

Classroom Pedagogical Discourses, Gender equality and Domestic Violence Act of 2018 in Eswatini

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ABSTRACT

When Acts are crafted and implemented they are explicitly and implicitly influenced by classroom pedagogical discourses because policymakers are expected to display their organised thoughts. These are products of classroom pedagogical discourses. This study examines how the success and failure of the Sexual Offences and Domestic Violence Act of 2018 are embedded in peoples' critical thinking skills and thinking disposition. This was achieved through assessing students' capabilities to display organised thoughts in their History examination responses. 28 schools were randomly sampled from the targeted population and a purposive stratified sampling was used to sample 579 students' history scripts. The 2018 Junior Certificate students' history scripts and students' responses were used to evaluate their attainment of critical thinking skills and thinking disposition. Content analysis was used as data collecting tool and an analysing instrument. The Parkins and Murphy (2006) model for identifying engagement in critical thinking was employed. The findings revealed that most students had difficulties in making inferences and logic reasoning which had a high potential of undermining SODV Act 2018's key agenda: uprooting gender violence. The findings revealed that there was lack of heightened awareness of multiple points of view and contexts which have a potential of undermining the implementation of SODV Act of 2018. The study concluded that critical thinking skills and thinking disposition are not a classroom pedagogical problem but an education institutional problem which mitigate the achievement of the SODV Act of 2018's objectives. Training of teachers on supporting students to develop literacy in different subjects should be improved to enhance people's critical thinking skills and thinking disposition necessary for uprooting gender related violence and the implementation of SODV act of 2018.

KEY WORDS: Classroom Pedagogical Discourses, Domestic Violence Act of 2018, Gender equality

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I. INTRODUCTION

In Eswatini the number from students graduating at primary, high schools and higher institutions has been rising (University of Eswatini report, 2011-2016), but the number of gender related violence has not decreased or not decreasing as expected (SWAGA reports, 2017; Royal Eswatini reports, 2019). The education system's Ministry of Education and Sector policy of 2018 is considered as the vehicle for the achievement of gender equality and a society free from gender related violence as per the mandate of the United Nation (UN). Inequality and gender related violence are a result of irrational thinking and other actions, facilitated by inequality of opportunities rooted in different spheres of societies and economic cleavages between and among groups of people.

The United Nation (UN) advocated for the introduction of Education For Sustainable Development (ESD) in every country's education system to achieve the gender equalities goal five of the sustainable development goals. This paper examines how the success and failure of the Sexual Offences and Domestic Violence Act of 2018 (SODV Act of 2018) are embedded in peoples' critical thinking skills and thinking disposition. Peoples' critical thinking skills and thinking disposition are the expected products of the education system of Eswatini (Education of Education and Training Policy, 2018). This aim was achieved through the use of the History 2018 Junior Certificate (JC) examination lens. This examination has potential of assessing peoples' random and undisciplined thought in their responses, their capabilities to clarify and support ideas and make connections between related concepts. O'Donovan (2005) noted that achievement in examination or education represents the expected end products of the entire education process. Thus, it is important that the examination delivers the true reflection of the educational expected standards or the required competencies: (critical thinking skills, values, knowledge).

Examinations are helpful tools used to ascertain that students have learnt or acquired the critical thinking and thinking disposition needed in society. Students' possession and application of these skills could be

deduced from their exam responses. An examination has a potential of deducing the problem of lazy and sloppy thinkers among the students who may possess critical thinking skills but not inclined or willing to use them. This poses a threat to both national and international imperatives: achieving gender equality and a society free from gender related violence, through policies such as SODV Act of 2018. The achievement of these imperatives partly depends on peoples' capabilities and willingness to reflect on their practices, which need peoples' capability to exercise judgement. These depend on classroom pedagogical discourses and other educational practices such as examination items.

Examination items are designed to assess the certain cognitive capacities, students' capabilities and willingness to reflect on their subjects content and exercise judgement based on critical thoughts. These are key aspects of most subjects where teachers encourage or help students on how to summarise what others have said, elaborate on ideas, relate topics to their own knowledge and experiences, and make connections between related concepts and ideas. Students are expected to display organised and disciplined thoughts in their responses because they have developed the expected creative and critical reasoning, the building block of critical thinking skills during their academic life or journey. These are some of the key elements, which could make the Eswatini government to achieve the key objective of uprooting gender related violence through the SODV Act of 2018. Most of the Act elements require people to exercise their judgments, which depend on their critical thinking ability.

Students' responses could shed light on how the implementation of SODV Act of 2018 intersects with citizens' judgement on gender related violence behaviours. Researching on policy matters such as SODV Act 2018 is important not only because it shed light on societal problems but because if it is not understood particularly its interconnection to education, policies may perpetuate inequality in schools and gender related violence in societies. Policy matters and education are always interconnected because states' policy matters are achieved through educational means. For example, citizens' or peoples' judgement is a product of classroom pedagogical discourses and could be assessed through an examination assessment. Exam items are expected to cultivate intellectual development necessary for promoting gender equality and the elimination of gender violence in society.

This following section of the paper focuses on the SODV Act of 2018, its relationship with education, SODV Act of 2018, gender violence, critical thinking skills and thinking disposition, theoretical Framework, methodology and findings and discussions

II. SODV ACT OF 2018

The Sexual Offences and Domestic Violence Act of 2018 (SODV of 2018) is a legislation initiative adopted nationally following tense debate in Eswatini parliament. The crafting and passing of SODV Act of 2018 into law was considered as an important tool for transforming Eswatini society in accordance with fundamental rights and values of the Swaziland Constitution of 2005. The Constitution of 2005 accorded every citizen a central place in the Eswatini society envisaging a society based on no- gender violence. The value of gender equality was given the appropriate place by the equality right and right to be free from any form of violence. The SODV Act of 2018 has received significantly support from international organisations and trans-national networks of women's organisations and civic societies. However, some critics of the legislation claimed that it favoured women over men. In the middle of 2019 some sections of the Eswatini society were calling for the amendment of the legislation to ensure that it caters for all members of the Eswatini society. Thus, SODV Act of 2018 was perceived as a political on-going process by which politicians, educators, administrators, and civil societies were figuring out if the Act is providing solutions to societal problems, mainly gender related violence, abuse and gender inequality.

The crafting of this legislation was triggered by peoples' awareness of uncomfortable experiences on the increase of gender related violence in all spheres of the Eswatini society. It aimed at addressing gender related violence, gender inequality in Eswatini societies, engulfed by serious gender related violence including murder of women and children (Prime Ministers Office, Eswatini Royal Policy Service reports, 2019).

The adoption of this legislation (SODV Act 2018) represented a legislative shift from a focus solely on addressing women's disadvantage to a broader attention to gender inequality and gender related violence in all spheres of life in Eswatini. The legislative shift emerged as a natural strategic solution to the failure of women's-only focused policies and programmes to an embrace inclusive legislation on gender.

The SODV Act addresses both men and women concerns are respected treated and benefit equally and inequality is not perpetuated and eventually gender violence uprooted and its ultimate goal is to achieve gender equality and a society free from gender related violence and abuse in all spheres of society. This could be achieved through education and classroom pedagogical discourses. Education is perceived as the best vehicle for the achievement of key national imperatives, such as gender equality in societies.

III. EDUCATION AND SODV ACT OF 2018

The SODV Act of 2018 requires people to think critically, evaluate the outcomes of their thought processes and planned actions (see Part 111, 13. 1; 15. 1 of the SODV act, 2018).

Although Higher education is thought to produce literate and critical thinkers, there is a growing observation and awareness that many of the students are not graduating from training institutions clothe with the intellectual understanding symbolised the degrees they have earned (Chaffee, 1992, p 2).

Chaffee, 1992's argument highlights what a degree symbolised and its implications if the degree holder's behaviour is incongruent with the expected standard of societal behaviour. A degree has a meaning and it symbolised a certain expected behaviour from the graduate, and it symbolised hope for government in her commitment to address societal challenges such as gender related violence. Higher institutions and schools do not operate in a vacuum, and their graduates armed with degrees are expected to play a key role in responding to societal needs and challenges, such as gender related violence.

Matters on the social policy (SODV Act of 2018) need not be conceptualised solely in the reduction of gender related violence but also on peoples' capabilities to use their thinking skills and thinking disposition when responding to the expectations or requirement of the policy. The success of a policy should be accompanied by the shared adherence of peoples to the policy and other national imperatives: modifying peoples' behaviours. Policy implementation may be shaped and re-shaped by the capacity of the people (for example, the use of their thinking skills and thinking disposition) to react to the policy requirements. More often than not, someone's capacity to constructively react to policy matters is influenced by the education she had received.

The legislation (SODV Act of 2018) and the education system are intertwined state's instruments designed to promote and achieve different national and international imperatives such as the achievement of gender equality, a society free from gender related violence and sustainable development. The SODV Act of 2018 and education are used to modify the actions or practices of people on key societal matters (gender violence).

The reduction of gender related violence in societies partly depends on related policies such as (SODV act of 2018) and on the nature of the education system or pedagogical discourses, particularly the infusion and teaching of critical thinking skills and thinking disposition. These could expose students to thinking abilities throughout their academic careers, be able to explore ideas, listen to others, and evaluate one's thought processes before reaching a conclusion or taking actions.

The SODV Act of 2018 created new classroom pedagogical discourses, which are expected to influence the implementation process. This notes that the interaction between education and social policies is an ever ending process. This is, when policies are enacted or crafted and implemented they are explicitly and explicitly influenced by classroom pedagogical discourses. This is noted in this claim which highlights limited understanding of key policy matters: a raped 16 years girl once informed her family that she had consented to the sexual activity, yet, Section 2 of the Sexual Offences and Domestic (SODV) Act 15 of 2018 states that a child below the age of 18 years cannot consent to sexual proposals (Swazi Observer, 2020). The state's concern is to ensure that all children, including those from disadvantaged backgrounds are protected from gender related violence and helped to transcend their disadvantages. The state has also to ensure that children are not harmed mentally by supporting or working for a high quality education for all children. Thus, SODV Act of 2018 are expected to reflect the education system and society.

The SODV Act of 2018 requires Eswatini citizens and others to question their behaviours and practices in relation to the promotion of gender equality and the elimination of gender related violence in society, but one of the seemingly paradoxes of this act is that, while it wishes to decrease violence, it has raised more questions about the capabilities of the Eswatini classroom pedagogical discourses in enhancing peoples' critical thinking skills and thinking disposition.

SODV act of 2018 embraces complex curriculum issues and it could not be viewed in isolation from educational pedagogical matters. This is based on the recognition that SODV Act of 2018 is not the only player in government's effort to achieve gender equality but also education. For example, Farire, (1996) claimed that education could be used as a lever to address societal challenges such gender related violence, oppression and exploitation. He viewed education as a fundamental tool for initiating and sustaining and transforming societal circumstances such as gender related violence. Both education and SODV Act of 2018 aim at improving equal opportunity for all in education and society free gender related violence. This could be achieved through the use of the mainstreaming strategy. Mainstreaming is a more comprehensive for the achievement of quality education and a free gender related violence society. These could be achieved by equipping students with the critical thinking skills and thinking disposition. These are key aspects for the achievement of gender equality and the enhancement of any legislation which aims at curbing or uprooting gender related violence in societies.

Legislation such as SODV Act of 2018 could be enhanced through mainstreaming the gender perspective in its implementation by officials who are equipped with the critical thinking skills to assess its

implications in relation to both women's and men's concerns and experiences. In addition, it helps professionals to assess their classroom pedagogical discourses so that all students benefit equally and inequality is not perpetuated. Thus, education matters because if it fails to provide quality access or opportunity to quality teaching and learning (acquiring of critical thinking skills and thinking disposition), may reinforce social and economic inequality, a breeding grounds for gender inequality and gender related violence.

The legislation (SODV Act of 2018) and the education system are intertwined because they both encourage and require people cognitive processes to reflect on their practices and both are self-involving processes. It requires people to engage in self-observations and self-analysis in relation to their practices or to stop and think about the implications of their acts to all people. This notes that to achieve gender equality and uproot gender related violence require the exercise of judgement based on critical thought, a product of pedagogical classroom discourses. Pedagogical discourses include teachers' sensitivity to the teaching of critical thinking skills and the education system's capabilities to inhibit the implementation of legislation and the achievement of gender equality. For example, Stevens, (2004) stated that education system's failure to provide equality of access to some critical competencies such as critical thinking skills and thinking disposition may reinforce social and economic inequality, breeding grounds for gender inequality and gender related violence. Educational institutions have to put emphasis on critical thinking instructions which have a potential of altering what and how teachers teach (Stevens, 2004). SODV Act of 2018 relates on curriculum matters because of its dependence on pedagogical classroom discourses with their capabilities to enhance the generation of knowledge which respects as many perspectives as are needed to deal with the complexities of societal or human challenges. SODV act of 2018 and the education seek to remedy patterns of gender related inequalities and violence in society. They are both deliberate planned intended national projects to transform the gender order throughout the Eswatini society.

Education or pedagogical discourses and SODV Act of 2018 are not alternatives; rather they complement each other in government's effort of uprooting gender inequality and violence in society. The Act brings hope, which can encourage, sustain and bring comfort in hardship or dealing with gender related violence. Hope can be nurtured, and can be destroyed through education and implementation of policies such as SODV Act of 2018.

The Eswatini system is designed to equip people with skills for specific purposes: generating economic and non-economic benefits to the individual and society. Economic and, non-economic benefits have close relationship with gender related violence and SODV Act of 2018 because of their potentials of reducing and eliminating gender related violence. For example, once, a country experiences quality teaching and a healthy economic growth tend to be less violent and ultimately contributes to more equal relationships between people and between women and men. This illustrates the people who are in command of critical thinking skills and disposition benefits' are not context specific and the existing gender dynamics between the SODV Act of 2018 and other educational dynamics. The educational dynamics include classroom climate, which is one of the pre requisite for teaching critical thinking skills. These skills requires teachers' warm, encouragement, where students feel free to express divergent opinions and, teachers who are critical thinkers themselves or who model what they practice. For example, if teachers take time to teach critical thinking skills thinking disposition they can better educate their students on how to think critical. Critical thinking skills can not be separated from classroom dynamic classroom pedagogical discourses (Black, 2004). The gender dynamics which are embraced within SODV Act of 2018 can be understood and acted upon by people who are equipped with critical thinking skills and thinking disposition in the classroom and other educational settings. The learning space and teachers' capabilities to create hope and trust among students form part of the key conditions for fostering critical thinking skills and hope. In essence, the implementation of SODV Act of 2018 requires critical thinking skills and thinking disposition and citizens' hope and trust in themselves and related structures (SODV Act of 2018)to meet the challenge of gender related violence in society.

In some countries critical thinking has become the mantra of higher education rallying faculties to nature students towards complex reasoning and analysis (Halx and Reyhold, 2005; Swaziland Curriculum Framework, 20014) and to ensure that students do question their own perspectives, behaviours, not just the perspectives of others. Critical thinking skills create opportunities for possibilities and peoples' hope. Hope urges people to re-think about their plans and actions and, reorganise their thinking and actions to anticipate and promotes national imperatives such as gender equality and peoples' success.

IV. SODV ACT OF 2018, GENDER VIOLENCE, CRITICAL THINKING SKILLS AND THINKING DISPOSITION

Every society lives with new super complexities in today's ever fast changing circumstances and these require people to exercise judgement under extreme pressure. Exercising judgement is an element of control in thinking about a situation or thinking in practice nurtured through classroom pedagogical discourses. It is synthesis of thoughts, where the cognitive processes interact with other senses to deal with societal pressures

such as (gender related violence) (Pither and Soden, 2000). Such pressures (gender related violence) are worsened by daily societal conflicts which are facilitated by resources scarcity and restrictions. This further presents citizens with complex and professionally or morally contentious challenges which require them to exercise judgement. These contentious challenges require peoples' capabilities to use their internal processing (cognitive) and other processes (affective), combined in a sustainable way. It could be difficulty and challenging for a society to successfully solve societal problems (gender related violence) without engaging in the effortfulness processes of thinking, supported by an attitude or disposition, willingness to exert the mental effort needed. Gender related violence is a complex social policy matter, societal problem which influences policies and challenges classroom pedagogical discourses. Policies as classroom pedagogical discourses are influenced and re-influenced by a never ending flow of societal problems (such as gender related violence) and professionals must always ask questions and seek answers in ways that may eliminate the problems (gender related violence). As professionals and others ask questions and seek answers they are expected to apply their thinking skills and thinking disposition.

The design of the Eswatini system of examination has been increasingly linked to some key international and national imperatives: the achievement of SDG's, and these goals explicitly and implicitly also link to SODV Act of 2018 main purpose of eliminating gender related violence in societies. This act links to or forms part of the classroom pedagogical discourses (critical thinking skills and thinking disposition), which stress the capacity of the individual citizens' to think critically, exercise social responsibility, and to make the world a safer place (free from gender related violence). This illustrates the interaction of education dynamics and the SODV Act of 2018 and the linkages between the individual action and the structural dimensions of schooling and pedagogical discourses. SODV Act of 2018 and education aim at addressing gender related violence, a product of peoples' attitudes towards each other, habits and assumptions that informs attitudes towards individuals' practice, such as gender violence. Changing peoples' assumptions and attitudes need a curriculum which is more than transferring information and sending messages but a system which develops reflective thinking skills underpinned by national imperatives, the achievement of gender equality and a society free from gender violence.

V. GENDER VIOLENCE

Gender related violence is a complex worldwide matter because it is a product of complex education systems and peoples' practices. It emanates from individual's experiences and ideas. More often than not the ideas are egocentric in nature and inherited from social indoctrination or unsustainable classroom pedagogical discourses. Ideas can limit peoples' insights significantly, thus they need to be interrogated through different strategies, including peoples' use of critical thinking skills and thinking disposition. Peoples' critical thinking skills and thinking dispositions are products of classroom pedagogical discourses and can take people beyond their individual egocentric ideas and social ideology in which they are typically entrapped.

When people learn to think critically they come to see ignorance, prejudice, stereotypes, illusions and bigotry differently (Halpern, 1999). People without the command or understanding of these concepts may lead to failure to learn how to control and not be controlled by toxic or faulty ideas and emotions (Herzog, 2004)). Such a failure may serve as breeding grounds for gender related violence. Faulty ideas and disrupted thinking skills impede reasoning (Birmingham, 2009), thus may lead to despair and diminishing of other disposition. A disposition or attitudes, willingness to do good or promote moral behaviours rest on the foundation of critical thinking skills, and when this foundation gives way or weakens other dispositions will not remain (Birmingham, 2009). For example, an individual with disrupted or little thinking skills may not have the hope, moral courage, strength, to be responsible, caring, being fair, much less interested in promoting social justice and gender equality (Birmingham, 2009).

Absence or disruption of critical thinking skills impedes governments' effort of promoting gender equality and eradication of gender related violence. As critical thinking skills and thinking disposition have potentials of sustaining good behaviour by contributing to practical wisdom, an intellectual virtue which enables individuals to make good judgements in particular unique situations (Birmingham, 2009). Unique situations have potential of facilitating gender related violence, thus it needs people who are in command of critical thinking skills and thinking disposition. Good judgement has a potential of helping to seek ways and possibilities to avoid gender related violence and exemplify their dedication to moral goodness in professional practice, belief that all people are equal and deserve equal and fairly treatment. Thus, teachers and academics need to promote critical thinking skills and thinking disposition through self – reflection where they reflect on, confront on matters which may impede students' critical thinking skills and expand their thinking capabilities.

Self-reflection promotes self-dialogue, professionals' disposition, willingness to construct or reconstruct reality and scenarios fairly. In this process , critical facts, important values, relevant questions, modes of thinking, various alternatives and solutions to problems may emerged, considered and peoples' actions and practices such as perpetuating gender related violence influenced. These may include peoples' actions on

gender related violence and understanding of policies which aim at addressing gender related violence and to avoid non-logical processes which often dictate peoples' actions.

VI. THEORETICAL FRAMEWORK

The paper uses the Parkins and Murphy (2006) model for identifying engagement in critical thinking. This model is characterised by four different categories (Clarification, Assessment, inferences and strategies), Bernstein and Diaz's (1984) pedagogical discourses were used as a means of examining the influence of classroom pedagogical discourses (critical thinking and thinking disposition) on the implementation of SODV Act of 2018. The JC History 2018 examination students' scripts (their responses to the exam items) were used to examine the influence of the classroom pedagogical discourses on the implementation of SODV Act of 2018. Attention was paid on how students used their critical thinking skills and thinking disposition. Classroom pedagogical discourses are explicitly and implicitly reflected in examinations and be understood through students' responses. Students' responses in an examination provide teachers and other professionals an opportunity to engage in self-reflection, where they took stock or looked at the implicit understandings of their influence and others on teaching critical thinking skills and thinking disposition. Students' critical thinking skills and disposition are influenced by teachers and other people's actions. If they take time to reflect, they can better educate their students on how to reflect, this could be viewed by students as practising what the teachers teach. This could enhance the development of critical thinking skills and reflective thought. Reflective thought, is more about the interruption of peoples' actions or acting intuitively and it is characterised by an element of control about an issue or situation. Reflective thought could be emancipatory because it enables professionals or people to think about their thought processes, while maintaining their thinking and action under control.

This paper examines how the success and failure of the Sexual Offences and Domestic Violence Act of 2018 (SODV Act of 2018) are embedded in peoples' critical thinking skills and thinking disposition. This was achieved by examining students' responses in an externally designed history examination. In this examination students are expected to display organised and disciplined thoughts in their responses because they have developed the expected creative and critical reasoning, the building block of critical thinking skills during their academic life or journey.

VII. METHODOLOGY

In this study 28 schools were randomly sampled and the purposive stratified sampling was used to sample 579 students' scripts. These scripts were from 25 schools because students from the other three schools did not choose Option B, yet the study focuses on students who chose option B. Question **one** and **two** of option B were used because they challenging students to display their critical thinking skills and were suitable for examining students' capabilities to use their critical thinking skills and thinking disposition.

VIII. TARGET POPULATION AND SAMPLE

28 schools were randomly sampled and the purposive stratified sampling was used to sample 579 students' history scripts. These scripts were from 25 schools because students from the other three schools did not choose Option B, yet the study focuses on students who chose option B. Question **one** and **two** of option B were used to examine students' capabilities to use their critical thinking skills and thinking disposition.

IX. DATA COLLECTION

In this study the data related to examination (2018 JC students' history scripts and students' responses were used and viewed as means not only to pinpoint problems on the subject but also to understand the responses nature and influence on government national imperatives (promoting critical thinking and thinking disposition) which are critical in enhancing the implementation of SODV Act of 2018 and the achievement of a society free from gender related violence. The students' responses are important in understanding the education standard because the responses communicate a powerful message about the students' competencies acquired and the nature of the education system in advancing the course or agenda of the state (achieving gender equality and a society free from gender violence).

The 2018 JC students' history scripts and students' responses were helpful in evaluating teaching candidates' attainment of critical thinking skills and thinking disposition. Critical thinking skills become visible in their absence in students' responses. Like a fish out of water, a student's responses without critical thinking skills and thinking disposition is characterised by the absence of an intellectual virtue or cognitive effort. Critical thinking skills help students to show through their responses, ability to identify, judge, and pay attention to the complex context of the matter against assumptions. This is important because citizens live with complexities and paradoxes that are not easily resolved and these may lead to gender related violence and peoples' despair and hopelessness.

X. DATA ANALYSIS

Content analysis was used as data collecting tool and an analysing instrument because as the relevant documents were read new information were gathered and new ideas emerged. This was facilitated by the Parkins and Murphy 2006 model for identifying engagement in critical thinking. This model is characterised by four different categories (Clarification, Assessment, inferences and strategies). However, in this study three of the four categories were used because of the expectations or nature of the exam items. The category of clarification helps in identifying students' capability in stating, clarifying and describing the issues as per the exam item requirement. The assessment category helps in identifying students' engagement in critical thinking through their capabilities to make judgements and provides reasons to substantiate the point or evidence on the concepts under discussion. The inference category helps in identifying issues, displaying their capabilities in showing connections between and among ideas and concepts in each question and drawing appropriate and convincing conclusion as required by the question.

The application of the model involved reading the history paper two exam instructions, exam items and their arrangement, and students' responses in each question. These issues are important because students' capabilities to apply their critical thinking skills could be influenced by them. Paper two was used because it was a source based paper (where sources are used by students to respond to the questions), which challenges them to apply their critical thinking skills and show case or depict their thinking disposition (see the sources questions and below).

Table 1 Sources for question 2, for Option B: Swaziland from King Sobhuza 1 to King Mswati 111.

Source B Missionaries used schools and hospitals to attack some aspects of Swazi society and its values and customs such as polygamy and divination. From a book published in 1981.	Source C Missionaries built schools and ran hospitals out of the spirit of a humanitarian service but also as an attack on the values of the Swazi society. The Medical mission was to destroy the use of traditional medicine, doctors and diviners. From a history book published in 1981.
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Source: Examinations Council of Swaziland History paper 2, 2018

Table 2 Instructions and Questions for Option B: Swaziland from King Sobhuza 1 to King Mswati 111.

Instructions: Study source B and C and respond to the question

- How far do these sources agree about the missionary work in Swaziland? Explain your answer using details of the sources

Source: Examinations Council of Swaziland History paper 2, 2018

Option B of this paper was used because it was chosen by the majority of the students, perhaps because it covered issues familiar to them. Option B focuses on Swaziland from King Sobhuza 1 to King Mswati 111, while option A focused on the struggle for independence in Rhodesia.

All the students' transcripts were analysed in most schools, except in those schools which had more than 80 students who picked option B. The transcripts selected were coded and this aimed at examining students' capabilities to engage in critical thinking skills and thinking disposition and which helped in ascertaining the category or categories mostly used. The transcripts helped in ascertaining the students' capabilities to take a stand as required by the question, give examples to clarify their stand and support it and make inferences, connections between related and unrelated concepts and ideas from the sources, from their knowledge, experiences and then give defensible perspective and point of view.

Applying this model to students' scripts helped in revealing the critical thinking processes which were mostly used by the students. This is crucial information which teachers and other educators need in deciding which specific skills to encourage and in determining how successful their efforts were in supporting specific skills (Perkins and Murphy, 2006).

Table 3: Sampled schools and coding of students' application of the three categories (Clarification, Assessment and Inference), per school in question 1 and 2 of paper two

Schools	Number of students who chose Options A or B	Keys for the codes categories	Analysis of students' responses regarding the application of Perkins and Murphy, 2006 categories (see Plate 1,2,3 and 4)
1.FUN	A36, B58	.?31, -27	0 depicted lack of inference and contradictory statement
2. MHL	A12, B 7	*2, - 5	2 displayed good skills and others depicted lack of inference and contradictory statement
3.LB	A3, B21	*4, .?7, -10	4 displayed good use of skills others depicted lack of inference and contradictory statement
4. SIE	A 19, B37	*13, .?23, -1	13 displayed good skills and others depicted lack of inference and contradictory statement
5.GDS	A26 , B7	*4, .?2, -1	4 displayed good skills and others depicted lack of inference and contradictory statement
6.HLUC	A8 , B11	*5, .?2, - 4	5 displayed good skills and others depicted lack of inference and contradictory statement
7.STM	A3, B 21	*7, .?13, -1	6 displayed good skills and others depicted lack of inference and contradictory statement
8.LAM	A 12, B 34	*14 , .?16, -4	14 displayed good skill and others depicted lack of inference and contradictory statement
9. STA	A 12, B 30	*12, .?18,	12 displayed good skills and others depicted lack of inference and contradictory statement
10. PHUME	A 2, B 4	*2, -2	2 display the skill but Lack of inference
11.MZE	A 23, B 121 (64 of 121)	*31, .?15, -18	31 displayed good use of the skill others lack of inference and showed contradictory statement
12. BG	A 16, B 4	-4	Absence of clarity, inferences,
13. HRN	A0, B 18	* 12, .?6,	11 displayed use of skills, others lack of inference and contradictory statement
14. LG	A 4, B 21	*8, .?10,-3	8 displayed the skills others lack of inference and showed contradictory statement
15. BE	A7, B 80 (48of 80)	*27, .?14, -7	27 displayed the skills others lack of inference and showed contradictory statement
16.MK	A0, B8	*6, .?3, -0	6 displayed the skill, lack of inference and contradictory statement
17.MDL	A18, B5	*1, .?3, -1	1 displayed the skills, others lack of inference and showed contradictory statement
18. LUS	A 0, B 5	*2, .?3, -0	2 displayed the skills, lack of inference and contradictory statement
19.MSU	A 5, B 40	*7, .?29, -4	6 displayed the skills, others contradictory statements and lack of inference
20.KB	A 5, B23	*10, .?9, - 4	10 displayed good use thinking skills, contradictory and lack of inference
21.LC	A 15, B19	*5, .?9, -5	5 displayed the skills, others contradictory statements and lack of inference
22.CHR	A 22, B9	*3, .?5, -1	3 displayed the skills other had contradictory statement and lack of inference
23.MLB	A 27, B 17	*4, .?12, -1	4 good use of thinking skills, others contradictory statements, lack of inference
24.HLAC	A 7, B 20	*14, .?5, - 1	14 good use of the skills,
25. SNS	A 61, B58	*12, .?29, -17	12 displayed good use of the skills, others lack of connection of idea and contradictory statements.
26, 27 and 28. B not chose	-	-	
Total	579 Scripts		

Key for codes expected categories: *Students who displayed of critical thinking and dispositions;
 .? Students find it had to display their capabilities in using the assessment and inference categories.

Question 2, Option B

Write on both sides of the paper

Both sources agree that missionaries did not only build schools and hospitals to show humanity, but also desired to change the values and customs of people in Swaziland. In source B, missionaries provided schools and hospitals in Swaziland to attract values and customs of people in such as polygamy and divination which they missionaries considered to be wrong activities ~~to~~ done by people in Swaziland. In source C, they provided schools and hospitals to destroy the use of traditional medicine, doctors and diviners, which meant that the missionaries wanted to convince people in Swaziland to stop doing what they had been doing for a lot time and it became their values and customs, by building this hospitals. This attests that the provision of schools and hospitals by missionaries to Swaziland was a way of slowly changing the minds of people in Swaziland about their values and customs, but end up believing in values and customs of the missionaries. 4/5

5/8 SV

Plate 1 Students' display their critical thinking skills and disposition

Question Option B Question 2

Write on both sides of the paper

a. Source B and C both agree about the missionary work in Swaziland because they both give an evidence that somehow the missionaries were to give ^{things} ~~things~~ that will benefit and destroy Swazis. Source B tells us that missionaries built schools and hospitals this shows us that it was going to benefit Swazis. But their main purpose was to destroy Swazis using 4/11 this ~~main~~ buildings or using their offer. Also source C tells us that they used schools and hospitals which was a benefit to Swazis. But this things were to destroy Swazis because their medical mission was to destroy the use of traditional medicines, doctors and 4/11 diviners. This shows us that their main purpose was to destroy Swazi culture and customs, but they only wanted their beliefs to be spreaded. They also wanted the land of Swazis because their buildings are in Swaziland and now they are owning the place where their buildings are. 4/11

1/8 SV

Plate 2 Students' display their critical thinking skills and disposition

Question 2
Write on both sides of the paper

Only source C agrees on missionary work in Swaziland. This is because source C states that missionaries built schools and ran hospitals out of the spirit of humanitarian service. Doing it out of the spirit of humanitarian service shows that it was indeed missionary work. Whereas source B does not mention any work being done by missionaries on the basis of humanitarian service. L||

However, Both sources B and C disagree on missionary work in Swaziland. This is because source B states that the missionaries only used schools and hospitals to only attack some aspects of Swazi society, and its values and customs which included polygamy and divination. L||

On the same note, Source C disagrees on missionary work because they also attacked the values of the Swazi society. This is seen shown in source C where it states that the medical mission was to destroy the use of traditional medicine, doctors, and diviners. This shows that both sources B and C disagree on missionary work. L||

1
8 SV

Plate 3 Students' lack of critical thinking skills and disposition

Question ...?

Write on both sides of the paper

A

Source B and Source C do agree about the missionary work in Swaziland, because in both Source B and C do talk about building of schools and having hospital in Swaziland to help them

Source B and Source C ~~do not agree~~ ^{Do Agree} about the missionary work in Swaziland, because in both sources B & C are using their work which are schools and hospitals to attack on the values of the Swazi Society which include breaking & customs such as polyamy and divination stated in Source B also in Source C Missionaries are using their work to attack on values of Swazi Society inverting hospitals was to break or stop Swazis from using traditional medicines, medical mission was to destroy the use of traditional medicines, doctors and diviners.

However Source C do agree on the missionary work in Swaziland. It is stated that missionaries built schools and ran hospitals out of the spirit of a humanitarian serves. Missionaries with their work they helped Swazis to learn in schools that they inverted and in hospital that they built Swazis would treat their sickness in order to feel better and stop dying when they gave them medicines and treatments from the western doctors.

SM *SV*

Plate 4 Students' lack of critical thinking skills and thinking disposition

XI. FINDINGS AND DISCUSSION

The discussion of the findings is guided by the themes which emerged from the data as presented in tables and plates. The study findings revealed that most students had difficulties in making inferences and logic reasoning. As noted in plate 3 and 4, students' responses were characterised by contradictory statements which depicts lack of logic reasoning and these had a high potential of undermining SODV Act 2018's key agenda: uprooting gender violence in Eswatini society.

The implementation and success of this well-crafted piece of legislation partly were undermined by citizens' incapability to make inferences and application of logic reasoning see the last column on table 3 and table 4, the analysis of students' responses regarding the application of Perkins and Murphy, 2006 categories.

Table 4 Students' capability to make inferences and application of logic reasoning

Schools	Assessment of students' capabilities to make inferences and application of logic reasoning
FUN	Majority depicted lack of inference and contradictory statement in their responses
MHL	Few displayed good use of skills and most depicted lack of inference and contradictory statement in their responses
LB	Few displayed good use of the skill and most depicted lack of inference and showed contradictory statement in their responses
SIE	Few displayed good use of skills and most depicted lack of inference and contradictory statement in their responses
GDS	Few displayed good use of skills and others depicted lack of inference and contradictory statement in their responses
MLUC	Few displayed good use of skills and most depicted lack of inference and contradictory statement in their responses
STM	Few displayed good use of skills and most depicted lack of inference and contradictory statement in their responses
LAM	Few displayed good use of skill and most depicted lack of inference and contradictory statement in their responses
STA	Few displayed good use of skills and most depicted lack of inference and contradictory statement in their responses
PHUME	2 displayed the use of the skill but lack of inferences
MZE	Few displayed good use of skill and most depicted lack of inference and contradictory statement in their responses
BG	Absence of clarity and inferences
HRN	Few displayed good use of skill and most depicted lack of inference and contradictory statement in their responses
LG	Few displayed good use of skill and most depicted lack of inference and contradictory statement in their responses
BE	Few displayed good use of skill and most depicted lack of inference and contradictory statement in their responses
MK	Few displayed good use of skill and most depicted lack of inference and contradictory statement in their responses
MDL	Few displayed good use of skill and most depicted lack of inference and contradictory statement in their responses
LUS	Few displayed good use of skill and most depicted lack of inference and contradictory statement in their responses
MSU	Few displayed good use of skill and most depicted lack of inference and contradictory statement in their responses
KB	Few displayed good use of skill and most depicted lack of inference and contradictory statement in their responses
LC	Few displayed good use of skill and most depicted lack of inference and contradictory statement in their responses
CHR	Few displayed good use of skill and most depicted lack of inference and contradictory statement in their responses
MLB	Few displayed good use of skill and most depicted lack of inference and contradictory statement in their responses

HLAC	Majority displayed good use of the skills
SNS	Few displayed good use of skill and most depicted lack of inference and contradictory statement in their responses

As some aspects of the legislation require people to be more conscious about their behaviours and be capable of making some inferences and, have the capacity to reflect on the full spectrum of cultural and social practices in complex societies.

The study finding indicated that 264 of the 579 or 46% of students from the 25 schools had challenges in displaying their critical thinking skills and thinking disposition (see table 3), yet these are the key in making the act relevant in addressing related violence. The students' responses were characterised by the absence of their mind to assess and scrutinise the exam items before responding to them or they had the problem of being lazy and sloppy thinkers who may possess critical thinking skills but not inclined or willing to use them. They did not display the willingness to identify issues, recognise important relationships within and between the sources (source B and C) and make inferences and deduce conclusions (see plates 3 and 4). This had negative implications to the success of the SODV Act of 2018 main agenda, which is to uproot gender related violence in Eswatini society and beyond. Lazy and sloppy thinkers who may possess critical thinking skills but not willing to use them may affect the implementation of the act in different levels of society, particularly among the members of the judiciary who are expected to implement the act with integrity or high standard of professionalism either in office or out of office.

The 264 (46%) of the students were only capable of stating the issues within the sources and making judgements but had challenges in clarifying or expressing clearly in understanding of the concepts on the exam items and making inference, showing connections among ideas, drawing appropriate conclusions by explaining the connections and non-connections among and between the sources. They had challenges in identifying the relevant and irrelevant elements or concepts and statements within source B. and C. For example, concepts such as missionaries built schools and ran hospitals out of the spirit of a humanitarian service but also an attack on the values of the Swazi society were misunderstood by some students. For example, one of the students, responses revealed:

both sources agree about the missionary work in Swaziland this is because in source B its stated that missionaries build schools and hospitals to attack some aspects of society while in source C its stated that missionaries built schools and ran hospital out of the spirit of a humanitarian service. However, source B differ from source C this is because in source B its stated that missionaries used schools and hospitals to attack some Swazi aspects and values such as polygamy and divination while in source C its stated that the medical mission was to destroy the use of traditional medicine, doctors and diviners.

These responses depict the absence of application of critical thinking skill and thinking disposition or lack of the ability to entertain different thoughts at once because both responses were in agreement, did not differ in content. These also depict the students' lack of subject content and application of interdisciplinary content, which is necessary for critical thinking. Interdisciplinary content provides rich ground for critical thinking. In this context, the students needed interdisciplinary content, religious-oriented and historical-oriented content to heightened awareness of multiple points of view of the exam item. The success of SODV Act 2018 implementation partly depends on individual capability to apply interdisciplinary knowledge (religious and historical knowledge) to deal with complex and professionally or morally contentious challenges which more often than, not facilitate gender related violence in society. Interdisciplinary knowledge may facilitate individual's capabilities to exercise his or her personal judgement, which is an element of control in thinking about situation. Dealing with SODV Act of 2018 related matters requires peoples' capability to synthesis thought, where the cognitive processes interact with other senses or domains.

The findings of the study indicated that 115 of the 579 or 20% of the students were not able to state even the key issues within the sources and no expressing an understanding of the concepts on the exam items and making inference, showing connections among ideas, drawing appropriate conclusions by explaining the connections and non-connections among and between the sources (see table 3). For example, this student's transcript notes the absence of the participant's engagement in critical thinking and thinking disposition or logical reasoning:

in source B missionaries used schools and hospitals to attack some aspects of Swazi society; this was because missionaries did not believe all the cultures that were done by the Swazi people and customs including ancestors. Source B was also taken from a history book published in 1981. Also missionaries did not even like the part of acting a polygamy because they thought it was not a good thing. In source C missionaries built schools and ran hospitals out of the spirit of humanitarian service but also as an attack on the values of the Swazi society. This was

because they did not like the use of the traditional medicine, they thought this was what destroyed humanity. Also source C was taken in the history book of 1981. Missionaries built schools in order to teach about Christianity in schools. Both sources attacked by the missionaries by building schools and hospitals in order to destroy the medical mission that in Swaziland used.

A detailed analysis of this student's responses revealed that there was lack of logical reasoning because the key aspects of the expected answers were mentioned but in a haphazard manner. In addition, the aspects, which include stating his or her stand as per the question, clarifying or defining the issues being discussed, were overlooked. This further revealed that there was lack of heightened awareness of multiple points of view on this particular student. The absence of heightened awareness of multiple points of view and context has a potential of undermining the implementation of SODV Act of 2018 because this Act aims at addressing different types of violence which are caused by peoples' failure to grasp multiple points of view on certain family or societal matters.

At a school individual level, the study indicated that in all the schools students had some challenges in displaying their critical thinking skills and thinking disposition in their responses (see table 3). This study further revealed the absence of students' capacity to think critically or show the presence of their mind in responding to the exam items and this has some implications on the implementation of SODV Act of 2018.

XII. CONCLUSION

The study concludes that the students' inability to apply critical thinking and thinking disposition remain a threat to the achievement of SODV Act of 2018 objectives because almost all the participating schools with students who were expected to spearhead the implementation of SODV Act of 2018 and the achievement of its objectives had some difficulties in displaying the required skills in their responses. It could be further concluded that critical thinking skills and thinking disposition are not for one subject or history subject's problem but an educational system's problem, which mitigate the achievement of the SODV Act of 2018 objectives.

It has been concluded that teaching students to think critically is an essential matter in educational settings because of its significance to contribute to societal projects such as the achievement of the SODV Act's objectives to lead to free gender related violence society. This process of uprooting gender violence goes well beyond the concern of SODV Act of 2018.

Based on the study's focus and on the information on plate 3 and 4, the study concluded that students' lack of critical thinking skills and thinking disposition was a broader problem with wide implications on the success of SODV Act of 2018. The absence of students' willingness to think or absence of thinking disposition has huge potential of frustrating the Eswatini government's effort of addressing gender related violence through the SODV Act of 2018. The educational discourses and SODV Act of 2018 could be perceived as a "double-edged sword" and can be imperfect and even hostile tools if not handled with sensitivity. These two are more likely to reproduce existing gender related challenges, than to change them. Without good classroom pedagogical discourses to enhance the SODV Act of 2018 it could be less likely to change the way people think about themselves, their roles and gendered distribution of opportunities and resources within the schools, families, communities and at national level.

XIII. RECOMMENDATIONS

Training of teachers in supporting students to develop literacy in different subjects should be improved to enhance their critical thinking skills and thinking disposition necessary for uprooting gender related violence in societies and in enhancing the implementation of SODV Act of 2018. The key instructional and curricular features that may enhance and support students in developing literacy in the context of different subjects should be re-emphasised for the achievement of the SODV Act of 2018 objectives. These may include connecting multiple representations of ideas in a text or source and supporting students' engagement with different subjects' discourses to promote the use of multidisciplinary content to promote critical thinking skills and thinking disposition.

Educational strategies that address the conceptual underpinnings of the act and its application should be improved to avoid the situation where the act results in important political symbolic changes to the idea of gender violence or to some ways of using the act to address gender violence which tends to reinforce traditional ideas of viewing certain members of society (women, children) as victims, deserving protection. The conceptual underpinnings of the act and its application should be located in more transformative discourses such as classroom pedagogical discourses which promote peoples' critical thinking skills and thinking disposition. This may help government not to craft gender policies and acts which are often reactive, rather than aiming at transformative discourses or transforming peoples' behaviours towards gender equality and inequalities.

Peoples' behaviour towards gender related policies and acts should not aim at securing substantial formal public recognition and displace or distract the transformation goals of peoples' thinking, structural and social changes, which could be achieved through sound classroom pedagogical discourses.

Classroom pedagogical discourses should be transformed to enhance the gender related policies and acts' aim of changing the cultural norms and values of societies and families which promote gender inequalities (such as family matters that shape women's private subordination and intense vulnerability). Classroom pedagogical discourses should embrace equality discourses which may provide a mechanism for challenging more traditional ideas of women's dependency and men's dominance. This needs the application of critical thinking skills and peoples thinking disposition to engage in a more nuanced discussion about the position and value of individual citizen's in societies.

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