

The Role of the Principal in Restoring the Culture of Teaching and Learning in Dysfunctional Schools

N. S. Sebopetsa, N. F. Litshani* and N. P. Mudzielwana

University of Venda, P/Bag X5050, Thohoyandou, 0950, Limpopo Province, South Africa

**E-mail: ndanganeni.litshani@univen.ac.za*

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ABSTRACT The study aimed to investigate the role of principals in restoring the culture of learning and teaching in dysfunctional schools. The study is underpinned by the situational leadership theory with specific reference to Hersey and Blanchard model. Data gathering took a qualitative approach. Interviews were conducted on sampled principals and curriculum advisors. Records were requested and observation done to support data gathered during interviews. Data analysis employed triangulation of citations from interview, observation schedule and literature. It was found that the community should develop a sense of patriotism on the school. Education is the responsibility of the collective. It was established that, sixty (60.0) per cent of teachers and learners practice a tendency of moving up and down during lessons. It is recommended that education is never a one man's show activity, but a system activity which needs positive and constructive contributions from various stakeholders which have interest in education. Principals need to work hard and delegate with responsibility to ensure that teaching and learning is approached in a positive manner and excellence must be publicly acknowledged