

Teacher Or Learner Classroom Change In Schools. What Triggers Institutional Performance? A Case Of Limpopo Province Primary Schools

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Abstract

The paper reports on teachers and learners viewpoints regarding changing of classrooms during teaching and learning in the primary schools. The study was conducted in the Potgietersrus circuit, Limpopo province South Africa. Changing of classroom process is observed in the intermediate and senior phases purposefully to access resources, for physical space and to receive different learning activities. The changing of classrooms is blamed for causing confusion, disruption during rotation, loss of familiarity in the school to the learners and to the teachers as well. Drawing of Vigotsky 's active learning theory that suggest that learning and teaching should be child-centred, we proposed to put attention on how classroom changing should be implemented and who is more suitable to change classrooms .The study employed a qualitative approach with a descriptive case study design. Data was collected through interviews with fifteen participants from three primary schools in the Waterberg district. Data was analysed through thematic analysis. The findings included that the most preferable candidates to change classrooms are the learners. This was based on the argument that teachers use valuable resources to enhance their lesson presentations and learners changing classrooms will keep them active throughout

Keywords: Classrooms Changing, Disruption, Learning, Rotation, Teaching.

1. Introduction

Preparing learners on what to expect in the intermediate and senior phase is an important aspect in the schools. This is led by the fact that they have been in the foundation phase and stationed in one classroom without changing classrooms. Being stationed in one classroom benefit learners a lot of care, safety and prevent them from being exposed to challenges other learners face in the schools. In the foundation face learners are bound to a small group, one teacher and one classroom. There is a transition from foundation to

intermediate and to senior phase in the education system of South Africa. Classroom changing begin in the intermediate phase from grade 4 as recommended by the department of basic education that the learners may start rotating, change classrooms and be taught by different teachers in different classrooms. Classroom changing form of schooling involves learners moving between different classes and teachers on a regular basis. To implement classroom rotation in schools, educators who qualify to teach in the intermediate and senior phase should have specialised in different specific subjects while training for teacher's courses. The paper intends to explore experiences of teachers and learners while changing classrooms during teaching and learning. The aim is to understand or model who between the teachers and learners should change classrooms and how the process should be managed.

Historically, schools followed traditional approach whereby learners were classroom based and teachers went to the classrooms to teach them. The method was followed in all grades. The effect of a rotation form of schooling has been under consideration in current years. While the traditional way of schooling involved learners attending permanent classes with the same group of learners and teachers throughout the year, a class room changing form of schooling involves learners moving between different classes and teachers on a regular basis. The new education system together with its policies does not dispute the old system or the new way of approaching teaching and learning but has brought a new curriculum change that lead to the question of whom should rotate between the learners and the teachers.

The purpose of this paper is to explore how schools should plan their classroom changing when annually planning for the schools. The research questions guiding the paper are as follows. What are the effects of changing classroom on learner performance in the primary schools of Limpopo Province? To achieve the mentioned research question, the following sub-questions shall be pursued.

- How do teacher and learners understand changing classroom during teaching and learning?
- What challenges do schools encounter during classroom changing?
- What measures should be taken when implementing classroom changing in primary school?
- How do classroom changing impact students' academic outcomes?
- What are the challenges faced by schools in implementing an effective classroom changing system?

2. Literature review

2.1. Conceptualising classroom changing

While traditional forms of schooling involve learners attending fixed classes with the same group of learners and teachers throughout the year, a new strategy named classroom changing was introduced. Classroom changing has been explained in different ways to give meaning and to show its applicability in the education system. Lee, Yang, MacLeod & Dai (2019) explained it as an action whereby either learners or teachers move between different classrooms for teaching and learning. Similarly, Friesen (2012) explain that classroom changing can either be from the teacher being the active part that change classrooms to teach while learners are stationed in one classroom or could be learners who move to different classrooms to attend multiple subjects. Clemes and Bingham (2020) state that classroom changing should not be mixed with station rotation. Based on their arguments, station rotation takes place in one classroom on different rotation with a series of various learning modalities whereas classroom changing is about moving from one classroom to the other either by teachers or learners. For classroom changing to take its course and be effective, Eteokleous and Kyriacou (2024) add that the learners should move on a fixed schedule or at a teacher's discretion across the classroom learning.

2.2. South African education system and classroom changing

Soon after the dawn of the new political dispensation in SA in 1994 there was a move away from a content-based curriculum towards an OBE curriculum. The change brought another modification in the curriculum of South Africa in the form of classroom changing in schools. The classroom change practice has been a norm in developing countries like Canada, United Kingdom, USA and Ireland (Fisher, 2023). The practice is recently followed in secondary and approaching primary schools in South Africa especially in former model-C schools after it was practiced in tertiary institutions. Classroom change is one of the major modifications that took place in the curriculum development in SA in the post-apartheid. Model followed in South Africa depend on schools. In some schools teachers remain fixed in one class and learners attend and leave to the next class whereas in some schools it operates visa verse. Some South African schools still have furniture, infrastructure challenges and remain overcrowded. Due to this it, becomes difficult for some schools to allow learners to rotate and the only option becomes to station them in fixed classrooms. Studies conducted on the classroom rotation reported a relatively positive attitude and classroom movement strategies from educators. The study of Ngobeni (2023) further reported the benefit of classroom exchange, discomfort and the barriers thereof. Classroom changing, as a

commendable change in the education landscape has brought about what Tiernan, Casserly, & Maguire, (2020) see as discomfort in the learning environment of primary schools in the Limpopo Province. To some extent Tiernan et al mentioned that classroom change by learners does not support inclusivity and come with many challenges. One of the diagnostic criteria for Autism Spectrum Disorder is that learners with autism prefer sameness and inflexible adherence to routines represented by extreme distress at small changes and difficulty with moves, switches and changes. However, Mbusi & Luneta, (2023) argue that the classroom changing program enhance performance in the sense that learners are more active

2.3. Chinese education system on classroom changing

Even though China is one of the wealthiest country and would not have challenges in school resources, the country does not support learner changing classrooms but emphasize that teachers should move to the classrooms. He (2016) explained how teachers move from one classroom to another to teach their specialties. Generally, learners attend different classes in different days but attend Chinese, Mathematics and English every day. While most classes are required, students also take optional classes in the afternoon. Within these two semesters, schools are in session five days each week from 08:00 to 16:00 or 17:00. Learners usually attend four or five classes in the morning and another two or three in the afternoon. Each class is 40 minutes long with a 10-minute break in between and the lunch break is approximately 60 to 90 minutes long, depending on the school. While China is not prioritising on teacher or learner rotation, Wu (2020) highlight that the country went on a higher level to equalize the quality of teacher resources across all state schools in the compulsory education sector of China and eliminate the school choice phenomenon. Liao, Liu, Zhao, & Li, Q. (2019) add that instead of considering teacher or learner classroom change in one school, the Chinese government initiated a national program of rotating principals and teachers with the aim of improving teacher quality between the low-performing and high-performing schools.

2.4. Australian education system on changing classroom

Gurr (2020) opens that the education system in Australia operate under three categories, the government schools, under the state, non-government schools, operating under the agencies and catholic based schools. In all the categories, schools are allowed to operate on learner changing classrooms over teacher changing classrooms. Zhang, Russell, & Kelly (2022) state that the teachers are allowed to prepare their room set up with their equipment and the room set up according to their teaching style. Teachers have the opportunity to prepare in advance their classroom wall with posters, switch their laptops on and write up things they need

on the whiteboard and material up in the classroom for their subject. The Australian education system also made provision of station rotation in some schools to build quality in teaching and teacher education. This means that while educators do not move, learners get the opportunity to move from one classroom to the other. Duignan (2020) explain that learners get the chance to get into a different attitude and approach. Learners can never go wrong or complicated on what to do in the classroom because they will associate the class with the teacher and the subject. Their environment helps them determine their learning style as well. Gurr (2020) concludes that classroom changing by either learners or teachers may increase student motivation and engagement during their learning activities.

2.5. General advantages and disadvantages of classroom changing

Literature about the three countries that were used to explain classroom rotation has shown some different understanding and preferences. It was clear that some education system prefer teachers to move from class to class whereas some explain the importance of learners changing classrooms. It becomes meaningful when learners move through different classrooms because it enhances their educational experience by exposing them to various teaching styles and subject-specific atmospheres (Gladsby, 2019). Learner's changing of classrooms approach promotes better flexibility and commitment, as they benefit from different instructional methods and resources for different subjects. Watson, Timperio, Brown, Best, & Hesketh, (2017) added that learners also get more chance to break in between lesson, move around and stay active throughout the day. The physical movement between class periods is an advantage for learners, too as it gives them a chance to stretch their legs and socialize a little without being disruptive. Learners moving from one classroom to the other will also give them the opportunity to manage their time and take responsibility for their own learning, develop self-regulation skills reliance and independency

In some countries like China, teacher changing classrooms appeared to be mostly preferred. He (2016) argues further that when teachers change classrooms, it would mean that learners are seated and remain stable in the classroom. When teachers move around, there will be more order with limited noise around the schools because only few people will be walking around and quicker to arrive to the next classroom on time. For teacher to move to other classrooms, reduces disruption in between lessons and helps retain a stable learning environment. Doyle (2023) added that this arrangement allows for a more focused and organized approach to teaching, since well learners are bound to a stable, setting while being taught

by different educators, and reducing the time lost in transitions.

There are also disadvantages that come with learner or teacher changing classrooms between learning periods. Volmer (2023) presents that when learners change classrooms, teachers may have difficulties in managing them throughout the day. This may result from learners with diverse behavioural patterns, bullying each other in between classroom change, deliberately delaying classrooms, chatting with each other and making it difficult for teachers to control the process. Secondly Oinar, Le, & Woo, (2023). explain that learners focus may be distracted due to a lot of movement and inconsistency. For example, learners with special needs may find it difficult to cope every day because of their level of ability when it comes to working faster, packing books and rushing to the next classroom. In most schools, there are movement orders. Learners have to walk in a certain manner and on specific walking trails. When all learners in a school have to change classrooms simultaneously, logistic issues such as congestion may consume time. This may also bring a lot of learners being disorganised and disorientated.

For teachers to move in between classrooms teaching the learners also has disadvantages. Simkins & Maier (2023) state that when teachers do not have their specific classrooms and have to teach in many classrooms, becomes very challenging in terms of time, planning, resources and tools. Teachers will function better when stationed in their own classroom. The time they spent changing classrooms affect their instructional time. Most teachers prefer to clean up, prepare for each lesson's needs and layout and also reflect on the previous lesson. Doyle (2023) further argues that changing classrooms in between teachers' teachings compromises their planning. Currently, teachers have moved away from chalkboard style to whiteboards with laptops that need to be set in advance before the lessons and that cannot be carried to each classroom because they are delicate and fragile. When they change classrooms, some classes may not receive the same benefits as the other because of resources, time and classroom environment. Lastly, different classrooms are set up for different types of lessons and may never suit other lessons. These disadvantages highlight the importance of careful consideration and planning when implementing a system where teachers move between classrooms while students remain in place.

2.6. The legal framework on classroom changing.

The safety of students during classroom transitions is a critical concern for schools, and it is governed by a comprehensive legal framework designed to protect learners and ensure a

secure learning environment. This framework encompasses national education laws, local safety regulations, child protection policies, and health guidelines, all of which aim to minimize risks associated with student movement between classrooms.

2.6.1. National education laws and policies

Schools follow laws that mandate them to provide safe learning environment for learners. The laws require schools to establish procedures to minimize risks and ensure safety as they change classrooms. Schiff (2020) posits that the Children's act outlines schools responsibility to protect learners from physical and emotional harm while in the school premises. Teachers are confined by the "duty of care as a legal obligation to take reasonable steps to ensure the safety of students while they are on school property. This includes monitoring student transitions between classrooms to prevent accidents or injuries, such as tripping, bullying, or other safety hazards. The classroom changing procedures can also be regulated by the building codes and infrastructure. This includes ensuring that hallways, corridors, and other transition areas between classrooms are adequately sized, well-lit, and free of obstacles Shaturaev (2021). There may also be specific requirements for emergency exits and evacuation routes to ensure that learners safely change classroom. The teacher's responsibilities on this note are to supervise learners flow during classroom changes. This may include the application of staff and hall monitors to prevent accidents and incidents like bullying and victimisation.

Wandari (2021) highlight that the child protection laws should be applied to protect learners during classroom changing. Schools are required to have policies in place to protect students from bullying, harassment, and other forms of mistreatment. A legal framework requires that schools take steps to monitor student movement during, to prevent such behaviours. This might include using video surveillance or assigning staff to high-traffic areas where bullying may occur. For students with disabilities, there are legal provisions to ensure that they can safely navigate the school environment. Briggs (2020) add that these may include ramps, elevators, and other accommodations that ensure equitable access to classrooms and the ability to change classrooms without encountering physical barriers. Schools must comply with these legal requirements to create an inclusive, accessible environment for all learners.

2.6.2. The duty of act for teachers

During classroom changing teachers also obliged to follow the duty of act. Smuha (2022) in the legal context refers to the obligation of individuals, including teachers, to take action in certain situations to prevent harm or protect others. If a

teacher becomes aware of a situation that could lead to harm, whether it is a learners in distress, an unsafe environment, or potential misconduct they have a **duty to act** to mitigate the risk, provide assistance, or alert appropriate authorities. Applying classroom changing in schools would mean that teachers collect a more responsible approach to monitor and intervene. Teachers would be required to step in if they witness unsafe occurrence in schools to ensure immediate safety, provide support in emergencies and manage student behaviour. Barton (2021) concludes that the duty to act aligns with both legal and ethical responsibilities. Teachers must act within the scope of their professional duties to ensure that learners are not exposed to unnecessary risks during classroom changing.

2.7. Theoretical framework

This paper employed the active learning theory of Vigotsky. The theory is used to guide who the relevant person between the learners and the teacher should be to change the classes during teaching and learning. The active learning theory explains that the learners should actively participate in the learning process, and not sit quietly and listen. In the context of learner rotation in schools, this theory suggests that rotating students through different classrooms or activities can meaningfully improve on their performance because they will be kept active throughout. The theory explain that when learners are actively engaged mental and physically during learning by means of doing various tasks, they become exposed to different perspectives and viewpoints .which assist them to become more comprehensive when learning. The classroom changing method is aligned with the principles of active learning theory by supporting a hands-on, learner-centred approach that adapts to different learning styles and needs, fostering a more go-ahead and effective educational experience. The theory in short explains that teaching and learning should be more learner- centred meaning that the most active part should be the learners.

2.7.1. The importance of the active theory in the study

Active learning theory emphasizes the involvement of learners in their learning process through activities that require critical thinking, problem-solving, and hands-on participation. This theory is crucial in understanding how changing classroom environments can impact learners' outcomes. In the context of this study, the importance of active theory can be summarised as enhancing learners' engagement and supporting learner centred approach.

2.8. Research methodology

The paper followed an interpretivist paradigm and is placed in the qualitative research methodology. The researcher attempted to create understanding on classroom changing and

its effects on learner performance in the primary schools of Limpopo Province. A descriptive case study design was used with the purpose of explaining the views of teachers and learners. Their views were more substantial in assisting to develop more convenient ways of changing to classrooms and also debating on whom should change classrooms between teachers and learners without compromising learner performance.

2.8.1. Research procedure

2.8.1.1. Data collection

To gather data on the experiences of classroom changing in some selected primary schools in the Waterberg district, a structured interview procedure was implemented. This involves selecting a representative sample of schools within the Waterberg district and conducting the interviews with both learners in the grade 7 and teachers. The interviews were designed with a set of questions to ensure responses. The questions covered topics on learners changing, teachers changing, safety and learners performance. The interviews were scheduled at convenient times for participants to be available.

2.8.2.2. Participants

The principals, teachers and learners of the three schools in the Waterberg district were selected purposively. These were selected because they take part in the classroom changing in the intermediate and-senior phases on a daily basis. Participants were 15 in number from the three primary schools. They were three principals, six teachers and six learners. Consent forms were completed prior data collection as part of research ethical issues

2.8.2.3. Ethical Issues

Ethical issues were considered throughout the research process. It involved obtaining ethical considerations from the University of Limpopo. Permission to conduct the study was obtained from the Limpopo Department of Education, Waterberg District, the circuit of Potgietersrus, the three primary schools, six educators and six learners. In the application for permission to conduct this research, the purpose of the study was explained, and the fact that participation is voluntary was well outlined. The participating schools were labelled A, B and C and principals were labelled as P1 to P3, teachers were labelled for example T1 to T6 and learners were labelled as L1 to L6 for anonymity application. Care, therapy, and intervals were given to the participants during the interviews to put their emotions under control. The opinions of the participants were presented as given and never amended.

2.8.2 4. Data Analysis

Thematic analysis was used to analyse patterns and themes within the data collected. The researchers identified themes and sub-themes and organised them and linked them to the description of the experiences of classroom changing in the primary school of the Limpopo province. The findings were presented by integrating the themes into a narrative. Direct quotes from the interviews were used to illustrate and support each theme.

2.9. Presentation of findings

This section presents the key findings of the study, which aimed to examine the effectiveness of classroom changing processes in enhancing student engagement and academic performance. The results are organized according to the primary research questions: (1) How do classroom changing impact students' academic outcomes? (2) What are the challenges faced by schools in implementing an effective classroom changing system?

2.9.1. Principal's views on changing classroom process

Principals have displayed their understanding of classroom changing in schools and have shared their views on how they feel about the process. When the Principals were requested to share their views on the learner- teacher classroom changing, their concern was the number of teachers and classrooms in their schools. They mentioned that they have few classrooms than teachers and teachers' rotation was the only solution in the school." in my school I have only 16 classes for the inter-sen learners. If each teacher occupy a class I have 6 teachers without classrooms. So when the rotate, it close the gap" Most schools in the Limpopo Province still have infrastructure challenges. Lack of classrooms in schools deprive schools the opportunity to plan and bring new strategies. When schools lack classrooms, they cannot allocate classrooms to teacher because some will not have. As a result classrooms will be allocated to learners and teacher rotation will continue.

2.9.2. Safety and care issues during classroom changing

The main concern of principals with regard to changing classrooms was found to be safety and security of the learners while moving around. The principals concerns were to ensure that proper measures are applied to safeguard learners against diseases, bullying, late arrivals and keeping track of their belongings during the movement." A lot is going to happen during learners classroom rotation and we are going to have to account a lot. to keep them safe, they should stay in their classrooms and let the teachers rotate. Also those who are sick will not spread to all the classes. If they rotate they will infect all the learners because they move from one place to another." The views of the principals are clear and sound. They are more concerned of the learner's safety and challenges that they may

encounter as the accounting officers and departmental representatives in schools. The same department that they represent has brought about more responsibilities, requirements, changes and new programs that teachers face in schools that bring about the rotation question.

2.9.3. The impact of classroom changing on academic performance

Principals had concerns on the classroom changing and academic performance. They fear that the movements performed by learners may compromise instructional time and impact on the academic process of the whole school. They explained that on the time allocated to each period there is no movement or rotation time allocated and that if it is done by learners a waste is going to be observed.” It will be better, much better when teachers rotate because they can manage time and be responsible on time wasted. With learners it will always be sorry I am late..... sorry I am late. For us learners rotating will not work. I feel teachers must rotate. In schools there are many activities that occur within the time allocated to teaching and learning. Management, control and good planning make everything possible and achievable in schools. The principals concerns on the academic impact do look into the advantages or giving teachers chance to prove that when they are bound to classrooms and allow learners to rotate performance in schools will be advanced

2.10. Teacher’s views on classrooms changing

2.10.1. The use of electrical and technological appliances

The main factor that the educators pointed out was the curriculum change. In their view, the curriculum change brought about many responsibilities that led to the application of technology in schools. Due to this educators explained that for them to change classrooms compromise the expected quality of their teaching. They affirmed as follows: “We cannot afford to change classrooms while learners are seated. We use whiteboards, laptops, close curtains dim the classrooms lights, set overhead projectors to suit the teaching. Due to this, moving around with such items or doing such activities in every classroom becomes unsafe and uncomfortable. Based on what was mentioned it would mean that schools should do away with the use of technological appliances that are used to enhance teaching and learning. Technology improves the quality of education in South Africa but because technological appliances cannot be carried from one place to the other, it would mean that learners should change classrooms and rotate to be taught.

2.10.2. Duration of teaching and learning

Teachers boldly explained how time allocation works in the practical part of teaching and learning. They were confident to

highlight that if it would mean that they should rotate, the time allocation to each period should be looked into. A teacher explained that in their schools for them to rotate will imply that instructional time is compromised and that some of the activities will be handled as expected. "I prefer to clean my classroom and arrange it the way it suits the lesson. I teach English and when we read in groups I arrange the classroom into groups and when we write a quiz I turn all the tables to the front, All this I do in the morning. So if I have to rotate and teach in other classrooms I cannot change the seating every day" Also when learners do not change the classes, I will never get time to prepare and arrange my class because it will always be occupied. And sometimes the changing and new arrange we do them after hours. Changing of classrooms and preparing the class for the coming lesson enhance teaching, learning and performance in schools. Each lesson is conducted differently and comes with its needs. Therefore, the changing and arranging of the classrooms is sound and tempering with it implies that a learning compromise is accommodated in the schools and deprive teachers from being creative.

2.10.3. Visual learning in classrooms

Most schools use posters, pictures on the walls in the classrooms. In Arts and culture teachers use classrooms posters about famous artists and art period movements to enhance their teaching whereas in mathematics posters on theorems and angles will be displayed. The purposes of posters in the classrooms are not for decorations but for illustrations, stimulations and for keeping information visible, that are related to the curriculum. The teachers feel that teaching in a classroom with different displays bring confusion to the learners. Also learners who learn through seeing will be looking at different pictures. "We arrange classrooms to suit the curriculum. Every month we change posters to be in line with what we teach. And the posters help us and learners to learn easily. If we rotate, it means we are not going to use them anymore because roll-up posters get torn". When learners are bound to one class they will be seeing same pictures are will in turn be meaningless to them. For each teacher to operate in one classroom and learners to rotate, the use of visual posters will be meaningful. Visual posters create positive learning environment, support learning and enhance performance.

2.11. Learners views on classroom changing

2.11.1. Intervals and fresh start:

When learners were asked to give their views on classroom changing, their responses were positive on them changing classrooms as compared to teachers changing classrooms. They view moving to a new classroom as breaking from the previous lesson, change of scenery, refreshing and getting an opportunity for a mental reset. They also explained that when changing the classroom they get an opportunity to "breathe"

and stretch their bodies for a while. “We do not want to be in one classroom, on one chair for the whole year. We get tired and ask to leave for the bathroom or drink water. We get bored. When we change classroom, it gives us break and time to move around. Another participant mentioned that “As learners we get irritated quickly, we always need change. So moving to the next class and teacher help us. That is why when the bell ring for the next period, we just run out. We always want to break from who and what we have” When participants mentioned that they get change to refreshing while changing classrooms, they could not take into consideration the time they spend while changing classrooms. The time they spent moving between classrooms take instructional time, especially when planning of classroom change was not well- planned and is not well-managed. Learners also may not notice delays or disruptions they cause while changing classes.

2.11.2. Different learning environment

Participants mentioned that changing classrooms and attending subjects in different classroom setting give them the opportunity to learn in a different learning environment. A new learning environment assist learner to be in a different setting and ready for the new work. For example if they were troubled by theorems in the Maths class, they will approach arts and culture differently in a different class without troubles of the previous classroom. “It is good for us to attend in different classes. Our classes are well decorated to match our subjects. Especially our natural science classrooms has got experiment kits, pictures of trees and animals, so when we are in the class, we understand where we are. And those picture and poster on the wall help us to do some activities on our own and always remember what we were taught”. Most teachers enhance their teaching skills with posters in the classrooms. They use them to add value to what learners learn. The purpose of the posters was not to make classrooms look different but also to support teaching and learning.

2.11.3. Group Interaction

Participants explain that when they change classrooms they get opportunities to learn with different learners which give them a chance to interact or socialise with new classmates. Learning with different learners gives new experience and teach them to interact with new learners every day. “We learn from each other and we do some activities in groups. When we interact with new learners we help each other. If we do not change classrooms we will not be able to meet different learner and learn from them”. Even though learners find it interesting to learn with different learners because they feel they share new ideas to each other, it comes with the disadvantage. Their interaction may be time consuming. When a person meets someone that they met a week ago, they will

want to catch up always. This will take some of the contact time.

2.12. Discussion

The findings on the study revealed that changing classrooms of learners or teachers remain a concern in the primary schools. There are also a number of concerns that the schools look into before they can take a decision on how to implement it and whom between the teachers and learners should rotate. In every environment every decision taken comes with responsibilities, challenges and advantages. From the findings the principals as the government representatives seem unwilling to release learners to rotate and give teachers chance to be in their classrooms. The principals have presented a number for reasons that makes it difficult for them to allocate them classrooms and give them permission to turn classroom into for example maths centre classroom, art centre class classroom, Natural science centre classroom and more. Hill-Jackson & Lewis, 2023) confirm that when teachers specialise in schools they put more effort in the subjects they teach and academic performance is achieved.

It is clear that schools do not have enough classrooms to allocate each to every teacher in the schools. It is also clear that when learners rotate the schools will have to account on number of issues including banking classes and bullying. Some challenges that are encountered in schools can never be avoided. But with good code of conduct, sound planning and control, some issues can be manageable. The main purpose of the schools is to work on academia and ensure that performance is reached. In cases where schools fear to make changes or implement strategies that can benefit learners, teaching and learning is compromised. Rotation in schools by either teachers or learners should be considered as change leading to quality academic performance in primary schools that is going to benefit the country in the long-term

Practically it is not possible for teachers to move around with laptops, connect and disconnect to the white board or an art teacher to set up painting area for each class in different classrooms. This will waste learning time and bring disorganisation in the schools. For a lesson to take place, teachers go through a lot of administration. Currently for a lesson to be offered, teachers have to mark period registers, baseline assessment, and diagnostic assessment whereas learners are waiting. The teacher's responsibilities have increased enormously that for them to change classrooms will compromise some of their duties. The department have suggested that teaching should be learner centred. This implies that most of the duties in the schools should be learner-performed. The interviewed participants in their responses did not see a challenge in the classroom changing process because

they saw multiple breaks in-between lessons that would assist them in freshening up. The issue of who should change classroom in the school seem to be in favour of learners based on the responses both learners and teachers.

2.13. Recommendations

Based on the findings of this study, several key issues and opportunities have been identified regarding the classroom change process and its impact on student engagement and academic performance. The results highlight areas that require attention, including the need for better infrastructure, clearer guidelines, and enhanced collaboration among teachers, students, and school leaders. To address these challenges and optimise the classroom change process, the following recommendations are put forward.

- The Department of Education should create and share clear guidelines with schools to define the criteria for classroom changes.
- The department should assess organizational and planning strategies to ensure academic performance is achieved.
- Schools should be provided with adequate infrastructure to facilitate the process of classroom changes.
- The responsibility for managing classroom changes should be transferred from teachers to learners, supported by appropriate systems.
- Principals, teachers, and learners should work together to ensure the successful implementation of classroom changing.
- Schools should organise internal workshops to educate students on how to effectively change classrooms.
- The role of prefects in supporting the classroom changing process should be emphasised.
- Teachers should monitor and assist learners during classroom changing by positioning themselves outside the classrooms.
- Clear signage and directional arrows should be placed around the school to guide learners through the classroom change process.

2.14. Conclusion

The paper has demonstrated the significance of classroom changing in primary schools. The main aim was to explore the implementation of classroom changing in the primary teaching and learning institutions. Our findings indicated that classroom changing can be effective in primary schools through proper implementations and that the process favours the learners. In this sense, Vigotsky assisted in sharpening that learners should change classrooms based on the fact that they teaching and learning should child-centred. The paper underscores the need

for a continuing research in this area and sufficient ways in which classroom changing can be administered in primary schools.

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Authors' Contributions

MF wrote the manuscript with the support of M. MF conducted interviews and provided data for the manuscript. The above mentioned discussed the results and contributed to the final script.

Notes

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