



The Appreciation in a Print-Rich and Sparse Classroom of the Grade 3 Learners

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ABSTRACT

The main objective of this study investigated the presence of specific classroom elements, including word walls, printed materials, and reading corners, on the appreciation of Grade 3 learners. The study used descriptive-quantitative research methods. The study compared how learners appreciated print-rich and sparse classroom environments in terms of three categories such as word walls, reading corners, and printed materials. The research included a sample of 166 Grade 3 learners from six sections in Pulilan Central School such as Oak, Maple, SSES, Kamagong, Bamboo, and Mahogany. The findings indicated that Grade 3 learners generally exhibited comfort with printed materials nearby during learning activities. Moreover, the research revealed a significant correlation between classrooms abundant in print materials and learners' positive perceptions of their surroundings, including word walls and reading corners. Exposure to printed materials showed enhanced reading skills, critical thinking, and overall enthusiasm for learning, thereby contributing to improved educational performance. These findings offered valuable insights for educators, administrators, and policymakers seeking to optimize classroom environments and enhance learning outcomes.

Keywords: Print-rich Classroom, Sparse Classroom, Learners' Appreciation, Word Walls, Reading Corner, Printed Materials

1.0 Introduction

In last year's dynamic educational landscape, the framework and classroom ambiance held immense importance in shaping and nurturing the outcomes of learners' academic appreciation. Researchers had noted a significant decline in learner appreciation among several educational institutions within the Philippines. Even more concerning was the decline in appreciation across multiple subjects, indicating that the issue was systematic. More research was necessary to uncover the root of all these and find solutions that would help improve Filipino learners' educational performance. Based on the findings of the 2022 Program for International Student Assessment (PISA), in around half of all nations or countries with comparable data, school leaders in 2022 were more inclined than their counterparts in 2018 to indicate a deficiency in teaching personnel. This pattern was also evident in the Philippines. In 2022, 43% of Filipino students attended schools where principals highlighted a lack of teaching staff as a hindrance to instructional capacity (with 19% citing insufficient or inadequately qualified teaching staff). By contrast, in 2018, these figures stood at 19% and 8%, respectively. In the majority of nations or economies, students enrolled in schools flagged for teaching staff shortages tended to achieve lower scores in mathematics compared to those in schools reporting fewer or no such shortages. Consequently, due to the deficit in teaching staff, learners might increasingly rely on printed materials to supplement their learning without requiring as much direct guidance. This reliance on self-study could occur during periods of teacher absence, with learners possibly unaware of the staffing issues impacting their educational environment.

To support this statement, Garcia (2022) stated that the classroom design had set as a crucial factor in shaping educational experiences and outcomes.

Due to the issues and laws that were stated recently, the researchers observed the sudden disappearance of classroom designs, word walls, visual aids, and posters, and noted that this could negatively influence learners' appreciation, learning environment, and learning approach. According to DepEd Order No. 21, issued in 2023, which established instructions for this year's Brigada Eskuwela, schools were obliged to empty school grounds, classrooms, and all walls of "unnecessary artwork, decorations, tarpaulin, and posters. The researchers conducted a study on this issue to determine if there was a significant relationship between the appreciation of the Grade 3 learners in a Print-rich classroom. Despite the law recently stated by the government to implement a traditionally based classroom, the researchers conducted this study not to invalidate the idea of sparse classrooms mandated by the law. As stated by Ibrahim et al. (2019), teachers should have been provided with the knowledge and awareness about the significance of a print-rich classroom environment in teaching. Also, Rehman (2019) stated that teachers should have undergone training regarding creating early childhood classrooms and should have information about how to create a print-rich environment and promote the growth of specific content areas as well as particular development. Disabling in the education system, like the removal of classroom designs and visual aids due to recent laws such as DepEd Order No. 21, issued in 2023, were seen to dampen children's enthusiasm for learning. Researchers, including Ibrahim et al. (2019), emphasized the negative impact on students' attitudes toward school. They conducted a study on grade three learners' appreciation for print-rich environments, highlighting the loss caused by legal

bans on classroom decorations. They advocated for educating teachers about the importance of such environments. Additionally, Rehman (2019) suggested training teachers to create content-rich early childhood classroom materials to foster specific development.

This study aimed to clarify the relationship between print-rich classrooms and learners' appreciation within their respective classrooms. In the presence of pedagogical approaches, understanding how their learning environment influenced their outcomes became highly imperative for teachers and administrators. As mentioned by Gibney (2018), creating a print-rich environment in the classroom involved more than just labeling materials. Learners' attention would be drawn to written language when resources such as weather charts, employment charts, and dynamic posters, where words, phrases, or sentences were constantly changing, were used regularly. It was possible to encourage their suitable reactions by using this strategy. Incorporating components of environmental print from daily life, such as newspapers, magazines, and directories, could also be helpful. Placing fliers and cookbooks in play spaces might encourage learners to engage in pretend play that emulated real-world reading experiences.

This research aimed to explore the impact of a classroom environment filled with printed materials on students' awareness within their learning spaces. Recognizing this connection held significant implications for both educators and school administrators (Gibney, 2018). A print-rich environment went beyond merely labeling items; it involved employing engaging resources like weather maps and career graphs to draw students' focus toward written language. Incorporating everyday environmental prints such as newspapers or magazines could also yield benefits. Furthermore, placing flyers alongside cookbooks in play areas might inspire children to engage in imaginative activities that mimicked real-life reading experiences.

The main objective of this research was to investigate the presence of specific key elements, namely word walls, printed materials, and reading corners, on the appreciation of the Grade 3 learners. These elements were commonly associated with creating a print-rich classroom environment. By examining the key elements which were word walls, printed materials, and reading corners, the study aimed to provide valuable insights for educators, school administrators, and policymakers to enhance classroom environments and optimize learning outcomes for learners.

Based on Vygotsky's (1978) Theory of Social Constructivism, a More Knowledgeable Other could assist in closing the gap between a student's existing knowledge and the content being learned. Vygotsky (1986) emphasized the significance or importance of language in the development of cognitive thought, stating that strong language skills are necessary for full engagement in cognitive thought by pairing an English language learner with a More Knowledgeable Other during cooperative work and providing intentional guidance from a teacher to encourage interaction with vocabulary word wall, learning gaps related to vocabulary can be bridged. Therefore, the use of an interactive word wall that targeted vocabulary not only helped to bridge the gap between prior knowledge and new content but also enhanced learners' learning success. Constructivist theories of learning have garnered more and more interest in the realm of education because of their emphasis on engaging learners as active participants in their learning journey. Saleem (2021) stated that the social constructivism theory by Vygotsky has had a significant impact across various fields, particularly in the realm of learning. Children's comprehension was shaped by their interactive experiences with the physical world and their interpersonal exchanges, which revolved around a cultural, meaningful, and relevant reality. Furthermore, this theory was crucial in influencing learners' intellectual development and their perception of the surrounding environment. Additionally, it promoted active engagement and collaboration among learners, encouraging them to interact with various learning tools such as word walls and printed materials, ultimately enhancing their educational experience. This methodology proved especially beneficial for learners with special educational needs, as it catered to their unique requirements for a personalized learning experience. By adopting a constructivist approach, learners were empowered to learn at their pace and in a manner that aligned with their individual learning preferences.

This theory was relevant to the researcher's study, as each student brought a unique experience to the classroom and constructed their own learning pace with the sense of a print-rich classroom or environment. Learners with special education needs, especially those children who couldn't read and needed visualization like word walls and other visual aids inside the classroom to enhance their reading skills and develop their other skills, made significant progress in a constructivist learning environment. With the help of this methodology, learners could take ownership of their education and actively engage in the learning process with interactive word walls and other visual aids. As such, this method worked particularly well for learners who might have struggled with traditional school systems. Creating an inclusive classroom environment could be greatly aided by the integration of constructivist theories into educational theory. The integration of constructivist theories into educational theory greatly aided in creating an inclusive classroom environment, as it worked particularly well for learners who might have struggled with traditional school systems. This methodology allowed learners to take ownership of their education and actively engage in the learning process with interactive word walls and other visual aids, which helped them enhance their reading skills and develop their other skills. In the researcher's study, this theory was relevant, as each student brought a unique experience to the classroom and constructed their own learning pace with the sense of a print-rich classroom or environment. Learners with special education needs, especially those children who couldn't read and needed visualization like word walls and other visual aids inside the classroom, made significant progress in a constructivist learning environment.

1.1 Statement of the problem

The general problem of this study was: How could the relationship between the print-rich classroom and the sparse classroom, as well as the appreciation of the grade 3 learners, be determined? Specifically, the study aimed to find answers to the following questions:

1. How did learners appreciate the print-rich classroom and sparse classroom in terms of;

1.1 Printed materials

1.2 Word walls

1.3 Reading corner

2. Was there a significant difference in the level of appreciation of learners in print-rich and sparse classrooms?

1.2 Purpose of the study

The study aimed to examine the relationship between the appreciation of the grade 3 learners in print-rich classrooms, which comprised key components: printed materials, word walls, and reading elements. It also examined their appreciation of the sparse classrooms.

1.3 Research hypotheses

H0¹: There was no significant relationship between the presence of a print-rich classroom and the appreciation of the grade 3 learners.

H1¹: There was a significant relationship between the presence of the print-rich classroom in the appreciation of the grade 3 learners.

H0²: There was no significant relationship between the presence of a sparse classroom and the appreciation of the grade 3 learners.

H1²: There was a significant relationship between the presence of a sparse classroom and the appreciation of the grade 3 learners.

H0³: There was a significant difference between the appreciation of the learners who were in print-rich classrooms and sparse classrooms.

2.0 Methodology

2.1 Research Design, Population, and Sample

The researchers used a survey questionnaire as the main instrument for gathering data and measuring the responses of the Grade 3 learners in both print-rich classrooms and sparse classrooms. The survey questionnaire was researcher-made and formulated using researchers' thoughts and ideas taken from reputable materials such as books and journals related to the study. The survey questionnaire was translated into Filipino for the intended respondents of the study and it was validated by the 3 experts to ensure that it measured what it was supposed to measure. The survey questionnaire consisted of three (3) categories, such as word walls, reading corners, and printed materials. Each category was utilized to determine the learner's level of appreciation in a print-rich classroom and a sparse classroom. The study took place in a public elementary school in the Division of Bulacan during the School Year 2023-2024. This school was represented by the Grade 3 learners who were studying in the given school. The researchers concentrated on the Grade 3 learners as the respondents in Pulilan Central School, located in Pulilan, Bulacan. A total of thirteen (13) Grade 3 sections were present in Pulilan Central School, namely the SSES, Maple, Kamagong, Oak, Mahogany, Bamboo, Pine, Acacia, Ipil-Ipil, Yakal, Narra, Mangrove, and Birch; however, the researchers decided to include six (6) sections, which were Oak, Maple, SSES, Kamagong, Bamboo, and Mahogany, to have a total of one hundred sixty-six (166) learners as respondents. The researchers equally divided and categorized the sections according to their classrooms.

2.2 Research Instrument, Validity, and Reliability

The researchers used a survey questionnaire as the primary instrument for gathering data and measuring the responses of the Grade 3 learners in both print-rich classrooms and sparse classrooms. The survey questionnaire was created by the researchers and formulated using their thoughts and ideas taken from reputable materials such as books and journals related to the study. The survey questionnaire was translated into Filipino for the intended respondents of the study and it was validated by three experts to ensure that it measured what it was supposed to measure. The survey questionnaire consisted of three categories, such as word walls, reading corners, and printed materials. Each category was utilized to determine the learner's level of appreciation in a print-rich classroom and a sparse classroom. The researchers invested a significant amount of time, effort, and teamwork into creating their questionnaire to benefit their intended respondents. However, the survey protocols used to verify the participant's responses and questions from the survey were not pretested for content validity and reliability.

The four-point Likert Scale was used to analyze their responses.

Scale	Scale Percentage	Verbal Interpretation
4	3.51-4.50	Strongly Agree
3	2.51-3.50	Agree
2	1.51-2.50	Disagree
1	1.0-1.50	Strongly Disagree

2.3 Study treatment, Data Collection and Analysis

The study involved obtaining consent and permission from the school principal, communicating with grade 3 advisers, and collecting responses using a survey questionnaire. The researchers collected responses using a survey questionnaire, after allowing the participants to respond, and the questionnaire was collected pursuant to the adopted schedule. The information gathered from this research instrument is totaled and tallied for interpretation based on the frequency of items checked. To support the results, the researchers turn to secondary materials, such as research papers and articles that have already been published. Data collected from the survey questionnaire were treated using statistical treatment. Mean and standard deviation were utilized to describe the data collected from the respondents in terms of word walls, reading corners, and printed materials on the conduct of collaborative research. The researchers utilized a frequency distribution table to present the learner's profiles in terms of their sex and section. The data gathered from the respondents were interpreted through the following statistical techniques and procedures. The study utilized a T-Test to determine if there was a significant difference in the mean scores of the level of appreciation of the grade 3 learners in print-rich and sparse classrooms.

3.0 Result and Discussion

3.1 Appreciation of Grade 3 learners in Print-rich and Sparse Classroom in terms of Printed Materials, Word Walls, and Reading Corner

The table below demonstrated the evaluation of Grade 3 learners in print-rich classrooms concerning their perception of printed materials, word walls, and reading corners.

Table 1: Descriptive Evaluation of Print rich Classroom in terms of Printed Materials

Indicator	Mean	SD	Description
1. At the end of our activities, I want to see our finished activities as our design in our classroom.	3.71	0.65	Agree
2. Our classroom equipment has a label or name.	3.70	0.56	Agree
3. Inside of our classroom there is a task list, where my experience and learning can be seen.	3.59	0.61	Agree
4. Our classroom has pictures with instructions about what to do and not to do inside of our classroom.	3.71	0.57	Agree
5. All of our chairs and equipment are labeled with names.	3.02	0.95	Agree
Overall	3.55	0.67	Agree

Table 1 demonstrated the grade three learners' satisfaction with the printed materials in their classes. Everyone expressed their appreciation, meaning that they appreciated the print-rich setting. Indicators 1 and 4 obtained the highest scores of 3.71 each. This meant that learners enjoyed seeing finished projects and pictures with guidance in class. However, indicator 5, which involved identifying seats and equipment, earned the lowest rating of 3.02. Overall, the average satisfaction rating was 3.55, with a standard deviation of 0.67. It implied that grade 3 learners were generally comfortable having printed materials near them while learning. This result was supported by Chawla (2017), who stated that a print-rich classroom could assist these kids in accessing the general education curriculum. Furthermore, as stated in Fatt's (2022) study, the lack of a print-rich classroom limited the quantity of knowledge a child could absorb in class.

Table 2: Descriptive Evaluation of Print rich Classroom in terms of Word Walls

Indicator	Mean	SD	Description
1. I always see the record of words that stick on the wall of our classroom.	3.35	0.82	Agree
2. The vocabulary that sticks on the wall of our classroom is colorful.	3.47	0.72	Agree
3. The vocabulary that sticks on the wall of our classroom helps me to improve my reading.	3.52	0.72	Agree
4. The vocabulary that is attached to the wall of our classroom helps me to remember new words that I have learned easily.	3.37	0.73	Agree

5. The vocabulary that is attached to the wall of our classroom helps to make our learning effortless.	3.55	0.67	Agree
Overall	3.45	0.73	Agree

Table 2 depicted the grade 3 learners' satisfaction with word walls in print-rich classrooms. All participants agreed with the statements, reflecting a positive view towards word walls. Indicator 5 received the highest rating of 3.55, showcasing significant satisfaction. In contrast, indicator number one received the lowest grade, 3.35. The overall satisfaction score, encompassing all categories, was 3.45, with a standard deviation of 0.73, demonstrating that grade 3 learners regularly responded positively to the presence and usefulness of word walls in their learning environment. To corroborate this result, Karr (2019) reported that the utilization of interactive word walls is a beneficial strategy for supporting learners' recall of new vocabulary, which can then enhance their reading comprehension. Furthermore, Dynia et al. (2018) defined an effective physical literacy environment as incorporating books and literacy-related materials, writing supplies, a print-rich environment, and the usage of materials.

Table 3: Descriptive Evaluation of Print rich Classroom in terms of Reading Corners

Indicator	Mean	SD	Description
1. I am more capable of learning if there is a book that I can read while I am waiting for my class.	3.90	0.34	Agree
2. I enjoy reading books that fit me because there are a lot of categories that I can read.	3.69	0.56	Agree
3. I am learning to read because there are a lot of accessible books that I can use to read.	3.69	0.54	Agree
4. I am motivated to read because I see that there is a special place for books that I can read	3.70	0.68	Agree
5. I am happy because there is a place where I can read.	3.65	0.61	Agree
Overall	3.73	0.55	Agree

Table 3 displayed information concerning the satisfaction of grade 3 learners' reading corners in print-rich classrooms. Every participant agreed with the given statements. Indicator 1 received the highest rating of 3.90, indicating considerable satisfaction. In contrast, indicator number 5 obtained the lowest rating of 3.65. The data revealed that grade 3 learners achieved an average satisfaction rating of 3.73, with a standard deviation of 0.55, indicating uniform positive responses across all criteria. To support this result, Michalak (2023) emphasized that easily accessible print resources from classrooms and public libraries, classroom technology, classroom layout, student behavior, and school atmosphere all have a direct impact on successful literacy development. Additionally, Ibrahim et al. (2022) claimed that a print-rich educational environment is beneficial in supporting and encouraging pupils to enhance their reading abilities.

Table 4: Descriptive Evaluation of Sparse Classroom in terms of Printed Materials

Indicator	Mean	SD	Description
1. At the end of our activities, I want to see our finished activities as our design in our classroom.	1.96	1.18	Strongly Disagree
2. Our classroom equipment has a label or name.	1.49	0.92	Strongly Disagree
3. Inside of our classroom there is a task list, where my experience and learning can be seen.	1.60	0.91	Strongly Disagree
4. Our classroom has pictures with instructions about what to do and not to do inside of our classroom.	1.54	0.98	Strongly Disagree
5. All of our chairs and equipment are labeled with names.	2.07	1.28	Strongly Disagree
Overall	1.73	1.05	Strongly Disagree

The information presented in Table 4 outlined the dissatisfaction of grade 3 learners with printed materials in sparse classrooms. Every respondent indicated disagreement with the statements provided. The data showed that learners' appreciation of printed materials in the sparse classroom was low. Indicator 5 had the highest mean score (2.07), with a standard deviation of (1.28), out of all the indicators. Indicator 2 had the lowest mean score (1.49) with a standard deviation of (0.92). This indicated that learners were particularly dissatisfied with the absence of labels or names on school supplies and showed how strongly they disagreed with this idea. The table also indicated that grade 3 learners achieved an average satisfaction score of 1.73, with a standard deviation of 1.05, signifying consistent negative responses across all indicators. To support this result, Inuwa et al. (2022) corroborated that the print-rich classroom environment was sufficiently effective in assisting and motivating learners to develop their knowledge. According to Matoy (2021), the physical environment increased, and the academic achievement of the learners also increased. He also stated that environmental print was an affordable resource with a beneficial effect that could be utilized to improve emerging literacy abilities.

Table 5: Descriptive Evaluation of Sparse Classroom in terms of Word Walls

Indicator	Mean	SD	Description
1. I always see the record of words that stick on the wall of our classroom.	2.07	1.21	Disagree
2. The vocabulary that sticks on the wall of our classroom is colorful.	1.92	1.19	Strongly Disagree
3. The vocabulary that sticks on the wall of our classroom helps me to improve my reading.	2.30	1.32	Disagree
4. The vocabulary that is attached to the wall of our classroom helps me to remember new words that I have learned easily.	2.47	1.28	Disagree
5. The vocabulary that is attached to the wall of our classroom helps to make our learning effortless.	2.25	1.33	Disagree
Overall	2.20	1.27	Disagree

Table 5 presented information concerning the satisfaction of grade 3 learners with word walls in sparsely equipped classrooms. Every participant expressed disagreement with the provided statements. With a mean score of 2.47 and a standard deviation of 1.28, indication 4 had the highest mean score of all the indicators. Despite being in the "Disagree" category, this score indicated that, in comparison to the other indications, most of the learners were not satisfied with the absence of a word wall in their classroom. With a mean score of 1.92 and a standard deviation of 1.19, indication 2 had the lowest mean score, suggesting that learners especially disagreed with no 49 vocabulary's vibrant display on the classroom wall. The data revealed that grade 3 learners attained an average satisfaction rating of 2.20, with a standard deviation of 1.27, indicating consistent negative responses across all criteria. To support this result, Misrawati et al. (2020) mentioned that the word wall technique was an effective technique for teaching vocabulary and improving learners' academic performance. In addition, according to Pertiwi et al. (2022), a word wall was an attractive medium and had a good display of words. The use of word walls in vocabulary learning helped learners improve their vocabulary mastery because they found it easier to understand words and meanings.

Table 6: Descriptive Evaluation of Sparse Classroom in terms of Reading Corners

Indicator	Mean	SD	Description
1. I am more capable of learning if there is a book that I can read while I am waiting for my class.	1.53	0.99	Strongly Disagree
2. I enjoy reading books that fit me because there are a lot of categories that I can read.	1.69	1.00	Strongly Disagree
3. I am learning to read because there are a lot of accessible books that I can use to read.	1.90	1.14	Strongly Disagree
4. I am motivated to read because I see that there is a special place for books that I can read	1.88	1.12	Strongly Disagree
5. I am happy because there is a place where I can read.	2.00	1.23	Disagree

Overall **1.80** **1.10** **Strongly Disagree**

Table 6 presented data on the satisfaction of grade 3 learners with reading corners in sparse classrooms. Each participant indicated disagreement with the provided statements. The highest mean score, 2.00 with a 1.23 standard deviation, was categorized as "Disagree" and corresponded to the fifth indicator. The first indicator ("Strongly Disagree") had the lowest mean value, 1.53, with a standard deviation of 0.99. There was a general substantial disagreement with the absence of Reading Corner inside their classroom, as indicated by the overall mean value of 1.80, with a standard deviation of 1.10, demonstrating consistent negative responses across all criteria. These findings showed how important it was to have a lot of printed materials in classrooms to help learners appreciate them. It was supported by Ni'mah (2018), that reading corners in classrooms had a good effect on learners' academic performance, reading motivation, and vocabulary mastery. Also, Widyami et al. (2023) found that the presence of reading corners in schools can significantly improve learners' reading skills and liking to read. Reading corners played a crucial role in helping learners with schoolwork and finding information easily. Schools could increase children's interest in reading by engaging them in activities in the reading corner and encouraging them to find answers through reading.

Table 7: Summary of results in print-rich Classroom

Indicators	Ave Rating	SD	Description
1. Printed Materials	3.55	0.67	Agree
2. Word Walls	3.45	0.73	Agree
3. Reading Corner	3.73	0.55	Agree
OVERALL	3.58	0.65	Agree

Table 7 presented the summary of findings in the Print-rich Classroom. Each indicator, including "Printed Materials," "Word Walls," and "Reading Corner," was evaluated using average ratings and standard deviations (SD). Beginning with the specific indications, "Printed Materials" received an average rating of 3.55 with a standard deviation of 0.67, indicating that respondents or evaluators generally agreed on its efficacy or presence in the educational setting. Similarly, "Word Walls" received a slightly lower average rating of 3.45 with a somewhat higher standard deviation of 0.73, indicating a significantly wider range of opinions among respondents while remaining leaning toward agreement. Finally, the "Reading Corner" indication received the highest average rating of 3.73 with the lowest standard deviation of 0.55, indicating widespread agreement and confidence in its good influence or presence in the educational setting. The total evaluation, which included data from all indicators, provided an average rating of 3.58 with a standard deviation of 0.65. This showed that there was agreement on all evaluated areas of the school environment. Despite minor differences in standard deviations, the consistency of ratings across indicators suggested that learners had a shared sense of the overall quality or efficacy of the educational environment. To support this result, Duncanson, E. and Curry, M. (2020) claimed that creating a print-rich environment in the educational process was crucial because it incorporated all parts of communication, such as speaking, reading, and writing, into the instruction of every student. Furthermore, Rehman (2019) stated that a print-rich environment was intended to teach any learner; thus, you must talk, read, and write with them. It entailed gathering materials that aided in the development of language skills such as reading and writing, arranging classrooms to encourage reading, and training teachers on how to effectively educate children using literacy engagement tactics. Being able to read for oneself and having a print-rich environment were both essential for academic achievement.

Table 8: Summary of result in sparse Classroom

Indicators	Ave Rating	SD	Description
1. Printed Materials	1.73	1.05	Strongly Disagree
2. Word Walls	2.20	1.27	Disagree
3. Reading Corner	1.80	1.10	Strongly Disagree
OVERALL	1.91	1.14	Strongly Disagree

Table 8 presented the summary of results in the Sparse Classroom. Each indicator, including "Printed Materials," "Word Walls," and "Reading Corner," was evaluated using average ratings and standard deviations (SD). The average rating for "Printed Materials" was 1.73, indicating a notably low level of agreement among respondents or evaluators at that time. This grade was accompanied by a large standard deviation of 1.05, showing a wide variety of perspectives or disagreements about the presence and effectiveness of printed materials in the classroom. The description "Strongly Disagree" indicated the widespread negative attitude about this feature of the school environment. Similarly, the indicator "Word Walls" received a slightly higher average rating of 2.20 in the past, though it remained within the realm of disagreement, as evidenced by the descriptor "Disagree." The corresponding standard deviation of 1.27 indicated a wide range of opinions regarding the utility or adequacy of word walls in the classroom setting. Moving on to the "Reading Corner" indicator, respondents or evaluators were again strongly divided, as evidenced by the average rating of 1.80. The accompanying standard deviation of 1.10 demonstrated some variety in impressions but was consistent with the prevailing unfavorable emotion toward this part of the educational setting. The entire assessment, which included data from all factors, gave an average rating of 1.91 with a standard deviation of 1.14. This collective review highlighted a widespread consensus among respondents or evaluators who strongly disagreed with the effectiveness or suitability of the limited classroom environment at that time. To support this study, The Access Center (2023) mentioned that a literacy-rich environment benefits students by allowing them to interact with and observe adults interacting with print, which helps them develop an understanding of the rules, purposes, and functions of print. Furthermore, Kumar et al. (2024) stated that having a print-rich environment might be very beneficial to learners' reading comprehension skills.

3.2 The difference in the level of appreciation of learners in print-rich and sparse classrooms

The table below demonstrates the level of appreciation of the grade 3 learners in print-rich classrooms.

Table 9: The level of appreciation of learners in Print-rich and Sparse Classrooms

<i>t</i> -test difference between the level of appreciation of print-rich and sparse classroom				
Variables	t	Sig-value	Decision	Interpretation
Print-rich Classroom				
Sparse Classroom				
	-21.16	0.00	Reject Ho	There was a significant difference between the level of appreciation in print-rich and sparse classrooms.

Table 9 demonstrated that the t-test showed a preference among grade 3 learners for print-rich classrooms compared to sparse ones. The difference was significant, with a t-value of -21.16 and a p-value of 0.00, leading to the rejection of the null hypothesis. The data suggested a substantial difference between the two classroom contexts. It highlighted the role of the classroom environment in shaping students' attitudes towards learning. This study was supported by Qamar et al. (2018), who said that a conducive classroom environment aids both teachers in teaching effectively and learners in learning with ease and achieving better academic results. The utilization of appropriate available teaching and learning resources in classrooms enhances the learning outcomes of students. It has positive effects on improving learners' learning. Furthermore, as stated by Rashid (2023), well-planned classrooms improve academic performance, foster a positive learning environment, and promote participation, creativity, and collaborative projects.

4.0 Conclusion

In conclusion, the study's findings demonstrated that learners preferred classrooms with an abundance of print resources. This highlighted the crucial role well-equipped classrooms played in the teaching and learning process. Print-rich classrooms could enhance learners' reading abilities, critical thinking skills, and overall engagement with the learning process. Additionally, they had a substantial impact on learners' appreciation of the environment, with the presence of prints proving a beneficial method for motivating and aiding learners in their learning.

Educators were encouraged to prioritize the creation of inviting reading environments filled with a diverse selection of printed materials to enrich learners' exposure to print and educational experiences. This strategy fostered inclusive classrooms that accommodated various learning styles and backgrounds, ultimately resulting in increased student engagement and success. By nurturing inclusive environments, educators could ensure that every student felt valued and motivated to actively engage in their educational journey. Overall, incorporating elements such as printed materials, word walls, and reading corners in the classroom would have impacted the learners' environment, fostering a greater appreciation for print-rich materials. To provide a comprehensive understanding of the significant relationship between the learners' appreciation and the print-rich classroom, future research should incorporate teachers' viewpoints on its impact on learners, as they are the ones who facilitate and act as co-learners in the classroom.

4.1 Recommendation

Considering the current findings and conclusions, the following recommendations are proposed:

1. Equip classrooms with printed materials, word walls, and reading corners, invest in supplies, and create reading areas to promote engagement, learning success, and an engaging learning environment.
2. The learning environment should be furnished with materials that will facilitate learner engagement in the learning process, motivate them to be proactive in their learning, and delight them with the surroundings.
3. Utilize mixed-methods research methodologies to gather both quantitative data and qualitative insights into learners' experiences within print-rich classroom settings. Additionally, future researchers can implement experimental designs, such as randomized controlled trials, to establish causal connections between exposure to print-rich environments and learning success.

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Appendices







Republic of the Philippines
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 City of Malolos, Bulacan
COLLEGE OF EDUCATION







Pangalan (Opsyonal): _____ **Petsa:** _____

Baitang at Pangkat: _____ **Kasarian:** _____

Panuto: Basahin at unawaing mabuti ang isinasaad sa bawat pangungusap. Lagyan ng tsek (✓) ang hanay ng emosyon na pinakaangkop sa inyong nararamdaman.

-  - 4 lubos na sumasang-ayon
-  - 3 sumasang-ayon
-  - 2 hindi sumasang-ayon
-  - 1 lubos na hindi sumasang-ayon

Maraming Disenyo sa Silid-Aralan





Nakalimbag na materyales	4 	3 	2 	1 
1. Gusto kong makita sa silid-aralan o gawing dekorasyon ang mga natapos naming aktibidad.				
2. Ang aming mga kagamitan sa loob ng silid-aralan ay may label o pangalan.				
3. Sa loob ng aming silid-aralan ay mayroong talahanayan ng mga gawain kung saan makikita ang aking karanasan at natutunan.				
4. Makikita sa aming silid-aralan ang mga larawan na may panuto tungkol sa mga dapat at hindi dapat gawin sa loob ng paaralan.				
5. Lahat ng aming mga upuan at kagamitan ay may pangalan.				







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Mga salita at larawan sa dingding	4 	3 	2 	1 
1. Nakikita ko lagi ang mga salita na nakadikit sa dingding ng aming silid- aralan.				
2. Ang mga salita na nakadikit sa dingding ng aming silid-aralan ay nakatutulong sa aking pagbabasa.				
3. Ang mga salita na nakadikit sa dingding ng aming silid-aralan ay nakatutulong sa akin na maisulat ko nang tama ang baybay ng mga salita.				
4. Ang mga salita na nakadikit sa dingding ng aming silid-aralan ay nakatutulong upang madali kong natatandaan ang mga bagong salita.				
5. Ang mga salita na nakadikit sa dingding ng aming silid-aralan ay nakatutulong upang maging madali ang aming pag-aaral.				

Silid-Aklatan	4 	3 	2 	1 
1. Mas natututo akong magbasa kapag may mga libro na maaring basahin habang ako'y naghihintay magsimula ang klase.				
2. Ako ay nasisiyahan sa pagbabasa ng mga librong angkop sa akin dahil mayroong iba't ibang kategorya na maaaring basahin.				
3. Natututo akong magbasa dahil maraming libro na puwedeng basahin.				
4. Ako ay ginaganahan sa pagbabasa sapagkat nakikita ko sa tamang lugar ang mga librong maaari kong basahin.				
5. Ako ay natutuwa dahil mayroong lugar kung saan maaari akong magbasa.				



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COLLEGE OF EDUCATION

Pangalan (Opsyonal): _____ **Petsa:** _____

Baitang at Pangkat: _____ **Kasarian:** _____

Panuto: Basahin at unawaing mabuti ang isinasaad sa bawat pangungusap. Lagyan ng tsek (✓) ang hanay ng emosyon na pinakaangkop sa inyong nararamdaman.



- 4 lubos na sumasang-ayon



- 3 sumasang-ayon



- 2 hindi sumasang-ayon



- 1 lubos na hindi sumasang-ayon

Walang Disenyong Silid-Aralan





Nakalimbag na materyales	4	3	2	1
1. Ayos lamang kahit hindi ko makita sa silid-aralan o gawing dekorasyon ang mga natapos naming aktibidad.				
2. Ayos lamang kahit ang mga kagamitan sa loob ng silid-aralan ay walang label o pangalan.				
3. Ayos lamang kahit walang talahanayan ng mga gawain kung saan makikita ang aking karanasan at natutunan.				
4. Ayos lamang kahit hindi ko nakikita sa aming silid-aralan ang mga larawan na may panuto tungkol sa mga dapat at hindi dapat gawin sa loob ng paaralan.				
5. Ayos lamang kahit walang pangalan ang aming mga upuan at kagamitan.				







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Mga salita at larawan sa dingding	4 	3 	2 	1 
1. Ayos lamang kahit walang nakadikit na mga salita sa dingding ng aming silid- aralan.				
2. Nakakapagbasa ako nang mabuti kahit walang nakadikit na mga salita sa dingding ng aming silid-aralan.				
3. Naisusulat ko nang tama ang baybay ng mga salita kahit walang nakadikit na mga salita sa dingding ng aming silid-aralan.				
4. Natatandaan ko ang mga bagong salita kahit walang nakadikit na mga salita sa dingding ng aming silid-aralan.				
5. Nakakapag-aral pa rin ako nang mabuti kahit walang nakadikit na mga salita sa dingding ng aming silid-aralan.				

Silid-Aklatan	4 	3 	2 	1 
1. Natututo akong magbasa kahit wala akong librong binabasa.				
2. Ayos lamang kahit hindi ako nakababasa ng mga librong angkop sa akin.				
3. Natututo akong magbasa kahit hindi ako pumunta sa lugar kung saan maraming libro o mga babasahin.				
4. Ako ay ginaganahan sa pagbabasa kahit walang nakikitang mga libro na maaaring basahin.				
5. Ayos lamang kahit walang lugar kung saan ako maaaring magbasa.				