around in the classroom	2.98	Agree	1

Legends: Strongly Agree= 3.26-4.00; Agree= 2.51-3.25; Disagree= 1.76-2.50; Strongly Disagree= 1.00-1.75

For certain individuals, a minimalist classroom, free from excessive decorations, fosters a conducive atmosphere for focused learning. Conversely, some learners flourish when surrounded by a rich array of decorations, finding inspiration and engagement in visually stimulating surroundings. Quality education recognizes the diversity of learning preferences and endeavors to create inclusive spaces accommodating various learning styles, whether minimalistic or vibrant, to optimize students' academic experiences.

EXTENT EXPERIENCES ON THE IMPLEMENTATION OF THE "NO DECOR POLICY"

The extent experiences of the students on the implementation of the "No Decor Policy" is also needed in conducting this study. The table below shows the indicator, weighted mean, description, and rank

Table 9
Extent experiences of the students on the implementation of the "No Decor Policy"

Indicators	Weighted mean	Description	Rank
1. Increased focus on studies due to fewer distractions.	2.66	Agree	9
2. Improved cleanliness and tidiness in the classroom.	2.90	Agree	1
3. Enhanced concentration as the environment is calmer and quieter.	2.76	Agree	4
4. Greater adaptability to minimalistic settings, promoting simplicity.	2.64	Agree	10
5. Potential appreciation for a more organized and streamlined space.	2.72	Agree	6
6. Reduced interest in the classroom environment due to lack of visual stimulation.	2.86	Agree	2
7. Feelings of dullness and monotony leading to boredom.	2.70	Agree	7
8. Decreased creativity and inspiration without visual aids.	2.84	Agree	3
9. Potential impact on mood, feeling less lively or cheerful in the environment.	2.74	Agree	5
10. Possible lack of excitement or motivation towards learning activities.	2.68	Agree	8

Legends: Strongly Agree= 3.26-4.00; Agree= 2.51-3.25; Disagree= 1.76-2.50; Strongly Disagree= 1.00-1.75

Table 9 shows the extent experiences of the students on the implementation of the "No Decor Policy". The highest weighted mean is 2.90 which states that "Improved cleanliness and tidiness in the classroom", with the description of "Agree" and first in rank. The majority of the respondents viewed the classroom as clean and tidy without decorations. The indicator which states that "Greater adaptability to minimalistic settings, promoting simplicity" has the lowest weighted mean of 2.64, with the description of "Agree" and 10th in rank. Indicators/statements that ranked 2, 3, 4, 5, 6, 7, 8, and 9 with the description "Agree" and have a weighted

mean of 2.86, 2.84, 2.76, 2.74, 2.72, 2.70, 2.68, and 2.66, respectively. It shows that respondents have different extents of experience with the implementation of the "No Decor Policy."

Therefore, it implies that among those surveyed, there are varying degrees of familiarity with the "No Decor Policy" in their learning settings. This signifies that some respondents might have extensive encounters or deep experiences with this policy, while others may have limited exposure or less interaction with its implementation. These diverse encounters suggest a wide range of viewpoints and understandings among the respondents regarding the effects and implications of the "No Decor Policy." Such variations highlight the diverse nature of their experiences, showcasing different levels of engagement and interaction with this specific classroom policy.

EXPERIENCES REGARDING THE DECORATIONS IN THE CLASSROOM

The experiences of the students in regard to the decorations in the classroom is also vital in conducting this study. It aims to determine the experiences of the respondents with the decorations in the classroom. The table below shows the indicator, weighted mean, description, and rank.

Table 10
Experiences of students regarding the decorations in the classroom

Indicators	Weighted mean	Description	Rank
1. Feeling more cheerful and happy when colorful decorations are around.	3.08	Agree	2
2. Finding it easier to learn and remember things with visual aids.	3.16	Agree	1
3. Enjoying a more interesting and engaging classroom environment.	3.00	Agree	4.5
4. Feeling inspired and creative due to decorative elements.	2.94	Agree	6.5
5. Having a sense of comfort and coziness in a decorated space.	3.00	Agree	4.5
6. Feeling distracted by too many decorations in the classroom.	2.76	Agree	10
7. Finding it overwhelming when there are too many things on the walls.	3.02	Agree	3
8. Getting bored or tired of seeing the same decorations all the time.	2.94	Agree	6.5
9. Feeling crowded or cramped in a space with too many decorations.	2.88	Agree	8
10. Getting distracted by decorations that are not related to learning.	2.78	Agree	9

Legends: Strongly Agree= 3.26-4.00; Agree= 2.51-3.25; Disagree= 1.76-2.50; Strongly Disagree= 1.00-1.75

The table 10 present the experiences of the students regarding the decorations in the classroom. The highest weighted mean is 3.16 which states that "Finding it easier to learn and remember things with visual aids", with the description of "Agree" and first in rank. It signifies that students consistently attribute a significant level of importance to visual aids in their learning process when surrounded by classroom decorations. The lowest weighted mean is 2.76 which indicator says that "Feeling distracted by too many decorations in the classroom," with description of "Agree" and 10th in rank. Students perceive feeling distracted by excessive classroom decorations as less significant compared to other experiences related to classroom decor. Students can learn by their different experiences with decorations in the classroom.

Therefore, it implies that students' learning can be influenced by their individual encounters with classroom decorations. This suggests that each student may have distinct experiences or interactions with various types of classroom adornments. These experiences may encompass diverse perceptions, preferences, or impacts on their learning process. As a result, students' educational journeys may be shaped differently based on how they engage with or respond to the decorations present in their learning environment. Understanding these varied experiences with classroom decorations is crucial in recognizing the potential impact on students' learning styles and preferences.

Summary of finding and Conclusion and Recommendations.

This study aims to investigate the effects of the "No Decor Policy" on both Junior High School and Senior High School. The results revealed a range of outcomes and responses to this policy within educational settings. Participants experienced diverse effects, both positive (such as increased focus) and negative (like reduced motivation), emphasizing the importance of understanding the overall impact on students' learning experiences.



The study also highlighted variations in levels of engagement and motivation influenced by the presence or absence of the "No Decor Policy." Respondents showed differing levels of interest and commitment to their studies, indicating the significant role of the classroom environment in influencing their learning attitudes. This underscores the importance of flexible educational settings.

Furthermore, the research showcased the diversity in individual preferences regarding classroom aesthetics and atmosphere. While some students excelled in minimalist settings, others preferred engaging environments with decorations. Although preferences varied, classrooms with decorations were more prevalent. Recognizing and accommodating these diverse preferences in educational spaces is crucial for promoting inclusivity and effectiveness in creating conducive learning environments tailored to meet students' individual needs and preferences.

Conclusion

The study stresses the importance of adopting a nuanced approach to classroom aesthetics, acknowledging the varied responses triggered by the "No Decor Policy." While eliminating distractions and encouraging concentration are two advantages of a "no decor" policy, it may also result in a less interesting and uncomfortable learning environment. It may be more successful to promote student learning and wellbeing with a more well-rounded strategy that includes intentional decorating, student-made exhibits, and designated study zones. While choosing classroom décor, it's critical to take into account the unique requirements and traits of the pupils as well as the learning objectives and general classroom environment. To completely comprehend the intricate relationship that exists between classroom atmosphere, student focus, and academic achievement, more research is required.

Recommendations

The researcher proposes strategies to improve the educational environment. A balance between a neat and organized workplace and an active and interesting learning environment is one of the recommendations. Using student-made artwork, pertinent instructional displays, and personal touches that encourage a sense of ownership and belonging could all be part of this. They suggest that the Department of Education should focus on creating inclusive, sustainable, and safe classrooms that empower students, celebrate diversity, and raise awareness about the environment. Teachers are recommended to maintain organized classrooms and incorporate student work and educational visuals to enhance focus and create a stimulating yet conducive learning environment. Parents are advised to support adaptable classroom settings that cater to each child's learning style, collaborating with teachers to enhance the learning experience.

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