

**Teachers Bullied:  
Exploring the Victimisation of Teachers by  
Learners in High Schools in the Johannesburg  
South Region**

A report on a study presented to

The Department of Social Work  
School of Human and Community Development  
Faculty of Humanities  
University of Witwatersrand

In partial fulfilment of the requirements for the degree Masters in Social  
Work in the field of Occupational Social Work:

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07 September 2017

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## **ABSTRACT**

School violence over the years has been on an increase. It has been particularly known and researched that learners have been affected by such a persistent phenomenon (Burton & Leoschut, 2013). Notably, teachers themselves are increasingly becoming victims of school violence. It has been said that much of the school violence stems from the violent nature of society; violence in society being complex in nature (Mncube & Harber, 2012). Limited research has been directed towards exploring victimisation of teachers by their learners, hence the interest in the topic. In order for one to gain knowledge and insight in this topic, the qualitative approach and a case study design was used. The unit of analysis consisted of 5 high school teachers within the Johannesburg South Region. Snowballing, which is a type of non – probability sampling was used to identify participants. A semi – structured interview scheduled was used as a data gathering tool, during the face – to face interviews. The thematic content analysis was used to analyse the data collected, so as to find common themes and topics relevant to the study. As predicted, the study helped in gaining insights in understanding the consequences of school violence and bullying on teachers. It helped in understanding teachers' experiences of school violence and the consequences it has in the workplace. Additionally, it assisted in gaining insight on what may contribute towards the creation of a healthier work environment.

### **Keywords**

Bullying, victimisation, school violence, consequences, learners, teachers

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