

Influence of Baklas Operation on the Learning Interest of Elementary Pupils

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ABSTRACT

Therefore, the focus of this study was to determine the level of learning interest of elementary pupils on the influence of the Baklas operation. The researchers used quantitative research, specifically a descriptive correlational design, to examine the relationship between two variables: the influence of Baklas operation and elementary pupils' learning interests. A survey questionnaire was administered to 30 respondents to assess data accuracy. To ensure the validity and accuracy of the findings, participants' survey responses were used as supporting evidence. The gathered data were organized into four (4) themes, which represent the identified levels of learning interest of the respondents. These themes include motivation to attend school, participation in class activities, attention and focus during lessons, and enjoyment or enthusiasm in learning. The findings of this study revealed that Baklas Operation influenced the learning interest of elementary pupils, but overall, it is at a moderate level.

INTRODUCTION

For young learners, the classroom is more than just a place to study; it is a space where they spend most of their time, explore new ideas, and develop a love for learning. Because of this, the classroom environment plays a significant role in shaping how students feel about school and how interested they are in learning. As Ryan (2013) explained, the way a classroom is designed and arranged can directly influence how students learn and stay engaged during lessons. In the Philippines, most classrooms in elementary schools are often decorated with colorful posters, educational charts, and students' creative work. These decorations are not only meant to make the classroom look attractive but also serve as learning tools that keep pupils interested. However, Fisher, A.V. et al. (2014) found that too many visual materials in the classroom can be overwhelming for young learners. When the classrooms is full of too many things to look at, students may struggle to stay focused on the lessons.

Similarly, the study conducted by Cutillas, M.A. et al. (2023) found that overdecorated classrooms can cause distraction while, classrooms with less or no wall decorations created a calmer and less distracting environment for learners. Moreover, according to the study of Banilad, J. et al. (2024), classrooms with no decorations can positively influence students' overall learning environment by reducing distractions and enhanced student's emotional well-being. To address this issue, the Department of Education released DepEd Order No. 21, series of 2023. Within the order's guidelines, schools are required to remove unnecessary artwork, decorations, tarpaulins, and posters, more commonly known as the "Baklas Operation". The goal is to create a clean, distraction-free learning space where students can concentrate better. In contrast, the study by Aniñon, M.J. et al. (2024) shows that while bare-walled classrooms help increase attention and concentration, they can also lower involvement and creativity. In part, the study by De Guzman, A. et al. (2018) found that removing these aids, as per the Department of Education's directive, could potentially hinder student engagement and comprehension. Additionally, the study by Barrett, P. et al. (2016) conducted an in-depth, multi-level analysis of how classroom design influences student learning and found that removing stimulating and personalized elements can negatively impact students' engagement and academic performance.

Given all this, it is essential to examine how Baklas Operation is actually affecting learners. Based on existing studies, there remains a notable gap in understanding this effect. Some studies have shown that the Baklas operation aims to support focus and discipline in the learning environment, but its impact on students' learning interest has sparked debate. Therefore, this study aims to determine the level of learning interest of elementary pupils about the Influence of the Baklas Operation.

THEORETICAL REVIEW

The reviewed literature generally shows that **simple or minimally decorated classrooms** can improve students' **focus, participation, and behavior**. Studies by Banilad, J. and Ramirez, M. found that reducing visual distractions creates a calmer learning environment and helps students

concentrate better. However, most studies indicate that **this does not always lead to significant improvements in academic performance**, except in areas like class participation.

Several researchers, such as Alberca, A.L. and Bonghanoy, N., emphasize that fewer decorations enhance **organization, engagement, and overall learning experience**. Experimental studies, including Rodrigues, M. and Fisher, A.V., also show that students perform better in less visually cluttered environments, especially in tasks requiring attention and cognitive processing.

However, other studies highlight **drawbacks of overly bare classrooms**. Research by Aniñon, M.J. and Barrett, P. suggests that completely removing decorations may reduce **engagement, creativity, and emotional connection** to the classroom. Similarly, Tuazon, A. and De Guzman emphasize that **educational visuals are important tools** that support comprehension and interaction. These findings suggest that a **balanced classroom design** – minimal yet meaningful – is most effective.

Overall, the studies indicate that while reducing unnecessary decorations helps minimize distractions and cognitive overload, **completely empty classrooms may hinder learning**. Thus, there is still limited research on how “baklas operation” (removal of decorations) specifically affects students’ **learning interest**, which this study aims to address.

METHODOLOGY

This study employed a quantitative research design, which involves the systematic collection and statistical analysis of data to measure and understand a particular problem (Shenmare, 2023). Specifically, it utilized a descriptive correlational design, as explained by Copeland, to determine the relationship between the Baklas Operation (independent variable) and the learning interest of Grade 5 and 6 pupils (dependent variable) without manipulating any variables. The study was conducted at Barbo Elementary School, involving 30 respondents – 15 Grade 5 and 15 Grade 6 pupils – who were randomly selected and met the inclusion criteria of being enrolled, regularly attending classes, and exposed to the Baklas Operation, while those with limited exposure, absences, or lack of consent were excluded. A stratified random sampling method, as described by Simmus, was used to ensure equal representation from both grade levels and to improve reliability while minimizing bias. Data were gathered using a researcher-made structured questionnaire adapted from previous studies and divided into two parts: learning interest (motivation, participation, attention, and enjoyment) and pupils’ perceptions of the Baklas Operation, measured through a 5-point Likert scale. The instrument was validated by experts to ensure clarity and relevance for elementary pupils. For data collection, the researchers secured approval from school authorities and obtained informed consent from parents and pupils before administering the questionnaires. Respondents were guided in answering the survey, after which the completed questionnaires were collected, tallied, and analyzed using appropriate statistical tools to generate meaningful conclusions, which also

served as the basis for developing a policy brief with practical recommendations.

RESULTS

Influence of Baklas Operation on the Learning Interest of Elementary Pupils Level of Learning Interest

Table 1. Motivation to Attend School

Statements	Mean	Description	Interpretation
I feel less excited to go to school after the classroom decorations were removed.	3.133	Neutral	Moderately Interest
The removal of colorful classroom designs has affected my motivation to attend school.	3.3	Neutral	Moderately Interest
I am interested in going to school because the classroom looks plain.	3.3	Neutral	Moderately Interest
The lack of visual materials makes me feel uninterested in going to school.	3.4	Neutral	Moderately Interest
I like going to school more when our classroom looks colorful.	3.667	Agree	Highly Interest
OVERALL MEAN	3.36	Neutral	Moderately Interest

Table 1 expresses the motivation of elementary pupils to attend school in Barbo Elementary School. It shows in the presentation that in response to their motivation the highest mean was “I like going to school more when our classroom looks colorful” which gained a weighted mean of 3.667 and was interpreted as highly interest and the lowest mean was the “The removal of colorful classroom designs has affected my motivation to attend school” and “I am interested in going to school because the classroom looks plain” which gained a weighted mean of 3.3 and interpreted as moderately interest.

Table 2. Participation in Attending School

Statements	Mean	Description	Interpretation
I participate less in class because the classroom feels plain.	3.0	Neutral	Moderately Interest
I feel more engaged in class when the room has posters, visuals, and colorful designs.	3.5	Neutral	Moderately Interest
The removal of classroom designs has affected how much I enjoy joining group or board work.	3.533	Agree	Highly Interest
I feel comfortable sharing my answers when the classroom is colorful and decorated.	3.267	Neutral	Moderately Interest
A decorated classroom makes me more active in class activities.	3.467	Agree	Highly Interest
OVERALL MEAN	3.35	Neutral	Moderately Interest

Table 2 presents the participation of elementary pupils in attending Barbo Elementary School. It shows in the presentation that in response to their participation the highest mean was “The removal of classroom designs has affected how much I enjoy joining group or board work” which gained a weighted mean of 3.533 and interpreted as highly interest while the lowest mean was the “I participate less in class because the classroom feels plain” and was interpreted as moderately interest.

Table 3. Attention and Focus During Lessons

Statements	Mean	Description	Interpretation
It is hard for me to focus in class because the room looks boring without decorations.	2.733	Neutral	Moderately Interest
Classroom visuals, such as charts and posters, helped me better understand the lessons.	3.7	Neutral	Moderately Interest
The classroom feels less inspiring to learn in after the decorations are removed.	3.1	Neutral	Moderately Interest
Without learning visuals, it takes me longer to understand lessons.	3.067	Neutral	Moderately Interest
A visually engaging classroom helps me pay more attention to the teacher.	3.9	Neutral	Moderately Interest
OVERALL MEAN	3.3	Neutral	Moderately Interest

Table 3 expresses the attention and focus of elementary pupils during lessons in Barbo Elementary School. It shows in the presentation that in response to their attention and focus the highest mean was “Classroom visuals like charts and posters helped me understand lessons better” which gained a weighted mean of 3.7 and was interpreted as moderately interest and the lowest mean was “It is hard for me to focus in class because the room looks boring without decorations” and was interpreted as moderately interest.

Table 4. Enjoyment or Enthusiasm in Learning

Statements	Mean	Description	Interpretation
I enjoyed learning more when the classroom was decorated with visuals and learning materials.	4.1333	Agree	Highly Interest
Removing creative designs and posters made learning feel less fun for me.	3.3667	Neutral	Moderately Interest
I feel more excited to learn when our classroom looks colorful.	3.7	Neutral	Moderately Interest
Learning becomes boring when the classroom lacks decorations or wall displays.	3.133	Neutral	Moderately Interest
I find lessons more enjoyable without being surrounded by colorful and helpful classroom designs.	3.4	Neutral	Moderately Interest
OVERALL MEAN	3.5466	Agree	Highly Interest

Table 4 presents the enjoyment and enthusiasm of elementary pupils in learning at Barbo Elementary School. It shows in the presentation that in response to their enjoyment or enthusiasm the highest mean was “I enjoyed learning more when the classroom was decorated with visuals and learning materials” which gained a weighted mean of 4.1333 and was interpreted as highly influence and the lowest mean was “I find lessons more enjoyable without surrounded by colorful and helpful classroom designs” which gained a weighted mean of 3.4 and was interpreted as moderately influence.

Table 5. Perceptions on the Extent of the Implementation of Baklas Operation in the Classroom

Statements	Mean	Description	Interpretation
Our classroom decorations were removed because of the Baklas Operation.	3.533	Agree	Highly Implemented
The Baklas Operation happened right away without telling us or asking our opinion.	3.467	Agree	Highly Implemented
The classroom looks plain or empty after the Baklas Operation.	3.2	Neutral	Moderately Implemented
Our teacher followed the Baklas Operation rules to the letter.	4.1	Agree	Highly Implemented
The classroom environment changed significantly after the decorations were removed.	3.9	Neutral	Moderately Implemented
OVERALL MEAN	3.64	Agree	Highly Implemented

Table 5 presents the perceptions of elementary pupils regarding the extent of the implementation of the Baklas operation in their classroom at Barbo Elementary School. It shows in the presentation that in response to their perceptions, the highest mean was “Our teacher followed the Baklas Operation rules completely,” which gained a weighted mean of 4.1 and was interpreted as highly implemented and the lowest mean was “The classroom looks plain or empty after the Baklas Operation which gained a weighted mean of 3.2 and was interpreted as moderately implemented.

Table 6. Influence of Baklas Operation on the Learning Interest of Elementary Pupils

Variable 1	Variable 2	<i>rs</i>	Interpretation	p-value	Interpretation
Motivation to attend School	Perception for Baklas Operation Implementation	0.450	Strong Relationship	0.013	Significant
Participation in Class Activities		0.473	Strong Relationship	0.008	Significant
Attention and Focus During Lessons		0.496	Strong Relationship	0.005	Significant
Enjoyment or Enthusiasm in Learning		0.409	Strong Relationship	0.025	Significant

Table 6 shows that the Influence of Baklas Operation has a significant relationship on the learning interest of Elementary Pupils. This implies that, while the Baklas Operation influences their motivation, participation, attention, and enjoyment in learning, the survey still indicates a moderate level of learning interest. As a result, the hypothesis is accepted.

CONCLUSIONS AND RECOMMENDATIONS

Based on the findings revealed, the following conclusions were drawn:

1. The level of learning interest of elementary pupils in terms of motivation to attend school, participation in attending school, attention and focus during lessons, and enjoyment or enthusiasm in learning gained a grand mean of 3.39, interpreted as moderately interested. At the same time, perceptions of the extent of the implementation of Baklas Operation in the classroom had a grand mean of 3.64 and were interpreted as highly implemented.
2. The relationship between the influence of Baklas Operation and the level of learning interest of elementary pupils is statistically significant. This implies that, while the Baklas Operation influences their motivation, participation, attention, and enjoyment in learning, the survey still indicates a moderate level of learning interest. As a result, the hypothesis is accepted.

FURTHER STUDY

Future researchers may conduct further studies on the same topic to provide deeper insights into how Bakla's operation influences the learning interest of the pupils.

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