



Experiences of Teachers in Managing Learners with Anxiety Disorder to Promote Mental Health in the Foundation Phase

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ABSTRACT The purpose of this study is to examine the primary school teacher's perceptions of managing anxiety disorder, its causes, impact as well as the coping strategies they use. A qualitative research paradigm was chosen. The target population comprised of primary school teachers. Five schools were randomly selected. Ten participants were purposively sampled. Data was collected through individual interviews. In this study the physical sorting and analysis of the qualitative data was done. This study revealed that teachers experience challenges in managing anxiety disorder in learners. This has a negative impact on the health of learners and therefore affects their academic performance. The paper recommends that the Department of Basic Education must conduct regular workshops and short courses for the teachers to empower them to manage anxiety disorder. It is important for teachers to be deeply grounded in theories and strategies of how to manage and assist learners with anxiety challenges.