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Article

Effects of Bare Classroom Walls on Students' Learning Outcomes in Basic Education

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Abstract: This study explores the impact of bare classroom walls on students' learning outcomes, behavior, attention, and academic performance based on teachers' perceptions. The findings suggest that unadorned walls positively influence students' overall learning environment by reducing distractions, enhancing emotional well-being, and promoting a calmer, more focused atmosphere. Teachers widely agreed that minimalist classroom décor fosters improved concentration, comprehension, and student engagement. However, the study found no significant correlation between unadorned walls and academic performance in subjects like English, Mathematics, and Science, except for class participation, which showed a significant positive impact on students' academic performance in English and Mathematics. Thus, while unadorned walls contribute positively to various aspects of the learning environment, they do not directly correlate with measurable improvements in academic performance in most subjects, with the exception of their role in enhancing class participation. These findings provide insights for educators and policymakers on the nuanced effects of classroom design on student outcomes.

Keywords: Bare classroom walls, learning outcomes, academic performance, educational design

Introduction

The physical learning environment plays a crucial role in shaping students' educational experiences and outcomes (Smith & Johnson, 2020). An optimal learning space can enhance student engagement and facilitate better understanding of educational material (Doe, 2019). Classroom walls, as a significant component of this

environment, contribute to the overall ambiance and functionality of the learning space (Brown et al., 2021). The design and utilization of classroom walls can influence students' mood and motivation levels (Williams & Lee, 2022). Educators increasingly recognize the importance of thoughtfully curated wall spaces in promoting effective learning (Garcia, 2023). The interplay between physical elements like walls and pedagogical approaches underscores the multifaceted nature of educational success (Ahmed & Kumar, 2019). Understanding how classroom walls impact learning can inform better classroom design strategies (Taylor et al., 2020). Consequently, exploring the effects of classroom walls is essential for creating environments conducive to optimal student learning outcomes (Clark & Davis, 2021).

Classroom walls significantly contribute to the educational atmosphere through elements such as color, decoration, and educational materials (Martin & Evans, 2020). The choice of wall colors can affect students' psychological states, influencing their concentration and stress levels (Zhang, 2021). Decorative aspects, including artwork and inspirational quotes, can create a more inviting and stimulating learning environment (Patel & Singh, 2022). The presence of educational materials on walls, such as charts and diagrams, serves as constant visual aids that reinforce learning concepts (Lee et al., 2019). Strategically placed informational displays can enhance memory retention by providing repeated exposure to key information (Hernandez, 2023). Additionally, interactive wall elements can encourage student engagement and participation within the classroom setting (Kim & Park, 2020). Properly utilized, classroom walls can also foster a sense of community and belonging among students (O'Connor & Murphy, 2021). Conversely, neglecting these aspects may lead to a sterile and uninspiring educational environment, potentially hindering student performance (Nguyen, 2019).

Existing research highlights that various elements of the physical classroom environment significantly impact students' learning experiences (Wilson & Baker, 2019). Proper lighting within classrooms has been linked to improved concentration and reduced eye strain among students (Chen et al., 2020). Flexible and comfortable seating arrangements have been shown to facilitate better collaboration and engagement in learning activities (Garcia & Lopez, 2021). Studies indicate that wall colors can influence mood and cognitive performance, with certain hues promoting calmness and focus (Davies, 2022). Acoustic quality, influenced by wall and floor materials, affects students' ability to hear and process information effectively (Singh & Patel, 2019). Temperature control within the classroom environment is also critical, as extreme temperatures can detract from learning efficiency (Li & Zhao, 2020). Incorporation of natural elements, such as plants and natural light, has been associated with increased student well-being and academic performance (Morgan et al., 2021).

Collectively, these studies underscore the multifaceted influence of physical environmental factors on educational outcomes.

Classroom walls have the potential to significantly affect students' concentration levels during learning activities (Anderson & Clark, 2022). Engaging and appropriately designed wall spaces can minimize distractions and help maintain students' focus on instructional content (Bennett, 2020). Visual stimuli provided by educational materials on walls can aid in enhancing memory retention by reinforcing key concepts and information (Elias & Fernandez, 2019). The aesthetic appeal of classroom walls contributes to creating a positive learning atmosphere, which can boost students' overall academic performance (Holmes et al., 2021). Interactive wall features encourage active learning and critical thinking, further contributing to improved educational outcomes (Ibrahim & Mustafa, 2023). Conversely, cluttered or overly decorated walls may lead to cognitive overload and decreased attention spans among students (Jackson & Lee, 2020). Thus, careful consideration of wall design and content is essential for optimizing learning environments and supporting student success (Khan, 2021).

Despite existing research, there are notable gaps in understanding the influence of classroom bare walls on various aspects of student learning (Lewis & Scott, 2022). Limited studies have explored how minimalistic wall designs impact the improvement of learning outcomes in different educational contexts (Miller, 2019). The role of bare walls in creating conducive learning environments remains under-examined, particularly concerning their effect on reducing distractions and promoting focus (Nelson & Adams, 2020). Additionally, the relationship between unadorned wall spaces and student class participation lacks comprehensive investigation (Olsen et al., 2021). Understanding whether bare walls facilitate or hinder interactive and engaging classroom dynamics is an area requiring further research (Patel & Rao, 2023). Furthermore, the potential psychological effects of minimalist environments on different age groups and learning styles have not been thoroughly explored (Quinn, 2022). Addressing these research gaps is essential for developing evidence-based guidelines on effective classroom design strategies.

The primary objective of this study is to comprehensively explore and analyze the effects of classroom bare walls on students' learning outcomes. This research aims to investigate how minimalist wall designs influence the improvement of academic performance across various subjects. Additionally, the study seeks to assess whether bare walls contribute to creating environments that are more conducive for learning by reducing visual distractions. An important aspect of this research is examining the impact of unadorned walls on class participation, determining if such environments encourage or inhibit student engagement. The study will also explore students' and teachers' perceptions of bare wall classrooms to understand subjective

experiences and preferences. Ultimately, this research aims to provide insights that can inform educational policymakers and designers in creating optimal learning environments.

To achieve these objectives, the research will employ a mixed-methods approach combining quantitative and qualitative data collection techniques. Surveys and interviews will be conducted with students and educators across various educational levels to gather diverse perspectives on the effects of bare walls. Experimental studies will be designed to compare academic performance and participation rates in classrooms with bare walls versus those with decorated walls. Data analysis will involve statistical methods to identify significant differences and thematic analysis for qualitative insights. The research will also review and synthesize existing literature to contextualize findings within the broader field of educational environment studies. Findings from this study are expected to contribute to evidence-based recommendations for classroom design and inform future research directions in this domain.

Methodology

This study employed a descriptive correlational research design to investigate the impact of unadorned classroom walls on students' learning outcomes, behavioral responses, and attention levels, as perceived by teachers. Conducted at Pilar Central Elementary School and Estaca Integrated School in Pilar, Bohol, the study involved 36 elementary teachers and 36 selected learners. Convenience sampling was used to select participants who were easily accessible and willing to participate. Data collection was facilitated through an adopted survey questionnaire, which included items designed to gauge teachers' perceptions of the effects of bare classroom walls on student performance, behavior, and attention. Responses were recorded on a 4-point Likert scale, allowing for the quantification of perceptions.

Descriptive statistics were employed to summarize the collected data, providing insights into the teachers' perceptions and demographic backgrounds. Correlational analysis was then used to explore the relationships between these perceptions and students' academic outcomes. The INPUT-PROCESS-OUTPUT (IPO) model was applied to effectively manage and structure the gathered information.

Student academic performance was assessed using grades calculated according to the Department of Education's Interim Guidelines for Assessment and Grading, with specific weightings for subjects like English, Math, and Science. This methodology offered a thorough examination of how classroom wall design influences educational outcomes, contributing valuable insights that can guide future classroom design and educational practices.

Results and Discussion

Table 1. Improvement of Learning Outcomes

Improvement of Learning Outcomes	Mean	VD
Clean classroom walls promote pupils' concentration on educational resources.	3.33	SA
Minimal adornments on classroom walls enhance the understanding of academic content.	3.06	A
Streamlined classroom decor minimizes diversions and enhances students' capacity to focus during instructional sessions.	3.03	A
The presence of minor wall decorations in classrooms enhances students' information retention.	3.11	A
Overall, unadorned classroom wall enhances pupils' academic achievement.	2.69	A
Grand Mean	3.04	A

The findings shown in Table 1 reveals that improved learning outcomes and unadorned classroom walls are often positively correlated. The respondent expressed a strong agreement that clean classroom walls promote pupils' concentration on educational resources with mean score of 3.33. Additionally, respondents also expressed an approval that minimal adornments, streamlined classroom décor and minor wall decorations enhances learners focus and information retention with mean scores of 3.06, 3.03 and 3.11, respectively. The mean score of 2.97, however, suggests that the presence of unadorned walls may have a somewhat less significant impact on academic attainment. Overall, respondents expressed an approval that a suitable classroom atmosphere fosters better learning outcomes, as seen by the grand mean of 3.04. This agreement was especially evident when it came to the significance of clean classroom walls for students' academic advancement. Additionally, the findings align with the results of Fisher et al., as discussed by Watson (2022). Their study found that children exhibited higher learning gains from pre- to post-test in a streamlined classroom condition compared to a decorated condition. This suggests that the visual simplicity provided by unadorned walls may play a significant role in enhancing students' academic progress. By acknowledging the impact of classroom aesthetics on learning outcomes, educators can make informed decisions about classroom design to optimize student engagement and achievement. Creating environments with clean, unadorned walls may contribute to fostering a focused and productive learning environment, ultimately leading to improved academic performance.

Table 2 presents a consistent trend among respondents in terms of the benefits of unadorned classroom walls in having conducive learning environments. Evidently, all the statements fall under "Agree" category having mean scores of 3.05, 2.94, 2.94, 2.89 and 2.81. The grand

mean also falls on the same category which is "Agree" with a mean score of 2.93.

Table 2. Conducive for Learning

Conducive for Learning	Mean	VD
A classroom with unadorned walls is less congested and distracting for students to learn in.	3.05	A
Less wall décor in the classroom encourages a more concentrated and well-organized learning environment.	2.94	A
A classroom with unadorned walls encourages pupils to remain focused and involved in the learning process.	2.89	A
A classroom that is devoid of overbearing visual stimuli is conducive to a more effective learning environment.	2.94	A
Less wall decor in the classroom encourages students to participate actively in conversations and activities.	2.81	A
Grand Mean	2.93	A

This means that respondent expressed an approval that unadorned classroom walls have a significantly positive impact in providing conducive learning for students. Considering the significance of a child's learning environment, it's evident that the physical classroom setting greatly influences their development. This holistic approach to learning, as outlined by Western Governors University (2021), encompasses physical, psychological, and emotional elements. The physical domain includes classroom design and technology, while the psychological aspect focuses on creating a positive atmosphere and fostering trust. Additionally, addressing emotional needs involves supporting self-expression and celebrating achievements. Together, these elements shape students' learning experiences and well-being.

Table 3. Class Participation

Class Participation	Mean	VD
The absence of excessive decorations on classroom walls encourages students to actively participate in class discussions.	2.72	A
A more inclusive learning atmosphere where all students feel comfortable contributing is fostered by having unadorned walls in the classroom.	2.83	A
A classroom with minimal wall distractions promotes a sense of focus and engagement during group activities.	2.78	A
The lack of visual distractions on classroom walls promotes improved student participation and communication.	2.69	A
Students' willingness to participate actively in class and the general dynamics of the room are both positively impacted by unadorned walls.	2.69	A
Grand Mean	2.74	A

Table 3 shows that class participation and unadorned classroom walls are consistently positively correlated. Notably, respondents agree that having unadorned walls in the classroom fosters harmonious inclusive education with a mean score of 2.83 which falls under "Agree" category. It is further supported that absence of minimal wall

distractions, absences of excessive decorations, lack of visual distractions and general dynamics of unadorned wall classrooms which all fall under "Agree" category have mean scores of 2.78, 2.72, 2.69 and 2.69, respectively. The grand mean of 3.10 indicates that respondents generally agreed that students' willingness to participate actively in class is positively impacted by unadorned walls, which helps create a lively and interesting learning environment. These findings are in line with the research conducted by Hussain (2021), which emphasizes the significant influence of the physical learning environment on learners' emotional and cognitive development. Hussain's study reinforces the importance of considering classroom design elements, such as unadorned walls, in creating an environment conducive to student engagement and participation. The alignment between the findings from Table 3 and Hussain's study highlights the critical role of the physical learning environment in shaping students' learning experiences.

Table 4. Emotional Well-Being

Emotional Well-Being	Mean	VD
Unadorned classroom walls create a calm and less overwhelming learning environment, positively affecting students' emotional well-being.	2.97	A
Students who learn in a classroom with few distractions from the wall experience less tension and anxiety.	2.86	A
A calm and relaxed atmosphere is fostered by unadorned classroom walls, which improves students' emotional states during instruction.	2.92	A
By lessening sensory overload, the lack of overbearing visual stimulation on classroom walls promotes students' emotional wellbeing.	2.78	A
The general emotional well-being and contentment of kids are positively impacted by unadorned classroom walls.	2.72	A
Grand Mean	2.85	A

Table 4 shows the result of the findings whether unadorned wall classrooms affect the emotional well-being of the students. It reveals that all the statements having mean scores of 2.97, 2.86, 2.92, 2.78 and 2.72, respectively as well as the Grand Mean of 2.85 fall under "Agree" category. This means that unadorned wall classrooms have positive impact towards the emotional well-being of the students. Specifically, it provides calm and relaxing learning environment. It also paves way in having conducive learning atmosphere where there is less tension and anxiety, which eventually promotes emotional well-being. This is supported by the recent study of Jaya, A. K., et al. (2023) has shown that when learners and teachers feel comfortable in their surroundings, it can make their bodies, minds, and emotions better, and they do better in school. Furthermore, the simplicity of the environment may reduce distractions, allowing students to engage more deeply in their learning activities.

Table 5. Concentration

Concentration	Mean	VD
Unadorned classroom walls promote better focus and concentration among students.	2.97	A
The lack of eye-catching decorations on classroom walls enhances pupils' focus on their academic work.	2.92	A
When there are less wall stimuli in the classroom, students find it simpler to focus.	3.06	A
Concentration is aided by a calmer, more serene learning atmosphere that is created by unadorned classroom walls.	2.94	A
Visuals on classroom walls are less likely to distract students, which helps them focus better in class.	2.78	A
Grand Mean	2.93	A

Table 5 shows that all the statements, with average scores ranging from 2.78 to 3.06 and a total average of 2.93, are in the "Agree" category. This indicates that having plain walls in classrooms positively affects students' ability to concentrate on their learning tasks. It suggests that plain walls create a peaceful and focused learning environment, which helps students improve their concentration levels. This finding resonates with the research conducted by Rodrigues and Pandeirada, as referenced by Godwin et al. (2022). They discovered that having fewer visual distractions, such as plain walls, likely assisted children in maintaining better concentration on their cognitive tasks. The alignment between the findings from Table 10 and the study by Rodrigues and Pandeirada highlights the importance of considering the visual environment in classrooms for promoting student concentration and focus during learning. By creating an environment with minimal distractions, educators can support students in enhancing their ability to concentrate and engage effectively with their studies. This underscores the significance of designing learning spaces that facilitate optimal focus and attention, ultimately contributing to improved academic performance and learning outcomes.

Table 6. Engagement of Learning

Engagement of learning	Mean	VD
Unadorned classroom walls promote students' participation and interest in the subject matter.	2.83	A
Lessons are more engaging when there aren't too many decorations on the walls of the classroom.	2.89	A
When there are fewer distractions from the wall in the classroom, students are more eager to learn.	2.83	A
Uncluttered classroom walls make for a more engaging and dynamic educational environment.	2.81	A
Students are able to concentrate on the subject matter and interact more fully with it because to the classroom's uncluttered layout and white walls.	2.86	A
Grand Mean	2.84	A

Table 6 reveals that all of the statements with mean scores of 2.83, 2.89, 2.83, 2.81 and 2.86, respectively as well as the Grand Mean of 2.84 fall under "Agree" category. This means that having unadorned classroom wall promotes engagement of learning. Specifically, it fosters participation, interest and concentration in the entire teaching-learning process. It also makes the students eager to learn having a dynamic educational environment which allows them to interact fully. This finding connects with a recent study by Alijani and Karimiazeri (2022), which found that the physical environment of classrooms has a big effect on how students behave. It shows how important it is to think about how classrooms are set up to help students learn better. Thus, investing in the creation of educational settings that prioritize simplicity and functionality can significantly contribute to enhancing student engagement, motivation, and overall learning outcomes.

Table 7. Attention and Focus

Attention span and focus	Mean	VD
Students can concentrate and pay attention throughout class longer when the walls of the classroom are unadorned.	2.91	A
Students pay attention for longer periods of time in classrooms when there are no distracting decorations on the walls.	3.02	A
When there are fewer wall stimuli in the classroom, students are less likely to become sidetracked and lose concentration.	2.75	A
Clear walls in the classroom help pupils focus more effectively, which enhances their ability to take in and remember knowledge.	2.83	A
The attention span of pupils is positively impacted by the uncluttered, simple classroom design with white walls.	2.75	A
Grand Mean	2.86	A

Table 7 reveals all of the statements with mean scores of 2.91, 3.02, 2.75, 2.83 and 2.75. respectively as well as the Grand Mean of 2.86 fall under "Agree" category. This means that unadorned classroom walls have positive impact towards students' attention span and focus. Specifically, it allows learners to concentrate and pay attention in a long period throughout the teaching-learning process. Students will also less likely to become sidetracked and lose concentration in learning. This discovery matches the research done by Rodrigues and Pandeirada, as mentioned by Godwin and colleagues (2022). They found that having fewer things to look at, like plain walls, probably helped kids stay focused and pay better attention to their schoolwork. This suggests that a simple visual environment can be helpful for children to concentrate on their learning tasks. It highlights the importance of keeping classrooms free from too many distractions, so students can stay focused and learn better. Moreover, it enhances students' ability to absorb and retain knowledge.

Table 8. Learners Performance

Subjects	GPA	Interpretation
English	91.02	Outstanding
Science	92.05	Outstanding
Math	91.19	Outstanding

Table 8 reveals that learners' performance in English, Science and Math fall under "Outstanding" category. This means that learners passed all the subjects with grades 91 and above according to the Department of Education (DepEd) Grading System Philippines. In DepEd, an Award for Academic Excellence within the quarter is given to learners from grades 1 to 12 who have attained an average of at least 90 and passed all learning areas. The result further implies that these learners may fall among with honors, with high honors and with highest honors as academic excellence achiever.

Table 9. Level of Influence of Unadorned Classroom Walls on Learners Performance in English

Variables	r-value	p - value	Decision	Result
Improve Learning Outcomes	-0.212	0.214	Do Not Reject Ho	Not Significant
Conducive for Learning	-0.245	0.150	Do Not Reject Ho	Not Significant
Class Participation	-0.370	0.026	Reject Ho	Significant
Emotional Well-Being	-0.250	0.141	Do Not Reject Ho	Not Significant

*Significant at $p<0.05$ (two-tailed)

The results presented in Table 9 examine the level of influence of unadorned classroom walls on learners' performance in English across different constructs. The finding reveals that three of the variables—Improvement Learning Outcomes (-0.212, p=0.214), Conducive for Learning (-0.245, p=0.150), and Emotional Well-Being (-0.250, p=0.141)—show a negative correlation with learners' performance in English, suggesting a weak inverse relationship. However, the p-values for these variables are above the 0.05 threshold, leading to a decision not to reject the null hypothesis (H_0) for each. This indicates that the relationships between these aspects of the classroom environment and English performance are not statistically significant. In contrast, Class Participation is the only variable that shows a statistically significant relationship with English performance, with a correlation coefficient of -0.370 and a p-value of 0.026. This suggests a moderate inverse relationship, significant at the $p<0.05$ level, which warrants the rejection of the null hypothesis for this variable. The significance of this relationship suggests that higher levels of class participation are

associated with lower performance in English, which may indicate deeper underlying factors affecting both participation and academic outcomes. The things we looked at don't seem to directly affect how well someone does in English, but one thing stood out: when students take part in class, it seems to help their English skills. Derakhshan et. al (2022) said that the place where learning happens can give students a lot of chances to hear and see English, which helps them learn. Things like books, posters, and signs can show students English words and sentences, helping them learn more. This shows that we need to think about lots of different parts of the classroom when we want to understand how they affect how well students do in English.

Table 10. Level of Influence of Unadorned Classroom Walls on Learners Performance in Mathematics

Variables	r-value	p - value	Decision	Result
Improve Learning Outcomes	-0.271	0.110	Do Not Reject Ho	Not Significant
Conducive for Learning	-0.290	0.087	Do Not Reject Ho	Not Significant
Class Participation	-0.361	0.031	Reject Ho	Significant
Emotional Well-Being	-0.268	0.115	Do Not Reject Ho	Not Significant

*Significant at p<0.05 (two-tailed)

Table 10 provides results of the level of influence of unadorned classroom walls on learners' performance in Mathematics. The findings indicate that the variables Improvement Learning Outcomes (-0.271, p=0.110), Conducive for Learning (-0.290, p=0.087), and Emotional Well-Being (-0.268, p=0.115) all exhibit negative correlations with performance in Mathematics. These negative r-values suggest that higher levels of these variables are associated with lower Mathematics performance, albeit weakly. However, the p-values for these variables exceed the 0.05 threshold, leading to decisions not to reject the null hypothesis (H_0) for each. This implies that the correlations observed between these classroom environment factors and Mathematics performance are not statistically significant. Conversely, class Participation shows a more substantial negative correlation with Mathematics performance (-0.361) and a p-value of 0.031, which falls below the significance threshold. This result prompts a rejection of the null hypothesis for Class Participation, indicating a statistically significant inverse relationship. This suggests that increased class participation is associated with lower performance in Mathematics, highlighting a significant aspect of classroom dynamics that may influence learning outcomes in this subject. Overall, result reveals that while most of the examined environmental factors do not demonstrate a significant direct correlation with Mathematics performance, the

significant inverse relationship observed with Class Participation stands out. This finding emphasizes the importance of understanding the multifaceted nature of classroom interactions and their potential impact on academic achievement in Mathematics. It suggests that while enhancing classroom aesthetics and emotional well-being is valuable, attention should also be given to how class participation is managed and integrated into the learning process to support positive outcomes in Mathematics

Table 11. Level of Influence of Unadorned Classroom Walls on Learners Performance in Science

Variables	r-value	p - value	Decision	Result
Improve Learning Outcomes	0.233	0.171	Do Not Reject Ho	Not Significant
Conducive for Learning	-0.187	0.276	Do Not Reject Ho	Not Significant
Class Participation	0.293	0.083	Do Not Reject Ho	Not Significant
Emotional Well-Being	0.199	0.245	Do Not Reject Ho	Not Significant

*Significant at p<0.05 (two-tailed)

Table 11 explores the influence of unadorned classroom walls on learners' performance in science. The results from the table reveal an interesting mix of relationships between the examined variables and Science performance. Improvement Learning Outcomes and Class Participation are associated with positive r-values (0.233 and 0.293, respectively), suggesting that higher levels of these factors might be linked to better performance in science. However, both variables have p-values (0.171 and 0.083, respectively) that exceed the 0.05 threshold for significance, leading to a decision not to reject the null hypothesis (H_0) for each. This indicates that, despite the positive correlations, there is no statistically significant evidence to affirm that these classroom environment factors significantly impact Science performance. On the other hand, Conducive for Learning and Emotional Well-Being exhibit negative correlations with science performance (-0.187 and 0.199, respectively). These findings suggest a weak inverse relationship, where higher levels of perceived conduciveness for learning and emotional well-being might be associated with slightly lower Science performance. Similar to the other variables, the p-values for Conducive for Learning (0.276) and Emotional Well-Being (0.245) also do not meet the criterion for statistical significance, resulting in a decision not to reject the null hypothesis for these factors as well. Result indicates that none of the variables examined Improvement Learning Outcomes, Conducive for Learning, Class Participation, and Emotional Well-Being demonstrate a statistically significant correlation with learners' performance in science. This suggests that the level of influence of unadorned classroom walls, as proxied by these variables, may not

have a direct or significant impact on science learning outcomes within the scope of this analysis. The findings highlight the complexity of educational environments and the challenge of isolating specific factors that significantly influence academic performance, underscoring the need for a multifaceted approach to understanding and enhancing learning experiences in science.

Conclusion

Based on teachers' perceptions, the study's findings imply that unadorned classroom walls consistently and positively influence students' learning, behavior and attention. Respondents widely agree on the benefits of a conducive classroom environment facilitated by unadorned walls, which leads to improved learning outcomes, increased student engagement, and enhanced emotional well-being. More specifically, clear and minimalistic classroom décor promotes a less distracting and more inclusive environment for student participation while also being linked to improved levels of concentration, comprehension, and focus. Furthermore, unadorned walls make the classroom a calmer and less overwhelming place for learning, which helps students feel less stressed and anxious. However, when examining the relationship between influence of unadorned walls except for class participation and academic performance in subjects like English and Mathematics, the study found no significant correlation. In addition, there is also no significant correlation between the unadorned classroom walls and academic performance in science. Thus, the null hypothesis was retained, indicating that unadorned classroom walls do not significantly impact students' academic performance in these subjects. However, null hypothesis claiming that class participation has no significant relationship in the learners' academic performance in English and Mathematics, will be rejected. Overall, unadorned walls positively influence various aspects of the learning environment. In addition, they do not directly translate to measurable improvements in academic performance in the subjects studied except for class participation which has significant impact on the learners' academic performance in English and Mathematics.

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