

https://dspace.org/

Teachers bullied: exploring the victimisation of teachers by learners in high schools in the Johannesburg South Region

Mashile, Lemohang Ditokelo

2017
https://hdl.handle.net/10539/24751
Mashile, Lemohang Ditokelo (2017) Teachers bullied: exploring the victimisation of teachers by learners in high schools in the Johannesburg South Region, Witwatersrand, Johannesburg, <https://hdl.handle.net/10539/24751

Downloaded from a DSpace repository. https://dspace.org/

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:

By
Lemohang Mashile
07 September 2017

PLAGIARISM DECLARATION

1. I know that plagiarism is wrong. Plagiarism is to use another's work and to pretend that it is one's own.

2. I have used the APA convention for citation and referencing. Each significant contribution to, and quotation in, this **RESEARCH REPORT** from the work, or works, of other people has been attributed, and has been cited and referenced.

3. This **RESEARCH REPORT** is my own work.

4. I have not allowed, and will not allow, anyone to copy my work with the intention of passing it off as his or her own work.

5. I acknowledge that copying someone else's assignment or essay, or part of it, is wrong, and declare that this is my own work.

Signature: L. Mashile
Date: 7 September 2017

ACKNOWLEDGEMENT

I first of all would like to thank God. In Him all things are possible.

Secondly, I would like to thank my university supervisor, Dr Edmarie Pretorius for being supportive during the period of my studies. I have gained much knowledge and understanding; therefore I am grateful to have learned so much.

Thirdly, I wish to thank my family. Their support, love and blessing have helped me in completing this period in my life. Without them I would have not succeeded.

And lastly, I would like to thank my friends, who have continuously been supportive in this chapter of my life.

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

TABLE OF CONTENT

Plagiarism Declaration II

Acknowledgements III

Abstract IV

CHAPTER 1

INTRODCTION 1

1.1 Introduction 1

1.2 Background to the study 2

1.3Statement of the problem and rationale for the study 3

1.4 Main research questions 3

1.5 Primary and Secondary Objectives 3

1.6 Overview of the research methodology applied 4

1.7 Definition of Concepts 4

1.8 Limitations of the study 5

1.9 Structure of the research report 6

CHAPTER 2

BULLYING AND VICTIMISATION OF TEACHERS IN THE WORKPLACE 7

2.1 Introduction 7

2.2 Aetiology of violence 7

2.3 Prevalence of violence 9

2.4 The nature of school violence 11

2.5 Consequences of school violence on learners 14

2.6 Consequences of school violence on teachers 16

2.7 Learners coping strategies 19

2.8 Teachers coping strategies 20

2.9 Legislation within the South African context 23

2.9.1 South African School's Act No. 84 of 1998 23

2.9.2 Abolition of corporal punishment Act No.33 of 1997 24

2.9.3 Employment of Educators Act No. 76 of 1998 24
2.9.4 Examplar school safety policy 24
2.9.5 Other Policy Documents 24
2.10 Theoretical Frameworks 25
2.10.1 Systems theory and Brofenbrenners model of child development 25
2.10.2 Erikson's Psychosocial Stages 26
2.11 Summary 27

CHAPTER 3

RESEARCH STRATEGY AND METHODOLOGY 28
3.1 Introduction 28
3.2 Research approach and design 28
3.2.1 Population, sample and sampling procedure 29
3.2.2 Research instrument 29
3.2.3 Pre testing of the research tool 29
3.2.4 Methods of data collection 30
3.2.5 Methods of data analysis 30
3.3 Trustworthiness of the research study 31
3.3.1 Credibility 31
3.3.2 Transferability 32
3.3.3 Dependability 32
3.3.4 Confirmability 32
3.4 Ethical Consideration 33
3.4.1 Voluntary participation 33
3.4.2 Informed consent form 33
3.4.3 Avoidance of harm 33
3.4.4 Confidentiality and Anonymity 34
3.4.5 Debriefing 34
3.4.6 Ethics Clearance 34
3.5 Summary 35

CHAPTER 4

DISCUSSIONS PRESENTATIONS AND DISCUSSIONS ON FINDINGS 36

4.1 Introduction 36

4.2 Profile of participants 36

4.2.1 Table: Profile of participants 36

4.3 Themes and sub – themes: the framework for discussion 36

4.3.1 Table: Themes and sub – themes identified 37

4.4 Discussion on findings 38

4.4.1 Perspective on how school violence influences teachers in the workplace 38

4.4.1.1 Infiltration of community violence in schools 38

a. Experience of violence in the workplace 38
b. Perception of safety in the workplace 40

4.4.1.2 Influence of health and well – being in the workplace 43

a. Insight on well – being post incident 44

4.4.2 Coping strategies teachers use to deal with school violence 45

4.4.2.1 Support and Coping Strategies 45

a. Reporting structure and professional support 46
b. Personal coping strategies.....50

4.4.2.2 Recommendations.....52

a. School Culture 52
b. Unity 53
c. Workshop 54

4.5. Summary 55

CHAPTER 5

MAIN FINDINGS, CONCLUSIONS ANDRECOMMENDATIONS.....56

5.1 Introduction 56

5.2 Main findings of the study 56

5.3 Conclusion 60

5.4 Recommendations.....60

5.3.1 Gauteng Department of Basic Education 60

5.3.2 Schools 61

REFERENCES.....62

APPENDICES 69
Appendix A: Participant information sheet 70
Appendix B: Consent form 71
Appendix C: Consent for audio taping 72
Appendix D: Semi structured interview schedule 73
Appendix E: GDE Research Approval Letter 74
Appendix F: Clearance Certificate 76
Appendix G: Signed Consent Forms .....