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Implementation of Baklas Operation from the Lens of Elementary Teachers in Marawi City: Basis for a Policy Brief

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Abstract

Baklas operation is a DepEd order that mandates that walls shall remain bare and devoid of posters, decorations, or other posted materials. This study investigates the perceptions of elementary teachers in Marawi City regarding the Department of Education (DepEd) Order No. 21, s. 2023, commonly referred to as the Baklas Operation, which mandates the removal of classroom decoration. Utilizing a quantitative research design, the study involved 100 elementary teachers from various schools near MSU-Main Campus, Marawi City. Data were collected during the academic year 2024-2025 and through a self-structured questionnaire. Data was analyzed using frequency counts, percentages, and weighted mean. The findings revealed that teachers are generally aware of the Baklas Operation and express positive and negative perceptions about its impact on the teaching and learning process. While some teachers acknowledge potential benefits in minimizing distractions, others highlight challenges in the implementation of Baklas Operation, such as reduced student engagement and motivation to participate in the class discussion, difficulty in executing the lessons, and difficulty in the discussion because of limited materials in the classroom's walls. The study concludes with recommendations for educators and policymakers to consider the enhancement of the Baklas Operation, which should focus on the intermediate level, and the primary level should have posted materials because they are visual learners, but it should be limited to educational devices only, for student learning outcomes, emphasizing the need for a balanced approach to classroom design that fosters an effective learning atmosphere.

Keywords: Awareness, Baklas Operation, DepEd Order No.21, S.2023, Elementary Teachers, Implementation, Perceptions

1. Introduction

Children spend most of their time in the classroom, so the physical environment dramatically impacts learning. Students usually find a comfort zone, and the classroom is one of the places where children often spend most of their time. According to the findings of their descriptive study, pupils' learning is significantly impacted by the classroom setting. While poorly designed classrooms have an adverse effect on students' learning, well-organized and decorated classrooms have a beneficial effect on student learning. Ryan (2016) argued in his study that a well-designed classroom has a good effect on students' achievement and that the classroom plays a crucial role in the students' learning.

However, in this research, the researchers argued that removing decorations inside the classroom is effective in the teaching and learning process. Hence, in this study, the researchers proposed that Baklas Operation or removing the classroom decoration has a positive impact on the teaching and learning process.

Furthermore, the Department of Education (DepEd) released a memorandum that states "Classroom walls shall remain bare and devoid of posters, decorations, or other posted materials. Classrooms should not be used to stockpile materials and should be clear of other unused items or items for disposal". However, some teachers wondered what "unnecessary" decorations that does it mean since the decoration of the classroom is part of learning and encourages the students to learn. In this context, the researchers wanted to explore elementary teachers' perceptions regarding the controversial policy of the released DepEd Order No. 21, s. 2023 (Baklas Operation).

Further, The Department of Education's directive for all public schools to declutter classrooms and remove unnecessary artwork (Tuazon, 2023) has sparked numerous complaints from teachers. Teachers believe that wall decorations are vital tools and aids in learning. Accordingly, while the focus of the Baklas operation of the DepEd order is to concentrate, it failed to consider that students need to be engaged and motivated inside the classroom to participate actively and to learn.

The learning environment involves materials that can be seen and touched as a part of the student's learning. According to Malik and Rizvi (2018), there are two main components in a classroom setting: human and physical. Teaching supplies, technical equipment, curriculum, training, and instruction, as well as the actual setting or learning place, are among the physical components, according to Balog (2018). Accordingly, the human component refers to student and teacher interaction. Moreover, most scholars agree that students' learning varies with the physical environment, which should impel the students' urge to learn. Classroom decoration has a significant impact on the learning acquisition of the learners. The classroom environment's layout and ambiance can affect how students interact, study, and acquire knowledge (Reinsech, 2018).

As David Rode (2021) mentioned, too many classroom decorations can distract the pupils during discussion, overloading their brains and getting in the way of acquiring knowledge. Moreover, several other recent studies have concluded that students can only store a few pieces of information one at a time, which is why too many wall decorations can affect the pupils' learning (Pedro & Panderirada, 2020; Barrett, 2015). Similarly, in a study on how classroom displays can impact students' learning, psychology researchers Fisher, Godwin, and Seltman (2014) of Carnegie Mellon University discovered that children in heavily decorated classrooms were more distracted, spent more time off-task, and showed smaller learning gains than in classrooms without decorations.

However, most researchers agreed that wall decorations must be meaningful. They can convey information that is either important or interesting, and that can help the students become involved. Barrett (2015) suggested that teachers should involve the students in the process of designing the classroom. He also suggested that the displays could be the pupils' work for them to be motivated and to get their interest.

Further, many researchers have found that the classroom environment has a great impact on students' learning, and those studies have tended to focus on how classroom wall decorations affect students' learning. This study, on the other hand, is designed to investigate the effects of DepEd order no. 21, s. 2023, "Baklas Operation," or the bare-wall classroom, on students' learning acquisition.

Hence, this study explored how teachers perceived the teaching-learning process in the classroom without any design or decorations. In connection with this, the researchers determined the perceptions of the elementary teachers in MSU-Marawi City on the DepEd Order No. 21, s. 2023 and how it affected students' learning. This study aims to identify elementary teachers' perceptions of the effects of the classroom without posted devices on the student's learning acquisition in the selected schools of Marawi City.

2. Literature Review

2.1 Cognitive Load Theory of John Sweller

A theory introduced by Sweller (1988) is a study of the amount of information a human can process at any given moment. Accordingly, humans can hold only a small amount of information in short-term memory at any given time. It emphasizes that new information cannot be learned when human capacity exceeds the limit (Zakrajsek, 2019). This theory includes three types of loads: intrinsic, extraneous, and germane (Zielonka, 2023). However, in this study, the researchers focused on the extraneous load, which focuses on the material and environment to which the children are subject. According to Loveless (2023), materials that are too attractive to the students can lead to distractions for the students. Thus, irrelevant images, distracting sounds, and unorganized decorations add to the extraneous load.

This theory is relevant to the present study as it shows how the environment affects students' capacity for acquiring information. Most young learners are visual learners; however, according to Sweller's theory (1998), too much exposure to learning materials can distract students.

2.2 Classroom Decluttering

The goal of decluttering is to make an area free of mess or clutter. According to the DepEd order, classroom walls must be kept plain and free of any decorations or posted items, such as tarpaulin or posters. Decluttering, as defined by Nollymer (2018), is the act of arranging a classroom in a way that makes it appear less cluttered to students. It means putting away any unnecessary objects and piles of unused paperwork. It is intended to improve the appearance of organization in your classroom and reduce distractions for your students while they try to concentrate in class.

Rankin (2023) states that learning settings should facilitate high-stakes tasks in which every second matters. People surrounded by clutter find it harder to concentrate, are less productive, and become more agitated. Students who are easily distracted may find it very bothersome. There is evidence that clearing clutter increases the amount of time spent on tasks and raises test scores.

2.3 Visual Noise in Learning Environment

Several studies have shown that "visual noise" can relate to the overall amount of physical clutter in the learning environment as well as the number of classrooms displays. To reduce visual noise, we must evaluate each decoration and remove anything that does not directly affect teaching and learning (Chandler, 2022).

According to Goldblum (2019), a classroom's layout impacts how well pupils learn. Numbers, alphabets, and other educational resources that are useful for teaching and learning are among the wall decorations, along with inspirational quotations for the kids. Students will perform better in a classroom with wall paint, decorations, and posters of their own work, and they will also try their hardest to post their own work there. However, a classroom without displays can be dull, and pupils will not be engaged. Furthermore, students can quickly get back on track if something piques their interest. Kids can learn when they feel at ease in the classroom, according to a Carnegie Mellon University study that found that "decorations in the classroom can affect the ability of the students to focus and study for children."

3. Methodology

3.1 Research Design

This study determined the perceptions of the elementary teachers in MSU-Marawi City on DepEd order No. 21, s. 2023 or also known as Baklas Operation. A quantitative method was utilized, particularly descriptive research design, to determine how the bare-wall classroom affected the teaching of the teachers. This approach was used

to characterize a situation in order to determine how independent and dependent variables are related to one another. In this study, the independent variables are name, sex, age, civil status, years in service, and grade level assigned, while the dependent variables are the selected teachers' perception of awareness of Baklas operation, Challenges in the implementation of Baklas operation of Baklas operation in Teaching and learning, and impact on teaching and learning process. After that, the data gathered was analyzed using statistical tools for interpretation, and lastly, the researchers made a policy brief based on the findings of the present study.

3.2 Respondents of the Study

By selecting the schools for the data gathering, the researchers used purposive sampling based on adhering to the Baklas Operation. Meanwhile, using a convenience sampling method, the respondents were one hundred (100) elementary teachers who were employed in Marawi City in school year 2024-2025, providing information about their compliance with DepEd order no. 21 s. 2023. This sampling technique refers to a group of non-probability sampling techniques in which the respondents are selected if they have implemented the DepEd order no. 21, s. 2023 or Baklas Operation. Additionally, out of 65 teachers in school A, the researchers only retrieved 32 questionnaires from them due to schedule conflict. Meanwhile, in school B, all 16 respondents from them have participated answering the survey, seventeen 17 teachers from school C, and in school D there have only 23 teachers participated out of 35 since some of them declined. Also, school E has nine teachers, and three teachers from school F who were able to respond to the research questions.

3.3 Statistical Tools Used

To review and interpret the data that the researchers have gathered, the researchers used certain statistical techniques.

3.3.1 Frequency and percentage distribution- Percentage distribution is one in which the frequencies of each respondent are represented as a percentage of the total frequency, which is equal to 100. This was used in determining the profile of the respondents.

3.3.2 Weighted Mean – It is a calculation used to find the average of the data. In this study, this was used to determine the effect of Baklas Operation on the learning acquisition of elementary pupils.

4. Results

Table 1: Frequency and Percentage of Respondents' Sex

Sex	Frequency	Percentage
Female	90	90%
Male	10	10%
Total	100	100%

Table 1 shows the frequency and distribution of the respondents based on their sex. As can be seen, the majority of the teachers in MSU-Marawi City are female, which comprised 90% of the total. Conversely, male respondents were the minority, with only 10%. Based on these results, one can tell that there are more female teachers in MSU-Marawi City than male teachers.

The data above support the claim of the study carried out by Sari (2012) regarding female teachers; approximately 30% of participants emphasized that being a woman adversely affected their professional life, and this negative effect largely stemmed from the multidimensional tasks and responsibilities they undertook from family and professional life. Additionally, Silt, Koomen, and Jak (2012) have determined that female teachers can build better relationships with students.

Table 2: Frequency and Percentage Distribution of Respondents' Age

Age	Frequency	Percentage
20-23	2	2%
24-25	19	19%
26-29	33	33%
30 and above	46	46%
Total	100	100%

Table 2 displays the age profile of the respondents. The findings indicate that many of the respondents are 30 and above years old (46 or 46.00%). Followed by those who are 26 to 29 years old (33 or 33.00%), some respondents are 24 to 25 years old with 19%, and only 2 respondents are 20 to 23 years old. These results can be ascribed to the study of Smith (1990), as cited by Ismail (2018), who revealed that middle-aged teachers were perceived by learners to be more effective in classroom organization, motivation, communication, and competence.

Table 3: Frequency and Percentage Distribution of Respondents' Civil Status

Civil status	Frequency	Percentage
Single	28	28%
Married	46	46%
Widow	18	18%
Separated	8	8%
Total	100	100%

Table 3 shows the frequency and percentage distribution of the civil status of the respondents. As shown in the data above, 46% of the respondents are married, 28% are single, 18 of the respondents are widowed, and only 8% are separated. In the study, Kong (2009) posited that single teachers with no family issues are more dedicated and committed to their jobs. According to Ayeop (2003), married teachers have higher job satisfaction compared to single teachers and those in a group of others (that is, separated and divorced).

Table 4: Frequency and Percentage Distribution of Respondents' Length of Service

Length of Service	Frequency	Percentage
1-5 years	33	33%
6-10 years	33	33%
More than 10 years	34	34%
Total	100	100%

As shown in Table 4, the teachers have been in service for 1 to 5 years (33%). Similarly, those teachers who have been in service for 6 to 10 years (33%) and more than 10 years (34%), respectively. Clearly enough, the total of 100 respondents have been in service for more than a year, and the majority have been in service for more than 10 years.

Additional analysis of the data revealed that "years of experience" play a significant role in teachers' beliefs in choosing their classroom management style. While teachers with less experience were found to be interactionists on each scale, experienced teachers scored consistently as interventionists. In other words, beginning teachers showed that they favor shared responsibility for classroom control, shared work on developing classroom rules, focused on not only behaviors but also feelings, and paid attention to what the individual does to alter the external milieu, as well as what the environment does to shape the individual (Cakiroglu & Gencer, 2007; Martin &

Baldwin, 1992) as cited by Unal. (2012). On the other hand, experienced teachers choose to believe in maximum teacher responsibility and focus more on the behavior to quickly redirect it to positive, choosing traditional behavior management (Swanson, O'Connor, & Cooney, 1990).

Table 5: Frequency and Percentage Distribution of Respondents' Grade Level Assignment

Grade Level Assignment	Frequency	Percentage
Grade 1	18	18%
Grade 2	21	21%
Grade 3	20	20%
Grade 4	12	12%
Grade 5	11	11%
Grade 6	18	18%
Total	100	100%

Table 5 shows the frequency and distribution of the teachers' assigned grade levels. As shown in the data above, 21% of the respondents were assigned to Grade 2, followed by Grade 3 (20%), 18% of them were assigned to Grade 1, same with 18% who were assigned to Grade 6, 12 of them were assigned to Grade 4, and 11% on the Grade, respectively. Hence, the majority of the respondents were assigned to Grade 2.

Table 6: Perceived Significance of Baklas Operation from the Lens of Elementary Teachers

Statement	(5)	(4)	(3)	(2)	(1)	Mean	SD	Interpretation	Rank
⁷ The Baklas operation allows clean and organized classroom environment.	72	26	2	0	0	4.70	0.50	Strongly Agree	1
¹ Baklas operation entails relevance and significance.	72	25	3	0	0	4.69	0.52	Strongly Agree	2
⁹ The Baklas operation helps learners focus on their academic performance.	66	31	2	1	0	4.62	0.57	Strongly Agree	3
³ I understand the effects and implications of Baklas operation on the Surrounding area.	62	35	3	0	0	4.59	0.54	Strongly Agree	4
⁸ The implementation of the Baklas operation prevents any distractions in the classroom.	67	28	2	2	1	4.58	0.72	Strongly Agree	5
² I understand the objectives and goals of the Baklas Operation.	63	30	6	1	0	4.55	0.65	Strongly Agree	6
¹⁰ The Baklas operation may sometimes hinder students' learning processes.	55	32	8	2	3	4.34	0.93	Strongly Agree	7
⁶ I effectively removed unnecessary classroom decorations.	56	33	8	3	0	4.42	0.76	Strongly Agree	8
⁵ I actively seek out information about the Baklas operation to stay informed.	44	40	7	9	0	4.19	0.91	Agree	9
⁴ I've had enough training or information about the Baklas operates for my work as a teacher.	33	33	9	23	2	3.72	1.20	Agree	10
AVERAGE						4.44	0.73		

Legend: 1.00-1.80 Strongly disagree 1.81-2.61 disagree 2.62-3.42 Neutral 3.43-4.23 Agree 4.24-5.00 Strongly agree

Table 6 suggests that the majority of the respondents are aware of the implementation of the Baklas Operation. Across various statements presented, the majority of the respondents strongly agreed that Baklas operation allows

a clean and organized classroom environment, and respondents tended to agree that they are aware of Baklas Operation such as they know what the Baklas Operation entails, understand its objectives and goals, as well as its effects and implications. Additionally, the respondents indicated that they effectively removed unnecessary classroom decoration, and it also prevented any distractions in the classroom. And lastly, the respondents strongly agreed that Baklas Operation might sometimes hinder the students' learning process. Overall, with an average mean of 4.44 and a standard deviation of 0.734, the findings suggest that respondents strongly agree that Baklas Operation is of significant in elementary classrooms.

The findings suggest that the elementary teachers are aware of the Baklas Operation and understand its objectives, goals, implications, and effects on the students. This result is supported by the study of Cabanella et al. (2024), which shows that the awareness of the Baklas Operation offers numerous significant insights, as shown in the survey findings with the elementary teachers.

Table 7: Perceived Effectiveness of Baklas Operations from the Lens of Elementary Teachers

Statement	(5)	(4)	(3)	(2)	(1)	Mean	SD	Interpretation	Rank
¹⁰ Baklas operation, it allows me to buy other necessary materials to be used to deliver in my instructions.	55	37	6	2	0	4.45	0.69	Strongly Agree	1
⁹ Baklas operation enables me to make inform decisions when it comes to student's placement, tracking progress, and identifying areas for improvement.	52	39	9	0	0	4.43	0.65	Strongly Agree	2
⁸ My students are more likely to focus on the class discussion because they cannot divert their attention from the physical features of the classroom.	53	35	11	1	0	4.40	0.72	Strongly Agree	3
⁵ The classroom became more pleasant in the eyes because of the Baklas Operation.	56	28	5	11	0	4.29	0.98	Strongly Agree	4
⁴ I can easily determine the interest of the students because I can focus on the students rather than focusing on decorating the classroom.	43	41	4	12	0	4.15	0.96	Agree	7
⁶ My students do not get distracted anymore because there is no classroom decoration that can lead to split attention.	51	28	8	11	2	4.15	1.09	Agree	6
⁷ My students are always participating because they are not distracted with the classroom decorations.	43	38	9	8	2	4.12	1.00	Agree	5
³ I can get the attention of the students because there is no distraction in the classroom wall.	42	37	9	12	0	4.09	0.99	Agree	8
² It is effective to teach because the classroom is free from any posters.	43	38	3	16	0	4.08	1.04	Agree	9
¹ The policy on Baklas Operation allows the teacher to effectively teach learners.	37	45	4	14	0	4.05	0.98	Agree	10
AVERAGE						4.22	0.91	Agree	

Legend: 1.00-1.80 Strongly disagree 1.81-2.61 disagree 2.62-3.42 Neutral 3.43-4.23 Agree 4.24-5.00 Strongly agree

Table 7 displays the respondent's perceptions of the implemented DepEd order no.21, s.2023. The greater part of those respondents strongly agreed that the implementation of Baklas allows them to buy other important materials to be used during their discussion, it also enables them to make informed decisions when it comes to student's placement and tracking their improvements. With the implementation of the Baklas operation, the respondents strongly agreed that their students were more likely to focus on the class discussion because of the absence of classroom decorations and that the classroom became more pleasant in the eyes of learners.

Meanwhile, some respondents have agreed that with the implementation of Baklas Operation, they can easily determine the interest of the students and that they do not get distracted anymore because there is no classroom decoration that could distract the students. Lastly, they agreed that Baklas Operation allows the teacher to effectively teach the learners. Overall, with an average mean of 4.22 and a standard deviation of 0.913, the findings suggest that respondents strongly agreed that the implementation of the Baklas Operation allows them to teach effectively, and the students were more likely to focus during the class sessions.

The findings imply that elementary teachers can effectively teach in a classroom wherein there are no decorations, the students can focus on the lessons, and they cannot be distracted. This result is supported by the study of Beyer (2021), who found that teachers' opinions on the physical environment of their classrooms will influence the judgments they make about it. Beyer (2021) cites Gauvain & Cole (2005) as saying that Bronfenbrenner's Theory of Ecological Systems Approach teaches us that an individual's development can be significantly influenced by the way they interact with their immediate environment over time. We are aware that student behavior and learning can be influenced by the physical classroom setting because of the evidence these studies provide. It is crucial to alter the classroom atmosphere in a way that will reduce disruptive responses and behavior while boosting academic engagement.

Table 8: Perceived Challenges of Baklas Operation on Teaching and Learning

Statement	(5)	(4)	(3)	(2)	(1)	Mean	SD	Rank	Interpretation
² It was hassle for me when I demolished the posted classroom devices.	46	30	8	12	4	4.02	1.17	1	Agree
¹⁰ I find it challenging to adjust during the implementation of Baklas Operation because I used to teach in a classroom wherein there are lots of posted devices which affect the learning of my students.	49	24	6	19	2	3.99	1.22	2	Agree
⁹ I struggle to execute my instructions because of the bare-wall classroom and there is nothing to make as part of the teaching process which causes my students to have a limited knowledge about our topic.	48	24	4	19	5	3.91	1.31	3	Agree
⁴ Whenever I teach, I have difficulty in showing examples because I am relying on the posted classroom devices.	41	32	3	18	6	3.84	1.29	4	Agree
³ Whenever I teach, I have difficulty in supporting my discussion because I cannot see any posted sample.	43	28	5	17	7	3.83	1.32	5	Agree
¹ Whenever I teach, I have difficulty in teaching without any classroom decorations.	46	22	7	15	10	3.79	1.40	6	Agree
⁶ The Oplan-Baklas operation lessens my students' creativity.	41	22	3	21	13	3.57	1.50	7	Agree
⁷ I find it difficult to encourage my students in participating because they want to learn in a classroom with decorations on.	37	25	7	19	12	3.56	1.44	8	Agree
⁸ I have difficulty in getting the attention of my students because they are bored without any classroom decorations.	36	25	7	23	9	3.56	1.40	9	Agree
⁵ Whenever I teach, I am not motivated because I must print every material I need in teaching.	29	32	4	19	16	3.39	1.46	10	Neutral
AVERAGE						3.75	1.35		Agree

Legend: 1.00-1.80 Strongly disagree 1.81-2.61 disagree 2.62-3.42 Neutral 3.43-4.23 Agree 4.24-5.00 Strongly agree

Table 8 presents the rate of the respondents on the challenges of Baklas operation on Teaching and Learning. Across various statements presented, respondents tended to agree that they have difficulty teaching without any classroom decorations, and it is a hassle for them when they also demolish the posted classroom. They have difficulty in executing their discussion because they cannot give enough. However, despite having no classroom decorations and educational devices, the study shows that the respondents tended to answer neutrally and not motivated in teaching because they had printed all the needed materials in the discussion. Moreover, with an average mean of 3.75 and a standard deviation of 1.356, the findings suggest that respondents agreed that they were challenged in teaching and learning during the implementation of Baklas Operation.

The findings imply that elementary teachers are challenged to teach in a classroom without any classroom posters. This result is supported by the study of Nadia and Kusumawati (2019), which employed field research with a quantitative methodology. According to the findings, comprehensive facilities are essential for effective teaching and learning because, on the other hand, students would participate in class activities more when the teacher has adequate resources. Thus, how well the learning process is supported will decide how well the learning is learned.

Table 9: Perceived Impact of Baklas Operation on Teaching and Learning from the Lens of Elementary Teachers

	(5)	(4)	(3)	(2)	(1)	Mean	SD	Interpretation	Rank
⁹ Baklas operation allows the teachers and students to easily move throughout the room.	56	36	1	7	0	4.41	0.82	Strongly Agree	1
⁶ The DepEd order no. 21, s. 2023 provides a learning environment that increases student engagement and learning.	48	37	5	9	1	4.22	0.96	Strongly Agree	2
⁵ Classroom without decorations improves my students' learning because they are not distracted.	49	33	7	11	0	4.20	0.98	Strongly Agree	3
⁸ Classroom without decoration encourages the students to develop social skills because they are more likely to interact with their classmates.	48	33	7	11	1	4.16	1.02	Agree	4
³ My students can focus during the discussion because the classroom walls are bare.	45	37	5	12	1	4.13	1.02	Agree	5
⁷ Baklas Operation allows the teaching-learning inside the class to be more interactive.	38	36	12	13	1	3.97	1.05	Agree	6
¹⁰ Bare-wall classroom has a negative effect on the academic performance of the students because they can only see educational instructions when the teacher initiate.	42	35	4	11	8	3.92	1.27	Agree	7
¹ My students are more participative without any decorations in the classroom	39	33	7	17	4	3.86	1.21	Agree	8
² My students are not motivated in learning because of not having classroom decorations.	24	31	7	30	8	3.33	1.33	Neutral	9
⁴ My students are bored during class sessions because of the bare-wall classroom.	33	20	9	22	16	3.32	1.50	Neutral	10
AVERAGE						3.95	1.12	Agree	

Legend: 1.00-1.80 Strongly disagree 1.81-2.61 disagree 2.62-3.42 Neutral 3.43-4.23 Agree 4.24-5.00 Strongly agree

Table 9 presents the rate of the respondents on the challenges of Baklas operation on Teaching and Learning. Across various statements presented, respondents strongly agreed that the implementation of Baklas allows the teachers and students to move easily throughout the room and gives learners an opportunity to engage and learn. In addition, respondents tended to agree that students are more participative without any decorations the respondents tend to answer neutral is not motivated in learning because of not having classroom decoration as well as bored during class sessions because of the bare-wall classroom, Overall, with the average mean 3.95, and

standard deviation of 1.121, the findings suggest that respondents agreed that Baklas operation has a positive impact on the teaching and learning.

The findings imply that the Baklas Operation has a positive impact on teaching and learning. This result is supported by the study of Nicola McDowell and Julia Budd (2018), who found that de-cluttering improved students' learning experiences, behavior, and overall functioning by minimizing the quantity of visual information they had to process. This allowed students to make better use of their intact visual abilities and experience less distraction. By conducting a semi-structured interview with a team from two classes, the researchers used a qualitative research method to discuss how the classroom's physical decoration influences the kids' behavior. Additionally, Fisher et al. (2014) support this finding. Kindergarten students in the study were randomized to receive introductory science instruction in a classroom with several wall displays or one without any at all. More distractions and lower performance on lesson worksheets were reported by students in the classroom with wall displays compared to those in the empty classroom. Research indicates that students in decorated classrooms are more likely to become distracted by their surroundings.

Proposed Policy Brief on the Implementation of Baklas Operation from the Lens of the Elementary Teachers in Marawi City

Overview

This document is proposed to outline consideration in the development of policy of the DepEd Order no. 21, s. 2023, also known as Baklas Operation, mandated by the Department of Education (DepEd), ordered the removal of classroom decorations to create an environment free from unnecessary displays, posters, and decorations. This study investigates the implications of this policy from the perspective of elementary teachers in Marawi City, focusing on its impact on teaching and learning. The following are the key results of the present study:

- 1. Positive Impact on Focus:** Most teachers agreed that classrooms without posters or unnecessary displays can reduce distractions, allowing students to concentrate better during lessons.
- 2. Visual Learning Needs:** Teachers expressed concerns that primary students (Grades 1-3) may struggle in a decluttered environment, as they often benefit from visual stimuli to enhance engagement and learning.
- 3. Various Reactions:** While many teachers acknowledged the effectiveness of the Baklas Operation, some viewed it as a hindrance to effective teaching due to the lack of visual aids and classroom displays. With that, they tend to bring materials that will be needed in their classroom discussion because there is nothing to give as an example that could possibly be seen in the classroom environment.

Purpose

This policy aims or purposes to:

1. Convey with the Department of Education and the MBHTE-BARMM that DepEd no. 21, s. 2023 should consider the primary levels in addition to this mandate.
2. Consult the DepEd order no. 21 s, 2023 with the Education stakeholders for any modification on the implementation and guidelines of the said DepEd Order.
3. Serve as a baseline for Enhancing the DepEd Order no. 21, s. 2023.

In general, this policy aims to clarify that there is a posing challenge among teachers in elementary grades with decluttered classroom decorations.

General Problem

According to the present study, there is a challenge for the teachers in executing their lessons in a classroom that is free from unnecessary posters, and some teachers expressed concerns that primary students (Grades 1-3) struggled in a bare-wall classroom.

Recommendations

Based on this policy brief, the following is recommended:

- 1. Feedback mechanism:** The Department of Education (DepEd) should establish a feedback system to gather insights from teachers regarding the Baklas Operation. This will help in understanding the practical implications of the policy and making necessary adjustments.
- 2. Policy Development for Primary Grades:** The Bangsamoro Autonomous Region in Muslim Mindanao (MBHTE – BARMM) should consider developing a tailored policy for Primary level that accommodates the visual learning needs of younger students while balancing the benefits of a decluttered environment.

3. Professional Development for Teachers: Training programs should be implemented for teachers to equip them with strategies to effectively teach in bare-wall classrooms, focusing on alternative methods to engage students without the support of classroom displays.

4. Collaboration with Curriculum Planners: engage curriculum planners to identify and integrate curricular items that support learning in a decluttered environment, ensuring that educational materials are still accessible and effective.

Relevance to DepEd and MBHTE-BARMM

This section provides relevance to DepEd and MBHTE-BARMM because this policy can be a guide to enhance the DepEd order and to suggest the MBHTE- BARMM to create a policy regarding the classroom decoration that should focus on the Intermediate Grades (Grade 4-6). With that, the primary grades (Grade 1-3) should be an exception in the mandatory decluttered classroom. By addressing the concerns raised by teachers and adapting policies to meet the needs of all students, the DepEd and MBHTE can enhance the learning environment for elementary learners.

5. Findings

From the data gathered, the following are the summary of findings:

1. Among the complete set of respondents, 90 individuals (constituting 90%) were female, whereas only 10 individuals (making 10%) were male.
2. The majority of the respondents are above 30 years old (46%), some teachers are 24-25 (33%), 26-29 (33%), and only 2% are 20 to 23 years old.
3. Most of the respondents are married (46%), 28% are single, 18% are widows, and 8% are separated.
4. Moreover, regarding their grade level assigned, it revealed that 18% were assigned to grade 1, 21% were assigned to grade 2, 20% were assigned to grade 3, 12% were assigned to grade 4, 11% were assigned to grades 5, and 18 also were assigned to grade 6.
5. Most of the respondents have been in service for more than 10 years (34%), some of them have been teaching for 6-10 years (33%), and 33 of them have been in service for 1-5 years (33%).
6. Further, most of the respondents strongly agreed that they are aware of the implementation of the Baklas Operation.
7. Most of the respondents perceived that they could effectively teach in a classroom without unnecessary posters.
8. Most of the respondents agreed that the implementation of the Baklas operation is challenging.
9. It revealed that based on the results of the data gathered, majority of the respondents agreed that there is a positive impact of Baklas Operation on teaching and learning.

6. Conclusion

Based on the findings of the present study, it can be concluded that Baklas Operation has proven to have a positive impact on teaching and learning. Teachers strongly agree that a bare-wall classroom enhances focus and minimizes distractions, allowing students to better engage in class discussions. This environment fosters improved concentration and supports a more effective learning experience. Although some teachers are not in favor of Baklas Operation as they claimed “it is a hindrance to effective teaching and learning” because of limited classroom displays, it is suggested that the primary level such as Grades 1 to 3 may not implement Baklas Operation due to the fact that these learners are visual learners, and that a decorated classroom helps learning more interesting and meaningful.

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