

Covid19 and Compressed Syllabi's 2020-2021: Redirecting the Schooling System in Eswatini

Boyie. S. Dlamini

University of Eswatini, Faculty of Education

Abstract

The study examines how teachers responded to the compressed syllabi's 2020-2021 in Eswatini. It is anchored on the compressed syllabi's 2020-21 triangle interaction, which provided a window into the nature of teaching and learning. Qualitative approach was used and forty participants were sampled through participants sampling and snowball sampling. Telephonically interviews were used to collect the data. They ranged between 8-12 minutes per participant. The data were analysed through content analysis. The findings indicated that teachers' work and culture were redirected by the initiative because of the newly created school contextual factors and individual teacher's reactions to it. It urged teachers to reflect on subject content, classroom pedagogical discourses. Their reflection revolutionise the teaching processes by repackaging subject-themes and sub-themes. Teachers became sensitive to matters of sequential and non-sequential teaching and other modalities. It concluded that teachers had to grapple with the Covid 19 contexts to make the compressed syllabi's 2020-21a success.

Keywords: Covid-19, Compressed syllabi, schooling, re-directing

Date of Submission: 02-07-2022

Date of Acceptance: 14-07-2022

I. Introduction

In the past, different international catastrophes have redirected teachers' working contexts and peoples' thinking in different ways. These catastrophes include the financial crisis of 2008 and the unique Covid-19 pandemic which influenced the operations of education systems across the world. This pandemic urged the government of Eswatini and others to reflect on different conditions necessary for improving learning and achievement of quality education. Reflecting on the conditions enabled the Eswatini government, for example, to carefully consider her current practice about education and envision new changes within the Covid 19 education setup. Thus, the government adjusted the 2021 school calendar due to the Covid 19 pandemic which delayed the reopening of schools in the first term in 2021 and crafted the Compressed syllabi's 2020-2021, to counteract the situation and conditions. The Covid 19 pandemic further transformed the Ministry of Education and Training operations and other organs of the education system.

Covid 19 and Transformation of Ministry of Education and Training

Covid 19 and its complexities have transformed how the Ministry of Education and Training operates and its operational functions with schools. It altered subject syllabi and this has given new ways to meet educational requirements in schools and industries.

In today's Covid 19 educational contexts the Ministry of Education is faced with fast-changing and highly challenging problematic occurrences, which require all to exercise professional judgment, under extremely health-related pressure, and knowing that the consequences of not responding appropriately can be deadly and lead to academic injury.

Covid 19 Working conditions

Covid 19 presented unique working conditions for the Eswatini government and teachers, which could not be addressed through political interventions such as the financial crisis of 2008, but it requires educational efforts. For example, to hinder the acceleration of the infection requires changes in the core social habits of the people and these behavioural changes partly depend on resource allocations and classroom pedagogical discourses.

Covid 19 created a context where public resources were diverted to health-related agendas and teachers were faced with multiple problems. They have to wrestle with decisions that require them to ensure that students have a sufficient base of knowledge within the limited resources (time, human and financial resources).

Teachers are faced with ethical dilemmas and role tension because of Covid19's contexts. For example, there has been a shift from what teachers were originally employed to do, mainly teaching and learning. The Covid 19 has now redirected and divided teachers' focus and efforts to other health-related matters. Such dilution of efforts has become a cause of concern among teachers, who warn about the threats to the efficiency of the education system.

The increased pressure to deal with issues related to Covid19 leaves little time and energy to invest in teaching and learning. There are considerable shifts in roles in teachers' known professional work. Teachers are required to work in shifts as they are expected to divide the students into smaller classes or groups as per Covid 19 guidelines. They are expected to develop fundamentally new ways of conceiving and carrying out their roles.

Covid 19 has significantly changed classroom pedagogical discourses and arrangements but, the education focus of developing human capital as a means or route towards gaining a competitive advantage in the economic world has not changed.

Classroom Pedagogical Discourses and Covid 19

Education and classroom pedagogical discourses have a long-term effect on the spread of the virus and other future expected pandemics that may strike the world. More often, curbing infectious diseases depends partly on individuals' cognitive abilities to react, respond to health-related issues. Education helps in advancing others' knowledge communication tools and strategies helpful in curbing the spread of diseases (Stevens, et al. 2020). Teachers in schools are expected to demonstrate interpersonal skills both within the school and external with parents and visitors. The abilities of teachers and other auxiliary personnel are expected to demonstrate trusting communication in their interactions. These are essential in enhancing the required skills in teaching and learning. Teaching and learning are more embedded in teachers' responses on policies and their daily pedagogical practices (Pavlovich, and Krahnke, 2012; Stodolsky, 1993), such as professional empathy.

Professionals' Empathy

Covid 19 related challenges require all professionals to demonstrate skills of a therapeutic relationship involving openness, honest, trusting communication, empathy, and warmth (Stevens, et al. 2020). Teachers have empathy for students but have to communicate a sense of empathy and hope to students in their actions and pedagogical discourses.

In Covid 19 health care context, affective empathy has demonstrated its capability to promote peoples' adherence to handwashing compliance to protect others (Pfttheicher, et al. 2020; Sassenrath, 2016), empathy overall motivates different behavioural outcomes because it has the potential to connect each person in a transformative process (understanding and reflecting and responding to issues) (Shield and Dole, 2013) These are aspects of professionalism which are expected to be displayed by teachers in their professional duties as they interact with unique working contexts, such as the Compressed syllabi's 2020-2021.

Covid 19 contexts and Compressed Syllabi's 2020-2021

Covid 19 contexts created a unique learning environment where learners were urged to attend lessons on the rotational form. Students were attending class two times per week. It was not easy to see how effective learning could get slighted in that arrangement and enhance students' motivation to learn. Covid 19 environment also increased the tensions between the compliance demands of Covid guidelines and teachers' focus on teaching and learning as portrayed on the compressed syllabi's 2020-2021.

Covid 19 related initiatives came with standardised reform emphasises centrally determined and non-frequently administered procedures. While other countries' initiatives such as the No Child left behind the initiative in the United States of America came with standardised based administered centrally determined but frequently administered (Seed, 2008; Fretzberg, 2004).

Covid 19 contexts forced the Eswatini government to initiate educational activities such as the Compressed syllabi's 2020-2021 which did not rest on the premise which promotes stringent accountability in the form of the early form of frequent visits to schools which may uplift teaching and learning. Teachers were allowed to exercise their classroom autonomy.

The Compressed syllabi's 2020-2021 could be defined as a squashed type of syllabi that integrate the 2020 syllabus into 2021 one. It is more about bringing together similar topics and be taught simultaneously to save time. It is more time-sensitive, time-oriented, time-reactive, and designed to recover time lost in the 2020 academic year. It was a unique syllabus because form 2 subject contents were taught in form 3 or "form 2 students were taught in form 3".

It seeks to enhance the development and linkages of important concepts between grade levels in primary schools and secondary education and the interconnectedness of subjects' concepts. It is about content perspective, teachers' and students' perspectives.

It recognises the subject matter as pivotal content for teaching and learning. It recognises the teaching process that transcends grade levels subject matter. The subject matter is perceived as one of the primary organizers of the teaching professional life, from the time, teachers prepare for teaching; subject matter assumes the key role. Subject matter influences the lesson planning, actual instructional practices, and how teachers reflect on their actions, think about the teaching and learning processes.

The Compressed syllabi's 2020-2021 was a government school initiative, which depended on the improvement of the learning environment by teachers and others because of the Covid 19 pandemic. An improved learning environment was a necessary condition in schools where students and teachers had legitimate concerns about their health and safety.

The syllabi's 2020-2021 structures and teaching processes were expected to accommodate Covid 19 demands on the school system. It brought changes in ways in which teachers think, feel and carry out their professional functions because of the characteristics and nature of school subjects and students.

School subjects differ in different respects, partly due to the characteristics of the discipline from which they derive. For example, some subjects are sequential dependency, in which priority learning is perceived as a prerequisite to later learning. Under the Compressed syllabi's 2020-2021 teachers have to be sensitive to the absence and presence of sequential learning and their implications on students' learning and quality education.

In specific subjects, cross-content dependence is important when students need to master specific content to succeed in a subsequent one. For example, Ma (1999) noted that sequence was the key prominent consideration for Algebra, and students with prior knowledge tend to succeed. The Compressed syllabi's 2020-2021 advocated for subject cross-content dependence sensitivity which depends on teachers' command of the subject matter and use of textbooks. Teachers are expected to use subject content/textbooks in the lesson and prepare their lessons. Teachers are also expected to mediate subject content/textbooks use to students, and students are expected to learn from textbooks or expected to learn the subject matter from both the textbooks and teachers.

The Compressed syllabi's 2020-2021 and Subjects Panel Members

The Compressed syllabi's 2020-2021 is a product of subjects Panels drawing their members from school teachers, In-Service department, National Curriculum Centre, Institutions of Higher learning and Inspectorate (Ministry of Education and Training Compressed Syllabi, 2021). The panel members draw their members from people considered to be competent to make the judgment necessary to improve the existing educational situation caused by Covid 19 pandemic. The Panel members put or marshal their effort into the project to refine the subject content to suit their learning contexts.

The Compressed syllabi's 2020-2021 relied on overall subject specialists who studied the existing education situation, its problems, but without seeking out ideas and possibilities from practicing teachers, yet its success depends on the ability of teachers who are to use the teaching materials and operate in the new Covid 19 terrain and other classroom complexities. This led to role imbalance.

The "role imbalance" has been noticed for teachers as a result of the expansion and diversification of their school work responsibilities, particularly, there is a shift in the normal teachers' work and unknown condensed syllabi's 2020, 2021 contexts. Teachers are now expected to wrestle with how they balance their roles: teaching and learning and health matters: wearing a mask, social distancing. They are experiencing pressure tensions in their changing relations with their students and working conditions. They have to strike an appropriate balance between compliance to Covid 19 regulations and teaching and learning. The role of teachers has become complex, so they need to be appropriate competent, behave professionally, reflect the expected behaviour changes arising from the new Covid 19 educational dynamics.

Learning Experience and Continuity

Students' learning experience and continuity form a key part of the compressed syllabi 2020-2021. Continuity was pronounced because classroom teachers have to ensure that there is continuity from what was expected to be studies in the previous –lost year subject content and the current year content.

Key questions guided the construction of the compressed syllabi's 2020-2021: (i) continuity—how to provide for learners' continuity use of the basic ideas, and skills to be learned in the current class or year, (ii) sequencing or sequence –how experiences to be arranged will help to provide for the learners' acquiring an initially useful, beneficial basic ideas and skills and how each experience builds on those that precede. This is often, enhanced, accomplished through a series of sequenced experiences integration—how the learning experiences are to be provided to facilitate the learning or learner's ability to deal with the interrelated concepts, ideas or with the interrelationship that exists between the ideas he was supposed to work within the previous year and the current concepts and ideas. The Compressed Syllabi's 2020-2021 is based on concurrent action, framed and shaped by previous class subject content. It requires teachers' internal processing (cognition),

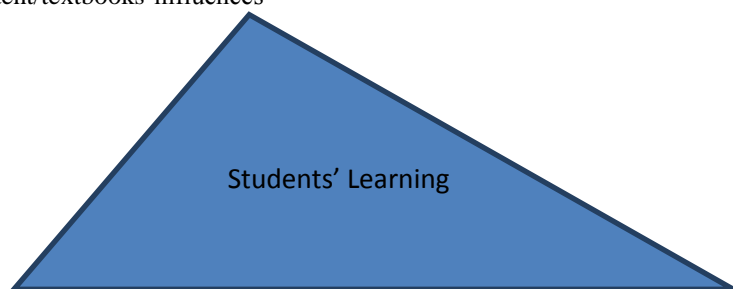
external processing in the form of judgment, decision making and a combination of these could lead to a sustainable response to the syllabi's expectations.

II. Methodology

The study aims to examine how teachers responded to the educational change (Compressed Syllabi's 2020-2021) and to suggest the curricular direction that goes along with the new Covid 19 social reality that has emerged in Eswatini. It is an attempt to assemble examples of efforts used by teachers to respond to the Compressed Syllabi's 2020-2021 requirements and expectations. Teachers' practices have to reflect the changes arising from the new Compressed Syllabi's 2020-2021 expectations particularly quality teaching and learning. This study is anchored on the Compressed Syllabi's 2020-2021 Triangle Interaction, (see Figure 1).

Figure 1: Compressed Syllabi's 2020-2021 Triangle Interaction model

Subject content/textbooks' influences



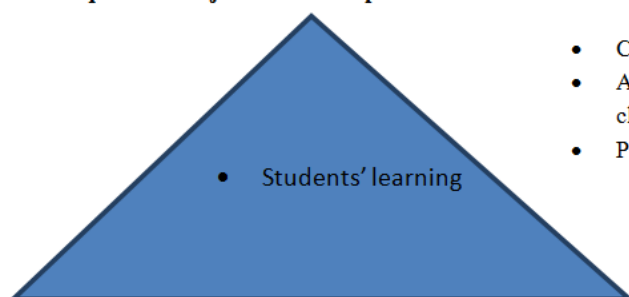
Students' Teachers activities

Activities

Figure 1's interaction process between the students, teachers, and subjects' contents provided a window into the nature of learning provided to students. Teachers' and students' activities, and teaching and learning are inextricably intertwined and shaped shape each other in a dynamic interrelationship.

Figure 1 is further supported by the teachers' subject matter sequential framework Triangle model, see Figure 2.

More Sequential subject matter emphasis:



- Coordination;
- Awareness of other subject content in other classes;
- Press demands for coverage content.

More defined agreement Content Autonomy

These figures helped the researcher to unpack the teachers' understanding of the Compressed Syllabi's 2020-2021 and its requirements and influence on students' learning. Teachers' subject matter and sequential subject matter are important for the effective implementation of any classroom-related educational project. For example, the Compressed Syllabi's 2020-2021 requires professionals to act in a matrix of educational matters (agreed subject content, sequential subject matter, teaching strategies, and methods). This is important because the Compressed Syllabi's 2020-2021 do not operate in the absence of the teacher. Teachers interact with the syllabi 2020-2021 in many varied ways. The Compressed syllabi 2020-2021 are both dependent on different contexts: school contexts, subjects' contexts (such as Sequential subject content), teachers' contexts, and students' contexts. The nature and character of the relationship between teachers and Compressed syllabi 2020-2021 may arise from the contexts in which they interact, indicating the importance of systematic analyses to improve current and future curricula implementations.

Sequential subject content is perceived to be the key in supporting students' learning because of its potential of enhancing connected knowledge and helping students to transfer their knowledge to unfamiliar but related contexts. It also helps in teaching similar concepts to familiar contexts by helping students to look for signs where the subject contents are the same. It supports future learning within the same subject content. For example, it may build students' understanding of multiplicative related mental structure in mathematics.

Multiplication and division fall within the conceptual field, like fractions, decimals, ration, proportion, and percentages.

Targeted population

Teachers form part of the targeted population of the study in their capacity as implementers and transformers of the Compressed syllabi 2020-2021. This is especially true if syllabi's implementation and transformation are understood as a process, characterised by ongoing rethinking and renewal in pursuit of effective teaching and learning, and sustainable development. Teachers are considered to be competent to make the judgements necessary to improve the existing situation. The success of the Compressed syllabi's 2020-2021 reform appears to reside in teachers' abilities to teach the subject content, to operate in the new curriculum arrangement, and Covid 19 learning environments.

Sampling procedures

Participant sampling was used to sample the participants. Participant sampling involves purposive inclusion of those who were participating directly in the teaching or implementation of the Eswatini Compressed syllabi's 2020-2021, and snowball sampling which included those teachers (participants) who were recommended by others because of their involvement in the implementation of the Compressed Syllabi's 2020-2021. The participants (teachers) were sampled from different schools across the country.

The snowball sampling process began through the use of one of the participants' phone numbers, which helped in introducing the others to the research process. Forty participants were sampled through the snowball sampling procedures (see table 1 Sampled Participants' pseudonym phone numbers).

Participants	Participants' pseudonym phone numbers
Teacher 1	1027817612
Teacher 2	10176310351
Teacher 3	1376248276
Teacher 4	157644811
Teacher 5	776038035
Teacher 6	8876073438
Teacher 7	9978674965
Teacher 8	476690779
Teacher 9	1076549074
Teacher 10	1076321607
Teacher 11	1076136244
Teacher 12	1076189049
Teacher 13	1078123940
Teacher 14	10762772943
Teacher 15	1078221659
Teacher 16	1076532908

III. Data collection

The data was collected through telephonic interviews. The use of the participants' phone numbers was preferred in sampling and interviewing because the study was done on the eve of the third wave of the Covid 19 pandemic which was expected to be more deadly than the first and second wave. This situation made it difficult to interact with individuals at a very close range and Covid 19 regulations were strictly implemented and monitored by government agencies. Thus, the data was collected through telephonic interviews. Forty-two teachers from different schools were interviewed.

The interviews ranged between 8-12 minutes per participant. The interviews focused on the Compressed Syllabi's 2020-2021 application in practice in all the subjects offered in the Eswatini schooling system; the interaction processes between the students' activities, teachers' experiences, teachers' command of the subject matter influence, the nature of the subjects' content and subject texts books influence.

The Compressed Syllabi's 2020-2021 became the focal point because, to effect curricular change initiative, the people to implement it must comprehend what the initiative is about and how it can be effectively implemented, be sensitive to the problems and consequences.

Eliciting teachers' experiences on this Compressed Syllabi's 2020-2021 is important because of its wide societal implications. The Compressed Syllabi's 2020-2021 is a serious matter because it is not just a matter of structure, but is more concerned with substance (organisation of the subject content, methods of teaching, what the student or teacher is to give his or her attention to). The interview data were analysed through content analysis and is presented in table 1.

Table 1: Some of the themes which emerged from Participants' voice on the Compressed Syllabi's 2020-2021.

Themes	Participants' voices
Compressed Syllabi's 2020-2021: Application in practice	<ul style="list-style-type: none"> • Some Compressed Syllabi's 2020-2021 requirements were abandoned by other teachers while being adopted by others; • The Syllabi's were modified through situational analysis in the classroom, not through department arguments, debate and compromise; • Classroom autonomy was exercised by teachers; • School reality compromised Compressed Syllabi's 2020-2021 expectations;
Hard thoughts on how learning occurs	<ul style="list-style-type: none"> • Hard thoughts were given on how much time students require to reach the expected level of proficiency in a subject; • Students were expected to demonstrate understanding of concepts in an examination; • Hard thoughts on building a relationship between subject content and what they are preparing to do with the information (sitting for an examination and future societal use); • Hard thoughts on activities-as learning occur as a result of activities by the teacher and students-what students will be urged to give attention to, what they will be doing, how each learning experience build on those of the previous lasses; • Hard thoughts on assessment-how good students are doing with-where difficulties are rising which students need more attention; • Hard thoughts on teachers being victims of their experiences in teaching the Compressed syllabi's as Non-compressed one; • A hard thought on how teachers may learn through an altered way of thoughts about Compressed syllabi's 2020-2021.
Hard thoughts on Subject matter	<ul style="list-style-type: none"> • A hard thought on a variety of factors related to subject matter as it creates different opportunities and constraints: nature of the discipline' nature of students who study the subject; • Factors such as the nature of the discipline and the students; • Teachers' capability to grapple with ideas within the subject they had never encountered.
Sequential Dependencies	<ul style="list-style-type: none"> • Hard focus on prior learning, perceived as a prerequisite to later learning; • Master of specific subject content in a prior topic to succeed in future learning; • Across-topic dependencies; • Across-course dependencies.
Teachers' subject curricular control	<ul style="list-style-type: none"> • Teachers had high level of personal control over subject curriculum and pedagogy; • Classroom autonomy.
Exams programs	<ul style="list-style-type: none"> • The national examination an influenced teacher's pedagogical discourses; • Concern on pedagogical discourses' contribution to the students we want and to their ability to use knowledge in examination and society.
Teachers' subject competencies	<ul style="list-style-type: none"> • Necessary for making a relevant judgement to enhance the compressed syllabus's 2020-2021 implementation; • Refining what the content should be organised;

	<ul style="list-style-type: none"> Facilitated the subject specialists' efforts to marshal classroom pedagogical discourses; it enhanced teachers' understanding of what the compressed syllabus's 2020-2021 was about, and how it can be effectively implemented.
Teachers' subject analysis	<ul style="list-style-type: none"> Teachers' engagement in intensive efforts in the process of subject content analysis; This helped teachers to develop a new role in helping students to learn and unlearn from a perspective different from that which was previously known.
A compressed syllabus's 2020-2021a revolutionising classroom practice	<ul style="list-style-type: none"> It became a transformative tool, responsive to social contexts, which led to transformed classroom pedagogical discourses and management practice; It revolutionise the provision of scarce resources in schools; It helped teachers to embark on a process of critical consideration of the meaning of resources and learning; It promoted a self-critical stance among teachers; It promoted on-job-training in new pedagogical discourses, a culture of time-sensitivity and repackaging of subject themes, sub-themes, and learning multi-tasking skills; It provides dynamisms and opportunities.
A compressed syllabus's 2020-2021 and Contextualised factors	<ul style="list-style-type: none"> Types of societal factors and nature of students, teachers were not prepared to meet; Most teachers became victims of their experiences in teaching students in a non-compressed syllabi 2020-21.
A compressed syllabus's 2020-2021 Constrains	<ul style="list-style-type: none"> Shortage of teachers, contract of teachers not signed on time, transferred teachers not replaced; Teachers as victims of their teaching experiences as students and as teachers; Coverage of subject content became complex.

IV. Findings and Discussion

The discussion is anchored on the teachers' responses to the Eswatini educational initiative change (Compressed Syllabi's 2020-2021) and to suggest the curricular direction that goes along with the new Covid 19 social reality that has emerged in Eswatini and elsewhere. Teachers responded in different ways to the educational initiative. The data indicated that teachers' responses were influenced by a variety of factors. The factors had an impact on their understanding of the initiative, actions such as a decision on the implementation of the educational initiative change. Teachers had to decide what necessary changes to make within their professional classroom autonomy. Quality of their decisions on what to do depended on the quality of their understanding of the government's educational initiative and its requirements and expectations.

Teachers' Subject Content Analysis

Some teachers engaged in intensive efforts in the process of subject content analysis. A very trying and demanding professional exercise because it requires teachers to reflect on the subject content and their expected classroom practice. Teachers who invested substantial effort in subject analysis started to think of their new role in a perspective different from their old ways of thinking and acting. They put their energies and intellect into finding ways of responding to the Compressed syllabi's 2020-2021 expectations.

Teachers' intensive efforts, energies, and intellect helped them to link the contextual factors and the implementation of the Compressed syllabi 2020-2021, its success, and constraints. Some of the contextual factors include teachers being victims of their experiences which created an environment that made them not open up to the new changes or not fully prepared to learn their way through the altered educational environment and ways of teaching. One participant noted: *we start with the form 2 subject content, and then form 3 content later, students stand a better chance to pass the examinations. Form 2 and Form 3 were designed for a purpose.*

Through teachers' intensive efforts, energies and intellect helped them to deduce that the Compressed syllabi's 2020-2021 classroom discourses had to be dictated by the subject matter because some subject contents

were in disagreement with the spirit of the Compressed syllabi's 2020-2021, which emphasize linking similar concepts within-subjects and across-subjects. For example, other subject contents are sequential dependency, while others are not. In Consumer Science, it could be difficult to link food preparation and clothing-related concepts. Thus, teachers were forced to teach them separately and design strategies for managing time.

Compressed syllabi's 2020-2021 classroom pedagogical Discourses

The Compressed syllabi's 2020-2021 urged teachers to pay more attention to the nature of the subject characteristic and calibre of students. These helped them to be sensitive to matters of sequential teaching and non-sequential teaching, which depend on the subject characteristic and calibre of students. They began to think at eco-systematic and integrated levels.

Teachers' integrated thinking level revolutionized the classroom practice and became a transformative tool, responsive to social contexts, which led to transformed classroom pedagogy and management practices. Their new thinking culture revolutionized the provision of scarce resources in schools. For example, teachers embarked on a process of critical consideration of the meaning of resources and learning in schools. They developed a critical stance which led to the development of School subject panels and reconceptualising how subject content, themes, sub-themes are to be organised and taught in class. The Subject Panels within schools promoted in job-training in new pedagogical methodologies and approaches within the specific subject matter.

The repackaging of the subject themes and sub-themes enhanced learners' opportunities to learn different skills such as multi-tasking, being time conscious, interpersonal skills, and communication skills. The culture of time sensitivity but without detracting from the key subject content that should be taught and assessed in schools and national examined formed part of the repackaging processes.

The repackaging of subject-themes and sub-themes depended more on the availability of competent teachers, disciplined committed to quality education, and willing to put extra effort in providing the necessary conditions, teaching materials, and textbooks. Teaching materials and textbooks have a greater influence on determining the 2020 students' participation in their learning because they had the challenge to access the textbooks of their previous classes. This created pressure on teachers to improvise, for example, photocopying relevant subject chapters from the previous class level to enhance their teaching. Certain curricula were demanding, and differ depending on subject features. For example, in sequential subjects teachers need more coordination with colleagues and more press for coverage of content than less sequential subjects.

Coverage of the content was perceived as a complex matter because teachers of the sequential subjects may share or not share certain beliefs, norms, and values that establish a normative context in the subject matter because of their professional socialisation. Grossman, (1995) study once indicated that connections among features of the subject matter are influenced by teacher-oriented features such as teachers' socialisation, training, teacher self-efficacy, teachers' conception about their subject, and instructional and reflective practice (Ixxer, 1999).

Sequential dependencies, in which prior learning is considered as the prerequisite to the next level or class or later learning became an issue on the implementation of the Compressed syllabi's 2020-2021. Sequential dependencies characterise some class levels than others. One participant noted: *some classes cannot be ignored because of their sequential dependencies nature. Grade zero feeds to grade one, form four feeds to form five. These classes are sequential dependent. They provide a base for each other. Prior learning is the prerequisite of the next class. It provides a base, clarity, and understanding. For example, the base in form four facilitates form five learning-through assignments, discussions, and then assignments.*

Across-course /subject content dependencies, which occur when students need to master specific content in a prior course to succeed in a subsequent one was noted as one of the complexities of the Compressed syllabi's of 2020-2021. For example, this was found to be a more prominent consideration in maths and science subjects. Teachers were concerned that students have to acquire prior knowledge which links to their courses, to succeed in their courses.

The Compressed syllabi's of the 2020-2021 educational initiative also brought the spirit of dynamism and opportunities for change in the management of subject content, teaching approaches, and techniques. Some teachers changed their thinking dispositions and became more reflective practitioners, which add value to educational practice. It also led to teachers' recognition of their valuable participation in national exit examination marking processes which give them exposure to other learning modalities, which now enhances the implementation of the Compressed syllabi of 2020-2021. It helps teachers not to work in isolation or overlook other contextual factors.

Teachers' exposure to national exit examination marking processes enhances both their teaching and assessment practices of the Compressed syllabi's 2020-21. Teachers gave hard thoughts on facilitating students' learning on how to deal with interrelationships that exist between different concepts in an examination item. This facilitated the teaching of different concepts in an economic way; a key aspect of the Compressed syllabi's 2020-21.

V. Conclusion

The Compressed syllabi's 2020-21 was a government attempt to bring a comprehensive educational initiative which became a fairly complex undertaking for schools. Teachers had to grapple with the Covid 19 educational contexts, Compressed syllabi's 2020-21 related ideas and requirements they had not previously anticipated and considered. This government agenda was located firmly within wider prevailing Covid 19 health-related concerns and this came at the expense of pedagogical concerns and practices. Lack of classroom pedagogical practices was deeply implicated in the creation and legitimisation of the existing educational inequalities, sediment, and augment the existing middle class in education provision and society.

Teachers developed reflective thinking and reflective practice and ensure that students were learning or being prepared to sit for the national exit examination and eventually undertake their expected roles in the industry and larger society. They were also concerned with contributing to the education of students who aspire to use their knowledge in dealing with complex societal problems.

To effect this educational initiative those teachers who were implementing it, must not only comprehend what it was all about and why it was necessary but also how they can implement it and what problems and future consequences should be anticipated.

The rapidly Covid 19 changing circumstances in the education system suggest that the support for teachers to cope with these changes deserves critical examination by the government and the Ministry of Education and Training.

References

- [1]. Fretzberg, G. (2004) Revise and Resubmit: A Critical Response to Title one of the No Child Left Behind Act. *Journal of Education*, Vol. 184, (1), PP 69-87.
- [2]. Grossman, P.L. and Stodolsky, S.S. (1995) The Impact of Subject Matter on Curricular Activity: An Analysis of Five Academic Subjects. *American Educational Research Journal*, Vol. 32, (2), PP 227-249.
- [3]. Ixer, G. (1999) There is No Such Thing As Reflection. *The British Journal of Social Work*. Vol. 29, (4), PP 513-527.
- [4]. Ma, R. (1999) Pedagogical content knowledge: From a mathematical case to a modified conception. *Journal of Teacher Education*, Vol. 41, (3), PP 3-11.
- [5]. Ministry of Education (2018) Education Sector Policy, Mbabane: Swaziland.
- [6]. Pavlovich, K. and Krahnke, (2012) Empathy, Connectedness and Organisation. *Journal of Business Ethics*, Vol. 105, (1), PP 131-137.
- [7]. Pfattheicher, S., Nockurt, L., Bohm, R., Sassenrath and Petersen, M.B., (2020) The Emotional Path to Action: Empathy Promotes Physical Distancing and Wearing of Face Masks During the Covid 19 Pandemic. *Psychology Science*, Vol. 5, (11), PP 1563-1575.
- [8]. Sassenrath, C. Dicfenbacher, S. Siegel, A, and Keller. J. (2016) A PERSON Approach to hand hygiene Behaviour: Empathy fosters hand hygiene practice. *Psychology and Health*, Vol. 31, PP 205-227.
- [9]. Seed, A. H. (2008) Redirecting the Teaching Profession in the Wake of "A Nation at Risk and NCLB. *The Delta Kaplan International Journal*, PP 586-589.
- [10]. Shield, M. and Dole, S. (2013) Assessing the potential of Mathematics textbooks to promote deep learning. *Educational Studies in Mathematics*, Vol. 82, (2), PP 183-199.
- [11]. Stevens, S.K., Brustad, R., Gilbert, L., Houge, B., Milbrandt, T, Munson, K., Packard, J., Werneburg, B., Siddiqui, M.A. (2020) The Use of Empatheic Communication During the Covid-19 Outbreak. *Journal of Patient Experience*, Vol. 7 (5), PP 648-652.
- [12]. Stodolsky, S.S. (1993) a Framework for Subject Matter Comparisons in high school Teaching and Teacher Education, Vol. 9, PP 333-346.

Boyie S. Dlamini. "Covid19 and Compressed Syllabi's 2020-2021: Redirecting the Schooling System in Eswatini." *IOSR Journal of Humanities and Social Science (IOSR-JHSS)*, 27(07), 2022, pp. 72-80.