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Learners' Perceptions of the Physical Classroom Environment and its Role in Promoting Positive Learning Behavior

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Abstract

Aim: The study assessed the perceptions of learners regarding the physical classroom environment and its role in promoting positive learning behavior.

Methodology: This study used a descriptive design using a structured survey questionnaire. The study consists of 27 Grade 6 pupils from Morong National High School in the District of Morong, under the Schools Division of Bataan.

Results: The learners assessed the physical classroom environment as very evident, with a grand mean of 3.45. The most supportive factor was adequate lighting and ventilation for comfort, while the greatest challenge was inadequate or malfunctioning lighting and ventilation, causing discomfort. Overall, the classroom environment strongly influenced learners' motivation, focus, and engagement, with a grand mean of 3.47.

Conclusion: A well-organized, clean, and properly maintained classroom nurtures a positive learning environment and learning behavior, where learners feel motivated, focused, and engaged. Adequate lighting, ventilation, and accessible learning resources enhance participation, while inadequate lighting, poor ventilation, clutter, and unfavorable conditions hinder learning. A well-designed space promotes positive learning behavior, supports academic success, encourages participation, and creates meaningful, enjoyable learning experiences for both students and teachers.

Keywords: physical classroom environment, learning behavior

INTRODUCTION

A classroom has always been a dominant space in school (Nordquist & Watter, 2017). The term physical classroom environment refers to the overall design, layout, and content of a learning space, including furniture, decor, organization, and even lighting. According to the National Center on Safe Supportive School Environments and the California Center for School Climate, as cited in Magby and Cerna (2023), well-maintained, high-quality, and safe physical environments are critical for positive school climate and support student morale, behavior, and achievement.

Harris (2018) highlighted that the classroom environment is a learning space that involves social, emotional, and physical elements that support effective task completion for both teachers and students. While the emotional component focuses on how students feel about the classroom setting, the social component emphasizes how students interact with their professors, peers, and the surrounding environment. The tangible or concrete elements in the classroom environment that are perceptible to students' senses of touch, sight, smell, hearing, and taste are referred to as the physical component. Furniture, temperature, lighting, air quality, color, space, design, class size, sound, safety, and cleanliness are examples of such material elements. The majority of studies have focused on how pupils' physical environments affect their performance.

United Nations Educational, Scientific and Cultural Organization or UNESCO experts (2018) argue that school planners should not neglect the physical environment when designing the learning environment (physical spaces,



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learners, peers and teachers) because students learn best when the school is accessible, safe, hygienic, relatively comfortable and cognitively stimulating. A decent school environment must therefore take into consideration factors like location, building materials, classroom size, furniture, lighting, temperature, ventilation, noise level, cleanliness, air quality, and the integration of ancillary equipment in order to guarantee a favorable impact on learning. Everything needs to be set up to support students' development and improvement of their learning competency.

Since students spend the majority of the school day in the classroom, optimal learning requires a well-designed space. The classroom is the space in a school where a class of pupils receive instruction. Students' needs, interests, and goals should all be taken into consideration while designing and furnishing this space. Based on the humanistic approach, as proposed by Maslow (1943) and cited in Barri (2020), students are considered human beings with basic needs for comfort, well-being, safety, connection, self-worth, and growth. These needs have to be fulfilled, so students can engage in the learning activities and enjoy the classroom atmosphere. If students' needs are not being met, students are unlikely to engage in learning and, as a consequence, have difficulty to achieve the intended learning outcomes.

First and foremost, schools must create a physical environment that allows all pupils to feel content, comfortable and focused. This involves thoughtful consideration of factors such as lighting, noise levels, air quality, temperature, reflections and wall colors. For example, there should ideally have adequate natural light supplemented by high-quality electrical lighting. Ideally, there should be no glare from direct sunlight, blinds should be effective, and the whiteboard projection should be easy to see. An organized and clutter-free space can help students to be more attentive and more engaged with their learning (Hawthorne, 2022).

Hawthorne (2022) elucidated that a positive learning environment is not a well-backed display with a perfectly trimmed border, nor is it a set of meticulously labelled desk accessories. It's also not a space created during the summer holidays in preparation for the next academic year. As Hawthorne explained, a learning environment encompasses significantly more than its mere visual aspects. A learning environment is forever 'under construction.' It will need to be constantly adapted to suit the students' needs.

On positive classroom environment, Sandilos et al. (2017), cited in Asumbrado (2024) describe it as one where children feel both physically and psychologically safe. Such an environment allows children to perform at higher levels academically and socially. Ensuring physical safety in the classroom is straightforward; it involves removing unnecessary clutter and hazards from the environment, such as chemicals, broken glass, or other potential dangers. When free from such risks, students can focus fully on learning.

Students spend a significant amount of time in classrooms, yet students dread going to class. Students reported being bored and tired, experiencing feelings of anxiety and stress, not considering it a fun space, and more when asked to describe their environment. Classroom spaces should create comfortable, calm, productive, and inviting learning spaces. If the classroom is not set for a conducive learning environment, then it hinders the students to succeed to the best of their ability (Perks et al., 2016).

Despite growing research interest in classroom physical environment, limited research explores which specific classroom elements most effectively support or hinder learning. While studies highlight general benefits of a well-structured environment to students' academic performance, there is little insight into how learners perceive these aspects in real settings and how they directly shape motivation, focus, and engagement.

Objectives

The study assessed the perceptions of learners regarding the physical classroom environment and its role in promoting positive learning behavior. It specifically aimed to answer the following questions:

1. How do learners assess the physical classroom environment in terms of:
 - 1.1 classroom environment elements;
 - 1.2 instructional material and displays;
 - 1.3 classroom management tools;
 - 1.4 furniture and fixtures; and
 - 1.5 learning resource displays?
2. What aspects of the classroom setup do learners find most supportive or challenging in their learning experience?
3. In what ways does the physical classroom environment influence learners' motivation, focus, and engagement, contributing to the development of positive learning behavior?



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METHODS

Research Design

This study utilized a descriptive research design, which, according to Sirisilla (2023) involves observing and collecting data on a given topic without attempting to infer cause-and-effect relationships. The goal of descriptive research is to provide a comprehensive and accurate picture of the population or phenomenon being studied and to describe the relationships, patterns, and trends that exist within the data. This study described the perceptions of learners regarding the physical classroom environment and its role in promoting positive learning behavior.

Population and Sampling

The study's population consisted of 27 Grade 6 pupils from Morong National High School in the District of Morong, under the Schools Division of Bataan.

Instrument

The primary instrument used in this study is a structured survey questionnaire. The questionnaire was pretested to assess its reliability using Cronbach's alpha.

Data Collection

The data collection was conducted in a natural classroom setting during regular class hours to maintain an authentic learning environment. After obtaining permission from the teacher to ensure that the data collection did not disrupt the class routine, the researcher proceeded to explain the purpose of the study to the learner respondents in a simple and clear manner. The learners were given 20 minutes to complete the questionnaire. The researcher stood-by to assist with any clarification or follow-up questions from the learner respondents.

Treatment of Data

A 4-point Likert scale was utilized for rating the responses in the survey questionnaire. "Very evident/Strongly influenced" was rated 4, "Moderately evident/Somewhat influenced" was rated 3, "Slightly evident/Slightly influenced" was rated 2, and "Not evident/Not influenced at all" was rated 1. Meanwhile, descriptive statistics, specifically the weighted mean, were employed in the analysis and interpretation of data. The range of mean values and descriptive interpretation are as follows: 3.25-4.00 (Very evident/Strongly influenced), 2.50-3.24 (Moderately evident/Somewhat influenced), 1.75-2.49 (Slightly evident/Slightly influenced), and 1.00-1.74 (Not evident/Not influenced at all).

Ethical Considerations

The researcher ensured that all research protocols involving ethics in research were complied with for the protection of all learners and institution involved in the conduct of the study. The researcher assured that the learners' consent was considered for their inclusion in the study. Furthermore, learners' participation in the study did not have a bearing on their class performance. Within the scope of the study, the researcher assured that there was negligible or minimal risk in the participation of the learners in the research study. The respondents were free to skip specific questions if they felt discomfort or inconvenience or if they believed they did not have the proper authority to answer such questions in the survey questionnaire. Additionally, the respondents were not given incentives or monetary compensation for their participation in the study.



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RESULTS and DISCUSSION

Learners' assessment of the physical classroom environment

Table 1 shows the learners' assessment of the physical classroom environment based on its elements, instructional materials and displays, classroom management tools, furniture and fixtures, and learning resource display.

Table 1.

Learners' assessment of the physical classroom environment

Key Elements of Physical Classroom Environment	Weighted Mean	Descriptive Interpretation
Classroom Environment Elements		
<ul style="list-style-type: none"> The general appearance of the classroom is maintained through cleanliness, orderliness, and neatness. 	3.30	Very Evident
<ul style="list-style-type: none"> Ventilation and lighting facilities are adequate, with well-maintained electrical fixtures, a suitable seating arrangement, and appropriately colored and designed curtains. 	3.33	Very Evident
<ul style="list-style-type: none"> The walls and ceiling are painted in appropriate colors, free from vandals, scratches, or breakage. 	3.30	Very Evident
<ul style="list-style-type: none"> Window curtains are carefully selected for their appropriate color and length. 	3.33	Very Evident
<ul style="list-style-type: none"> Potted plants are well-maintained, trimmed, and kept healthy. 	3.74	Very Evident
<ul style="list-style-type: none"> Segregated trash cans are equipped with covers, properly labeled, and strategically placed within the room. 	3.74	Very Evident
Composite mean	3.46	Very Evident
Instructional Materials and Displays		
<ul style="list-style-type: none"> The vision, mission, and core values are readable, framed, and properly hung on the wall. 	3.19	Moderately Evident
<ul style="list-style-type: none"> Pictures of the President and Jose Rizal are framed, correctly mounted, and appropriately displayed. 	3.44	Very Evident
<ul style="list-style-type: none"> Perception strips, including alphabets, are new, appropriate, and displayed visibly. 	3.11	Moderately Evident
<ul style="list-style-type: none"> The Pambansang Awit and Panunumpa sa Watawat chart is readable, covered for protection, and properly displayed. 	3.74	Very Evident
<ul style="list-style-type: none"> The chart stand or pocket chart is appropriate, securely hung, and allows enough space for effective use. 	3.33	Very Evident
<ul style="list-style-type: none"> The bulletin board, unit board, or subject area board is updated, readable, and reflects the teacher's creativity. 	3.48	Very Evident
<ul style="list-style-type: none"> The display area of pupils' output is regularly updated, ensuring outputs are readable and properly showcased. 	3.44	Very Evident
<ul style="list-style-type: none"> The Health and Personality Corner is well-maintained and organized to promote student well-being. 	3.11	Moderately Evident
Composite mean	3.36	Very Evident
Classroom Management Tools		
<ul style="list-style-type: none"> The attendance chart and supervisory corner are framed, updated, and easily accessible. 	3.30	Very Evident
<ul style="list-style-type: none"> The teacher's table is well-arranged, with the classroom program, teacher's program, code of ethics, and duties and responsibilities visibly present. 	3.74	Very Evident
<ul style="list-style-type: none"> The door label contains the necessary information, including the 	3.37	Very Evident



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teacher's program, class program, and grade level and section.		
Composite mean	3.47	Very Evident
Furniture and Fixtures		
• The chalkboards or whiteboards are equipped with markers or chalk, erasers, and a designated marker ledge.	3.74	Very Evident
• The broom stand or pedestal is securely closed, painted, and neatly arranged.	3.30	Very Evident
• Armchairs or tablet chairs are appropriate, clean, well-maintained, and painted.	3.74	Very Evident
• The demonstration table is free from dust, painted, and without chairs obstructing its use.	3.37	Very Evident
• Cabinets for instructional materials (IMs) are well-maintained, labeled, and properly indexed for easy access.	3.37	Very Evident
Composite mean	3.50	Very Evident
Learning Resource Display		
• The lesson plan is regularly updated, color-coded, and routinely checked by the school head with a signature.	3.48	Very Evident
• The curriculum guide, teacher's guide, and learner's materials are up-to-date, appropriately aligned with the lesson plan, and properly coded using colored markers.	3.44	Very Evident
Composite mean	3.46	Very Evident
Grand Mean	3.45	Very Evident

Legend:

Range

3.25 – 4.00

2.50 – 3.24

1.75 – 2.49

1.00 – 1.74

Descriptive Interpretation

Very Evident

Moderately Evident

Slightly Evident

Not Evident

Overall, these key elements are rated as very evident, with a grand mean of 3.45. Classroom environment elements are particularly evident ($\bar{X}=3.46$), notably the well-maintained, trimmed and healthy potted plants, as well as the segregated trash cans that are equipped with covers, properly labeled, and strategically placed within the room. Learners also observed very evident ventilation and lighting facilities, along with curtains that are carefully selected for their appropriate color and length. Also, the general appearance of the classroom is constantly maintained through cleanliness, orderliness, and neatness. It can be inferred from this data that a well-organized, clean, and properly maintained classroom environment gives a learner a comfortable and conducive space for learning, helping them stay focused and engaged while promoting cleanliness, orderliness, and a sense of responsibility. This supports the statement of School of Scholars (2023) that a clean school environment is of paramount importance, as it goes beyond mere aesthetics; it actively promotes a positive and healthy atmosphere for students.

Instructional materials and displays are very evident ($\bar{X}=3.36$), particularly the readable, well-protected, and properly displayed Pambansang Awit and Panunumpa sa Watawat charts, while the framed pictures of the President and Jose Rizal are correctly mounted and appropriately positioned. Also, the bulletin board, unit board, or subject area board which are updated, readable, and reflects the teacher's creativity are very evident. Additionally, there is a very evident display area of pupils' output that is regularly updated, as well as a chart stand or pocket chart that is appropriate, securely hung, and allows enough space for effective use. On the other hand, it is moderately evident that the vision, mission, and core values are readable, framed, and properly hung on the wall, and that perception strips, including alphabets, are new, appropriate, and displayed visibly. Similarly, it is moderately evident that the Health and Personality Corner is well-maintained and organized to promote student well-being. This demonstrates that well-maintained instructional materials and displays promote learner engagement. Additionally, improving the visibility of key elements, such as the institution's vision, mission, goals and objectives, as well as health corners, can foster a more meaningful classroom experience for all. According to Kung (2019), instructional materials motivate



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learners and strengthen their confidence. Kodriyah et al. (2020), added that the achievement of teaching and learning in the classroom goes hand in hand with the use of instructional materials and displays.

Classroom management tools are also very evident ($\bar{X}=3.47$), particularly the teacher's table, which is well-arranged, and displays the classroom program, teacher's program, code of ethics, and duties and responsibilities. Also, the door label contains the necessary information, and the attendance chart and supervisory corner are framed, updated, and easily accessible. It can be deduced that a well-organized classroom management tools create a structured learning space, which makes students feel guided, encourages their sense of responsibility, and supports classroom operations. using the right classroom management tools and techniques, teachers can reach their full potential by doing what they love, at an easy pace. This validates the statement of Baker (2023) that classroom management tools for teachers are an important part of that "science of teaching" as these tools can promote order, enhance organization and instill a sense of community among kids. Therefore, teachers and parents alike are constantly seeking innovative tools to facilitate smooth classroom management and maximize student engagement

Furthermore, learners assessed the furniture and fixtures as very evident ($\bar{X}=3.50$). The chalkboards or whiteboards are equipped with markers or chalk, erasers, and a designated marker ledge, while the armchairs or tablet chairs are appropriate, clean, well-maintained, and painted. It is also very evident that the classroom is well-kept, with a securely closed and neatly arranged broom stand, a clean and unobstructed demonstration table, and organized cabinets for instructional materials that are labeled and easily accessible. Based on this finding, it is evident that a well-maintained classroom fosters a positive a positive learning environment. Students become more focused, feel comfortable, and engaged in lessons when the space is clean, organized, and equipped with functional furniture. According to Gunawan and Ananda (2017), the completeness of school facilities and infrastructure is a supporting factor for the implementation of education. Furniture and fixtures in the classroom, such as LCDs, blackboard or white boards, teacher desks, student desks, teacher chairs, student chairs, chalks, marker, etc. play an important role in the continuity of learning process.

The learning resource display is very evident ($\bar{X}=3.46$), featuring a regularly updated, color-coded lesson plan that is routinely checked and signed by the school head. In addition, the curriculum guide, teacher's guide, and learner's materials are up-to-date, appropriately aligned with the lesson plan, and properly coded using colored markers. This implies that a well-maintained learning resource display guarantees that both teachers and learners have easy access to relevant materials. This practice promotes organized teaching and effective learning.

Learners' Perception of the most supportive and challenging aspects of the physical classroom environment

Table 2 summarizes the factors that are most supportive of learning and those that pose the greatest challenges.

Table 2. Learners' perception of the most supportive and challenging aspects of the classroom physical environment (n=27).*

Classroom Set-Up	Frequency	Rank
Factors Most Supportive of Learning		
• Adequate lighting and ventilation, ensuring comfort during lessons.	27	1
• Accessible instructional materials, ensuring easy reference for learners.	25	2
• Organized seating arrangements, encouraging participation and collaborative learning.	24	3
• Clean and orderly classroom, promoting focus and concentration.	23	4
• Display areas for pupils' outputs, fostering a sense of achievement and motivation.	21	5
• Well-maintained instructional displays, providing visual support for learning.	19	6.5
• Segregated trash cans, supporting cleanliness and environmental responsibility.	19	6.5



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• Updated and readable bulletin boards, helping reinforce lessons and information.	17	8
• Properly framed vision, mission, and core values, fostering a sense of purpose and school identity.	7	9
• Health and Personality Corner, promoting well-being and positive character development.	5	10
Factors Most Challenging for Learning		
• Inadequate or malfunctioning lighting and ventilation, leading to discomfort.	27	1
• Uncomfortable armchairs or tablet chairs, affecting concentration and posture.	26	2
• Limited space for effective use of charts or pocket charts, restricting interaction.	24	3
• Absence of necessary instructional materials, creating learning gaps.	21	4
• Cluttered or poorly arranged display areas, making it difficult to view materials.	18	5
• Improperly maintained chalkboards or whiteboards, hindering clear visibility.	16	6
• Lack of creativity or outdated bulletin boards, reducing learning engagement.	15	7.5
• Unorganized cabinets for instructional materials, causing difficulty in locating resources.	15	7.5
• Inefficient use of the demonstration table, limiting hands-on learning experiences.	11	9
• Unclear or poorly displayed door labels, leading to confusion.	10	10

*Multiple responses

Results showed that adequate lighting and ventilation, which ensure comfort during lessons, were ranked first among all factors. The second-ranked factor was accessible instructional materials, which ensure easy reference for learners. Organized seating arrangements, which encourage participation and collaborative learning, ranked third. Meanwhile, a clean and orderly classroom that promotes focus and concentration was ranked fourth, and display areas for pupils' outputs, which foster a sense of achievement, ranked fifth.

Other factors that are most supportive of learning include a well-maintained instructional displays which provides visual support for learning; segregated trash cans which supports cleanliness and environmental responsibility; updated and readable bulletin boards, that helps reinforce lessons and information; properly framed vision, mission, and core values, which fosters a sense of purpose and school identity; and Health and Personality Corner that promotes well-being and positive character development.

These results emphasize the significant role of the physical classroom environment in shaping students' learning experiences. It can be said that students cannot be successful in terms of their behavior, or academic learning, without an environment that has been intentionally created for this purpose. Oruiakor et al. (2023) stated that a well-designed classroom can facilitate engagement, promote creativity, foster collaborative learning, and improve academic achievement. A classroom space should be optimised for student achievement, where students can learn better, faster, and more readily than ever before. Oruiakor et al. (2023) added that an ideal classroom design has a good natural light can help create a sense of physical and mental comfort which is conducive to student performance. Natural light can improve mood and energy levels, leading to better engagement and focus. Likewise, in the study of Barri (2020), he found out that cleanliness appeared to be an issue in the public high schools across Medina, Saudi Arabia, since it received the lowest average score among the physical aspects being evaluated. A clean classroom is one of the most important factors that contribute to student's health and academic growth. However, the literature indicates that a dirty classroom environment can have negative effects on students in terms of health, school attendance, and academic performance. In essence, an absence of cleanliness in the classroom facilities is associated with a couple of reasons including students' carelessness of cleanliness and lack of cleaning crew.



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As a result, inadequate or malfunctioning lighting and ventilation, which lead to discomfort, were ranked first among the most challenging factors for learning. This was followed by uncomfortable armchairs or tablet chairs, which affect concentration and posture, ranking second. Meanwhile, limited space for the effective use of charts or pocket charts, restricting interaction, was ranked third. The absence of relevant instructional materials, which can create learning gaps, was ranked fourth. Lastly, cluttered or poorly arranged display areas, making it difficult to view materials.

Other challenging factors included improperly maintained chalkboard or whiteboards, which hinder clear visibility; a lack of creativity or outdated bulletin boards, reducing learning engagement; unorganized cabinets for instructional materials, making it difficult to locate resources; inefficient use of the demonstration table, which limits hands-on learning experiences; and unclear or poorly displayed door labels, which leads to confusion.

Barri (2020) evaluated the physical aspects of classroom environment in terms of humanistic approach and found that for air quality, classroom ventilation needs to be improved. Poor indoor air quality can increase the health problems and the level of discomfort among students, which in turn negatively impact their academic performance. For a large class size, active ventilation is needed in a classroom. Therefore, teachers should avoid closing the built openings, such as windows or doors, in the permanent manner. Public high schools must ensure that air quality monitors are available in classrooms, so teachers can be aware of any issue in air quality.

Moreover, Inspace Furniture Solutions (n.d.) stated that student chairs play a vital role in determining how much and how well a child learns. Approximately 83% of students sit at a desk and chair that is not meant for their height. As a result, they are distracted from the topic at hand, which consequently impacts their performance. By choosing the right school furniture, educators can ensure that the student's mind remains on track. This improves performance immensely and leads to success. Sitting on hard chairs or desks that are uncomfortable for long periods disturbs the child. Consequently, learners begin to lose focus. Wrongly designed furniture also results in body pain, particularly in the neck and back. These aches again distract the student and prevent them from concentrating on the subject being taught. Conventional desks and benches come in the same measurement, but the students in one class have differing body structure and height. It means that one type of seating does not fit all students in a class because physical growth varies from kid to kid. When a child sits on a desk that does not fit them, concentrating on the teacher becomes hard.

Learners' perceptions of the influence of the physical classroom environment

Table 3 presents the influence of the physical classroom environment on learners' motivation, focus, and engagement.

Table 3. Learners' perceptions of the influence of the physical classroom environment on motivation, focus, and engagement.

Influence of Physical Classroom Environment	Weighted Mean	Descriptive Interpretation
Motivation		
• The overall classroom atmosphere motivates me to learn.	3.57	Strongly Influenced
• Seeing my work and my classmates' outputs displayed in the classroom encourages me to participate more.	3.41	Strongly Influenced
• The presence of inspiring visual aids and displays increases my interest in lessons.	3.30	Strongly Influenced
• A clean and organized classroom makes me feel more enthusiastic about attending classes.	3.28	Strongly Influenced
Composite mean	3.39	Strongly Influenced
Focus		
• The classroom arrangement minimizes distractions and helps me stay focused on tasks.	3.44	Strongly Influenced
• Adequate lighting and proper ventilation in the classroom enhance my concentration.	3.61	Strongly Influenced
• Organized seating arrangements support my ability to stay	3.56	Strongly Influenced



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attentive during lessons.		
• The absence of clutter and unnecessary materials helps me maintain focus.	3.50	Strongly Influenced
Composite mean	3.53	Strongly Influenced
Engagement		
• The classroom environment encourages me to actively participate in discussions.	3.40	Strongly Influenced
• I feel comfortable expressing my ideas because the classroom is arranged in a supportive manner.	3.41	Strongly Influenced
• The availability of learning resources in the classroom makes it easier for me to engage with lessons.	3.57	Strongly Influenced
• Group work and collaborative activities are more effective due to the classroom setup.	3.54	Strongly Influenced
Composite mean	3.48	Strongly Influenced
Grand Mean	3.47	Strongly Influenced

Legend:

Range

3.25 – 4.00

2.50 – 3.24

1.75 – 2.49

1.00 – 1.74

Descriptive Interpretation

Strongly Influenced

Somewhat Influenced

Slightly Influenced

Not Influenced at All

The results indicate that, overall, the physical classroom environment strongly influences learners' motivation, focus, and engagement, as evidenced by a grand mean of 3.47. The physical classroom environment strongly influences learners' motivation ($\bar{X}=3.39$), as the overall classroom atmosphere motivates them to learn. Additionally, learners feel motivated when they see their own work and their classmates' outputs displayed in the classroom. The presence of inspiring visual aids and displays also increases their interest in lessons. Furthermore, a clean and organized classroom motivates them to feel more enthusiastic about attending classes. From these findings, it is evident that a well-designed and visually engaging classroom nurtures a positive learning atmosphere, developing learners' eagerness to participate and develop a deeper appreciation for learning. The strong influence of a positive classroom environment on learners' motivation ultimately contributes to improved academic performance and a dynamic educational experience. These results corroborate to the study of Widiyawanti and Wahyono (2024), that arrangement (setting) of learning in the classroom is an effort made in order to create a conducive learning environment.

The classroom layout is intended to create and maintain student behavior that can support the learning process. The classroom environment is a very important learning resource and has very valuable values in the framework of the student learning process. The classroom environment can enrich learning materials and activities if used properly. Everything in the classroom should be used as a learning resource. Therefore, various equipment, objects, furniture, media and other items in the classroom should be managed, arranged, positioned and utilized appropriately and optimally as learning resources. Not only that, the arrangement of seating formations, access to various media and equipment in the classroom should also be made easier so that students can use them as learning resources more optimally. Baafi's (2020) study also revealed that the state of the physical classroom environment significantly impacts students' learning and motivation, including their willingness to actively participate in academic activities. Additionally, it can influence their behavior and school attendance.

Similarly, the physical classroom environment strongly influences learners' focus ($\bar{X}=3.53$), particularly the adequate lighting and proper ventilation. Their ability to stay attentive during lessons is also attributed by organized seating arrangements. Likewise, learners remain focused on tasks as a well-arranged classroom minimizes distractions by eliminating clutter and unnecessary materials. It is apparent from these findings that a well-lit, properly ventilated, and well-arranged classroom creates a comfortable and distraction-free space where learners can maintain their focus, ultimately enhancing their overall learning experience. This finding validates Agustina's (2019) notion that structuring a good classroom setting will have a positive impact on the learning process. The classroom



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environment influences students' ability to focus and absorb information. Additionally, students spend most of their study time in class. If they feel happy and engaged in the learning process, it enhances their overall well-being and makes learning easier. However, if not managed properly, the classroom can either be a source of happiness or a challenge for both teachers and students.

Furthermore, the physical classroom environment strongly influences learners' engagement ($\bar{X}=3.48$), particularly the availability of learning resources, which makes it easier for them to engage with lessons. Additionally, group work and collaborative activities, which are more effective due to the classroom setup strongly influence learners' engagement. Their engagement is also enhanced as they feel comfortable expressing their ideas and actively participating in discussions in a well-arranged and supportive classroom. These findings highlight that a well-equipped and well-arranged classroom boosts the confidence of the learners to actively participate and collaborate, making learning more interactive, meaningful, and enjoyable. This finding is consistent with the statement of Kellum and Olson (2023) that classroom design, school architecture, environmental factors, strategic lighting, and technology all contribute to creating a conducive learning environments that support student engagement and holistic development. Moreover, in a classroom with grouped tables instead of rows, instructors can move around freely to answer students' questions during class activities, and students feel encouraged to participate and engage in the activities when they have their "own" space, such as a group table. Active learning classroom arrangements enable instructors to easily implement a variety of active learning strategies, such as group work, think-pair-share, and peer instruction that encourage greater engagement and better transfer of knowledge. Things as simple as moveable student seating enables students to group together easily for any collaborative work in the class. Furthermore, studies show that students in active-learning spaces outperformed those in traditional-style classrooms when the same course was taught in both settings (Hodges, 2018).

Conclusions

A well-organized, clean, and properly maintained classroom nurtures a positive learning environment and learning behavior, where learners feel motivated, focused, and engaged. Adequate lighting, ventilation, and accessible learning resources enhance participation, while inadequate lighting, poor ventilation, clutter, and unfavorable conditions hinder learning. A well-designed space promotes positive learning behavior, supports academic success, encourages participation, and creates meaningful, enjoyable learning experiences for both students and teachers.

Recommendations

The study recommends that schools prioritize maintaining a well-organized, clean, and well-equipped classroom environment by ensuring proper lighting, ventilation, and accessible learning resources. These elements not only motivate students, sustain their focus, and enhance their engagement but, more importantly, promote positive learning behaviors. In turn, these positive learning behaviors contribute to students' academic success.

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