



Innovative Teaching Methods in South African Urban High Schools: A Survey Research

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Abstract

In South Africa, urban high schools face unique challenges in delivering quality education due to socio-economic disparities and resource limitations. A survey research approach was employed, involving a stratified random sample of teachers from nine randomly selected urban high schools. Data were collected through an online questionnaire designed to gauge teacher perceptions and practices related to innovative teaching methods. Teachers reported mixed adoption rates for various innovative teaching methods, with digital literacy training being the most widely adopted (75% of respondents). However, there is a notable gap in resources supporting these methods, particularly among schools located in economically disadvantaged areas. Innovative teaching methods can enhance student engagement and academic outcomes when supported by appropriate resources. Addressing this resource gap could significantly improve educational quality in urban high schools. School districts should prioritise the provision of digital literacy equipment and training to teachers, while also advocating for government funding to support such initiatives.

Keywords: *Sub-Saharan, urbanization, ethnography, constructivism, qualitative inquiry, pedagogical innovation, socio-cultural responsiveness*

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