

Teacher Mental Health Promotion in Creating Quality Teaching Environments in Dysfunctional Secondary Schools*

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ABSTRACT Poor academic performance of learners is a major problem in South African public schools today. A considerable number of schools in the Vhembe District are dysfunctional. The main aim of this study was to find challenges in the promotion of the teachers' mental health for them to create an environment that promotes quality teaching and learning in dysfunctional secondary schools in Mutale area in the Vhembe District. Quantitative research design was used, collecting data through questionnaires. Purposive sampling procedure was used to select 160 teachers from rural dysfunctional schools. Data was analyzed using IBM Statistical Package for Social Sciences (IBM SPSS statistics). Results showed that conditions in the schools were not conducive to the promotion of teachers' mental health. A model was developed in order to enhance the quality of teaching and learning in dysfunctional secondary schools in the Mutale area through promotion of teachers' mental health.