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Secondary Schools under King Cetshwayo District, South  
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## Academic Interventions Promoting Learner's Success in Secondary Schools under King Cetshwayo District, South Africa

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### Abstract

**Purpose:** This study was a phenomenological study designed to make decisions using information from participants' experiences. The purpose of the study was to develop a model which can be used to improve teaching and learning in rural secondary schools. Success oriented policies developed by SMT was studied. The contribution of efficient Students Representative Councils towards academic improvement in rural secondary schools was also studied.

**Methodology:** The study is underpinned by qualitative approach, interpretivist paradigm, and exploratory design. Participants for the study were chosen by purposive sampling. Four rural secondary schools in King Cetshwayo district (KCD) were selected for study. Two out of the four schools were well performing schools while the other two were underperforming schools. Performance was based on pass rate in the NCS examination. Principals, deputy principals, some HODs and some learners were selected as participants for that study. Semi-structured interviews were conducted using research interview schedule tool.

**Findings:** Data collected from participants' response were analyzed per school and comparisons drawn between schools. Most participants appreciated academic interventions, although raised sentiments of some arriving very late. Study reveals that the performance did increase after those interventions.

**Unique Contribution to the theory, practice, and policy:** Conclusions were drawn from the results. A model for academic improvement was developed using results obtained from the data analysis and underpinned by the theory of Concerned Base Adoption Model (CBAM). The model can be used by underperforming schools to improve learner success.

**Keywords:** *Innovation, Leadership, Rural, Quality Education.*

## Introduction

High quality education is pivotal to the development of the nation. Therefore, the future of any nation depends so much on the quality of education that it provided to the citizens. In South Africa, the National government both through the Department of Basic Education (DBE) ensured that all citizens have equal access to basic education in order to attain individual fulfilment and for national development. The government both in the national and provincial levels, in its effort to provide basic education for all citizens consistently reviews and reforms old educational policies; develops and monitor the implementation of new policies, identify factors mitigating the achievement of set objectives and proffer corrective measures. Despite the efforts of the South African government to the development of education in the country, a commensurate result has not been achieved in some of the provinces (Dube, 2020., Mahaye, & Ajani, (2023)). This was portrayed by the decline in pass rate in National Senior Certificate NSC examination observed in some of the provinces. KwaZulu-Natal province was one of the provinces the experienced an increased pass rate in NSC examination from 2019– 2022 (Mahaye, 2023). But poor performance of some schools in King Cetshwayo district (KCD) is more prevalent in rural secondary schools. Personal experience showed that some rural secondary schools in KCD have however consistently performed well in the NSC examination despite the challenges facing them. It was observed that schools which defy all odds to achieve learner success are run by highly efficient School Management Teams (SMT's) with the support of well-organized Representative Council of Learners (also known as Students Parliament).

This study was qualitative research that was proposed to study the academic strategies implemented in the rural schools. The major factors studied include:

- i. The effective implementation of school's curriculum by the SMT's
- ii. Curriculum management and coverage.
- iii. Election members of the student parliament
- iv. The roles the student parliament in teaching and learning

A model was developed from the results of this study which can be applied or implemented in the other underperforming school.

### Research Problem and Aims

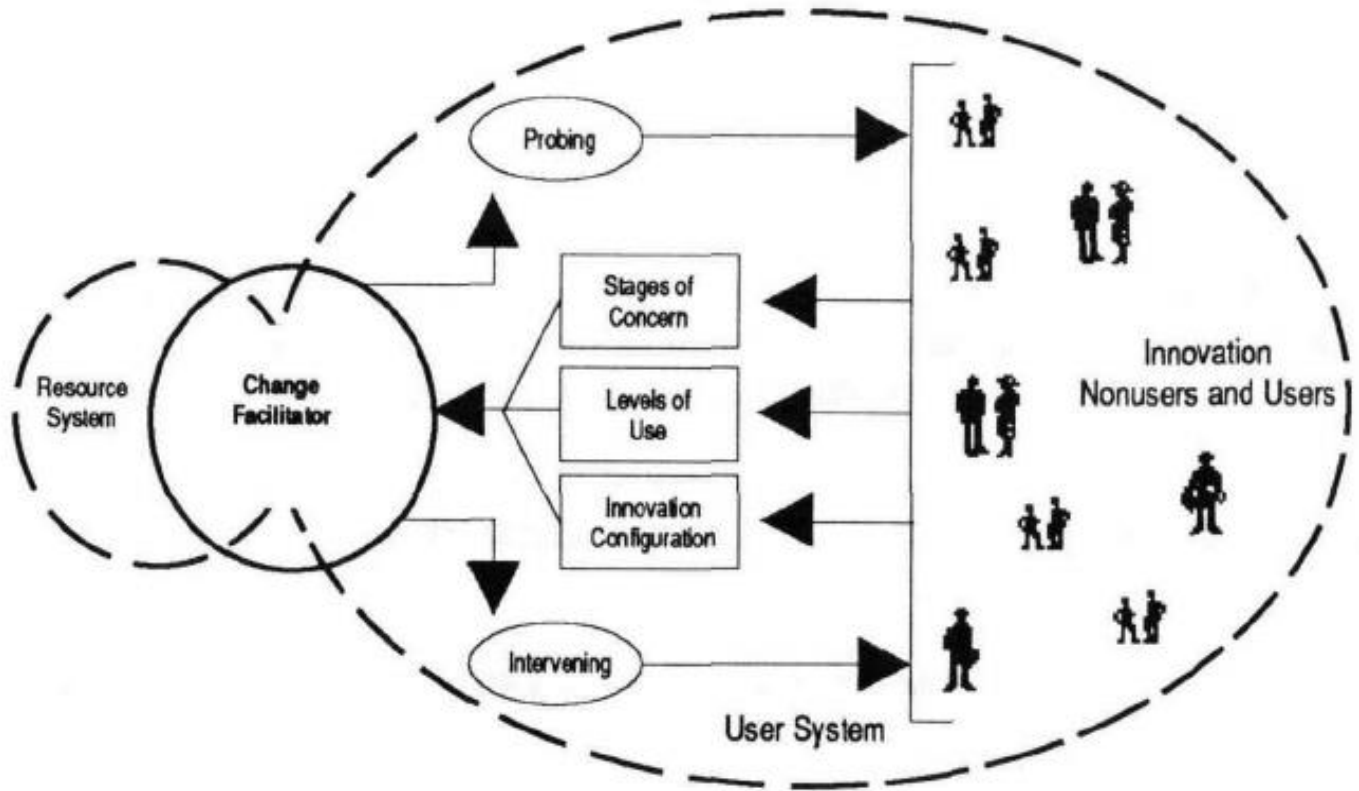
The KwaZulu-Natal Department of Education is continuously developing academic intervention strategies which are aimed towards improving teaching and learning. Such academic intervention strategies include District Academic Improvement Strategy which was aimed at producing quality results through curriculum implementation, curriculum management, curriculum delivery and coverage.

Despite the implement of these strategies, these secondary schools recorded a drop-in pass rate in the NSC examination 2019, 2020, 2021, and 2022. This calls for more research on the core problems of teaching and learning in the department. It was also highly necessary to develop and implement more pragmatic approaches to improving success in the province. Therefore, the aim of this study was to design academic intervention strategy or model in rural secondary schools using the SMT's and the Student parliament.

### **3. THEORETICAL FRAMEWORK**

The Concerns-Based Adoption Model (CBAM) focuses on innovations, which, in its broadest sense, innovation refers to any idea that is new to a population, a practice or object perceived to be new by the individual adopting it (Rogers,1995; Straub, 2009). Straub further indicates that it does not matter if the idea, the practice, or object is objectively new, instead, it is the perception of novelty that is experienced. In the context of this study, the innovation of concern is the Academic interventions Act, which is not new, but remains very topical in the South African education terrain. This study therefore focuses specifically on the implementation of interventions at secondary school level, as a unique type of innovation of interest. Thus, the CBAM (Hall and Hord, 1987) will be adopted for the purpose of this study, mainly because of its assumptions and how they resonate with the focus of this study, as indicated in the sections that follow.

The CBAM addresses three basic assumptions. Firstly, it focuses on an individual's concerns about the innovation or change (in the case of this study, the educators' concerns about the academic interventions from departmental officials in curriculum management). Secondly, the model addresses the manner in which the innovation is delivered or implemented (how the policy is implemented by educators). Lastly, the CBAM considers the adaptation of the innovation to the individual educator (indeed, the educators respond differently to the interventions at their own levels, stages, and paces). Figure 1 describes the CBAM as the road map to the academic interventions and curriculum implementation, thus acting as a basis in understating the educators' conceptualisation and implementation in schools.



**Figure 1: The Concerns-Based Adoption Model**

**Source: Hall and Hord, 1987**

The model presented above offers an alternative point of view on the process of facilitating the adoption of change or an innovation in curriculum change and implementation. It concerns the process of change that educators go through as they engage on anything new or different (Horsley & Loucks-Horsley, 1998). In this study, the focus will be on how the governance officials (it is important to note that these officials are educators who are office-based and are responsible for policy development and ensuring the implementation of the policies in schools) perceive the implementation of the academic interventions, as it affects curriculum management, teaching and learning to be specific. During the process of implementing curriculum changes, educators may choose to ignore, oppose, accept, or adapt change, depending on the support that is offered to them (Sweeny, 2003; 2008). This model thus assumes that educators have concerns that need to be addressed for them to progress to higher levels of curriculum implementation. In this proposed study, the concerns in question relate to the conceptualisation and implementation of the provincial academic improvement plan as an education innovation in classrooms at the secondary school level.

The model basically focuses on describing, measuring, explaining, as well as comprehending the process of change experienced by educators as they seek to implement curriculum material and instructional practices. Thus far, the study seeks to investigate the experiences of the officials since the implementation of the provincial academic improvement strategy (which is the curriculum material and instructional practices in the context of the model). Sweeny (2008) argues that the model describes how educators progress when they learn about an innovation in curriculum implementation. In the case of this study, it is important to establish how the officials have progressed in terms of the implementation of the strategy in teaching and learning. The CBAM recognises and pays attention to the social and organisational effects (in this case, how the strategy has affected schools as institutions, as well as the behaviour of learners towards improving results), while at the same time indicating the educator as instrumental in school curriculum change and implementation efforts (Loucks-Horsley, 1996). The CBAM views curriculum change and implementation as a complicated and multi-party system process comprising three components: the Stages of Concern, the Levels of Use, and the Innovation Configurations. The Stages of Concern describes the emotions that people go through, throughout the process of adopting an innovation, the Levels of Use describes the actions that individuals engage in while experiencing curriculum change and implementation. The last component, Innovation Configurations, describes how the new programme or practice looks like, after being implemented (Hall & Hord, 2001).

The CBAM is often designed as a diagnostic and not prescriptive tool, as the purpose is to inform educators (policy makers and school management) how best to facilitate the adoption of an innovation, in this case, the implementation of the policy (Straub, 2009). Likewise, the envisaged result of this study is to inform the governance officials on how best to achieve the desired results following the abolition of the corporal punishment. Moreso, it is indicated that the CBAM does not describe the ‘whys’ of an innovation adoption, but it seeks to establish understanding from the perspective of the population facilitating the innovation adoption (in this particular study, the officials who are also educators). It is important to reiterate that in this study, efforts will be made to establish why the innovation (academic interventions) was developed and implemented.

To synthesise the model in the context of this study, the three components described above are explained as follows: at the Stage of Concerns, the study seeks to establish the reasons for the formulation of the policy in question what is it that triggered the development of the policy. The Stages of Concerns thus address the depth of the perceptions that the educators adopting strategy and curriculum implementation, in this case, the School Management Teams (SMTs). The Levels of Use aspect speaks to the behaviours related to how the SMTs implement or use the innovation (the academic interventions policy in the case of this study). Therefore, the study strives to revive the role of those policy makers while the policy is being implemented in

curriculum. To reiterate what has been indicated above, the last component, the Innovation Configurations component describes how the new programme or practice looks like, after being implemented and in this particular study, it is important to establish the extent to which the strategy developers are reviewing the policy to identify its impact on curriculum management. This component thus requires the development of mind maps depicting the operational aspects of the innovation (the policy) and how it can be adapted, re-invented, or transfigured, where necessary (Dirksen & Tharp, 1997; Hall & Hord, 1987).

In concluding this section, a close analysis of the assumptions of the CBAM highlights the fact that since change is a process and not an event, it is in fact a highly personalised experience. Considering this, interventions (such as the strategy in question) ought to resonate with the educators first, followed by the innovation. What this means is that the Department of Education, as well as the school management teams, should clearly clarify what is expected of the educators, evaluate, and pay attention to their concerns during the interventions. In light of this, it implies that the facilitators (policy makers and school management) also need to match resources and support to the educators implementing the curriculum change. This essentially highlights the need for a clear vision when it comes to innovation, so that it becomes the springboard for successful implementation of the innovation. The educators need to be motivated by the relevant officials, for them to become knowledgeable and eventually embrace the innovation in their classroom

### **Literature Review**

The constitution of the republic of South Africa provides that all citizens should have equal access to education, but this has not been realized most notably in rural areas. The challenges facing rural schools in South Africa date back to the apartheid era. The education system during the apartheid era was characterized by inequality that was based on race (Gardiner 2008: 7). The black South Africans were denied access to good schools and the ones that they access to had access to be not properly maintained. Since its formation in 1994, the National government has formulated and implemented policies aimed at correcting this inequality. This effort has not completely cleaned up the impact of the divide that was created during the apartheid era (Paxton 2015: iii).

### **State of rural schools**

Gardiner (2008: 14) described rural schools as those located in areas where low social and economic development is. Consequently, such schools are faced with poor infrastructural development such dilapidated building in insufficient space, lack of school furniture and no electricity supply. All these factors can adversely affect teaching and learning. Teachers found it difficult to teach when the classrooms are overcrowded. It is obviously impossible for teaching and learning to be effective when learners do not have furniture to sit and learn.

Socio-economic conditions of rural areas result to dysfunctional rural schools which are characterized by inefficient curriculum implementation, poor curriculum implementation, poor curriculum delivery and coverage. According to Spaul (2013: 7) the conditions of rural schools and the rural areas did not make them attractive to the best teachers. Therefore, many teachers in most rural schools were not knowledgeable enough to develop and implement policies that would enhance efficient curriculum implementation. It means that in these rural schools, teachers did not have control over the school curriculum and since they are the only source of knowledge to the learners, the learners are disadvantaged in terms of access to quality education (Khumalo and Mji 2014: 1522).

### **Effective teaching and learning**

Effective teaching and learning can be achieved when the contents of the national curriculum statement is properly implemented. According to Gardiner (2008: 17) effective curriculum implemented depends on the teachers understanding of the curriculum statement, interpretation of the contexts of the curriculum and strategies for curriculum delivery. It then requires well organized SMT's to develop such strategies for curriculum delivery and consequently affective teaching and learning. Such organized SMT's are not common in rural school due to lack of motivation and inefficient SMTs (Khumalo and Mji 2014: 1522).

Lateness and absenteeism are also major factors which affected the quality of teaching and learning in rural schools. Taylor (2008: 6) observed a high rate of teacher absenteeism and late coming in rural schools in South Africa. This caused disharmony between such teachers and the principal and result to ineffective SMT. On the other hand, lateness and absenteeism resulted to insufficient time to cover syllabus.

Singh and Steyn (2013: 5) reported the learners' aggression and hostility to other learners and teachers are major factors that impacted negatively on teaching and learning in rural South African schools. Their study was conducted in rural secondary schools in Empangeni District in KwaZulu-Natal to determine the factors responsible for learner aggression and its impact on teaching and learning. It was concluded that such acts did not allow conducive environment for teaching and learning. Their conclusion was that a concerted effort by the government, parents, teachers, and the student parliament is needed to control such occurrences.

### **Academic interventions in rural schools**

Academic intervention strategies are the measures that can be put in-place to improve learner success. The Curriculum Assessment Policy (CAPS), Annual National Assessment (ANA) and the Action Plan 2030 are intervention policies developed by the Department of Education to improve learner success. These are measures to ensure improved performance of learners across South Africa. Though the problems of rural schools are national issues, the provincial governments were more directly involved in dealing with the problems facing rural schools (Khumalo and Mji



2014: 1530). Redding and Walberg (2012: 4) stated that any academic intervention in rural schools should begin with motivating learners in such schools and making them believe that they can achieve success notwithstanding their socio-economic status. They concluded that attitudinal change is paramount in improving learning' success in rural schools.

Rural secondary schools in our context in South Africa had its own meaning and definition as it characterized by lack of resources, poverty, starvation, unemployment, inequality, information, and technology and away from cities. These areas some are soil non-productive mountains, salt water, no access roads, and tertiary institutions. The high literacy rates in rural communities' impact relationship as organization (Davies, 1976: Scott and Beckmann, 1988; Basson et al, 1995). Some conditions in rural schools were unbreakable and results to low morale, brain draining, dropouts, poor quality of working life, Technological changes, and work pressure to produce good results by demand of computation of defending the defencing the education of an African child (Delamotte and Takezawa (1984:11-37) (1984.63-89). Spaul (2013: 59) argued that the solution to any problems should start with identification of the causes of such problems. It was stated that the inequality that disadvantage the rural schools has not been corrected and that the stakeholders had not done enough to balance the divide between the disadvantage schools and the more privileged ones. Such programme as the Annual National Assessment should use to identify the underperforming schools and more attention given to such schools by the Department of Education.

(Jonathan Jansen, 2013, 168-169) instead of effective intervention on teacher knowledge we band aided the problems. So, what we do in a country in which the people responsible for systematic changes in schools did not care to know and do not knowing enough. This is a crucial question in the state where our learners as end-users believe that they can decide on the fate of the principal and defy any authority to run the school. Rural areas have many unqualified and under qualified teachers' yet current generation of learners easily detected when they were fed the poisonous information. Strong well capacitated principal and learner SMTs is an apex. Learner's success will fail without strong and firm SMTs with vision that was paced with current economic danger in our rural schools.

Wyk and Marumoloa (2012: 108) studied the impact of effective formulation and implementation of school policies as academic improvement strategy. Their approach was to determine the role of SMT's in formulation and implementation of school policies. It was concluded that teaching and learning can be more effectively conducted if SMT's as well as teachers and RCL are involved in the formation and implementation if school policies.

### **Encouraging Innovation and rewarding excellence**

According to the guidelines for entrants, KwaZulu-Natal Department of Education, Service Excellence Awards, (2016), the national and provincial departments must ensure that an

environment conducive to the delivery of services is created to enhance their staff's capacity to deliver good services.' Schools need to show that staff commitment, energy and skills are being harnessed to tackle inefficient, outdated, and bureaucratic practices, to simplify procedures and to identify new and better ways of delivering services. It is also important that the efforts of staff – both individuals and groups – who perform well in providing customer service, should be recognized, and appropriately rewarded. You must show how you actively encourage and recognize staff for their contributions to better quality services through more than just the normal prescripts available. Show what the effects of these initiatives are and how they have improved the morale and work ethic. Evidence should cover how staff is encouraged to make innovative suggestions for improvement and how the implementation of these suggestions has contributed to better service delivery.

Niswatin (2023) opined that there are numerous definitions for innovation and creativity. For purposes of scoring for the awards innovation and creativity are defined as follows: Creativity: "The ability to generate novel and useful ideas and solutions to everyday problems and challenges" Innovation: Nkambule (2023) agrees that "The successful implementation of creativity" Innovation requires creative thinking. Creativity is thus the means and innovation the result. Innovation not only involves the implementation of entirely new and original processes and products, but also the improvement of existing processes and products. According to Cachia et al, 2010 there are thus several uses for creativity and innovation:

- Improvement – or finding a better way of doing things. This means more than just removing defects, overcoming problems, or putting faults right, but also looking for ways to improve even those things that seem perfect to provide an even better service.
- Problem Solving – is the traditional use of creative thinking and should involve both analysis and design of a solution or something that prevents the problem from occurring in the first instance.
- Value and Opportunity – this is concerned with creating value and designing new opportunities, i.e., creating an environment where people will be encouraged to be creative and innovative.
- The Future - creative thinking is needed to see the future consequences of our actions and to generate alternatives.
- Motivation – creativity is an important motivator as it makes people more interested in what they are doing and provides a framework for working with others as a team. However, it is important to recognize both creative effort and creative results (i.e., innovation). For creative thinking and innovation to occur in the organization, the right working environment is crucial. Some attributes found in innovative schools that help to establish that environment is:
- Vision - they set a vision that people can relate each of their actions and decisions to.

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- Culture – they create an environment where people are encouraged to take the initiative. Learning takes place and all actions, including rewards and recognition, encourage innovation.
  - Customer Focus - they aim to delight their customers by actively listening to them, taking account of their needs, and producing services that exceed customer expectations.
  - Change – because they see a better way. • Substance - is valued over form
  - Teamwork - is actively promoted
  - Communication – is open, honest, and often
  - Value different views - they do not personalize conflict but value differences in opinion • Diversity - appreciate and encourage individuality and diversity
  - Fun – encourage fun at work
  - Diverse solutions – do not believe in the answer but look for different ways of doing things better
  - Tolerate mistakes - but learn from them

**Table 1**

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**TO DEMONSTRATE THAT YOU ENCOURAGE INNOVATION AND RECOGNISE EXCELLENCE**

**YOU WILL NEED TO SHOW THAT: SUGGESTED EVIDENCE EXPLANATORY NOTES AND POSSIBLE EXAMPLES**

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You consult staff regularly, especially frontline staff that are in daily contact with users and involve them in service improvements. Details of how you involve, support, and reward your staff who deliver good services. Details of how staff are involved in planning and agreeing targets and continuous service improvements. Possible evidence might include minutes of staff meetings and details of any staff suggestion schemes.

Staff are recognized for their contributions to improved service delivery Details of how staff and teams are assessed and recognized for their initiatives. You should go beyond the normal prescripts and show how you include your own special initiatives for celebrating achievements of staff. You should employ a variety of initiatives that do not necessarily have to be monetary

The organization has created an environment which is conducive to innovation and improved service delivery Any details of initiatives which are focused on creating a culture of continuous improvement of services, including training and culture change programmes, time for innovation, staff incentive schemes, the results of climate surveys and initiatives to address problem areas etc. Examples of staff innovation that have resulted in improved service delivery. Managers should show how that they recognize and appreciate the importance of staff contributions in helping to change services for the better. Staff should be empowered and encouraged to provide the best possible service.

There is innovation in the application of the Batho Pele principles Any examples with specific details of innovation in the implementation of Batho Pele, who was involved and the net effect of implementing these ideas. You should be able to show innovation in all the principles to gain maximum points.

You use every opportunity to expose your organization to outside recognition Any information on formal recognition or awards given.

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**Leadership and strategic direction**

According to Guidelines for Entrants, KwaZulu-Natal Department of Education, Service Excellence Awards, (2016) good SMTs is one of the most critical ingredients for successful schools. Schools who do well in serving their customers can demonstrate that they have SMT who

lead by example, who set the vision, and ensure that the strategy for achieving the vision is owned by all and properly deployed throughout the organization. They take an active role in the schools' success. These SMT have a hands-on approach to service delivery. They actively facilitate their team to achieve their goals and look for every opportunity to build and empower their team through employing the right people, making sure they have the right skills and all the resources they need to meet their customers' needs. Such SMT have a clear appreciation for the contribution their staff can make to the successful achievement of organizational goals and aspirations. Staff are thus given every opportunity to put forward and implement their ideas with the support of the SMTs (Spain et al, 2023).

Good SMT ensure that they seek out and form partnerships with other components and schools serving the same customers and that they actively involve and support the community or their customers in meeting their needs and expectations SMT ensure that there is good and proper monitoring of all aspects of performance on an individual, team and organizational level, that resources are used wisely and that performance results are regularly scrutinized by all customers and stakeholders SMT have an important role in helping to create a culture of continuous improvement in the organization. (Maqbool et al 2023)

Good SMT should: set the Vision and direction, Not control, but involve employees, Model the behavior they want, be visible, make a clear break with the past, create an environment for delivery, Unleash and harness pioneers for change Drive out fear but do not tolerate resistance, Measure, and evaluate achievements - Sell success - Communicate continuously, Bridge the fault lines, change systems that reinforce the old culture.

**Table 2**


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<b>TO DEMONSTRATE GOOD LEADERSHIP BY SMT</b>	
<b>YOU WILL NEED TO SHOW THAT SUGGESTED INFORMATION</b>	<b>EXPLANATORY</b>
<b>NOTES AND POSSIBLE EXAMPLES</b>	

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SMT inspire, support, and promote a culture of excellence and continuous improvement. Any documentation of information which shows: -A clear vision, mission with objectives, values and customer expectations have been developed - how they act as role models for the organization's ethics, values and expectations - how they make themselves accessible and an effective part of the organization's communication structure - a commitment to developing a learning culture with the emphasis on people and innovation SMTs has the prime responsibility for setting the direction and managing the effectiveness of the organization. Thus, their behavior, creativity and actions should be geared towards excellence

SMT ensure that there are appropriate systems for continuous improvement and review of performance Any documentation which shows: - processes for policy and strategy deployment - clear framework for measurement, review and improvement of key results - systems for identification and implementation of critical success factors and addressing adverse performance - processes for developing and implementing improvements through innovation and learning activities "What gets measured gets done" It is essential for an organization to be able to demonstrate that it is carrying out clear performance evaluation against its set goals and criteria. Types of documentation could include various short, medium, and long-term plans. Performance reports, benchmarking data, trend graphs against targets, over time etc. Your indicators should cover input, process, and outputs for key services. They should also cover customer care service indicators. SMT should provide a working environment which encourages the spirit of creativity and rewards good results

SMT communicate throughout the organization the vision, mission, values and goals Any documentation that shows that SMT are personally involved in communicating the vision, mission, values, and strategy for continuous improvement. SMT should make sure that staff are aware of and have taken ownership of the common goals that the organization is striving for through consistent and ongoing communication at every available opportunity Copy of signed vision/ mission, photos depicting areas where vision of the organization is displayed, minutes of meetings, training programmes on this aspect, surveys on staff awareness of the vision, mission etc.

SMT are involved with customers, partners, and suppliers Any documentation which shows that: - a partnership approach is being used to effectively manage the needs and expectations of customers - effective communication and consultation is being used to meet, understand, and respond to the needs of all customers and stakeholders - they participate in joint improvement activities Minutes of meetings with other schools, representative forums. Survey feedback from common customers. Joint venture projects

SMT motivate, support and recognize staff Any documentation which shows: - SMT personal involvement in communicating and cascading the mission, vision, values and strategy objectives to all within the organization - they are accessible and actively listening and responding to staff - managing people to participate in improvement activities whilst helping them to achieve their objectives and targets - recognizing both team and individual achievements, at all levels, in a timely and appropriate way. Individual performance should be linked to team performance that is linked to achievement of strategic goals. Assessment systems /profiles Individual recognition Team recognition Innovation activities/rate Celebration of achievements Staff awareness surveys Suggestion schemes Mentoring, facilitating + coaching staff Participative Target setting activities Performance appraisal Team building

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**Research Methodology**

**Study design:**

This research was a qualitative study designed to study life experiences and draw conclusion based on those experiences. This paper was biased to conceptual study in the main and on inductive reasoning and theoretical development (Maree, 2016). Data collection was by phenomenological method in which exploratory participation shared personal experiences and observation through interviews (questionnaires) and discussions. Dependent variable such as pass rate and rate of violence was tested while independent variables such as time management, SMT meetings, and school policies in the form of extra classes peer tutorial among other things were tested.

**Study population:**

Castillo (2009:3) described target population at the entire group of individuals or objects which the researchers were interested in, usually with varying characteristics. The four schools selected for this study were chosen on researcher's discretion. They were chosen because two schools have performed well in the NSC examination while the other two have not performed well in the same NSC examination. The four school are in rural areas under King Cetshwayo district in KwaZulu-Natal. Participants were grouped into three categories of Principals, Deputy Principal and HODs, and Learners.

The participants for study were contacted by oral communication. The researcher would organize a visit to the selected schools and seek the consent of the participants to participate in the study.

**Sampling:****Sampling characteristics:**

On this basis the researcher used a purposive sampling technique. Castillo (2009:3) argues that purposive sampling is used in cases where there is special authority bestowed on the researcher to select a more representative sample that can bring more accurate results than by using other probability sampling techniques. The principals are the heads of SMT's. They were central in the development and implementation of school curriculum management and its policies. They were selected so that they can share their experiences on what went well in the performing schools and what went wrong in the underperforming schools. The deputy principals and HODs are members of the SMT. They were also directly involved in the development of school policies. The Student's Parliament is the learners' representative and ensures that teaching and learning are dispensed effectively to all learners. The president, deputy president and two other members of the students Parliament/RCL were selected from each school for this study. Grade 12 learners who were members of the student Parliament was also selected from each school to participate in this study.

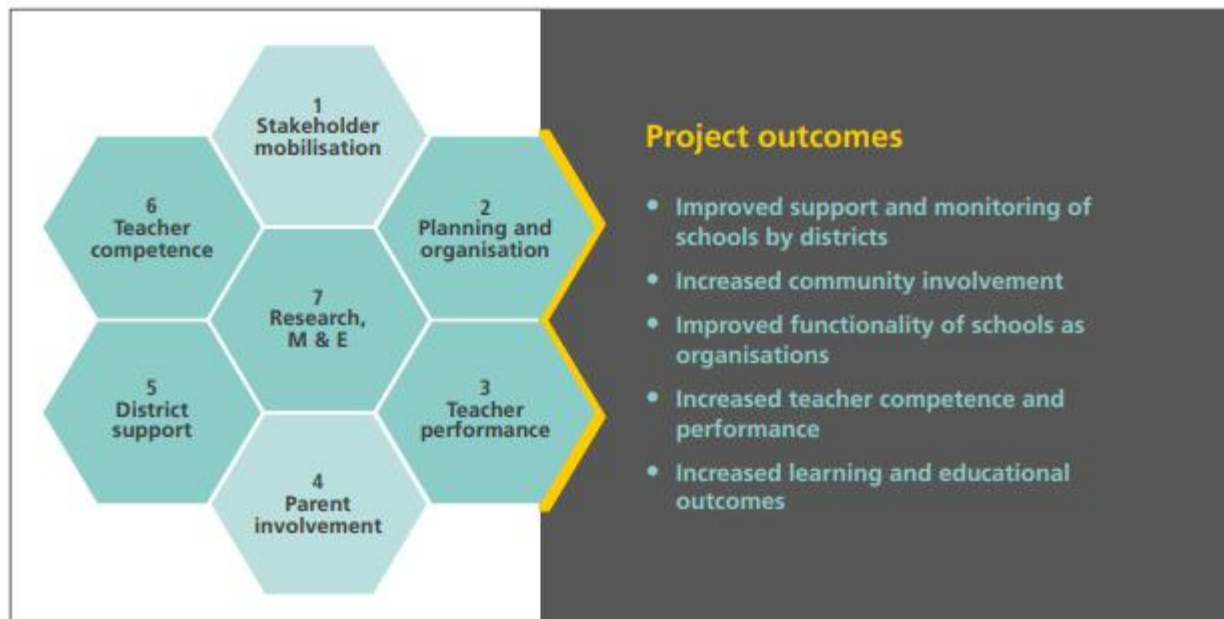
**Research Procedure:**

Questionnaire distributed to the participants. Enough time was allowed for participants to answer the questions. The questionnaires which was open-ended were collected from participants by the researcher.

## DATA ANALYSIS AND INTERPRETATION

The knowledge was generated on a multiple approach where participants and secondary sources were critically engaged with the understanding of concepts, and that it aims to add to our existing body of knowledge (Maree,2016). The conceptual models from figure 1 to 6

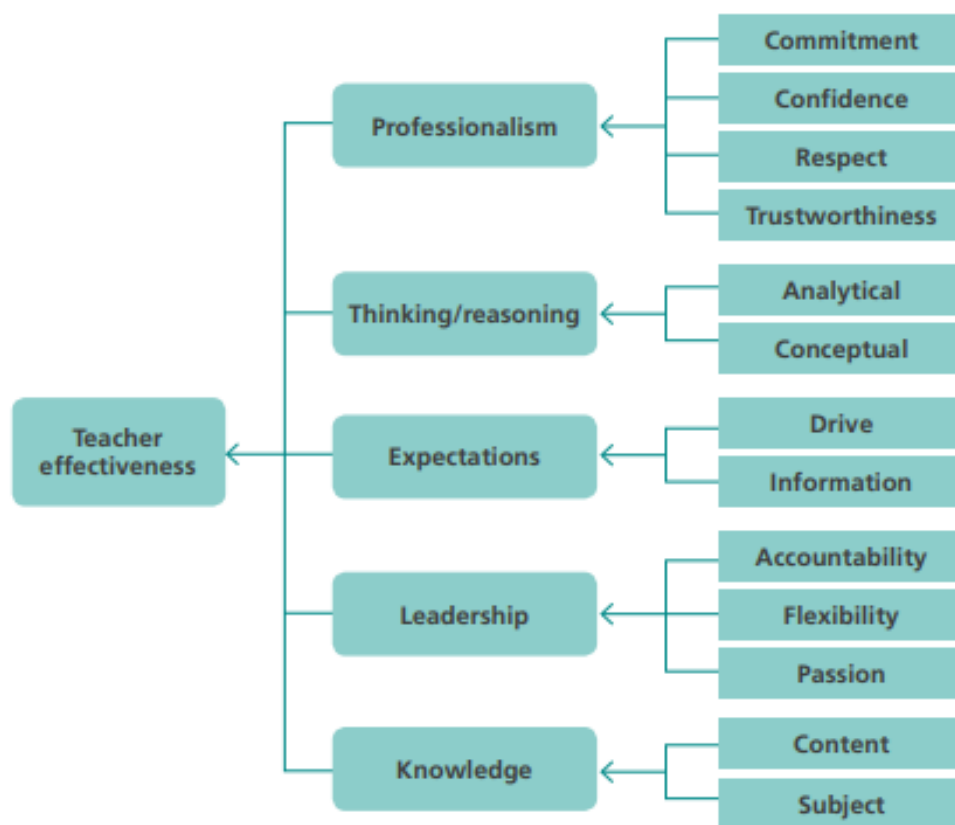
The conceptual framework the model is made up of seven components as presented in Figure 2. The key philosophical assumption underlying the model is that educational outcomes at school level will improve if teachers are effective and the teaching and learning environments are supported by effective school organization and community involvement. The model further assumes that the district office provides guidance, support, and monitoring. The key concepts entailed in the intervention philosophy (educational outcomes, effective school organization, community involvement and district support) are complex and often carry more than one meaning. These are described in the sections below. In particular, “educational outcomes” refers to the skills, aptitudes, knowledge, behaviors, attitudes, and values expected of learners from their engagement in schooling. The seven components of the intervention, the assumptions behind their implementation and the implementation approaches adopted are set out in brief below, with specific reference to the BSSIP and COEP



**Figure 2: Systemic School Improvement Mode**

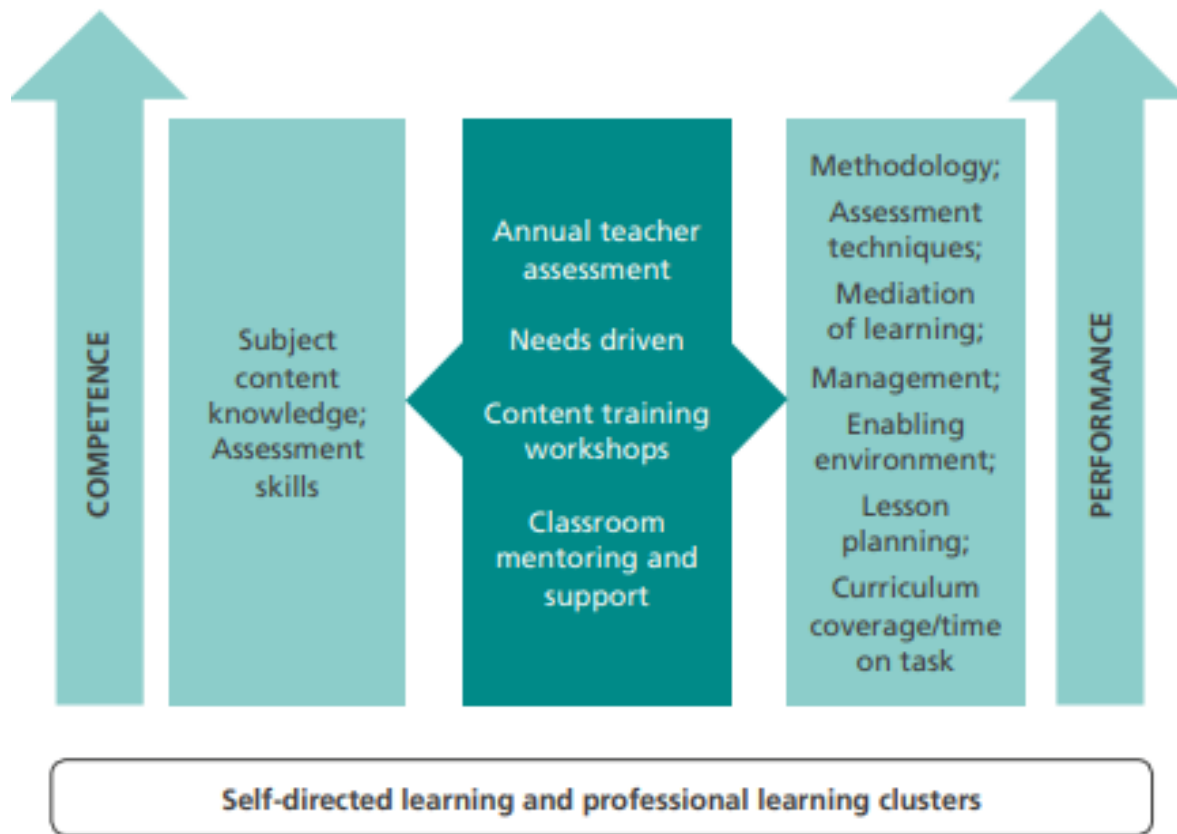


The implementation of this component was one of the most rewarding activities of the projects. Teachers' content knowledge was successfully profiled, and responsive teacher development interventions were designed. In addition, this component enabled a better understanding of the ethics of the teacher assessment process, which included understanding the views and concerns of the teachers and their unions. In the end, it was teachers who demanded the assessments and, as a result, over 400 teacher competence records were generated. This achievement is significant, particularly given that the new ISPFTED plans to introduce teacher assessments of this nature.



**Figure 3: Teacher effectiveness variables (adapted from Anderson, 2004:21)**

The teacher development model itself is conceptualized as a three-pronged approach to improving learning outcomes. The model aims to develop the teacher in terms of both subject knowledge and classroom practice, that is, as noted previously, to increase teachers' competence and improve their performance. The intervention activities are therefore designed to cover testing, content training and classroom mentoring and support. The teacher development conceptual model is illustrated in Figure 5



**Figure 4: The teacher development conceptual model**

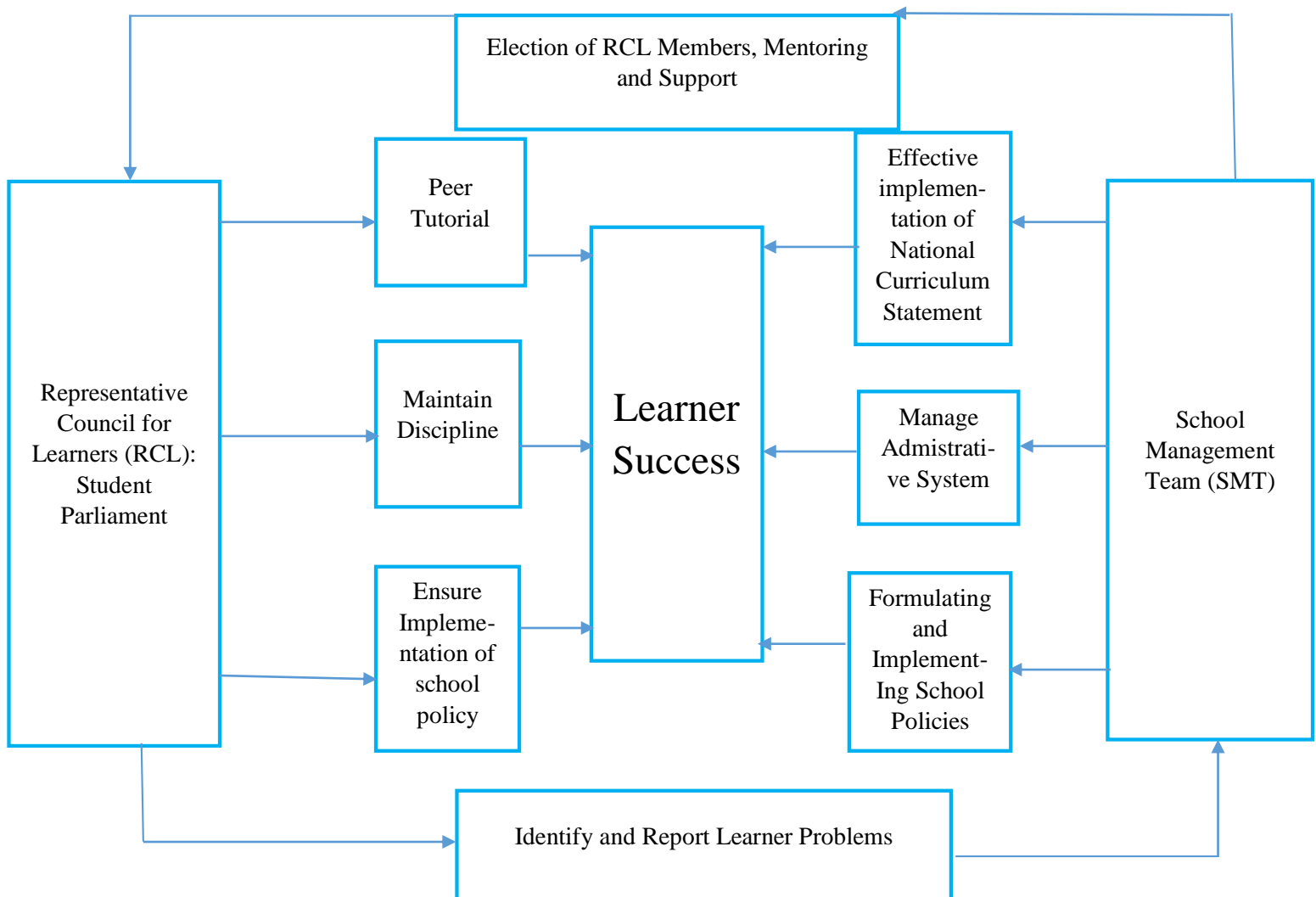
Interventions are interactive and collaborative Although policies such as the Action Plan to 2014: Towards the Realization of Schooling 2025 (Department of Basic Education, 2010) and Integrated

Strategic Planning Framework for Teacher Education and Development in South Africa 2011–2025 (Department of Basic Education and Higher Education and Training, 2011) frame the activities selected, the beneficiaries themselves are involved via the collaborative and interactive nature of the development activities. This practice is beneficial to the secondary schools selected for this study because while policy guides implementation, interaction and collaboration on the policy are important to adapt it to the specific context in which the interventions are implemented.



**Figure 5: Cycle of the needs-based approach to teacher development**

Egger & Carpi (2008:3) defined data analysis as working to uncover patterns and trends in data sets while data interpretation involved explaining those patterns and trends. Responses from participant was collected in schools' bases. Comparison was drawn between responses from the four schools. As a researcher I utilized the information collected and develop a model for academic interventions in rural secondary schools. Figures 1 to 5 above were associated with the data collected and consolidated to yield the final product of this study. These models are however, not always buttressed by efficient school structures such as SMTs, SGBs, and RCLs for implementation or monitoring and evaluation, hence the developed (Boateng, 2014; Maarman, 2009). Figure 6 shows the conceptual model which I developed from the multiple data collection of this study.



**Figure 6: The conceptual model for academic intervention in rural secondary schools**

**Conclusion**

The challenges facing rural areas under King Cetshwayo District and academic interventions required are the phenomenal measures that must be put in-place for pursuit of quality public education. Motivating learners and encouraging educators to understand technological changes and work pressure to produce good results against odds and innovative inventions for quality and effective teaching and learning philosophy. The department of basic education shall ensure a strong well capacitated principals and learner SMTs and strategic direction of the school moving forward. General, in King Cetshwayo District we need appreciate the efforts alone by the government an intervention, because today there are learners whose families could not afford education of their children, but the government provided the non-fee school, schools nutrition, free

textbooks, free stationery, free uniform, has made remarkable impact on the tenets of excellence and improved learning subframes. This is evident on the bachelor pass increased at the exist grade (grade 12) have developed the conceptual model for academic interventions in rural secondary schools learning and teaching campaign (QLTC) Committees, professional learning communities (PLC) and other structures ton promote and advance the business which is teaching and learning

### **Recommendations**

This is recommended as per the scholarly sources, views from in-depth engagement with the participants, my personal experience in the field of education with specific to academic interventions across the province of KwaZulu-Natal. The secondary schools shall utilize the developed model for academic interventions, this includes officials supporting curriculum management and rapid response teams (RRT) visiting schools which are chronic under performers.

Resuscitating or revival of structures such as QLTC, PLC, Student Parliament, Representative Council Learners (RCL) as unavoidable at this moment macro-analysis as a take-away from this study. Open discussion amongst the mentioned structures which entails the key rule that they play will make a positive impact and yield success

The role of monitoring and evaluation in the system is ideal for the education officials, principals, SNT's to achieve their comprehensive planning courprises theistically sound curriculum management and delivery strategic interventions or philosophy. The key concept envisaged by the intervention's philosophy are educational outcomes, effective school management, parental involvements, business community, and official support. The nation of this philosophy needs further research as it brings a new transformation and deeper change in the teacher's discourse

This change is gaining momentum on the status quo and how the education system was structured in CAPS, but this study has recognized that scholars initiate preliminary discussion to understand the intervention philosophy and how it has put itself at the center of teaching and learning in secondary schools across all grades.

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