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CLASSROOM AESTHETIC AND STUDENT OUTCOMES: IMPACTS ON WELL-BEING AND ACADEMIC PERFORMANCE IN MALAYSIAN HIGHER EDUCATION INSTITUTIONS

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ABSTRACT

The physical and aesthetic design qualities of classrooms significantly influence students' psychological well-being, motivation, and academic performance. While international research consistently demonstrates that spatial layout, lighting, colour schemes, and ergonomic furniture influence learning outcomes, limited studies have contextualised these findings within Malaysian public institutions. This paper examines the relationship between classroom aesthetics and student experiences at Universiti Teknologi MARA (UiTM) Shah Alam. A qualitative approach was adopted, employing semi-structured interviews with 60 students across four faculties. Data were analysed thematically to capture perceptions of how the classroom environment affects concentration, engagement, and emotional well-being. Findings indicate that classroom aesthetics play a pivotal role in enhancing students' concentration, motivation, and emotional state, where 75% of participants highlighting the positive influence of well-lit, ventilated, and ergonomically furnished spaces. The study underscores how thoughtful classroom design acts not only as a physical attribute but also as a psychological enabler student well-being and improves learning outcomes. These findings bridge current realities with forward-looking design imperatives, offering evidence-based guidance for higher education facilities planning in Malaysia.

Keywords: classroom aesthetics, learning environment, student well-being, higher education

1.0 INTRODUCTION

The classroom environment profoundly influences on students' psychological well-being and academic achievement. Beyond curriculum and pedagogy, aesthetics and physical conditions of learning spaces, including lighting, furniture, and spatial arrangement may contribute to student engagement, motivation, and mental health. Research on context-specific public universities is scarce, despite growing awareness that poorly designed spaces may lead to fatigue, disengagement, and reduced motivation (Othman et al., 2022). This raises a crucial question: do existing classroom conditions in local universities align with contemporary students' needs and global best practices?

At Universiti teknologi MARA (UiTM) Shah Alam, classrooms serve thousands of students across diverse faculties. However, concerns regarding outdated furniture, inadequate lighting, and inflexible layouts persist. While many students perceive their learning environments as acceptable, others find them lacking in comfort and adaptability. Such disparities suggest that classroom aesthetics are not merely visual attributes but integral components influencing psychological well-being, motivation, and academic performance. This study therefore addresses the gap by examining the relationship between classroom aesthetics and student well-being at UiTM Shah Alam.

2.0 LITERATURE REVIEW

Classroom environment impacts both academic outcomes and psychological health. Previous studies consistently prove that design elements such as spatial arrangement, lighting, colour, furniture, sustainability, and technology integration have measurable impacts on student well-being and academic performance. (Wang & Degol, 2016).

The classroom environment has been conceptualised as a 'silent curriculum' that shapes student experiences through its physical and aesthetic qualities. Studies consistently prove that effective classroom design fosters concentration, reduces stress, and enhances academic outcomes. Barrett et al. (2013), in their large-scale 'Clever Classrooms' project, quantified that up to 16% of learning progress affected directly to physical classroom design factors. Despite such evidence, the contextualisation of these findings in Malaysian higher education remains limited, thus motivating the present research.

2.1 Spatial Arrangement and Learning Flexibility

The Spatial arrangement of classroom spaces has a direct impact on learning styles, collaboration, and participation. Traditional fixed rows of desks limit interaction, in contrast, flexible arrangements encourage communication, group work, and inclusivity (Fardlillah & Suryono, 2019; Castilla et al., 2017). Effective spatial design reduces barriers between students and teachers, fostering openness and engagement. Evidence from Active Learning Classrooms (ACLs) shows significant increases in participation and deeper conceptual understanding compared to traditional lecture halls (Peng et al., 2022).

The atmosphere of a classroom is influenced by its physical structure. Research in higher education has shown that open-plan and modular layouts promote a sense of belonging and active participation (Jamieson et al., 2000). A thoughtfully designed classroom guarantees that students have enough space to walk and take part in other activities without interruptions. Flexible layouts make it easy to rearrange furniture, while being particularly useful because they can be used by a wide variety of teaching techniques and learning styles. As stated by Fardlillah & Suryono, (2019) and Castilla et al., (2017), flexible seating arrangements facilitate collaboration or concentration during group discussions, individual sessions, and interactive activities.

The impact of spatial design goes beyond movement; it signals pedagogical intent. Environments designed for interaction empower students to co-create learning, while rigid structures reinforce hierarchical teacher-centred models (Jamieson et al., 2000). Thus, spatial functionality can be considered both a practical and symbolic element of learning. Furthermore, effective spatial design can reduce physical and psychological barriers between students and teachers, resulting in a more inclusive and engaging environment.

2.2 Lighting and Colour

Lighting and colour significantly affect attention, mood, and cognitive performance. Natural light has long been associated with improved concentration and reduced fatigue. Llinares et al. (2021) proved that higher illuminance levels improved attention and reduced error rates, while memory tasks performed better under lower levels. Added to this, natural light has been shown to improve learning abilities and keep young people energised throughout the day.

Adjustable lighting schemes thus allow classrooms to adapt to specific tasks. The aesthetic aspects and the physical environment of classrooms lighting and colour, have a major effect on students' memory retention, comfort, and general well-being. Several studies have investigated aspects of lighting such as correlated colour temperature, illuminance levels, and naturally and artificially lit conditions to improve educational settings. Colour affects emotional response and engagement. It complements lighting by influencing emotional responses. Warm colours such as yellow and orange stimulate energy, while cool shades such as blue and green promote calmness and focus (Cheryan et al., 2014; Liu et al., 2020). When harmonised, lighting and colour schemes can be tailored to balance stimulation and relaxation in classrooms, optimising both creativity and focus.

The Correlated Colour Temperature (CCT) also matters (Figure 1), with cooler lighting (6500K), providing a cooler and bluish tint, improving attention and memory (Llinares et al., 2021). Similarly, Castilla et al. (2017) emphasise the role of adaptable artificial lighting to support varied tasks such as group discussions or multimedia activities.

These results show the possibility of implementing adjustable lighting arrangements proper for different classroom activities to ensure that students can focus and learn best.

Fig. 1: *Demystifying Correlated Colour Temperature (CCT) in LED Lighting* (Source: *Ener-J (2023)*

2.3 Furniture and Equipment

Furniture impacts posture, comfort, and engagement. Ergonomic seating reduces fatigue, improving attention and academic outcomes (Kepez & Üst, 2024). Movable and modular furniture supports diverse teaching methods, enabling classrooms to transition between lecture, group work, and hands-on activities. Furniture designed thoughtfully upholds body health and raises cognitive ability through an environment conducive to attention and learning (Fardlillah & Suryono, 2019).

Activities that involve hands-on work or presentations require spaces that encourage movement and interaction. This flexibility helps make classrooms lively and capable of meeting diverse learning styles and teaching methods. In addition to seating and tables, such things as shelves, cabinets, and cubbies are vital components of a functional classroom for the storage of learning materials. Kepez & Üst (2024) proved that classrooms with modular tables and movable chairs fostered higher participation and collaboration. Students reported a sense of ownership of their spaces, which improved both motivation and social interaction. Ergonomically designed chairs and appropriately sized desks also reduced discomfort and promoted longer periods of focus. Conversely, poorly designed furniture contributed to back pain, distraction, and reduced attention spans.

Adding collaborative equipment like interactive smart boards, charging points, and digital displays can enhance the learning environment. According to Kepez & Üst, (2024), providing classrooms with these types of tools allows students to use blended and technology-intensive learning and helps them to deal with the materials more interactively. When integrated with flexible furniture, these technologies promote blended learning and collaborative pedagogy.

2.4 Sustainability Design and Environmental Quality

Sustainability in classroom design has gained global prominence. Green building strategies, such as energy-efficient lighting, natural ventilation, and eco-friendly materials, improve health while reducing ecological footprints. Classrooms built with sustainability improve students' health, encourage environmental consciousness, and align with international movements to address climate change (Tanner, 2013).

In addition, highly interactive hands-on educational opportunities occurred in classrooms with obvious eco-friendly elements, including energy-efficient equipment, green walls, or rainwater harvesting systems. These aspects cultivate environmental values in students and motivate them to embrace responsible practices. Students who are exposed to sustainable practices in their environments are more likely to grow up to be a person who understands the importance of taking care of things and have a keen sense of responsibility.

Malaysia's Putra Future Classroom, for instance, emphasises sustainable design with natural lighting, automated ventilation, and environmentally friendly finishes (M.K., 2022). Such classrooms also function as educational tools, reinforcing environmental values in students. Exposure to green design principles can cultivate lifelong sustainable behaviour (Tanner, 2013). These characteristics have been proven to help students' health and focus by lowering energy use and improving air quality. Another useful feature is automated controls, which are smart systems such as temperature and lighting controls that adjust conditions according to occupancy and time of day (M. K., 2022).

Sustainability extends beyond physical comfort: integration of greenery, recycled materials, and renewable energy systems cultivates a sense of ecological responsibility. M.K. (2022) argues that such designs can simultaneously enhance academic performance and instill environmental stewardship among students.

2.5 Technology Integration in Classroom Design

The 21st-century classroom increasingly incorporates digital technologies. Interactive whiteboards, VR/AR tools, and learning management systems extend the possibilities of active and blended learning (Strelan et al., 2020). Al-Sindi (2023) reported that technology-enabled classrooms enhance participation and support flipped classroom models, whereby students learn theoretical content at home and apply knowledge through collaborative tasks in class. Importantly, technology must align with spatial and ergonomic design to achieve its full impact.

Modern teaching techniques, such as flexible or flipped classrooms, further strengthen the impact of classroom design on learning. Flipped classrooms shift traditional instruction by allowing students to study new material outside of class and engage in discussions and problem-solving during class time. Strelan et al. (2020) conducted a meta-analysis that showed flipped classrooms lead to improved outcomes across multiple disciplines and educational levels. The approach supports active learning, deeper understanding, and stronger engagement from students. By designing classroom spaces that accommodate collaborative learning and critical thinking, educators can maximise the effectiveness of flipped and flexible models. Such integration shows the importance of pairing innovative teaching practices with supportive physical environments.

The classroom design becomes more efficient when technology and physical elements are thoughtfully integrated. Zhang et al. (2021) noted that blended classrooms incorporating flexible seating, proper lighting, and advanced technology create dynamic and creative learning environments. These features not only help students feel comfortable but also encourage participation and collaboration. Environmental conditions such as air quality, temperature, and illumination also play critical roles. Brink et al. (2024) found that the best indoor environments improve the cognitive functioning and performance of both students and teachers, while poor conditions can cause fatigue and lower productivity. Therefore, classroom design strongly influences academic success by combining effective layouts, innovative teaching, aesthetic appeal, and environmental quality. Institutions must intentionally embrace thoughtful design to foster engagement, creativity, and long-term achievement.

3.0 METHODOLOGY

The study used a qualitative approach, employing semi-structured interviews to collect in-depth data from students across various faculties. The study investigates the meanings students attach to classroom design features, thereby uncovering the nuanced ways in which lighting, furniture, colour, ventilation, and spatial arrangement shape concentration, engagement, and comfort.

This research was conducted at Universiti Teknologi MARA (UiTM) Shah Alam, one of Malaysia's largest public universities. Participating students were from four faculties representing diverse disciplinary contexts: Built Environment, Engineering, Law, and Computer and Mathematical Sciences. A purposive sampling strategy was employed to recruit participants who extensively use UiTM classrooms and could provide informed perspectives on their design and functionality. Interviews were scheduled based on participant availability to promote comfort and openness. A total of 60 students took part, with balanced representation across the four faculties. Recruitment was carried out via online platforms such as WhatsApp and email. While the sample size was modest, it was considered sufficient for thematic saturation (Guest et al., 2006).

Table 1: Demographic, Faculty Representation

Faculty	Number of Students
College Of Built Environment	15
College of Engineering	15
Faculty of Law	15
Faculty of Computer and Mathematical Sciences	15
Total	**60**

Data collection was using semi-structured interviews, which allowed participants to describe their experiences in depth while providing flexibility to probe further. The interview guide focused on key classroom aesthetic elements identified in the literature review: lighting and colour, furniture ergonomics, spatial layout, ventilation and thermal comfort, and integration of technology. Each interview lasted between 30 and 45 minutes with face-to-face or online, depending on participant availability. Interviews were audio-recorded with consent and later transcribed verbatim. Anonymity and confidentiality were guaranteed, and participation was voluntary. This process was bound under Ethical approval from UiTM.

Data were analysed using Braun and Clarke's (2006) thematic analysis framework: familiarisation, coding, theme development, refinement, definition, and reporting (Figure 2). Rigour was enhanced through triangulation across faculties, member checking, peer debriefing, and audit trails.

While this qualitative design provided rich insights, several limitations must be acknowledged. The reliance on self-reported data introduces potential response bias, as participants may portray views that they consider socially desirable. The sample, though diverse, was limited to one university, which restricts generalisability to other Malaysian institutions. Finally, time and resource constraints precluded mixed-methods triangulation with quantitative measures such as environmental performance data (e.g., lux levels, CO_2 concentration). Future research could integrate such measures to enhance validity.

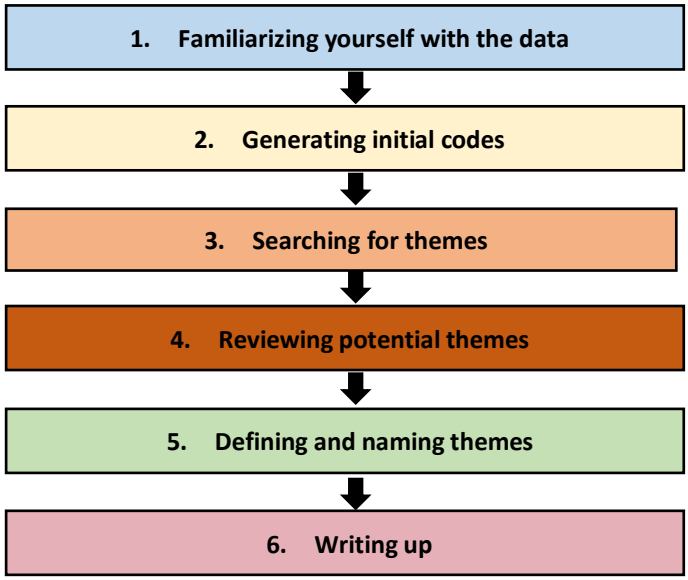

Figure 2: Steps of Thematic Analysis (Braun & Clarke, 2006)

4.0 RESULTS

This section expands these findings from semi-structured interviews with 60 students across four faculties at UiTM Shah Alam. Results are organised into three themes aligned with the study objectives: (1) Psychological Well-being, (2) Motivation and Engagement, and (3) Improvement Suggestions. Selected quotations illustrate key patterns, while percentages and simplified tables provide clarity. The following subsections expand on these findings.

4.1 Impact of classroom aesthetics on students' psychological well-being

The findings from Table 2 show that classroom design and physical conditions strongly influence students' well-being, focus, and academic performance. Students' perceptions of classroom aesthetics strongly influenced their psychological comfort and well-being. Many respondents (57%) expressed overall satisfaction with classroom conditions, citing sufficient lighting, ventilation, and basic furniture. However, a notable part (28%) described conditions as merely 'acceptable' or 'neutral,' while another 15% expressed dissatisfaction, particularly highlighting outdated furniture, inconsistent air-conditioning, and lack of cleanliness.

Table 2: Student Satisfaction with Classroom Conditions (n=60)

Response	Frequency	Percentage
Satisfied	34	57%
Neutral/Acceptable	17	28%
Dissatisfied	9	15%

Lighting appeared as the most often cited factor influencing concentration and alertness. In Table 3, 53 students (88.3%) reported that proper lighting keeps them alert and concentrated, while 7 students (11.7%) said lighting had no effect, showing that most learners depend on good lighting. Students also expressed that classrooms with good daylight exposure enhanced their mood, while dim or uneven lighting made them feel lethargic.

Table 3: Lighting and Concentration (n=60)

Lighting Effect	Frequency	Percentage
Affects concentration	53	88%
No effect reported	7	12%

"I need proper lighting to stay focused—if the light is too dim, I feel sleepy." (Participant, Faculty of Law)

"Lighting really affects concentration. Every classroom should have sufficient light for us to focus better." (Participant, Faculty of Engineering)

Ventilation and cleanliness also influenced comfort. Although most classrooms were described as 'generally acceptable,' students expressed discomfort in poorly ventilated or stuffy rooms. Participants from the Faculty of Built Environment, in particular, displayed heightened awareness of environmental design, noting the link between ventilation, air quality, and alertness. Such responses demonstrate that beyond functional adequacy, the psychological well-being of students is shaped by subtle elements of classroom maintenance and environmental quality.

Table 4 presents students' perceptions of how classroom environmental conditions influence their stress levels, emotional well-being, and overall comfort during learning sessions. The findings indicate that environmental discomfort was the most dominant concern, reported by 29 students (48.3%) who experienced a classroom with broken furniture or noise, followed by the influence of physical classroom conditions on mood and mental state, 25 students (41.7%). A smaller proportion of students expressed neutral perceptions (6.7%), while only a minimal number highlighted the role of visual aesthetics in enhancing comfort (3.3%). Overall, between 90% and 95% of students agreed that lighting, cleanliness, and aesthetics affect their comfort and focus. These results confirm that classroom conditions directly impact students' stress levels, concentration, and engagement. A pleasant and well-maintained classroom not only supports psychological well-being but also enhances motivation to learn. This result shows the importance of investing in classroom design as part of improving educational quality.

Table 4: Classroom Environment and Its Role in Student Comfort

Q10 Themes	Answers Quotations	Count of Q10 Themes
Environmental discomfort	"Broken chair or table makes me stress. Loud noise from the chair will disturb my concentration in class."	29
	"Lighting, seating arrangements, noise levels, and even temperature can influence how focused and relaxed I feel."	
	"When the classroom is Too crowded with students, it affects my anxiety"	
Physical condition impact mood or mental state	"By having a well construct ed and tidy environment it could influence the stress and peace level of while having a class."	25
	"If the room is clean and has comfortable chairs and tables, I feel more relaxed and focused."	
	"The environment of the class influences my overall mood. A comfortable class helps me feel calm and focused."	
Neutral	"I have no comment on this, because so far, I'm okay in my classroom"	4
	"It doesn't influence my stress, anxiety and comfort."	
	"The class is comfortable enough to conduct lecture thus making me to become more motivated"	
Visual appeal creates positive feeling	"If it more aesthetic surely will be more comfortable."	2
	"Its poor condition makes me feel less studying"	
Total		60

Figures 3 and 4 show images taken from one of the classes at the College of Built Environment. The classroom has proper lighting, ventilation and it is equipped with a projector. However, there are a few flaws which are, air conditioner is still an older version and some of the furniture has been broken.

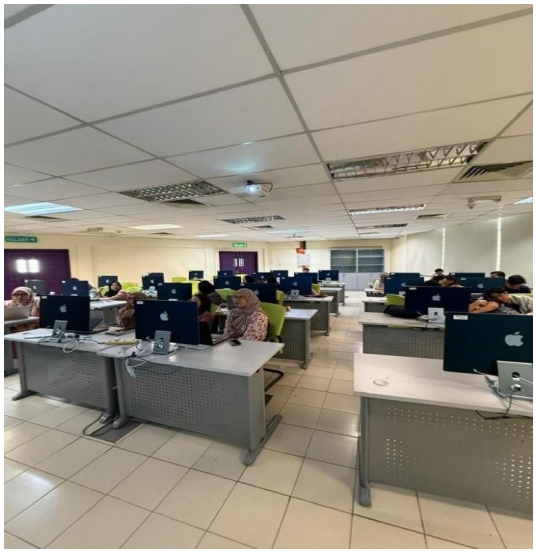

Figure 3: Computer Lab at Faculty of Computer and Mathematical Science

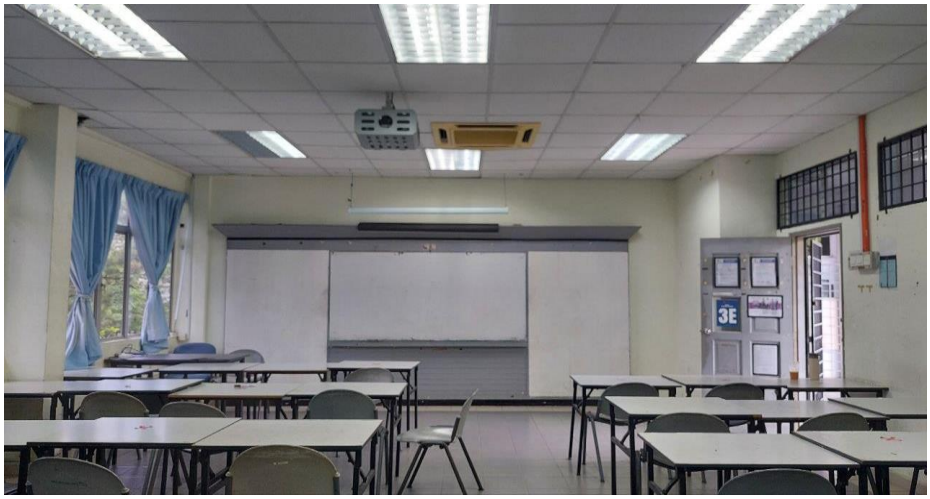

Figure 4: Classroom at Block C, Faculty of Built Environment

4.2 The relationship between classroom aesthetics and students' motivation and engagement

Motivation and engagement were influenced by classroom furniture and overall aesthetics. Students consistently reported that fixed or heavy desks limited flexibility, making group work challenging and reducing classroom dynamism. Ergonomic discomfort was a recurring issue, with chairs described as unsupportive for long lectures. This physical discomfort was linked to reduced concentration, fatigue, and lowered motivation (Table 5).

Table 5: Furniture and Comfort (n=60)

Response	Frequency	Percentage
Comfortable	22	37%
Neutral/Acceptable	18	30%
Uncomfortable	20	33%

"The chairs are uncomfortable, especially for long lectures—it makes it hard to stay focused." (Participant, Faculty of Built Environment)

"Group discussions are always difficult because the tables are heavy and fixed." (Participant, Faculty of Computer and Mathematical Sciences)

Conversely, students appreciated classrooms that offered movable, modular furniture. Such layouts gave them greater ownership of their learning space and supported interactive and collaborative activities. Several participants noted that flexible layouts signalled a more modern, student-centred approach to teaching.

Table 6 shows the data analysis of the question where it is related to the classroom environment affecting students' mood, focus, and engagement. A majority which is a considerable number of students said that their classroom environment positively influences their mood, focus, and engagement. Many described entering a calm, properly lighted, and organised classroom, at once making them feel more focused and ready to engage in a learning environment. They answered that when the space is neat and inviting, it is easier to concentrate and join in classroom discussions.

Table 6: How Classroom Environment Affects Students' Mood and Engagement

Q8 Themes	Answers Quotations	Count of Q8 Themes
Positive environment improves focus and engagement	"A good environment does effect student mood and focus, for example when the class is in a positive vibe and relax environment students will feel more at ease to study"	53
	"Classroom environment can really affect my mood, focus and engagement."	
	"Definitely. The better the environment, the better I can focus and stay engaged"	
	"For me I prefer a positive environment, I don't really like loud and crowd environment, it disturbs my mood"	
	"I prefer a positive environment"	
Environment has minimal effect	"For me it depends, I don't really feel the need to have good classroom environment, if I am too focus on study I easily forget about the environment"	7
	"Not really, I can still focus even the class is not aesthetics enough"	
	"Sometimes, it has to depend on the situation"	
Total		60

On classroom design, 35 students (58.3%) were satisfied and confirmed that well-maintained and aesthetically pleasing classrooms not only reduce stress but also improve motivation, engagement, and academic performance. This finding highlights the importance of investing in classroom design to support students' psychological well-being and learning outcomes. Table 7 below shows the answer from the students regarding aesthetic elements affecting their motivation.

Table 7: Student Perceptions of Aesthetic Elements

Theme	Illustrative Feedback
Colour & ambience	"Bright walls help me feel more energetic."
Spaciousness & flexibility	"Flexible layouts encourage group activities."
Cleanliness & order	"A tidy space keeps me more focused."

The "Engagement" Theme also varied across faculties. Built Environment students reported the strongest link between classroom design and motivation, often providing detailed observations of spatial arrangements and colour use. Law students, by contrast, emphasised the importance of lighting and quietness for concentration. Computer and Mathematical Sciences students appeared more tolerant of environmental shortcomings, citing reliance on digital devices as a compensatory factor.

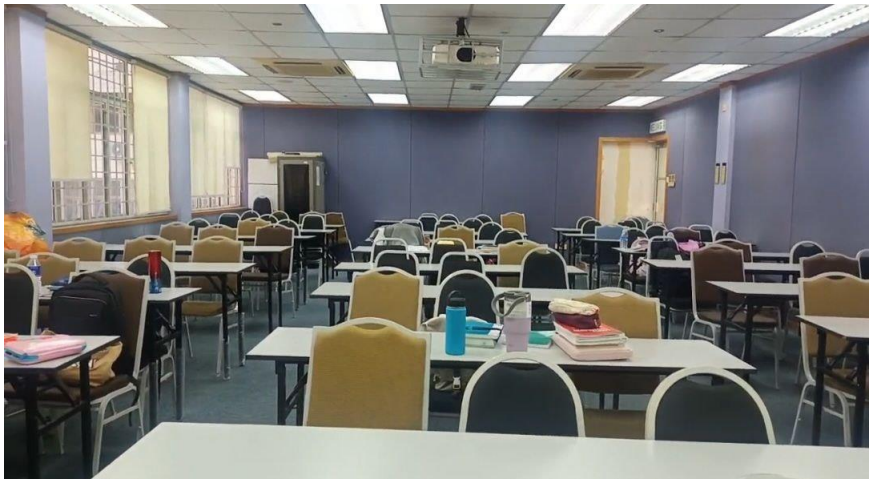

Figure 5: Classroom in Faculty of Law

Figure 5 shows the classroom at the Faculty of Law in UiTM Shah Alam. The classroom is fully packed, and the seats or chairs are not the same. The sitting arrangement also shows that the classroom was sometimes too crowded.

Figure 6: Classroom at the Faculty of Engineering

Figure 6 is an image of one of the classrooms at the College of Engineering. The classroom has limited space; however, it is equipped with a television, air conditioning, and a fan to keep a suitable temperature during learning.

4.3 The solutions for improving classroom environments to better support student learning performance.

When asked to suggest improvements, students offered a wide range of practical recommendations that clustered around three key areas: technology integration, furniture upgrades, and environmental quality (Table 8). These suggestions highlight the gap between current classroom conditions, and the immersive, flexible environments students envision.

Table 8: Student Recommendations for Future Classroom Design

Improvement Area	Key Suggestions	Frequency
Technology	Smart boards, charging points, Wi-Fi	42
Furniture	Ergonomic, movable, modular	39
Environment	Better lighting, ventilation, AC	36

Illustrative quotes further underscored these concerns: "Technology is essential—we still rely too much on personal laptops."

"Group work is difficult with fixed heavy tables."
"Some rooms are stuffy and not well ventilated."

Table 9: Technology Resources Impact on Students' Learning

Q7 Themes	Answers Quotations	Count of Q7 Themes
Technology enhances learning experience	"Adding advanced technology can attract more student to be motivated in studying"	49
	"Adding technology can motivate student, in my opinion I like having all the new technology like LCD or a better control system for classroom temperature, these technologies make student life easier"	
	"By using technology, I think it enhance student interest more, this is because student like something new and something interesting."	
Technology is necessary	"In a world where technology is used everyday, for me this is really important for students learning experience"	8
Neutral views on technology	"So far, I have been studying less with gadget, I get distracted easily but I also use kinda agree with having technology in class"	3
	"This depends; I can still study in a traditionally design classroom without any technology but having charging port might be better for certain student that uses gadgets."	
	"I love using gadget and technologies, but adding these technologies sometimes has their flaws, for example setting up projector might take time or if it has technical issue the class can b delayed, and for adding charging point, some students might get distracted easily when using their phones. So, i prefer a traditional classroom"	
Total		60

Table 9 shows that most students consider technology an essential part of their learning environment, with 49 out of 60 students (81.7%) reporting that it enhances their learning. They explained that reliable projectors, proper temperature control, and sufficient charging points help make lessons more engaging and reduce stress caused by technical issues. These results highlight that classroom design, including technology, influences students' well-being and concentration. Ensuring that tools are user-friendly, regularly maintained, and smoothly integrated into teaching can prevent disruptions that hinder learning.

5.0 DISCUSSIONS

This section provides a summary of the main finding's based on each research objective. This findings conclusion is based on interviews of 60 students in UiTM Shah Alam, with 15 students from each of the four different faculties each.

Classroom aesthetics significantly affect students' psychological well-being and overall well-being.

Based on the interview, most students reported that the physical appearance and condition of their classroom clearly affected how they felt and their emotions. Well- maintained, sufficient proper lighting and an organised classroom helped reduce stress and made students feel more at ease or feel more comfortable. Meanwhile, poor lighting or a not properly organised classroom made some students feel tired and anxious. This means that simple improvements in the classroom environment can really help students improve their comfort and mental preparation during learning classes.

The relationship between classroom aesthetics and students' motivation and engagement.

Many students from the interviews answered that a neat, organised, and visually pleasant classroom makes them feel more motivated and helps them stay focused. Influential factors like; comfortable chairs or furniture, sufficient space, and proper wall paint colours had a positive impact on students' mood and willingness to take part in class. While a few students answered that they could focus anywhere and it does not really affect them, the majority clearly valued a good learning atmosphere.

Classroom environments to better support student learning performance.

From the interviews, students gave several helpful suggestions and ideas. This includes fixing or upgrading old furniture, improving lighting and ventilation, and adding more aesthetic elements in the classroom. For example, add arts, wall arts, or plants to make the classroom livelier. Moreover, many students also highlighted how important it is to have technology in class. These technologies are achieved by having more advanced projectors, adding charging points, as it makes lessons more engaging. This is because all students use gadgets, and having more charging ports or points is particularly important. Based on the class schedule, some courses have classes from morning until late in the evening, so it is important to add more charging points. These ideas show that students are aware of what helps them learn better and feel more comfortable in class.

6.0 CONCLUSION

Classroom aesthetics and physical conditions at UiTM Shah Alam affect students' psychological and academic outcomes. The key improvements of classroom aesthetics such as improving lighting, upgrading old furniture, and efficient ventilation should be prioritised. This study contributes practical recommendations for creating supportive and effective learning spaces.

Findings confirm that classroom aesthetics significantly influence well-being and academic performance. Differences across faculties suggest inequities in facilities. Improvements in ventilation, ergonomic furniture, and sustainable design could enhance overall learning experiences.

In summary, these data analyses show that physical environments influence students' psychological well-being, motivation, and student engagement. The data suggests that most students in each of the four faculties acknowledged a clean, comfortable, and visually pleasant learning environment that can give benefits to their ability to concentrate, reduce stress, and improve motivation. For students, the most notable factors that had a positive effect on their experience were good lighting, comfortable furniture, adequate air circulation, and the general tidiness and organisation of classroom space. Although most students were positive, a significant minority noted issues such as, furniture being out of date, not well kept, or lacking aesthetically pleasing appeal. Overall, the data suggests that improving the classroom environment both aesthetically and physically will have a direct effect on learning outcomes and students' well-being at UiTM Shah Alam.

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