



**UNIVERSITY OF
ZULULAND**

**MANAGEMENT PRACTICES OF COMPETENCY-BASED
EDUCATION BY PRIMARY SCHOOL PRINCIPALS IN ESWATINI**

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Education in the Faculty of Education at the University of Zululand.

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DECLARATION

I, **Nokuthula Celumusa Dlamini** declare that the thesis: **Management Practices of Competency-based Education by Primary School Principals in Eswatini** is my own work and the sources that have been used and indicated are acknowledged by means of complete references. I have not submitted this research to UNIZULU and any other institution of higher education before.

DEDICATION

This work is dedicated to my children Silindzile, Sengetile and Sivikelo who believed in me and supported me during my academic journey. Thank you for your tireless and unconditional love and the support you showed me when things were unbearable, and for believing in me and encouraging me to press on. I hope this achievement gives you a challenge to push academically and be the best you can be.

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ABSTRACT

The introduction of Competency-based Education (CBE) in the Eswatini primary schools in 2019 brought about change in the management practices of the primary schools' principals. They were mandated to see to it that the CBE curriculum is effectively implemented. However, there was minimal capacitation of this CBE curriculum. The aim of this study was to explore the management practices by primary school principals on the Implementation of Competency-based Education in Eswatini. The study followed the pragmatist philosophy and followed a mixed method approach. The skills theory of leadership and the management functions theory were used as lenses that underpinned this empirical study. Two research instruments; the questionnaire and face to face semi-structured interviews were utilized for soliciting data from the purposively and conveniently sampled respondents and participants for the quantitative and qualitative data sources, respectively. The findings of this study pointed out that principals do practice their management roles although they have limitations brought by lack of confidence with the CBE curriculum. On the part of the implementability of CBE, the results established some impediments in the implementation. These include the fact that the Eswatini economy proved to be a challenge for the implementability of this curriculum reform, hence the CBE implementation was seen as haphazardly done; Inadequate resources, both human and material, which include infrastructure in the schools and lack of capacity development which affects the implementation of CBE in the schools. The study recommends that government extensively capacitate principals, educators and parents in CBE and provide resources in all schools. A model is proposed from the findings for the realization of effective implementation and management practices by the principals.

KEY WORDS:

Competency-based Education, Capacity Building, Curriculum Change, Curriculum reform, Management practices, Management.

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ACRONYMNS

ACESLM	Advanced Certificate in Education: School Leadership and Management
CAPS	Curriculum Assessment and Policy Statement
CBA	Competency-based Approach
CBE	Competency-based Education
CBC	Competency-based Curriculum
OBE	Outcome Based Education
OBC	Objective Based Curriculum
CBL	Competency-based Learning
CCSSO	Council of Chief State School officers
ELA	English Language Arts
NCC	National Curriculum Centre
TPD	Teacher Professional Development
TALIS	Teaching and Learning International Survey
MoET	Ministry of Education and Training
SNAT	Swaziland National Association of Teachers
OAU	Organization of African Unity
LCIP	Learner Centered and Interactive Pedagogy
LSE	Life Skill Education
NPM	New Public Management
ADKAR	Awareness Desire Knowledge Ability and Reinforcement

FPE	Free Primary Education
PD	Professional Development
TPD	Teacher Professional Development
IPD	In – Service Professional Development
IE	Inclusive Education
UPE	Universal Primary Education

CHAPTER 1

1.0 INTRODUCTION AND BACKGROUND

1.1 BACKGROUND TO THE STUDY

In pursuit of quality in the provision of education in Eswatini, the Ministry of Education and Training (MoET) announced, in 2016, that Competency-based Education (CBE) was going to be introduced in its education system. The aim for the change from the Objective Based Curriculum(OBC) to (CBE) was to advance and develop the quality of education in Eswatini schools, so that the learners were prepared for high school, the work place, and were able to compete in the global sphere. The Eswatini Government did not intend to abolish the existing curriculum, but rather to place a greater focus on a few critical competencies as a result of the country's economic woes. The introduction of the new curriculum, CBE in Eswatini, seemed to be the only solution to solve many problems of life, more especially, in skills development since the country had experienced economic challenges in the recent years (Dlamini, Bhebhe & Dlamini, 2018).

Despite the economic difficulties, MoET continued and guaranteed that the Salamanca Statement and Framework for Action, as well as the Incheon Declaration and Framework for Action for the Implementation of Sustainable Development Goal 4, were not ignored (Government of The Kingdom of Eswatini, 2018). This was made possible by national policymakers and educators working together through the MoET to review the curriculum in order to reform the Eswatini education system to meet global demands. The ideology underpinning the change of curriculum from OBC to CBE was based on the assumption that CBE was a curriculum that could assist the country's education system migrate to provide quality education that promotes skills. Sensible to that ideology, the MoET, announced the move from the OBE to CBE.

The concept 'Competency-based Education' is complex because in practice, the reform often exists on a continuum (Sturgis, 2016; Freeland, 2014), and elements of this reform are implemented over time. Competency-based Education requires assessments that

require learners to apply their knowledge to demonstrate mastery to track their skills (Le, Wolfe, & Steinberg, 2014; Sturgis, 2016). The goal of CBE is to meet the needs of learners more effectively. Competency-based Education dates back to progressive education in the 1900's and, more recently, the mastery learning movement from the 1970's to '80s (Haynes, Zeiser, Surr, Hauser, Clymer, Bitter, & Yang, 2016; Sturgis, 2016). Recent policy initiatives, however, have brought about a renaissance of this approach to learning and assessment (Sturgis, 2016).

Many countries around the world are carrying out extensive curriculum reforms to better prepare learners for the higher education demands and job market requirements in the 21st century. Pape and Vander Ark (2018) point out that a growing number of states are encouraging or mandating the transition to CBE learning to give teachers, schools flexibility, tools to optimise and personalize learning for students. Bogo (2011) indicates that in USA many states have policies in place allowing schools and districts flexibility to award credit based on demonstrating competency rather than on seat time, with the policies varying widely in their scope. An increasing number of states are starting with small-scale pilot programmes, offering grants to schools and districts that are implementing Competency-based models.

Also, African countries have revised their curricula in order to Africanise and decolonise the former curricula so as to meet the growing demands of their societies and to promote their local cultures. Incidentally, most of them adopted the content-based or knowledge-based curriculum approach. However, by the 1990s most African countries began to make attempts to change and revise the curriculum from a content-based curriculum to a Competency-based Curriculum (CBC) or Outcome Based Curriculum (OBC) in order to cope with the political, social and sometimes harsh economic realities (Roberts & Palvlak, 2002). According to Sessional Paper No. 14 of 2012, the East African Community (EAC) adopted a common policy of harmonising education systems and training curricula that shifted focus from standard curricular design to Competency-based Education and assessment approach (National Curriculum Framework, 2014).

Also, Rwanda shifted to the Competency-based Curriculum in 2015 in order to deal with scarcity in skills in the Rwandan education system with emphasis on science and technology. This was called for due to Rwanda's desire to build up a knowledgeable society in order to meet its global and local demands in the job market. This was in response to Rwanda's education philosophy of making sure that every child at all levels of learning receives quality education to develop their full potential, relevant skills, knowledge and desired attitudes that will assist them fit in the society and job market (Republic of Rwanda, 2015). Rwanda's objective is to transform its state by the year 2030 into a knowledge-based society and middle-income country. The Competency-based Approach is aimed at stimulating students in order to attain optimum academic performance. The skills, values, attitudes, and knowledge are to be applied in day-to-day activities. Learners are expected to reflect them on their endeavours (Rwanda Education Board, 2018).

According to Kabila and Ji (2017), the Kenyan Institute of Curriculum Development (KICD) resolved to adopt a Competency-based Approach (CBA) in their curriculum reforms based on the findings of a needs assessment study carried out in 2016, on international best practices in education system and curriculum reforms that make learning more meaningful. In South Africa, the competency-based curriculum was adopted for the first time in 1998 following the acute shortage of professionals such as engineers, technicians and artisans of all south Africans and equip them with employable skills to cope with challenging issues in the 21st century.

In Eswatini, the CBE process unfolded in 2010 (Dlamini, Bembe & Dlamini, 2018). The world economic meltdown of 2010-2012, forced Eswatini to refocus on its education system. The World Bank recommended CBE as a viable tool to solving/mitigating the country's economic stagnation. Discussions on the CBE were guided by national policies and higher education institutions involvement was seen as crucial because the CBE not

only has consequences for the sort of learning students, but for teachers and higher institutions professionals.

After these recommendations, the National Curriculum Centre (NCC) of Eswatini reviewed and localised the curriculum reform in the country. These changes included the introduction of CBE through the Swaziland National Curriculum Framework for General Education (National Curriculum Centre, 2016). The objectives of the framework were inter alia to complete the development of a CBC for all education and training school levels and orient stakeholders including parents, on new curricula. Also, the objectives were to adopt a Competency-based approach in the curriculum to reflect the aspirations, developmental priorities and needs of society as well as the national development goals of Eswatini (Ministry of Education & Training, 2018). Through the CBE curriculum, the Eswatini government aims to improve the quality of education in their schools, integrating Life Skills Education (LSE) including HIV and AIDS awareness (Government of The Kingdom of Eswatini, 2018).

The study acknowledges the key role that primary school principals play in the schools' performance and achievement; hence their abilities, competencies and proficiencies must be enhanced. Scholars argue that the problem of poor performance, widespread in many countries, is profoundly rooted in management (Onyancha, Ondigi, & Mobegi, 2021). This indicates the significance of the management practices by school principals, to the success of any performance and curriculum implementation in the education system. The effective school management is crucial for improving the efficiency and equity of schooling as a key intermediary between the classroom, the individual school, and the education system as a whole (Pont, Nusche & Moorman, 2008). In the school, management can assist learners or students to learn better by influencing the conditions and climate in which teaching and learning take place (Basuki, Perdinanto & Hamid, 2020). School managers can connect and adapt schools to changing external environments beyond the school walls. School management also serves as a link between internal school improvement processes and externally initiated reform at the school-systems interface.

They do not function in a static educational environment; they corroborate with the stakeholders in the educational system, which include the educators, learners and parents. The expectations for schools and school management have changed dramatically as countries seek to adapt their education systems to the needs of modern society (Ekanem, 2014). In terms of management practices, many countries give schools more autonomy in making decisions while centralizing standards and accountability mechanisms and requiring schools to adopt new research-based teaching and learning approaches (Kabombwe & Mulenga, 2019; Akinfolarin, 2017; Mestry, 2017). The roles and responsibilities of school management have expanded and intensified in response to these changes. Management at the school level is more important than ever, given the increased autonomy and accountability of schools (Tarmo & Kimaro, 2021). School principals in the Eswatini primary schools are the extension officers for the Ministry of Education and Training (MoET). Thus, the MoET depends on them for all educational policy implementation and changes in the school as an organization, curriculum reform included.

In the past years, I have been a lecturer and worked with school principals during teaching practice of student teachers in many different primary schools in Eswatini and I taught curriculum related subjects. My impetus behind the instructional management phenomenon of CBE implementation and management practices emanated from the distinct behaviour of how principals' management practices influence curriculum change and implementation for the positive performance of the learners in the schools. There is a shift in the tasks and practices of educational managers from having to adhere to district rules and regulations to them becoming managers of learning who can develop a team delivering effective instruction in the schools. Having worked with principals, it has been an unanswered question on how the school principals manage the implementation of CBE as a newly introduced educational reform in the Eswatini primary schools for its successful implementation for the benefit of learners' performances. During visits to the schools, I observed that the principals were failing to report on the progress of the student teachers on this curriculum. In the short reports, I observed that there seemed to be lack of

knowledge of the CBE programme. This suggested that it was difficult to establish the extent to which the principals manage the teachers for effective implementation of the program for effective teaching and learning for which the program was designed. I could not establish any documented evidence as to why the principals were not producing convincing reports for such a critical government introduced program.

1.2 STATEMENT OF THE PROBLEM

The government of Eswatini mandated the implementation of a new approach to teaching and learning in Eswatini primary schools, CBE (APA News, 2019). This approach requires principals and educators to bring into play new knowledge, competencies and practices for its implementation for learners to acquire skills. The school principals are managers of curriculum in the schools and are mandated by the MoET to monitor the implementation of the curriculum in the schools. However, there was minimal capacitation of principals on this change in curriculum. Although, the government's efforts are aimed at better curriculum change, the government must consider the process on the change in the curriculum as hampering the good intentions and efforts to produce quality education. Competency-based Education is registering positive results as it is geared to promote skills in /among the learners and students and equip them for the workplace, however, the principals are facing challenges on the management and implementation of CBE. My search for literature resulted in only one study that described the unfolding of CBE in Eswatini without mentioning anything on management practices and the implementation of CBE by principals in the Eswatini primary schools. The literature is silent on how principals have been capacitated in equipping them for this new curriculum reform. It is against this background that this study is trying to explore the management practices of primary school principals on the implementation of CBE in Eswatini.

1.3 AIM OF THE STUDY

The aim of the study was to explore the management practices of Competency-based Education by primary school principals in Eswatini.

1.4 RESEARCH OBJECTIVES

This study was guided by the following objectives:

- a. To explore primary school principals' management practices in the implementation of Competency-based Education in their schools.
- b. To explore the primary school principals' understanding of Competency-based Education in Eswatini.
- c. To determine primary school principals' perceptions of the implementation of Competency-based Education.

1.5 RESEARCH QUESTIONS

To achieve the objectives of this study, the following research question was a guide to the study: What are the management practices of primary school principals in the implementation of Competency-based Education in Eswatini?

The following are the sub-research questions directing this study.

- a. How do management practices used by primary school principals affect the implementation of Competency-based Education in their schools?
- b. To what extent do primary school principals in Eswatini understand Competency-based Education?
- c. How do primary school principals perceive the implementation of the Competency-based Education in Eswatini?

1.6 INTENDED CONTRIBUTION TO THE BODY OF KNOWLEDGE

Current educational literature around management practices and Competency-based Education is limited regarding provision for the principals' demands for a Competency-based Education career pathway. The findings of this study are going to suggest strategies that can be brought in to play to curb the challenges encountered by the primary school principals in the implementation of Competency-based Education. It is hoped that this study will add to the already existing body of literature in this field. The benefactors of this study include the MoET, through the in-service department to develop efficient and effective short courses to capacitate the principals in the management of CBE through the proposed model. This will be achieved by developing a professional development model for primary school principals with reference to change management, management practices and effective implementation of CBE in schools to capacitate principals on management practices of CBE. Universities and higher education systems that offer leadership and management programs may benefit also by designing courses that integrate CBE and leadership and management in their modules as they produce primary school principals. Furthermore, the findings could aid Eswatini's efforts to achieve the goals set out in the Organization of African Unity's Agenda 2063. This study may also impact on the improvement of curriculum policies to better define the needs of the educational managers when dealing with CBE and any other curriculum change going forward.

1.7 DELIMITATION OF THE STUDY

For the study, boundary selection is of utmost relevance. The research was undertaken in all 167 public primary schools in the Manzini region. The goal of this study was to find out the management practices employed by the primary school principals in Eswatini of the implementation of CBE and their perceptions and understanding of CBE. Principals from other administrative regions (Hhohho, Shiselweni and Lubombo), as well as private school principals, were not included in the study. I purposively sampled this region as it

was convenient for me as a researcher because I work in the same region. All Eswatini public primary schools follow the same CBE curriculum, mandated by the Ministry of Education and Training, hence the findings from this research study can be applicable to all Eswatini public primary schools.

1.8 CLARIFICATION OF CONCEPTS

1.8.1 Competency: Competencies define the capacity to successfully perform a skill, knowledge, and attitudes that learners must possess to succeed. To demonstrate an individual's ability to accomplish a specific activity in a specific setting (The Government of the Kingdom of Swaziland, 2014). Tomashevskaja (2014), also defines the term competency as used interchangeably with terms like fitness, skill, qualification, authority, aptitude, capacity and preparedness. A competency is more than just a set of skills and information. It entails the ability to satisfy complicated demands by utilizing and mobilizing psychosocial resources (such as skills and attitudes) in a specific situation (Rychen and Salganik cited by Craps, Pinxten, Knipprath, & Langie, 2022).

1.8.2 Competency-based Education: Competency-based Education is defined as a shift in educational policy from inputs to outcomes with the goal of improving educational effectiveness (Lassnigg, 2017). Competency-based Education necessitates a learner-centered pedagogy, formative and authentic assessment approach to teaching that allows learners to demonstrate appropriate acquired skills that learners can apply in a real life context (Sifuna & Obonyo, 2019).

1.8.3 Assessment: Assessment can be formative or summative. Formative assessment gives information about how students should be taught and what they should learn, while summative assessment tracks and measures students' progress. Curriculum, teacher training, and other associated service ratios and conditions should all be addressed in the context of the education system and its features, as well as the curriculum, teacher training and capacity, and other relevant service ratios and conditions (The Government

of the Kingdom of Swaziland, 2018). For the sake of this study, assessment should provide information that enables professional judgements to be made about learners' progress towards the desired competences (Swaziland Curriculum Framework for General Education, 2018).

1.8.4 Management: For the purposes of this study, management refers to principals in educational managerial roles. Okumbe (1998), defines management as the process of establishing, developing, and implementing organizational objectives and resources to attain predetermined organizational goals.

1.8.5 Educational management: Educational management can be defined as the application of a management theory and practice to the field of education or educational institutions (Tomashevskaya, 2014). Educational management procedures entail the configuration and deployment of systems that ensure the application of policies, strategies, and action plans across a set of interconnected practices to meet educational goals (Amanchukwu, Stanley & Ololube, 2015).

1.8.6 Management practices: Management practices are the working methods and innovations that managers use to make the organization more (Management practices, 2017). Management practices focus around creating an enabling atmosphere to enhance teacher morale, commitment, and professional development (Onuma, 2015).

1.8.7 Change management: Change management is the systematic, controlled use of change knowledge, methods, and resources that provide organizations with a critical mechanism for achieving their business plan (Wanner, 2013).

1.8.8 Curriculum: Curriculum is the guiding structure for delivering cohesive, high quality teaching and learning. It offers practical guidance for content, materials, instruction, and assessment procedures that will help students achieve their goals (The Government of the Kingdom of Swaziland, 2018). Many individuals believe that curriculum is solely

concerned with curriculum preparation, development, and innovation (Kyayemgye & Kintu 2020).

1.8.9 Curriculum framework: A curriculum framework is a document that sets out broad aims and objectives of the curriculum at various stages of schooling, explains the educational philosophy underlying the curriculum and approaches to teaching, learning, and assessment that are fundamental to that philosophy, and allocates time to various subjects and/or learning areas in each grade or stage, among other things (Armstrong, 2014).

1.8.10 Effective management: Effective management means management that produces a result that is wanted (Shafiq, Lasrado & Hafeez, 2019). In the case of this research effective management means the management that will produce results wanted in CBE approaches to curriculum implementation and assessment.

1.9 CHAPTER DIVISION

This study comprises five chapters, which are structured as follows;

CHAPTER 1: Introduction and background

This chapter presents the background to the study, problem statement, aims and objectives, research questions arising from the problem and the significance of the study. The significance of the study, which is the intended contribution of the study to the body of knowledge is also explained; and lastly, definitions of the plan and the operational concepts of the whole study are given.

CHAPTER 2: Literature review and theoretical framework

The chapter begins by reviewing and delivering the theoretical framework which underpins the study, which focuses on the skills theory of leadership and the new public management theory. Relevant literature to management practices of CBE by principals is reviewed. Literature is reviewed focusing on other related studies that have been conducted on management practices by primary school principals, and on Competency-based Education.

CHAPTER 3: Research methodology

This chapter gives a discussion of the research design and methodology that was followed in this study, and the reason why the design was opted for is presented in this chapter. The methodology presented includes the pragmatist philosophical stance, the population, sampling and data collection procedures and the way data was analysed and presented. The ethical considerations adhered to are also discussed in this chapter.

CHAPTER 4: Data presentation

The results of the study are presented in this chapter. The findings are discussed to show how they respond to the research objectives and research questions and how they compare with the literature discussed in chapter two. The results are presented with the help of tables and themes: first the demographic information of the quantitative data is presented, followed by the presentation of the results on management practices by primary school principals on the implementation of CBE, the perceptions of the primary school principals on the implementation of CBE, and lastly, the understanding of the concept of CBE.

CHAPTER 5: Concluding discussion

The chapter provides a synthesis of findings, conclusion, recommendations, and areas for further research. A model is proposed with reference to the management practices of effective implementation of CBE; this model can be applicable to any other implementation of a new curriculum by the government officials.

1.10 CHAPTER SUMMARY

This chapter presents the background to the study which is on Management Practices by primary school principals of the implementation of CBE in Eswatini. The problem statement of this study is addressed here, the research main aim and objectives, and the intended contribution to the body of knowledge and the delimitation of the study are also presented in this chapter. Key concepts were explained, and the significance of this research was discussed. In chapter two, the theoretical framework and literature review are presented.

CHAPTER 2

THEORETICAL FRAMEWORK AND LITERATURE REVIEW

2.1 INTRODUCTION

This chapter is divided into two sections. The first section discusses the study's theoretical framework. Two theories of leadership and management were chosen. The first is the Skills Theory of Leadership and Management. The study supports the skills theory of leadership, which maintains that primary school principals must have the necessary skills to properly manage and implement the new curriculum (Competency-based Education). As a result, this theory was chosen to see if Eswatini primary school principals had the requisite competencies to implement CBE. The Management Functions Theory is the second theory, because the study is concerned with primary school principals' management practices in adopting CBE. This theory believes that primary school principals must be conversant with management practices to properly implement CBE. Literature review is covered in the second section of the chapter, which is further divided into five sections; covering the discussion of the concept of CBE, management practices in a global level, literature particular to the African continent, CBE in the context of Eswatini and a review of material on principals' perceptions of the implementation of CBE. Finally, the discussion of the vacuum in the literature is presented. This chapter therefore opens by the theoretical framework and then the review of relevant literature.

The search for literature was guided by the following research questions of the study:

- What are the management practices used by primary school principals in the implementation of Competency-based Education in their schools?
- To what extent do primary school principals in Eswatini understand Competency-based Education?
- How do primary school principals perceive the implementation of the Competency-based Education in Eswatini?

2.2 THEORETICAL FRAMEWORK

Two theories are combined to create a framework for guiding this study. The study must perforce take into consideration theoretical frameworks that involve management of a curriculum in a school as an organization or management practices in an organization, which for this study is Competency-based Education and Management Practices. Therefore, Katz's (1974) skills theory of leadership and Fayol's (1987) management functions theory are used as guides that underpin this study. These theories act as lenses that assisted me as a researcher to explain the research questions. First discussed is the skills theory of leadership by Katz followed by management functions theory by Henry Fayol.

2.2.1 THE SKILLS THEORY OF LEADERSHIP

The Skills theory was proposed by Katz (1974), as a reaction to the limitations of the trait and the great man theories of leadership which suppose that humans are born with leadership skills and possess certain traits that make them good leaders (Derue, Nahrgang, Wellman & Humphrey, 2011). The trait theory and the great man theory are similar in that they both picture leaders and managers as heroes and able to depict management qualities when needed. However, the skills theory advocates for learned knowledge and acquired skills or abilities as important aspects in effective leadership (Waihenya, Kimaru & Kamuku, 2018). Akhwaba, Bowa and Keiyoro (2020), echo that the skills theory of leadership and management requires the leader or manager to have skills, knowledge and abilities to be an efficient leader. A strong conviction in skills theory frequently necessitates the allocation of significant time and resources to management development and training. Because of the constant changes in the economy and technology, as well as the speed with which change occurs, most scholars feel that managers and leaders in modern organizations must participate in perpetual learning, and so support the skills idea that managers and leaders possess learned skills (Elmuti, Minnis & Abebe, 2005). The skills theory is against the phenomenon of leadership being

able to exhibit certain leadership and management traits, hence, according to the skills theory, leaders and managers are not born, but they are made. This denotes that, for a manager to be effective in the organization, they must possess specific learned skills and expertise in the said field. To be competent managers, school principals must improve their management practices and learn new skills to attain the school's objectives. Learned skills, a developed style, and acquired knowledge, according to skills theory, are critical to management success. Leaders' skills can be developed through experience and training (Zehndorfer, 2013). Good management, according to Amanchukwu, et al., (2015), is produced through a never ending process of self-study, education and training, as well as the accumulation of appropriate experience.

As a result, all the work and resources committed to leadership and management training and development, as well as practice, are justified in skills theory (Katz,1955). Principals must be able to manage curriculum as required by their management practice of being an instructional manager and leader. Kirk (2014), posits that the management of subject matter, including its design, packaging, and implementation, is referred to as curriculum management. In short, skills theory advocates for development and training for performance delivery on the part of the manager. According to Peterson and Van Fleet (2004), the ability to do some specific behavioural task or some specific cognitive process that is functionally tied to a specific task is defined as a skill. Harrison (2020), go on to give the components of the skills theory of leadership and management that, it comprises of three components: firstly, the domain specific knowledge base; secondly, a scheme for accessing this knowledge base; and thirdly, the ability to put up a set of behaviours or thought processes using the knowledge retrieved to perform a task).

In addition to Katz's (1974), primary skill ideas, additional skill categories have evolved in the management of literature. Currently, the new skill categories appear to be subsets of the primary management skill categories, but they may evolve into distinct categories in the future (Peterson & Van Fleet, 2004).

The study acknowledges Katz's work of expansion through modification and addition of other managerial skills which subsumes the most important of those presented, and the importance of managerial skills. For the sake of this study, I will focus on these three leadership and management skills; the human, intellectual and technical abilities, while not overlooking Katz's modified managerial skills, which are Katz's (1974) dominant managing skills;

Human skills can be defined as the ability to collaborate with people, communicate effectively, resolve conflict, and operate as part of a team. People are at the center of human abilities (Gallardo, 2020). Understanding behavioural ideas is one of the most crucial human abilities a manager must possess. If managers are to provide performance evaluation and coach subordinates, and overall establish a productive work environment, interpersonal relationships, motivation, and communication are all crucial variables to consider (Peterson & Van Fleet, 2004).

Human skills can be conceived as the ability of the manager to work with others, to communicate effectively, to resolve conflict, and to be a team player. They are primarily concerned with people (Gallardo, 2020). Human skills include understanding behavioural concepts which is one of the most important human abilities that a manager must possess. Interpersonal relationships, motivation and communication are all important factors to consider if managers are to provide performance feedback, coach and counsel subordinates and create a constructive work environment (Peterson & Van Fleet, 2004). Principals must be good at dealing with human resource issues in schools, which includes educators as implementers of CBE and how to keep the educators motivated to implement it so that collectively, the educators and the principals, can drive the school goals forward and towards the success required of them by the government of Eswatini, as well as the learners and parents, as the stakeholders to whom they are obligated to provide service for.

Primary school principals must motivate educators and provide feedback to them as part of their human skills on curriculum delivery for effective teaching and learning. This activity is critical during curriculum implementation because principals, as curriculum managers, must provide timely feedback to educators and parents of learners. This compels the manager's knowledge of the curriculum to provide constructive and informed performance feedback to all stakeholders.

Another important practice that human skill requires from the manager is coaching. This means that the principal must be a coach to the subordinates of all activities that are taking place in the school, curriculum coaching for the implementation of CBE included. For one to coach, knowledge of the concept, procedure and method of the curriculum is significant hence primary school principals must be knowledgeable of the curriculum. The principals must extend the humanistic approach to the support staff in the school for they are all working towards achieving one educational goal or vision that is serving the learners as their core business. However, some researchers argue that most managers lack the human skills. manager (Peterson & Van Fleet, 2004). Lack of the coaching skill on the part of the principals can render the implementation of CBE ineffective.

Technical skills include knowledge of or proficiency in certain activities that necessitate the use of specialized instruments, methods, processes, procedures, techniques, or expertise (Akhwaba, Bowa, & Keiyoro, 2020). A person's technical talent allows them to do specialized tasks within a certain job sector. Individuals who have proven technical proficiency are typically promoted to managerial positions, rather than the other way around. Indeed, it is stated that gaining some technical expertise is a prerequisite for advancement to a managerial position (Peterson & Van Fleet, 2004). Technical skills provide the managers with expertise on managerial practices. Technical skills are about the knowledge of the work and managing the work technically. All managers must possess this skill for effective production of the organization. Katz (1955), states that, working with things, rather than people; was the focus of technical skills. Analoui (cited by Peterson and Van Fleet, 2004), has broadened technical skills to specific task-related

managerial abilities. According to Robbins, Coulter and Vohra (2009), there are general management skills that are theoretically needed for every organization; these are planning, organizing, directing, leading staffing and staffing. Managerial skills such as the interpersonal, technical, reflective training, practice and development enable the managers to deal efficiently with unprecedented occurring issues and challenges in an organization. (Bukhari, Bashir, Zakir & Javed, 2021).

There are important reasons why managers must possess technical skills. Technical skills allow the manager to train, direct and evaluate subordinates who are responsible for specialized activities. Secondly, technical skills permit the managers to visualize the future and create a plan to get to the desired goal based on their abilities. These skills require the managers to be knowledgeable so to be able to strategically plan on how best to achieve the organizational goal with the subordinates and to evaluate the work performed by the subordinates. In order to direct and evaluate curriculum, school principals as curriculum managers must have a thorough understanding of the concept CBE in their respective schools. This is in stark contrast to what is occurring in classrooms. Managers, according to Peterson and Van Fleet (2004), require two types of technical abilities: those that deal with specific tasks and those that deal with the overall task.

Proficiency for principal's management is of fundamental importance for their management of the program at hand, and for the principal to be able to manage the curriculum and the implementers of the curriculum, the educators. They also need to understand what the educators are doing in the classrooms, technically. Competency-based Education is a skills-based way of teaching. There are certain skills that learners need to possess for them to be allowed to proceed to another task. They need to show visible proof of knowledge, skill and attitude that they have acquired before being allowed to progress (The Government of the Kingdom of Eswatini, 2018). This suggests that even the principals must understand these technical skills that need to be possessed by the learners, that allow them to progress. If the principals do not understand the skills, how

are they successfully going to manage and have assurance that the educators are implementing and assessing the learners as per the requirements of the curriculum framework? Following hereunder are the core skills that the learners need to possess; As postulated by Learning Skills (The Government of the Kingdom of Eswatini, 2018).

- Personal Skills
- Social Skill
- Thinking Skills
- Creative and innovation skills
- Numeracy Skills
- Literacy and Communication Skill
- Information and technology Skills.

Conceptual skills refer to the capability to see the entire organization or to have a systemic viewpoint of the organization (Gallardo, 2020). Peterson and Van Fleet (2004), have used terminology like entrepreneurial aptitude, visioning, and systems thinking to represent this conceptual talent area in recent years (Avolio, 2007; Uzohue, Yaya & Akintayo, 2016). Conceptual skills are mental qualities that enable a manager to understand the interconnections among the organization's many work units, the impact of changes on any element of the system, and how the organization fits into the supra system (Peterson & Van Fleet, 2004). In a school set-up, there are different roles that the principal as a manager needs to perform; these include administrative work, planning in the school for resources which include human and material resources, curriculum leading, monitoring and supervision, direction, controlling, and curriculum leading and supervision. So the principal must possess mental qualities as a leader to understand the impact of changes in the education system.

The principal must be visionary and put systems in place for the achievement of CBE implementation and assessment in the school. If the principal is not visionary and futuristic in the implementation and monitoring the implementation of CBE, failure of the curriculum can result. Entrepreneurial ability means that the principal must be in a position to make

a lasting impact by launching new initiatives in the school and inspire the educators by being skilled in everything they do, and launch new initiatives towards the implementation of CBE. This can be achieved through continued capacity building and further professional development from the part of the principal.

The skills theory of leadership and management is a theory that describes how knowledge and acquired skills or abilities are significant components for effective leadership practices (Akhwaba, et al., 2020; Gallardo, 2020; Uzohue, et al., 2016). Managerial skills, according to Peterson and Peterson (2004), enable managers to carry out management practices which makes organizations attain their goals by utilization of these functions. The study is premised on skills theory because its focus is on the management practices of CBE and therefore requires the principal to be skilled and knowledgeable of the curriculum. This theory advocates for a skilled manager through learning and development as it is acquisition driven, synonymous with competency (Harrison, Omeihe, Simba & Omeihe, 2020). Competency-based Education is a skills based curriculum reform, hence it requires the principals who are the people responsible to manage the change in the curriculum, to be skilled and knowledgeable of the curriculum. This theory therefore combines with Fayol's, management functions theory.

2.2.2 MANAGEMENT FUNCTIONS THEORY

In considering the issue of management practices of principals, a glean of literature led to the selection of the synthesis of Fayol's (1987), Management Functions theory is the most productive theory to combine with the skills theory of leadership as a cue for this study. It is significant to note that this study is about the management practices of principals to guide curriculum implementation.

The process of management may be traced back to Henry Fayol (1814-1925), who is dubbed as the father of the classical approach to management. His prime area of interest was management. Fayol's principles, according to many researchers, have weathered

the test of time because of their inherent adaptability and flexibility (Fayol, 1949). Management functions, according to Fayol, are not strict and absolute, but can change in proportion depending on the context (Mahindru, Sharma, Chopra & Bhatia, 2018).

Fayol's management theory is a simple concept of how management interacts with employees (Brunsson, 2017; Yadav, 2020). In this theory, Fayol focuses more on improving management efficiency and effectiveness in organisations. Fayol's school of thought has a stronger emphasis on the role of management in an organization hence, his creation of the management tasks such as planning, organising, coordinating, commanding and controlling (Fayol & Taylor, 1987). Together with Luther Gulick, Fayol came up with the acronym, POSDCORB for management practices – planning, organizing, staffing, directing, reporting, coordinating, and budgeting – as the essential management techniques they advocate for public management (Espy & Guy, 2017). Fayol further advances the idea that school managers need to apply principles of planning, organising, leading and controlling in relation to people, outcomes and resources available at a school effectively and efficiently (Van Deventer, 2016). Fayol's management functions theory still forms the foundation of business administration and business management (Edwards, 2018; Timothy, et al., 2019). In fact, this theory is so powerful that it may be used to guide practically any organization. Fayol's idea is also applicable in the academic sphere, and is regarded to as Fayolism (Narula, 2020). I base this study on Fayol's management functions theory, as his school of thought has a stronger emphasis on the role of management in an organization, for this research study, the school as an organization.

Fayol is more concerned with enhancing management efficiency and effectiveness in an organization, which is why he created management activities like planning, organizing coordinating, commanding and controlling (Fayol & Taylor 1987). Every aspect of an organization's procedures must be planned and scheduled by management. Management must also ensure that the organization has all the essential resources for effective performance of the organization. Personnel action must be encouraged and

directed by management. Fayol's theory of management explains that management must ensure that employees cooperate with one another. The manager should be able to assess staff and ensure that they obey management's orders (Godwin, Handsome, Ayomide, Enobong & Johnson, 2017; Timothy, et al., 2019). Fayol's management functions theory consists of 14 management principles that create efficiency in an organization. These are discussed below. These 14 principles expounded are coalesced together by five management functions which will also be discussed later as they form the main lens for this study.

I. Division of Work

Division of work entails specialisation. In organisations, staff are specialised in diverse areas and have varied services. This principle asserts that specialization upholds efficiency of the people in the workforce and accelerates efficiency. Specialisation also increases accuracy and speed at work. This principle applies to both technical and managerial activities (Godwin, et al., 2017; Yadav, 2020).

II. Authority and Responsibility

According to Edwards (2018), authority is invested in managers to give orders to the subordinates. With the authority comes responsibility. Principals of schools are in authority and responsible for the management of the school. This responsibility requires the principal to be responsible for every activity in the school as an organization. The manager's related power or authority allows the manager to deliver orders to the subordinates. With this power comes the responsibility of accountability for the manager's duty. This indicates that principals as managers in the schools are responsible for the implementation of the educational policies which then makes them accountable for the implementation of CBE as mandated by the Ministry of Education and Training.

III. Discipline

Discipline is most often a part of the core tenet of the organisation that guides the interactions among the staff and line management. This management principle is very

crucial and makes it possible for the organisation to run smoothly (Brunsson, 2017). Compliance or discipline is optimal from all the stakeholders in the school, so that the goals and objectives in the school are achieved. The principals must comply with the government policies and implementation of the educational policies as they are mandated to do so by the government which also requires the educators to comply with what they are directed by the school principals for the effective performance of the teaching and learning of the learners.

IV. Unity of Command

Unity of command simply means that an employee should report to one boss for orders and is accountable to that manager. If an employee is assigned tasks and responsibilities by more than one manager, there may be uncertainty, which could lead to employee conflict. In many ways, this theory means that liability for gaffes can be proven more simply (Brunsson, 2017). There are deputies and senior teachers at primary schools, and the principals can assign work to them. They are also accountable to the principals.

V. Unity of Direction

Timothy, et al., (2019), explain that unity of direction is essentially about focus and harmony. All actions must be carried out by one group and with goals created from one source. These activities and actions should be carefully and unequivocally explained and described in a plan of action. This plan is ultimately responsible to the organization's manager, who supervises the progress of these well-defined actions (Yadav, 2020). Therefore, planning in an organization is important, so that everyone in the school is in ownership of the activities that take place in the school and strive towards achieving the school goals.

VI. Subordination of Individual Interest

Subordination of individual interest is a matter of ethics. Personal interests are put on the back burner in favor of the organization's goals. The major focus is on the organization's

goals rather than those of the individual. This is true at all levels of the organization, including personnel and line management (Brunsson, 2017).

VII. Remuneration

Suitable remuneration is necessary to keep people engaged and productive. The nonmonetary and monetary types of remuneration should be carefully considered. The former entails compliments, increased duties, and credits, whereas the latter entails compensation, bonuses, or other cash rewards. Finally, it comes down to remunerating people for their efforts (Brunsson, 2017). School managers are to motivate educators and learners in the schools. Educators are motivated by various things, which include the working environment, the climate in the school, the provision of resources needed for the effective performance of their duties and being appreciated for the work they are performing. Mbalamula, Suru and Seni (2017) identified that school managers thought remuneration was important in the secondary school management processes.

VIII. The Degree of Centralization

The concentration of decision-making authority at the top management level is referred to as centralization. Fayol coined the term 'decentralization' to describe the sharing of decision-making authority between middle and lower-level management (Godwin, et al., 2017). In this regard, an organization should strive for a good balance, and principals should try to share decision-making within the school.

IX. Scalar Chain

According to Fayol the scalar chain establishes a hierarchy in the organization. From top to bottom, and at all levels of management, there should be a clear line of authority. This enables both vertical and horizontal communication and establishes an organogram, meaning who reports to whom. Each employee knows who he or she is answerable to, and all managers know who they are accountable for (Yadav, 2020).

Accountability and answerability in an organization are of optimal importance, so that there is order in the organization.

X. Order

Order means that employees in an organization should have access to the resources they need to perform their jobs effectively and efficiently. The work environment must be safe, clean, and tidy in addition to maintaining social order, which is the responsibility of management. This suggests that in addition to discipline, health and safety should be considered in every organization (Godwin, et al., 2017; Timothy, et al., 2019).

XI. Equity

Equity entails treating employees with respect and equality. This philosophy emphasizes justice and equal rights. This procedure should be overseen and monitored by managers, who should handle employees justly and impartially (Timothy, et al., 2019). This theory resonates with the skills theory of leadership and management under the human skills which advocates for leaders to have the human skill for effective management.

XII. Stability of Tenure of Personnel

Stability of tenure of personnel has to do with job stability; it is the proper deployment and management of workers such that turnover is kept to a minimum. Employee turnover should remain low, and the right people placed in the proper locations. Changes in position and proper development must be managed appropriately (Yadav, 2020).

XIII. Initiative

Initiative implies that employees should be given the chance to express new ideas. This boosts engagement and interest while also bringing value to the organization. Employee initiatives are a source of strength for the organization. As a result, employees must be more engaged and intrigued (Yadav, 2020). Educators often become more versed in the

field of curriculum than principals when it comes to curriculum modification. As a result, information exchange is critical for an even distribution of information in the school.

XIV. Esprit de Corps

The final principle is called 'esprit de corps', or team spirit. Managers oversee improving morale in the workplace, both individually and in terms of communication. Esprit de corps contributes to the cultural development and fosters a climate of mutual trust and understanding in the organization. Therefore, the school principal's duty is to improve morale for all the people in the school, inclusive of learners.

These 14 principles expounded above are coalesced together by the five management functions that are used to propel the principles of management (Rahman, 2012). These are planning, organising, commanding, coordinating, and controlling (Griseri, 2017; Parker, 2016). Fayol's word for planning was *prévoyance*, which means examining the future and devising a plan of action, organizing, erecting the material and human structure of any undertaking in the organization, commanding, directing, and maintaining activity among the personnel, coordinating, binding together, unifying, and harmonizing all activity and effort, and controlling, ensuring that everything happens in accordance with established rule and expressed command (Griseri, 2017; Parker, 2016; Rahman, 2012). Fayol's functions are so frequent and useful that almost every entity of a public administration organization employs some component of his management activities (Jones-Washington, 2018). As a result, the successful implementation of CBE in a school will be predicated on the execution of management practices. These five management functions are outlined below.

2.2.2.1 Planning

The practice of anticipating future goals and putting in place methods to attain them is known as planning (Fayol, 1987). Narula (2020) defines planning as the most effective tool which contributes to growth in organisations. A plan entails establishing goals and

creating a strategy for accomplishing those goals. Narula further notes that when a plan is drawn, the manager must focus on unity, continuity, adaptability, and clarity of the organization to the creation of a more effective solid action plan. Good educational planning skills are required for a beneficial impact to be accomplished in a school. According to Fathurrochman, Danim, Anwar and Kurniah (2021), effective educational planning skills can assist to lessen the likelihood of major difficulties emerging in the school. A manager's primary responsibility is to devise a plan for achieving the organization's goals and objectives. This entails arranging and assigning personnel resources to be provided to achieve the desired outcome, and delegating assignments, as well as establishing reasonable deadlines and completion requirements. These actions should be taken before the event. Planning necessitates principal's checking on team progress on a regular basis to make modest modifications as needed, while maintaining a clear picture of the school's larger aims and goals. Primary school principals need to plan how CBE can be implemented for the attainment of the school goals. The principal is entrusted with heavy tasks in the school, one of which is the translation of the education policies to practical actions.

2.2.2.2 Organizing

Fayol's management functions theory views organizing as an imperative function, it ensures that the plan is carried out effectively and efficiently. Organizing is viewed by Okeke-James, Akudo and Anyanwu (2020), as the process of defining and ordering the planning functions in attainable order. Every organization must guarantee that all issues are considered to design and carry out the strategy effectively. Human and capital resources must be aligned with an organization's goals and requirements. For the school goals to be realized the essential resources should be organized in the school. This necessitates the creation of a single authority that aids in the coordination of actions with clarity and accuracy. Management assists employees in carrying out their responsibilities and motivates them to do so. This starts with the payment of incentives (Narula, 2020). The school principal can achieve this by ensuring availability of resources, creation of a

warm climate in the school, delegation, and coordination. Abulkareem and Oduwaye (2017), postulate that organizing is arranging activities and resources in the classroom to promote effective behaviour and performance.

Organizing also includes management practices such as delegation, monitoring and evaluation in an organization. As it does not seem possible for managers to be efficient in performing every task alone all the time, successful managers appoint subordinates (Seferinoglu & Kahveci, 2021). Delegation requires the school's principal to entrust subordinates with authority in school activities, including curriculum implementation. Van Deventer (2016) explains delegation as the sharing of responsibilities and handing of the job to a subordinate. The school principals use the authority vested in them to issue instructions to the teaching and non-teaching staff, and in return expect obedience. The subordinates, in turn, expect management or school authorities to settle the workers' interests. Workers' productivity will rise as a result of this without any fines being imposed on them (David - West, 2021). Delegation must be accompanied by task monitoring and evaluation by the principals, as all duties can be delegated but the accountability will never be delegated. This means that the principal will always be responsible and accountable for the activities which take place in the school. Monitoring and evaluating management involves knowledge and expertise, which necessitates principals' understanding of CBE. Van Deventer (2016), believes that Fayol's management activities are related and overlap, and he discovered that organizing is related to and overlaps with the other management functions.

2.2.2.3 Command

The art of command, according to Fayol (1945), is based on broad principles or management conduct. The commanding manager should have a thorough understanding of the staff and be able to assist inept staff. Through periodic audits, the manager must endeavour to set a good example for others under his supervision (Narula, 2020). School principals must endeavour to be exemplary in the organization through leading the

subordinates. For the management of the implementation of CBE, the school principal must lead, command and supervise the curriculum. The principal should understand the strength and weaknesses of the educators in the school. This can be realized by the principal through visits to classrooms and assessments of learners' work.

2.2.2.4 Coordination

According to Oyedeji (2017), coordination is a function that aims to eliminate any waste (time, resources), and finances to fulfill a given standard in the organisation. Coordination also includes collaboration in an organization for the realization of its goals and objectives. The purpose of maintaining coordination is to make sure that each department works together, while keeping the organization's actions and overall goals in mind (Narula, 2020). Coordination in a school promotes teamwork among the principal, educators, and parents for the appropriateness of the implementation of the school curriculum for the benefit of the learners.

2.2.2.5 Controlling

Controlling is the process through which managers ensure that actual activities match those that were planned. (Fayol 1987; Cole & Kelly 2011). This aids in ensuring that the plan and objectives are conformed to. To be effective, the control process must aid in the elimination of flaws and must be carried out in a fair manner and time (Narula, 2020). Controlling and leading actions is critical for achieving a goal in the organization. It highlights the need to have a clear goal to be a successful manager. Compliance with every branch of the organization is part of the control role (Jones-Washington, 2018). This theory is relevant to this study because it promotes an understanding of management practices in an organization, as well as decision making and management skills, which can be utilised to improve the basic effectiveness of school management during the implementation of CBE.

Fayol's theory will fully explain the principals' ability or inability to handle the introduction of CBE, and the management practices employed for the appropriate management of this curriculum. It is therefore, a good theory to employ in this study amalgamated with the skills theory of leadership and management. To manage the school efficiency, school managers need to apply principles of planning, organizing, leading, and controlling in relation to personnel, outcomes and resources available at a school (Van Deventer et.al., 2016). The management functions theory also aids in understanding the dynamics of managing practices for curriculum implementation, as well as the path that school managers should follow as curriculum managers and leaders to ensure the efficacy of CBE implementation and management.

This study is therefore guided by a combination of the skills management theory and Fayol's management functions theory. They directed my understanding that good management in a school requires principals to be knowledgeable and skilled in CBE, in how to manage the educators as well as the change and implementation of the curriculum. The next section of the chapter discusses the literature related to CBE and management and leadership practices.

2.3 CONCEPTUALIZING COMPETENCY-BASED EDUCATION

Before, examining the management practices of primary school principals in the implementation of CBE in Eswatini. It is significant to unpack the concept, CBE which is inspired by the second objective of the study which aimed "to find out the primary school principals' understanding of CBE in Eswatini". CBE dates back to progressive education in the 1900s and, more recently, the mastery learning movement from the 1970s to 1980s (Haynes, et al., 2016; Sturgis, 2016). Recent policy initiatives, however, have brought about a renaissance of this approach to learning and assessment (Sturgis, 2016). This reform has suffered from conceptual clarity. Many terms, for example, competency-based, proficiency-based, standards-based, outcomes-based, mastery based are used when referring to the current competency approaches (Haynes, et al., 2016; Le, et al.,

2014). For this study the concept, Competency-based Education is used, as it is referred to in the Eswatini curriculum framework.

The concept of Competency-based Education is defined by many scholars. According to Evans and De Mitchell (2018), CBE is a flexible curriculum that allows students to advance in the curriculum as long as they demonstrate mastery of academic content, regardless of whether the learning occurs in the classroom or through extracurricular activities. Proponents of this curriculum claim that the outcomes of CBE boost student engagement by giving them ownership of the learning process and also promote individualized and ownership to learning to learners (Amunga & Ashioya, 2020).

Competency-based Education presents a skills-oriented reform from many deeply ingrained structures of teaching and learning that are theory based and were established since the inception of formal education. In Eswatini CBE is seen as one aspect of teaching and learning that propels quality education, as this education system is said to be promoting a learner centered pedagogy. Sifuna and Obonyo (2019), also assert that CBE necessitates a learner-centered pedagogy, formative and authentic assessment approach to teaching that allows learners to demonstrate appropriate acquired skills that they can apply in real life contexts. Tambwe (2019), postulates that CBE is an education system that focuses on what students can do, rather than what they can learn.

Rege (2020), explains how learning in a Competency-based system happens; that it encourages learners to accept responsibility for their own progress toward competency, thus the phrase learner-led method. Learners are expected to identify and negotiate activities to satisfy their educational needs, increasing their accountability for their learning. This curriculum is a skills-based curriculum that provides a framework outlining the necessary skills, knowledge, and attitudes that a learner must show in order to succeed; therefore, to demonstrate competency, a learner must perform a particular activity in a specific given situation (The Government of Swaziland, 2011b). With CBE the learner is positioned as the champion of his/her own development towards mastery of the outcomes, the end product is emphasized in CBE. This indicates that CBE is

oriented around the learner being a master of a certain skill and produces championship within the learner through acquired and developed skills.

Structures and instructional approaches that allow learners to learn at their own speed are required for competency-based approaches. This method allows educators to differentiate instruction and allows learners to 'move on when ready' to other tasks and activities, taking into account the fact that certain learners take more or less time than others. This curriculum has had to bring a paradigm shift away from the traditional education system which was teacher-centered, content-driven and said to be authoritative in nature to the constructivist learner-centered approach (The Government of the Kingdom of Swaziland, 2018). Consequently, Sadeq, Akbar and Wazzan (2021), propose the role of teachers in a Competency-based approach to teaching and learning; they are expected to expand their duties from knowledge providers to facilitators in today's world of revolutionary information, as learners now have to own the learning and be problem solvers. From these adjustments on the teaching and learning approach, learning is perceived to be preparing the learners for the work place to become problem solvers while the previous traditional approach to learning left no room for learners to be champions of their own development towards mastery of the outcomes.

A study conducted by Freeland (2014), in New Hampshire found that many educational institutions still adhere to traditional time based arrangements, and learners continue to move annually with their grade level peers rather than taking an independent approach. Teachers rank differentiation of instruction as a professional challenge, therefore this creates a 'major impediment' towards the implementation of CBE. Teachers must acknowledge that the new curriculum is connected to competencies that learners must demonstrate to have achieved for them to progress to another task. This then requires teachers to take a new role of being designers, facilitators, coaches, and mentors in CBE and student-paced teaching (Sturgis, 2016). Learners have a new role as well, and they must take charge of their own education, concentrating on competency mastery and personal growth. As a result of developments in teaching and learning technology

methods, and the push for outcome-based education, students' learning styles are changing, necessitating the need for CBE. Advances in teaching learning technologies and methodologies, changing student learning styles, and the push for outcome-based education all point to the importance of CBE (Kavanagh & Sharpnack, 2021). The definition of CBE is contextualized by Levine and Patrick (2019), as a replacement for the traditional system's structures, and pedagogies. They further present a summary of belief statements as well as a contextualized description of CBE. The following declarations of beliefs are meant to be used in conjunction with one another:

- Competency-based Education stems from a desire to improve our educational system so that all children can and will learn via full involvement and support, as well as authentic, demanding learning experiences both inside and outside the classroom.
- A key goal of CBE systems is equity.
- Communities that want to achieve fairness must endeavour to put all aspects of a CBE system in place.
- All children can learn, but they must be pushed, believed in, and supported in order to accomplish deep learning that is matched with high standards across the educational system.
- Educators must design innovative learning environments that cater to the requirements of students who learn in a variety of ways and across a variety of time periods.
- Students must acquire academic knowledge as well as the abilities and attitudes necessary to apply it (such as growth mind-set, self-regulation, social-emotional learning, and habits of success).
- Learning can take place at any time and in any place.
- Deeper learning is socially and collaboratively based.

- Learning expectations and assessment outcomes must be transparent in order to foster a culture of learning and accountability.

As postulated by Lassnigg (2016), CBE refers to the shift in educational policy focus from inputs to outcomes with the goal to improve educational effectiveness. This is in line with what the education system of Eswatini is willing to achieve, to improve educational effectiveness by the introduction of CBE, as affirmed by Dlamini, et al., (2018), the development of generalized core competencies is the hallmark of CBE, which aims to provide students with the necessary knowledge, skills, and capacities to perform well in the workplace. Competency-based Education was seen to be a viable vehicle for the economic improvement in Eswatini.

The government of the Kingdom of Eswatini has in collaboration with the European Union embarked on educational improvement programme which was reflected in the new education policy and strategies to improve the effectiveness and efficiency of education (The Government of the Kingdom of Eswatini, 2018). In the many discussions for improvement in the quality of education of Eswatini, emerged the need to change teaching and assessment strategies and this need had been examined for several years (Khumalo, 2013). The government engaged a consultant to examine the educational system and in 2014 a final report was released (GOPA Consultants, 2014). The final report concluded that equitable access to quality education was a major contribution to poverty eradication. It however, discovered that the quality and efficiency of the primary education system in Eswatini was low. Repetition rates in the year 2010 were on average 18% and dropout rates were high. An education sector review “to a mass critical knowledge on how the sector could be restructured so to support accelerated growth, reduce poverty and enhance the standard of living of the people of Swaziland” (GOPA Consultants, 2014, p1) resulted in many recommendations. Among the recommendations was a change in teaching and learning strategies in all sectors of the education systems in the country. Hence the birth of the CBE in Eswatini. In 2016 further analysis of the education system

and the teaching and learning practices further reinforced the decision to implement CBE (Rabinovitch, 2016).

The government of Eswatini saw CBE as solving many problems of life. "This will prepare learners to become effective contributors in the country's economy and social development as well as becoming global citizens who can compete internationally," said Education and Training Minister Lady Howard-Mabuza at a meeting of teachers. In 2020, the CBE curriculum was introduced in pre - schools as the country strived to make learning meaningful to every child, including those with special needs (Ministry of Education and Training, 2018a, p39). The main aim was to enable pupils' ability to survive even if they fail to make through primary school (Ministry of Education and Training, 2018b, p2)

When CBE was introduced, few teachers were involved in the designing of this curriculum (Dlamini et.al, 2018). The writer further argues that, teachers as key partners and others including the Examination Council of Eswatini were expected to be fully involved in the designing of the curriculum but only a few were pointed out to be part of designing this syllabus leaving the majority of teachers without any clear picture of what was done. This simply means that teachers and principals as core partakers in the teaching and learning of a child were to be fully involved in the development of curriculums and fully trained on how it was going to be instilled and managed.

Another critical element to the implementation of CBE is assessment; the only method to ensure that learners have acquired the tasks is to create appropriate performance challenges to measure each task's proficiency through assessment. This is also highlighted by Boahin (2018), who indicates that CBE is industry-driven, and assessment must focus on tangible outcomes and demonstrated competences, which necessitates the use of assessment instruments that can offer the evidence of these outcomes. Assessment is therefore pivotal in CBE. The aim of assessment is used to track student progress throughout the teaching and learning process. Through assessment, teachers

can measure students' progress in learning, knowledge, skills, and values (Paramasivam & Ratnavadivel, 2018). Assessment systems that are aligned to the competencies are used to measure CBE. Educators must reconsider the role of assessment and collaborate to reach a shared understanding of how to determine proficiency and what constitutes sufficient evidence of mastery.

Assessment systems for CBE should be employed at all levels of the school system and should provide information that will allow professional acumen to be made about learners' progress towards the desired skills (The Government of Eswatini, National Curriculum Centre, 2018). Competency-based Education mostly illuminates for continuous assessment. The view of continuous assessment over traditional procedures on assessment is also articulated by Mkimbili and Kitta (2019), that traditional assessment procedures for a competency-based and learner-centered curriculum can stifle the achievement of new curriculum objectives. They also emphasise the need of developing assessment procedures that can help learners achieve defined curriculum goals. These evaluation methods encourage learners to solve problems and think critically. There are three concepts of assessment that the Eswatini curriculum framework has put forward to be followed under CBE. These are assessment for learning, assessment of learning and assessment as learning.

Assessment for Learning is a continuous process of assessment that gives feedback to both the learner and teacher. Formative assessment is another term for it (The Government of the Kingdom of Swaziland, 2018). This type of assessment aids in identifying skills that learners are unable to master, hence necessitates remediation on the part of the educator or change of teaching methods by the educator and give educational support to the learner.

Assessment of Learning is used to assess a learner's competency at the end of a specific instructional time, such as a unit, topic, term, year, program, or phase (The

Government of the Kingdom of Swaziland, 2018). This type of assessment is normally called summative assessment.

Assessment as Learning allows learners and educators to reflect on their strengths and weaknesses in order to improve their learning methodologies, concepts and skills (The Government of the Kingdom of Swaziland, 2018). The advantages of assessment as learning are that it promotes problem solving skills, critical thinking and makes learners set learning goals and evaluate their progress.

Of these assessment procedures, the Eswatini education system is supposed to follow two assessment procedures in its education system for the assessment of learners. These are assessment for learning and assessment of learning. In short, for assessment in Eswatini, both formative and summative assessment are followed as assessment is part of learning (The Government of the Kingdom of Swaziland, 2018).

Having discussed the conceptualization of CBE in the above, this brings us to the discussion of literature on the management practices that a school principal must uphold and practice for the efficacy of CBE implementation as a curriculum for the learning benefits of learners.

2.4 MANAGEMENT PRACTICES OF CBE BY PRIMARY SCHOOL PRINCIPALS

2.4.1 Management practices in a global level

Having understood the views of scholars on the CBE concept, it is vital to focus on the management practices of CBE in the global perspective. As a point of departure, a study that was conducted in five junior schools in Asmara on leadership and management, suggested that principals can help or hinder the change process by how they lead, supervise, conduct school based training and professional development programs, communicate, and mobilize resources for the purpose of teaching and learning (Fessehatsion, 2017). In addition, Fessehatsion postulates that the facilitative role of the

principal in implementing change is indispensable. Fessehatsion Further indicated that principals of dynamic schools look at activities for which they are directly responsible, that is establishing and supporting team decision making, manipulating resources, articulating the school's mission and engaging with the external environment. Fessehatsion's view on the facilitative role is applicable to this research study as it stipulates the roles that should be facilitated by school principals in the implementation of curriculum change. Curriculum reform necessitates that the principal be knowledgeable of the new curriculum and be capable of making the best judgments in the event of a crisis in management.

Educational managers are expected to be change agents and major contributors to school success. The success is particularly measured by student achievement (Dagen & Bean, 2020), as it is their management practice to facilitate the re-culturing and restructuring required to create an inclusive educational environment in a school. This is due to a movement in educational managers' tasks and functions away from following district norms and regulations to be managers of learning as they are instructional leaders who can develop a team delivering effective instruction. Harvey (2013, p7) suggests five key responsibilities:

- establishing a vision of academic achievement based on high expectations for all students.
- fostering an environment that encourages collaboration and other beneficial interactions.
- developing leadership in others so that teachers and other stakeholders can play a role in realizing the school's vision.
- improving instruction so that teachers can teach at their best and learners can perform at their best.
- managing people, information, and processes to promote school improvement.

For an educational manager to achieve these goals, they must collaborate with their colleagues, which in this case are the educators. In addition, the principal as an instructional manager in the school must be involved and developed for them to be

prepared to manage and supervise the new curriculum. This must be performed to equip the principals to be acquainted with what is happening globally in terms of school education, as many countries have increased school autonomy while centralizing standards and accountability procedures and mandating schools to implement new research-based teaching and learning practices.

Liu, Bellibas and Printy (2018), conducted research to determine the impact of distributed leadership engagement in the school environment as reported by school leaders and teachers in various nations. A total of 32 countries were included in the investigation. The findings revealed considerable differences in how principals and teachers perceive distributed leadership across countries and continents, that principals in most countries indicated a higher amount of distributed leadership than teachers. The disparity was most pronounced in Korea and Brazil, where principals claimed significant levels of stakeholder involvement in school decision making; however, the educators disagreed with the administrators on this point (Liu & Bellibas, 2018; Liu, et al., 2018). From the perspective of both teachers and principals, Latvia, Estonia, Serbia, and Poland are among the top in terms of the high level of participation by staff, parents and students in decision making. Schools undergoing educational reform in these countries had taken a more normative stance towards endorsing and reinforcing collective leadership practices (Liu & Bellibas, 2018). Their findings indicate that collective leadership practice in a school when there is curriculum reform can yield efficacy on implementation of school goals and curriculum.

Countries, including Australia, Israel, Japan, Sweden, the United States, and the Slovak Republic, were less involved in school decision-making by their employees and stakeholders. Some Asian countries, such as Korea, are noted for their hierarchical educational systems (Liu, et al., 2018). As a result, it is not surprising that instructors, parents, and learners have reduced involvement rates. Liu, et al. (2018), were shocked that the United States, which has a long history of local school autonomy, has relatively low levels of staff, parents, and students involved in school decision-making.

Noman, Hashim and Abdullah (2018), conducted a study that emphasizes the relevance of context-based leadership techniques and explored these phenomena using a case study of a successful school in northern Malaysia. Their results underlined the 'special' nature of school environments, and set out to investigate the principal's 'fundamental leadership techniques', which the Ministry of Education had certified as 'successful'. The authors included the principal and three persons from each of three stakeholder groups parents, students, and teachers as participants. On three separate occasions, they also reviewed school papers and observed the principal for several hours. According to their findings, the principal set specific goals for the school and devised several other strategies to improve it, including curriculum, staff development, creating a positive working environment, collaborating with parents and the community, and establishing behavioural expectations. Despite the authors' emphasis on the context's uniqueness, these tactics are comparable to those used in other schools. The results confirm the importance of goal setting in a school and strategies for attainment of those set goals. Goal setting entails the principal having a clear plan and direction of where the school is going and how to achieve those goals. For achievement of effective implementation of CBE, the principals must have clear plans and directions on how to achieve these goals.

Morrison (2018) used a sequential approach to investigate the relationship between leadership and transformation, beginning with a survey of 365 school leaders and ending with interviews with five 'expert' leaders. According to their findings, post-study participants emphasised the need of 'visionary' leadership, the need to develop individuals, and the importance of improving the company. According to the findings, these are particularly difficult in the foreign school sector, where principals frequently have a brief tenure. In addition to these leadership and management findings, Leigh, Sherman, and Clayton (2011), identified common core practices that are essential to effective school leadership and management. Setting directions, planning, developing people, restructuring the organization, controlling instruction, and maintaining a supportive

environment, are all examples of these management practices. These practices are said to have an impact on organizational objectives and effectiveness.

Principals' effectiveness in managing a school is also dependent on these core management practices. According to Diamond and Spillane (2016), leaders are learners because they learn from others and engage with the environment in which they operate. This observation simply demonstrates that managers must empathize with their employees to understand how they feel and provide management that is in tune with their feelings.

Being an instructional leader is another imperative skill for school leaders. The principal must frequently visit classrooms to interact with teachers and students, or attend academic team meetings to assist in the creation of effective teaching and learning practices (Fessehatsion, 2017). In addition, school managers should evaluate the leadership and management practices that contribute to a successful school management and achievement of the school goals which include the management of curriculum in the schools.

2. 4.2 Application of Competency-based Education a perspective of a global level

The economic, social and political development of countries globally is dependent on the quality of education, equity, relevance and access which enables citizens to acquire skills, knowledge and competencies necessary for sustainable development (Rieckmann, 2018). Countries around the world have made the transition from cognitive to CBE, which includes cognitive, psychomotor, and affective domains (Khanna & Mehrotra, 2019). The CBE system aims at enabling learners to acquire practical relevant skills, develop positive attitudes and critical thinking. Among other aims of CBE is facilitation of teaching and learning vocational subjects practically, enabling learners to identify their abilities and minimize school-dropout rate by learners (Mulder, et al., 2017).

Competency-based Education has evolved over time in the United States of America (Barrick, 2017). Concerns about low student achievement and insufficient teacher preparation led to the implementation of a Competency-based curriculum. This necessitated the creation of a structure for learning outcomes that would allow teachers to describe their teaching goals in terms of observable student behaviours. The Competency-based approach was intended to increase school and teacher educator's effectiveness, as well as to address society's concerns about poor performance in the establishment of teacher education programs (Barrick, 2017). As a result, it is clear that a lack of necessary abilities prompted educational reforms. Although CBE is not widely used in primary schools in the United States, it is on the rise (Okeyo & Kanake, 2021). The United States can be used as a point of reference for Eswatini for the effective implementation of CBE.

Haynes, et al., (2016), compared the extent to which high school instructors reported applying CBE techniques in mathematics and English language Arts (ELA) classes. They also examined the amount to which students were exposed to CBE practices throughout their first year of high school and the relationship between those experiences and changes in students' learning capacity during that year. They looked at how CBE was implemented and how it affected learning capacity in a group of high schools that were members of the Innovation Lab Network, which was coordinated by the Council of Chief State School Officers (CCSSO) in the United States. Students who reported having a clear understanding of the learning aims in their ELA or math classes exhibited greater positive changes in some learning capacities over time than students who did not report having clear learning targets in their courses, according to the findings. The requirement to demonstrate mastery of learning targets in order to pass math and ELA classes was also linked to positive changes in intrinsic motivation. Receiving training in a variety of formats was linked to improvements in learning abilities. Participating in school related work outside of the classroom throughout the school day was similarly linked to improvements in learning abilities over time. Access to non-traditional assessments was linked to a higher level of intrinsic motivation. In mathematics, having more time to finish

a topic or unit, as well as the opportunity to retake an exam or redo a final project, was linked to improved self-efficacy. The option of added time to finish a topic or unit and the prospect to retake an exam or re-do a final project in mathematics were associated with favorable changes in students' self-efficacy in mathematics. Allowing extra time to finish mathematics coursework was also associated with more positive changes in intrinsic motivation and perceived utility of mathematics (Haynes et al., 2016). These findings can play as opportunities for the implementation and management of CBE for the Eswatini schools, although the study was conducted at high school. The findings suggest that students be given extra time to finish a topic or unit, that a final project be redone, and that learning targets be demonstrated in a competency-based program (Sturgis, 1016).

In the USA, Everett (2019), did not find any difference in performance between the academic outcomes of students in schools that practiced CBE and schools that did not. Everett (2019), in a quasi-experimental non-equivalent group design study that used quantitative data to compare competency-based schools to what he called seat time based schools found no difference in their students' performances. This study focused on ten New Hampshire public schools that had implemented Competency-based systems and compared them to ten similar California schools that utilized the standard seat time-based education systems. The results showed that, on average, the students in the competency-based schools performed equally as well as the students in the seat time-based schools. The implication of these results was that Competency-based systems can be considered as rigorous as traditional seat time-based systems.

Many countries in Europe, United Kingdom (UK) included, experienced economic recession in the mid-1970s. That led to the rising inflation and increasing unemployment predominantly for youth. The main criticism was directed at the educational system, arguing that standards of attainment in basic skills were too low, making many school graduates unemployable (Wiener cited by Okeyo & Kanake, 2021). Debates dominating policy were around the notion that education was a key engine of economic regeneration

and therefore strong functional links between education and the world of work were imperative. The policy favored vocational education. This led to the rise of a competency-based vocational qualification policy in the UK. This has seen commendable progress in the Europe educational system. Hence, CBE was introduced in order to minimize unemployment among young people and provide them with appropriate skills for economic and global development.

Competency-based Education was initially introduced in Germany in the 1970s and was characterized by specialization and a higher degree of abstract knowledge and abilities (Weigel et al, 2007). By 1996, the German CBE system in vocational education and training had adopted an action competence approach. 'Vocational action competence' was defined as, the individual's preparedness and capacity to act thoughtfully, independently, and in a socially responsible manner. Subject competence, personal competence, and social competence are the three categories of vocational action competence. Learners must develop these competencies in order to gain knowledge, skills, attitudes, and social values that are vital in society and professional job. The categorization of skills is important for understanding the subject of this research since it identifies the various types of competencies that learners must gain during the teaching and learning process.

2.4.3 Management practices of Competency-based Education in Africa

The above section presented some of the literature on the management practise of CBE at the international level. This section focuses on CBE in Africa. Sipatonyana (2019), carried out a study in the Mongu Township in Zambia on the management of curriculum change in basic schools. A qualitative study method was used by way of case studies and data was collected using multiple instruments including questionnaires, focus group discussion guides, interviews, classroom observations and document analyses. The study findings revealed that there was no adequate implementation of the curriculum change in the schools under study. This was attributed to the insufficient management skills on the part of school heads and teachers in the execution of their duties to meet

curriculum change expectations. In part of the sample schools studied, the researcher found, however, that those with clear continuous professional development plans and with evidence of their execution, showed better curriculum implementation and improved pupils' performance. Investment in the training and development of school leaders, at all levels, is likely to produce a return in terms of enhanced organizational, staff, and student results. This indicates that professional development is crucial for the implementation of curriculum by principals in the schools. The skills theory of leadership and management which is a theory that underpins this study, further advocates for managers having to possess management skills for their leadership and management practices. The theory states that the job of leadership needs management skills which are both inherent and acquired through learning. Based on that, it can be concluded that school principals need skills to effectively execute their management practices. This validates the notion that management training and development plays a part in implementation of education curriculum. The study further recommends that school heads and teachers should have adequate management training to equip them with skills vital for curriculum implementation. For the success of CBE, professional training and development is crucial.

Ahmed and Sayed (2021), in Egypt, also discovered the importance of professional development of teachers. Their findings indicate that the teachers were short of requisite experience in the curriculum and it was recommended that upcoming professional development training programs should emphasise didactic training. A collaboration between German and Egyptian experts was designed with the responsibility to assist instructors with skills to prepare and elaborate their instructional units as well as planning and implementation of individualised practical training. From this study it shows that educators and school principals must possess the required experience and a skill of the curriculum followed in the school. In the case of this study, the educators and the principals must be skilled on CBE.

Ajani and Governder (2019), investigated teachers' perceptions of in-Service Professional Development (IPD) in South African and Nigerian high schools in a mixed methods study.

Data was gathered using a variety of instruments, including a questionnaire completed by 80 teachers, semi-structured interviews with six department heads, and focus group interviews with ten teachers from both South Africa and Nigeria on their perspectives of in-service professional development. Economics teachers and Economics teaching heads of department were randomly selected from 20 high schools in Lagos, Nigeria, and 20 secondary schools in the Kwazulu-Natal province of South Africa to participate. Their findings indicate that two thirds of the participants felt that the activities were relevant for their classroom teaching practices. The majority, however, indicated that there was no sufficient motivation for them to attend. The qualitative inquiries also showed that the teachers thought they should be sponsored by their institutions for such programmes. They claimed, “Improvement of learners' academic performance by the IPD activities was contested by the respondents from both countries, 50% agreed that indeed IPD improved their learners while 50% disagreed that IPD has not been able to improve their learners' academic performance” (Ajani & Govender, 2018, p28). They recommend continuous professional development for teachers which then emphasizes the importance of professional development for implementers of curriculum and managers of curriculum.

Capacity building is further postulated by Will (2019), who summarizes three waves of South African research that have brought more reliable quantitative evidence to light on what is known about the linkages between school leadership and management (SLM) and learning outcomes. The educational value of regulating time-on-task and curriculum coverage emerges as a consistent thread in these investigations. The efficacy of these management practices in boosting learning may be affected by teacher capacity, according to recent studies. While international evidence on the educational value of leaders and managers supports calls for the capacity development of SMTs, ensuring SMT members are allocated to schools and selecting the best people for these jobs at the outset are the first steps to improve and level differences in the school leadership and management landscape.

While some researchers and educational practitioners are eager to make Western management and leadership concepts work, some African scholars blame what they refer to as Euro-Western concepts and approaches to educational management and leadership for the failure of most African school systems (Oduol & Conforth, 2019). They blame the way Botswana's educational system uncritically adopts Western models of educational management and leadership. These Western models, in his opinion, are not "contingent to the circumstances of the small, dispersed, rural and remote schools in Botswana", (Pansiri, 2011, p751), and he blames the failure of school improvement initiatives on generic policies, national curriculum, and language policy for management and leadership's failure to successfully steer school affairs.

In this vein, Oduol and Conforth (2019), also blame school failure in Kenya on Euro Western conceptions. They conducted a study using a single, multi-site case study methodology, and data was collected through semi-structured interviews with stakeholders including school administrators, boards of governors, heads of department, school bursars, and parents. Contextual circumstances influenced leaders' actions indicating a contradiction between liberal and communitarian ethical orientations.

Despite the foregoing viewpoints, studies on the application of concepts from Western management paradigms are still being conducted in Africa. The reality is that schools are imported Western notions, and scholars and educational practitioners in the twenty first century, with globalisation influencing all cultures must be wary about jumping to premature and sometimes impetuous conclusions. Management ideas have evolved over time, and studies have demonstrated that they are generally applicable in numerous cultures with minor differences (Ertosun, 2020; Hamid, Muzamil & Shah, 2020). The following literature obtained from African studies shows how efforts are being made to adapt instructional leadership and management concepts to the African setting. This argument is further advanced by Okilwa and Duarte (2019), who examined the contribution of school leadership to the culture of academic success at Mountain Girls' High School. The findings on their study made them aware of the daunting task of

sustaining academic success during increasing accountability mandates, dwindling resource allocations, and increasing student diversity. They further discovered that research related to successful school leadership and management identified four core practices: setting direction, developing people, redesigning the organization, and managing instruction. These examples show how to turn around schools and maintain academic excellence. Evidence of these activities in several contexts supported the framework's applicability in Kenya. They concluded that these findings show how leadership approaches are relevant in the Kenyan environment and maintain academic success. These findings may be used as a point of reference in the implementation of CBE in Eswatini, focusing on the success and failures in the other African settings.

Huaisheng, Manu, Mensah, Mingyue and Oduro (2019), investigated the effects of school management roles on the likelihood of improving students' academic performance in Ghana's public senior high schools. Teachers' professional development, monitoring and assessment, infrastructure outcomes, teachers' feedback, student input, PTA support, and parental involvement, were all included as factors to measure school management functions. These management practices significantly contributed to the probability of improving students' academic performance using logistic regression analysis as the primary statistical tool. The study recommended that school management functions except for democratic management should be intensified in various public senior secondary schools to enhance students' academic performance. This study is consistent with many other studies on the African continent, which advocate for the intensification of management's practices so as to enhance the learner's academic performance (Hallinger, 2019b; Naidoo, 2019).

Some research distilled from South Africa and Nigeria also confirm the relationship between some principals' management patterns and students' academic outcomes (Makgato and Mudzanani, 2019; Ngcobo, 2012; Uleanya, Khumalo, Momah and Ndlovu, 2019). Uleanya, et al., (2019), looked at the impact of principals in reducing the high failure rates seen in rural high schools in South Africa and Nigeria. They found that,

among other things, the politicization of leadership roles and principals' adopted leadership styles had an impact on students' learning ability. They recommend that eclectic leadership styles should be encouraged, and the appointment of principals should be on merit.

To gain further understanding on the leadership style of principals, I turn to the work of Makgato and Mudzanani (2019), who employed a qualitative approach to explore school principals' leadership styles and the educational performance of learners in high- and low-performing schools in Vhembe District, of the Limpopo province, South Africa. The study's overall findings revealed that democratic leadership styles, in combination with transformational leadership styles, contribute to great educational performance among learners. School principals in both high- and low-performing schools use a democratic leadership style, with the latter being more permissive or lenient in their treatment of students' behaviour or conduct. The study suggested that school principals enlist educators as members of a disciplinary committee to deal with students whose behaviour interferes with effective teaching and learning. They also suggested that low performing school principals should enhance their democratic leadership by not being patient with students' behaviour that is not conducive to effective teaching and learning. Sensible to their findings, it is advisable that primary school principals should consider the leadership style they use in the schools and the findings of the study positioned democratic leadership style as a viable leadership style for principals in an environment that is not conducive.

One of the reasons attributed to the continuous decline in student performance and low educational outcomes in public schools is the poor leadership displayed by many principals (Naidoo, 2019). Even though there are no stringent criteria for the appointment of school principals or prerequisite qualifications, principals do have the potential to lead and manage efficient and successful schools. Naidoo (2019) argued that principals can develop exemplary leadership practices when subjected to sound training and professional development programmes. The Department of Education and Higher

Education institutions have emphasised the importance of formal qualifications for enhancing career development programmes for practicing and aspiring principals in South Africa. Employing quantitative approaches using questionnaires, Naidoo explored the perceptions of teachers and School Management Team (SMT) members of the leadership qualities exhibited by principals who acquired the professional qualification referred to as the Advanced Certificate in Education: School Leadership and Management (ACESLM). The findings revealed that leadership development for principals is crucial for school improvement. Leadership capacity requires principals to participate with relevant stakeholders skillfully, and where there is high leadership capacity, instructional leadership develops into sound leadership practices.

As curriculum leaders and managers, Eswatini principals also need capacity development; however, a study conducted in Eswatini by Myende, Bhengu and Kunene (2020), found that a large amount of information about evaluation of Capacity building programs existed, but the vast majority of the studies tended to focus on multiple teacher professional development opportunities, whereas principals were generally ignored. Although this study was on financial management on the part of school principals, it can be used as a point of reference that principals are in many times ignored in capacity building while school principals have been recognized as playing fundamental roles in ensuring efficiency and equity in the school systems.

Instructional leadership by principals is often regarded as being focused on how head teachers can supervise the core-business of schools, that is, teaching and learning. Dlamini (2009) carried out a study in the Hhohho Region of the Kingdom of Eswatini to explore the role of principalship in the management of teaching and learning. The study focused on the distributed leadership practice which is considered as one of the key attributes of instructional leadership (Spillane & Diamond, 2007). It revealed that principals in the schools put more emphasis on achieving good academic results for students as evidenced by their performance in national examinations. Dlamini (2009) points out that this pre-occupation overlooks other key roles of instructional leaders such

as quality of teaching and motivation. Khoza (2012), concurs with Dlamini's, finding that the principals contemplate that instructional skills should be augmented with motivation of staff so as to make them happy to perform good work for the leader. Khoza (2012), mentions that scholars recommend that effective management in any organization depends on the level of rapport between the manager and both internal and external stakeholders. These stakeholders include the parents, learners, educators and the society as curriculum and society cannot be separated. The curriculum followed in the school impacts on the citizens of the country. School principals and their leadership teams should create good links and networks with academic and nonacademic staff as well as external stakeholders such as community leadership, parents and local education supporters (Tsegaye, 2018).

2.4.4 Application of Competency-based Education in Africa

Countries that have successfully embraced CBE in Africa include: Kenya, South Africa, Rwanda, Zambia and Tanzania (Nsengimana, 2020). The Kenya Vision 2030 emphasizes the connection between quality education and the labor market, the need to create invention, innovation skills and competencies that will support both the public and private sector. The Kenyan education system has undergone various transformations before and after independence to guarantee greater achievement of societal needs. Practical teaching of vocational subjects was seen as one way of empowering youths in the development of cognitive, psychomotor and affective domains to reduce the level of poverty, unemployment and crime in society (Miriti, Mugambi & Ochieng, 2014). The Competency-based curriculum emphasizes the development of skills rather than subject knowledge acquisition. Competency-based Education also emphasizes flexible learning and putting the learner, rather than the teacher or instructor, at the center of the learning process (Okeyo & Kanake, 2021). This requires that the teaching and learning process shift away from rote memorizing of knowledge toward the acquisition of skills and competencies that can be applied to real world challenges. As a result, Kenya planned for the correct implementation of CBE in the classroom in order to further the curriculum's objectives.

Some studies found the dearth of resources to be a challenge to CBE. In Cameroon for example, Esongo (2017), within the framework of the implementation of Competency-based teaching techniques, conducted an in-depth analysis of the extent to which the availability of resources related to the efficiency of the educational system. They found out that there is a strong link between the availability of resources and the efficiency of the educational system. Hernández-de-Menéndez and Morales-Menéndez (2016); Mulenga and Kabombwe (2019); Roy (2016), fully support Esongo's argument on the implementation issues of CBE that they can be related to a lack of resources.

Mkimbili and Kitta (2020), conducted a study in Tanzania on the logic of continuous evaluation for competency development in secondary schools. Despite the fact that Tanzania's secondary school curriculum had shifted from content to competency-based, they discovered that most secondary school teachers were still using traditional pen and pencil continuous evaluation, which is ineffective in increasing students' competency. Their findings were that evaluation systems should be revised, particularly continuous assessment, in order to ensure that students achieve higher levels of competency and that Tanzania achieves high-quality education. The reasons for continuous assessment for competency development, as well as the challenges of executing it, were further explored in this work. The study advised that secondary school teachers receive training in competence-based assessment so that they can engage in authentic continuous assessment. The goal is to help students build independent, lifelong learning habits, as well as suitable skills and knowledge, and real world applications.

Rwanda began reforming its curriculum in 2013 in order to improve the quality of its education. The two-year voyage included extensive research and examination of curricula in neighboring East African countries as well as major economies such as the United States of America, the United Kingdom, and Singapore (Ngendahayo & Askill-Williams, 2016). The goal of Ngendahayo and Askill-Williams's study was to find best practices that may be duplicated in Rwanda to improve the quality of education available to Rwandans. It was critical that high school graduates have technical and vocational

abilities. Less academic work was required under the new curriculum, and more practical, skill-based learning was required, as well as more orientation to a working environment and daily living. There was a need to remove any barriers created by the old curriculum that would prevent graduates from working or furthering their education in the region and around the world. The reason for the shift in Rwanda's curriculum is the same as the reason for the change in Eswatini's curriculum from objective to competency-based education, which is the introduction of a skills-based curriculum that will equip learners beyond the classroom level and enable them to compete in the world of work. Also, the imperial motive for this curriculum was to construct an education system in the country that would generate successful outcomes for the learners.

In April of 2015, Rwanda unveiled its Competency-based Curriculum (CBC). The adoption of CBC began in 2016 with the start of the school year. The goal was to help students build independent lifetime learning habits, as well as suitable skills and knowledge, and real-world applications. Teachers were trained and equipped with the skills needed to work with the present curriculum while also implementing new approaches and teaching aids. As a result, the CBC's operations were not disrupted, as pupils and teachers received new books based on the curriculum. Teachers were required to change their attitudes and demonstrate a change in mind-set, especially because learners were to look upon teachers as role models in the values to be instilled in the new curriculum. For the effective implementation of CBE change of attitude by educators and principals is paramount. This can be achieved through proper training of the educators and principals on the CBE curriculum; in return, this will enhance ownership.

According to Ngendahayo and Askeell-Williams (2016), there is a growing recognition of the potential of CBE, unlike traditional subject/content-based education, to develop the capabilities/competencies that are deemed essential for success in both academia and today's knowledge-based economy in Rwanda. They maintain that Rwanda's proposed competence-based curriculum is similar to programs that seek to develop generic capabilities. The competencies proposed for Rwanda's educational system include critical

and problem-solving skills, creativity and innovation, research, communication in official languages, cooperation, inter personal management and life skills, and lifelong learning. Ngendahayo and Askeell-Williams (2016), found out that assessment was a very relevant part of the CBE programme; but they were cautious about the results of the study because teachers were still employing systems called a 'testing for marks' approach rather than assessment for teaching. This defeated the purpose of CBE.

2.4.5 Management Practices of Competency-based Education in Eswatini

For the reason that this present study is conducted in Eswatini, it is important to review literature on the management practices of CBE specifically in the Eswatini context. The introduction of CBE in Eswatini was intended to bridge the gap between national policies and syllabus papers in the country's school system, what the CBE curriculum framework produced with the backing of the European Union was a key step forward in the reform of the curriculum for schools in Eswatini. Its goal was to create a clear and succinct framework for developing school syllabuses for a Competency-based curriculum. The major premise of this new method to teaching and learning was to nurture and develop a child according to his or her gifts and abilities, rather than the current system of forcing youngsters to compete against pre-determined goals. This framework was piloted and grounded in Eswatini schools. At the beginning of 2019, the CBE curriculum was finally introduced to grade1 learners, with the aim of making learning useful and meaningful to all learners including those with special needs (APA News, 2019).

This study is about trying to explore and understand the management practices and implementation of CBE in the Eswatini schools. No studies have been conducted so far to evaluate the process of management practices by primary school principals and the curriculum implementation. The only study that exists that discusses the circumstances that engendered the CBE programme is a study undertaken by Dlamini et al, (2018), which is a descriptive study, which examined the unfolding competency-based education process in Eswatini in 2010-2017. Inspectors and professionals from international agencies were chosen using purposeful sampling. Semi-structured interviews and

document analysis were used to gather data. According to the findings, CBE was recommended by the World Bank as a viable tool for addressing the country's economic stagnation. Discussions on CBE were governed by national policies, and higher education's involvement was seen as critical because CBE has implications not only for the type of learning students are expected to undertake, but also for teachers and higher education professionals. The refocus on CBE was sparked by the socioeconomic crises of 2008-2012 and, aided by the World Bank, it was suggested that CBE be thoroughly discussed with all relevant experts (Dlamini et. Al., 2018). This study confirms a study that was conducted in Malaysia by Paramasivam and Ratnavadivel (2018), who stated that curriculum is a dynamic process guided by the evolving political, economic, and social demands of the nation; the goal is usually to improve the quality of education.

For Competency-based Education to be successfully implemented in Eswatini, principals must fully understand their management practices. Hence, the present section focuses on the management practices. There are management practices that primary school principals need to perform for the effective implementation of CBE in the school as curriculum managers: These include the following practices: the planning for the curriculum, organization of resources, leading and directing the curriculum implementation, controlling, supervising, monitoring and evaluation of the curriculum, budgeting, and creation of a favorable environment. Curriculum implementation goes beyond these fundamental practices and entails other practices or activities that principals need to perform for the effective implementation of CBE in the Eswatini Primary Schools. These main management practices are discussed below:

2.4.5.1 Planning for the curriculum

Planning is critical in curriculum reform; if proper planning for the curriculum is not undertaken, it can impact negatively on that curriculum reform. There is a link between education and planning (Olatundende-Aiyedun, 2021), for education to realize its goals and objectives it must be planned, if the education is unplanned it is doomed to fail. This

is also attested by Udebu, Jacob and Sarafadeen (2021) that inadequate planning prevents and hinders effective performance of the curriculum. If the curriculum is not well planned for by the government, it will definitely affect the planning even in the part of the principals. Planning is a crucial management skill in accomplishing educational goals and objectives (Schmoker, 2016). The plan, which serves as a main statement and is equally important in educational development and transformation. It is one of the most pivotal management practices in managing curriculum change and principals are mandated to ensure proper planning for resources for teaching and learning in a school.

The Government of Eswatini must perforce and take into consideration the plan for change in curriculum before the curriculum is even implemented. This include both human and material resources to cater for the curriculum reform. Abdulkareem (2011), stated the importance of ongoing improvement and appropriateness of educational facilities in a school because many times the existing ones are overburdened, badly maintained, and unable to supply and promote desirable, innovative, and harmonious problem-solving abilities. Thus, principals as mandated to plan for the school resources, are to plan for CBE resources as well as they are the managers of the curriculum (Nodine & Johnstone, 2015).

All management is built on the foundation of planning. It comprises of teachers and principals making instructional judgments regarding what students will learn as well as what learning experiences will be delivered in the classroom (Kramarski & Heaysman, 2021). A crucial responsibility for curriculum preparation, implementation and change is creating a schedule of learning activities. When there is curriculum change the principals as curriculum leaders and managers are to be brought on board by the curriculum change officials through capacity building. Principals as school managers and leaders for curriculum change in Eswatini are mandated to set clear and static goals and objectives to be achieved for the implementation and management of the CBE. Strategic planning for any organization is a continuous process (Falqueto, Hoffmann, Gomes, & Onoyama Mori, 2020). Principals of schools are to continuously prepare and present their strategic

plans and operational plans. A good manager needs to present the road map of where the organization is going. This involves the mission and the goal towards the achievement of the success and effectiveness of the organization, for this study the school as an organization (Abdallah & Wardat, 2021).

Al Kadri (2020), presents a strategic plan as vital action for determining an organization's future direction. Tsiakkiros and Pashiardis (cited by Al Kadri, 2020), explain the strategic plan as one of the concepts utilized to ensure an organization's success. Davidoff, Lazarus, and Moolla (2014), identified primary strategic plan elements of goal setting, planning and evaluation, that should be brought to play in a school. school principals are meant to own all curriculum reforms brought in the school system by the Ministry of Education and Training. The inclusion brings about ownership on the part of the principals, hence they are obliged to plan for the curriculum well.

Sipotanyana (2019), postulates that principals and the school management have a hefty responsibility to fully translate education policies into practical actions. This management responsibility requires that the school principals be conversant with the curriculum requirements, on what they must plan, implement, monitor, supervise and evaluate in the curriculum as required by the policy practicalities. Eswatini primary school principals are no exception; they are to translate the educational policies as required by the Ministry of Education and Training on the implementation of CBE and management of curriculum in the schools.

2.4.5.2 Organizing of the resources

To improve the quality of education is always a top priority, especially considering the current global concerns (Widiawati, Lestari & Sutarsih, 2019). The manager's ability to perform the practice of being an organizer in the organization reinforces this improvement. The Government of Eswatini is no exception. By trying to bring top priority to the education provided to learners in the Eswatini schools, the government has introduced CBE, whose

main purpose is to prepare learners with the skills needed by the changing globe hence the government of Eswatini refocused its education system towards CBE to bring answers to the economic issues in the country (Dlamini, et al., 2018). To put the plan into action, the government should include all stakeholders, including principals. The process of achieving administrative goals and objectives is referred to as organizing. It is one thing to plan what will happen in the classroom; it's quite another to have everything ready to go. The acquisition, maintenance, and distribution of equipment and materials for the actual realization of the curriculum change is a crucial component of curriculum change management. The role of management is to prepare educators for change by deciding and developing an ordered framework that integrates all parts of classroom procedures into a coherent whole, allowing for change (Brunton & Associates, 2018).

Good organization is intimately linked to systematic planning and is open to change at any time. Planning is involved with identifying acceptable activities, while organizing is concerned with establishing arrangements and structuring to carry out those tasks. Organizing also involves management ensuring that resources required for effective curriculum implementation are in place. However, most governments are usually failing to organize resources prior to the implementation of the curriculum. Madondo (2021), conducted a study in Zimbabwe which established that some schools, particularly in disadvantaged rural communities were severely under-resourced, which could jeopardize the frameworks implementation at hand. The role of the principal as an organizer is to link change, implementation and organization of the required resources for the successful implementation of the CBE curriculum. This can be achieved by delegation and coordination of the plan as a practice by principals to achieve the implementation of the curriculum in the school.

2.4.5.3 Leading and directing the implementation of the curriculum.

The principals' activities, such as how they lead and supervise, can help or hinder the transformation process in an organization (Ezeugbor & Emere, 2017). According to

Hargreaves (2018), school leaders are required to lead 'out there' as well as 'within' the school to affect the environment that impacts their work with students and teachers. School leaders are crucial in fortifying the bonds between school staff and change (Fullan, 2019). School leaders also work to improve curriculum and curriculum change by involving students and teachers in classroom activities, sports activities, faith-based organizations, and community organizations, as well as integrating the school's work with welfare, law enforcement, and other agencies (Pricewaterhouse & Coopers, 2017). Furthermore, schools are under great pressure to change because of the ever demanding working environment, and it is the job of school leadership to successfully manage change processes (Taguma & Barrera, 2019). As per Van Deventer (2016), leading or directing incorporates communication. Accordingly, leading includes providing guidance to the subordinates (Davidoff, Lazarus & Mollá 2014). Providing guidance involves communication of strategies and methods which are intended to permit successful educational curriculum execution inside the school. This infers that the school vision, educational programme arrangements and plans should be communicated and be sold to all school internal stakeholders. In determining the operative implementation of the CBE curriculum in the Eswatini primary schools, principals as instructional leaders and managers are to drive the curriculum home by their managerial leadership practices towards the achievement of school goals by leading on the curriculum content and implementation methods for CBE implementation (Burden & Byrd, 2013).

According to Harris, Jones and Crick (2020), content, progression, assessment and pedagogy, lie at the heart of teaching, and are all factors to consider when leading a curriculum. This is why it deserves considerably more research and prominence in discussion about school and system development. It is thus clear that this practice of curriculum leadership is pivotal as it is said to be a very demanding and complex practice for school principals as they are most of the time not capacitated when there are changes on curriculum. The Eswatini primary school principals are no exception as they are also leaders of curriculum (Madondo, 2021).

2.4.5.4 Controlling, supervision, monitoring and evaluation of curriculum implementation

Controlling the curriculum comprises of school administration regulating, monitoring, and evaluating its implementation. At both the program and learner levels, effective curriculum implementation necessitates proper monitoring and assessment systems (Madondo, 2021). A programme without an internal and external monitoring and evaluation system lacks a compass to establish its direction and the degree to which it is on the right track at all times. By supervising and monitoring the execution of the curriculum, school principals can achieve more. The evaluation process begins with staff monitoring to see if the established objectives are being met (Zengele, 2013). Principals can use the evaluation process to reflect on their plans and make changes as needed. Principals can also use evaluation to spot bad and good management practices before they have a negative impact on the process (Mafora & Phorabatho, 2013). Principals are in charge of ensuring that educators are using the required techniques and methodologies for CBE by observing through educators' preparatory books and teaching in the classroom if teaching and evaluation is taking place (Aziz, Mahmood & Rehman, 2018).

Ntuli (2018), carried out a study in the Limpopo Province of South Africa, on the management of curriculum implementation at 5 selected municipal primary schools in one of the districts. The study used a qualitative method whereby data was collected via focus group discussions, interviews, document analyses and non-participative observation. The study revealed that the schools under study had monitoring and evaluation mechanisms; and the principals were aware of their role in supervising and monitoring teachers and students on curriculum implementation. Relevant tools were in existence at the schools under study. Although the schools under study had monitoring and evaluation procedures in place, there were observations of a lack of acceptable variances by school size when it comes to leaders recruited to support the principal with his administrative responsibilities. When it comes to implementing CBE successfully, schools should rely heavily on pre-designed monitoring and evaluation procedures. It is proposed that the efficiency of these processes be assessed at each application interval. The procedures

should be repealed or modified where they are deemed insufficient or inappropriate. This necessitates the use of monitoring and assessment systems for curriculum implementation (Aziz, et al., 2018). So, principals need to be capacitated so as to monitor, supervise and evaluate the successful implementation of CBE in the Eswatini schools.

2.4.5.5 Creating a favorable environment for curriculum implementation

School principals must take responsibility for the school's curriculum modification. Ownership by school principals' entails acceptance of the curriculum and a determination to see that it is implemented effectively, as well as a welcoming and friendly environment for all stakeholders (Aziz, et al., 2018). Physical infrastructure, such as classrooms, restrooms, and desks, are essential resources that schools must have in order to have a positive learning environment (Mafora & Phorabatho 2013). According to the Inter-American Development Bank (cited in Munyasia, 2021) principals must first embrace and demonstrate dedication to the curriculum change, rather than viewing it as an imposition from above authorities that they must simply comply with. Prior to change in curriculum; resources like human, material and physical infrastructure must be put in place in all Eswatini schools to establish a suitable working environment; since it produces a positive learning environment and a warm climate in school for both educators and learners.

2.5 PERCEPTIONS OF PRINCIPALS IN THE IMPLEMENTATION OF CBE

The perception of principals and educators in the implementation of CBE relies upon relevant studies carried out at institutions in Africa and beyond. To have a more precise literature review in this area might be a challenge but deductions are made from findings of studies around the subject of curriculum change or any other instructional leadership strategy on curriculum implementation. Competency-based Education has been widely experimented and adopted in many tertiary and vocational training institutions from across the world. People working in the education sector perceive it different from geographic locations, economic situations and general personal values and principles. It

is however, undeniable that success in training, whether at primary school or college level, depends on the appropriateness and update-ness of the curriculum to the practical working environment (Ahmed & Sayed, 2021). The impact of CBE curricula is now so significant and widespread in the field of education that anyone in the profession who ignores it will be obsolete in a few years. The fact that CBE is formulated around requisite skills, it requires a complete reconstruction of training systems and processes (Zineb, et al., 2017).

Evans and De Mitchel (2018) in Durham, conducted a study and found out that most school principals noted barriers as the need to update school schedules and figure out the logistics of allowing students to move on when ready in the CBE curriculum. The teacher training that education managers' advocate for should be in accordance with shifting emphasis from knowing to doing through integrative individualised learning. Competency-based Education is cumbersome and not easy to implement in the short run. This is because imparting skills requires each competency to be linked to its purpose (Ahmed & Sayed, 2021).

Although CBE gained track in recent years and received appreciation from various quarters, the Covid-19 pandemic has brought a new dimension to CBE which calls for modifications in its implementation. How school principals from less developed schools implement it with the social distance rules and online lessons has been a big question. Nevertheless, even schools in developed communities have changed to online learning and without direct contact, because they found CBE to be more complex than the traditional time-based learning. The challenge is on how educators and principals can effectively deliver instruction to learners and how school principals can easily assess their progress using information technology tools which are not widely available.

Competency-based Education aims to assess a student's comprehension of a topic by demonstrating mastery of the topic's specific skills or learning outcomes (U.S. Department of Education). Competency-based Education allows students to learn at their own speed and offers a range of ways to demonstrate mastery of concepts. Demonstration is

frequently project-based, in which students demonstrate mastery of a subject by completing high-level projects that assess advanced understanding of the subject. The CBE curriculum relies heavily on technology since it provides students with a platform that enables a variety of learning tools and evaluation opportunities. Institutions should evaluate their programs on a regular basis and make modifications as needed, according to continuous improvement efforts.

When there are curriculum reforms stakeholders are to be involved; however, there are still problems and criticisms from various disciplinary perspectives with respect to the involvement and training of stakeholders on curriculum change. Elaborating on this argument, Akala (2020) acknowledges that educational reform is an essential process because it allows a country an opportunity to revisit, change and appraise its education system and curriculum on a regular basis. This process should involve all stakeholders. Krishna (2013) in a study conducted in South Africa highlighted on the issue of curriculum change, that there was a concern that the time to prepare educators for the Curriculum Assessment and Policy Statement CAPS program was insufficient. Krishna went on to state that the training received was in a form of a 3-4-day course. It is thus becoming clear that the training was normally low on both the part of the teachers and the principals. Makunja (2015), in agreement with Krishna, established in her findings that the duration of the CBE curriculum training sessions in Tanzania was too short and ineffective to equip teachers with knowledge and skills about the CBE curriculum. Based on the findings from these studies, it is clear that when there is curriculum change most of the time the stakeholders are normally ineffectively equipped.

Elaborating further on the argument on ineffective equipping of stakeholders when there is curriculum change, Misbah, Gulikers, Dharma and Mulder (2020) in their study conducted in Indonesia found out that principals and teachers received a general training on induction to learning areas on CBE. They recommended that for learning to take place it was paramount that teachers be completely equipped on the curriculum to facilitate learning. Competency-based Education generally entails considerable, extensive and

effective teacher training; However, few teachers were trained, at the time of the roll out of Competency-based curriculum (Sifuna & Obonyo, 2019). In addition, Mulenga and Kabongwe (2019), state the importance of teacher's Competency-based curriculum knowledge in the implementation stage of the curriculum as paramount. Hence this study is important because it gives clarification that when there is a new curriculum, involvement and extensive training of all stakeholders is required. It is therefore imperative that training of principals and educators should be considered when there is curriculum reform to ensure effective implementation of the curriculum, for the case of this study primary school principals and educators needed extensive training of CBE.

The insufficiency of teaching material also posed a barrier to the adoption of Competency-based continuous assessment by (Paulo & Tilya, 2014), who highlighted that teachers were unable to undertake efficient continuous assessment because they were overloaded with different responsibilities. Since CBE is a skills-based curriculum, the issue of resources was identified as critical to the success of its implementation (Fullerton, Thompson & Johnson, 2013). Similarly, Dlamini (2019), found that the massive absence of relevant resources in schools stifled change because resources are key for change as they assist teachers adapt with their pedagogical techniques and ensure learners motivation while also encouraging learners to learn independently, even though scholars emphasize the need for adequate resources during curriculum implementation (Maharajh, et al., 2016). According to Dlamini (2019), most schools were unable to obtain the necessary resources for successful implementation due to numerous factors. However, Dlamini established that the most successful cases were with well-staffed and resourced pilot projects. On top of resources, Misbah, et al. (2020), indicated another hindrance to the effective implementation of a competence-based curriculum which was the lack of teacher training on how to teach large class sizes, hence creating a significant difficulty in the success of the curriculum.

Driessen and Slegers (2005), highlighted the significance of expanding parental involvement in the education of their children as a significant technique for improving

educational effectiveness and quality of education. In agreement with this argument, Van-Heerden (2008), indicates that parental involvement improves academic performance, so the school should create a more welcoming environment for parents, provide training and augmentation programs for parents, and resolve any tensions that may exist between the parents and the school administration to get parents involved, more especially on new curriculum.

In support of Van-Heerden on parental involvement, Sifuna and Obonyo (2019) noted the general lack of parental involvement on CBC implementation resulting to uncooperative parents. It was evident from the start that advocacy and community education programs for parents and the community were to be conducted to increase participation and support for CBE on parental employment and engagement. As a result, parental involvement provides benefits and advantages not only for learners but also for parents and educators (Krishna, 2013). School leaders who continuously seek to engage parents and the community as active partners in improving implementation of pupil academic performance success achieve better results (Day, et al., 2016). This proved to be more necessary in case of school principals serving in disadvantaged communities. Therefore, CBE, in its quest to focus on learner inherent capabilities, can achieve more on its objectives if it emphasizes that school principals approach their leadership style with cognizance of the values, principles and circumstances of environments that they operate from.

2.6 GAPS IN THE LITERATURE

In this section, the study focuses on the gaps in the literature which I intend to fill. It is undeniable that there is plenty of literature that focuses on CBE, however, most of these studies were conducted outside Eswatini, and the focus has never been on management practices. For instance, in the global level, conducted studies focus on CBE in China. Lopez, Patrick and Sturgis (2017), conducted a study on CBE in Washington. As stated, there are many studies conducted in the field, however, these studies are not focusing on how the primary school principals manage the implementation of CBE. Similarly, in Africa,

there are many studies conducted in the field, however, most of the studies were not conducted in Eswatini nor on the management practices by primary school principals as managers of the curriculum. For example, the work of Muneja (2015), focused on the implementation of the Competency-based curriculum in Tanzania, and Engelbrecht (2007), in Namibia. In the Kingdom of Eswatini, where the present study is conducted, most of the studies do not focus on how the primary school principals manage the implementation of CBE. For instance, Dlamini, et al. (2018), conducted a study that focused on The Unfolding Competency-based education process in Swaziland 2010-2017. Moreover, Ruth's (2020), study is about the role of competency in curbing youth unemployment. Not different from the work of Ruth (2020), Kusaka (2020), explores the role of curriculum studies in the spread of CBE reforms. As much as there is plenty literature that focuses on CBE, most of these studies were conducted outside the country. Regardless of that, studies that are conducted in Eswatini focused on CBE in general, while the present study intends to view the management practices of the primary school principals in implementing CBE. It is for this reason that the present study explores how the primary school principals manage the implementation of CBE in Eswatini.

2.7 CHAPTER SUMMARY

This review has highlighted that the African continent needs a great deal of authentic research to guide policy. The search for literature for the components of the review led to many studies outside Africa. Competency-based Education has got many interpretations and approaches and principals and teachers need to be properly trained to shift from previous practices to new practices. This requires new skills and attitudes. Such new demands mean appropriate change management strategies need to be put in place. The literature has revealed how essential it is to prepare teachers and principals for the task of management, assessment and curriculum change. The landscape for the development of the programme needs to be understood quite well and the literature gives sufficient warning of this (Hallinger, 2019a, 2019b; Sturgis, 2016). This chapter presented the theoretical framework that underpinned this study, and literature was reviewed on

issues that have to deal with CBE and management practices by primary school principals in the implementation of Competency-based Education. The next chapter will discuss the research methodology that will be followed in this study.

CHAPTER 3

RESEARCH DESIGN AND METHODOLOGY

3.1 INTRODUCTION

Chapter two presented the theoretical framework and relevant literature that underpinned this study. This chapter outlines the research methodology that I employed to ascertain data from the respondents and participants with regards to the research questions for the study. The research design and paradigm is discussed, as well as the research approach that was chosen, the population and sample and the sampling technique that was used. The chapter also outlines the instruments that were used for data collection, the reliability and validity for these instruments, and the methods of data analysis and presentation. The ethical considerations and trustworthiness principles that I observed and adhered to when dealing with the respondents and the participants of the study to enhance elements of integrity, are also presented and explained in the chapter.

3.2 RESEARCH PARADIGM

In scientific investigation the philosophy that guides a study is referred to as a research paradigm. The philosophical position that a researcher favors must be stated explicitly; the researcher must be able to explain why they adopted the research approach for the study using that philosophical standpoint. Thomas Kuhn was the first to introduce the concept of paradigm into modern sciences (Saunders, Lewis & Thornhill, 2016). A paradigm is a set of beliefs (or theory) that governs how things are done by different researchers. Most of the research is conducted against the backdrop of some theoretical and methodological tradition. Over a hundred years, these traditions known as research paradigms have been established and modified (Majeed, 2019). Majeed adds that the research paradigm encompasses not only theoretical ideas, but also the ontology (nature of reality) and epistemology assumptions (how to understand reality).

Lincoln, et al. (cited by Kaushik & Walsh, 2019), view a research paradigm as a set of philosophical assumptions or core beliefs that influence the researcher's actions and determine their worldview. Kivunja and Kuyini (2017), speak of a research paradigm as a conceptual lens through which a researcher views the world to investigate methodological elements, identify research methodologies, and determine how data will be analysed in a study. File, Mueller, Wisneski and Stremmel (2016), also elucidate a research paradigm as a philosophical stance in which our thinking and actions are embedded. Based on the above definitions by different scholars, a research paradigm is a researcher's overall orientation toward the world and the nature of research, which are oriented toward the researcher's perceptions of the world and research experiences. These philosophical world views are changing entities; they are not static, hence, they do not confine to all aspects of research processes. The research paradigm can be referred to as a 'world view'; for this study I have opted for the use of the concept paradigm as opposed to world view. There is numerous research paradigm that can be used in research (Kivunja & Kuyini, 2017). They fall into three main systemic categories: the positivist/post positivist, interpretivist/constructivist, and pragmatic paradigms (Gannon, Taheri & Azer, 2021). The latter being a merging of the two former ones.

The positivist/post positivist paradigm, according to Majeed (2019), aims to give the profession a 'scientific status' by these scientific purists, the positivists. The pursuit of precision, objectivity, causation, and value neutrality made positivists acceptable. According to Creswell (2003), the positivist paradigm defined a worldview of research which is grounded in "scientific" methods of investigation they see objectivity as the truth and subjectivity as falsehoods, which means that positivist/post positivists advocate for a quantitative, objective approach to research over a qualitative, subjective approach. Bonache and Festing (2020), explain that an objective and independent reality exists.

The interpretivist/constructivist paradigm, on the other hand, is regarded as the most important effort to comprehend the subjective realm of human experience (Guba & Lincoln, 1989). The interpretivist doctrinaire tries to 'get inside the heads of the subjects

being studied', in order to comprehend and interpret what the subject is thinking or making of the situation (Kivunja & Kuyini, 2017). The interpretivist philosophical viewpoint emphasizes understanding the individual and their interpretation of the world around them, which is why the paradigm encourages qualitative research. The interpretivist research paradigm asserts that reality is socially created, which can be viewed in a variety of ways.

Lastly, the pragmatic approach, which is the philosophical stance that underpins this research study, is a blend of the interpretivist and positivist paradigms (Clark & Creswell, 2014). Pragmatism is an agnostic approach to reality and philosophy. Pragmatism does not commit to any one system of reality or philosophy. This is mixed methods research in which the research draws freely from both quantitative and qualitative traditions (Creswell & Clark, 2018). I used the pragmatic because I wanted to gather knowledge about the real world from the different perspectives of individuals that have direct experiences with the phenomena of interest. The pragmatic paradigm also recognizes that information about the real world cannot be obtained through a single scientific method of research, and hence argues that to optimize reliability and validity, different approaches must be used in researching about something. It is against this backdrop that I opted to use the mixed-methods approach for data collection and analysis.

I picked the pragmatic paradigm since I wanted to gather and analyze data using both questionnaires and face-to-face interviews. The pragmatic paradigm is aware of its premise. It establishes a set of knowledge and inquiry assumptions that underpin the mixed methods approach and separates it from being simply quantitative based on a philosophy of positivism and qualitative based on a philosophy of interpretivist (Tsegaye, 2018). The use of both designs produces a complementary connection in which the problems of one approach are offset or compensated by the benefits of the other, enhancing the study's reliability and validity. The element of this complementarity in this study is understood by the use of the concurrent parallel design of quantitative research questions and open-ended interviews for qualitative questions as both the quantitative

and the qualitative data were collected parallel or simultaneously. Based on the work of Creswell (2003), Patton (1990), and Martens (2015), pragmatic research exhibits the following characteristics:

- An emphasis on 'workability' in research, in contrast to the positivist assumption that social scientific investigation may find the 'truth' about the real world.
- The use of 'what works' to allow the researcher to focus on the problems at hand rather than worrying about whether they are entirely quantitative or qualitative.
- Adoption of a worldview that allows for the most appropriate research design and methodology for the study's purpose.
- Using the best lines of action for examining the subject under investigation.
- A rejection of the necessity of situating one's research in either a Positivist (post positivist) or Interpretivist (constructivist) paradigm.
- Attempting to use the most effective methods for getting knowledge, including any methodology that aids knowledge discovery.
- Research methodologies should be chosen based on the research's goal.

The pragmatic paradigm fits well with my quest and enquiry to explore the management practices employed by principals for the implementation of CBE in primary schools, as well as how the principals perceive the implementation of CBE. With the use of this pragmatic philosophical lens, I tend to understand the objectivity assumption of CBE and the principal's management practices; and also, the principals' views on CBE, which in turn strengthened the results of this research study. My epistemological position is appropriate for this study as my quest is based on getting knowledge of how CBE is handled and implemented by Eswatini's primary school principals by gathering information from those managing the curriculum change. As a result, quantitative data from questionnaires and qualitative data from open-ended interviews were utilized to find out primary school principals' overall grasp of CBE, the implementation of CBE in Eswatini primary schools and the management practices.

3.3 RESEARCH APPROACH

The mixed methods research approach is pertinent to this study because of the combination of the quantitative and qualitative approaches for gathering the necessary data which answers the research questions that guide this study. Sensible to the two approaches that were combined for this study, I followed a mixed methods approach for this study. Creswell (2012), defines a mixed methods approach as a means of gathering, assessing, and combining both qualitative and quantitative approaches in the same study to gain a clear knowledge of a specific research subject. Mixed methods research combines two types of data sets; one quantitative and one qualitative (Creswell & Clark, 2017). As a result, the pragmatic approach's methodological assumption recognizes the utility of both qualitative and quantitative methodologies. (Gannon, Taheri & Azer, 2021). Therefore, pragmatism explicitly emphasizes that people learn about the world when they employ both quantitative and qualitative approaches. Methods should be mixed in such a way that they are complementary to each other so that they strengthen and have no overlapping weaknesses (Merriam, 2009). Hence, it is against that backdrop that the two approaches are combined.

Furthermore, scholars pronounce and advance the argument of the complementarity by giving the advantage of using a mixed methods approach to research which is the elimination of biasness and explains the real nature of a phenomena investigated and improves validity of the study. Schoonenboom and Johnson (2017), confirm Merriam's viewpoint by giving insight that the ultimate purpose of mixed methods is about heightened knowledge and validity; it enhances the decrease of weaknesses of using one method since the approaches are complimented by the strength of the other approach. This assertion is supported by Flick (2018), who advocates for the use of multiple data sources for establishing trustworthiness and credibility. I gathered information on both objective and subjective questions that were qualitatively sourced and captured people's real-life experiences, resulting in a comprehensive and strong robust understanding of occurrences (Lemon & Hayes, 2020).

Another advantage of using the mixed methods approach when collecting and analyzing data on the implementation of CBE in primary schools was that it allowed for the triangulation with regards to research designs (Schoonenboom & Johnson, 2017). I used more than one design for collecting data that could not be easily collected using a separate method, which was the use of the questionnaire and face to face interview. The mixed method approach thus promoted the comprehensiveness of the study as different sets of data were collected differently, analyzed differently and the results were combined, compared, and integrated to form a great pool of knowledge about the management practices and implementation of CBE by primary school principals. As a result, the study's findings on the phenomena in question were expanded and strengthened (Johnson & Onuegbuzie, 2004), by using open-ended interviews and a closed-ended questionnaire, I was able to collect both closed (quantitative) and open ended (qualitative) data.

The mixing of data is a distinctive component of the mixed methods research. By mixing the data sets, I provided a greater grasp of the problem by combining the data sets than if either data set had been used alone (Leavy, 2017). In context, there are three ways in which the mixing occurs: merging or converging the two data sets by bringing them together, connecting the two data sets by having one built on the other, or embedding one data set within the other so that one type of data provides a supportive role for the other data set (Schoonenboom & Johnson, 2017). For this research study, the reason for using the two data sets was for strengthening purposes, the qualitative data gave strength to the quantitative data where the principals were expressing their views in detail on the practices and in the process bringing recommendation on how best the CBE can be enhanced and appropriately implemented and which management practices they felt can be employed. In short, it was not enough that I simply collect and analyse qualitative and quantitative data; these data sets needed to be mixed in some way so that together they form a more complete picture on the management practices of the implementation of CBE by primary school principals than if one approach to data collection was followed. This

leads to the next discussion on the research design to show how the qualitative and quantitative approaches were mixed.

3.4 RESEARCH DESIGN

This section outlines the techniques used in gathering, analysing, interpreting, and presenting the data that led to the study's final conclusions. A research design is a logic that relates the study purpose and questions to the process of collecting empirical data and analysing the data to draw conclusions from the data (Creswell & Clark, 2009). Under the mixed methods approach that was followed in this study, there are three main research designs as presented by Creswell and Clark (2018), these are the explanatory sequential, the exploratory sequential design and the convergent design. In convergent design, quantitative data gathering and analysis are done first, followed by qualitative data collection and analysis. After that, the results from both designs are combined and analysed for interpretation and conclusion. Data is initially collected and analysed using quantitative approaches in the explanatory sequential design. To get at the interpretation, conclusions, and communication of the findings, qualitative approaches are used to explain the findings. The exploratory sequential design constitutes first collecting and analysing data through qualitative methods then using quantitative methods to measure the instruments as well as testing and applying the instruments through quantitative methods.

For the purposes of this study, I applied the convergent design. The reason for converging the results was to enhance understanding of the results. The flow for the study was as follows: (QUAN + QUAL = Convergent results) to seek elaboration, illustration, clarification, and enhancement of this study's results hence mixed methods. This concept denotes a convergent design in which the researcher implements both the quantitative and qualitative strands at the same time, gives equal weight to both, and merges the results of the two strands (Creswell & Clark, 2018). When a researcher wants to compare or combine the results of quantitative and qualitative data analysis, they use convergent

design, also known as concurrent or parallel design. In this case, I combined the study's findings to improve understanding of the findings while also validating the quantitative findings with those of the qualitative results and complementing the results that are discussed (Leavy, 2017). The quantitative findings and qualitative conclusions of the data were compared to provide further insight and more comprehensive understanding. The reason I used the convergent design was because the quantitative and qualitative data collection was simultaneously executed to obtain different but complementary data on the topic being researched (Creswell & Clark, 2018).

3.5 POPULATION AND SAMPLING PROCEDURES

3.5.1 Population

Mushoriwa (2009), posits that population describes an entire group of objects of a particular type under the entire assemble of organisms, units, or characteristics of interests to the researcher. Rai and Thapa (2015), envision population as the collection of people about whom you want to generalize from. Population is further postulated by Leavy (2017), as the group of elements from which you draw your sample. The population for this study consisted of all principals from all 167 public primary school principals in the Manzini region of Eswatini from the four regions; the Hhohho, Manzini, Shiselweni and Lubombo regions.

3.5.2 Sampling

The Manzini region primary school principals were sampled for this research study. All the principals in this region were used for this study. A sample, according to Rumrill (2020), is a set of participants chosen from a particular population and who are representative of the whole population. For quantitative data, simple random sampling was used. All the primary school principals under the Manzini region were selected. There are 167 public primary schools in the Manzini region, all the respondents in the region

formed part of the study and represented the primary schools of the other four regions which could not be sampled because the research was conducted under limited resources and time, as in quantitative sampling representation is key. For the quantitative questions, closed ended questionnaires were distributed to the 146 Manzini region public primary school principals. As 10 of the principals formed my pilot study, 8 principals for quantitative pilot and 2 principals formed part of my qualitative pilot participants. The other 11 formed the sample for the qualitative data. I distributed questionnaires to 146 schools. Only 114 respondents returned the questionnaire which is 78.08% return rate. These were the respondents who formed part of the quantitative data. The principals who did not return the questionnaires were excluded from the study.

The purposive sampling procedure was used to sample primary school principals in the Manzini region. This sampling technique is referred to by scholars as the most often used and least justifiable of all sampling techniques (Vogt, 2007). The purposive sampling technique was used because the participants needed to be principals from government-owned primary schools who were directly involved in the implementation of CBE, so I chose them based on my desire to learn more about the management practices they employ, their understanding of the curriculum, perceptions on the implementation and management of the CBE curriculum.

Purposive sampling, also known as judgmental sampling, is a qualitative data collection technique based on the premise that choosing the best instances for the study would give the best data, and that the research conclusions will be directly tied to the cases chosen (Patton, 2015). For the face-to-face interviews, I chose 11 primary school principals based on the notion of availability, suitability and willingness. Purposive sampling according to Etikan, Musa, and Alakassim (2016), is a non-random approach in which the researcher chooses participants based on his or her appraisal of individuals and variables' suitability in giving the data needed for the study. This is said to be the most common sampling technique as subjects are directly chosen by the researcher (Stratton, 2021). The primary school certificate results of the schools were used to select principals, the best four

schools in the region, the middle four schools, and the bottom three schools were selected, and I invited the principals of those schools for the individual interview sessions.

I wanted principals from the top performing schools, middle schools, and the lowest performing schools to be adequately represented. In addition, I ensured that all principals were represented in the resource bases. Principals from government, community, and government-aided schools were all present. My role as a purposive sampling researcher was to identify participants based on their level of knowledge and extract as much information as possible from the samples. For this study, the purposively selected primary school principals who had the necessary information because they were CBE managers in their respective government primary schools. Mweshi and Sakyi (2020), define purposeful sampling as a strategic approach to sampling in which 'information-rich examples' are sought to best meet the study objective and questions. Also, purposive sampling as defined by Rai and Thapa (2015), as judgmental, selective, or subjective sampling, is based on the researcher's judgement when selecting the units to be investigated. It was against that premise that purposive sampling was chosen as the sampling technique for this study.

3.6 DATA COLLECTION INSTRUMENTS

As this study followed a mixed method approach I used two research instruments, the questionnaire and the face to face interview.

3.6.1 The Questionnaire

Sensible of the research objectives of this study which sought to explore the management practices by primary school principals of the implementation of CBE, I opted for a questionnaire as a research instrument. The reason for employing a questionnaire was because questionnaires assist in getting accurate data from respondents in the case of sensitive questions as alluded to by Kumar (2019). Leavy (2017), states that a

questionnaire is the survey instrument which is a major data collection tool. Questionnaires can be used for a variety of purposes, including what the public are thinking. I picked questionnaires as a data collection instrument for my quantitative data collection because they are flexible, allowing respondents to complete them on their own time and in the researcher's absence. The instrument adhered to confidentiality, as the respondents were kept anonymous; this made the respondents very certain that they were not going to be identified as having expressed a particular viewpoint. In this manner, they felt more at ease and free to express their opinions; even sensitive views were expressed without fear of victimization. In this study, anonymity as a benefit of using a questionnaire was extremely valuable since respondents were free to respond to all the questions because they knew their comments would not be traced back to them. A total of 146 questionnaires were crafted and distributed to the conveniently selected primary school principals from the Manzini region of Eswatini. A structured questionnaire categorically and scaled using a five-point Likert scale was used as an instrument for data collection.

The assumption behind a Likert scale, which is also known as a summated rating scale, is that each statement on the scale has equal importance in answering the research question (Kumar, 2014). The crafted questionnaire comprised of three dimensions containing the following: Part I related to principals' demographic data, part II determining primary school principals' perceptions of the implementation of CBE in the schools and part III Out of the 146 principals only 114 principals returned the instrument. The outcome was a 78.08% return rate, which was judged suitable for analysis.

The instrument had closed ended questions which only required the respondents to respond by a mark to the most relevant item to them on the columns which I provided. For first section it was about the demographic data for the respondents, it required information from the respondents about gender, age and qualification. It was a crucial part of the questionnaire, because it provided an understanding of how diverse the

respondents were. For the second section of the instrument, respondents were to respond to the question on their perceptions of the implementation of CBE. They were to choose from the most relevant statement to them from the five-point Likert scale, which ranged from very implementable, implementable; for those who were undecided, the option of neither implementable was provided and those who were in disagreement with the implementation, were asked to indicate by unimplementable and very unimplementable. In the presentation of the data, some categories were combined, very implementable and implementable to implementable for both they agree to the implementation of CBE curriculum. Those who neither agree nor disagree who were undecided to the implementation are captured as neither implementable and those who felt that CBE was unimplementable, whether very unimplementable or unimplementable were captured as unimplementable. In the last section of the instrument, a five-point Likert scale was provided for them. Respondents were to indicate in relation to frequency practice regarding management practice provided from the block ranging from Always, Almost Always, Sometimes, Seldom and Almost Never. Also some categories were combined, whereby Always and almost Always were combined to Always as the respondents were agreeing to have performed the management practices, those who sometimes performed the management practices were captured as Sometimes and those who performed the management practices Seldom and Almost Never were captured as Seldom.

Simple and straightforward language was used to avoid misinterpretation of the questions by the respondents. Leavy (2017, p102), states a list of things a researcher must avoid when constructing a questionnaire: 'double- barreled questions; double-negative questions; negatively phrased questions; biased or leading questions; questions with built-in assumptions, abbreviations, slang and contractions, or ambiguous phrases; and questions that ask respondents to recall information from an unrealistic time frame'. When constructing the instrument, I refrained from those constructs as per the rules for questionnaire construction.

3.6. 2 Validity of the questionnaire

The validity of a research instrument is critical because it influences the study findings. The extent to which an instrument is measuring what it is supposed to measure or what it purports to measure is commonly characterized as its validity (Knapp & Mueller, 2010). For validation of the questionnaire, I administered the test instruments to several guinea pigs to assess the validity of the questionnaire before conducting the actual administration with the respondents in the Manzini region. The respondents who were used to pre-test the instrument did not form part of the main research project. The data was then evaluated to see if the questionnaire items were gathering the information that was required.

The questionnaire's validity was also taken to an independent expert in the field of research who assessed the instrument's content validity (Zohrabi, 2013). The expert checked for face validity and content validity. The independent expert assessed the questionnaire's validity. Face validity asks, "Does it look like it will measure what it is supposed to measure?". Would the folks administering and taking the questionnaire consider it a valid measure in our case? Do the questions and response alternatives appear to be acceptable for gauging objectives on their face? (Singh, 2017). Content validity assesses whether a questionnaire measures what it claims to measure. Subject matter specialists are commonly used by researchers to help them determine this. The face and content validity of the instrument was evaluated by an independent expert in the field.

Internal validity of the instrument was also measured for this research study. Internal validity refers to the extent to which the researcher observes and measures what is supposed to be measured (Zohrabi, 2013). Internal validity was assessed by collecting data using the questionnaire and interview, which then stretched my data; this way of combining multiple data sets is known as triangulation. Because I used a mixed method approach for my study, this was attainable. The results of this study are then said to be externally valid.

3.6.3 Reliability of the questionnaire

The term 'reliability' relates to the quality and consistency of data acquired during a research project. This is achievable if the data collection instrument utilized is dependable. Knapp and Mueller (2010), define reliability as the consistency of measurement from one time to the next, from one form to the next, and from one item to the next, or from one rate to the next. A trustworthy instrument is one that accurately and without error measures something. It's a metric for how consistent a test or instrument's results are. This can be achieved if the results are regarded as dependable and can be repeated multiple times with the same approach and instruments and produce the same results. Internal consistency is a sort of reliability measurement of a research instrument. Internal consistency is characterized as concerns about uniformity among the questions as a part of reliability (Singh, 2017). Internal reliability asks questions like 'Do similar questions elicit comparable responses?' For example, if the researcher asks two questions about the effect of items, they should anticipate the results to be consistent. I ensured that questionnaires were supplied to the relevant respondents, public primary school principals, to ensure the instrument's internal reliability. I also made sure that the self-created questionnaires were well-structured and consistent, increasing their dependability. As a test of reliability, respondents were given the same set of questions to answer, and their responses were consistent.

3.6.4 Data Collection procedure

I had to formulate the research instruments and submit them with the proposal to the ethics committee to ensure that the study was not in violation of any ethical considerations. After the University of Zululand's Research Ethics Committee (UZREC) approved that I may now proceed to collect data by issuing an Ethical Clearance Certificate (Annexure G), I approached the Director in the Ministry of Education and Training to seek for permission to engage principals in the selected primary schools in Manzini region in Eswatini as the participants of the study. With such permission, data was then collected from the Manzini region primary schools, starting by pre-testing the

instruments for validity and reliability using some guinea pigs which were not part of the main study to rectify any mistakes that were associated with the research instruments.

Thereafter, I approached the principals using the letter from the Ministry of Education and Training to assure them that this was an academic study and permission was really granted by the Ministry Director for data collection from the relevant schools. The letter was accompanied by an informed consent letter which was signed by me and the participants to show that there was an agreement between the parties as part of the procession of the study. The ethical considerations and the rights of the participants were explained during the debriefing stage where the participants were informed of the main purpose of the study. I integrated both the quantitative and qualitative approaches for support purposes where one set of data base was used to give support to the other data set (Leavy, 2017). I distributed the questionnaires but for collection of instruments from the schools I used an assistant who assisted me for collection of the instruments. The quantitative data from the questionnaires were scanned and stored electronically in a password protected computer in case there was any damage to the original printed copies.

3.6.5 Data analysis for quantitative data

As the study used a mixed method approach, mixed methods data analysis was employed, this involved the integration of statistics and thematic data analysis techniques. To analyze quantitative data, quantitative method was employed. The quantitative data was acquired from the respondents via a questionnaire. The first research question on the management practices by primary school principals on the implementation of CBE was examined both quantitatively and qualitatively and also research question three also followed the same procedure on their analysis which was both qualitative and quantitative in nature, research question three was about the perceptions of the primary school principals on the implementation of CBE. So, for the quantitative analysis, the data was analysed using SPSS version 20. Frequencies and percentages were used to analyse data. I coded data from respondents and came up with frequency distribution tables. In

terms of biographical characteristics such as gender, age, and qualification, chi-square tests and symmetric measures of independence were used to assess differences in how respondents responded to management practices and perceptions of the implementation of CBE.

3. 6.6 Semi-structured interviews

I employed the semi-structured interviews. Semi-structured interviews are those in which the interviewer has prepared a list of topics to be explored and questions to be asked and follows that list during the interview while also ensuring that the questions elicit open responses from the participants, allowing lines of conversation to develop in certain ways that could not have been anticipated when the interview was conducted (Brown & Danaher, 2019). Interviewees were set to answer the fixed set of questions which were on the management practices they employed for the implementation of CBE in their schools, their understanding of the CBE concept, their perception on the implementation of CBE. Interviews ensure face to face interaction and allow for more detailed explanations through conversations.

Sharma (2010), claims that when using an interview as a data collection method, the researcher could investigate what the subject is saying by asking for clarifications and/or examples. Through interviewing the participants, I was able to obtain more information from even nonverbal actions from the participants during the interview. Participants were able to provide me with useful information that I had even not asked. Understanding the meaning of what the interviewees say is the most crucial job in interviewing (Turner III, 2010). As an interviewer I ensured that I paid attention to even the nonverbal cues as missing those nonverbal cues was going to affect the analysis and findings of the study. For this study I selected 11 primary school principals using maximum variation (heterogeneous) as a type of purposive sampling technique. Xerri (2018), advocates for the use of semi structured interviews for generation of in-depth data than other data collection instruments. I wanted in-depth information from the principals, hence the use of the interview as an instrument for data collection and I was able to probe the

participants to get more information on CBE than commenting on what the participants had to say. The questions for the interviews were structured in such a way that it allowed a two-way communication during the interview process.

3.6.7 Qualitative data collection procedure

For qualitative data collection, I conducted the face-to-face interviews with the participants, which made me an active participant in the interviews. During the process I introduced myself to the participant and gave a rationale of the research study to make the principals feel at ease. I then asked for permission for recording the interview from the principals. They all consented, and I recorded the interviews during the interview process, using a tape-recorder, for the purpose of getting the information needed for the interview. The interviews took about 30 minutes. To get more information from the principals, I made sure that the interviewees were comfortable and made the interview informal and honest. I had to make appointments with the principals prior to the interviews. The medium of communication during the interviews was English; all the participants understood English as we have observed from the demographic information that all the principals who took part in the study had a minimum of a Diploma as an Educational qualification. Nonetheless, some principals sometimes code-switched to SiSwati. Before the interviews began, I ensured that the principals felt at ease by explaining the importance of having them in the study and stating to them that their participation in the study was voluntary, and that I appreciated their participation. Principals were told to be free and state their understanding of CBE, their perception about the whole reform and the management practices they were employing in the implementation of this curriculum reform.

Interviews were tape-recorded and permission for recording of the interview was given by the participants. As the interviews were in progress, I made notes that enhanced understanding of the whole process and was of fundamental importance during the analysis of the data that I capture all what the interviewees had to say. After the

interviews, all transcripts were transcribed verbatim, as postulated by Leavy (2017), that data needs to be transcribed depending on the type of data gathered. The recorded data was stored in a safe place for confidential purposes. I transcribed the data and for those code-switched excerpts, I did the translation, as I am a SiSwati specialist. Interviews were in the range of 30 minutes to make sure the interviews were productive, as principals are managers in their schools, hence, have busy schedules.

I collected the data directly from the participants, which then made me as a researcher, an active participant in the research, and not a passive participant. In that way, I established rapport with the principals which validated the collected data. The data that was collected through the interviews was recorded electronically, alongside the notes.

3.6.8 Data analysis for qualitative data

As the study followed a mixed methods approach, data was collected using two research instruments: those of the questionnaire and interview. The data analysis was conducted independently. Researchers such as Lester, Cho, and Lochmiller (2020), present seven qualitative data analysis procedures. While there are several steps, McMillan and Schumacher (2010), name five. Creswell (2009), provides six qualitative data analysis techniques, and Mertler and Charles (2011), provide four qualitative data analysis steps. Despite the difference in the number of phases or stages, the distinctions are minimal from these data analysis techniques. For this study, I will borrow from the processes above as indicated that despite the number of processes the distinctions are minimal.

I first prepared and organized the data. Lester, Cho and Lochmiller (2020), posit that preparing and organising data for thematic analysis is one of the phases in qualitative analysis. In practice, this usually entails consolidating all audio or video recorded interview data in one location, as well as translating observational notes to an electronic format. This phase was important as I organized the collected data during interviews, and

I prepared the data for analysis at a later phase. I separated the data into meaningful units for later compilation (McMillan & Schumacher, 2010).

I collected the qualitative data sets by means of an audio recorder. In most cases, qualitative researchers devote time to transcribing data in preparation for further analysis (Lester, et al., 2020). After the first phase of preparing and organizing the data, I transcribed the qualitative data verbatim (Creswell & Clark, 2017), as I aimed to capture every utterance from the interviewees. The reason I transcribed the data was that I wanted to be familiar with the data which later assisted me when presenting the data. It was of paramount importance that I familiarised myself with the data as stated in phase two as a reason why I transcribed the data myself. It is beneficiary to become familiar with the data corpus, so that as a researcher you are mindful of any restrictions or gaps in the data (Lester, et al., 2020). I did that by reading all transcriptions thoroughly, and made notes about first impressions, ideas and experiences made by the participants. As opined by Creswell (2009), during this phase, 'the researcher is attempting to ascertain the broad concepts of the participants as well as the tone of the ideas and the overall sense of the data, depth, trustworthiness, and application'. During this phase I tried to figure out the participants' general ideas; the tone of their ideas and the impression of the overall depth, trustworthiness, and use of the data on the management practices of CBE by the participants which were the primary school principals.

After the transcription of the qualitative data from the interviews, I then coded the data. As posited by Lester, et al. (2020), a code is simply a short, descriptive term or phrase that gives meaning to data that is relevant to the researcher's analytic purpose. While Creswell (2009), explains coding as a process of classifying data into categories or segments before giving meaning to the data. The categories were analyzed to come up with codes for interpretation by putting together statement, phrases and words mentioned by the interviewees. Coding is optimal as it helps to reduce the size of the data to manageable units as qualitative data is often known to be massive. Also, the coding assisted me to get ideas that focused on the study from what the participants had stated.

As thematic analysis is an inductive approach to data analysis, researchers move from isolated cases to a broader perspective. The use of codes, the construction of categories, and finally the creation of themes is all part of this process (Lester, et al., 2020). According to Saunders, et al. (2016), thematic analysis entails condensing some of the data collected, coding and categorizing data to group them according to themes that begin to make sense of the data, and then linking these categories of themes in such a way that provides a structure to answer research meaningfully according to their similarities and differences for the final stage of reporting the findings from the research.

3.6.9 Measures to ensure trustworthiness for qualitative data

For the qualitative data collection, issues of trustworthiness were given prominence so that the results of the study are trustworthy to be added to the body of literature on management and curriculum. Every step in this empirical research study was covered in detail, from data collection through outcomes reporting. I came to the conclusion that every element of the analysis process, including the preparation, organization, and reporting of results, was being scrutinized for trustworthiness. These steps were followed to provide a clear indicator of the study's overall credibility (Elo, Kääriäinen, Kanste, Pölkki, Utriainen & Kyngäs, 2014). Trustworthiness addresses the following in qualitative research study: Transferability, Conformability, credibility, dependability and authenticity.

3.6.9.1 Transferability

Transferability replaces the notion of external validity and is close to the idea of theory-based generalizability (Lincoln & Guba, 1999). This research study is mixed methods, which involved data that was qualitatively sourced and quantitative sourced. For the qualitative sourced data transferability measures are imperative. Qualitative data collection involves very small samples or single case studies, and it is the role of the researcher to help the reader transfer the specific knowledge gained from the research findings of one study to other settings (Creswell & Clark, 2017). The qualitative part of this study was collected using face to face interviews, which had 11 participants. For the

enhancement of transferability, purposive sampling was used in the selection of the principals. Findings from this study may not be generalized to other regions because the principals that formed part in this research study were purposively sampled, Different participants may have different views; it is therefore the discretion of principals to employ these findings in their respective schools to improve on their management practices for the implementation of Competency-based Education. This limitation is strengthened by the fact that the study is mixed methods, whereby quantitative data was collected from a larger sample size.

3.6.9.2 Conformability

I avoided biasness, through ensuring conformability. Conformability refers to the criterion of neutrality according to which the biasness of the researcher should be avoided with regard to the procedures and findings (Saunders et al, 2016). It relates to the degree to which a researcher's own bias or prejudices may impact on the findings of the study. To enhance conformability, I declared personal biases and prejudices at the beginning of the study to the principals so that I would not become biased as I am part of the NCC panel that is involved in curriculum infusion, CBE involved. I performed a conformability audit to ensure that the findings, interpretations and recommendations were supported by data.

3.6.9.3 Credibility

The results findings were credible; this was attained by upholding to credibility measures. Credibility is the internal consistency where the researcher ensures rigor in the research process and how the researcher is able to communicate the processes followed in the research (Anney, 2014; Creswell & Clark, 2017). Credibility, according to Guba and Lincoln (1985), is internal validity, which explains the extent to which a concept is accurately measured in a quantitative study. This has to do with whether one can draw meaningful and useful inferences from scores on the instruments. Creswell and Clark (2017), further point out that content validity is the degree to which the sample of items represents the content the test is designed to measure. I conducted member checking

(Creswell & Clark, 2017). The reason I conducted member checks was to correct inconsistent errors and to check the accuracy of responses the participants gave. For interviews, the audio recordings and transcripts of the proceedings of the interviews were stored to ensure further credibility of the research. This ensured an accurate record of time, date and people interviewed.

3.6.9.4 Dependability

Dependability was also taken into account. According to Saunders et al. (2016), dependability is a measure of how well a research instrument produces consistent outcomes or data after multiple trials. When it comes to qualitative data, dependability becomes a problem. This is due to the subjectivity of data in qualitative investigations, making consistency a challenge. Subjectivity does not imply that data from various participants will be discredited; rather, all the data will be incorporated and presented in the study as it presents different views of the participants on the subject of management practices by primary school principals on CBE implementation. I improved the results of this empirical study by means of triangulation, so that the findings from the qualitative data can be trusted.

3.6.9.5 Authenticity

When it came to concerns of trustworthiness, I made sure that I accurately and fairly documented and reported the experiences of the participants, which is referred to as authenticity. I accomplished authenticity means of not under reporting on the data I gathered from the participants on how they felt about the implementation and management of CBE and the management practices they were employing when the CBE curriculum is implemented. When it comes to qualitative data presentation, the problem of authenticity is crucial since it demands the researcher to be honest in their reporting, taking into account that participants' values may differ, and their values may conflict in some cases. Authenticity, according to Lincoln and Guba (1985), refers to the extent to which researchers accurately and faithfully depict a variety of realities. I honored the

principals' values, beliefs, and conflicts, as well as the correct perceptions they had about the CBE's implementation and management techniques. Furthermore, the study findings were accurate and true not only from my perspective as a researcher, but also from the perspectives of the principals as participants and the study audience.

3.7 PRE-TESTING THE INSTRUMENTS

Before the actual collection of data, I conducted a pre-test of the interview instrument from three principals as it is an important stage for the successful deployment of the large-scale data collection (Dahal, Dhimal, Pant, Sharma, Marahatta, Luitel, & Sheehan, 2020). As the study is mixed method, the study had two instruments which were the questionnaire and an interview schedule. It was paramount that the instruments were pre-tested before the real data collection process. I conducted a pre-test for the interview instrument with principals who were not part of the study as much as they were from the same region, the Manzini region, so that the pilot group shared the same geographical area with those participants who took part in the main study. The reason I conducted a pre-test was to establish errors in the interview schedule and to promote accuracy and establish ambiguous questions. I corrected those items that were not clear in the interview schedule before the actual data collection. Also, of paramount importance to be considered in pre-testing of interviews, is the understanding of the questions, if pilot participants interpret the questions being asked from them correctly and accurately on what is really being asked. I made sure I took into consideration their interpretation of the asked questions and came up with straight questions before the real data collection process. The two principals who formed part of the pre-test was excluded from the participants of the study, as they formed my pilot sample.

I also conducted a pre-test of the questionnaire before the actual data collection, as this is an essential stage for the effective deployment of large-scale data collecting (Dahal, Dhimal, Pant, Sharma, Marahatta, Luitel & Sheehan, 2020). This pre-testing enlisted the participation of 8 primary school principals. These principals did not form part of the main research sample study, but they were from the same region, the Manzini region, therefore

the pre-test group and the main study participants shared the same geographical area. It was critical that I ensured that pre-testing was done to identify or discriminate between respondents' items that were unclear or didn't seem appropriate for, or discriminate between, respondents (Rattray & Jones, 2007). I asked respondents to identify areas in the instrument in connection to the time it took them to reply to the items, the representativeness of the items to the topic, acquiescence bias, and ambiguous items, which were then removed from the questionnaire. I also pre-tested the questionnaire as a way to ensure its validity and reliability as a research tool (Marshall, 2005). Minor adjustments, such as typos, were made to the instrument before the primary data gathering exercise.

3.8 LIMITATIONS OF THE STUDY

The main reason for conducting this study was to explore the management practices that were employed by primary school principals in the implementation of CBE in Eswatini. This study, like other studies had some limitations. The study was conducted in one region of the four Eswatini regions, which can affect its generalizable status as what applies in the Manzini region may not be generalized to the other regions. To strengthen this study's generalizability, a mixed methods approach to data collection was employed, for giving strength to disadvantages of one approach. Participants were meant to sign consent letters and confidentiality and anonymity was spelt out clearly in both the letter and verbally before the interview. However, participants may have felt some issues were sensitive as they were to respond to questions about their employer as by virtue of being principals, they were the extension of the Ministry of Education and Training hence they were not comfortable to share openly on some issues.

3.9 ETHICAL ISSUES

These are set of principles/practices considered to guide one's moral conduct or what is morally proper or improper / good or bad / right or wrong, to protect the rights and welfare of respondents with respect (Flick, 2014). For the study to be recognized and considered

as valuable to society and the research discipline, the researcher must adhere to some crucial ethical and legal considerations. Ethical and legal considerations are frameworks that researchers must continuously return to establish what is correct and acceptable when conducting research vs what is incorrect and undesirable. As postulated by Govil (2013), if a doctor gives a patient the wrong medicine, the patient is the only one who suffers; yet, if a researcher in the field of education does not do his job honestly, the entire community or rather the next generation, suffers. Sensible to that note, one had to adhere to all ethical considerations by adhering to the following:

3.9.1 Meeting the standards of the Ethics Committee

I had to adhere to the standards of the Ethics committee in ensuring that the study and the data collection instruments do not affect the rights of individuals and society. With such, the study was conducted in accordance with the regulations and approvals of the ethics committee of the University of Zululand (UZREC) to ensure that no breach of ethical considerations is committed as the study progressed. This was done to ensure the protection of the right of participants as well as maintaining the integrity of the researcher, the university and the discipline of education at large.

3.9.2 Permission form the Ministry of Education and Training

Ethical approval was obtained from the Ministry of Education and Training of Eswatini to conduct the research in the proposed primary schools in the Manzini region. This was done by the introductory letter that I was given by the University to seek for permission and assured the Ministry of Education and Training of Eswatini that I was a student with them and that as a requirement for my degree I had to conduct research and the research was for professional purposes only to submit to the Ministry of Education and Training. A copy of the letter of permission granted by the Director in the Ministry of Education and Training is annexed in Annexure D.

3.9.2 Debriefing

Before the data collection began, all aspects of the study were communicated to the participants, both in writing and verbally. I described the goal of the study and how the data would be handled to the participants, as well as assuring them of confidentiality and anonymity. This was employed so that the participants made informed decisions about whether they wished to participate in the study or not. Participants were given the option of asking questions; nevertheless, some felt they needed the promise of anonymity since they felt compelled to address issues with their superiors and criticize the Ministry of Education and Training's work. Cohen, Manion and Morrison (2013), are among those who believe that participants worry of leaving a trail that can be traced back to them, even if they are ensured of protection.

3.9.3 Right to Withdrawal

Participants were also informed of their right to withdraw from the study at any time if they no longer wanted to participate in the interview. This was indicated in the permission form and verbally communicated to them as a reminder in the introductory section of the interview. This offered them the assurance that they could continue to participate even if they were unsure of the future results, and that if they became uncomfortable, they could exit the interview session without having to justify themselves to me as an interviewer.

3.9.4 Informed Consent

Participants had to exercise their right to autonomy through Informed Consent. I politely asked whether they wanted to participate in the study or not, and they were the ones who gave me permission to include them in it. All participants had to sign a consent form to show that they were willing to participate in the study. This indicated that the participants gave their approval to be a part of the study by signing the consent form, and I also asked for their consent throughout the interview process, and they verbally consented.

3.9.5 Privacy, confidentiality, and anonymity

Privacy, secrecy, and anonymity were secured by securely keeping the data in a location where only I could access it, and by using pseudonyms in place of the participants' real names and names of the primary schools were known by the interviewer only. I kept all information from the interview between myself and the participants, and the supervisors had access to it as it was necessary for assisting me in data analysis as a student. Participants, as stated by Creswell (2009), require assurance that responses cannot be traced back to them; hence, during the interview, participants were guaranteed that comments could not be traced back to them, allowing them to freely express their thoughts and views.

3.9.6 Credibility and trustworthiness

Following data analysis and interpretation, member checks were used to ensure credibility and trustworthiness, which required going back to the participants to clarify the data and correct any discrepancies. This was done to ensure that no information offered by the participants was recorded or misinterpreted. Before releasing their translations and interpretations, I had to double-check that they were accurate representations of the participants. I acknowledged other people's work by citing and referencing other authors' work, and I avoided plagiarism at all costs.

3.10 CHAPTER SUMMARY

This chapter was mostly concerned with the study approach used to obtain data from participants. It defined and validated the pragmatist paradigm as a research paradigm. It demonstrated the study's use of a mixed methodologies research strategy as well as its usefulness in the research. The mixed method research design was chosen since it is appropriate for this type of investigation. There are also displays of the study instruments and data collection techniques. This chapter also shows how data was managed and

analysed to come up with conclusions that supported the study's recommendations at the end. Finally, this chapter discusses the ethical considerations that this study followed.

CHAPTER 4

RESULTS AND DISCUSSION

4.1 INTRODUCTION

Chapter three presented the design and methodology of this study. This chapter presents the findings and presentation, analysis and interpretation of the data. The data was analysed and discussed by merging the quantitative data and qualitative data to give strength to the findings. The data was analysed guided by the following research objectives of this study:

- To explore primary school principals' management practices in the implementation of Competency-based Education in their schools.
- To explore the primary school principals' understanding of Competency-based Education in Eswatini.
- To determine primary school principals' perceptions of the implementation of Competency-based Education.

Participant's responses were provided verbatim. First presented are the results from the first objective and the third objective; data for these objectives were collected using the mixed method approach, which is quantitative data integrated with the qualitative data. The qualitative data was used to provide strength to the quantitative data. Then I presented the data from the second objective, which was analysed qualitatively as I wanted to solicit information from the participants about what they understood by the concept, Competency-based Education.

4.2 DEMOGRAPHIC INFORMATION.

For this research it was pivotal to include the demographic information of the respondents to the questionnaire. It was of importance that I got to understand the context of the respondents that were involved, hence, gender, age and qualifications were included in

the biographic information of the respondents. This biographic information is presented and discussed hereunder in Table 4.1.

Table 4.1: Demographic information of respondents (N=114)

Variables	Categories	Frequency	Percentage
Gender	Female	65	57
	Male	49	43
	Total	114	100
Age	31 to 40 years	6	5.3
	41 to 50 years	80	70.2
	51 to 60 years	28	24.6
	Total	114	100
Qualification	Primary teacher's Diploma	2	1.8
	Bachelor of Education	83	72.8
	Master of Education	29	25.4
	Total	114	100

4.2.1 Gender

Table 4.1 presents the demographic distribution of the respondents of the sample of this study according to the three characteristics: gender, age and qualification. Of the 114 respondents who took part in the research study, 57% of the respondents were female and 43% of the respondents were male. It was most striking to observe from the results that there was now a considerable number of females who are taking part in the principalship position which was mainly dominated by males in the past years.

4.2.2 Age

The results indicate that the majority (70.2%) were aged between 41 to 50 years of age and (24.6%) of the respondents were between the age of 51 to 60 years. A minimal number of respondents (5.3%) were between 31 to 40 years.

4.2.3 Qualifications

The results show that the majority (72.3%) of respondents held a bachelor's degree in Education and a quarter (25.4%) of the respondents had a master's degree. A minimal portion (1.8%) of the respondents held a Primary Teacher's Diploma as their highest qualification. This indicates that most respondents in the principal position are educated in the Eswatini primary schools. This can be suggested to be indicative of the principals' being able to perform their principal duties more effectively, more especially that of being curriculum managers, based on the qualification.

4.3. MANAGEMENT PRACTICES OF PRIMARY SCHOOL PRINCIPALS ON THE IMPLEMENTATION OF COMPETENCY-BASED EDUCATION

From this objective I wanted to ascertain the management practices that are employed by the primary school principals of the implementation of CBE. When reporting the results, some categories were combined, whereby Always and almost Always were combined to Always as the respondents were agreeing to have performed the management practices, those who sometimes performed the management practices were captured as Sometimes, those who performed the management practices rarely were captured as Seldom and Almost never were captured as Seldom.

4.3.1 Involvement of educators in strategic planning

I wanted to find out if primary school principals involve the educators when drawing a strategic plan for CBE in the school. Results are presented in Table 4.2.

Table 4.2: Involvement of educators in strategic planning

Item	Frequency	Percentage
Always	15	13.2
Almost always	51	44.7
Sometimes	22	19.3
Seldom	29	17.5
Almost never	6	5.3
Total	114	100

It was accentuated from the results in Table 4.2 that most of the respondents (57.9%) did involve the educators when drawing the strategic plan or schoolwork plan for the implementation of CBE in the schools, 19.3% of the respondents indicated that they sometimes involved the educators when planning. Furthermore, 17.5% of the respondents indicated that they seldom involved the educators in the implementation of CBE, while a minimal number of 5.3% almost never involved educators in the drawing of the strategic planning in the school. Therefore, the results suggest that principals do involve educators when drawing strategic plans for the implementation of CBE. Cross tabulation shows a significant difference in respondents' ratings of this item based on their qualifications (Chi-Square = 0.25, Cramer's V = 0.277), which means that those respondents with high qualifications involved the educators more compared to the least qualified respondents. Therefore, this suggests that the more qualified the principal, the more they perform effectively their management practices. The semi-structured interviews confirm the quantitative findings that participants perceived that involving educators in strategic planning is a significant practice and most of the participants were involving the educators in strategic planning. However, a majority of the participants indicated that it was not easy to perform the practice as strategic planning requires understanding of the activities that one needs to plan for. On the contrary, the principals indicated in their responses that they were not much conversant of the conceptualization of Competency-based Education. Despite their limitation on the understanding of CBE, a

majority of the participants indicated that they effectively accomplished the practice of involvement of the educators in the strategic planning in the schools.

(P5): So with planning and budgeting we usually plan together and make decisions together as a team so that we put on goals to achieve because for a winning team we need to have a goal, so our goal is academic excellence, so by all means possible we need to make this curriculum work, so in the planning we try to plan together and motivate each other that with the limited resources we have, we improvise. These learners need to be the best they could be, yes, in order for us to accomplish our vision and goal of academic excellence we need to plan for CBE.

(P2): We sit together with the teachers concerned who are teaching CBE. Then we discuss on the material needed, on the time needed and, on the teachers, because you find that with the sports, we need to ask some teachers who are in the upper classrooms to come and teach them on the sporting activities, but all in all we also plan on how we are going to do it.

The data indicates that the principals supported the idea of drawing a strategic plan with the educators. Further to the involvement, other participants acknowledged the importance of planning, although they indicated that due to limited resources provided by the government in the schools, the planning was a robust one. However, as managers of schools they were keen to see the CBE programme succeed although the planning was not an easy one.

(P8): I will call it a robust planning because if we are saying there are no resources, so how one is going to plan because there are no resources that is why I am a saying it is a robust planning because we want to see this program successful, in other words it is not easy to plan for such.

It is however, worth of note that the empirical data under quantitative data indicated that some principals seldom involved the educators in strategic planning for CBE. This indicates that the management practice of drawing a strategic plan with the educators was not effectively executed by all principals, hence impeding on their management practices and affecting the effective implementation of CBE in the schools and impacting negatively to teaching and learning.

(P10): Well, if there is any planning it is very shallow and that is influenced by the fact that the office of the principal is in the dark, so if there is any planning, we would only rely on the teachers who are involved in the program, that is the teachers that have been taken through the paces, so one can only say if there is any planning done it is very minimal.

(P3): Nothing much, nothing much because like I said, I don't even know what this is, so, I cannot plan for something I don't know.

Although other participants indicated that there was minimal planning that was happening on the strategic planning for CBE with the educators, there were 5.3% respondents who almost never involved educators in the drawing of the strategic plan in the school. This quantitative data also confirms the qualitative data whereby one participant indicated that there was nothing that was done at all, which then indicated that in some schools the involvement of the teachers on strategic planning by the principals was beset with challenges as there was no involvement at all in the planning. The principal who indicated that there was no involvement, explained that the reason was due to the fact that there was no mechanism on how they were supposed to involve the teachers in the planning.

(P1): To speak the honest truth there's nothing that I'm doing about it, I only hear from the teachers, if there are problems, they come and say if I can help, I offer that help because one is not mindful of what is expected of her as there was no induction on the CBE curriculum for us as principals.

However, some principals acknowledged the importance of involving the educators in the strategic planning of CBE, and acknowledged the mistake of not performing such an important management practice and further promised to involve the educators in this practice going forward and further stated that they were in the future going to join the educators and sit down with them and draw a plan for the successful implementation of CBE.

(P3): That is an eye opener, I haven't, all that I did like I said I just asked them to come together and talk about this thing try to help each other but ehh... really mine(me) I have never joined them, but now I see that I need to.

Drawing from the empirical data on the strategic plan with the educators, most respondents under the quantitative results show that educators were involved when planning for CBE implementation. However, the qualitative data shows that there were those few who involved the educators when planning for CBE implementation. The principals indicated that they wanted to be enlightened on CBE, as it is their duty to plan even for workshops which then requires them to involve the educators in their planning. However, there were those who were not performing this practice effectively, who even specified that if there was planning going on, it was minimal. This then brings to the fore the issue of how MoET introduced CBE to the principals and all stakeholders. The essence of planning is evaluating as many operational options as possible before deciding on the best one to implement. Ogunode, Aiyedun, and Olatunde-Aiyedun, (2021), maintain that educational planning is imperative. There is a link between education and planning. For education to achieve its goals, it must be well planned. Unplanned education is doomed to fail; the success of the CBE curriculum in Eswatini schools relies on planning for the curriculum as it is critical from ministry, school, classroom and parental level. This suggests that the principals must involve all educators in the curriculum activities as it is crucial for principals' management practice as managers of curriculum implementation, which in turn, assist learners to acquire skills in their learning (Kyayemagye & Kintu, 2020).

4.3.2 Involvement of educators when drawing the school budget

I wanted to find out if principals involve educators when drawing the school budget plan to finance the vision of the school towards the implementation of CBE. Results are presented in Table 4.3.

Table 4.3: Involvement of educators when drawing school budget

Item	Frequency	Percentage
Always	15	13.2
Almost always	44	38.6
Sometimes	32	28.1
Seldom	18	15.8
Almost never	5	4.4
Total	114	100

The results in Table 4.3 indicate that 51.8% of the respondents involved educators when drawing the school budget for CBE implementation, 28.1% of the respondents indicated that they sometimes involve the educators and a small percent (20.2%) seldom involve educators when drawing schools' budget for CBE implementation. It emerged from the semi-structured interviews that participants involved educators when drawing a school budget plan, including budgeting for CBE. The interview results confirm the quantitative results, which show that a majority of the respondents were involving educators when budgeting. The school budget also incorporates the resources needed for CBE implementation.

(P6): Yes, we do budget with them, this involves even resources needed by our learners for the new curriculum.

The results gathered from the study affirmed that most principals do sit down with the educators when drawing a budget plan, However, the principals indicated that the

budgeting process was beset with challenges because they had limited funds provided by MoET.

(P3): For example, the grade 1s and twos and threes they need files, something that school never used to provide, so we use the registration money, to buy the files, otherwise there isn't much that we buy, because you know when you are working around something you don't know, so you don't know what to do, you are just heading to a direction you don't even know.

(P7): It's not easy to budget because the funds have been the same since 2010. We sit down and budget but it's difficult because of the funds.

From the findings it was ascertained from both quantitative and qualitative data that most of the primary school principals in the Manzini region do involve the educators when budgeting for CBE. Although most of them decried the limited funds for running the schools which affected the sourcing of resources for effective implementation of CBE. They further indicated that the funds they receive from the government were affecting their budgeting but those limited funds did not hinder them from trying to perform what is said to be their management practice. The government had not planned for the curriculum well in terms of financial resources and budgeting for the curriculum which in turn affects the principal's budget in the schools as also opined by Ogunode, et, al. (2021) that financial allocation or budget for a programme is crucial.

4.3.3 Engagement of educators in formulation of CBE implementation strategies

I wanted to find out if the principals engaged the educators when formulating CBE implementation strategies. Results are presented in Table 4.4 hereunder;

Table 4.4: Engagement of educators in CBE implementation strategies

Item	Frequency	Percentage
Always	14	12.3
Almost always	40	35.1
Sometimes	26	22.8
Seldom	20	17.5
Almost never	14	12.3
Total	114	100

The results indicate that a majority (47.4%) of the respondents engaged the educators in the formulation of CBE implementation strategies, However, 22.8% of the respondents indicated that they sometimes engaged the educators in their formulation of CBE implementation strategies. On the other hand, 17.5% seldom engaged the educators and a smaller percent (12.3%) almost never involved them. The interviewed participants were asked if they sat down and came up with a strategy or framework on how they can better implement this curriculum, as the CBE curriculum is up and running in the schools.

(P3): I haven't strategized for the implementation of CBE; I have never joined them.

(P1): To speak the honest truth there are no implementation strategies that I am performing with them I only hear from the teachers, if there are problems, they come ask for assistance, if I can offer any help, I offer that help.

The findings from the interviews are divergent from the responses of the quantitative data. From the quantitative data a majority of 47.4% indicated that they were strategizing with the educators on how the curriculum could be effectively implemented. This was almost half of the respondents who took part in the study, whose responses affirmed the question, that they were doing this practice of creating a framework with the educators towards the attainment and CBE implementation. The importance of strategizing for curriculum implementation is affirmed by Proctor, Powell and Mcmillen (2013) who

indicated that implementation strategies have an unparalleled position in the implementation. The findings from this study are in agreement with the findings by Proctor, in that participants, in their qualitative responses indicated that they were not strategizing with the educators for the implementation of the CBE curriculum. Consequently, they decried the lack of knowledge of the concept and content of CBE, hence it rendered the 'how' part of the CBE implementation futile on their part as 'how' indicates knowledge of a concept. Implementation strategies requires the knowledge of the concept and elements of the curriculum at hand, as the skills theory of leadership advocates for skilled principals, it states that learned knowledge and acquired skills or abilities are significant factors in the practice of effective leadership and management (Waihenya et. al., 2018).

4.3.4 Frequent classroom assessments

I wanted to find out if the principal carries out frequent classroom assessment to see if they apply CBE effectively to improve teaching and learning. Results are presented in Table 4.5.

Table 4.5: Frequent classroom assessment by principals

Item	Frequency	Percentage
Always	9	7.9
Almost always	15	13.2
Sometimes	24	21.1
Seldom	49	43.0
Almost never	17	14.9
Total	114	100

The results from the data disclose that respondents rated 43% on seldom on the frequent classroom assessment to see if the educators apply CBE effectively to improve teaching and learning, 21.1% on sometimes, however 14.9% on almost never, and 13.2% always

assessed educators subject teaching to see if they applied CBE principles effectively to improve teaching and learning, and a smaller percentage of 7.9% always carried out the exercise of assessing educators' subject teaching. Results from interviews affirmed the quantitative data in that most principals did not perform this management practice. In that case the results were convergent.

(P10): I think on that one our lack of understanding defeats the interest to go and interrogate the teacher because, if you go there without knowledge about it, you will always try to cushion your lack of knowledge hence you expose and embarrass yourself in front of the teachers.

(P7): I feel small in the part of CBE because you know, you are not brave enough to talk about something you don't know, you know when your teachers know and you don't know you become a fool to these teachers. How can I correct the teachers when teaching because I don't know whether they are teaching the right thing or not? It is not easy for me to say this is perfect or this is wrong because I wasn't prepared, I wasn't infused.

A reasonable number of participants indicated that they were not frequently assessing educators on teaching and learning. An explanation they gave when they were asked on the reason why the practice was not well performed was that it was difficult to interrogate the educators on something that they were not conversant with, and they were intimidated by their lack of knowledge. They further specified that the educators were more infused than them on the new curriculum, CBE, which then presented a hurdle in their part on the issue of classroom assessment which is one of the critical practices as they are curriculum managers and supervisors.

(P11): So only teachers were more engaged on this curriculum, so it is difficult for one to interrogate the teachers on something one does not know.

The findings both from the questionnaire and the interviews agree; they both indicate that most of the respondents and participants were not visiting classrooms for assessment of CBE implementation. Therefore, this brings the conclusion that this management practice was not well performed by Manzini primary school principals, which in turn affected the appropriate implementation of CBE in the schools whilst the practice is of paramount significance for the implementation of CBE in the schools. This is contrary to what should happen as assessment in CBE is another vital key concept that guides teaching and learning (Misbah, et al., 2020). If the aspect of assessment by principals is not fully performed, it negatively impacts on the learner’s performance. The government of Eswatini regards assessment as crucial for the appropriate implementation of CBE; further stated in the curriculum framework are the types of assessment systems to be followed in CBE curriculum implementation skills (The Government of Eswatini, National Curriculum Centre, 2018). This is ironic if these assessment systems are not brought to the attention of the school managers for supervision purposes through capacity building workshops.

4.3.5 Checking of learners’ progress assessments

On the question of checking learners’ progress assessment, I wanted to establish if the principals evaluate the effectiveness of educators in CBE implementation by checking learners’ progress assessments. Results are presented in Table 4.6.

Table 4.6: Checking of learners’ progress assessment

Item	Frequency	Percentage
Always	4	3.5
Almost always	20	17.5
Sometimes	27	23.7
Seldom	48	42.1
Almost never	15	13.2
Total	114	100

The results reveal that most of the respondents (42.1%) seldom evaluate the effectiveness of the educators in CBE implementation by checking learners' progress assessment whilst 23.7% do sometimes evaluate the learners' progress. On the other hand, 17.5% of the participants almost always evaluate the effectiveness of the educators in CBE by checking learners' progress assessment. Moreover, 13.2% of the participants almost never checked learners' assessment and a smaller number of the principals (3.5%) always performed this management practice of evaluating effectiveness of educators in CBE implementation by checking learners' progress assessment. Results from the interviews are congruent with the quantitative results, in that most of the participants seldom checked learners' assessment. Participants indicated a negative response on this practice, and stated that they were also ignorant when it came to the knowledge of CBE concepts and elements hence it presented an impediment to their management practices. Also, it was difficult to know if the educators were effectively and efficiently assessing the learners correctly because they were not conversant of what CBE assessment entailed. This then acted as a barrier and a deterrent to this management practice and affected the learners' learning negatively.

(P8): I don't assess learners work because nami (me) I am a lame man in this thing I don't want to find myself doing something I don't know.

(P7): I don't know what I have to assess because I wasn't infused about the CBE and its assessment system, so it's not easy.

There were, nevertheless, participants who stated that they partially evaluated the implementation of CBE and checked learners' assessment.

(P10): Partially, I normally go outside and listen to the teacher when is teaching or else even sometimes check the work or even check the prep.

The results show that most of the principals did not check learner's' assessment, the ineffectiveness in performance of this practice is contrary to how it should happen as principals are said to be custodians of educational standards (Nambuba–Namusoke, 2005). They all blamed the low engagement by the Ministry of Education and Training on their part. Evaluation is an important management practice that is supposed to be performed by the principals but from the findings it was evident that most of the primary school principals in the Manzini region did not perform their evaluation practice of checking on learners' assessment work which in turn affected CBE implementation as most of them stated that they were not conversant with the concept of CBE as they were not well infused. Those who partially performed the practice did not perform it to their fullest capabilities as they indicated that it was partially performed, which also in the case indicates that the practice was not effectively performed.

4.3.6 Principals' organizing of instructional resources

I wanted to find out if primary school principals systematically organize instructional resources for the smooth implementation of CBE in the school. Results are shown in Table 4.7.

Table 4.7: Principals organizing of instructional resources

Item	Frequency	Percentage
Always	16	14.0
Almost always	46	40.4
Sometime	22	19.3
Seldom	23	20.2
Almost never	7	6.1
Total	114	100

Most principals (54.4%) attested that they did systematically organize instructional resources for the smooth implementation of CBE curriculum in the schools. 19.2 % of the

participants indicated that they sometimes do so, 20.2% seldom organize resources and a minimal of 6.1%, almost never. Therefore, the results suggest that principals systematically organize instructional resources for the smooth implementation of CBE. Cross-tabulations show a significant difference in respondents' ratings of this item based on their qualifications (Chi-square = 0.36, Cramer's V = 0.269). This indicates that the more qualified the respondent, the better the respondent's execution of the management practice of the organization of resources for implementation of CBE curriculum in the schools. This indicates that even if data were to be re-collected this item on organization of resources would be rated high on more qualified respondents. The results from the interviews confirmed the quantitative results that the principals tried everything they could to make sure that CBE is implemented in terms of organizing resources although they denounced the hardships in soliciting those resources because of the limited funds. They further indicated that they had to maneuver and buy the resources needed by the educators and the learners for the betterment of CBE implementation in the school. They even remarked that they tried to improvise to see to it that the CBE curriculum was well implemented as the availability of adequate educational resources in a learning institution improves the provision of high-quality education (Munyisia, 2020). This is performed because it is part of their practices as principals to see to it that instructional resources are provided.

(P9): We try to maneuver and buy some of the things that the learners need for the CBE curriculum, if a teacher can provide all is well.

(P6): We improvise, yes, we try our best to provide the teachers with whatever they need more especially the lower grades, we try our best to provide the teachers with what they need.

(P1): You have to see to it as an administrator on how you go about getting those resources.

While numerous principals affirmed organization of resources under serious budget, there were those principals who indicated that they were struggling on the part of the provision of instructional resources.

(P3): It's hard but sometimes you find out that the teachers have to bring their own resources for teaching.

(P4): I cannot say I have enough especially on the part of the teaching aids, sometimes you have to improvise for some other materials because of the shortage of financial resources, that's a challenge.

Among the interviewed participants there were those participants who brought forward the challenge of not having enough required material resources for the appropriate implementation of CBE. The issue of resources was presented as a big challenge for other schools. From the data sources it emanated that the resourcing in the Eswatini primary schools is not the same. Some schools were better resourced than others. This then presented an impediment towards the effective implementation and management of CBE. In their recommendations, they recommend that the government of Eswatini consider the issue of equal resourcing of all schools, more especially those in rural areas for the CBE curriculum to run smoothly and for better learning on the part of their learners, as education is a right for every learner.

(P5): The lack of resources is one of the biggest challenges. We don't have the paperwork to create learner's profiles. Without the profiles it means we are not right thing because CBE is an individualized learning, so without the proper paperwork there is no follow up for the learner's progress. So without the paperwork to put in that profile, we just have the exercise book that we had before in the traditional curriculum which then creates implementation problem.

The findings revealed that a majority of the principals performed their practices of providing resource materials in the schools even if it was under compelling conditions.

They even went to the extent of improvising and closing other pillars to organize resources for teaching and learning at school as educational resources are unquestionably vital when it comes to creating a welcoming teaching and learning environment. One cannot ignore that several of the participants from the interview data indicated that there was a challenge on the part of resources although the government provision of resources. The challenge was to an extent of educators bringing those material resources from home. The importance of resources in teaching and learning provide educators with more valuable and forceful direction than any personal efforts made without the materials (Munyisia, 2020). Conversely, Mkimbili and Kitta's (2020), found out that limited resources and overcrowding of classrooms hampered the introduction of learner centered assessment methodologies. The research revealed that the barrier was fueled by the government's low funding and limited support on the part of ensuring enough resources in the schools.

4.3.7 Supportive instructional supervision

I wanted to investigate if the primary school principals gave supportive instructional supervision for the utilization of the instructional resources for the betterment of CBE teaching and learning. Results are presented hereunder in Table 4.8.

Table 4.8: Supportive instructional supervision

Item	Frequency	Percentage
Always	5	4.4
Almost always	41	36.0
Sometimes	14	12.3
Seldom	40	35.1
Almost never	14	12.5
Total	114	100

The results indicate that most respondents (47.6%) do not give supportive instructional supervision for the utilisation of the instructional resources for the implementation of CBE to enhance teaching and learning. Moreover, 36% of the respondents almost always gave supportive instructional supervision for the utilization of instructional resources for the betterment of teaching and learning and 4.4% always gave support, 12.3% of the respondents indicated that they sometimes gave supportive instructional supervision. The results from the interviews showed convergent results to what the respondents indicated in the questionnaire. Most of the participants were asked to comment on the support they give to the educators on CBE instruction. The participants indicated that they seldom gave instructional supervision on the implementation of CBE.

(P7): Ok, it's difficult for my instruction, how do I instruct the teachers? who were infused more than I was infused. It is difficult for my instruction and to supervise the teacher who knows more than I know. I can support the teacher, but it is very difficult to supervise the teacher's instruction because I don't know exactly what am supposed to supervise. Whatever they are teaching is what is expected of them or not I don't know.

Participant 7, further stated that some supervisory duties were delegated to the deputy principals who also encountered difficulties as they were also not infused on the implementation of Competency-based Education, which then impeded their instructional supervision practice.

(P7): I also send my deputies to go and supervise the educators although it's the same because they were also not prepared, not trained... and not infused.

Some principals were not managing the classroom activities satisfactorily and were not executing their management practice as they were supposed to do. According to Mafora and Phorabatho (2013), supervising and monitoring curriculum implementation assists principals identify problems and best practices. This emphasizes the importance of the

principal's CBE supervisory. Principals cited lack of knowledge as a detriment to their supervisory role. When I asked how they could be assisted, they recommended further professional development through the in-service department. Some of the principals indicated that they normally relied on the inspectorate for the supervision of CBE instruction.

(P8): No... no... I don't because nami (me) I am a lame in this CBE thing, I don't want to find myself doing something I don't know, it comes back to the issue of engagement, for me I rely on inspectorate because I think those are the people who are supposed to monitor this.

It can be inferred from the findings on instructional supervision on both the quantitative data and qualitative data that most principals found it a hurdle to perform this management activity of being instructional supervisors. When asked what hindered them from fully performing this management practice, they decried on the issue of infusion that they were not aware on what to instruct as their educators were more knowledgeable than them. This then meant that the principals were not even sure if the educators were executing their daily duties as required by the CBE curriculum. The importance of the supervisory function for principals is also brought forth by Ezeugbor and Emere (2017), who found out that it is imperative to attain a high level of instructional leadership; it requires that the principal must recognize the role of supervisory practices in the school system. Ezeugbor and Emere, further postulated that effective principal supervisory practices are based on identifying certain areas that, if well supervised, would help improve quality of secondary education not only in the area of the study, but in Nigeria as a whole. This then reveals that principals' supervisory practice is a critical practice, for this study, the supervision of CBE. The principal must identify critical areas that must be supervised for the achievement of the school goals. The importance of the supervisory function for principals is also brought forth by Eimuhi (cited by Cheserek, Ndaita & Kapkiai, 2021), who argues that in a school where the principal is incapable of performing supervisory duties, effective educational management implementation is impossible.

4.3.8 Encouraging educators to take part in in-service

I wanted to find out if the principals encourage educators to take part in in-service training to capacitate them for CBE implementation. Results are presented in Table 4.8.

Table 4.9: Encouraging educators to take part in in-service

Item	Frequency	Percentage
Always	23	20.2
Almost always	53	46.5
Sometimes	16	14
Seldom	16	14
Almost never	6	5.3
Total	114	100

The results indicate that most of the respondents (66.7%) do encourage educators to take part in in-service training to capacitate for CBE implementation, whilst 14% of the respondents sometimes encouraged the educators and 14% seldom encouraged the educators. A minimal number (5.3%) of respondents almost never exercised this management practice. The findings from the interview data source confirmed the quantitative data, that most primary school principals in the Manzini region did encourage their educators to take part in in-service training, and even went to the extent of information sharing with other schools. This is corroborated by the excerpts:

(P8): We make internal workshops. Calling the in-service to come on board by normally combine schools for example, the previous year I think that was 2019, we called other schools for CBE. We came together, and share the ideas, I think last year we had Matsapha Government National they came here just to see how we are doing an...my teachers they share the ideas.

Continuous educator training ensures effective performance of educators in their teaching, which then requires the principals to ensure encouragement of educators to take part in in- service training. When the principals were commenting on this practice they lamented that they were encountering problems because there was no ‘deep stick’ to measure what the educators are doing in the classrooms because as principals they were ignorant on issues of Competency-based curriculum.

(P10): Yes, we do allow teachers to do some in house workshops or some in house trainings among themselves and attend in-service workshops but again it leaves one in a shadow of doubt in the sense that you as a school principal you do not have a deep stick that you are going to use to check if justice was done in that particular area. Basically, you become a spectator, like anyone else

In summary, from both the quantitative data and qualitative data, it shows that most principals do perform this activity of encouraging their educators to go for training. This was also opined by Guardacasa and Benavides (2020), whose findings indicated that the supervisory role of principals comprises a constant way of assisting educators in improving their educational performance in accordance with the professional code established by the educational sector.

4.3.9 Principals leading the formulation of CBE strategic framework

Table 4.10: Principals leading the formulation of CBE strategic framework

Item	Frequency	Percentage
Always	6	5.3
Almost always	22	19.3
Sometimes	29	25.4
Seldom	42	36.8
Almost never	15	13.2
Total	114	100

I wanted to find out if primary school principals lead the formulation of the school strategic framework for the implementation of CBE in the schools to assist educators and learners. Results are presented in Table 4.10 above.

As indicated in Table 4.10, 50% the respondents seldom lead the formulation of the school's strategic framework for the implementation of CBE, 25.4% sometimes lead the formulation of the school's strategic framework for the implementation of CBE and 24.6% stated that they always lead the formulation of the school strategic framework for the implementation of CBE to assist educators and learners. It would seem, however, from the data that half of the respondents were not leading the formulation of the strategic framework for the implementation of CBE. Instructional leadership comes with involvement and leading. If the principals' involvement was overlooked by the Ministry of Education and Training, it negatively affects the practice of curriculum leadership.

(P7): I feel small in the part of CBE because you know you are not brave enough to talk about something you don't know, you know when your teachers know and you don't know you become a fool to these teachers. What can you correct to the teachers whether they are teaching the right thing is not easy for me to say this is perfect this is wrong because I wasn't prepared, I wasn't infused?

(P10): Our lack of understanding it defeats the interest to go and interrogate the work because, if you go there without knowledge about it you will always try to cushion your lack of knowledge hence you expose and embarrass yourself.

It is accentuated from the interviews that leadership comes with guiding the subordinates, so it becomes a hurdle if the principal as leader does not know the curriculum. How can one show the way if they are not knowledgeable? This is contrary to what the technical skills from skills theory of leadership advocates for, that managers must be knowledgeable and understand the procedure or method well enough so that they can train their subordinates (Peterson & Van Fleet, 2004). If the principals do not understand

the epistemology, method or procedure for the curriculum, it means the educators are being led towards the ditch, hence the unimplementability of CBE. This is also observed from the quantitative data that half the principals lamented on the part of leading the educators on CBE implementation as they did not get enough training so that they become resourceful managers. Mafora and Phorabatho (2013), opine that it is part of the principal's management practice to lead curriculum implementation and guide the teachers on how they have to implement the curriculum in the school. Geduld and Sathorar (2016), acknowledge that it is difficult to engage and lead educators in a curriculum change process. Leaders of curriculum change must facilitate shared ownership of the change process for change to succeed. It can be a difficult and chaotic journey that is often marked by philosophical debates, which then calls for the Eswatini principals to be knowledgeable for them to lead the curriculum, which was not the case under this practice. Fayol's theory of leadership also insist on managers being trained (Jones-Washington, 2018). Untrained managers impact negatively the management of curriculum and its implementation. For principals to effectively execute their management practices to lead curriculum change, they are expected to know and understand the curriculum.

4.3.10 Ensuring of a conducive teaching and learning environment

I wanted to find out if principals do ensure a conducive teaching and learning environment for the betterment of CBE implementation. Results are presented in Table 4.11.

Table 4.11: Ensuring a conducive teaching and learning environment

Item	Frequency	Percentage
Always	39	34.2
Almost always	54	47.4
Sometimes	12	10.5
Seldom	9	7.9
Almost never	00	00
Total	114	100

As indicated in Table 4.11, the results show an overwhelming majority of the respondents (81.6%) that they ensured a conducive teaching and learning environment for CBE implementation. Whilst 10.5% of the respondents indicate that they sometimes created a conducive teaching and learning environment, a minimal number (7.9%) seldom ensured a conducive teaching and learning environment. Therefore, the results suggest that the principals ensure a conducive teaching and learning environment for the implementation of CBE. Cross-tabulations show a significant difference for the respondents' qualifications in their rating of this item (Chi-square = 0.47, Cramer's V = 0.236). This suggests that respondents that were more qualified were recorded to have performed this management practice more than the lesser qualified respondents. The significance then shows that qualification plays an imperative part in the way principals perform their management practices in the case of ensuring that the environment where learning takes place is conducive. From the interview results, it was also confirmed that principals do create a conducive teaching and learning environment, and this enhances the implementation of CBE in the school. One participant was of the view that the environment was conducive as it was kept safe and clean always for the learners, which enhances teaching and learning.

(P6): Yah (Yes)... we make sure that it is safe it is clean.

(P5): Ok, with the... environment, I think first and foremost for an environment to be conducive we need to have furniture by making sure that every learner has his or her desk, I think that is done because every learner has his own desk. There is no sharing where you find that a desk that needs to accommodate two learners accommodate three learners. Even with the numbers are managed so that there is warm climate for learning.

It was stated by some of the participants that the environment was conducive because the school had enough infrastructure and learners were not sharing desks. Also, the

provision of displaying boards showed that the principals were trying to make the teaching and learning environment good for CBE implementation. The highest number, even under quantitative, indicated that they tried everything possible to make sure they provide a conducive learning environment. The participants indicated that they were trying their level best to create a conducive teaching and learning environment for CBE implementation in their schools.

However, there were participants who indicated that there were challenges on the provision of teaching and learning requisites. One participant even decried the issue of small classrooms and overcrowded classrooms which affected teaching and learning.

(P7): It's not conducive because when a teacher teaches, she must be happy because you see CBE comes with inclusion that requires the teacher to cater for the individual learners needs. It requires a lot of time because the learners' capabilities are not the same and the teacher has to help each and every one and the time is not enough. Learning environment, the infrastructure, the classes are too small the learners are many...so it's a problem.

The empirical data from both quantitative and qualitative, indicate that principals in the Manzini region were trying their level best to support the curriculum with the limited resources they are provided by the MoET. The government ensured that all pupils, irrespective of their social or economic circumstances, have access to quality education by subsidizing education through the provision of textbooks, physical infrastructure, facilities, furniture and equipment, educational grants and subventions (The Government of the Kingdom of Swaziland, 2018). This similar to Pan, Nyeu and Cheng's (2017), findings that most principals emphasised the importance of physical environment to support student learning so they committed themselves to fundraising. This is in agreement with Mafora and Phorabatho (2013), who state that effective curriculum implementation was dependent on the environment from which it takes place. Principals in the Manzini region also indicated in the interviews that they made that teaching and

learning environment prioritised. The principals further indicated that they made sure that they would rather close other pillars to make sure they catered for the resources needed for the implementation of CBE in the school. As agents of the government, principals must ensure curriculum implementation takes place in a safe and clean environment.

The importance of the principal for the provision of conducive environment is also brought forth by Sunarto and Naibaho (2021), who found out that the school principal is responsible for creating a conducive learning environment so that all levels he leads and all students studying in them are motivated to learn and maximize their potential. However, in this study the provision of a conducive environment was defeated by the low involvement of the principals on the curriculum by the Ministry of Education and Training officials.

4.3.11 Creating a clear communication channel

I wanted to find out if principals do create a clear communication channel that promotes feedback from educators on what they encounter in the implementation of CBE.

Results are presented in Table 4.12.

Table 4.12: Creating a clear communication channel

Item	Frequency	Percentage
Always	32	28.1
Almost always	46	40.4
Sometimes	21	18.4
Seldom	12	10.5
Almost never	3	2.6
Total	114	100

The data presented in Table 4.12 show that 68.5% of the respondents create a clear communication channel that promotes feedback from educators on what they encounter

in the implementation of CBE, which means they have an open-door policy towards the educators as it is part of a manager's management practice. Moreover, 13.1% of the participants seldom create the communication channel for CBE; on the other hand, 18.4% of the participants indicated that they sometimes performed the practice. The communication should go beyond the school and include even parents as they are stakeholders in the schools. Therefore, the results suggest that principals create a clear communication channel that promotes feedback on what they encounter in the implementation of CBE. Cross-tabulations show a significant difference for the respondents of different qualifications in their rating of this item of Cramer's $V = 0.260$). This means the more qualified respondents created clearer communication channels on issues to do with CBE implementation compared to the lower qualified. Results from interviews also confirm the quantitative results, that clear communication channels are presented to the educators by the principals.

(P6): The communication, it's easy they are free to come to the office and say whatever they want and feel. This help the learners and help the school as communication is open in my office for everyone.

(P7): Well as a supervisor, I do allow the educators to communicate their problems in the office, but I have minimal help for whatever problem they encounter when teaching CBE curriculum, reason being that I don't know anything about this curriculum

Generally, principals do have an open-door policy when it comes to communication in the schools. The interview results confirm the quantitative results and indicated that educators were welcome to the office of the principals to communicate issues pertaining CBE matters. However, the principals indicated that they had minimal help to offer the educators as they do not know the concept and elements of CBE as they decried the issue of involvement on CBE curriculum by the Ministry of Education and Training. This affected their management practice as they are supposed to be more knowledgeable than

the educators, so as for them to be resourceful, but it is not like that, hence this all affects the implementation of the CBE curriculum and the learners' learning is affected. Creating a clear communication channel also involves the practice of directing by the principals. Communication involves creating a clear direction to the subordinates by the managers as it is their management practice in the school, this creates direction in the school (Van Deventer, 2016).

From the interviews, it emanated that communication between the school and the parent is deemed important. Parents have to know what their children are learning as they are key stakeholders in the school and be in the position of assisting the children with school work. This is evident from what one participant indicated that they used open days as means of communication with the parents.

(P5): We rely on the open days, yes... that is when we try to explain what is happening to the child to the learner's performance to their parents.

The results indicate that principals did create a clear communication channel for the educators on issues to do with CBE implementation in the schools. The issue of clear or open communication channels is also attested to by Cheserek, et. al., (2021), that to promote maximum participation in the design and execution of curriculum change by all personnel, school management leaders must provide strong and effective leadership, as well as open lines of communication.

4.3.12 Delegation of key CBE tasks to subordinates

I wanted to find out if principals do delegate CBE tasks to subordinates. Results are presented in Table 4.13.

Table 4.13: Delegation of key CBE tasks to subordinates

Item		Frequency	Percentage
Always		20	17.5
Almost always		45	39.5
Sometimes		23	20.2
Seldom		23	20.2
Almost never		3	2.6
Total		114	100

The results show that (57%) of the respondents always delegate key CBE implementation tasks to subordinates and ensure collegiality among staff members. 20.2% of the respondents supposed that they sometimes delegate the key CBE tasks to subordinates to ensure collegiality among staff, which is a lesser percent of the respondents, however, a significant percent of the respondents (22.8%) seldom delegated. Therefore, the results suggest that principals delegate key CBE tasks to subordinates and ensure collegiality among all staff members. Cross-tabulations show a significant difference for the respondents of different qualifications in their rating of this item (Chi-square =0.001, Cramer's V = 0.334). This indicates that the more qualified respondents were delegating duties on CBE to the deputies and senior teachers. This suggests that the more educated principals understand that management calls for delegation of authority, although the principal will still be accountable. Delegation is part of being effective if performed by a principal. The interview results confirmed the quantitative results that principals do delegate duties.

(P7): I do delegate my deputies, they are three, we have four grade ones and they are 200, and grade twos, they are 250 but it's the same story ehh... my deputies were not infused on CBE which make their supervision a challenge.

(P11): We do delegate the deputies as the office of the principal we are confronted with so many challenges and issues that require our attention, largely the academic

work is delegated to the school deputies. We only get the feedback from the deputies when they are confronted with some challenges but ehh... on that one I would 100% say that we...we allow them to be hands on.

In as much as the principals indicated that they did delegate the monitoring of the CBE implementation to the deputies, I ascertained that other principals exert the whole curriculum instructional practice mostly to the deputy principals. From the results it was noted that the deputy principals were also facing the same hurdle that was faced by the principals as they were also not capacitated for Competency Education implementation. (P7): *My deputies were not infused on CBE. So, the problem that I face as a supervisor they also face it because they were also not infused on CBE.*

Schools with small enrollments where there were no deputies, senior teachers were the ones who performed the duties that were to be performed by the deputy principals, as a follow up from the response that senior teachers were delegated work meant for deputy principals, I enquired if the senior teacher was infused, this is what the participant had to say:

(P9): When the CBE was introduced, I made an internal workshop so that all my teachers are workshopped about CBE, the senior teacher was also involved

It can be inferred from both the quantitative data and qualitative data that principals do perform their management practice of delegation which helps in academic excellence as the principal cannot perform all principal's roles, but delegation is key for success of an organization. Further to the delegation, it could be concluded that before delegation the principals must also empower the deputies, so they know exactly what they are supposed to supervise in the classrooms when it comes to curriculum supervision, which is interestingly ironical as the principals themselves are ignorant of what to implement as they had stated that they were not competent in CBE matters. For empowerment of the deputies and the educators who were not trained, principals can be encouraged to invite the in-service officers to come and empower their staff and deputies and also themselves.

One participant indicated that they had done that in their school as it is within the mandate of the department of in-service “to provide deputy head teachers and HoDs with ongoing support and managerial skills in order to improve the quality of curriculum delivery” (The Government of the Kingdom of Swaziland, 2018). Although it was established that this invitation also needed extra funds for refreshments in the part of the school.

(P8): We make internal workshops. Calling the in - service to come on board we normally combine schools ehh... for example, the previous year I think that was 2019, we invited other schools for and shared ideas.

This indicate collaboration of the principals and educators for information sharing which then presents positive results in the implementation of CBE curriculum and management practices in the schools.

4.4 THE PERCEPTIONS OF PRIMARY SCHOOL PRINCIPALS ON THE IMPLEMENTATION OF CBE

4.4.1 The engagement of principals to comprehensive training of CBE

I wanted to find out if principals were comprehensively trained on CBE, Results are presented on Table 4.14 hereunder.

Table 4.14: The engagement of principals to comprehensive training of CBE.

Item	Frequency	Percentage
Very implementable	1	.9
Implementable	19	16.7
Neither implementable	27	23.7
Unimplementable	57	44.7
Very unimplementable	16	14.0
Total	114	100

The results in Table 4.14 indicate that the majority (58.7%) of respondents felt that CBE is unimplementable because of the low engagement in the curriculum reform of principals by the Ministry of Education and Training, 23.7% were for neither implementable which means they were undecided. However, 17.6% of the respondents recorded CBE as implementable despite the low engagement. These results suggest that there is a significant difference according to age on the engagement of principals to comprehensive training on CBE curriculum. The rating of this item in cross-tabulations reveals significance differences for the respondents of different ages (Chi-square = 0.21, Cramer's V = .282). This indicates that the older principals deemed CBE unimplementable compared to the younger ones. The interview results confirmed the unimplementability of CBE that was also recorded by the respondents under quantitative results. It is imperative to realize that most of the respondents felt that when it came to their engagement on comprehensive training on CBE, they rated the training as very low and other participants stated that there was no training at all. The Ministry of Education and Training informed them about the change of curriculum instead of training them, hence affecting the implementation opportunities of CBE in the schools.

(P7): As a supervisor I was not trained, I was told that now we are changing from the traditional curriculum to CBE but for training we were not trained, we even raised this issue with the Ministry of Education and Training that how can I supervise a curriculum that I don't know.

(P3): It's very unfortunate that the ministry never called us as principal for training but whatever that I get, I get through the teachers.

The participants related that they were not trained but informed about the curriculum, and they were requested to send educators for training instead of also involving them as principals for the orientation of the CBE curriculum. It was ascertained that most of the interviewed participants decried their lack of involvement. Most of them supposed that

their involvement was low hence affecting CBE implementation. The principals referred to the non-involvement as a barrier to the effective implementation of CBE.

(P3): It's very unfortunate that the ministry never called us as principal for training but whatever that I get, I got through the teachers.

Those principals who stated in their responses that they were called by the Ministry of Education and Training, indicated that the meeting they had with the ministry on the training part was not detailed.

(P4): The meeting we had with MoET officials on CBE introduction and implementation was not that much detailed. We were supposed to be given maybe, for the workshops more hours or more time because it was something new.

During the interview, the principals were then asked what they thought could be done by MoET for better curbing of the problem at hand. The principals suggested that the Ministry of Education and Training should organize workshops for them as principals.

One principal stated that they had even suggested through the REO's office further workshops on the part of the principals as managers but the response from the REO was that the problem was the lack of money for funding these workshops.

(P3): We have once told our REO about this that we really need to go for a workshop, but unfortunately what they said in their response was that the government does not have money to finance the CBE workshops. Otherwise, it's very difficult.

Participants suggested that the government must resource the in-service department, so that it renders its services and, on top of making in-service department resourceful, the participants recommended the revitalizing of a department like The Swaziland Institute of

Management and Public Administration (SIMPA) to provide refresher courses to professionals, inclusive of principals, for cases like curriculum reforms.

(P8): The government must utilize that wing the in- service. Two the resources, for these workshops to be effective the government should give resources to that department. Three, teachers should be allowed to go and further themselves and the government sponsor. Before it was done but the government have stopped that, now the government does not sponsor or give teachers that time, that why now teachers are rigid because they don't refresh. These refresher courses are important I mean short courses. We have IDM there we have got SIMPA those institutions are government institutions, but they are no longer helping the teachers. I feel for the government have to pump in money to make the teachers go and sort themselves with short courses the government won't lose anything there. The government will benefit because when these teachers come back, they will enrich some of the government programs.

Government must invest in the education system by resourcing the centers and departments that provide development to the personnel. By doing that, the government would benefit in return as the personnel tend to be effective in their implementation and become productive and the learners will be taught by knowledgeable personnel.

Low involvement or not being trained at all on CBE made its implementation a hurdle as was indicated by both the quantitative and qualitative results. The management functions theory by Fayol (1987), also shows the need for the engagement of all stakeholders at all levels in the planning and implementation stages so that they may be certain of the role they are expected to play in curriculum implementation, a gap that has been identified and needs to be addressed in Eswatini. Fayol's management function principle is similar to Kartz's Skills theory of leadership and management, in which Kartz's skill theory argues for skilled managers to ensure organizational effectiveness. It is therefore against this backdrop that these two theories serve as the foundation for this research study, since

the study argues that excellent management requires consideration of management principles and management personnel who are skilled and knowledgeable. Managers are created rather than born (Kartz, 1974).

4.4.2 Principals' motivation of educators

I wanted to find out if the school principals motivate their team of educators through recognition for good performance for CBE implementation. Results are presented on Table 4.15 hereunder.

Table 4.15: Principals' Motivation of educators

Item	Frequency	Percentage
Always	11	9.6
Almost always	51	44.7
Sometimes	29	25.4
Seldom	22	19.3
Almost never	1	.9
Total	114	100

The results show that the majority (54.3%) of the respondents always motivated their educators through recognition for the implementation of CBE to assist educators and learners. Whilst 20.2% indicated that they seldom motivate their educators on matters that have to do with CBE implementation, 25.4% indicated that they sometimes motivated their educators through recognition when it came to CBE implementation. From the qualitative data source, it transpired that, the central task for the principal is to motivate their educators and learners on teaching and learning.

(P5): Ok, so I think, how to keep them motivated to implement the curriculum, one of the things is to help them with the resources that they need even though we have limited but try the little that we have we provide charts and the cocky pen with colors because we have diverse learners in in the classroom. We also have

projectors for the visual learners and auditory learners so that they can see and hear, so we..., so if teachers suggest something then you provide them. They become motivated because they see that they have a manager who takes their suggestions and make them work.

It can be ascertained from the findings that for motivation, principals must involve the educators and take care of their needs for effective implementation of CBE. This involves things like the provision of resources that are needed by the educators and the learners for teaching and learning. Another participant stated that they motivated their educators by giving them assurance that the curriculum is not different from the traditional one but the difference with CBE is that it tests the learner's skills.

(P9): It is just to tell them that this is not a new thing it is just the standard of assessing that is different so they shouldn't fear but they have to just take it as a new method of making the children grasp the concepts.

However, the quantitative results were divergent from the qualitative results as most of the interviewed participants reported a negative discovery on the issue of motivation. It was established that although they were trying to motivate the educators, the educators were not motivated. This is what the participants had to say:

(P6): The only thing that we do, we call the teacher and ask his or her needs and we try to give them whatever they want. We try by all means although we sometimes fail but we try. Which then makes the motivation part to be very difficult.

(P7): It's not easy madam, teachers are not motivated because CBE comes with a lot of work yet the pay is too small. Competency-based Education has flooded the curriculum, so if you flood teachers with a lot of work and at the end of the month the pay is small, it demotivates them. They are expected to work too much yet at the end there is nothing that comes their way.

The principals raised the issue of demotivation of the educators to implement CBE, although the principals were trying to motivate the educators. When educators are motivated, they efficiently execute their duties. Also, from the results above it emanated that the principals were also not motivated to supervise CBE. The study also established that not only monetary incentives motivate educators to implement their duties but things like information sharing between educators is a good motivation practice. As the educators share the information, they gain knowledge and ownership of the curriculum, and this enhances the effective implementation of CBE, hence learners' benefit. This is in line with Fayol's management functions theory on remuneration which states that to keep staff motivated and productive remuneration should be appropriate (Brunsson, 2017).

4.4.3 The monitoring of traditional approach to CBE approach to learning

I wanted to find out if the principals were able to monitor the educators from the traditional approach to CBE approach to learning. Results are shown in Table 4.16 hereunder.

Table 4.16: The monitoring of Traditional approach to CBE approach to learning

Item	Frequency	Percentage
Very implementable	5	4.4
Implementable	27	23.7
Neither implementable	44	38.6
Unimplementable	32	28.1
Very unimplementable	6	5.2
Total	114	100

The results presented in Table 4.16 indicate that a large portion of principals (38.6%) were undecided, 33.3% recorded unimplementable and 28.1% of the respondents felt they were able to monitor the educator's approach to learning from traditional approach to CBE approach. Therefore, the results suggest that of those principals who took part in

the study more female 35.8% principals than male principals 18.4% feel that the monitoring of the adjustment from the traditional teacher centered approach to CBE approach in teaching and learning by the principals is unimplementable. Cross tabulations show a significant difference of the respondents' ratings in gender on this item (Chi-square =0.38, Cramer's V =0.298). The results are significant because more females than males are saying it is unimplementable, which means if this data can be collected again, the same results can be produced, whereby females deem the monitoring of traditional approach to CBE as unimplementable. The interviewed participants indicated that they were not sure whether the teachers were following the CBE approach to learning, or they were still using the traditional one, hence undecided. They further indicated that it was difficult because they were not quite clear of the differences in these approaches as they were not capacitated, so they were relying on what the educators were telling them. The management functions theory by Fayol (1987), states that managers and supervisors tend to have challenges in coordinating activities and controlling their subordinates if they themselves lack the sufficient expertise needed to accomplish those tasks. Thus, there is no guarantee of effective CBE implementation in such a case.

(P8): I Don't know because I was not trained, so whether what they are teaching is something they are supposed to teach or what they are teaching is something they are not supposed to teach, I don't know.

The challenge in monitoring the approach to learning by educators was from their responses. The principals are supposed to frequently monitor curriculum implementation as it is stated in the educational policy of Eswatini. Curriculum monitoring must be carried out on a regular basis in the classroom, school, cluster, and national level (Ministry of Education & Training, 2018). From the data sets, it is interestingly appearing that the principals are not conversant with what to monitor hence this affects the effective implementation of CBE. They are mostly reliant on the educators. The principals as monitoring agents are to align themselves with the curriculum that is taught in the schools,

as they are extension officers and are entrusted by the government with the monitoring and supervision of curriculum implementation.

Conversely, the results of the empirical study indicate that there were those participants who highlighted that they tried to enrich themselves by reading the documents that return with the educators from the workshops or just to seek for information on the curriculum themselves which then acts as a guide when they monitor the educators, whether they are following the right guidelines of CBE implementation or not.

(P4): Ok, because the teachers have been to the workshops early last year, so, they came back with paperwork on how to teacher, on how to prepare the lessons. So then after the workshops, we convened a workshop in the school to workshop other teachers and allow those from the workshop to give a brief explanation of the new curriculum. I also read the documents they bring from these workshops. I also use the sample lesson plans from the workshops and make sure they are following the CBE lesson plan or they are still using the traditional way of planning.

Participant 4, echoed the sentiments of Participant 5 by externalizing their thinking on knowledge enrichment not to wait for government trainings always.

(P5): Ok, from the traditional approach to CBE transition, ok, one need to know both so can manage and see the difference, I am now able to differentiate CBE from the traditional way of teaching, this one is more skill based, it's more individualized, new assessment, new lesson plans, so it's much more different now and its learner centered, the traditional was more teacher centered, so now the children own their learning, which makes them managers of their own work. The teacher is just a facilitator.

Results from the qualitative data source indicated that change was difficult, some educators were still following the traditional way to teaching and learning. These findings

are consistent with those of Kabombwe and Mulenga (2019), who found out that teachers were not using competency-based approaches to teaching and learning. Their results found out that teachers were still using teacher-centered approaches thus employing a content-based curriculum. To this effect, Makhwathana (2007), reveals that there is resistance to change by educators when there is a curriculum change, educators often develop certain behaviours to defend themselves from the changes that need to occur. Principals must try to learn the concepts and strategies of the new curriculum as curriculum monitors. Also, the principals need to motivate these educators to try and change to the right curriculum as there is no option but to implement the mandated curriculum by the Ministry of Education and Training.

(P7): It's very difficult but we try to monitor them we try... by moving around and check if learning is really taking place and we sometimes find out that the teacher is still following the traditional approach hahaha (Laughs)...iyah (yes)... because the teachers are used to that traditional approach iyah (Yes)... they are not used to CBE. We try to motivate them and try to make them understand that CBE is here to stay and they have to switch from the old model to CBE.

From these findings on the monitoring of educators from the traditional approach to the CBE approach to teaching and learning, there were surprisingly divergent ideas from the participants from the qualitative results versus the quantitative results. Participants from the quantitative data source, recorded neither implementable while a majority of the interviewed participants indicated that they were trying to monitor the educators' implementation from the traditional approach to teaching and learning to CBE. However, most of them were for the idea that they tried to enrich themselves on this curriculum and indicated that most of the skills on CBE were not from government capacitation but they were self-acquired through information learning as they needed to be knowledgeable of the curriculum for effective implementation. On the other hand, some participants stated that it was unimplementable because of the poor training they received from the government.

4.4.4 Differentiated lesson plans

I wanted to find out if principals were able to observe if educators were planning using the differentiated lesson plans as CBE requires an individualised approach to learning.

Results are presented in Table 4.17.

Table 4.17: Differentiated lesson plans

Item	Frequency	Percentage
Very implementable	5	4.4
Implementable	22	19.3
Neither implementable	32	28.1
Unimplementable	43	37.7
Very unimplementable	12	10.5
Total	114	100

According to Table 4.17, 48.2% of the respondents feel that the process of principals' surveillance of differentiated lesson plans developed by educators followed on CBE implementation is unimplementable. 28.1% felt that it was neither implementable. On the other hand, 23.7% of the respondents were for the idea that they observed differentiated lesson plan. It is worth of note that participants that were interviewed on the differentiated lesson planning indicated that they had not observed any difference, educators were still following the traditional approach to planning their lessons. It was also discovered that it was difficult for the participant to see the difference in the lesson plans because there was no difference in the planning.

(P3): So, you see the same applies with the lesson plans you find that you have a way of planning in the school and the teachers does not follow it. When you ask them how come this is no longer the way we had decided as a school to plan? They tell you that No! this is the way we are supposed to plan as they were taught

in the workshops. So, that why am saying that somehow, we look like we are foolish in the side of the teachers.

(P10): If as a school principal you are not conversant with the program it becomes very much difficult for one to approve a lesson plan that is presented by the teacher because what happens on the ground is known by the teacher. Sometimes the teacher ends up educating you as the principal in terms of how the lesson plan should be structured. If only we were at par in terms of the understanding of the whole program, we were going to be on position maybe to make some comments with regards to the lesson plan presented by the teachers concerned.

These findings on lesson planning were interesting; it is important to note that the principals were not conversant with the lesson plan followed in CBE. The results also confirmed that there were those principals who felt that the lesson plans had not changed.

(P6): They are still using the same traditional approach when doing their lesson plans.

(P7); It not easy, maybe they do one, two. Lessons I don't know because I don't know this CBE, I wasn't trained.

The results indicated that the educators were still following the traditional approach to planning their lessons, hence CBE unimplementable. Some participants did not see any difference from the traditional approach planning to CBE planning. The participants blamed this on the government failure to infuse them on CBE lesson planning. This is in agreement with the findings by Dlamini (2019), who in the study on History teacher's experiences on the implementation of the Eswatini SGCSE history curriculum, found out that teachers were still holding on to their traditional strategies to teaching even though they were aware of the strategies that were demanded by the SGCSE curriculum, which then indicates that change is difficult.

4.4.5 Time allocation in the timetable towards CBE implementation

I wanted to find out if the allocated time in the timetable was enough for the implementation of CBE. Results are presented below in table 4.18.

Table 4.18: Time allocation in the timetable towards CBE implementation

Item	Frequency	Percentage
Very implementable	10	8.8
Implementable	19	16.7
Neither implementable	12	10.5
Unimplementable	48	42.1
Very Unimplementable	25	21.9
Total	114	100

The results reveal that 64% of the respondents felt that the time allocation in the timetable for lessons does affect the implementation of CBE; the respondents indicated that it was unimplementable. Whilst some of the respondents (25.5%) recorded that the time in the timetable is enough for CBE implementation, 10.5% were undecided. A reasonable number of participants confirmed the quantitative results, that the time allocated in the timetable was not adequate to effectively implement CBE. The curriculum requires more time as learners' progress to another activity when they have acquired a skill, in their own pace hence deemed long to cover in the given time (Sturgis, 2016).

(P4): Well on the part of the time it's a challenge there, I think the time is not enough for the implementation of CBE, especially now we have to cater for the individual challenges of the learners.

Notably, on the findings from the interviews, the participants emphasized the importance of time for the effective implementation of CBE. The interviewed participants indicated that CBE requires more time as CBE requires an individualistic approach to teaching and

learning because a learner' progresses to other tasks at their pace. Less time affects the implementation of the curriculum because the CBE curriculum follows the overarching approaches to individualized teaching instructional strategies (Patrick & Sturgis, 2016).

(P4): Competency-based Education needs more time as compared to the normal periods we used to have. This time, you need to allocate more time for teaching. You know that back then will find that ehh...that the lower grades will be at school from eight to one and at half past one to two you will find that you are having time for remediation you know, but in our days, you no longer have that because there are more subjects, they had six subjects and now they are ten.

Also, it was established from the qualitative results that the educators needed to put up with extended time so as to nurse the learners' individual needs as required by the Competency-based curriculum. This exerts more pressure to the educators as they are now overworked.

(P8): It's not easy because we have been told to add more time for grade one and grade two. Grade one break at 1 o'clock remember they get in at 8 o'clock, and now we have to push it to half past two... how can a small kid, you look at the age of these kids, to add more time is really...really not possible. Honestly, I think something must be done by the ministry. We have to start at eight o'clock to one o'clock. Maybe a day's lesson has to continue to the next day if we try to cater for the time.

However, one participant reported in contrast with the idea of added time. The participant indicated that they were still using the standard timetable that they were using with the traditional curriculum and the time was enough.

(P9): No there haven't been any extension the timetable is the same and enough for teaching.

This was an ironic response as it is interesting to note the response given by this participant, as this indicates that they are still following the traditional approach to teaching and learning, not the CBE methods. The participants observed no change in the curriculum hence no change of time, which is contrary to what is required by the ministry that CBE requires more time. This shows that other participants are not aware of that, which raises a question on the effective implementation of CBE. This then come as a recommendation to the inspectorate to monitor closely the implementation of CBE in the schools as it is in its early stages of implementation, so as to assist both the principals and the educators to follow the right curriculum.

The CBE curriculum needs more time for its implementation; this is based on the principals' responses. It was revealed from both the questionnaire and the interview data sources that the extension of time in the timetable affects the learners as they are supposed to be at school for a longer period as opposed to the traditional curriculum where learners would be break from school early.

4.4.6 Professional development of educators through in-service training

I wanted to find out if professional development of educators affected the implementation of Competency-based Education. Results are presented in Table 4.19.

Table 4.19: Professional development of educators through in-service training

Item	Frequency	Percentage
Very implementable	6	5.3
Implementable	24	21.1
Neither implementable	26	22.8
Unimplementable	42	36.8
Very unimplementable	16	14.0
Total	114	100

Table 4.19 reveals that 50.8% of the respondents indicated that educators were not professionally developed, thus making CBE unimplementable, 26.4% felt that the educators were professionally developed. However, (22.8%) were undecided. Therefore, the results suggest that principals indicated that CBE was unimplementable on the basis of low professional development through in-service training for educators. Cross-tabulations reveal a significant difference in qualifications on this item. (Chi-square =0.21, Cramer's V = 0.281). The results indicated that the more qualified respondents recorded CBE as implementable while the lesser qualified respondents deemed CBE unimplementable. It is evident that qualification enhances curriculum implementation. The interviewed participants confirm the power of knowledge through professional development, that professional development enhances curriculum implementation. These results are congruent to those quantitative results which recorded that over half of unimplementability of CBE was because of low professional development of educators to develop their skills and knowledge of the CBE curriculum.

(P4): They need to go for more workshops so that they can teach our future generation everything. So now we are just cutting through the corners, it's not the real deal.

Participants indicated that for curriculum efficacy the officers responsible for the curriculum designing and implementation must develop the educators and the principals, not workshop them for a few days and expect good results in the case of implementation. The curriculum framework states it clearly that teacher educators and principals need to be professionally developed. All personnel in the educational system require curriculum based professional development. As motivation for staff executing the curriculum, there must be planned career path and possibilities for professional advancement (The Government of Swaziland, 2018).

However, when some principals were asked about the professional development of their educators, they reported something contrary to what is in the policy on the issue of capacity development, and they stated that the educators were not well developed and oriented on CBE curriculum.

(P7): Teach the teachers on ground, teach them not rush them two, one, two, three days then you think they have understood the concept? No! teach them if they want this curriculum to be effective.

The response from some of the participants indicated a doubtful state on the professional development of the educators. They recommended that the Ministry of Education and Training, through the officials responsible for curriculum implementation, must teach the educators and teach the principals as well. This in turn, leads to the literature that emphasized the importance of professional development as a key strategy available to schools and school systems for improving teaching quality. Any change must be accompanied by well planned development programmes, according to the literature, since teachers are change agents, they must obtain clarity and ownership of the change endeavour (Dlamini, 2019). The Ministry of Education and Training is supposed to teach the educators and professionally develop them, so that they can implement the CBE curriculum as per requirement. This proffers that teachers' comprehensive training is imperative when there is curriculum change. This is also alluded to by Tambwe (2017), who posits that teachers should be continually trained.

Subsequently, the department of in- service must be strengthening teachers' professional development (TPD). Action (2021) also emphasizes the importance of 'IDEA funding' (funding for professional development) which is money to keep up with new technologies available to staff and kids and cost of special education programs as examples of insufficient financing.

4.4.7 Educators' ability to replicate skills from training

I wanted to find out if educators were able to replicate skills from training. The results are presented in Table 4.20.

Table 4.20: Educators' Ability to replicate skills

Item	Frequency	Percentage
Very implementable	13	11.4
Implementable	38	33.3
Neither implementable	23	20.2
Unimplementable	34	29.8
Very unimplementable	6	5.3
Total	100	100

Table 4.20 shows that 44.7% of the respondents were of the perception that the educators were able to replicate skills they acquired from the trainings that were called by the Ministry of Education and Training. Whilst 35.1% of the respondents felt that educators were unable to replicate skills hence CBE rendered unimplementable, a lesser percent (20.2%) of the respondents were undecided. Cross-tabulations show a significant difference in the respondents' ratings in gender on this item (Chi-square =0.29, Cramer's V =0.308) there were more females (33.8%) compared to their male counterparts by (24.5%) who indicated that Educators' ability to replicate skills rendered through in-service training on CBE implementation was unimplementable. Cross tabulations show a significant difference of the respondents' ratings in qualification on this item (Chi-square =0.48, Cramer's V =0.262). A greater percent of 31.3% Bachelor of Education Degree holders were for unimplementability of CBE and (27.6%) Master of Education holders were for unimplementability of Competency-based Education. This indicates that qualification is optimal for curriculum implementation. The more qualified the principals were, the lesser the unimplementability recorded of the CBE curriculum. Most participants on the interview responses indicated that educators were not well

equipped with skills CBE requires which then affects the implementation of the curriculum. However, in their responses on the quantitative data a majority of the respondents were of the perception that CBE was implementable. The interviewed participants' perception was based on the issue that the educators were not fully equipped, and they decried the number of days these educators were involved in training.

P9): One thing I observed ehh... was that the teachers are not fully equipped to teach this new curriculum to them it is as a new thing at all.....I think they need more infusion workshop to make them understand CBE better because some of them they are confused and even feel that it CBE is the same with OBE

(P7): Even these teachers who go for infusions, when you call them and ask what have you been infused about, they exhibit a lot of frustrations, they don't know anything about CBE. They are not brave enough to say madam this was what was happening and we are expected to do this and that, so it's not easy.

From the findings it was revealed that the training by the education officials on CBE was not enough for the educators to be able to replicate the skills they have gained from the training. One participant even indicated that when the educators were asked about their understanding of the curriculum, the educators were not confident enough about CBE. This in turn, affected their implementation of the curriculum and disadvantages the implementation of CBE as the educators are not confident in their work. Meanwhile, other participants' perceptions on educators' ability to replicate CBE skills noted positivity on training; they indicated that the workshops had a positive impact towards the enhancement of skill to the educators.

(P5): Teachers who have been to the workshops, try and teach us and update us on what was being talked about in that workshop. We also have teachers who have been taught CBE at university, I think that is a great advantage, they are more knowledgeable even when they teach, their teaching aids are very accommodating

to the new system having them in the school is a big advantage however, the fact that the supervisors are not infused water down the whole process.

Information sharing is found to be crucial at school as indicated in the above findings, that the teachers who were infused shared information with those who were not infused or had been out of tertiary before this curriculum was introduced. This then calls for more and comprehensive training on CBE curriculum on the part of the Ministry of Education and Training. It was established that the teachers who have recently graduated from college were assisting the teachers who have been in the schools before this curriculum reform. Another critical discovery was that this curriculum reform extends to the tertiary institutions. A drastic change in curriculum like the introduction of a new subject can leave educators feeling unsure about how to teach the subject because they have been not trained to do so (Kashrina, 2013).

On the issue of educators being able to replicate skills it was established that more comprehensive training was required for all the educators in the schools. As the data indicated, those who were trained even though the period for training was minimal, had acquired some skills on the conceptualization and implementation methods and strategies of CBE. This then indicates that more training is required for both the principals and the educators for proper and effective implementation of the reform and strengthening their ability to implement CBE. This is in line with findings by Mwang'ombe (2021), who found out that when teacher training was not provided and when the training primarily focused on a few teachers, teachers were unable to implement effectively the competency-based curriculum. The same findings emanated from the study results that the participants indicated from their interviews that the Ministry of Education and Training only infused few educators, which then presents a hurdle for staffing hence the recommendation by the participants for comprehensive infusion of all teachers on the CBE.

(P8): The problem here is when we are staffing in the beginning of the year where not all teachers were workshopped. In short each and every year when we are staffing we need to take teachers for in-service workshop on this program thus it affects the school because if the teachers were called before for this, every teacher so that if you are staffing you can take a grade 7 teacher to be in grade 1 there is no problem but due to this problem of engagement, it becomes a problem because each and every year you have to introduce teachers to CBE which is a problem for me.

4.4.8 Attitudes held by educators on CBE

I wanted to find out if educators had attitude on CBE. The results are presented on Table 4. 21.

Table 4.21: Attitudes held by educators on the reception of CBE

Item	Frequency	Percentage
Very implementable	3	2.6
Implementable	29	25.4
Neither implementable	27	23.7
Unimplementable	46	40.4
Very unimplementable	8	7.9
Total	114	100

Table 4.21 shows that most of the respondents, 48.3%, close to half of the respondents felt that the educators have attitude towards the reception of the CBE curriculum, hence affecting its implementation. 28% of the respondents indicated that their educators have a positive attitude, hence, making CBE implementable and a smaller percent (23.7%) felt it was neither implementable, they were undecided. The qualitative data hinged on the issues of educators having some attitudes towards the CBE curriculum. One participant stated that the educators did have a negative attitude towards the curriculum when it was in the introduction stage.

(P1): At first, they had a negative attitude but with time their attitude changed except the complaint on the workload, they are complaining about that otherwise they are now having a positive attitude towards CBE implementation.

However, it was highlighted by the participants that workshops did play an important role in the change of attitude from the educators on this new curriculum. This means those workshops, that the educators attended brought about change of attitude hence the enhancement of CBE implementation. Teachers may be hesitant to accept new strategies to teaching and learning, if they are unsure of their ability to implement them successfully or if they are unsure of their role in molding students' outcomes (Zelalem, Melesse & Seifu, 2022). This then is an indication that capacitation is imperative when there is an introduction of a curriculum as it brings about change. Capacity development creates ownership of the curriculum hence fights resistance, as it was highlighted by some participants.

(P4): At first there were those fears but after they were workshopped, they came with a lot of questions and some fears ehh...but during the implementation part the perception changed.

This is accentuated in the findings of a study conducted by Krishna (2013), that when educators are not sure of how to execute a curriculum reform, they become stressed. This perplexity causes tension, which leads to a negative attitude towards the transformation process.

(P8): It quite interesting as it was introduced more teachers were like it is difficult but as we introduced them, they find out that it was something not very new but it something they have been teaching, here is just to introduce the skills consider every child's individual capabilities and give each child more time to explore on what they know.

The educator's' fears were combated by the introduction of the curriculum. Some educators before the introduction of CBE had a negative attitude towards this curriculum and when they were implementing the curriculum, the story changed for the better. Although this was indicated by a smaller number of participants, it cannot be ignored that other educators' fears when time went on were combated.

The results from quantitative and qualitative data are congruent when it comes to the attitudes of the educators of the CBE curriculum and its implementation. The results indicate that the participants agree that their educators had an attitude and made the CBE unimplementable in the schools. It is accentuated in literature that curriculum change comes with insecurities. This is supported by Pillay (2006), who stated that new routines and changes threaten the feeling of comfort and security. So, change in any circumstance comes with resistance because one must move from his comfort zone. Even with these educators in this study, the negativity was brought about by the fact that they needed to shift from the comfort of the curriculum they were familiar with to something they are not sure of and they are supposed to learn new things. Also Ngeno, Mwoma and Mweru (2021), attested to these findings and discovered that the principals believed that teachers still had a negative attitude toward CBE implementation, with the older teachers having a negative attitude towards CBE implementation as opposed to the younger teachers, who had a positive attitude toward embracing CBE curriculum. This was also significant from the cross tabulation, whereby most of the respondents who were older recorded CBE as unimplementable compared to the younger respondents and the significance level of the Chi-square = 0.21 and the Cremer's V = 0.282 which was lower than 0.5, which then suggests that the older the principal the higher the attitude towards change in curriculum as compared to the younger principals who are still willing to accommodate change in curriculum.

4.4.9 Principals' sentiments on the workload of educators

I wanted to find out on the principal's sentiments on the workload of the educators brought by CBE to teaching and learning. Results are presented hereunder in Table

4.22

Table 4.22: Principal's sentiments on the workload of educators

Item	Frequency	Percentage
Very implementable	2	1.8
Implementable	21	18.4
Neither implementable	11	9.6
Unimplementable	44	38.6
Very unimplementable	36	31.6
Total	114	100

The results show an overwhelming majority of the respondents (72%) felt that the workload of the educators in the classrooms affected the effective implementation of CBE, 20.2% of respondents were for the idea that the workload in their schools did not affect the implementation of the curriculum as they had small numbers of learners in the classroom. A smaller number (9.6%) recorded neither implementable which means they were undecided. When the participants from the interviews were asked to comment on the issue of the workload, they alluded to the workload being the driving force to the unimplementability of CBE, confirming the results from the quantitative data.

(P5): They have been complaining of the numbers the teacher to student ratio now is just too much with an individualized learning they have to plan to look at a learner individually. They have to also plan for teaching aids because every lesson needs teaching aids, not one teaching aid but up to five! so that they accommodate all the visual learner's auditory learner's kinesthetic learner. so it's now too much because the teachers need more time for planning as there is no

time for planning lessons in the time table, they need to take their own personal time at home to draft or to make those teaching aids and lesson plans.

It seems as if the principals view the workload to be very heavy for the educators hence making the CBE curriculum append more work to these unmotivated educators. This was confirmed by other participants that this curriculum comes with too much work for the educators whereas there is no motivation in terms of pay for these teachers. Competency-based Education needs the educators to concentrate on each learner's individual needs hence this exerts a heavy load on the educator in terms of lesson preparation, as the learners' progress at their own pace which makes them to be in different levels at the same time, and that requires the attention of the educator.

(P7): The workload is too much for the teacher, madam, it's too much because it requires the teacher to pay attention to each and every learner, you know learners have different capabilities, so each learner must be given time, so the time is just too small, 30 minutes per period so, you find that the teacher in 30 minutes has assisted five learners ... yet in the classroom we have about 50 learners, so the workload is too much for the teacher to carry. They are so demotivated because the work is too much the pay is too little.

This problem of the workload has been alluded to by most of the respondents on both quantitative and qualitative data as they specified that CBE comes with a lot of work for the educators. These findings are similar to those of Moekwa (2020), who found out that the teacher-learner ratio of 1:50 becomes a hurdle to provide individual attention to pupils in class with such a workload. Other principals went on to give advice to the educators to give more work to the learner to take home which then brings to the point of government need to bring on board the parents of the learners so that the parents are also conversant with what is expected of them as they assist their children with homework as important stakeholders of the curriculum.

(P9): I cannot lie its more work on the teacher but I have advised the teachers to give more work to the learner to do at home. For them is just to guide the learners and check the learner's homework, if they have done it perfectly and make the learner do more work at home.

The participants felt that the workload was also brought about by the large numbers of learners in the classrooms that was brought about by free primary education (FPE) that stretched the numbers of learners in the classrooms to be more than the teacher learner ratio which is stipulated in the MoET's EDSEC of 1:45 (The Government of Swaziland, 2018), hence affecting the implementation of CBE. One can still argue against this ratio as CBE needs learners to be given attention hence one educator to 45 pupils can be cumbersome.

(P8): There is a lot of work, that why I said before this is affecting us because this is human resource vs the program you see if we have got shortage in the human resource and the program is there vs free primary education, whereby the classes are overcrowded, we have got human resource which is short. Free primary education doesn't provide resources and then we have got the CBE this side. The CBE needs each and every teacher to concentrate to each and every individual but then you look at the trend here we have got the shortage of teachers this side, free primary education, overcrowding of classes, no resources then CBE that is what is going to kill the program. The workload is too much for the teachers because of these aspects I have already mentioned.

Overcrowded classrooms exact too much work on the educators. This is in agreement with Tambwe (2017), who found that teachers failed to implement effectively CBET methods due to the big numbers of students in the classrooms. This confirms findings of this study that most classes are overcrowded thus affecting CBE implementation in most of the Eswatini schools. These overloaded educators displayed commitment to the needs

of the learners because they conduct their work diligently although these overcrowded classrooms pose a barrier to the diligent execution of their job.

(P5): They need to take their own personal time at home to draft or to make those teaching aids.

However, it cannot be overlooked that other schools had small numbers thus CBE was reported to be implementable in those schools. Like Participant 9, felt that there was too much work that comes with the individualistic approach to learning but in terms of numbers in the school, it was manageable.

(P9): My school is a very small one, the teacher ratio is just one teacher to roughly 30 pupils.

The results of these findings on teacher-student ratio, generally show clearly that in schools with small numbers, CBE was deemed manageable compared to those with overcrowded classrooms but that did not mean that it was not exacting more work to the educators as CBE requires individual attention. The participants suggested that government hire more teachers and also improve infrastructure to accommodate these learners and the needs for this curriculum which necessitates small classes for educators to give individual attention to each learner (Sifuna & Obonyo, 2019).

4.4.10 The availability of well-Trained educators

I wanted to find out if the schools had well trained educators for effective implementation of CBE. Results are presented in Table 4.23.

Table 4.23: The availability of well-trained educators

Item	Frequency	Percentage
Very implementable	15	13.2
Implementable	35	30.7
Neither implementable	12	10.5
Unimplementable	32	28.1
Very unimplementable	20	17.5
Total	114	100

The results in Table 4.23 show that most of the principals (45.6%) felt that their educators were not well trained which affected the implementation of CBE, and a number of 43.9% which was a moderate proportion of the respondents recorded that CBE was implementable. Their educators were able to implement CBE because they were generally educated, and they could implement any curriculum whilst a smaller number of 10.5% were for neither implementable. The interview data sources confirmed that the training was not enough for the educators.

(P3): I have those that are and I also have those that are not for example now this program is in grade 3, the grade 3 teachers are not trained one of my grade 2 teachers is not trained at the moment because the one who was in grade 1 last year retired.

The results also suggested that principals were doing their best to capacitate those educators who were still not trained by the MoET, so that they also can be staffed to those classes which teach CBE if the need arises, like in the case of one teacher retiring from the teaching service. One of the participants responded that MoET was supposed to train all the primary school teachers so that any teacher in the school can take classes that are offering CBE, especially the lower grades.

(P8): In short each and every year when we are staffing, we need to take teachers for in-service workshop on this program thus it affects the school because if the teachers were called before for training, every teacher so that if you are staffing you can take a grade 7 teacher to be in grade 1.

Some of the participants felt that the educators were not trained enough, which will then affect its implementation as educators are end users of CBE, they need to understand its objectives, if not so, curriculum will not be effectively implemented. The findings also indicated that the supervisors were not even sure if the educators were implementing the CBE curriculum well. They highlighted that the period for training was very short. This is attested by Jeanne and Mukamazimpaka (2020), who also observed that the level of teacher preparedness may help teachers execute competency-based curriculum more effectively which then suggests that the educators should be comprehensively trained to prepare them for the implementation of CBE.

(P7): The teachers were infused but for few days...I remember when it started It was three days, then second term it was three days. In the third term it was four days. So, tell me how can I be sure that professionally the teachers have been developed and they are ready to implement this CBE? So, the training was not enough.....,their objectives and everything about CBE, so these teachers are not fully trained. You see even for nine days it was not going to be enough, the training is lacking. I say it was hijacked.

Participants also complained of government officials who were trainers of trainers that they were not even familiar with the curriculum, so what kind of training were they offering to educators? Since 2014, educators at the NCC have received some basic training on the competency-based approach, but the training has not been comprehensive or consistent; not all members of staff possess the same level of understanding or application,' this was according to the Education Analysis Report of 2016. This has resulted in a degree of instruction that hasn't always been of the same quality,

consistency, or uniformity. Participants felt that the teachers were rushed on the curriculum hence the recommendation that the government must teach these educators not to rush them to implement CBE without a thorough infusion. Diana (2020) acknowledges that limited pedagogical skills have a negative impact on curriculum implementation and that short workshops do not fully equip educators to have mastery and pride in their work. For educators to be good change agents, the government must invest in educator training and ongoing staff development.

(P7): Even those people from the ministry those who are infusing they are not sure about this thing; we are on the ground, so it is not easy for us to fully implement the way we are supposed to. Teach the teachers on ground, teach them not rush them two, one, two, three days then you think they have understood the concept? No! teach them if you want this curriculum to be effective.

Of even greater concern, on the side of the principals was that they felt that their educators were not well trained which affected the effective implementation of CBE. The majority bewailed the period that was given to the training. They felt the period was too short, the educators were rushed to implement this curriculum and from the findings it was established that the participants didn't have confidence on the infusers, hence affecting the training. Jeanne (2020) suggests that the Ministry of Education invest in teacher development to increase preparation and ensure that competency-based curriculum is effectively implemented for learner's better performance. Ngeno, et al. (2021) also point out that competency-based curriculum training allows teachers to be more effective and knowledgeable about the curriculum.

4.4.11 Educator's ability to respond to learner's needs

I wanted to find out if the educators were able to respond to the different needs of the learners in the classrooms. Results are presented in Table 4.24.

Table 4.24: The ability of the educator to respond to learners' needs

Item	Frequency	Percentage
Very implementable	1	.9
Implementable	12	10.5
Neither implementable	23	20.2
Unimplementable	39	34.2
Very unimplementable	39	34.2
Total	114	100

The results show that most of the respondents (68.4%) felt that the number of learners in the classroom deemed CBE unimplementable. 20.2% indicated that it was neither implementable. However, a lesser percent of the respondents (11.4%) felt that the number of learners in the classroom did not affect the implementation of CBE. Results from the qualitative data confirmed the quantitative data that overcrowded classrooms presented a hurdle for educators to respond to learners' needs in the classrooms as the educators are supposed to focus on individual learner's needs.

(P8): Competency-based Education needs each and every teacher to concentrate to each and every individual needs but then you look at the trend here we have got the shortage of teachers this side, free primary education, overcrowding of classes no resources then CBE that is what is going to kill the program.

However, some participants stated that educators were complaining of the numbers of teacher - student ratio, that it was exacting more pressure to them as the curriculum is individualistic in its approach to teaching and learning hence, they are not able to each learners needs.

(P5): They have been complaining of the numbers the teacher to student ratio now just too much with an individualized learning they have to plan to look at a learner

individually they have to plan for teaching aids because every lesson needs teaching aids not one teaching aids but up to five!

(P6): The teacher told us that this thing is hard and it needs learners to be a few for the teacher to reach all the learners but sometimes have some challenges because our enrollment is very huge.

The findings from this data are in line with the findings by Mkimbili and Kitta (2019), which indicated that limited resources and overcrowded classrooms constrained the implementation of learner centered assessment approaches which makes it difficult for the educators to respond to the different needs of every learner. The participants' recommendation on the issue of educators being unable to respond to learners' individual needs for the implementation of CBE curriculum to the Ministry of Education and Training, was that the Ministry of Education and Training must stop the shortage of teachers in the school for the individual needs of the learners to be met.

(P8): Shortage of teachers need to be stopped.

However, there were those principals who pointed out that their educators were able to cater for the learner's individual needs as they stated that the classrooms had a manageable number of learners.

(P9): My school is a very small one, the teacher ratio is just one teacher to roughly 30 pupils.

The issue of educators being able to respond to learners' needs points back to the huge numbers in the classrooms while CBE requires small numbers in the classrooms for educators to respond to each individual learner's needs. When the classroom is overcrowded CBE implementation is deemed impossible as this approach to learning requires that each child is given special attention and should progress in his or her own

pace. This is also attributed by Blatchford (2007), that class size makes educators to fail to fulfil the needs of learners and give them personalized attention which then makes educators unable to recognize problems and difficulties faced by learners early enough to intervene to the problem. Findings from this research study by Onyancha et. al., (2021), revealed that in classes with high enrolment pupils performed poorly.

4.4.12 The supply of learner support material

I wanted to find out about the supply of the learner support material to allow for effective CBE implementation. Results are presented in Table 4.25.

Table 4.25: The supply of learner support material

Item	Frequency	Percentage
Very implementable	3	2.6
Implementable	27	23.7
Neither implementable	24	21.1
Unimplementable	48	42.1
Very unimplementable	12	10.5
Total	114	100

The results show that out of the 114 who completed the questionnaire, 52.6% revealed that there were inadequate resources which affects effective implementation of CBE, whilst 26.3% of the respondents felt that their schools were well resourced hence CBE implementable and 21.1% recorded neither implementable which means they were undecided. The interview results confirmed the inadequacy of the supply of learner materials for the effective implementation of CBE in the schools.

(P4): Yah...(sigh). I cannot say I have enough resources especially on the part of the teaching aids, sometimes you have to improvise for some other materials because of the shortage of financial resources, that's a challenge.

(P7): There are no resources ...there are none, so remember there are portfolios that need to be done, where are we going to get money for that, where? because government has been paying the same amount of money since 2010. So there is too much paper work, it means the school has to buy a lot of typek because each and every kid has to have a portfolio. Where a lot of his papers are put together or her work is put together, so where will the school get the money if Government is still paying the small amount of money, money that she has been paying since 2010. The cost of living is rising up and government is still going down so how can we as administrators cater for these resources, the things that should be bought for this CBE to be fully workable.

(P8): Free primary education I think has brought a challenge to Competency-based Education because you will find that there is shortage of material due to FPE because the government does not cater for those material. So what am saying is that one challenges are FPE there are no material to cater for that. Then CBE needs a lot of material, if we say a child is good in drawing we expect the child to have those drawing books and the staff, but if the schools don't have that in other words it's a challenge to CBE one way or the other.

The issue of limited support material stood out from both quantitative and qualitative data sources. The data indicates that the materials are not enough, there seemed to be a problem as some schools were lacking resources, however, the principals indicated that they improvised as they support CBE. This is in contrary to what is stipulated on the curriculum framework on the provision resources for the effective implementation of CBE. The resources include teaching and learning material, infrastructure, stationery and ICT facilities (MoET, 2018).

(P5): Most of our resources are from the government, from the FPE fund of which is very little, I may say. We still have the same funds ehh... we had in traditional

approach, so, CBE needs a lot of paper work, learners now need to have a learning profile. Where are we going to have these papers, because we are still given the same number of typek, so with the paper work needed for CBE for its effective implementation, it's impossible to even do a follow up.

(P3): We have all the materials that concerns books because the Government gives books of course, so you find that its teaching material that you lack as a school.

There was a significant positive finding from the participants, that the government was providing learning material. However, the principals indicated that the materials were not enough, so, they went to an extent of asking the parents to assist their learners with other materials needed for learning, as most of the schools were without most of the required resources because the government was mostly providing stationery. ICT facilities and the additional stationery that was necessitated by the introduction of CBE was not catered for by the government. This inadequacy of material resources eroded the educators and principals' will to effectively implement and manage CBE. The importance of resources is also alluded to by Okafor (2016), who indicated that curriculum implementation has been shown to be hampered by a lack of teaching materials in the schools. This then implies that shortage of material resources waters down the implementation of this curriculum.

(P2): We ask parents to buy the files. Then with the school budget you find that...we close some other pillars so that we can accommodate the CBE, because it's very crucial and expensive.

From both the qualitative and quantitative data, it was established that resources are still a problem in the Manzini region primary schools. Ganon-Shilon, Tamir and Schechter (2020), correspondingly describe principals' provision of resource allocation within reform implementation as their process of giving meaning to new information, working habits, and arrangements as they face uncertainty, confusion, and

misunderstanding. Thus they need to try by all means to improvise for resources to make teaching and learning effective. Tambwe (2017), discovered that the inadequacy of teaching and learning resources such as textbooks, libraries, and classrooms affected teaching and learning. The principals stated that they were trying to improvise because of the inadequacy in funds to cater for learners' resource material needs hence affecting CBE implementation.

4.4.13 The support from Ministry of Education and Training

I wanted to find out the support rendered by the Ministry of Education and Training towards effective implementation of CBE in the schools. Results are presented in Table 4.26.

Table 4.26: The support from Ministry of Education and Training

Item	Frequency	Percentage
Very implementable	14	12.3
Implementable	18	15.8
Neither implementable	30	26.3
Unimplementable	31	27.2
Very unimplementable	21	18.4
Total	114	100

The data presented in Table 4.26 reveal that lack of adequate support from the Ministry of Education and Training encumbers the effective implementation of CBE. 45.7% show that lack of adequate support from MoET renders CBE unimplementable whilst 28.1% of the respondents indicated that MoET support the schools hence making CBE implementable and 26.3% of the respondents were undecided on the support from MoET. The data sets from the interviewed participants indicated the positive inputs and interventions and appreciation from the MoET for supporting curriculum implementation of basic education at primary level. However, the participants lamented that the support was inadequate to effectively implement CBE whilst it is mandatory that the MoET

ensures sustainable access to education by the MoET's EDSEC Policy (The Government of Swaziland, 2011b). The participants acknowledged the support rendered by the MoET through the provision of FPE, however, it was not enough to cater for the learners' needs since the funds have been the same since 2010.

(P4): Most of our resources are from the government, from the FPE fund of which is very little, I may say. We still have the same funds ehh... we had in traditional approach, so, CBE needs a lot of paper work, learners now need to have a learning profile. Where are we going to have these papers, because we are still given the same number of typek, so with the paper work needed for CBE for its effective implementation, it's impossible to even do a follow up.

It was established that the government is providing support, however, the participants suggested that MOET need to review the FPE funds as the participants feel that the funds have been the same since 2010 while the cost of things is rising and the government policies do not allow top up fees.

(P2): It is just that same amount from 2010.

Some participants acknowledged and appreciated that government is assisting in the implementation of CBE, as government was paying for the fees of the learners and providing textbooks, but the funds were still deemed little.

(P4): The budget for this hasn't changed except that the ministry does support the in all the especially the learner's learning material but on the part of the school that the curriculum now demands teaching aids, it's a challenge.

The findings do acknowledge the support and input from government towards funding the education and provision of material and infrastructure in the primary school (The Government of Swaziland, 2018). Conversely, the results indicated that government

support of curriculums in the schools was limited hence the participants suggested an increase of funds on the part of government for the effective implementation of CBE. This is government’s mandate to invest in education. Akala (2021) indicates that the education sector has inevitably had to deal with serious underfunding in terms of financial, physical, and human resources, in their findings. Government must support the education system of the country as it is a public good by providing material and human resource. From the findings, most participants decried the issue of the human resource on the part of the government that it was really affecting the implementation of CBE. Acton (2021) also confirmed that insufficient money resulted to insufficient staffing and restricted resources for important areas such as professional development.

4.4.14 The nature of the current infrastructure in the school

I wanted to find out about the nature of the infrastructure in the school for the effective implementation of the CBE. Results are presented in Table 4.27.

Table 4.27: Nature of the current infrastructure in the school

Item	Frequency	Percentage
Very implementable	1	.9
Implementable	16	14.0
Neither implementable	20	17.5
unimplementable	54	47.4
Very unimplementable	23	20.2
Total	114	100

The results show that a majority (67.6%) bewailed the infrastructure in the schools that it makes CBE unimplementable. However, 17.5% recorded neither implementable, on the other hand, 14.9% of the respondents felt that the infrastructure in their schools was in place hence CBE was implementable. The responses of the participants from the semi-

structured interviews suggest that the nature of the infrastructure in the schools was affecting the efficacy of the implementation of the CBE curriculum.

(P7): Learning environment, the infrastructure, the classes are too small the learners are many...so it's a problem.

Infrastructure shortage still engulfs some schools, which affects teaching and learning. This was posed by one participant who stated that they asked for furniture from the ministry, but they were not given. The participant further decried the process involved when seeking the government to build infrastructure, that of going via the Regional Education Offices. According to Mafora and Phorabatho (2013), teachers should be involved in decision-making processes, and they should be given relevant and adequate resources.

(P2): like for example last year I asked for furniture, something simple but I didn't get it.

However, one participant reported a contrary side to the issue of the infrastructure; they reported that they didn't have problems when it came to the infrastructure and stated that government had tried to make sure that the learners have enough desks as they are no longer sharing desks in the classrooms. These responses varied; some schools had small enrolments and, those located in urban areas were better resourced compared to the schools in rural areas and with large enrollments.

(P9): It doesn't need more infrastructure the children use the same classroom they were using.

In summary from the findings, it is evident that most schools have a shortage of infrastructure; this was evidenced from both the data sources, the quantitative and qualitative data. Government is working towards the improvement of teaching and

learning in schools out there but most schools are still decrying the part of the infrastructure. When the principals were asked to suggest possible mechanisms to overcome the challenge of the infrastructure in the schools, the participants suggested that government must build classrooms and this was supposed to be put in place before introducing CBE as this is a requirement of the new reform as indicated in the National and Education Sector policy, that the government must provide schools with infrastructure (The Government of Swaziland, 2018).

4.4.15 The ability of educators to assess different learning needs

I wanted to find out from the principals if their educators were able to assess all learners' different needs. Results are presented in Table 4.28.

Table 4.28: The ability of educators to assess different learning needs

Item	Frequency	Percentage
Very implementable	2	1.8
Implementable	11	9.6
Neither implementable	29	25.4
Unimplementable	53	46.5
Very unimplementable	19	16.7
Total	114	100

The results obtained in Table 4.28 reveal that a majority (63.2%) of the respondents deemed educators not able to assess all learners' different learning needs in a single classroom. Furthermore, it is estimated that 25.4% of the respondents recorded neither implementable, and 9.6% felt that educators were able to assess all learners' needs in the classroom, however, 1.2% of respondents felt that the assessment was very implementable. It was explicitly raised by the interviewed participants that the number of learners in the classrooms yielded CBE assessment a hurdle. The curriculum requires assessing student learning on a regular basis using a variety of assessment methods for

grading and informing and motivating further learning (Misbah, et al., 2019). Subsequently, educators were not able to assess all learners in the classroom using the right method for CBE assessment as assessment is much broader than testing.

(P5): It's a bit difficult that is what they have been complaining about, so but they...are trying and follow what they were given to try and assess the individual learners' skills, but it is difficult that I may say because it is one of the things they bring up in every meeting.

Also, another important observation made by the interviewer was the attitude the participants had on assessing CBE. One participant when was asked about the assessment, was aware that there were no longer position numbers awarded to learners during assessment. The response from the participant showed that the participant was negative about the whole concept by labeling the CBE curriculum as a 'thing'. This shows a negative attitude towards the implementation of this curriculum. CBE requires continuous assessment, so it exerts pressure to the educators as they are to assess each learner's skill, if the learner has achieved that particular skill, in order to progress to another task (Sturgis, 2016).

(P7): So now everyone is assessed according to his or her capability.

Contrary, to what assessment requires, it was established that the assessment that was performed by the educators was contrary to what CBE assessment requires. This was evident from the responses that the individualistic assessment was not performed well because of the exorbitant number of learners in most primary schools in the Manzini region. It becomes difficult for educators to provide individual attention to learners in a class with an exorbitant number of learners with varying comprehension levels as required of the educators by the CBE curriculum.

4.4.16 The cost implications in supporting the CBE curriculum

I wanted to find out the cost implications that come with CBE and if it affected the implementation of the curriculum or not. Results are presented in table 4.29.

Table 4.29: The cost implications in supporting the CBE curriculum

Item	Frequency	Percentage
Very implementable	1	.9
Implementable	6	5,3
Neither implementable	20	17.5
Unimplementable	49	43.0
Very Unimplementable	38	33.3
Total	114	100

With regards to the cost implications in supporting the CBE curriculum, the results show that the respondents (76.4%) deemed it unimplementable. 17.5% reported that it was neither implementable, and a minimal percent of 6.2% felt it was implementable. The results from most of the interviewees also deemed CBE unimplementable as they claimed that it came with added costs while the Ministry of Education and Training had not effected a rise on the Free Primary Education funds since 2010.

(P3): It too much... hahaha (laughs) too much because, each child should have a portfolio, so a lot of typek is needed lot of ink is needed, lot of work for typing, for photocopying these documents and lot of money is needed for buying the files. it cost too much.

(P2): We ask parents to buy the files. Then with the school budget you find that we close some other pillars so that we can accommodate CBE, because it's very crucial and expensive.

Competency-based Education incurred additional costs to the schools. According to what the participant stated, the government has not added the funds since 2010, hence the limited funds constrain the implementation of the newly introduced curriculum. The participants further stated the materials that have come with the curriculum like, typek, files, and ink then require government to provide adequate funding directly to the schools, for the principals to cater for the additional costs brought about by this curriculum reform.

Most respondents and participants showed that CBE curriculum have incurred more costs in the schools whereas government is not increasing the funds as education is free in Eswatini primary schools and top up fees are not allowed. This is in line with Okafor (2016) who posits that proper planning for a curriculum reform entail putting in place adequate funding for the needs that will be required for the implementation of the reform so that it is well implemented. This means that the government must consider funding the CBE curriculum for its proper implementation.

4.4.17 The nature of the country's current economic position

I wanted to find out if the nature of the country's current economic position will be able to sustain the CBE curriculum implementation. Table 4.30. presents the results.

Table 4.30: The nature of the country's current economic position

Item	Frequency	Percentage
Very implementable	00	00
Unimplementable	10	8.8
Neither implementable	10	8.8
Unimplementable	36	31.6
Very Unimplementable	58	50.9
Total	114	100

The results show that a majority (82.3%) of the respondents feels that the country's current economic position renders CBE implementation a hurdle. On the other hand, 8.8% were undecided when it comes to the country's economy and the implementation of the curriculum in the schools. Moreover, 8.8% felt that the economy of the country will not affect the implementation of the curriculum. The participants who were interviewed were in agreement with the quantitative findings in that the economy and education are interlinked. This is evident from what the majority of the respondents in the quantitative data felt, that the nature of the country's economic position makes CBE implementation a hurdle as the country is beset with challenges that are brought about by the Ministry of Education's poor planning on the processes to lay a level ground for the implementation of this curriculum before the curriculum is taken to the schools. The Ministry of Education and Training had to plan first and put in place the funds to drive the reform forward. More to that, MoET had to corroborate with the essential stakeholders. One participant felt that since the curriculum has been introduced there has been no improvement on the government side in terms of costs for the efficacy of CBE implementation. A majority of the participants have no confidence in the sustainability of the curriculum due to the economic challenges faced by the country.

(P3): I don't think so because now we are in the third year of, something should have been done, especially to those poor schools at nothing has been done so far, so we don't know where this is herding.

(P7): My dear madam, it won't like I said earlier that this CBE was hijacked the country was not ready, one the country does not have money.

The results from both quantitative and quantitative data indicate a very large proportion of the respondents and participants having mixed feelings on whether the government would be able to sustain the curriculum as they indicated that the country was not ready for the curriculum due to that it does not have enough funds to fund the curriculum and its financial status was appalling. This is what most of the participants had highlighted. It

was established that the government hijacked the introduction of this curriculum; the results show that the country was still not yet ready because resources are still not in place and the funds given to the schools have not changed. Government funding of education is critical for educational reform. This was also established by Kyambadde and Khumalo (2022). According to their research they established that the level of government spending on education does not meet the financing needs of the education sector, including Universal Primary Education (UPE) and that the level of government spending on education does not satisfy the funding demands of the education sector. It goes without saying that education and the economy are inextricably interwoven (Akala, 2021), which means since the country's socioeconomic status was not in good standing, it posed a blink in the sustainability of the curriculum. Another participant said that the grant fund from government has not increased since 2010 which then affects the implementation of the curriculum. Another participant went on to say the CBE programme was in its third year but there were no pointers of government succeeding in sustaining the program.

(P3): I don't think so because now we are in the third year of the program, something should have been done, especially to those poor schools but nothing has been done so far, so we don't know where this CBE is herding.

4.4.18 Parental Involvement

I wanted to find out if involving parents in the education of the learners enhances implementation of Competency-based Education curriculum. Results are presented in Table 4.31.

Table 4.31: Parental Involvement

Item	Frequency	Percentage
Very implementable	1	.9
Implementable	13	11.4
Neither implementable	11	9.6
Unimplementable	53	46.5
Very Unimplementable	36	31.6
Total	114	100

The results show that the respondents gave relatively high ratings of 78.1% on the dissatisfaction with the low parental involvement which affects the implementation of CBE; to them being uninvolved is an indispensable antecedent of curriculum implementation. A total of 12.3% of the participants regarded CBE as implementable. Furthermore, 9.6% of the participants believes that it is neither implementable, they were undecided. Some interviewed participants remarked that parents were complaining about the curriculum that it had been pushed to their children without their knowledge.

(P3): Parents are complaining because they didn't understand this CBE and they were busy saying how come this thing has been pushed to their children without their knowledge but unfortunately, it's not the schools that is doing this, but time will tell.

With regards to the issue of parental involvement, participants gave explicit suggestions that government should try to sensitize the parents about this curriculum so that the parents also own it. One participant further suggested that the government can teach parents about CBE on radio as that would assist in sensitizing the parents about the CBE curriculum.

(P2): I don't know how, maybe through boradio, (radios) educate the parents of what is it mbamba, (what it is really) because they are just negative about CBE.

Also, participants emphasized the point on involvement of all stakeholders in the designing stage, that to accomplish the effective implementation of CBE, government need to accomplish the task of extensive involvement of parents as they are important stakeholders too in the schools. This is what one participant had to say:

(P8): We have the stakeholder, the teachers, the parents, the head teachers themselves. The government needs to consult with the stakeholders if they want to bring any idea consider the stakeholders because they play a very vital role in the implementation in whatever idea you are bringing.

From the participants' views on parental involvement for effective curriculum implementation, a picture was painted that it is difficult to implement a curriculum effectively if the stakeholders are not fully involved, parents included, as they are also stakeholders. This is supported by Amunga, Were and Ashioya (2020), in their article on the teacher- parent nexus in the Competency-based Curriculum success equation in Kenya. In their study they found out that parents' reluctance to be involved in children's learning tasks was attributed to lack of sensitization at the introduction of the new curriculum. Apparently, all the parents interviewed, 100% of them, stated that they were never informed about what was expected from them. They suggested that they were neither involved nor sensitized on their roles. From their study it was discovered that when curriculum is introduced, government officials tend to overlook the importance of parental involvement while it is an important stakeholder for teaching and learning. They continued to emphasize on the importance of parental involvement and stated that the success of CBE implementation depended on not just the classroom teacher who acts as the facilitator in the learning process but also, on the involvement of parents (Amunga, et al., 2020). This is consistent with the findings of this study whereby participants indicated that there was lack of parental involvement in the curriculum. Parents can help educators by ensuring that learning continues at home, allowing for continued skill and competency

growth. This reduces the rate and amount of forgetfulness, which is important during long holidays. Parents need to support the learning of their children.

This means that there should be communication between the parents and the school when it comes to the learning of the child. Parents' involvement in their children's education has long been thought to improve a range of academic outcomes, including higher achievement, greater engagement in academics, and reduced dropout rates, according to studies by Lee Bowen (cited by Park & Holloway, 2017). This emphasizes the importance of parents' involvement as key stakeholders in the implementation of CBE in Eswatini primary schools as it is essential for the parents to be conversant with what their children are learning so to support that learning. Even when there are changes in the curriculum, parents need to be abreast of what changes are brought to their learners, so that they share the same objective with the curriculum offered.

4.5 DESCRIPTIVE STATISTICS OF OVERALL RESULTS FOR RESEACH QUESTION (A)

The summary of the results from the quantitative strands for research objective A will be presented first followed by the summary of the results for objective B.

4.5.1 MANAGEMENT PRACTICES USED BY PRIMARY SCHOOL PRINCIPALS ON THE IMPLEMENTATION OF COMPETENCY-BASED EDUCATION

Table 4.32: Summary of descriptive statistics for research question (1)

Item	Always	sometimes	Almost never
I engage educators when doing strategic plan	57.9	19.3	22.8
I involve educators when drawing the school budget to finance the vision of the school towards CBE implementation.	51.8	28.1	20.2
I engage educators in formulation of CBE implementation strategies.	47.4	22.8	29.8
I carry out frequent classroom assessments on educators subject teaching to see if they apply CBE effectively.	21.1	21.1	57.9
I evaluate effectiveness of educators in CBE implementation by checking learners' progress assessments.	21	23.7	55.3
I systematically organize instructional resources for the smooth implementation of CBE in the school.	54.4	19.3	26.3
I give supportive instructional supervision for the utilization of the instructional resources for betterment of teaching and learning.	40.4	12	47.6
I encourage educators to take part in a wide range of in-service training to capacitate them for CBE implementation.	66.7	14.0	19.3
I motivate my team of educators through recognition of good performance in CBE implementation.	54.3	25.4	20.2
I lead the formulation of the school's strategic framework for the implementation of CBE.	24.6	25.4	50
I ensure a conducive teaching and learning environment.	81.6	10.5	7.9
I create a clear communication channel that promotes feedback from educators on what they encounter in implementing CBE.	68.5	18.4	13.1
I delegate key CBE implementation tasks to subordinates and ensure collegiality amongst all staff members.	57	20.2	22.8

Table 4.32 which presents a descriptive summary of the results on research question (1) the response on management practices by primary school principals on the implementation of CBE recorded (81.6%) towards the practice of ensuring a conducive teaching and learning environment, indicates that principals perform their management

practices despite challenges they were facing but they never ceased to do their work as managers. Regardless of them performing their duties there are remarkable challenges that affect their management practices. 57.9% of the principals indicated that they were not frequently visiting classrooms to observe if educators were following the right approach for the implementation of CBE in the classrooms. The major reason the participants brought forth that orchestrated the negativity of this practice was that they themselves did not understand the concept of CBE as they were not capacitated enough by the Ministry of Education and Training when this curriculum was introduced.

4. 5.2 SUMMARY OF THE PERCEPTION OF PRIMARY SCHOOL PRINCIPALS ON THE IMPLEMENTATION OF COMPETENCY-BASED EDUCATION

Table 4.33: Summary of descriptive statistics for research objective (2)

Item	Implementable	Neither implementable	unimplementable
The engagement of principals to comprehensive training on CBE curriculum has led to opportunities towards the implementation of CBE	17.6	23.7	58.7
The monitoring of the adjustment from traditional teacher centered approach to CBE approach in teaching and learning by the principals	28.1	38.6	33.3
The process of Principals' surveillance of differentiated lesson plans developed by educators followed on CBE	23.7	28.1	48.2
The allocation of time in the timetable towards CBE implementation	25.5	10.5	72.1
The opportunity for professional development through in-service training for educators on CBE knowledge	26.4	22.8	50.8

Educators' ability to replicate skills rendered through in-service training on CBE implementation	44.7	20.2	35.1
Attitudes held by educators on the reception of CBE in responding to individual learners learning needs.	28	23.7	48.3
The principal's sentiments on the workload on educators by CBE's individualistic approach towards teaching and learning.	20.2	9.6	70.2
The availability of well-trained educators to be able to identify the learners' needs	43.9	10.5	45.6
The ability of the educator to respond to the different needs of the number of learners in each class.	11.4	20.2	68.4
The supply of learner support materials to allow effective CBE implementation.	26.3	21.1	52.6
The support from MoET towards the effective implementation of CBE in the school.	28.1	26.3	45.6
Nature of the current infrastructure in schools for the implementation of CBE.	14.9	17.7	67.6
The ability of educators to assess all learners' different learning needs in a single classroom.	11.4	25.4	63.2
The nature of the country's current economic position for CBE curriculum implementable.	8.8	8.8	82.5
Parental engagement for CBE curriculum implementation.	12.3	9.6	78.1
The cost implications in supporting the CBE curriculum	6.2	17.5	76.3

Items were measured using a 5-point Likert-type scale ranging from very implementable, implementable, neither implementable, unimplementable and very unimplementable. In Table 4.33, I combined very implementable and implementable to implementable for both they agree to the implementation of CBE. Those who neither agree nor disagree who were undecided to the implementation are captured as neither implementable and those who felt that CBE was unimplementable, whether very unimplementable or

unimplementable were captured as unimplementable. In the summary, it seemed that the respondents in this study felt that CBE implementation was affected mostly by the economy of the country. Respondents felt that the economy was highly affecting the implementation of CBE curriculum with (82.5%). This is also supported by the (76.3%) recorded under the cost implications in supporting the CBE curriculum. The qualitative data that was generated from participants suggest that government must increase funds as it was exacerbating the unimplementability of CBE.

(P4): I can ask that they increase the budget, the budget is very low as compared to the demands of this curriculum.

Parental involvement also showed to have had a great percentage of being unimplementable with 78.1%. This shows that the involvement of parents can enhance curriculum implementation. When parents are not involved in the work of their children it affects the implementation of CBE. This involvement should be at both ministry and school level as parents are key stakeholders in the school for the betterment of the education of their children.

4.5.3 SUMMARY OF THE LEVEL OF SIGNIFICANCE OF THE ITEMS ACCORDING TO GENDER, AGE AND QUALIFICATION

Table 4.34 Level of significance of the items according to gender, age and qualification

Variable	Management Practice/ perception	
	Chi- Square	Significance
GENDER		
Educators ability to replicate skills rendered through in-service training	0.29	**
The monitoring of the adjustment from teacher-centered to CBE approach.	0.38	***
AGE		
The engagement of principals to comprehensive training on CBE curriculum	0.21	**
QUALIFICATION		
The opportunity for professional development for educators through In - service training on CBE knowledge	0.21	**
Educator's ability to replicate skills rendered through in – service training on CBE implementation	0.48	****
Attitudes held by the educators on the reception of CBE in responding to individuals learner's learning needs	0.59	*****
Involvement of educators by principals when drawing budget towards CBE implementation	0.25	**
Organization of instructional resources by principals for the smooth implementation of CBE	0.36	***
Ensuring of conducive teaching and learning environment	0.47	****
Creation of clear communication channel that promote feedback from educators about CBE.	0.51	*****
Delegation of key CBE implementation tasks to subordinates and ensuring collegiality among members	0.01	

4.6 PRIMARY SCHOOL PRINCIPALS' UNDERSTANDING OF COMPETENCY-BASED EDUCATION

4.6.1 Understanding of the concept CBE

My first research objective was on understanding of CBE as principals are instructional managers of curriculum in the schools. The data show that most principals showed no understanding of the concept of Competency-based Education. Some participants stated that they were not conversant with the concept of Competency-based Education as reflected by their responses below:

(P1): To be honest, I don't know CBE, I have heard that there is CBE, and it has started from grade 1 and grade 2 this year it's going to be taught up to grade 3.

From the participants' response it shows that some primary school principals have no understanding of CBE.

There are those principals who showed little understanding of the concept; this is established from the definitions they gave when asked about their understanding of the concept Competency-based Education.

(P3): There is little that I know about this but so far, I think Competency-based Education is education that looks at a skill for each learner in the classroom. (P9): Basically, what I know is that the Competency-based Education is here to sharpen the skills of a learner at a very lower level not to make the children to compete against each other but to develop the skills that they can.

(P7): Competency-based Education is an individualized curriculum.

(P8): Generally, it's a new term for us as schools but ehh...my understanding is testing the ability of each individual child or learner. Competency-based teachers are testing the ability of every learner.

The responses by the participants demonstrate a lack of understanding of CBE, which is concerned with skill acquisition. As Zeiser, Taylor, Rickles, Garet and Segeritz (2014) point out that competency-based approaches necessitate frameworks and instructional methodologies that enable learners to study at their own speed. Educators must differentiate education and allow students to 'move on when ready', with some students taking longer or shorter.

There was one participant who showed understanding of the concept CBE as the principal understood the removal of time on Competency-based approach to learning.

This is what the participant stated:

(P4): Competency-based Education is the education which is more focused on the learner as opposed to the previous education, (OBC) Objective Based Education which was not that much focused on the learner was strictly following those objectives that were prescribed but in this case each and every learner, learn at his or her pace not compared to the other learners.

This response shows that the participant has knowledge about CBE when he mentioned that the learners move at their own pace. The definition given by Participant 4 is supported by Sturgis (2016), who contended that CBE moves away from the traditional education system which was teacher centered, content driven and said to be authoritative in nature. This approach to learning leaves no room for the learner, hence suppresses the voice of the learner.

It could be inferred from the participant's responses that a majority of the principals had a little understanding of the concept of Competency-based Education. This was evident from the responses they gave in responding to their understanding of the concept CBE.

4.6.2 Assessment systems of CBE

In my follow up question, I wanted to ascertain whether the primary school principals had knowledge of how assessment is conducted in CBE as assessment is a key element for CBE understanding. I observed that a majority of the principals had little or no knowledge about the assessment system followed in the CBE curriculum. This is evident from the responses during interviews.

(P11): One cannot fall into the temptation where one can claim to be conversant with the assessment part, solely because the training programs did not focus on the school principals it only focused on the teachers.

(P7): There is nothing much I can say about the assessment of this CBE thing.

From the findings it is observed that the participants did not understand the assessment systems employed in CBE which is the formative assessment as highlighted by (Stargis, 2016), who posits that the CBE system put emphasis on formative assessment, understanding where learners have difficulties and giving feedback for the learners to improve.

However, there were those participants who showed little understanding of the assessment system followed in CBE:

(P2): It's a continuous process it does not wait for the end of the period or term for the child to be assessed

(P5): We have this new way of assessing them based on the skill, so that is individually.

(P6): The skills are being tested in this approach.

Based on the above responses, the participants had a little knowledge on CBE assessment. Students are given various tasks as continuous assessment in competence-based teaching and learning to ensure that the required competences are attained (Mkimbili & Kitta, 2020). The participants lacked knowledge on the part that the assessment followed in CBE is a continuous test of task, the learner must be given different tasks.

Also, some participants showed some little understanding of the assessment followed in CBE but even though they showed that a skill was assessed, they lacked the how part which was either following the traditional approach to assessment which was mostly summative, or the Competency-based approach to assessment which is mostly formative.

(P4): In this type of curriculum there are no tests so the teachers ehh... feel like there is no motivation on the part of the learners because the tests used to motivate the learners.

Interestingly, the educators still preferred tests to the progression of learners after achieving a certain skill as it's a requirement of Competency-based curriculum. This finding is echoed by Muneja (2015), who found out that educators preferred tests and examinations than portfolios, project work which promote creative and critical thinking in learners.

It was clear that the principals did not understand assessment which impacted negatively in its monitoring as one cannot monitor a curriculum that they are not conversant with. This is in agreement with what the skills theory of leadership advocates for technical skills

that entails understanding of, or competency in, certain activities that necessitate the use of specialised instruments, methods, processes, plan of action, techniques or knowledge (Akwaba, Bowa, & Keiro, 2020).

If the principals do not understand well the assessment systems in CBE curriculum it impacts negatively on its implementation. One participant even attested that they were not aware of the assessment that is followed in CBE hence cannot supervise the educators. The participants had a perception that it was wrong to supervise the educators as they were not sure if the educators were using the right assessment systems as assessment must provide visible proof of the knowledge, skills, and attitudes that learners have acquired (The Government of Swaziland, 2011). As this curriculum was still in the lower grades, the principals were expected to understand CBE assessment followed in the lower grades which is assessment for learning (Formative Assessment) which is an ongoing form of assessment that gives feedback to both the educator and the learner (The Government of the Kingdom of Swaziland, 2011b). In the lower grades there are no end of year examinations; assessment is 100% formative while for grade three and four both assessment for learning are used (Formative and Summative Assessment) and they carry equal status. The results demonstrate that teachers had not adapted to the new assessment structure. Mwang'ombe (2021), attested to the same findings of teachers being unknowledgeable on how to assess CBE. Mwang'ombe (2021), indicates that teachers needed in-service training on the assessment aspect of CBC because the findings were that teachers were doing the assessment blindly.

4.6.3 Grading systems of CBE

Another important element in the understanding of CBE was the grading system. Participants were asked about the grading system of CBE and what they understood on CBE grading systems as they are to supervise the educators on the grading system of the curriculum. From the interviews I established that the participants were not conversant enough with the grading system that is undertaken on this curriculum.

(P2): The overall grading, the parents are called for participation in the curriculum.

From the response that was given by some participants, it was established that principals are not conversant with CBE grading system which affects supervision as a principal must understand the grading system so to be able to supervise the implementation of the curriculum. This assertion is in line with the proposition of the skills theory by Katz (1974), introduced as the study's theoretical framework which shows that managers should themselves be proficient in certain technical, conceptual and human skills in order to be able to effectively implement policies or manage others in the implementation of curriculum. Competency-based Education demands constantly assessing students' learning, employing diverse assessment methods, both for grading as well as giving information and stimulating future learning purposes (Misbah, et al., 2020).

However, on the same issue on grading, there were some participants who showed some minute knowledge on the grading system of CBE.

(P5): The grading system, is no longer about getting percentages now we assess the skill, it is good, bad, fare, you know, that's how is now assessed so it's no longer about having 80% 90%, yes now it's about checking on that skill and if you have grasped it, we move on and if you haven't you may have ehh... the remedial to repeat the lesson.

One of the participants was not sure whether the educators were grading rightfully or wrongly as the participant just indicated that she was not at all conversant with grading on the new curriculum as confirmed in the following remark:

(P7): Madam how can you say someone is grading rightfully or grading wrongly if you don't know, so, I believe those teachers who are teaching the CBE they know because mine (me) I wasn't infused the way they were infused.

The findings from the data sources indicated that the principals were not conversant with the grading system of CBE. The participants mostly decried the low infusion on their part so they were not sure of what the educators were doing in the classroom. They trusted the teachers as they were on the ground, and the teachers were infused more than the principals.

4.7 CHAPTER SUMMARY

This chapter dealt with how the data was presented, analysed, interpreted, and discussed from the field of inquiry of this study. The data was analysed and presented quantitatively and qualitatively as the study followed a mixed methods approach. The findings of this study were presented in accordance with the three research objectives that guided this empirical research which was on what management practices primary school principals employ in the implementation of CBE; the second research question was on what the primary school principals understand of CBE and, the last one was on the primary school principals' perceptions on the implementation of CBE. Based on these research questions, I found out that most primary school principals were not performing all of their management practices; they were hindered by low engagement, however there were those that they were performing. On the issue of understanding CBE, it was accentuated that they were not conversant the concept and, on the perception, it was found out that they felt that CBE was implementable. The following chapter presents the summary of findings and recommendations of the study.

CHAPTER 5

CONCLUSIONS BASED ON THE FINDINGS, RECOMMENDATIONS AND AREAS FOR FURTHER RESEARCH

5.1 INTRODUCTION

In the previous chapter, the data analysis and data presentation were discussed from both the questionnaire and the interviews as the study followed the mixed methods approach. The results of this study were established from the data that I gathered from primary school principals in the Manzini region of Eswatini. This chapter, therefore, presents conclusions based on the findings, recommendations and areas for further research of this study that are drawn from the findings in chapter 4. Before I present the conclusions based on the findings and recommendations, it is of paramount importance that I revisit the research objectives that guided the study.

The following research objectives guided the study:

- To explore primary school principals' management practices in the implementation of Competency-based Education in their schools.
- To explore the primary school principals' understanding of Competency-based Education in Eswatini.
- To determine primary school principals' perceptions of the implementation of Competency-based Education.

The reason this study was undertaken was to explore the management practices that are employed by primary school principals in the implementation of CBE in Eswatini. This exploration was guided by the three research objectives and the empirical data that I obtained through data sets that were collected from primary school principals in the Manzini region using two research instruments for data collection. The subsequent conclusions and recommendations are based on the research findings of the current study, as presented and discussed in Chapter 4:

Below are the findings of this study presented under the three research objectives that guided the study:

5.2 CONCLUSIONS BASED ON THE FINDINGS

5.2.1 MANAGEMENT PRACTICES BY PRIMARY SCHOOL PRINCIPALS ON THE IMPLEMENTATION OF CBE

This research objective was devoted to finding out the management practices of primary school principals of the implementation of CBE in Eswatini. Curriculum management and implementation is entrenched on the management practices of the principals in the schools, to achieve quality education.

5.2.1.1 Supervision and monitoring of CBE

We can conclude that the majority of primary school principals in the Manzini region were aware of their management practices and taking responsibility of their management practices as mandated by the Ministry of Education and Training. Nevertheless, it was revealed that they were ineffectively implementing some of their management practices, which hampered the effective adoption of CBE in the schools and impacting negatively towards learner's performance. Most primary school principals were not visiting classrooms to ensure that CBE was being implemented appropriately by the educators. More so, we can conclude that the principals were not giving supportive instructional supervision to the educators. They were impaired in carrying out this practice by the lack of understanding and incapacity to adopt and administer CBE.

5.2.1.2 Checking learner's assessments by principals

We can conclude that the management practice of checking of learners' assessment was not carried out in a satisfactory manner, as a major proportion of the principals were not

checking learner assessments. According to research, assessment is one of the critical aspects of CBE. The primary school principals presented this management practice as a hurdle for them because they had not been infused on the CBE assessment systems, which impelled them from interrogating the educators about the assessment systems and supervising or assessing a curriculum which they were not conversant of.

5.2.1.3 Principals' leading the formulation of strategic planning framework

The primary school principals' management of the development of a strategic planning framework for CBE was inadequately practiced. As a result, the implementation of the curriculum was hampered. The study focused on curriculum implementation as oversight leading on the curriculum strategic framework is a critical practice for principals to engage in as curriculum managers in their schools. The failure of principals to properly conduct curriculum leadership had a negative impact on the curriculum reform's implementation in Eswatini primary schools as the principals indicated that one cannot lead something which the person lacks knowledge in.

5.2.1.4 Principals' monitoring of CBE implementation

The monitoring practice of Competency-based implementation and assessment of the curriculum on the part of the principals as curriculum managers was not effectively practiced. This impaired the implementation of CBE theoretical procedures, deeming the management practice unsatisfactory. Monitoring necessitates an understanding of the theories, techniques, and procedures to be used. It can be concluded that if principals do not comprehend the theories, techniques, and procedures of the CBE curriculum, it has a detrimental impact on monitoring and evaluation as a practice in the curriculum, harming CBE implementation in Eswatini primary schools.

5.2.1.5 MoET support for the success of the CBE program

It can be concluded that insufficient support from the Ministry of Education and Training affected the management and implementation of CBE by the primary school principals. MoET's low practice of empowering principals to undertake instructional leadership responsibilities affected the successful implementation of CBE by the primary school principals. The study also indicated that the MoET was providing support for basic education, however it can be concluded that the support was minimal and there were many challenges that were faced by school principals and educators in the implementation of CBE which then in turn affected the management practices hence in the process affecting quality education provision to the learners.

5.2.1.6 Principals' planning and budgeting for CBE

It can be concluded that principals performed these management practices, such as planning with educators and budgeting with educators, however, there were restrictions on their part in terms of performing the practice to their full potential, as they decried the government's inadequate funding of the program. The insufficient funds prevented them from operating their practices to their full potential. This had a negative impact on the school's strategic and operational planning and running. Many times, planning and budgeting are based on funding provided by the government. So, if the government does not fund the curriculum well, it impedes its effective implementation.

5.2.1.7 Provision of resources for effective CBE implementation

It can be concluded that the Manzini primary school principals were doing everything they could to provide resources in the schools. However, there were drawbacks to this practice. This concludes that Eswatini's government was underfunding the programme, which has an impact on its implementation and creates a barrier for primary school principals' management practices. This is evident from the participants' responses that although they tried to provide resources with the educators, the practice was rendered

unsatisfactory due to the government not funding the needs for CBE effective implementation, as the curriculum came with additional resource needs.

5.2.1.8 Workload of educators to successfully implement CBE

Educators were overloaded by the overcrowded classrooms which affected the implementation of CBE. This was exacerbated by the teacher student ratio which then in turn affected the implementation of the CBE as this curriculum is a skills-based curriculum and requires that educators follow the individualistic approach and enquiry based to learning. This curriculum requires learners to be treated individually. It can also be concluded that the workload affected the motivation on the part of the educators which then brought about negative attitude.

5.2.1.9 In-service Training for educators on CBE

It can be concluded that the entire programme was rendered ineffective due to the lack of trainings provided by the MoET under the in-service training department. It can further be concluded that the CBE infusers lacked sufficient knowledge of CBE theories. The issue of time for training also had a detrimental impact on the implementation of the curriculum because not all educators were trained, and those who were trained, were only trained for a short period of time to master a new curriculum.

5.2.1.10 Delegation of duties to deputy principals

It can be concluded that most principals assigned curriculum supervision to their deputies and senior teachers. The deputies and senior teachers were meant to deal with curriculum supervision and monitoring in the schools, and principals were responsible for administrative matters. Meanwhile, the deputies and senior teachers, were not trained. As a result, the problem of the ineffective curriculum supervision even on the part of the deputies and senior teachers was exacerbated by the lack of sufficient knowledge of CBE, which jeopardized the deputy principals' and senior teachers' supervision practices.

5.2.2 PRINCIPALS' UNDERSTANDING OF CBE

5.2.2.1 Conceptualization of CBE

It was concluded that the principals had little or no understanding of the concept of Competency-based Education, and its implementation methods and strategies, despite the fact that the curriculum is now running in schools. This hampered the implementation of the curriculum in schools because most of the principals were unfamiliar with the curriculum they were in charge of. Principals must comprehend the theoretical underpinnings of curriculum to interpret and implement it effectively.

5.2.2.2 CBE Assessment Systems

The primary school principals were also unfamiliar with the assessment processes when it came to the CBE curriculum assessment. Assessment in the implementation of the CBE curriculum is a crucial procedure that educators and managers of the curriculum must understand to assess the curriculum more effectively.

5.2.2.3 CBE Grading Systems

Another fundamental feature of CBE is the curriculum grading system. It can be concluded that the principals were not cognisant of the CBE grading system. This was detrimental to them as managers of curriculum in the schools in terms of communicating the grading to the learners' parents. This is evidenced by the fact that several principals indicated that they were unable to explain the grading system. The lack of involvement of principals by the Ministry of Education and Training was concluded to be impacting negatively the implementation of CBE.

It can further be concluded that the principals were keen to learn more about the curriculum. This was demonstrated when several principals argued that they needed to learn about CBE because they oversaw it. Some principals claimed that educators attempted to teach them as they were immersed about the curriculum, while others

claimed that they taught themselves. As a result of the Ministry of Education and Training failing to provide them with training on the new curriculum reform, the principals indicated that they had limited, or no comprehension of the curriculum and they were expected to supervise a curriculum reform which they were not conversant of. They also lamented the issue of policy communication on the part of The Ministry of Education and Training when there are curriculum reforms in the country's education system.

5.2.3 PRINCIPALS' PERCEPTIONS ON THE IMPLEMENTATION OF CBE

The aim of this research objective was to find out the perceptions of the primary school principals on the implementation of CBE. From the findings of the study, it can be concluded that the principals felt that CBE curriculum implementation was affected mostly by the following issues:

5.2.3.1 Economic Status of the country

The Eswatini's economy was a crucial factor in the CBE's implementation challenges. Principals believed that the country's economic situation had an impact on the curriculum's implementation with a relatively high percent of (82.5%) respondents indicating that the financial situation was presenting a hurdle to the CBE curriculum's short and long-term viability in schools. This was obvious from what participants indicated about how they believe the government's fiscal situation will affect CBE curriculum sustainability. It can be further concluded that the government had not added funding to that supplied in 2010, when FPE was first implemented but, on the contrary, the government was changing curriculums without the addition of funds. On the positive, it can be concluded that the government was providing resources, both human and material, however, those resources were not enough.

5.2.3.2 Competency-based Education cost implications

Competency-based Education was deemed to be presenting additional costs to the school budget. A number of respondents from the quantitative data of 76.3% indicated that CBE required additional costs. The inefficiency of funds thwarts the entire implementation of the CBE program because it is a skills-based curricula and requires government to resource the program. As stated in The Swaziland National Curriculum Framework (2018), for an effective implementation of a competency-based curriculum, adequate resources are required at all levels of the education system to ensure the required teaching and learning. The material resources include physical infrastructure, teaching and learning material, stationery, ICT facilities, sport facilities, transport facilities and security facilities.

5.2.3.3 Capacity deficit of principals on CBE matters

The study emphasized the importance of MoET's involvement in the form of capacity building. It can be concluded that there was lack of capacitation of the principals on the newly introduced CBE curriculum which then hampered the efficacy of CBE implementation. The principals brought forth that the Ministry of Education and Training did not adequately prepare them and the educators when the new skills-based curriculum was introduced in the schools. As curriculum managers and implementers, they were supposed to be brought on board with the new curriculum through capacity building workshops. Also, according to the skills theory of leadership, managers must be skilled to achieve their organization's objectives. The skills can be accomplished by providing primary school principals with ongoing CBE training as this theory promotes learning for good leadership and management. A majority of the principals remarked on MoET to consider training them on CBE curriculum, for them to acquire necessary skills for the implementation, monitoring and evaluation strategies of curriculum change.

5.2.3.4 Training of the educators on CBE curriculum

It can be concluded that the educators were trained; nevertheless, the training only lasted a few days, defeating the entire effort. The participants had the impression that the training was designed to be all-encompassing. They even remarked that one cannot be expected to know the curriculum after only a few days of training. As a result, the curriculum's implementation was hampered. It is worth noting, however, that the educators who attended the workshops had some information that aided them in implementation, they still urged for a longer training and training of all teachers in schools because it was posing a challenge if the trained educators on CBE retire, and this affected staffing as the rest of the educators were not trained on the CBE curriculum.

5.2.3.5 Low parental involvement and induction on CBE curriculum

It can be concluded that MoET failed to involve parents in the implementation of CBE. Parents are significant stakeholders, so the MoET was supposed to involve them in the designing stage and principals were also supposed to communicate the change of curriculum to the parents. The involvement of parents was also crucial for bringing them on board to support learners on the CBE curriculum.

5.2.3.6 Lack of resources for effective implementation of CBE

It can be concluded that resources are still limited in the schools. The government has not put more effort under the issue of resources. The support in the case of resources was still to be strengthened as most school principals decried the issue of inadequate resources. These resources are in terms of: material resources, infrastructure, and human resources (teachers). Limited resources affect the efficacy of managerial practice of the principals. Principals have been identified as having pivotal roles in ensuring efficiency and equity in the acquisition of and use of resources in the Kingdom of Eswatini and many other regions of the world (Myende, et al., 2020). For the principals to acquire

the resources efficiently, they need financial support from the Ministry of Education and Training.

5.3 RECOMMENDATIONS OF THE STUDY

The purpose of this study was to explore the management practices of primary school principals in the implementation of CBE in the Eswatini Primary schools. This section of the study offers suggestions and recommendations on how principals might handle their management practices and implementation of CBE in their schools, based on the findings of the study. These recommendations are hoped to be of great assistance to principals as curriculum managers in schools, but they can also be extended to other responsible stakeholders in curriculum change and implementation, such as the Ministry of Education and Training, National Curriculum Centre, and all educational professionals.

5.3.1 Balancing of management practices by principals

As a result of the findings, principals must strike a balance between being school administrators and instructional leaders of curriculum, as instructional leadership is the core business of their management practices. According to the skills theory of leadership and management, managers must have human, technical, and conceptual skills (Katz,1974). As a result, primary school principals must prioritize the practice of being an instructional leader because it is the core business of a school principal, thereby making it their core business.

5.3.2 Monitoring and evaluation of curriculums

Curriculum monitoring and assessment is also a crucial activity for school principals, who monitor and supervise how well the curriculum is implemented. Primary school principals should give this management practice the attention it deserves. As a result, it is advised that primary school principals prioritize this practice. Other principals did not notice any changes in the curriculum or timetabling, which was highlighted as a finding. This revealed

that the method of CBE implementation changed from one principal to the next, which should be addressed, and principals should ensure that curriculum policies are followed. This calls for the inspectorate too to monitor closely the implementation of the curriculum in the schools. It is also advised that Ministry of Education and Training officials should provide primary school principals with the knowledge and skills they need to successfully monitor, supervise, and assess CBE implementation in the schools.

5.3.3 Empowerment of all stakeholders, principals, educators and parents by MoET

The Ministry of Education and Training is responsible for equipping school principals and educators when there is curriculum reform. What emanated from the participants was a call for government to train principals on the CBE curriculum; the participants suggested for continuous capacity building of principals. Principals are curriculum leaders, hence MoET, through its in-service department, must improve principals' knowledge of curriculum to improve their curriculum management leadership practice and functionality. The empowerment must be provided to educators as well. Educators must also receive full CBE training, not just a few days of workshopping and then the government assuming they have grasped the curriculum. Before the curriculum reform is implemented, MoET was supposed to involve all stakeholders. Empowering of stakeholders increases motivation, ownership, organizational success, effective implementation of duties, positive organizational culture, and knowledge. As a result, MoET is encouraged to empower all stakeholders on CBE. This was also affirmed by Dlamini et. al., (2018) in their study on The Unfolding of Competency-based-education process in Swaziland 2010-2017 which suggested that all important stakeholders be well trained in the concept of CBE, particularly its application in practice, but apparently when the curriculum was introduced government did not involve all the stakeholders.

5.3.4 Increase on financial resources by MoET

It was also revealed that the curriculum was not well funded by the government, which then made the funds insufficient to meet the curriculum's requirements. The principals

expressed their displeasure with the school fees, but they also stated that they were doing their best to ensure that the curriculum was supported and implemented. It is recommended that The Ministry of Education and Training increase funding to the schools. According to the findings, money has not been increased since 2010, when the government implemented FPE, then inclusive education, and now CBE. Financial resources have not changed despite inflation, which has had a negative impact on the entire program's implementation. In the case of resources required by the change and policies adopted by the implementers, financial resources will aid in the entire implementation of the curriculum. The government must also resource all the departments that offer professional development to its personnel, departments like the In-service and SIMPA.

5.3.5 Increase of human resource by MoET

Because CBE is a skills-based curriculum, the Ministry of Education and Training must assure adequate human resources for efficient implementation of the curriculum. The absence of sufficient human resources, according to the principals, impedes the successful implementation of CBE. This is because CBE allows learners to proceed to another task at their own rate, therefore when educators are overloaded, the implementation of the program is weakened since educators are less likely to follow the individualized approach to learning that is required for the appropriate implementation of this curriculum.

5.3.6 Availability of infrastructure and material resources in the schools

It is recommended that the MoET adequately resource all schools, regardless of their location as the findings revealed that infrastructure and material resources were still a problem in most Manzini region primary schools. Such factors affect principals' management practices for the implementation of CBE curriculum and affects learning, considering that there are additional obligations that come with the curriculum, such as too much paperwork because each learner must have a portfolio.

5.3.7 Inclusion of all stakeholders for the curriculum reform

When there is a curriculum change, curriculum designers must engage all stakeholders in the designing stage, CBE inclusive, so that the stakeholders have a strong voice in the process. Thus, principals, deputy principals, educators and parents all have input on whether the schools are ready for the curriculum change, how best to execute the curriculum, and what has to be put in place before the implementation stage. This involvement in management promotes ownership of the curriculum hence the principals will feel obliged to see the curriculum succeed.

5.3.8 The epistemology of Competency-based Education

The epistemology of CBE must be communicated to all stakeholders by the Ministry of Education and Training. Explaining the theory underlying CBE to stakeholders, as well as the values that come with the curriculum, epistemology entails explaining why changing away from OBC to CBE is a good idea. Epistemology will also explain the skills taught by the curriculum and how those skills will improve and benefit Eswatini's educational system.

5.4 PROPOSED MODEL TO EMPLOY FOR THE MANAGEMENT OF CBE CURRICULUM IMPLEMENTATION

The findings of this study revealed that Manzini primary school principals employed some of their management practices but were faced with restrictions and limitations that affected their ability to employ their management practices to their full potential, affecting the implementation of CBE. The study also indicated that primary school principals in the Manzini region have limited awareness of CBE as a curriculum and that there were constraints that hindered and inhibited primary school principals in the Manzini region from effectively implementing the curriculum in their schools. The following research objectives are presented as a reminder in this chapter since they guide the findings, which

lead to the recommended model for improving management practices for the implementation of CBE.

The research objectives are:

- To explore primary school principals' management practices in the implementation of Competency-based Education in their schools.
- To explore the primary school principals' understanding of Competency-based Education in Eswatini.
- To determine primary school principals' perceptions of the implementation of Competency-based Education.

The following are summaries of the management practices employed by principals in schools for the implementation of CBE. The Ministry of Education and Training has tasked and entrusted school principals to manage and drive forward the implementation of CBE. The findings of this study revealed that primary school principals in the Manzini region face some constraints in their management practices, which may be resolved by examining topics such as stakeholder involvement, MoET financial assistance for effective CBE implementation, and other factors such as the availability of resources in all schools, regardless of location, and finally, capacity building for principals as managers and educators for the implementation of CBE. As a result, this study offered a model based on a new curriculum that can be employed for effective management practices of the implementation of CBE.

The model suggests four actions for the government to implement for the success of management practices for CBE implementation.

- Action 1: Involvement of all stakeholders
- Action 2: Program funding by the government
- Action 3: Governmental resource provision □ Action 4: Stakeholder capacity building

These Actions are discussed below.

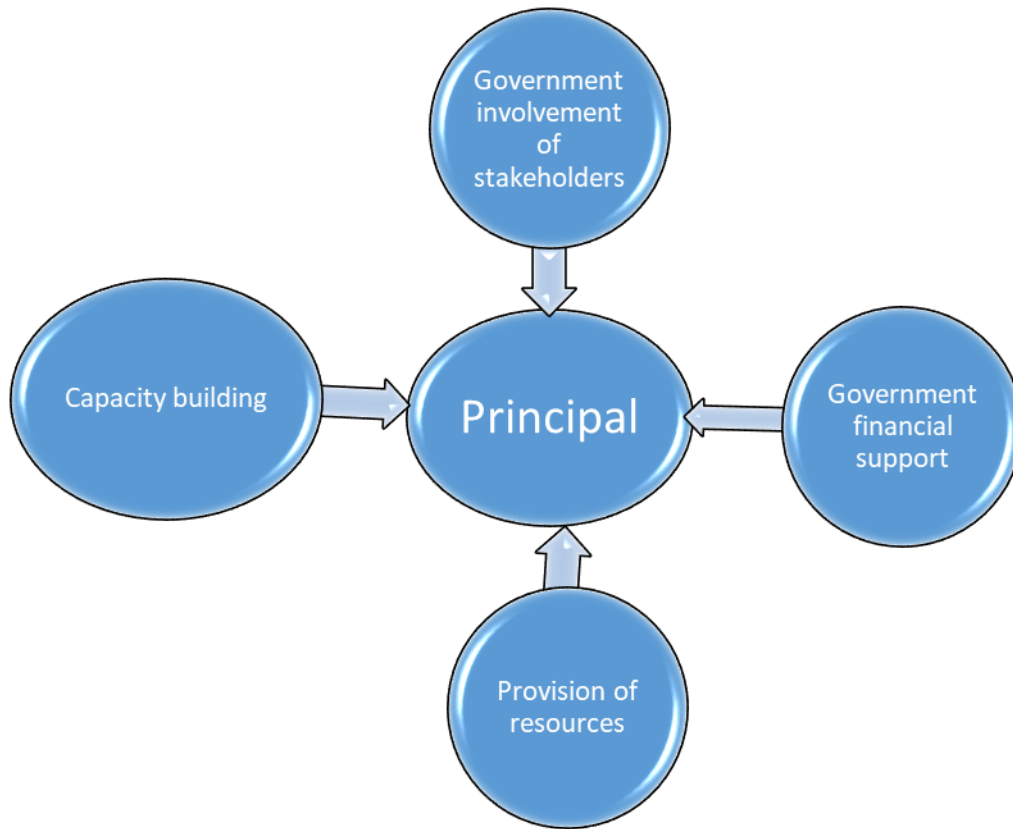


Figure 1: Proposed model: management and implementation of a new curriculum

Action 1: Government involvement of stakeholders

This is derived from the findings of this study, that for the principals to better manage curriculum implementation in the schools, the MoET, through the officers responsible for the curriculum in the country, must involve the stakeholders in all the stages of curriculum change and planning for the change of curriculum. The stages for curriculum change are designing, implementation, monitoring, assessment, and evaluation of the curriculum. These stages have been seen to be empirical for stakeholders to be involved in all stage of curriculum development. There was a striking finding that emerged from this study that revealed that primary school principals in the Manzini region were not involved by the

curriculum designers in the designing stage of the curriculum. They were not aware of the curriculum at the implementation stage. Hence this model proposes that stakeholders, principals, educators, and parents should be involved at early stages designing the curriculum, so that they own the curriculum. Ownership is imperative in management as it unifies all the stakeholders and creates motivation to achieve the desired goal. When stakeholders are involved early, they have an input on the curriculum on whether the schools will be able to implement the curriculum; if not ready whatever resources needed are then put in place before the curriculum is adopted.

Action 2: Government financial support for the program

The government of Eswatini, through the Ministry of Education and Training, is required to offer financial support for the implementation of CBE at this level of the model. The government must assist in the form of school funding to aid in the acquisition of curriculum necessities. The findings revealed that primary school principals indicated that the government was underfunding the program. From the findings, it emanated that the funds from government were not enough to cater for the program since the fees have been the same since 2010 when Free Primary Education was introduced in the Eswatini primary schools. The fees were found to be excessively low. As a result, the model suggests that financial support for curriculum implementation is critical, and that if a program is not well-funded, it would fail and have an impact on principals' management practices as they oversee and monitor curriculum implementation and will also impede the success of its implementation. The availability of funding will aid principals' planning and budgeting practices, since they will be able to provide for this curriculum, which will improve CBE implementation.

Action 3: Governmental resource provision for the curriculum

Resources, according to the proposed model, are equally critical to the efficacy of curricular modification and implementation. This model therefore calls for resource

planning since resources are critical instruments for effectively implementing a curriculum, and the management of primary school principals is influenced by the availability of resources in the schools. As a result, the model suggests that those resources are critical tools for managers to perform their duties effectively, and the study's findings revealed that while principals were adamant about providing material resources in schools, they were constrained and limited by the availability of those resources. The approach proposes the following resources: human resources (educators), infrastructure, and material resources. Because of the individualistic approach of the CBE, learners are treated individually and progress when they are ready to move on from a given task. The findings of the study revealed that implementation of CBE is affected by both human and material resources, as a result. The findings revealed that the government was providing resources in the school; however, the findings indicate that these were inadequate. The model calls for a sufficient number of qualified teachers. Also, the model proposes that the Ministry of Education and Training must ensure that schools have the necessary equipment and infrastructure for a new program. According to this model, all these resources are critical for proper adoption of a new curriculum.

Action 4: Stakeholder capacity building by government

The government personnel in charge of curriculum design, implementation, monitoring, and evaluation in the country are obliged to empower the stakeholders on the curriculum at hand. Empowerment has long been regarded as the motivational opium. The Competency-based curriculum must be taught to all stakeholders, including principals, educators, and parents for the benefit of the recipients of this curriculum, which are learners. The following characteristics must be included in the capacity building: Making sure that principals and other stakeholders understand the concept of CBE can help management take ownership of the curriculum by explaining what CBE is, its components, and how to teach CBE; the methods of evaluation, the grading systems. Also, because principals are the instructional leaders, they must be capacitated to supervise and monitor and evaluate the Competency-based curriculum. Instructional

leaders must be familiar with the curriculum since they supervise and help educators in the teaching and learning process to produce high-quality education. They must also ensure that the curriculum's goals are met and that the school's goals and vision are realized. Workshops, conferences, and seminars will be used to build capacity for principals and other stakeholders involved in CBE implementation. Educators, according to the model, need abilities for CBE, so they must be fully empowered on the curriculum. Finally, because parents are major stakeholders in their children's education, the model proposes parental empowerment, while new curricula provide new teaching methodologies and strategies as they are an extension of the school for their children's education.

5.5 AREAS FOR FURTHER RESEARCH

The study has brought about other gaps and avenues that were not touched by this research, which can be further recommended for other researchers.

1. As this study was conducted from principals in the Manzini region, other researchers may explore the other regions on the management practices employed by principals in the implementation Competency-based Education.
2. Since the study is on how curriculum change can be managed by primary school principals, a study of this nature can be extended to high schools and tertiary level as education is changing every day.
3. The impact of principals' continuous capacity building to enhance curriculum reform in schools can also be researched on by other scholars as curriculum implementation calls for capacitating those involved in the implementation. This study has not dwelt much on that angle.
4. The implementation strategies that can be employed by primary school teachers for effective monitoring and evaluation of curriculum change may be another angle researcher can explore.

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ANNEXTURE A: Questionnaire

MANAGEMENT PRACTICES FOR PRIMARY SCHOOL PRINCIPALS OF THE IMPLEMENTATION OF CBE QUESTIONNAIRE

The purpose of this study is to explore the Management Practices of Competency-based Education by primary school principals of the implementation of Competency-based Education. It is an opportunity for you as a principal to reflect on what you are doing and the extent to which the management practices are being implemented.

1. Gender

Female	1
Male	2

2. Age

21 to 30 years old	1
31 to 40 years old	2
41 to 50 years old	3
51 to 60 years old	4
61 years older	5

3. Qualification

Primary Teachers' Diploma	1
Bachelor of Education	2
Master of Education	3
Doctor of Education	4

Please indicate by making a mark in the block that applies to you the extent to which you perceive how Competency-based Education is implementable in the school.

4. To determine primary school principals' perceptions on the implementation of Competency-based Education.	Very implementable	Implementable	Neither implementable	unimplementable	Very unimplementable
a. The engagement of principals to comprehensive training on CBE curriculum has led to opportunities towards the implementation of CBE	1	2	3	4	5
b. The monitoring of the adjustment from traditional teacher centered approach to CBE approach in teaching and learning by the principals	1	2	3	4	5
c. The process of Principals' surveillance of differentiated lesson plans developed by educators followed on CBE implementation.	1	2	3	4	5
d. The allocation of time in the time-table towards CBE implementation	1	2	3	4	5
e. The opportunity for professional development through in-service training for educators on CBE knowledge	1	2	3	4	5
f. Educators' ability to replicate skills rendered through in-service training on CBE implementation	1	2	3	4	5
g. Attitudes held by educators on the reception of CBE in responding to individual learners learning needs.	1	2	3	4	5

h. The principal's sentiments on the workload on educators by CBE's individualistic approach towards teaching and learning.	1	2	3	4	5
i. The availability of well-trained educators to be able to identify the learners' needs	1	2	3	4	5
j. The ability of the educator to respond to the different needs of the number of learners in each class.	1	2	3	4	5
k. The supply of learner support materials to allow effective CBE implementation.	1	2	3	4	5
l. The support from MoET towards the effective implementation of CBE in the school.	1	2	3	4	5
m. Nature of the current infrastructure in schools for the implementation of CBE.	1	2	3	4	5
n. The ability of educators to assess all learners' different learning needs in a single classroom.	1	2	3	4	5
o. The nature of the country's current economic position for CBE curriculum implementable.	1	2	3	4	5
P. Parental engagement for CBE curriculum implementation.	1	2	3	4	5
the cost implications in supporting the CBE curriculum.	1	2	3	4	5

For each of the following statements regarding your knowledge on management practices below, please select the most appropriate response that best show the management practice you use on the implementation of Competency-based education.

<p>5. To explore primary school principals' management practices on the implementation of Competency Based Education in their schools</p>	<p>Always</p>	<p>Almost Always</p>	<p>Sometimes</p>	<p>Seldom</p>	<p>Almost never</p>
<p>a. I engage educators when doing strategic plan on the implementation of CBE.</p>	<p>1</p>	<p>2</p>	<p>3</p>	<p>4</p>	<p>5</p>
<p>b. I involve educators when drawing the school budget to finance the vision of the school towards CBE implementation</p>	<p>1</p>	<p>2</p>	<p>3</p>	<p>4</p>	<p>5</p>
<p>c. I engage my educators in formulation of CBE implementation strategies.</p>	<p>1</p>	<p>2</p>	<p>3</p>	<p>4</p>	<p>5</p>
<p>d. I carry out frequent classroom assessments on educators subject teaching to see if they apply CBE effectively to improve teaching and learning</p>	<p>1</p>	<p>2</p>	<p>3</p>	<p>4</p>	<p>5</p>
<p>e. I evaluate effectiveness of educators in CBE implementation by checking learners' progress assessments</p>	<p>1</p>	<p>2</p>	<p>3</p>	<p>4</p>	<p>5</p>
<p>f. I systematically organize instructional resources for the smooth implementation of CBE in the school</p>	<p>1</p>	<p>2</p>	<p>3</p>	<p>4</p>	<p>5</p>
<p>g. I give supportive instructional supervision for the utilization of the instructional resources for betterment of teaching and learning</p>	<p>1</p>	<p>2</p>	<p>3</p>	<p>4</p>	<p>5</p>
<p>h. I encourage educators to take part in a wide range of in-service training to capacitate them for CBE implementation.</p>	<p>1</p>	<p>2</p>	<p>3</p>	<p>4</p>	<p>5</p>

i. I motivate my team of educators through recognition of good performance in CBE implementation.	1	2	3	4	5
j. I lead the formulation of the school's strategic framework for the implementation of CBE in the school to assist educators and learners.	1	2	3	4	5
k. I ensure a conducive teaching and learning environment.	1	2	3	4	5
l. I create a clear communication channel that promotes feedback from educators on what they encounter in implementing CBE.	1	2	3	4	5
m. I delegate key CBE implementation tasks to subordinates and ensure collegiality amongst all staff members.	1	2	3	4	5

ANNAXTURE B: Interview schedule for primary school principals.

INTERVIEW SCHEDULE FOR PRINCIPALS

The purpose of this study is to explore the management practices of primary school principals of the implementation of the newly introduced Competency-based Education (CBE) in Eswatini. It is an opportunity for you to reflect on what you are doing and the extent to which management practices are ensured on the implementation of Competency-based Education.

Answer each of the following questions regarding your knowledge in relation to the management practices of the implementation of Competency-based Education (CBE) in Eswatini.

A. PRINCIPAL'S UNDERSTANDING OF COMPETENCY-BASED EDUCATION - What do you understand about Competency-based Education?

- What are the elements of Competency-based Education?
- Can you please explain the teaching method used for CBE curriculum?
- Can you please explain the assessment methods for CBE?
- What are the grading systems used on the grading of CBE?

B. PRINCIPALS PERCEPTIONS ON THE IMPLEMENTATION OF COMPETENCY-BASED CURRICULUM.

- What is your perception on the professional development, for you and for the educators in terms of the newly introduced curriculum, do you think you were developed enough/ if No what do you suggest can be done by the Ministry of Education and Training?
- What is your sentiment on the workload of your educators, as this approach to teaching tend to be individualistic?

- Were your educators well trained for the effective implementation of CBE? Can you explain.
- Are there any costs implications that come with this curriculum? If they are how are you managing.
- Do you have adequate resources for the implementation of CBE? Can you explain in terms of material and human resource?
- Were parents involved on this curriculum?
- Do you think the country will be able to sustain this curriculum?

C. MANAGEMENT PRACTICES EMPLOYED BY PRINCIPALS ON THE IMPLEMENTATION OF CBE.

- How do you engage in planning educators for effective CBE implementation?
- How do you lead the implementation of CBE as an instructional leader?
- How do you assist educators with regards to CBE implementation on making resources available?
- Assessment is key with the CBE approach to learning, how do you make sure that educators assess learners well?
- Do you provide professional development in your school to capacitate your educators on CBE?
- As you are the principal in the school, how do you set the direction to your educators?
- How do you motivate educators and learners to promote quality teaching and learning with regards to CBE approach to instruction?
- How do you support the educators under your supervision in the implementation of CBE?
- How do you monitor that educators cover the prescribed content as learners in CBE approach are to progress on their own pace when they are ready?
- How do you ensure as a principal that educators give learners tasks that meet the standards of CBE approach to learning?
- How do you evaluate if the educators are effectively implementing Competency-based Education

Thank you for taking the time out of your time in your busy schedule to participate in my study. Your input will be a valuable part of my study.

ANNEXTURE C: Letter to MoET - request to conduct research in the schools

Nokuthula Dlamini

P.O. box7346

Manzini

March 4, 2021

The Director of Education

Ministry of Education and Training

P.O. Box 39 Mbabane

Eswatini

Dear Sir/ Madam

RE: Permission to conduct study in the Manzini Region

My name is Nokuthula Dlamini. I am A PhD student under the supervision of Professor Kutame and Dr Kapueja in the faculty of Education KwaDlangezwa campus, University of Zululand. My student number is 201974682. My area of study is in Educational Foundation and Management. The study is entitled: The **Management Practices by Primary School Principals of the Implementation of Competency-based Education in Eswatini**. The study aims to establish management practices that are employed by primary school principals on the implementation of Competency-based Curriculum. I am asking for permission to conduct the above study in the primary schools in the Manzini Region.

Affiliation and contact details of the researcher with qualification and occupation:

Occupation: Lecturer - Southern Africa Nazarene University

Qualification: Master of Education (Educational Management), PGCE, B. A. Humanities.

Currently: I am pursuing a PhD study at the University of Zululand, Faculty of Education, Department of Educational Foundation and Management.

My contact details:

Email: nokudla9@gmail.com

Address – P.O. Box 7446

Manzini

Eswatini

Mobile: 76245206

My supervisors contacts are:

ANNEXTURE D: Permission Letter from MoET

ANNEXTURE E: Request from principals to conduct research

Nokuthula Dlamini
P.O. Box 7346
Manzini

March 4, 2021

The Principal

Dear Sir/ Madam

RE: Request for your participation in a research study.

I Nokuthula Dlamini request you to take part in my research study I am conducting as a requirement of Doctor of Education in Education Management with the University of Zululand. Here is the research topic for the study: **The Management Practices of Primary School Principals in the Implementation of Competency-based Education in Eswatini.**

The purpose if engaging you is to ascertain your understanding of CBE, get your perceptions on the curriculum and get you to share the management practices you employing to manage the CBE in the schools as you are curriculum leaders. I request to interview you so that you share your views.

I will highly appreciate you granting me permission for the interview. Yours

Faithfully

Nokuthula Dlamini

ANNEXTURE E: Participants consent Letter

Dear Principal/Participant

You are requested to take part in a research study. It is important that you should have some general understanding of what research is about. Please take time to read carefully the following message.

The study is about management practices by primary school principals in the implementation of

Competency-based Education. The general outcome of this research will be shared with the Ministry of Education and Training (MOET) and will be used to improve principals practice on CBE implementation. You are assured that all information you provide will be strictly kept confidential, therefore do not say your name or the name of your school during the interview.

By signing this consent form, I confirm that I have read and understood the information and have had the opportunity to ask questions. I understand that my participation is voluntary and that I am free to withdraw at any time, without giving a reason and without costs. I voluntarily agree to take part in this study.

NAME:

.....
.....

Signature Date:

.....

Thank you for your participation and cooperation in this research study.

UNIVERSITY OF ZULULAND RESEARCH
ETHICS COMMITTEE
(Reg No: UZREC 171110-030)



ETHICAL CLEARANCE CERTIFICATE - RENEWAL

Certificate Number	UZREC 171110-030 PGD 2020/01							
Project Title	Management Practices of Competency Based Education By Primary School Principals In Eswatini							
Principal Researcher/ Investigator	N.C Dlamini							
Supervisor and Co- supervisor	Prof AP Kutame			Dr IS Kapueja				
Department	Educational Foundations & Management							
Faculty	Education							
Type of Risk	Medium Risk – Data collection from people							
Nature of Project	Honours/4 th Year		Master's		Doctoral	X	Departmental	

The University of Zululand's Research Ethics Committee (UZREC) hereby gives ethical renewal approval in respect of the undertakings contained in the above-mentioned project. This approval is extended for another 1 year. The Researcher may therefore continue with data collection as from the date of this Certificate, using the certificate number indicated above.

- SPECIAL CONDITIONS:**
- (1) This certificate is valid for 1 year from the date of issue.
 - (2) Principal researcher must provide an annual report to the UZREC in the prescribed format [due date- 12 December 2023]
 - (3) The UZREC must be informed immediately of any material change in the conditions or undertakings mentioned in the documents that were presented to the meeting.
 - (4) Under the Protection of Personal Information Act, 04 of 2013 ("POPIA"), researchers have a general legal duty to protect information they process. They must ensure the security and protection of any personal information processed through the research and provide a compliant and consistent approach to data protection. The information collected via interviews must be for research purposes only. No personal information such as opinions, views and academic background may be linked to the respondents' identity or shared with anyone for marketing purposes or otherwise.

The UZREC wishes the researcher well in conducting research.

Prof. Nokuthula Kunene
Chairperson: University Research Ethics Committee
Deputy Vice-Chancellor: Research & Innovation
12 December 2023

CHAIRPERSON
UNIVERSITY OF ZULULAND RESEARCH
ETHICS COMMITTEE (UZREC)
REG NO: UZREC 171110-30

2022 -12- 12

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