

Article

The Effects of Sparse Classroom Decor on Students' Academic Performance, Behavior, and Focus

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Abstract: This study investigates the impact of sparse classroom decor on students' academic performance, behavior, focus, and emotional well-being. Employing a descriptive correlational research design, the study gathered data from teachers and students at Maasin Central School in Maasin City, Southern Leyte, using a structured survey questionnaire. Responses were analyzed to assess perceptions of classroom decor's influence on learning outcomes and to explore correlations with academic performance in English, Mathematics, and Science. Results indicated favorable perceptions of sparse decor in enhancing concentration, promoting a conducive learning environment, fostering class participation, and supporting emotional well-being. However, statistical analyses revealed no significant correlations between sparse classroom decor and academic performance in the subjects studied. These findings suggest that while sparse decor may positively impact the learning environment and psychological aspects of students, its direct effect on improving academic performance is not evident, pointing to the complexity of factors that influence educational outcomes and highlighting the need for further investigation into this area.

Keywords: Classroom décor, academic performance, student behavior, student engagement

Introduction

The physical environment of a classroom plays a pivotal role in educational settings, influencing both teaching and learning outcomes. Recent studies, like those by May (2021), indicate that well-designed classroom spaces significantly enhance students' engagement and learning potential. Zhang and Barrett (2019) have shown that both the physical and psychological atmosphere created by the classroom environment impacts academic performance. Furthermore, research by Lee et al. (2022) suggests that classroom design affects students' stress levels and emotional well-being, highlighting the importance of ergonomic and aesthetic aspects of classroom spaces. Carpenter and

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Johnson (2020) argue that the physical layout can also influence classroom management strategies and student behavior. Jones and Adams (2023) found a direct link between classroom aesthetics and students' sense of belonging and identity. Morrison (2020) notes that the environmental psychology of learning spaces is becoming a crucial aspect of educational research, aiming to optimize both comfort and functionality to foster better learning outcomes. As per Thompson et al. (2021), modern educational theories increasingly advocate for environments that are not only functional but also adaptable to various learning activities. Foster and Bates (2022) emphasize the need for classrooms to support diverse learning styles and technological integration. Lastly, Oliver and Hargreaves (2024) conclude that creating optimal learning environments requires a deep understanding of the interplay between space, student behavior, and educational outcomes.

Sparse decor typically involves minimal visual elements to reduce distractions and potentially enhance focus, as explored by Klein and Wu (2022), who report that less cluttered environments correlate with higher levels of student concentration and academic achievement. Research by Smith and Roberts (2020) supports the idea that minimalistic environments can aid in reducing cognitive overload, which is particularly significant in settings involving complex cognitive tasks. Green and Oxford (2019) discuss the potential of sparse decor to create a calm learning atmosphere, which may help manage student anxiety and stress. However, Bennett and Kalish (2023) raise concerns that overly minimal environments could lack stimulation necessary for creative and critical thinking. Studies by Parker and Lothian (2021) suggest that the balance of stimulation and simplicity is key to maintaining student engagement without inducing sensory fatigue. Research by Turner and Francis (2022) indicates that minimalist classrooms might improve behavior by reducing stimuli that can lead to distraction. Marshall and Oliver (2020) emphasize the importance of a tailored approach that considers the age and learning preferences of students. Further, White and Johnson (2024) investigate how sparse environments impact group dynamics and collaboration, suggesting that less clutter might foster better communication and teamwork among students. Lastly, studies by Evans and Philips (2023) explore how the aesthetics of minimalism might affect learners' emotional responses and overall comfort in educational spaces.

Recent literature provides mixed findings on the impact of classroom decor. Studies by Taylor and Francis (2022) contrast the effects of highly decorated versus minimalist classrooms, noting that while decorated spaces can stimulate interest and creativity, they may also cause distraction and cognitive overload. Research by Allen and Meyer (2021) emphasizes the benefits of strategically placed educational displays that are relevant to the learning material, as opposed to excessive decoration. Conversely, Moore and Jackson (2023)

highlight the advantages of sparse classrooms in promoting higher levels of concentration and better information retention.

A comprehensive review by Carter and Keane (2024) synthesizes findings from multiple studies, suggesting that the effectiveness of classroom decor varies depending on age group, subject matter, and individual student needs. Lambert and Knoll (2019) discuss how cultural factors can also influence the perception and effectiveness of classroom aesthetics. Further, studies by Norman and Scott (2020) explore the psychological impacts of color schemes and furniture arrangement, noting how these elements can subtly influence student mood and energy levels. Kelly and Thomson (2021) examine the role of natural elements like light and plants in classroom settings, indicating that these can enhance mental health and learning outcomes. Finally, research by Sanders and Lee (2022) calls for more empirical studies to better understand the complex dynamics between educational outcomes and classroom environments.

Visual stimuli in learning spaces are pivotal in shaping educational experiences. According to findings by Harrison and Taylor (2023), the presence and arrangement of visual elements can significantly influence students' attention and learning processes. Research by Gilbert and Foster (2020) delves into the cognitive science behind visual perception in educational settings, demonstrating how visual clutter can impede focus and memory retention. In contrast, studies by Newman and Lowe (2022) argue that carefully curated visual stimuli can enhance comprehension and engagement in complex subjects. Lee and Zhang (2021) explore how visual simplicity aids in reducing distractions, particularly in environments where attention is critical, such as testing centers or reading areas. Further research by Watkins and Hill (2024) indicates that the strategic use of color and space can evoke positive emotional responses and enhance learning outcomes.

Additionally, the psychological comfort provided by personalized spaces, which include student artworks and project displays, suggesting these can make educational spaces more inviting and stimulating. Moreover, the neurological impacts of visual stimuli, linking minimalistic decor with improved neural efficiency during learning tasks. The importance of visual ergonomics, noting that optimal visual conditions can reduce eye strain and increase stamina during long learning sessions. Finally, the balance between aesthetic appeal and functional design in creating effective learning environments. Despite extensive research, significant gaps remain concerning the specific effects of minimalistic decor in classrooms. Current studies, often focus broadly on environmental factors without isolating the distinct impacts of sparse decor on learning outcomes, class participation, and emotional well-being. Moreover, the need for longitudinal studies to assess the long-term effects of minimalistic environments on student performance. Additionally, there is

insufficient understanding of how sparse classroom settings affect students with different learning styles and needs. Further, the potential for minimal decor to influence classroom dynamics and teacher-student interactions, an area that remains underexplored. There is also a call for more culturally contextual studies, as the majority of existing research is based in Western educational settings. Lastly, collaborative research involving educators, psychologists, and designers to holistically understand the impacts of classroom aesthetics.

This research aims to address the identified gaps by conducting a comprehensive analysis of the impacts of sparse classroom decor on various aspects of student learning and well-being. Finally, the study aims to contribute to policy and practice by providing evidence-based recommendations for classroom design, guided by the comprehensive review of educational design principles.

Methodology

This study employed a descriptive correlational research design to explore the influence of sparse classroom decor on students' academic performance, behavior, and focus. Data were collected using a structured survey questionnaire, which was designed to gauge teachers' perceptions at Maasin Central School in Maasin City, Southern Leyte. The survey items, rated on a 4-point Likert scale, assessed various aspects of students' learning experiences in minimally decorated classrooms. A total of 70 participants, comprising 35 elementary teachers and 35 students, were selected through convenience sampling to provide insights into the study's central questions. The chosen location facilitated accessible and efficient data collection, which involved in-person distribution and collection of survey responses. For data analysis, descriptive statistics provided a summary of the general trends, while correlation analysis was conducted to examine the relationships between the level of classroom decor and observed outcomes in student behavior and academic engagement. This correlational approach allowed the research to identify patterns and associations without altering existing conditions. Additionally, the input-process-output (IPO) model was utilized to systematically organize and analyze the data, ensuring a clear flow of information from data collection to conclusion drawing. This methodology not only supported a thorough investigation of the perceived effects of bare classroom walls but also enhanced the reliability of the findings through systematic data handling and analysis.

Results and Discussion

The data presented in Table 1 provides a detailed analysis of the perceived impact of sparse classroom decor on the improvement of

learning outcomes among students. The mean scores from the survey responses indicate a general agreement among participants that minimalistic classroom environments contribute positively to various aspects of student learning.

Table 1. Improving Learning Outcomes

Improvement of Learning Outcomes	Mean	VD
Sparse classroom decor promotes pupils' concentration on educational resources.	3.46	SA
Minimal adornments on classroom walls enhance the understanding of academic content.	2.71	A
Streamlined classroom decor minimizes diversions and enhances students' capacity to focus during instructional sessions.	2.69	A
The presence of minor wall decorations in classrooms enhances students' information retention.	2.71	A
Overall, sparse classroom decor enhances pupils' academic achievement.	2.74	A
Grand Mean	2.86	A

Specifically, the highest rated statement, "Sparse classroom decor promotes pupils' concentration on educational resources," received a mean score of 3.46, categorizing it as strongly agree (SA). This suggests a significant consensus that reduced classroom decorations can help focus student attention on educational materials. Other statements, such as "Minimal adornments on classroom walls enhance the understanding of academic content," "Streamlined classroom decor minimizes diversions and enhances students' capacity to focus during instructional sessions," and "The presence of minor wall decorations in classrooms enhances students' information retention," all scored within the agree (A) range, with mean values around 2.71, indicating a favorable view towards sparse decor in improving understanding, focus, and retention of information. The overall assessment, summarized by the grand mean of 2.86, falls within the 'Agree' category, reinforcing the general sentiment that sparse classroom decor can indeed enhance pupils' academic achievement. These results suggest that a less cluttered classroom environment may be conducive to better academic performance, possibly by reducing distractions and helping students concentrate more effectively on their learning tasks.

Table 2 demonstrate a positive reception towards sparse classroom decor, emphasizing its role in creating a conducive learning environment. The mean scores generally align in the 'Agree' to 'Strongly Agree' range, highlighting participants' endorsement of less decorated classrooms for enhanced learning. Specifically, the statement "Less wall decor in the classroom encourages a more concentrated and well-organized learning environment" and "A classroom with bare walls encourages pupils to remain focused and involved in the learning

process" both received mean scores of 3.29, falling into the 'Strongly Agree' category.

Table 2. Conducive for Learning

Conducive for Learning	Mean	VD
A classroom with bare walls is less congested and distracting for students to learn in.	3.03	A
Less wall decor in the classroom encourages a more concentrated and well-organized learning environment.	3.29	SA
A classroom with bare walls encourages pupils to remain focused and involved in the learning process.	3.29	SA
A classroom that is devoid of overbearing visual stimuli is conducive to a more effective learning environment.	3.17	A
Less wall decor in the classroom encourages students to participate actively in conversations and activities.	3.14	A
Grand Mean	3.18	A

This reflects a strong consensus that minimalistic decor significantly contributes to maintaining student concentration and engagement during lessons. Similarly, participants agreed (mean score of 3.03) that "A classroom with bare walls is less congested and distracting for students to learn in," suggesting that reduced visual clutter is perceived as less distracting and more beneficial for learning. The statement "A classroom that is devoid of overbearing visual stimuli is conducive to a more effective learning environment" and "Less wall decor in the classroom encourages students to participate actively in conversations and activities" both received scores indicating agreement (mean scores of 3.17 and 3.14, respectively). These findings suggest that an environment free from excessive decorative elements is deemed more effective for learning and encourages more active participation among students. Overall, with a grand mean of 3.18, the data supports the notion that sparse classroom decor is favorably viewed as beneficial for creating a learning environment that minimizes distractions, promotes organization, and enhances student focus and engagement. This consensus underlines the potential advantages of adopting minimalist approaches in classroom design to support educational outcomes.

The results from Table 3 clearly illustrate that participants perceive a positive impact of sparse classroom decor on class participation. The overall grand mean of 3.17, within the 'Agree' range, suggests a general consensus that fewer decorations in the classroom contribute beneficially to student engagement and participation. Particularly, the statement "A more inclusive learning atmosphere where all students feel comfortable contributing is fostered by having bare walls in the classroom" received a mean score of 3.29, categorizing it as 'Strongly Agree'.

Table 3. Class Participation

Class Participation	Mean	VD
The absence of excessive decorations on classroom walls encourages students to actively participate in class discussions.	3.14	A
A more inclusive learning atmosphere where all students feel comfortable contributing is fostered by having bare walls in the classroom.	3.29	SA
A classroom with minimal wall distractions promotes a sense of focus and engagement during group activities.	3.23	A
The lack of visual distractions on classroom walls promotes improved student participation and communication.	3.03	A
Students' willingness to participate actively in class and the general dynamics of the room are both positively impacted by bare walls.	3.14	A
Grand Mean	3.17	A

This indicates a strong belief that minimalistic classrooms can create a welcoming environment that encourages all students to participate. This may be attributed to the reduced sensory input from the environment, allowing students to focus more on the interactions within the class rather than external stimuli. Additionally, other statements such as "The absence of excessive decorations on classroom walls encourages students to actively participate in class discussions" and "A classroom with minimal wall distractions promotes a sense of focus and engagement during group activities" both received scores in the 'Agree' range (3.14 and 3.23 respectively). These responses underscore the perception that sparse decor helps to limit distractions, thus fostering a more focused and engaging atmosphere conducive to active participation. Moreover, the survey participants also agreed (3.03 mean score) that "The lack of visual distractions on classroom walls promotes improved student participation and communication," supporting the idea that less cluttered environments can enhance communicative interactions among students. The overall agreement across these items reinforces the notion that a minimalist approach to classroom design not only simplifies the physical space but also enhances the dynamics of class participation by reducing distractions and fostering a more inclusive and focused learning environment.

The findings from Table 4 suggest a generally positive association between sparse classroom decor and students' emotional well-being, with an overall grand mean of 3.13 indicating agreement among the respondents. These results support the notion that minimalistic classroom environments can play a significant role in enhancing the emotional health of students. Notably, the statement "Sparse classroom decor creates a calm and less overwhelming learning environment, positively affecting students' emotional well-being" received the highest mean score of 3.26, categorized as 'Strongly Agree'.

Table 4. Emotional Well-being

Emotional Well-Being	Mean	VD
Sparse classroom decor creates a calm and less overwhelming learning environment, positively affecting students' emotional well-being.	3.26	SA
Students who learn in a classroom with few distractions from the wall experience less tension and anxiety.	3.09	A
A calm and relaxed atmosphere is fostered by sparse classroom decor, which improves students' emotional states during instruction.	3.2	A
By lessening sensory overload, the lack of overbearing visual stimulation on classroom walls promotes students' emotional wellbeing.	3.06	A
The general emotional well-being and contentment of kids are positively impacted by sparse classroom decor.	3.05	A
Grand Mean	3.13	A

This reflects a strong consensus that reducing visual clutter in the classroom can lead to a more tranquil and less stressful atmosphere, which is conducive to better emotional states among students. Furthermore, other responses also leaned positively, with participants agreeing that a classroom with fewer distractions from the wall (mean score of 3.09) leads to reduced tension and anxiety. This is echoed in the statement "A calm and relaxed atmosphere is fostered by sparse classroom decor, which improves students' emotional states during instruction," which scored a mean of 3.2. Both of these findings highlight the perceived benefits of a less visually stimulating environment in alleviating stress and fostering a sense of calm. Additionally, the impact of minimal wall decorations on reducing sensory overload was recognized, with a mean score of 3.06 for the statement that "By lessening sensory overload, the lack of overbearing visual stimulation on classroom walls promotes students' emotional wellbeing." Similarly, the general impact on emotional well-being and contentment was positively rated, with a mean of 3.05. Overall, these results consistently support the hypothesis that sparse classroom decor can enhance the emotional well-being of students by creating a more calming and less distracting learning environment. This underscores the importance of considering the aesthetic and sensory aspects of classroom design in educational settings to support not only academic but also emotional outcomes for students.

The data from Table 5 emphasizes the beneficial effects of sparse classroom decor on student concentration, with the overall responses indicating strong support for minimalist environments enhancing focus during academic activities. The grand mean score of 3.24 falls into the 'Agree' category, closely bordering on 'Strongly Agree,' suggesting a robust positive perception among respondents. The survey results show that participants strongly agree that sparse decor improves

students' ability to concentrate, with specific

Table 5. Concentration

Concentration	Mean	VD
Sparse classroom decor promotes better focus and concentration among students.	3.26	SA
The lack of eye-catching decorations on classroom walls enhances pupils' focus on their academic work.	3.29	SA
When there are less wall stimuli in the classroom, students find it simpler to focus.	3.26	SA
Concentration is aided by a calmer, more serene learning atmosphere that is created by bare classroom walls.	3.2	A
Visuals on classroom walls are less likely to distract students, which helps them focus better in class.	3.2	A
Grand Mean	3.24	A

statements such as "Sparse classroom decor promotes better focus and concentration among students" and "When there are less wall stimuli in the classroom, students find it simpler to focus" both scoring 3.26. This underscores the notion that reducing visual clutter can significantly enhance students' concentration levels. Moreover, the highest mean score of 3.29 for the statement "The lack of eye-catching decorations on classroom walls enhances pupils' focus on their academic work" reinforces the idea that less visually stimulating environments allow students to better direct their attention to learning tasks. This is supported by the consistent agreement that a calmer and more serene learning atmosphere, attributed to bare classroom walls, aids concentration, with a mean score of 3.2 for both relevant statements. These findings collectively highlight a clear trend: minimalistic classroom designs, by reducing distractions and creating tranquil environments, facilitate greater focus and engagement among students.

Table 6. Engagement and Learning

Engagement of learning	Mean	VD
Bare classroom walls promote students' participation and interest in the subject matter.	3.2	A
Lessons are more engaging when there aren't too many decorations on the walls of the classroom.	3.23	A
When there are fewer distractions from the wall in the classroom, students are more eager to learn.	3.2	A
Uncluttered classroom walls make for a more engaging and dynamic educational environment.	3.23	A
Students are able to concentrate on the subject matter and interact more fully with it because of the classroom's uncluttered layout and white walls.	3.14	A
Grand Mean	3.2	A

The results from Table 6 underscore a positive correlation between sparse classroom decor and enhanced student engagement and learning. With an overall grand mean of 3.2, which aligns with the

'Agree' category, the data suggests that a less visually cluttered classroom environment is beneficial for fostering student interest and participation in learning activities. Participants indicated agreement that "Bare classroom walls promote students' participation and interest in the subject matter," with a mean score of 3.2, reflecting the perception that minimal distractions can enhance engagement. Similarly, the statement "Lessons are more engaging when there aren't too many decorations on the walls of the classroom" also received a mean score of 3.23, further supporting the idea that an uncluttered space can make educational sessions more captivating. Further agreement was found with the statement, "When there are fewer distractions from the wall in the classroom, students are more eager to learn," which also scored a 3.2. This indicates a general consensus that reducing visual stimuli in the classroom helps maintain students' focus on learning materials rather than on decorative elements. Additionally, the survey responses suggested that "Uncluttered classroom walls make for a more engaging and dynamic educational environment," with a mean score of 3.23. This reflects a belief that simplicity in classroom decor contributes to a more interactive and lively learning atmosphere. The final statement, "Students are able to concentrate on the subject matter and interact more fully with it because of the classroom's uncluttered layout and white walls," scored a 3.14, reinforcing the view that minimalism in classroom design not only aids concentration but also enhances deeper interaction with the learning content. Overall, these results highlight a clear preference for sparse classroom designs, suggesting that such environments not only reduce distractions but also significantly improve how students engage with and absorb educational content.

Table 7. Attention span and focus

Attention span and focus	Mean	VD
Students can concentrate and pay attention throughout class longer when the walls of the classroom are bare.	3.14	A
Students pay attention for longer periods of time in classrooms when there are no distracting decorations on the walls.	3.11	A
When there are fewer wall stimuli in the classroom, students are less likely to become sidetracked.	3.14	A
Clear walls in the classroom help pupils focus more effectively, which enhances their ability to take in and remember knowledge.	3.14	A
The attention span of pupils is positively impacted by the uncluttered, simple classroom design with white walls.	3.09	A
Grand Mean	3.13	A

The data from Table 7 reflects a consensus among respondents that sparse classroom decor positively affects students' attention spans and focus, with a grand mean of 3.13, which indicates general agreement. These findings suggest that reducing visual clutter within the classroom setting helps maintain student attention over longer periods

and minimizes distractions during learning. Responses show agreement across several statements, indicating that bare classroom walls facilitate better concentration. For example, participants agreed that "Students can concentrate and pay attention throughout class longer when the walls of the classroom are bare," with a mean score of 3.14. Similarly, the statement "Students pay attention for longer periods of time in classrooms when there are no distracting decorations on the walls" received a mean score of 3.11, reinforcing the belief that less visually stimulating environments support sustained attention. Further agreement was seen with the statement, "When there are fewer wall stimuli in the classroom, students are less likely to become sidetracked," also scoring 3.14. This indicates a recognition that minimal distractions lead to better focus among students. Additionally, the claim that "Clear walls in the classroom help pupils focus more effectively, which enhances their ability to take in and remember knowledge" mirrored this score, suggesting that a less cluttered environment not only aids concentration but also enhances information retention. Finally, the assertion that "The attention span of pupils is positively impacted by the uncluttered, simple classroom design with white walls" garnered a mean score of 3.09, further affirming the positive impact of minimalistic design on students' ability to focus. Overall, these results underscore a significant link between the physical classroom environment and cognitive functions related to attention and focus. They suggest that educational settings that prioritize minimalism in their aesthetic approach can foster an atmosphere conducive to improved cognitive engagement and sustained attention among students.

Table 8. Learners Performance

Subjects	GPA	Interpretation
English	83.46	Satisfactory
Science	84.4	Satisfactory
Math	84.57	Satisfactory

Table 8 shows the grade point averages (GPAs) for students in English, Science, and Math, with all subjects classified within the 'Satisfactory' range, indicating a consistent level of adequate academic performance across these key areas. The GPA for English stands at 83.46, suggesting that while students are competently handling linguistic and analytical tasks, there may be opportunities for improvement, possibly by enhancing engagement or focusing more on critical reading and writing skills. Science, with a slightly higher GPA of 84.4, implies a reasonable grasp of scientific concepts and principles, perhaps reflecting the effectiveness of hands-on, experimental learning methods that are less dependent on classroom decor. Math scores the highest with a GPA of 84.57, indicating a solid understanding and application of mathematical concepts among students. This spread of scores across different subjects suggests a stable academic foundation, yet also

highlights areas where targeted instructional strategies and a supportive classroom environment could further enhance student learning outcomes.

Table 9. Significant Relationship on The Level of Influence of Sparse Classroom Decor on Learners Performance in English

Variables	r-value	p - value	Decision	Result
Improve Learning Outcomes	0.1488	0.3935	Do Not Reject Ho	Not Significant
Conducive for Learning	0.0783	0.6547	Do Not Reject Ho	Not Significant
Class Participation	-0.1120	0.5219	Do Not Reject Ho	Not Significant
Emotional Well-Being	-0.0114	0.9484	Do Not Reject Ho	Not Significant

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

Table 9 explores the relationship between various aspects of sparse classroom decor and learners' performance in English, using correlation coefficients (r-values) and p-values to test the significance of these relationships. The results across all variables Improvement of Learning Outcomes, Conducive for Learning, Class Participation, and Emotional Well-Being indicate a lack of significant correlation with students' performance in English. Specifically, the variable 'Improve Learning Outcomes' showed an r-value of 0.1488 with a p-value of 0.3935, suggesting a weak and non-significant correlation. Similarly, 'Conducive for Learning' had an even lower r-value of 0.0783 and a p-value of 0.6547, further reinforcing the non-significant impact. The 'Class Participation' variable, interestingly, showed a negative correlation (r-value of -0.1120), though this too was not statistically significant, as indicated by the p-value of 0.5219. Lastly, 'Emotional Well-Being' exhibited an almost negligible negative correlation (r-value of -0.0114) with a high p-value of 0.9484, clearly indicating no significant relationship. Overall, the data conclusively shows that there is no significant relationship between the level of sparse classroom decor and the performance of learners in English.

Table 10. Significant Relationship on the Level of Influence of Sparse Classroom Decor on Learners Performance in Mathematics

Variables	r-value	p - value	Decision	Result
Improve Learning Outcomes	0.2475	0.1518	Do Not Reject Ho	Not Significant
Conducive for Learning	0.1164	0.5056	Do Not Reject Ho	Not Significant
Class Participation	-0.0866	0.6210	Do Not Reject Ho	Not Significant
Emotional Well-Being	-0.0406	0.8167	Do Not Reject Ho	Not Significant

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

Table 10 presents the results from a correlational analysis examining the influence of sparse classroom decor on learners' performance in

Mathematics. The variable 'Improve Learning Outcomes' demonstrated a somewhat higher correlation (r-value of 0.2475) compared to the other variables, yet the relationship remained statistically insignificant, as indicated by a p-value of 0.1518. This suggests a mild positive trend, but not strong enough to confirm a meaningful impact of sparse decor on learning outcomes in Mathematics. 'Conducive for Learning' also showed a very weak positive correlation (r-value of 0.1164) with a p-value of 0.5056, further indicating no substantial link between classroom environment conduciveness and math performance. Similarly, 'Class Participation' displayed a slight negative correlation (r-value of -0.0866), with a p-value of 0.6210, again confirming a non-significant impact. The 'Emotional Well-Being' variable had an even lower negative correlation (r-value of -0.0406) and a high p-value of 0.8167, highlighting the lack of significant connection between students' emotional states in sparse classroom settings and their mathematical achievements. Overall, these results indicate that the level of sparse classroom decor does not significantly impact learners' performance in Mathematics. This lack of significant findings across all variables suggests that factors other than classroom decor may play more critical roles in influencing mathematical learning and achievement.

Table 11. Significant Relationship on the Level of Influence of Sparse Classroom Decor on Learners Performance in Science

Variables	r-value	p - value	Decision	Result
Improve Learning Outcomes	-0.0975	0.5755	Do Not Reject Ho	Not Significant
Conducive for Learning	-0.0573	0.7463	Do Not Reject Ho	Not Significant
Class Participation	-0.1341	0.4424	Do Not Reject Ho	Not Significant
Emotional Well-Being	-0.0595	0.7341	Do Not Reject Ho	Not Significant

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

Table 11 evaluates the relationship between sparse classroom decor and learners' performance in Science, utilizing correlation coefficients and p-values. Similar to the findings in English and Mathematics, the analysis reveals no significant relationships between the various aspects of sparse decor and students' performance in Science. The 'Improve Learning Outcomes' variable shows a negative correlation (r-value of -0.0975) with a p-value of 0.5755, suggesting a slight, yet statistically insignificant, negative impact on Science learning outcomes. Similarly, 'Conducive for Learning' also presents a negative correlation (r-value of -0.0573) with a high p-value of 0.7463, indicating that the conduciveness of sparse decor does not significantly affect Science performance. The variable 'Class Participation' exhibits a somewhat larger negative correlation (r-value of -0.1341) but still remains statistically insignificant (p-value of 0.4424), suggesting that the level of student participation in a sparsely decorated classroom

does not meaningfully influence Science learning outcomes. Additionally, 'Emotional Well-Being' registered a minor negative correlation (r-value of -0.0595) and a p-value of 0.7341, underscoring the lack of significant effects of emotional factors in sparse classrooms on Science performance. Overall, these results consistently indicate that sparse classroom decor does not have a significant impact on students' academic performance in Science. This pattern, observed across all subjects tested, points towards the likelihood that other factors beyond the physical classroom environment are more influential in determining academic success in these areas.

Conclusion

The comprehensive data from the study reveals that while sparse classroom decor generally receives favorable perceptions across various dimensions such as promoting concentration, fostering a conducive learning environment, encouraging class participation, supporting emotional well-being, and enhancing concentration and engagement the quantifiable impact on academic performance in English, Mathematics, and Science is not statistically significant. Survey responses indicate that students and teachers perceive minimalistic classroom designs positively, associating them with less distraction and improved focus and emotional states. However, correlation analyses suggest that these perceptions do not translate into measurable improvements in academic outcomes, as indicated by the lack of significant relationships between sparse classroom decor and learners' performance across the three core subjects. This discrepancy highlights a complex interaction between classroom environment and academic achievement that may be influenced by other mediating factors not captured in this study. Therefore, while the aesthetic and psychological benefits of sparse decor are recognized, its direct influence on enhancing academic performance remains inconclusive, suggesting the need for further research to explore additional variables that could impact learning outcomes more significantly.

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