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OCTOBER 2026

NEW YORK, USA





THE IMPACT OF LEARNING ENVIRONMENT DESIGN ON STUDENTS' PSYCHOLOGICAL WELL-BEING AND LEARNING ENGAGEMENT

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<https://doi.org/10.5281/zenodo.23264157>

Abstract. This paper examines the design of the learning environment as a factor influencing students' psychological well-being and learning engagement. The learning environment is considered not merely a physical space, but a combination of conditions that affect students' ability to concentrate, emotional comfort, motivation, and interaction with others. The paper analyses the importance of spatial organisation, lighting, acoustic conditions, furniture arrangement, visual design, and functional zoning in the effective organisation of learning activities.

Keywords: learning environment, design, psychological comfort, attention, motivation, learning engagement, educational space.

Introduction. In modern education, a variety of methods are used, including individual work, pair work, group activities, discussions, practical tasks, and project-based learning. Therefore, the appropriate organisation of educational space is one of the important conditions for effective learning. The design of the learning environment should not be limited to the appearance of a classroom; it should also help create psychologically comfortable conditions for students.

Main body. The organisation of the learning environment may influence students' emotional state, concentration, motivation to learn, and interaction with others. A comfortable and functional space can reduce external distractions and help students focus on the task at hand.

The organisation of educational space is an important factor. Depending on the content and objectives of a lesson, the ability to rearrange work areas creates conditions for effective individual, pair, and group activities. During individual work, it is important to support concentration and minimise distractions, whereas group activities require



sufficient space and opportunities for communication and collaboration. In this respect, the flexibility of educational space is significant not only functionally but also psychologically.

Lighting and acoustic conditions are directly related to the comfortable perception of learning materials. Adequate and well-designed lighting supports visual comfort and helps maintain attention. Appropriate acoustic conditions make it possible to hear the teacher clearly and organise communication among students effectively.

Furniture and its arrangement should also be evaluated from a pedagogical perspective. Ergonomically designed workspaces reduce physical strain, while movable furniture helps facilitate individual, pair, and group activities. Thus, furniture is not merely a material element of the environment; it can also serve as a means of organising collaboration during the learning process.

The visual organisation of the learning space is also important. Order in the classroom, the balanced placement of informational and decorative elements, harmonious colours, and the avoidance of excessive visual stimulation can help create a calm and orderly environment. These are important conditions for sustaining attention and emotional stability.

Thus, the design of the learning environment affects students primarily by creating conditions that support psychological comfort, concentration, independence, and collaboration. Research suggests that classroom characteristics may be associated with students' educational development [1]. Approaches to the design of modern learning environments also emphasise the adaptability of educational spaces to different forms of learning activity [2; 3].

Conclusion. The design of the learning environment can be regarded as an important pedagogical resource that influences students' psychological well-being and learning engagement. The key consideration is not simply the presence of particular design elements, but how well they correspond to educational objectives and students' psychological needs.



The organisation of educational space, lighting, acoustics, ergonomic furniture, and the visual environment should support students' concentration, emotional comfort, communication, and active participation in the learning process. Therefore, when educational institutions are designed or modernised, it is necessary to consider not only functional and aesthetic aspects but also the psychological and pedagogical effects of the learning environment.

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