

The Psychosocial Implications of School Violence On Teachers' Work Performance

Moneilweng Khantsi , Dr. Charity Okeke

University of the Free State, South Africa

Abstract

School violence is a multifaceted phenomenon, involving learners' misconduct that disrupts classroom activities. These challenging, uncontrolled learners' misconduct extends to the teacher's inability to control the classroom for teaching and learning. This qualitative study adopts a phenomenological research design to explore the psychosocial impacts of school violence on teachers' work performance. The study sample comprises 12 teachers purposively selected from 4 high schools in the Motheo District of the Free State Province, South Africa. Face-to-face and audio-recorded, semi-structured interviews were conducted to elicit data from the participants. The data were transcribed, reviewed, coded, and analyzed following thematic analysis methods by Braun & Clarke (2023). Findings from the study revealed that teachers continue to struggle daily to maintain sanity in the classroom while carrying out their teaching duties. The affected teachers feel embarrassed in the presence of learners, leading to neglect of duties and decline in work performance. Teachers intentionally call in sick and consider quitting their jobs for safety reasons. These classroom barriers posed worrying, unanswered questions about their career choices as teachers. The Department of Basic Education is called upon to intervene and restore an optimal learning environment in the affected schools.

Keywords: Psychosocial Implications, School Violence, Teachers, Work Performance