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Deputy Headteachers' Experiences of their Functions for National Curriculum Implementation: A Case Study of Eswatini

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ABSTRACT The paper investigated the primary school deputy headteachers' experiences of their functions in the implementation of the National Curriculum. The researcher used a qualitative research approach. A case study research design was employed. The instruments used to collect data were semi-structured interviews, non-participant observation and document analysis. The population consisted of only deputy headteachers. Ten participants were purposively sampled from ten (10) schools. All participants were selected on the basis of being deputy headteachers. By guaranteeing anonymity, voluntary involvement, informed consent, and confidentiality, ethical principles were upheld. The acquired data were analysed using a thematic approach. The study found that the assumed roles of Deputy Headteachers were far less demanding than when they were junior teachers. The research also revealed that Deputy Headteachers had comprehensive and divert functions, which included supporting and empowering stakeholders, working with different groups at different levels and supervising daily functions within the school.