

**THE ROLE OF CRITICAL THINKING IN THE TEACHING OF HISTORY
AT SECONDARY SCHOOLS
IN MASVINGO, ZIMBABWE: A CRITICAL INVESTIGATION**

BY

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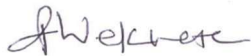
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DECLARATION

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I declare that: **The role of critical thinking in the teaching of history at Secondary Schools in Masvingo, Zimbabwe: A critical investigation** is my own work and that all the sources that I have used or quoted have been indicated and acknowledged by means of complete references.



SIGNATURE

DATE: 15 September 2020

DEDICATION

I dedicate this thesis to my late parents, Mr. Enos Nyengeterai Muzozviona and Mrs. Tendai Muzozviona for leaving a legacy that cherishes education.

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I would like to acknowledge several people who assisted me in one way or another all the way through my studies but it is regrettable that I cannot mention everyone individually.

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ABSTRACT

The purpose of this study was to analyse the role of critical thinking in the teaching and learning of History in three selected secondary schools in Masvingo urban area, Zimbabwe. The study focused on the challenges Form III learners faced regarding critical thinking. The findings of the research could assist to reveal the role of critical thinking in the secondary education system of Zimbabwe and other countries. A qualitative study method adopting the interpretive phenomenological approach was employed for the purpose of discovering participants' experiences. The method was the most appropriate for the study since it enabled the researcher to assess the attitudes of teachers and learners to critical thinking. It also assessed their experiences with the development of critical thinking in the History learners in secondary schools. The study used semi-structured interviews, focus group interviews, lesson observations and document analysis to generate data. The study's main findings reflected a lack of critical thinking among learners in secondary schools in Masvingo urban area in Zimbabwe. The development of critical thinking was negatively affected by three major categories of factors. These are: (a) the characteristics of the teaching and learning environment such as deficiency in teaching and learning resources, inadequate infrastructure and poor learning and teaching routines; (b) personal factors connected to the negative attitudes and lack of motivation of teachers and learners to critical thinking; and (c) policy-related matters being an obstacle to learners' development of critical thinking such as policies that embrace enrolment of learners, the History syllabus, the system of public examinations and the creation of the examination-oriented education system. The study revealed that several approaches such as the provision of essential learning resources and the improvement of teacher motivation could enhance effective implementation of critical thinking in the curriculum of Zimbabwe's secondary schools. The study also revealed that including critical thinking in the curriculum could contribute positively to the improvement of the Zimbabwean education system. The study recommends that the Zimbabwean government, Ministry of Primary and Secondary Education, the secondary school authorities, universities and teachers' training colleges and Zimbabwe's Schools' Examination Council work together to develop critical thinking among learners in Zimbabwean secondary schools.

Key terms:

Critical thinking, teaching, history, secondary schools, Masvingo and Zimbabwe.

NKOMISI LOWU NGA NA MONGO WA NDZAVISISO

Xikongomelo xa ndzavisiso lowu i ku xopaxopa hi ndzima ya ku ehleketa hi vuenti eka ku dyondzisa na ku dyondza Matimu eswikolweni swa sekondari swinharhu leswi nga hlawuriwa endhawini ya doroba eMasvingo eZimbabwe. Ndzavisiso wu tshikilela eka mintlhontlho leyi vadyondzi va Form III va langutanaku na yona ya ku ehleketa hi vuenti. Leswi kumekaku eka ndzavisiso swi nga pfuneta ku kombisa ndzima ya ku ehleketa hi vuenti eka dyondzo ya sekondari eZimbabwe na matiko man'wana. Methodi wa ndzavisiso wa qualitative lowu tekellaku eka interpretive phenomenological approach ku tihisiwe wona hi xikongomelo xa ku kuma mintokoto ya vakhomaxiavo. Methodi a wu fanele swinene eka ndzavisiso hikuva wu kotise muendli wa ndzavisiso ku kambela mavonelo ya mathichara na vadyondzi eka ku ehleketa hi vuenti. Wu tlhele wu kambela mintokoto ya vona hi nhluvuko wa ku ehleketa hi vuenti eka vadyondzi va Matimu eswikolweni swa sekondari. Ndzavisiso wu tihise ti-semi-structured interview, wu tshikilela na le ka ti-interview ta ntlawa, ku langutisa kunene leswi endlekeka eka tidyondzo na ku dokumenta vuxopaxopi ku endla vutivi. Swikulukumba leswi kumiweke eka ndzavisiso swi kombise ku pfumaleka ka ku ehleketa hi vuenti exikarhi ka vadyondzi eswikolweni swa sekondari endhawini ya doroba ra Masvingo eZimbabwe. Ku hlukukisa ku ehleketa hi vuenti swi khumbeke hi ndlela yo biha hikokwalaho ka swilo swinharhu swa nkoka. Swona hi leswi: (a) swihlawulekisi swa mbangu wa ku dyondzisa na ku dyondza swo fana na nkalo wa swihlovo swa swipfuneto eka ku dyondzisa na ku dyondza, ku kala ka infrastrakchara na matirhiselo ya le hansi ya maendlelo ya ku dyondza na ku dyondzisa; (b) swilo swa vanhu xiviri leswi khumbanaka na mavonelo yo ka ya nga ri lamanene, na ku pfumaleka ka nsusumeto wa nhlohotelo eka mathicara na vadyondzi eka ku ehleketa hi vuenti; na (c) swilo leswi fambelanaka na swa pholisi leswi swi nga swihingakanyi eka nhluvukiso wa vadyondzi eka ku ehleketa hi vuenti swo fana na tipholisi leti ti angarhelaka ku tsarisa ka vadyondzi, silabasi ya Matimu, sisteme ya makambeleso ya vadyondzi va mfumo, na ku endliwa ka sisteme leyi fambelanaka na nkambelo eka sisteme ya dyondzo. Ndzavisiso wu paluxe leswo matirhelo yo hambana yo fana no nyiketa swihlovo swa swipfuneto eka ku dyondza na ku antswisa nsusumeto wa nhlohotelo eka mathicara swi nga antswisa tirhelo lerinene eka ku ehleketa hi vuenti eka kharikhyulamu ya swikolo swa sekondari eZimbabwe.

Ndzavisiso wu tlhele wu paluxa leswo ku katsa ku ehleketa hi vuenti eka kharikhyulamu swi nga pfuneta hi vuyelo byo antswa eka sisteme ya dyondzo ya Zimbabwe. Ndzavisiso wu bumabumela leswo mfumo wa Zimbabwe, va vulobye bya Dyondzo ya Prayimari na Sekondari, vafumi wa swikolo swa sekondari, tiyunivhesiti na tikholichi ta ku letela mathicara na huvo ya Zimbabwe ya vukamberi bya swikolo swa sekondari ku nga Zimbabwe's Schools Examination Council, va fanele ku tirhisana eka ku hluvukisa ku ehleketa hi vuenti eka vadyondzi va swikolo swa sekondari eZimbabwe.

Marito ya nkoka:

Ku ehleketa hi vuenti, ku dyondzisa, matimu, swikolo swa sekondari, Masvingo na Zimbabwe.

SETSOPOLWA

Maikemišetšo a dinyakišišo tše ebile go sekaseka tema ye e kgathwago ke go nagana ka tsinkelo ka go ruteng le go ithuta thuto ya Histori ka dikolong tše tharo tšeo di kgethilwego ka lefelong la motsesetoropo la Masvingo, ka Zimbabwe. Dinyakišišo di nepišitše kudu ditlhohele tšeo baithuti ba Foromo ya III ba ilego ba le bana le tšona mabapi le go nagana ka tsinkelo. Dikutollo tša dinyakišišo di ka thuša go utolla tema ye e kgathwago ke go nagana ka tsinkelo ka lenaneo la thuto ya dikolo tše di phagamego tša Zimbabwe le ka dinageng tše dingwe. Mokgwa wa dinyakišišo wa boleng wo o dirišago mokgwa wa go hlatholla seemo o šomišitšwe ka maikemišetšo a go utolla maikutlo a bakgathatema. Mokgwa wo o bile maleba kudu go dinyakišišo tše ka ge o kgontšhitše monyakišišo go sekaseka maikutlo a barutiši le a baithuti mabapi le go nagana ka tsinkelo. O sekasekile gape maitemogelo a bona mabapi le go tšweletša go nagana ka tsinkelo ga baithuti ba thuto ya Histori ka dikolong tšeo di phagamego. Dinyakišišo di šomišitše dipoledišano tšeo dipotšišo tša gona di nyakago gore baarabi ba fe mabaka, dipoledišano le dihlophanepišo, ka ditekodišišo tša thutišo le tshekatsheko ya dingwalwa ka nepo ya go tšweletša tshedimošo. Dikutollokgolo tša dinyakišišo di laeditše tlhokego ya go nagana ka tsinkelo magareng ga baithuti ka dikolong tšeo di phagamego ka lefelong la motsesetoropo la Masvingo ka Zimbabwe. Go tšweletša go nagana ka tsinkelo go amilwe gampe ke mabaka a mararo a magolo. Wona ke: (a) dikokwane tša seemo sa go ruta le go ithuta tša go swana le tlhaelelo ya methopo ya go ruta le ya go ithuta, tlhokego ya mananeokgoparara le mekgwa ye e fokolago ya go ithuta le ya go ruta; (b) mabaka a seng

ao a amanago le maikutlo a go se loke le tlhokego ya tlhohleletšo ya barutiši le baithuti go nagana ka tsinkelo; le (c) mabaka a go amana le melawana ao a fetogago ditšhitišo go tšweletšo ya go nagana ka tsinkelo go baithuti go swana le melawana yeo e amogelago go ngwadišwa ga baithuti, lenaneothuto la Histori, tshepedišo ya ditlhahlobo tša dikolo tša mmušo le go hlama ga lenaneothuto leo le theilwego go ditlhahlobo. Dinyakišišo di utollotše gore mekgwa ye mmalwa ya go swana le kabo ya methopo ya go ithuta ye bohlokwa le kaonafatšo ya tlhohleletšo ya barutiši di ka thuša phethagatšo ye e šomago gabotse ya go nagana ka tsinkelo ka go lenaneothuto la dikolo tše di phagamego tša ka Zimbabwe. Dinyakišišo di utollotše gape gore go akaretšwa go nagana ka tsinkelo ka go lenaneothuto go ka ba le seabe se sekaone go kaonafatšo ya lenaneothuto la Zimbabwe. Dinyakišišo di šišinya gore mmušo wa Zimbabwe, Kgoro ya Thuto ya Dikolo tša Phoraemari le ya Dikolo tše di Phagamego, bolaodi bja dikolo tše di phagamego, diyunibesithi le dikholetše tša go ruta barutiši le Lekgotla la Ditlhahlobo tša Dikolo tša Zimbabwe di swanetše go šomišana mmogo ka nepo ya go tšweletša go nagana ka tsinkelo gareng ga baithuti ka dikolong tše di phagamego tša Zimbabwe.

Mareo a bohlokwa:

Go nagana ka tsinkelo, go ruta, histori, dikolo tše di phagamego, Masvingo le Zimbabwe.

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LIST OF ABBREVIATIONS

A' Level	Advanced Level
E learning	Internet learning
ICT	Information technology
IGSCE	Cambridge International General Certificate of Secondary Education
NCEE	National College Entrance Examinations
NCF	The Indian National Curriculum Framework
O' Level	Ordinary Level
ZIMSEC	Zimbabwe Schools' Examination Council
ZJC	Zimbabwe Junior Certificate
ZPD	Zone of Proximal Development

CHAPTER 1: Introduction and Background

1.1 Introduction

This study examines the role of critical thinking in the teaching of history to form three learners in three selected secondary schools in Masvingo urban area in Zimbabwe. This was in a context where Zimbabwean education was failing to promote critical thinking (Ndhlovu & Mangwaya 2013:329). The long term aim of modern education has been to promote critical thinking. The importance of critical thinking has been reinforced by a number of scholars such as Robinson (1987:13); Facione (2011:21-23); Thompson (2011:1); Vardi (2013:5); Massa (2014:4) and Setyowati, Sari and Habbar (2018:240). Wisdom and Leavitt (2015:196) stated that the immediate objective of today's schooling is to educate children to be effective thinkers.

The researcher acknowledges that schools can develop the valuable skill of critical thinking in their learners. (Thompson 2011:1; Tapung, Maryani & Supriatna 2018:173). Marin and Halpern (2014:1) noted that the most important reason for formal education is to advance critical thinking. Cotton in Karakoc (2016:81) outlined the significance of critical thinking showing the importance of a capability to think critically. Critical thinking is a characteristic of a learned person and is a necessity in the development of responsible citizens with employable skills for a variety of jobs. Facione (2011:23) stated that critical thinking is an essential tool for any democratic society since lack of critical thinking would lead to the collapse of the judicial and economic system. The aim of this study to develop critical thinking has been encouraged by the Zimbabwean education system's desire to equip learners with essential skills for daily life and work activities (Zimbabwe Ministry of Primary and Secondary Education (2015:7). The inclusion of critical thinking in the curriculum helps learners to transfer skills of critical thinking to everyday lives and also enhances the effectiveness of the lessons (Kibui 2012:33; Setyowati et al. 2018:240). Critical thinking results in better grades as it improves learners reading and comprehension capabilities (Islam 2015:5; Facione 2013:21).

The development of critical thinking in schools has been a difficult task. Fani (2016:1) pointed out that despite the fact that scholars and educators do agree on the importance

of developing children to become critical thinkers, the teaching of critical thinking has been difficult as some teachers disregard some potential critical thinking abilities (Slameto 2017:5). Ndhlovu and Mangwaya (2013:329-334) pointed out that employers have criticised Zimbabwe's education for its failure to adequately prepare learners for work life. Indeed, parents have complained that their children's potential is not being fully developed. The Zimbabwe Ministry of Primary and Secondary Education (2015:6) also notes that the public, parents and industry are increasingly concerned about the relevance of the Zimbabwean curriculum. Consequently, one can see that education is failing to produce the needed critical thinkers in Zimbabwe. There is need for Zimbabwe to work towards the improvement of learners' critical thinking. This is because critical thinking include skills required in the job market such as the ability to analyse and evaluate. Acquisition of these skills could lead to the production of school graduates who meet the needs of Zimbabwean employers.

The inability to think critically in Zimbabwean learners is highlighted in the Zimbabwe Ministry of Primary and Secondary Education document (2015:6-7). It is also reflected in the low pass rate in Ordinary level academic results for 2017 which stands at 26.35%, according to the Ministry's compilation of results. From her experience in marking Ordinary level History public examinations the researcher noted that learners performed badly on questions that required analysis. The researcher also noted that most of the questions in the History public examination papers did not challenge learners to be critical thinkers. Thompson (2011:21), Radulovic and Stancic (2017:11) and Kibui (2012:33) noted that the deficiencies in critical thinking result in low grades. The researcher, being a secondary school History teacher in Zimbabwe, also noted that learners face challenges in tests and examinations that assess their ability to think critically. Consequently, Zimbabwe's education has failed to produce critical thinkers. It is in light of this problem that the study sought to establish the role of critical thinking in the study of History and how it affected Form Three History learners in secondary schools in Masvingo.

Taking into consideration the views presented in the discussion above the research findings are likely to push educators in Masvingo province in particular and in Zimbabwe in general to re-examine the current approaches to secondary school education with the intention of advancing learners' acquisition of critical thinking.

1.2 Background to the study

This section supplies background material in relation to the study in terms of its context and focus. In particular, the section clarifies the role of critical thinking in Zimbabwe's education system and the part played by teachers and learners in its development.

The education system in Zimbabwe recognises the value of critical thinking in teaching and learning. The ability to think critically has been acknowledged extensively as a fundamental objective of learning. Educators support this objective, putting weight on a sense of balance between knowledge and highly developed thinking. Benjamin Bloom's taxonomy (Hyder & Bhamani 2016:54) highlights critical thinking. The perception was that higher cognitive abilities involved critical thinking. The roots of critical thinking theory are found in the writings of ancient Greek philosophers whose approach to truth was through critical discussion. Piaget also emphasises the significance of developing learners' critical thinking skills in education since this would enable the learners to do new things (Maedi 2013:292; Setyowati, et al. 2018:240). In education, John Dewey's thinking theory centered on the idea of reflective thinking and is often used interchangeably with critical thinking (Bailey & Mentz 2015:2).

Teachers play a significant role in the promotion of critical thinking as children can be taught how to think (Birgili 2015:2). Black in Choy and Cheah (2009:1) noted that learners are capable of improving their critical thinking abilities if they are taught how to think by teachers. This idea is also supported by Slameto (2017:2) who argues that education can enhance critical thinking capability. The Zimbabwe Ministry of Primary and Secondary Education (2015:7) states that the Zimbabwean curriculum framework encourages the teaching of critical thinking skills and encourages learners' abilities to apply mental processes in order to make sense of experience. The ZIMSEC Ordinary level syllabus' objective is to advance critical thinking skills such as the ability to analyse and make valued judgements (History Syllabus Forms 1-4 2015:1). Ndhlovu and Mangwaya (2013:329-334) advocate the development of learners' critical thinking in Zimbabwean education. This promotion of critical thinking in Zimbabwean education has also been witnessed in other countries. Hudson in Na Li (2012:8) notes that the United States of America encourages critical thinking in American education. In Singapore, the

Department of Education put up the Thinking Unit in 1997 in order to alter the learning environment and promote critical thinking (Chad 2007:10). The 2011 South African report for National Planning noted that the South African curriculum needed to be improved so that it focuses more on advancing critical thinking (Van den Berg, Taylor, Gustafsson, Spaul & Armstrong 2011:3).

In the 21st world, critical thinking or the ability to think critically, is necessary for one to be successful in a world where there is rapid increase in the creation of new knowledge (Marin & Halpern 2014:1; Tapung et al. 2018:172). Promoting learners' critical thinking skills has been an indispensable aim of higher learning (Marin & Halpern 2014:1; Tapung et al. 2018:172). Attainment of the ability to think critically is fundamental for learners who are to experience many challenges when they grow up. Crockett (2015:16) notes that critical thinking enables learners to counter a diversity of multifaceted troubles that are bound to occur in their individual and work-related lives. For learners to be successful in today's society of high technology, they ought to be able to think critically (Winthrop, McGivney, Williams & Shankar 2016:6). The significance of critical thinking to Zimbabwean learners has been reinforced by Zireva and Letseka (2013:519) who argue that critical thinking is vital both to the person and society since it helps learners to think for themselves and account for their actions.

This study will be conducted with Form Three History learners at secondary school level. Zimbabwe's secondary education system is made up of three levels which are as follows: Zimbabwe Junior Certificate (ZJC), comprising Form One and Form Two learners of ages ranging from thirteen to fourteen; Ordinary Level (O' Level), comprising Form Three and Form Four learners of ages ranging from fifteen to sixteen, and Advanced Level (A' Level) comprising Form Five and Form Six learners of ages ranging from seventeen to eighteen. High school is part of secondary education (Zimbabwean Government Report to the United Nations 2018:23). No examination is written at the end of ZJC. An external examination set and administered by the Zimbabwe Schools Examination Council (ZIMSEC) or Cambridge International General Certificate of Secondary Education (IGCSE) is taken at the end of O' Level, that is, in Form Four. The selection of learners into A' Level is determined by learners' performance in the external examination (Zimbabwean Government Report to the United Nations 2018:23). The Zimbabwean

education system is examination oriented and that made the researcher to select Form Three learners for this study instead of taking Form four learners who would be set to take ZIMSEC or IGCSE examinations and whose focus then would be on passing their examinations. One would expect Form Three learners and their teachers to have more time to attend to the researcher's interviews and observations.

Being a secondary school teacher who is experienced in teaching at all levels of the Zimbabwean education system, the researcher opted for Form Three learners mainly because of their age and higher maturity level as compared to Form One or Form Two learners. The study also focuses on Form Three History learners since the researcher is a History teacher, teaching History at all levels from Junior Level up to Advanced Level. The researcher noted that the pass rate for the Ordinary level History public examination has been poorer in comparison to other subjects. The researcher also had convenient access to research materials from workmates since the researcher works at one of the three selected schools under study. However, the researcher will be aware of the risk of subjectivity. To guard against subjectivity the researcher will stick to the University of South Africa CEDU research ethics and remind participants that their identity would be kept confidential. The researcher will also inform the participants that the research findings are meant to improve their teaching and learning and also that verification of findings would be conducted. In addition, the researcher being an experienced secondary school teacher of History, is aware of the lack of critical thinking displayed by learners throughout the different stages of their education, a fact which is supported by the Zimbabwe Ministry of Primary and Secondary Education (2015:6-7).

The study focuses on the role of critical thinking in the teaching of Form Three History since critical thinking is widely discussed but with limited action being taken by teachers and learners in the classroom (Crockett 2015:15). Despite the efforts to make critical thinking a prime centre of higher education, analysis of presented data shows that the strength of critical thinking displayed by the majority of learners is insufficient. Othman and Mohammad (2014:27-32) note that today's education is showing symptoms of a decrease in learners' critical thinking abilities. The deficiency in the ability to think critically in Zimbabwean learners is highlighted by the Zimbabwe Ministry of Primary and Secondary Education (2015:6-7). It is in light of this problem that the study sought to

establish the role of critical thinking among Form Three History learners in secondary schools in Masvingo.

1.2.1 Motivation

Failure to produce critical thinkers has invited criticism from employers and industrialists who feel that Zimbabwean schools are failing to adequately prepare learners for work life (Ndhlovu & Mangwaya 2013:329-334). As noted by Ndhlovu and Mangwaya (2013:329-334), some workers in the Education Department, teachers and parents feel that Zimbabwe's education is not developing learners' potential in the most appropriate manner and that parents believe that schools are not fully developing their children's potential. The development of critical thinking can enhance the positive impact of education on the learners. The Zimbabwe Ministry of Primary and Secondary Education (2015:8) also indicated that there has been increased public and parental concern with regards to the relevance of Zimbabwe's curriculum. The Zimbabwe Ministry of Primary and Secondary Education (2015:8) realised the need for Zimbabwean education to respond to the needs of industry. Zimbabwean employers see Zimbabwe's education as irrelevant in terms of the development needs of the country or society. Consequently, the researcher is motivated to carry out the research to find out the role of critical thinking in secondary schools so as to improve the curriculum and produce critical thinkers who can enhance economic development.

Teachers play a significant role in the development of critical thinking. A number of researchers have confirmed that critical thinking can be taught (Massa 2014:388; Slameto 2017:2; Setyowati, et al. 2018: 240; Wisdom & Leavitt 2015:195-196). Kennedy in Massa (2014:388) found that instructional interventions could improve the learning of critical thinking. Teachers' perceptions are that learners should be taught for them to be able to learn (Choy & Cheah 2009:4). Despite the universal agreement on the significance of teaching learners to be able to think critically, there are a limited number of researches about teachers' viewpoints concerning critical thinking activities (Massa 2014:4). Consequently, the researcher is motivated to carry out this study to ascertain the role of critical thinking in secondary schools, looking at teachers' perceptions of critical thinking and how teachers can affect the development of critical thinking abilities among History learners.

There appears to be a replenishment in education with regards to the preparation of teachers for their careers. For instance, the professional development of teachers has been outlined as one of the strategies to transform the education system but it is not yet visible in the classroom (Emilia 2017:207). Yet there is need to educate learners to think critically. The capability to think critically plays a vital role in learners' abilities to solve open-ended problems and teachers should repeatedly teach learners to think logically to cultivate learners' critical thinking (Fitriana, Fuad & Ekwawati 2018:2). Teachers think that their teaching develops creative and critical thinking in learners as this is recommended by the education curricular, yet they focus only on comprehension of the subject content (Isl.am 2015:6; Setyowati et al. 2018:24). The majority of learners, as noted by Birgili (2015:2), have not mastered the significance of thinking as the purpose of education and learning. Since learners are failing to master critical thinking skills in their learning, the researcher is motivated to engage in this study to find out Zimbabwean learners' perceptions of critical thinking and see how their perceptions affect the promotion of abilities to think critically at secondary schools in Zimbabwe.

Learners' perceptions influence the acquisition of critical thinking in education and acquisition of critical thinking capabilities can improve their academic performance. Learners with poor thinking abilities have poor reading and comprehension abilities (Islam 2015:17; Wisdom & Leavitt, 2015:71; Kibui 2012:33). As noted by Kibui (2012:34) the deficiency of critical thinking abilities affects the ability of learners in various subjects such as Mathematics where they fail to solve word problems and in Science where they fail to analyse scientific problems. Ben in Wisdom and Leavitt (2015:71) asserts that critical thinking skills and writing skills are not isolated skills but that the two are indivisible skills since formal academic writing needs one to be analytical and have argumentative thinking which are the skills significant in developing critical thinking skills. According to Vardi (2013:5) the advance of critical thinking is basic to instill learners into the academic world. Critical thinking should be incorporated in the syllabus so that learners can be trained and be able to apply critical thinking to advance their performance (Fitriana et al. 2018:3). The researcher, being a secondary school History teacher, noted that learners scored poor

results in tests that required the ability to think critically. The researcher's conclusion is supported by views advanced by Kibui (2012:33). The implication is that lack of critical thinking affects the academic achievements of learners. The researcher was motivated to carry out the research to ascertain the part played by critical thinking at secondary schools since this could lead to improved learners' academic achievement in Zimbabwean schools.

Studies have been carried out on critical thinking abilities at tertiary institutions. Mehta (2015:3-15) carried out a study in New Zealand to establish educators' understanding of critical thinking. Another study by Azreen and Saat (2015: 725-732) was carried out with Malaysian under-graduates, focusing on students' perceptions of critical thinking. Studies on critical thinking have also been done in secondary schools. A research by O'Brien (2013:5) was done with Grade Nine learners at a privately-owned school in the South Eastern region of the United States of America, focusing on lack of motivation to develop critical thinking. Rumpagaporn (2007:15-19) conducted a study on Grade Nine learners in Thailand with the aim of establishing the impact of the environment in the classroom. Studies on learners' critical thinking in secondary schools were also conducted in other countries. None of the studies known to the researcher were carried out on Zimbabwe's secondary schools and this motivated the researcher to conduct a study on Form Three History learners in Zimbabwe's secondary schools in order to ascertain the factors that affect the development of critical thinking and its impact on their learning.

A number of researches have been carried out on the progress of critical thinking in Africa. Such studies include those which were done by Majiet (2016:3-8), Grosser (2013:8), Meintjes and Grosser (2010:361-386), Van den Berg (2011:3) and Ndofirepi, Wadesango, Machingura, Maphosa and Mutekwe (2013:179-193). Consequently, studies on the development of critical thinking have been carried out in numerous countries but few researches were done in Zimbabwe. It is in light of this gap that the researcher is motivated to find out factors which can affect the progress of critical thinking in Zimbabwean secondary schools.

1.3 The rationale and relevance of the study

Critical thinking is a fundamental topic in current education. All teachers are concerned with the instruction of critical thinking in schools (Kibui 2012:5; Kuhn 2016:1; Setyowati et al. 2018:240). The teaching of critical thinking has at all times been the objective for teachers in all disciplines and at all grades (Kibui 2012:5; Crockett 2015:15). However, the teaching of critical thinking has not been an easy task as teachers and learners failed to enhance it in the classroom. This challenge has been confirmed by many studies (Thompson 2011:1; Slameto 2017:2; Choy & Cheah, 2009:1; Ndhlovu & Mangwaya 2013:529; Othman & Mohammad, 2014:2; Crockett 2015:15). The above studies did not focus on the role of critical thinking and factors that can encourage the instruction of critical thinking. Consequently, the research will add to the literature on the instruction and knowledge of critical thinking in Zimbabwe.

Many scholars such as Wisdom and Leavitt (2015:195), Murphy (2015:7) and Ventura (2017:16) do agree that the teacher is the means by which critical thinking can be advanced in learners since teachers can influence classroom activities. It is the teacher who gives learners esteem and encourages self-assurance and self-opportunities that would contribute to learners' own learning and thinking (Leen, Hong, Kwan & Ying, 2014:10; Slameto, 2017:2). Atabaki and Yamohammadian (2015:4) note that if learners are to be capable of developing their thinking skills there is need to teach them. However, it is noted that critical thinking is lacking among learners and emphasis on development of critical thinking is also lacking in classroom practices (Marin & Halpern (2014:2; Setyowati et al. 2018:241). As a result, the study's rationale is to ascertain the role of critical thinking, focusing on factors that can promote critical thinking in the hope that the identification of these factors would benefit Government and curriculum designers in Zimbabwe and worldwide. The findings of the study may assist to obtain a comprehensive image of the instruction and education of critical thinking that will give beneficial response to those who are concerned with the expansion of the History syllabus, workers' maturity, policy construction and tutor education.

In addition, developing learners' critical thinking abilities was seen as an indispensable aim of secondary school education (Wisdom & Leavitt 2015:100). Cotton in Karakoc (2016:81) states that the ability to employ cautious and thoughtful thinking is a basic characteristic of an educated human being. Noor in Othman and Mohammad (2014:27-32) notes that there is a deficiency of higher thinking skills in learners which should prepare learners for future problem solving as well as make them independent thinkers. This is a necessity to a wide assortment of jobs which require competent workers with the abilities to think. The skills to think critically are the tools required to come up with good choices and are therefore, necessary in today's rapidly changing world (Radulovic & Stancic 2017:12; Beyth- Marom, Novik & Sloan 1987:214-231). Cotton in Karakoc (2016:82) supports the importance of the idea of teaching learners to be critical thinkers and argues that the thinking skills are necessary tools in today's technological and fast changing world. Beyer in Lai (2011:2) and Tapung et al. (2018:172) view the instruction of critical thinking as significant to the state and argue that to reside fruitfully in a democracy, citizens should have critical thinking abilities to make excellent decisions about human beings and public associations. Critical thinking is beneficial to the society and assists learners to be able to make good decisions (Ndhlovu & Mangwaya 2013:1; Radulovic & Stancic 2017:12). Ndhlovu and Mangwaya (2013:329-334) outline that criticisms of the quality of schooling in Zimbabwe is coming from industrialists and employers who believe that schools are failing to prepare pupils adequately for work life. The study's findings could bring in insights on the crisis of lack of critical thinking in instruction in secondary schools.

The Zimbabwean Curriculum Framework also notes the need to prepare learners to be participating citizens who are able to labor in an increasingly globalised and competitive atmosphere (Ministry of Primary and Secondary Education (2015:6-7). This study, then, can help identify the role of critical thinking with a focus on factors that affect the advance of critical thinking. This will in turn, help educators produce critical thinkers who are on demand in today's society and today's job market.

Studies about critical thinking have been conducted in some countries such as studies by Atabaki and Yamohammadian (2015) in Hong Kong secondary schools, Leen (2014) in China at high school level, Kanik (2010) in Turkey on seventh grade pupils, Massa (2014) in Italy on primary schools and Hepner in Wisdom and Leavitt (2015) on undergraduates in the United States of America. However, not many researches have been carried out in Zimbabwe. This researcher consequently, will fill that gap by conducting a study on the role of critical thinking at secondary schools in Zimbabwe. Since Zimbabwe has a distinctive economic, social and political situation, the research could possibly bring out fresh insights about critical thinking. The findings can enhance teachers' knowledge about critical thinking in Secondary schools in Zimbabwe and worldwide. The study's findings can assist teachers and educators with insights that can result in change of attitude and focus more on the expansion of learners' critical thinking.

The development of critical thinking skills, critical thinking dispositions will assist learners make sound conclusions and decisions throughout their lives (Vardi 2013:5). Critical thinking plays a significant role for learners in resolving open-ended problems (Fitriana et al. 2018:33). As asserted by Abrami in Schraw, McCrudden, Lechman, Hoffman, and Zoll (2011:251) the development of critical thinking in the discipline results in learners' improvement in academic performance. This study will identify the role of critical thinking in secondary schools and the findings can improve the teaching and practice of critical thinking that would in turn benefit learners by improving their academic performance.

According to the forty-six experts of the Delphi panel (Facione 2013:9) critical thinking is defined as a set of six core skills which are analysis, interpretation, evaluation, explanation, inference and self-regulation. This study's definition of critical thinking also considers the cognitive skills together with critical thinking dispositions. Learning entails effort but critical thinking needs utmost application of intellectual ability and as a result, teachers and learners find critical thinking uncomfortable (Radulovic & Stancic 2017:12). This study's findings will reveal teachers' perceptions towards critical thinking and

learners' perceptions towards critical thinking with the hope of improving the learning of critical thinking in schools.

In addition, as a History teacher at a secondary school, the researcher has noted that some learners are not active participants in History classes and would sleep in class while others show unenthusiastic attitude towards the learning of History and would be less eager to tackle questions that require critical thinking. What the researcher observed was also noted by Kibui (2012:33) who concluded that learners were not willing to engage in critical thinking and did not perform well in tests that require critical thinking. This made this study to focus on role of critical thinking in secondary schools urgent as the study's findings will clarify the part played by learners and teachers in developing critical thinking. Consequently, the study's findings will assist teachers and educators improve learners' learning of critical thinking thereby making them take a more active role in their classes.

Many schools focus on students' mastery of the subject content instead of focusing on the processes of deriving goods (Othman & Mohammad 2014:27-28). Teachers perform exceptional work of transmitting the content in particular educational disciplines, but have not been successful in teaching learners to think efficiently about the subject material. Consequently, there is need to find the correct ways of teaching critical thinking skills. This study will help teachers promote critical thinking in their teaching of subject disciplines. Furthermore, the outcome of this research will help to uncover the role of critical thinking in education in Zimbabwe and worldwide.

1.4 Clarification of key concepts in the title

This section focuses on defining the key concepts in the title of this study which are also crucial to this research. Newman (2011:40) expresses the view that many concepts are unclear and have different descriptions. The implication is that the definitions are vital for an inclusive understanding of this research.

1.4.1 Critical thinking

The phrase 'critical thinking' is significant in this research, implying that there is need to define it. Various definitions were put forward by leading researchers such as Ennis (2011), Facione (2013), Glaser in Wisdom and Leavitt (2015), Lai (2011), and Scriven and Paul in Wisdom and Leavitt (2015). The philosopher, Socrates believed that critical thinking is persistent questioning, deliberation of evidence and rational exploration for truth (Wisdom & Leavitt 2015:21). Ennis in Muhlisin, Susilo, Amin and Rohman (2015:5) defines critical thinking as a manner of thinking concerning something making common sense that pays attention to the decision on how to act or what to believe. Something making common sense is something that makes meaning and shapes one's beliefs. According to Elder in Wisdom and Leavitt (2015:99) critical thinking is a procedure which is personally guided, closely controlled and reasonable thinking. Scriven and Paul in Wisdom and Leavitt (2015:99) assert that critical thinking is an intellectual procedure involving the ability to apply, analyse, synthesise and evaluate information. As expressed by Scriven and Paul in Wisdom and Leavitt (2015:99) the information analysed and evaluated through critical thinking is produced by experience, observation, logic, reflection and communication. It guides the person's belief and action. Moore and Parker in Wisdom and Leavitt (2015:100) assert that on top of all else the ability to think critically means the ability to screen one's ideas in order to be able to see how the thoughts truly create common sense.

Various definitions of critical thinking can be noted. In the endeavor to settle the problem of the varied definitions of critical thinking in 1990 a team of forty-six principal experts on critical thinking reached a consensus on the major components of critical thinking (Facione in Vardi 2013:1). The forty-six experts were selected from psychology, philosophy, physical sciences, social sciences and education and they collectively reached a consensus on the definition of critical thinking. They expressed that critical thinking is a procedure which is purposeful, a self-regulatory judgement resulting in analysis, interpretation, explanation, evaluation and inference (Facione 2013:10). These critical thinking skills are called cognitive skills. The panel of experts also pointed out that

critical thinking also involves habits of the mind or critical thinking dispositions (Vardi 2013:4). The panel of experts pointed out that the behaviours and attitudes known as the habits of the mind or dispositions (eagerness) make one more prone to using critical thinking skills in all aspects of life (Leen 2014:8). The panel of experts agreed that to have critical thinking skills without critical thinking dispositions or vice-versa cannot make one a critical thinker (Vardi 2013:4). Consequently, critical thinking influences the individual's character since critical thinking disposition determines the person's attitude and actions. The core critical thinking dispositions identified by Facione in Vardi (2013:5) are as follows: open-mindedness, fair mindedness, inquisitiveness, flexibility, truth-seeking and analyticity. Glaser in Wisdom and Leavitt (2015:99) defines critical thinking as a combination of three things, that is, the mind-set of being willing to think unselfishly to solve problems inside their variety of experiences, knowledge of methods of rational investigation and the skill to apply those methods.

This study will take the definition of critical thinking put forward by Edward Glaser in Wisdom and Leavitt (2015:99) since it touches on agreed definitions of critical thinking of the panel of forty-six experts, defining critical thinking as a willingness to think selflessly (dispositions), knowledge of methods of inquiry and the skill to apply those methods (critical thinking skills). For this study a critical thinker is one who possesses inner motivation (disposition), critical thinking skills such as ability to explain, interpret, analyse, evaluate, infer and an ability to think in a self-directive manner.

1.4.2 Teaching

Teaching can be described as a variety of activities that are planned to maintain the procedure in learning (Sequeira 2012:4). One can see that there is a link between teaching and learning as teaching influences learning since the teaching activities facilitate learning. The activities involved in the teaching as asserted by Brophy and Good in Talis (2009:3) include well-arranged lesson, clearness of presentation and classroom

administration which embrace supportive environment and cognitive development involving higher order thinking.

1.4.3 Secondary schools

Another key term that needs clarification in this study is 'secondary school' since the education levels vary worldwide. This section clarifies what secondary schools are and secondary education in the Zimbabwean education system. The researcher includes primary and tertiary education in the clarification to enhance understanding of a secondary school education in Zimbabwe. Zimbabwe's secondary education is controlled by the Ministry of Primary and Secondary Education, secondary education being regulated by the cabinet (Report by the Government of Zimbabwe 2018:2).

Zimbabwe's education is divided into four levels which are as follows: nursery, primary school, secondary school and higher education. The transition to secondary school follows finishing of seven years of formal primary education (Zimbabwe Ministry of Primary and Secondary Education (2015:21). A secondary school provides secondary education whose cycle comprises six years (Forms 1-6). The secondary school cycle is made up of three two-year stages each which are as follows: Form One and Form Two, Form Three and Form Four and Form Five and Six. Form Three and Four is lower secondary school and Form Five and Six is the upper secondary school (Report by Government of Zimbabwe to United Nations 2018:23). Form One and Two levels are known as Junior Certificate Level, which is preparation for entry into Form Three and Form Four level whose learners would seat for Ordinary level examinations. The Zimbabwe Ministry of Primary and Secondary Education (2015:21) states that upon the completion of Ordinary level, depending on the results obtained, learners can take any of the following pathways:

- 1) Progress to Advanced Level secondary education, that is, Form Five and Six.
- 2) Go for further education (tertiary) to prepare entry into professions and occupations (attend teacher training, technical, agriculture, poly-technical and nursing colleges)

- 3) Look for skills development through apprenticeships and other opportunities for work-place.

At the secondary schools, a learner can be either a day scholar or a boarder, all taking classes in English, Mathematics, Shona or Ndebele, Science, Geography and History and any of the practical or commercial subjects such as Woodwork, Agriculture, Economics (Report by the Government of Zimbabwe (2018:2). Form Four learners take Ordinary level examinations and are expected to pass at least five subjects including Science, Mathematics and English. The examination determines learners' achievement, selection for Form Five and employment status. The examinations are managed by a board called the Zimbabwe Schools Examination Council. The Advanced Level (A' Level) learners take an examination at Form six and the examination is requisite for admission to university in Zimbabwe (Zimbabwe Ministry of Primary and Secondary Education 2015:21).

In short, a secondary school in Zimbabwe enrolls Form-One to Six learners, taking a national examination at Form Four and Form Six.

1.4.4 Masvingo, Zimbabwe

There is need to clarify on Masvingo and Zimbabwe since they are also key words in the study's title. This section shows the map of Zimbabwe, indicating the exact location of Masvingo province and also supplies details of Masvingo city and its schools. The location of Zimbabwe, its brief history and education will be clarified.

Masvingo is one of the ten provinces in Zimbabwe. Before 1982 Masvingo was known as Fort Victoria. Masvingo province is surrounded by Matebeleland South province which is to the south west, Manicaland province to North east and Midlands province located to the North West. Masvingo province covers 14.48% of the entire area of Zimbabwe and is positioned fifth of the ten provinces of Zimbabwe (Garlake 2011:4). Masvingo city is located in Masvingo province. The city is near the Great Zimbabwe national shrine.

Masvingo province lies south of Zimbabwe as shown in Fig 1.1

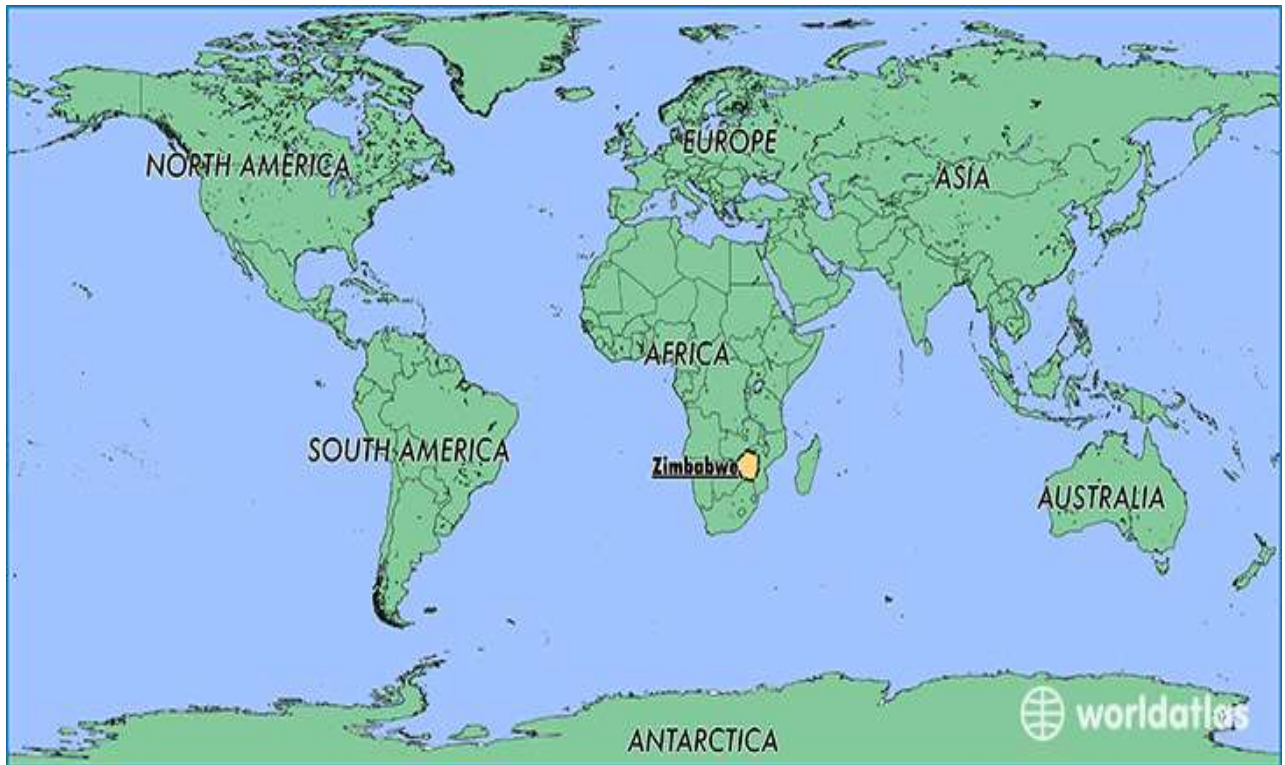
The arrow on the map is pointing to the location of Masvingo city.

Fig1.1



The town in Masvingo province is Masvingo city which in this study is referred to as Masvingo urban area. In the city of Masvingo there are six secondary schools. This study will use a sample of participants selected from three schools in Masvingo city.

Zimbabwe is a landlocked country in the southern part of the continent of Africa as indicated in Fig 1.2 below.



Zimbabwe's neighbouring countries are South Africa, Zambia, Mozambique and Botswana. Zimbabwe is located between the Zambezi and Limpopo Rivers. Zimbabwe's capital city is Harare and official language is English. Zimbabwe covers an area of 586,850 square kilometers and in 2017 had a population of 14, 9 million (Report by the Government of Zimbabwe to the United Nations report 2018:22). Zimbabwe is a Republic headed by a President. The Zimbabwean education is controlled by the Ministry of Primary and Secondary Education (Report by the Government of Zimbabwe to the United Nations 2018:23). The Zimbabwean Government regulates education and the substance of education including curricula. Teaching methods have to be relevant, of good quality and be in the best interests of every child (Zimbabwe Ministry of Primary and Secondary Education 2016:9)

1.5 Statement of the problem

Background to the study has shown learners can be trained to think critically and that in the 21st century, the immediate goal of education has been identified as to teach children to become effective thinkers since this improves learners' academic performance as well as prepare learners for post-secondary school education and work life (Sullivan, Genn, Roche & McDonagh 2016: 7; Edwards 2017:47; Setyowati et al. 2018:240; Radulovic & Stancic:2017:12; Facione 2013:21-23; Lai 2011:5; Kibui 2012:33; Donnelly 2015:7; Thompson 2011:1; Marin & Halpern 2011:1; Na Li 2012:8; Cotton in Karakoc 2016:82; Zimbabwe Ministry of Primary and Secondary Education 2015:6-7). For that reason, the importance of critical thinking has been shown to be not only for individual good, but also for the benefit of the rest of Zimbabwe. It has been clarified in the background to the study that critical thinking has been a difficult task because of individuals' failure to understand it. As a result, its outcomes have not always been achieved (Thompson 2011:1; Radulovic & Stancic 2017:11; Choy & Cheah, 2009:1; Othman & Mohammad 2014:27-32; Ndhlovu & Mangwaya 2013:329; Kibui 2012:34; Emilia 2017:21; Fani 2016:1; Zimbabwe Ministry of Primary and Secondary Education 2015:6-7). Consequently, it becomes necessary to examine and identify circumstances that influence the advance of critical thinking abilities. As indicated in the background to the study, limited studies known to the researcher have been conducted whose focal point has been on critical thinking's progress in secondary schools in Zimbabwe. Consequently, this study will seek to deal with the following research question: What is the role and place of critical thinking in the teaching of History in secondary schools in Zimbabwe in Masvingo province?

The study intends to establish the role of critical thinking focusing on factors affecting the learning of critical thinking in secondary schools. These factors can reflect why the Zimbabwean education system is failing to produce critical thinkers and this can compel the Government, educators and curriculum designers to intervene and attend to the problem of lack of abilities to think critically in schools. By establishing the role of critical thinking with focus on factors affecting the progress of critical thinking in secondary schools in Zimbabwe, this research can be beneficial because the research findings will

contribute to knowledge on how to build critical thinking. Some studies in the learning of critical thinking have been conducted in some countries but few studies have been carried out in Zimbabwe with her unique social, political and economic circumstances. This implies that the study will add to the body of information about critical thinking in secondary schools in Zimbabwe. Since this study focuses on critical thinking in secondary schools, the research has the potential to come up with insights of critical thinking and then, add to the knowledge on how learners can develop critical thinking.

1.6 Research questions

The instruction of critical thinking has been a challenge in Zimbabwean schools (Ndhlovu & Mangwaya 2013:329). As a result, the study's purpose is to explore the role played by critical thinking focusing on factors affecting its development among Form Three History learners at secondary school. As noted in the background to this study, Form Three level is a mature age group with learners well-adjusted to learning activities at secondary school level. This is unlike Form One or Form Two learners who are in their early stages of secondary school. In addition, as discussed in the study's background Form Three learners, unlike Form Four learners, do not seat for the external examinations set by the Zimbabwe Schools Examination Council for learners in government secondary schools and Cambridge International Examination for learners in private schools. Consequently, Form Three learners and their teachers will be expected to have enough time to attend to the research's demands. The participants will be selected from the History classes since the researcher being a History teacher at high school, has experience in the teaching and learning of History at Form Three level. In order to explore the role of critical thinking in the learning of Form Three History at secondary schools, it becomes important to come up with research questions. The researcher's main question is as follows:

What is the role and place of critical thinking in the teaching of History in secondary schools in Zimbabwe in Masvingo province?

The major research question is supported by sub-questions which are as follows:

1) What are teachers' perceptions of the place of critical thinking in their teaching of History to Form Three History learners?

- 2) How do Form Three History learners perceive the role of critical thinking in terms of their conception of critical thinking, motivation and belief systems?
- 3) How can the inclusion of critical thinking in the curriculum of Form Three History learners contribute to the improvement of education in secondary schools?
- 4) How can critical thinking be effectively implemented in the curriculum of Form Three History classes at secondary schools in Zimbabwe's Masvingo province?

1.7 Purpose of the study

The rationale of this research is to investigate the role of critical thinking in the teaching of history to Form Three learners in secondary schools in Zimbabwe, Masvingo urban area, assessing the part played by teachers and learners, the impact of critical thinking on education and how it can be effectively implemented in the Form Three history curriculum.

1.7.1 Aims

The study aims to bring to the forefront the role of critical thinking in History teaching and learning focusing on factors affecting its development in secondary schools. From the debate above it is evident that the current teaching and learning in Zimbabwean secondary schools is failing to develop critical thinking. The study aims to bring forth the role of critical thinking in the learning of Form Three History at secondary school level. The following four broad aims were linked to the study's sub- questions outlined above.

Research aim 1: To identify teachers' opinions on the role of critical thinking in the learning of Form Three History learners. The aim is to identify whether or not teachers perceive critical thinking as important in the teaching and learning of Form 3 History learners?

Research aim 2: To investigate not only the development of critical thinking but also whether the Form Three History learners are more willing to use critical

thinking in their learning of History. The aim is to investigate whether the learners validate critical thinking in their learning of History.

Research aim 3: To highlight the impact of critical thinking on education. The aim is to investigate whether the education system improves with inclusion of critical thinking in learning as claimed by literature.

Research aim 4: To discover measures to effectively implement critical thinking in the curriculum. The aim is to discover factors affecting effective execution of critical thinking in the curriculum of Form Three History learners.

1.7.2 Objectives

In order to bring out the aims outlined above the study focused on the subsequent objectives:

- a) To establish teachers' perceptions towards the role of critical thinking for Form Three History learners in secondary schools.
- b) To find out how Form Three History learners perceive the role of critical thinking in their learning of History.
- c) To establish how the inclusion of critical thinking in the Form Three History curriculum can bring improvement in education.
- d) To determine how critical thinking can be effectively implemented in the curriculum of Form Three History classes at chosen secondary schools.

1.8 Theoretical framework of the study

There are many educational theories with related ideas trying to explain the development of critical thinking. This study will be guided by three theories, the constructivist learning theory as propounded by John Dewey (1933), Vygotsky's socio-cultural theory (1934) and Bandura's (1977) social-cognitive theory. The researcher felt the three theories together would be suitable in guiding the study since they are linked to the main factors involving the learning and teaching of critical thinking.

The Constructivist learning theory as expressed by Dewey (1933) is a paradigm for learning and teaching whereby learning is built up from experience and is influenced by experience (Giesen 2017:10). Dewey's constructivism outlined that learners can internalise knowledge. It argues that through accommodation and assimilation learners can construct new knowledge through their experiences (Kibui 2012:23). The Constructivist theory is based on the belief that human beings can construct their own knowledge from the world (Murphy in Kibui 2012:23). The learner is an active participant (Amineh & Asl 2015:9). Dewey's constructivist teaching is centered on the belief that education happens as the learner takes an active role in the procedure of sense and knowledge building. A learner is not seen as a tabula rasa on which fresh information is printed (Olusegun & Bada 2015:67).

Dewey developed his reflective thought which is often used interchangeably with critical thinking (Bailey & Mentz 2015:2). The constructivist learning environment affects the learning process (Tang & Logonnathan 2014:173). The classroom ought to be meaningful to the learner since according to Dewey (1938:51) learning ought to train the learner for future life. In constructivist learning, the teacher's role is not to deliver knowledge (Topolovcan & Matijevic 2017:52). By crafting the constructivist learning environment, teachers generate an environment that promotes the learning, of critical thinking (Asgaharheidari & Tahiri 2015:39). This made the researcher to consider the constructivist learning theory as a guiding theory to this study since the constructivist learning environment can promote critical thinking in the learning of History.

The researcher saw the Constructivist theoretical framework as suitable to guide this study since, as expressed by Gray in Kibui (2012:12), constructivism can promote critical thinking by promoting a motivated and independent learner. Dewey's constructivist learning settings are inquiry and problem solving and these are major in critical thinking. Dewey's constructivist teacher is a guide and facilitator, teaching and learning is child-centered with brainstorming taking place in a constructivist classroom to help learners form opinions and find solutions to problems (Olusegun & Bada 2015:66-70).

Constructivism emphasises individual learning and opposes the traditional view that information is transmitted from teacher to learner (Kibui 2012:16-17).

With the Constructivist theory, the learner is an active participant in acquiring knowledge, which becomes subjective. This subjective Constructivist knowledge will be suitable to the study's interpretivist research paradigm, which also considers that truth is made up of the individual's personal experience of the outside world and that there is no objective knowledge. Constructivism focuses on an active learner and a teacher's role of creating a learning environment which allows learners to openly express their ideas. For this reason, learning situation is an inductive approach (Dennick 2012:618-624). This inductive approach is linked to constructivism is relevant to this study since this research will be conducted in actual life circumstance.

Another theory which the researcher considers to be relevant in guiding the study is the socio-cultural theory of Vygotsky (1934). Vygotsky's approach is closely linked to constructivism. The theory proposed that social interaction lays a vital part in the advance of learning as the socio-cultural environment is seen to be influential in the production of knowledge (Mishra 2013:23). Vygotsky's theory claims the child's learning is based on utilisation of cultural tools through interaction with parents, teachers and peers who are more knowledgeable (Shabani 2016:2). According to Vygotsky's theory two main principles play a major role in the child's learning, namely, the extra knowledgeable other and the zone of proximal development. The extra knowledgeable others are stated by Vygotsky as people with higher capability than the learner such as teachers, peers and adults (McLeod 2018:4). The zone of proximal development as expressed by Vygotsky refers to the difference in what the learner can accomplish without help and what the learner can achieve with the help and support of an adult or more competent peer (McLeod 2018:5).

The researcher felt Vygotsky's socio-cultural premise is pertinent to the study since the theory places greater emphasis on learning through social interactions which reflects connection between cognitive advancement and environment. This is key to critical

thinking development as metacognitive skills are logical skills, largely related to critical thinking (Facione (2015:6). Vygotsky's suggestion that the child's learning is socially mediated and that the teacher is the more knowledgeable other and plays a vital part in the learner's acquisition of knowledge is pertinent to this research. The teacher plays a vital role in the enhancement of critical thinking in the classroom because the teacher is needed to assist the learner to acquire critical thinking (McLeod (2018:1).

The researcher also regards the socio-cognitive theory of Bandura (1977) as relevant in guiding this research as the theory places emphasis on interaction of the behavioural aspects, environmental and personal (cognitive) aspects in the learning procedure. The theory portrays that these three features are in equal interaction, as behaviour can affect cognition or the reverse or that environment can have power over individual thinking (Harinie, Sudiro, Rahayu & Fatchan 2017:2). Bandura's theory states that individuals' behaviour is learnt from the environment through observation (McLeod 2016:1). The theory explains that learning occurs through observation and imitating what is observed. As proposed by Bandura personal factors such as values, goals and beliefs determine how the individual reinforces actions observed (Jenkins & Moser 2018:2). The personal factors include self-efficacy.

The theory of Bandura is appropriate in guiding the research as it places emphasis on the environment as a factor influencing learning through observation. This idea is significant to the research that focuses on critical thinking and where classroom environment is seen as affecting the advancement of critical thinking. Schoper and Wagner in Wisdom and Leavitt (2015:206) state that one important aspect in critical thinking involves lively learning pedagogy and thoughtful inspection of environment. The significance of self-efficacy reinforced in Bandura's theory is relevant in guiding this research that will focus on investigating the learners' and teachers' perceptions of the teaching of critical thinking looking at the influence of self-efficacy in the learning and teaching of critical thinking. As asserted by Gurcay and Ferah (2018:128) learners with high levels of self- efficacy have added capabilities to think critically.

1.9 Research design

The rationale of the research is to ascertain the role of critical thinking in secondary schools in Zimbabwe basing on the point of view of teachers and learners in connection to their know-how in instruction in secondary schools. Looking at the focal point of the research, a qualitative study design is regarded as most suitable in accomplishing the study's goal. To attain the objectives of this study, a qualitative research will be conducted. Being qualitative in nature this research used a phenomenological research approach. This option of a qualitative study using a phenomenological procedure is guided by the interpretive research paradigm.

1.9.1 Qualitative research

The researcher felt a qualitative research was appropriate to the research since the main characteristic of a qualitative study is that it is typically suitable for minute samples. This research's sample is small, made up of 26 participants (Langos 2015:4). The most important benefit of a qualitative research which constitutes its fundamental distinction with quantitative research is that it offers a full account and breakdown of a research subject matter with no limit to the extent of the research and character of the participant's responses (Collis & Hussey in Langos 2015:4). A qualitative research deals with the learning of peoples' lives in actual world conditions (Yin 2011:29). This makes a qualitative study appropriate to the study since the study's focal point is an exploration of the subjective interpretation of the role of critical thinking from the viewpoints of the participants. The study will collect information directly from learners and teachers in their natural settings.

The use of small samples is appropriate for this study. As noted by Langos (2014:4) a qualitative research is suitable to miniature samples whilst its outcomes cannot be measured. This makes a qualitative research more suitable for a social science research than quantitative research which is seen to be insufficient for investigating educational troubles where worry is on causes, feelings and opinions (Ary, Jacobs, Razavieh &

Sorensen 2006:25). In addition, a qualitative research will be of advantage to this study since a qualitative research has the capability of representing twenty-six participants' views and perspectives (Yin 2011:29). Twenty-four participants will be interviewed and two other participants will have their classroom lessons observed. The main purpose of a qualitative research is to capture participants' views representing meanings particular to actual life proceedings of a group who survive in them.

1.9.2 Research methodology

The researcher also opted for a qualitative design since a qualitative research study can use a variety of research approaches such as ethnography, case study, phenomenology, grounded theory and critical study (McMillan & Schumacher 2016:19) This study selected the phenomenological approach since a phenomenological approach aims to understand the existing experiences of the participants and endeavors to comprehend the individual's perceptions, viewpoints and comprehension of distinctive phenomenon (Pathak 2017:2395). Phenomenology is a technique of the interpretive study paradigm. This renders a phenomenological research approach appropriate to this study since the study will examine teachers and learners' perceptions to critical thinking in schools. This study will focus on the perspectives of eight teachers and eighteen learners involved in History teaching and learning in secondary schools in Masvingo urban area.

The researcher also felt the interpretivists' worldview is appropriate to the study as the interpretivists believe that there is no objective knowledge which is autonomous thinking as projected by positivism. The goal of the research is to gather subjective knowledge from selected learners and teachers in three selected schools. The root of interpretive research is that the way to have contact with reality is only through societal constructions (Meyers in Antwi & Hanza 2015:2). Aikenhead cited in Antwi and Hanza (2015:2) argues that observation and interpretation underpin the interpretive paradigm. The major concern of the interpretive paradigm is to be competent in understanding the point of view of the participants. This is significant to this study which intends to assemble data from participants' viewpoints. The researcher preferred the interpretive paradigm because the

research is mostly concerned about invention of knowledge about how individuals think and feel in the circumstances they find themselves in the learning and teaching in the selected secondary schools.

1.9.3 Research methods

For the study to be able to tackle the crisis of lack of critical thinking in secondary schools in Zimbabwe, the research will be conducted in three schools chosen in Masvingo urban area where a total of 26 participants will be purposively selected. Eight teachers and eighteen learners will participate in semi-structured interviews, focus group interviews and lesson observations. This study will be conducted in actual life situation and not experimentally. As stated by Creswell (2012:79) this qualitative research uses interview, observation and focus group discussion which are central in the naturalist interpretive paradigm. The central part of qualitative data enquiry is to gather information through observations and interviews (Marshall & Rossman 2006:23).

1.9.3.1 Interviews

The research will use focus group and semi-structured interviews since the use of interviews allowed the researcher to gather information with direct bearing to the research objectives (Cohen, Manion & Morrison 2011:411). One of the most ordinary forms of qualitative research methods is an interview. An interview is a discussion between the researcher and the respondents whereby the researcher bears in mind that particular data are wanted from the respondents and will design exacting questions to be answered (Bertram & Christiansen 2015:80). The interviews for this study will be in-depth interviews. As stated by Kwek (2011:9) in-depth interviews enable the researcher to get information from people in the know. For this study the people in the know are teachers and learners. Six interviews of two teachers and six interviews of two learners from each of the three selected schools will be carried out. Each interviewee will be interviewed for fifty minutes.

Learners will be interviewed in private isolated rooms to make them comfortable and more willing to disclose their views.

The research is interpretive. The claim of an interview is the most ideal as stated by Bertram and Christiansen (2015:82) where they say that an interpretivist's research uses the interview method extensively since the interview permits the researcher to pose probing and clarifying questions. The employment of interviews is suitable to my study because it allows the researcher to obtain data about the ideas, beliefs and opinions of teachers and learners about the growth of critical thinking in secondary schools. An interview is a means of accessing what is within a person's mind (Tuckman in Cohen et al. 2011:411).

1.9.3.2 Observations

The researcher will also use lesson observations to counter the disadvantages of using interviews since what human beings do may be different from what they say they do (Cohen et al. 2011:411). The researcher will conduct lesson observations on a total of two teachers from two of the three selected schools. The researcher will not conduct a lesson observation on each of the three chosen schools because the researcher felt two lesson observations would be enough since the observations were done mainly to triangulate data collected from semi-structured interviews and focus group interviews. The researcher also felt conducting lesson observations on each of the three selected schools result in an overflow of data since the study will use multiple data collection sources such as six teachers and six learners engaging in semi-structured interviews, two focus group interviews comprising six learners in each group, document analysis of policy documents and school mottos and mission statements.

The researcher will use lesson observations since it allows the researcher to get first hand data. Observation as a research process gives any researcher the chance to collect 'live' facts from naturally happening social situations (Cohen et al. 2011:456). This immediate

awareness will help this study to yield more data or valid data than would else be the case with the researcher mediating (Cohen et al. 2011:456).

In addition, the researcher will employ lesson observation to get a deeper understanding of the happenings. Creswell (2012:84) notes that a researcher uses observation to obtain a wider view and comprehension of the occurrence being experienced. This is so because many people may not feel free to talk about or may not want to discuss all topics (Merriam 2012:117). This implies that by using lesson observations the researcher will be able to observe and see things that teachers and learners might not talk about in interviews. As stated by Bertram and Christiansen (2015:85) observation can be structured or unstructured. For this study the researcher will employ the unstructured observation. Bertram and Christiansen (2015:85) stated that with unstructured observation a check list is not needed and it will not be necessary to rate particular activities seen happening but the researcher will write down free descriptions of what will be observed and will reflect on what will be observed. The researcher prefers unstructured lesson observation since this would enable the researcher to cater for individual subjectivity and will take note of intentions and motivations of people being observed (Cohen et al. 2011:463). In this study the researcher will opt to be a non-participant spectator that is, the observer looked at the situation from a distance (Creswell 2012:85). By so doing the researcher will try to have as little influence as possible on what is being observed. As expressed by Creswell (2012:85) non- participant observation is the least interfering form of observation and one can observe a lot by simply watching. This study will also use lesson observations since, looking at the procedure, some participants may favor the company of an observer to a time costing interview.

1.9.4 Data collection

1.9.4.1 Document analysis

The research will employ document analysis. This will enable the researcher to have solid, non-reactive information resource, meaning that the papers can be studied, reviewed several times and stay unaffected by the researcher's control or study procedure (Bowen in Triad 3 2016:5). The researcher's decision to use document analysis is based mainly on the desire to have additional documentary evidence and also to triangulate data.

Document analysis is a component of data gathering technique that every researcher involves himself or herself in throughout the research (Creswell 2012:82). The study of the document is strongly linked to content analysis in the sense that the document being studied contains the content to be analysed. As asserted by Cohen et al. (2011:254) document analysis is a valuable method which permits the researcher to find out and illustrate the focal point of a person or cluster. Written documents may include unpublished and published documents such as managerial documents, company reports, letters, agendas, books, articles, newspaper articles or any other document that is linked to the study (Cohen et al. 2011:537). This study will utilise the following documents: (1) Curriculum Framework for Primary and Secondary Education 2015-2022; (ii) ZIMSEC History Syllabi 4044 and IGSCCE Syllabus 0470; (iii) teachers' schemes of work and (iv) Schools' mission statements and visions.

1.9.4.2 Observation and data collection techniques

Observation is another qualitative data gathering method that will be utilised in the study and it will allow the researcher to get the insider viewpoint of the group dynamics, behaviours in different settings and allow the researcher to see, hear and experience truth as participants act (Creswell 2012:84). The researcher will conduct lesson observations as a non-participant observer. Observation is a methodical procedure of recording the

individuals' behavioural patterns without questioning or conversing with them (Nieuwenhuis 2014:12). The researcher will define the purpose and focus of the observation linking it to the research questions. As asserted by Creswell (2012:84) the researcher will define the key requisites to be observed and indicate information being searched for. Recording observation is the most important part of observation. For this study the research will have running minutes which are in depth, constant or chronological accounts of the observation (Creswell 2012:85). The records will focus on action as well as on the situation. The recording will cater for description of what is observed and may reflect what happened. To do this the researcher will use a template.

This study's lesson observations will be systematic descriptions of teachers' and learners' behaviour. This will be followed by the researcher's reflective notes which are the researcher's views about what has been observed. The researcher will have an observation guide for teachers and for learners. This study will also use video recording to record both verbal and visual data. As stated by Simpson and Tuson in Cohen (2011:470) the use of video recording is essential as it can present an extra unfiltered record of observation than an individual's observation. This study will use a video recording since one is able to view the record numerous times. It will enable the researcher to have a number of playbacks of the video permitting the researcher to examine the information further. Lesson observations will be done with two history teachers teaching Form Three History classes. The teachers will be selected from the three selected secondary schools. Lesson observations will be done only with two history teachers because the study will use several data sources and lesson observations will be conducted mainly to triangulate data. Consequently, the researcher felt the study's use of two lesson observations would be enough to avoid overflow of data.

1.9.4.3 Interview as data collection technique

The researcher will conduct individualised interviews with six learners and six teachers. The researcher's interview schedule will have some open-answer questions that are linked to the research questions. Research objectives will be translated to inquiry that

made up the major body of the individual schedule. The researcher will do it in such a way that the questions adequately reflect what the researcher will be trying to find out (Cohen et al. 2011:418). The researcher's questions will be open-ended since they are flexible and will allow the interviewer to probe so that the researcher will be able to get into more detail or resolve any misinterpretations. With open-ended inquiry, the researcher will be able to examine the upper limit of the interviewee's knowledge, for example, knowledge about critical thinking. Tuckman in Cohen et al. (2011:417) states that interview questions may take direct or indirect form. For this study the researcher will use indirect form of questions which will make the purpose of the questions less obvious and more likely to generate honest responses (Tuckman in Cohen et al. 2011:147). The phrasing and progression of the open-ended questions will be modified to each one of the individual respondents (Cohen et al. 2018:511).

This study will hold individualised interviews with two learners and two teachers from each one of the three preferred secondary schools. The researcher will pre-test the interview guide. Some respondents, representative of those who will be interviewees, will be drawn into the pre-test. The pilot tryout will bring out some important insights to the construction of a more effectual instrument (Neuman 2011:195; De Vos 2011:177). To record the conversation data the researcher will use a tape recorder and will get permission from the participant before using it.

As noted by Creswell (2012:89) even if a tape recorder is utilised it is regularly useful to write notes so that an individual can analyse the answers and pose supplementary questions at the end of the consultation.

1.9.4.4 Focus Group interviews

In addition to individual face to face interviews, the study will also use focus group discussions as a data gathering technique. As expressed by Nyumba, Wilson, Derrick and Mukherjee (2017:1) a qualitative research normally uses focus group interview to

obtain in-depth understanding of a social problem. The researcher will engage the focus group interviews to collect data on the role of critical thinking, during participatory discussions amongst the participants who will meet at one place for a specified time (Kinalski, de Paula, Padoin, Neves, Kleinubing & Cortes 2017:425). The interactions will enable the participants to exchange their experiences, opinions and enable the researcher to obtain deeper information less costly than the individualised interviews (Nagle & Williams 2016:2). The participatory discussion will encourage the participants to build associations to a variety of concepts and this will not happen with face to face individual interviews (Nagle & Williams 2016:2).

This study will purposively select the participants for the focus group. As asserted by Morgan (2013:6) the focus groups are regularly conducted with participants purposively selected from a restricted number of resources. The participants gathered in a focus group should previously have had common experiences (Yin 2016:148). This study will engage learners in the focus group discussions since the learners will have experience in learning and teaching of critical thinking in secondary schools. The study's focus groups will be made up of six learners in each of the two focus group discussions to be held at two of the three selected schools. The researcher felt two focus group interviews to be held at two schools, privately owned school and church run school which is a government school from the three chosen schools . This will be adequate for the triangulation of data from the several data sources to be utilised in the study. Considering time and finances the researcher felt it would be unnecessary to hold focus group interviews on all three selected schools since the other school left out is also a government school experiencing similar learning conditions with church run school involved in focus group interviews and the findings are expected to be similar. The most favorable focus group size ranges from six to eight participants (Mishra 2016:3) The researcher will engage learners in focus groups and not teachers since the researcher feels that young children may be freer to express themselves in group discussion than when they engage in individual interviews

1.10. Sampling

1.10.1 Defining the population

As stated by Bertram and Christian (2015:59) a research population refers to the total number of human beings, groupings or associations that can be incorporated in a study. It is unusual that a researcher can be able to examine the whole population of participants who are of their interest. As a result, researchers pick a sample of persons to study (Bertram & Christian 2015:59). Sampling is the procedure that is employed to choose a part of the populace for study. Being a qualitative study, the researcher will engage a tiny sample size unlike in a quantitative study (Creswell 2012:79). For the purpose of this study a population of 26 participants comprising 8 teachers and 18 learners will be selected.

1.10.2 Selecting a sample

Sampling entails making a choice about which individuals, location, actions or behaviours to be incorporated in the research (Bertram & Christiansen 2015:59). The sample proportion for a qualitative study is usually small. Creswell (2012:178) asserts that the limits with respect to time and cost would result in decisions by the researcher to limit the study. However, the sample has to be representative of the population and permit the researcher to build a wider understanding of the occurrence being studied. This study's sample will be small since smaller samples adequately represent the population (Creswell 2012:178). A qualitative research is regularly based on non-probability and purposive sampling.

1.10.3 Purposeful sampling

As expressed by Ball in Cohen et al. (2011:157) the sense and command of purposeful sampling lie in the ability to choose information rich cases for the in-depth study as the researcher will have access to well-informed respondents, that is, those who have detailed knowledge about particular issues under study. The research utilised purposeful

sampling since the researcher will be able to go for specific samples that yield abundant and most pertinent information (Yin 2016:3). Purposeful sampling will be used in this study since it is frequently used by researchers using the interpretive paradigm and this study's paradigm is interpretive. Purposeful sampling is believed the most appropriate kind of sampling for the study since the researcher will select teachers and learners who are knowledgeable in the teaching and learning of critical thinking in schools. The sample chosen will supply information significant to the study of critical thinking in schools.

1.11 Data analysis and presentation of findings

Marshall and Rossman in Creswell (2013:105) describe data analysis as the process of bringing order, structure and meaning to the mass of collected data. Data are the information that is collected in a systematic way, organised and recorded to enable the reader to interpret the information correctly (Antonius in Creswell 2013:105). Qualitative data analysis engages organising and explaining data. (Cohen et al. 2011:537). Analysis engrosses separating data into controllable topics, patterns, tendencies and relationships (Moulton 2011:108). Progressing from a bunch of words (loads of papers) to a finishing report calls for a method of organising and maintaining track of texts. To analyse data the researcher will systematise, amalgamate and scrutinise data, hunting for patterns and relations among the particular aspects (Neuman 2014:477). In data analysis, the researcher will be able to assemble data into meaningful patterns and ideas.

1.11.1 Analysis of documents

Document to be analysed include the Zimbabwean Curriculum Framework for Primary and Secondary Education 2015-2022, ZIMSEC History Syllabi 4044 and IGSCCE Syllabus 0470, teachers' schemes of work and school mission statements and visions together with extended literature review which will be utilised to establish the researcher's point of view, findings and recommendations.

1.11.2 Analysis of Interview data

The data analysis in a qualitative research is unique. One of the characteristics is that data analysis occurs simultaneously at the same time as data are being collected. Qualitative data analysis often begins early in the data collection (Le Compte & Preissle in Cohen et al. 2011:159). Along with the consultation transcript the researcher will have investigative memos and these will incorporate notes about inquiry on vague statements and notes on the pursuit of recurring issues. Since the researcher's data will consist of words and observation and not numbers, the research will aim not to make a measurement but to interpret and make sense of the data. In analysis of this research data, the researcher will keep in mind the study's research questions and objectives.

The researcher will keep different data groupings (field notes, interview data and observation data) separately and will mark every bit of data clearly in terms of its recognising characteristics that is, when, how, and why collected. Then the researcher will use folders, files and boxes to gather material dealing with the same batch of data. Material will be labeled carefully in files or folders to facilitate easy retrieval, checking back and examination of the broader context in which that data occurred (Nieuwenhuis in Creswell 2012:104). The researcher will give each participant an identification code with letters and a number and learners in lesson observations will be given identifying pseudonyms. The researcher will transcribe the data collected and will not ignore interview words such as "well....err....., I suppose..." As noted by Nieuwenhuis in Creswell (2012:104), laughter and gestures will be noted as they may also give added meaning to the spoken word.

After transcribing the data, the researcher will take the next stage of coding which according to Nieuwenhuis in Creswell (2012:106) is a process of reading carefully through transcribed data line by line and dividing it into meaningful analytical units. Meaningful segments will therefore be coded and the coding is like marking the segments of data with symbols, descriptive words or unique identifying names. This study will use the

inductive process of organising the data and data will be organised into groups and recognising patterns amongst the categories (Bertram & Chrishansen 2015:117). The codes are frequent abbreviations that will enable the researcher to understand immediately the issue that they denote. Priori codes will be developed before examining the current data (Nieuwenhuis in Creswell 2012:107). The researcher will opt for inductive reasoning in analysing data since by its nature it is more open-ended and exploratory unlike deductive reasoning which is narrower in nature (Bertram & Christiansen 2015:117). The researcher will listen to the complete tape several times and read the transcripts numerous times to provide a context for identifying patterns that will later be reduced into topics. All interviews will be tape recorded and transcribed verbatim by the researcher using a computer- based word processing program for this study.

1.11.3 Analysis of data from less structured observation

The researcher can use the qualitative analysis tools such as coding, use of categories, summarising, narration of accounts and use of computer- based software.

The researcher will write notes and refer to these notes in making sense of teachers and learners' perceptions of critical thinking. As suggested by Merriam in Cohen et al. (2011: 469) this study will spot key words in observed actions and in their examination. Kawulich in Cohen et al. (2011:469) outlined two types of field notes for analysis which are as follows:

- a) Observed data including verbatim conversation.
- b) Observations on observation that is, expressions, inquiry, and concerns for additional exploration.

This study analysed data using both types of field notes.

1.11. 4 Analysis of data from Focus groups

The study's analysis of data from focus group discussions will be done in connection to the study's research questions. As asserted by Greenbaum in Karen and All (2015:21)

the analysis of focus group data is multifaceted and time consuming. The researcher will begin procedures prior to focus group meeting, will carry on with reflection of the procedure. The data analysis will be done step by step starting from the time of data gathering until the completion of data analysis. To analyse the data, the study will use the following tools: audiotapes, word for word transcriptions and field notes. The analysis of field notes and audiotapes include the words, context, and changes of person's thoughts during group session, intensity and breadth of comments (Morgan & Krueger in Karen & All 2015:21). The analysis will engage categorising, coding and reaffirming by highlighting the main terms in the transcripts and field notes (Karen & All 2015:21). The coding of data involves two stages, the first involving creating several category codes, the second stage involves focused coding where the researcher merges, subdivides the coded groupings documented in the initial stage (Nyumba et al. 2017:24).

1.12 Presentations of findings

The findings of this research will be presented in narrative form. The researcher will use narrative advances to the analysis and in presentation of information as it is important in the sense that they interpret individuals' accounts (Elliot 2008:36). A narrative according to Elliot (2008:41) offers a comparatively accurate explanation of familiarity through time. Narrative will be a suitable presentation of the findings for the research as the research is based on teachers' and learners' experiences in the learning of critical thinking in schools.

1.13 Trustworthiness

The interpretation of data collected will depend on soundness and trustworthiness of data (Lincoln & Cuba in Bertram & Christiansen 2015:132). Trustworthiness is made up of four criteria which are; credibility, transferability, confirmability and dependability. (Lincoln & Cuba in Creswell (2012:201).

Credibility as used in qualitative study ensures appropriateness of findings from the point of view of the researcher, participants and readers' explanation. (Miller in Creswell 2014:206). To be certain of credibility, the study will utilise numerous methods of data compilation such as observation, interviews, and document analysis. As noted by Creswell (2012:80) this study's plan to engage in multiple methods leads to trustworthiness. This study will follow methods of triangulation and transparency in order to ensure the credibility of the study. Zitomer and Godwin (2014:209) define triangulation as the utilisation of two or more sources of data methods of data compilation theories, observers and data coders to ascertain whether they lead to the same conclusion. As indicated the study will utilise different but complementary methods of data collection such as interviews and observations to elicit data from different sources. This study will manage to elicit data from learners and teachers in different schools. The more the researcher becomes more involved with participants the bigger the risk of bias influencing the study. Triangulation will offer strategies to reduce bias and strengthen the findings of the qualitative research (Tenenbaum & Driscoll 2005:15).

Transferability is the degree to which the research findings can be relevant to other groupings (Polit & Beck in Elo; Kaarianen & Kanste 2014:6). It is about how the researcher can demonstrate the study's findings can be appropriate to other situations. The strategy to be used by this research to add to transferability is the provision of immense descriptions of the research procedure to the reader and triangulation of source facts (De Vos 2011:351).

Confirmability relates to the extent to which the outcomes could be proved by others (Schulze 2002:26). Since the data of this research will be interpreted it is common practice to ask whether the analysis was confirmed by someone else. Confirmability for this research will be enhanced by making the research process clear with sufficient details for the reader to confirm if they would have attained related conclusion (Bertram & Christiansen 2015:190). To guarantee confirmability, the researcher will make every effort for inter-coder consistence in information breakdown. After analysis of information the researcher will offer someone else to analyse the same information and later will discuss

to confirm consistence and divergences. Divergence of the outcome will give insight to the matters that are unclear and these will be addressed.

This researcher will also attempt to increase dependability of the study. Dependability is the extent to which the research can be repetitively done by additional researchers and the research outcomes can be consistent (Lani 2019:2). Dependability refers to the constancy or strength of the procedures used. Focus is on whether the researcher has made mistakes in the conceptualisation of the study, collection of data or interpretation of findings. To ensure dependability the researcher will employ an external person to review and do an examination of the study procedure and analysis of data to guarantee that the study findings are dependable.

1.14 Research ethics

Since this research is qualitative in character the researcher will interrelate with the participants. Silverman (2000:201) reminded the researcher that she should always keep in mind that while undertaking the research, the researcher would be going into the personal spaces of their participants. As a result, several ethical issues have to be addressed for the duration of the research and after the research has been conducted. Dornye in Mustafa (2011:5) states that ethical issues should be considered in qualitative research since it intrudes into human beings' private spaces since it involves gathering people's individual views and regularly targets sensitive or personal matters (Christian in Mustafa 2011:5). This study will be aware of four ethical guiding principles for any research that are introduced by Christian in Mustafa (2011:5) which are as follows: informed consent, privacy, confidentiality and deception. Details of these principles will be discussed in Chapter 4.

1.15 Limitations and delimitations

1.15.1 Limitations

The scope of this research project results in some limitations. Being a qualitative research, it will not allow the measurement of the examined issues. Due to the limited time and resources the researcher will be unable to collect data from the total suggested population sample and have repeated interviews and lesson observations. The researcher is cognisant of the fact that the results from semi-structured interviews and lesson observations can be affected by the mood of the interviewees and the interviewer. Consequently, this may call for repeated lesson observations and interviews in the research procedure. However, the researcher as suggested by Reis, Amorim and Melao (2017:277) will make sure that the study is as credible as possible by gathering data from several data sources that include focus group interviews of twelve learners, document analysis of policy documents, Cambridge and ZIMSEC syllabi, schools' mottos and mission statements. The researcher will select a small sample size of teachers and learners from three schools and will not be able to interview all learners and teachers or engage in the lesson observations in classes of all History teachers in the three selected schools. Consequently, the study will be limited by the number of the participants. A larger sample would perhaps improve the dependability of the study. However, the researcher will consider carefully and make sure that the sample is indeed large enough to provide data for the study and small enough to manage.

1.15.2 Delimitations

The study will be conducted with Form Three History learners in three selected secondary schools in Masvingo urban area. The results may not necessarily be applicable to other disadvantaged secondary schools in rural areas. The research will focus on Form Three History learners in secondary schools in Masvingo urban area since the researcher is a History teacher experienced in the teaching of History at secondary schools and teaches at one of the three selected schools. This will enable the researcher to have easy access

to participants at her own workplace and the other two schools close by. However, the researcher needs to guard against subjectivity. As discussed in the background to the study the researcher will use Form Three History learners and not learners in Form One or learners in Form Two since learners in Form Three are a mature age group at secondary school level. In addition, the study will utilise learners in Form Three and not Form Four learners since Form Three learners, unlike Form Four learners, do not seat for the external examinations and so will have enough time to attend to the research demands. This study will also focus on secondary school teachers and not primary school teachers. This is so because the results will be generalisable to urban primary schools since the teachers and pupils in Masvingo urban area face similar conditions faced by secondary school teachers and learners.

This study's main research question will focus on the role of critical thinking in secondary schools in Masvingo urban area and will not focus on constraints faced by learners and teachers in the promotion of critical thinking capabilities. This is so because the moment the study will seek to reveal the role of critical thinking with the focus on factors affecting its development the problems faced by teachers and learners will also be brought into the open.

1.16 The overview of chapters

Chapter 1

The Introduction and Background

The chapter will offer an introduction, background to the research, motivation and the rationale of the study. Clarification of some key terms will be done. The statement of the problem and research questions will also be discussed. In addition, the purpose of the study and the theoretical framework guiding this study will be briefly outlined. In brief, the research design, study methodology, research methods will be outlined. Justification of data collection methods will be discussed. The study's sampling will be presented. This

will be followed by data analysis and presentation of the findings. A brief outline of the study's trustworthiness and research ethics will also be presented in this chapter. The study's limitations and delimitations as well as an overview of chapters will be presented.

Chapter 2

Literature review

The chapter will give a detailed examination of literature relating to the study's research objectives. The chapter will review literature relating to the role and place of critical thinking, its development, how critical thinking capabilities can contribute to the enhancement of education and also how it can be effectively implemented in the History curriculum. The Chapter will also review literature on teachers' and learners' perceptions of abilities to think critically and the impact of such perceptions on the development of learners' critical thinking skills in schools.

Chapter 3

Theoretical framework

This chapter will give attention to the theoretical framework guiding this study that included three theories, Dewey's constructivist theory (1933), Vygotsky's socio-cultural theory (1934) and Bandura's (1977) social-cognitive theory.

Chapter 4

Research design and methodology

The chapter will explain the study's design and research methodology. The data collection techniques, sampling and data analysis will be presented. This chapter will also present the credibility and trustworthiness of data. Research ethics will also be addressed in the chapter.

Chapter 5

Research findings, analysis and discussion

In Chapter 5, the findings are first linked to the accessible literature on critical thinking in education. The chapter will present research findings based on the four research questions. The results will reflect the role of critical thinking and the factors affecting its development in secondary schools in Masvingo urban area. A critical analysis of the researcher's lesson observations, responses from teachers and learners in interviews will be done. The findings will be backed by existing literature on critical thinking. The research findings will then be discussed.

Chapter 6

Summary of the research, conclusions and recommendations

The chapter will provide main findings of the research and will draw conclusions and present some recommendations for the policy makers, learners and teachers as regards the learning of critical thinking in secondary schools. A discussion of the study's limitations, suggestions for future research and the researcher's final reflections will be included in this chapter.

1.17 Conclusion

In chapter 1 the researcher outlined what the study is all about and supplied the directions of the critical investigation of the role of critical thinking in the teaching of History to Form Three learners in secondary schools in Zimbabwe. The researcher provided justification for conducting the research through outlining the study aims, objectives, the basis and relevance of the research. In addition, the researcher clarified what motivated the researcher to conduct the study and major concepts to be used in the study were clarified. Furthermore, the researcher outlined the research's methodology to be utilised. The

chapter illustrated how trustworthiness of the research was to be determined. The delimitation and limitations of the study were offered in the chapter. The demarcations of chapters to be included in the study were also presented. The subsequent chapter will deal with literature review and the literature relating to the study's research questions.

CHAPTER 2: Literature Review on Teaching and Learning of Critical Thinking

2.1 Introduction

In the preceding chapter the background to the study, the aims and objectives were outlined. The focus of this chapter is to review literature on critical thinking in learning and teaching to obtain insights on the development of learners' critical thinking in secondary schools. In the study, the researcher investigates the role of critical thinking in secondary schools focusing on the teaching of critical thinking to Form Three History learners in three selected secondary schools in Masvingo urban area. As indicated in Chapter 1 the teaching and learning of critical thinking has been a difficult task and Zimbabwean secondary schools are failing to produce critical thinkers. The intensity of this literature analysis will assist in achieving the research objectives. The study's main research question is as follows: What is the role and place of critical thinking in the teaching of History in secondary schools in Zimbabwe's Masvingo province? The major research question is supported by the subsequent sub-questions:

- 1) What are teachers' perceptions of the place of critical thinking in their teaching of History to Form Three History learners?
- 2) How do Form Three History learners perceive the role of critical thinking in terms of their conception of critical thinking, motivation and belief systems?
- 3) How can the inclusion of critical thinking in the curriculum of Form Three History learners contribute to the improvement of education in secondary schools?
- 4) How can critical thinking be effectively implemented in the curriculum of Form Three History classes at secondary schools in Zimbabwe's Masvingo province?

This chapter commences with a historical background to critical thinking. The reviews of literature will be on four topics that are as follows: Topic 1: Determinants of teachers' perceptions of the role of critical thinking. This topic covers the following sub-themes, a) the gist of critical thinking. b) Teachers' perceptions and their motivation and belief

systems c) Critical thinking and teachers' classroom practices. Topic 2: Learners' perceptions of the role of critical thinking. This topic will discuss the following sub-themes, a) Students' motivation and self-efficacy b) Students belief systems and critical thinking. Topic 3: Contribution of critical thinking in education. This topic will cover the following sub-themes: a) Impact of developing critical thinking in the learner. B) Contribution of critical thinking in connection to societal and employers' demands. Topic 4: Strategies that can enhance effective implementation of critical thinking in class. This topic will discuss the following sub-themes: a) Teacher support. b) Challenges faced by teachers in curriculum and examination-oriented systems. The ending section of the chapter will draw attention to the connotations from the literature. The chapter closes with a summary of areas discussed.

2.2 Background and literature review on critical thinking

The role of critical thinking and how it can develop in learners originates from Greek philosophers such as Socrates, Plato and Aristotle (Wisdom & Leavitt 2015:57). Critical thinking has its basis in the work of Greek philosophers like Socrates, Plato and Aristotle. Socrates, Plato and Aristotle contributed much to the philosophies focusing on experiential learning (Orstein 2011:67-69; Murphy 2015:4-10; Wisdom & Leavitt 2015:48-57). In the middle ages and the period after, critical thinking was apparent in the works and teachings of thinkers such as Thomas Aquinas, Descartes and Matthew Lipmann (Saleky 2018: 172; Lipman 2003:20-26).

Socrates was the forerunner of the practice of reflective thinking which was developed in learning how to think and became the basis of the aim of education. Socrates used the questioning technique to assist learning in his learners through allowing his learners to question, disapprove of and develop definitions (Guttek in Bailey & Mentz 2015:2). Socrates' important contribution to the educational history of critical thinking emanates from his strong defense of academic freedom to question and think (Ornstein 2015:67). The Socratic questions would stimulate learners to engage in deep thinking, reflecting on

truth, meaning of life and the meaning of justice (Orstein 2011:67). Schiller in Bailey & Mentz (2015:3) expresses that the Socratic Method is a strategy which can be applied to promote critical thinking since Socrates' pedagogical technique focuses on investigation of truth using critical discussion. Socrates' inquiry method known as the Socratic questioning is recognised as the best teaching approach that can promote critical thinking (Saleky 2018:172). Socrates thought that the best learning for learners can be achieved by them asking vital questions (Cooks in Wisdom & Leavitt 2015:49). According to Socrates, the person responsible for asking the questions in a classroom is the learner and that the teacher's duty is to give answers basing on his or her knowledge (Long in Wisdom & Leavitt 2015:49). The capability to ask a question shows the liberty to think. The implications are that in Socrates' class it is important to take note of the person responsible for asking questions or answering the questions. It is the learner who is responsible for asking questions in Socrates' class and the Socratic question technique gives insight to the research that searches for the establishment of the role of critical thinking in schools looking at the teacher and classroom activities. The study will try to find out the applicability of the Socratic questioning technique in secondary schools in Zimbabwe and assess its role in promoting critical thinking. The Socratic questioning technique was applied to Greek schools and it promoted critical thinking. Consequently, the study seeks to establish the questioning techniques used in Zimbabwean secondary schools and their impact in supporting critical thinking.

Despite Socrates being the master of Plato and Aristotle, Plato and Aristotle modified and formulated strategies that served as original work for critical thinking. Plato's argument is that there is no universal knowledge (Wisdom & Leavitt 2015:131). According to Plato the major aim of education is to get knowledge of high-quality that nurtures a human being to be a better person. The root to Western European theories of critical thinking is found in Plato's use of logic. As propounded by Plato, critical thinking is the logical instrument which assists people to get solutions to problems (Cleave 2016:22). Plato held that the role of the teacher was to be a master as well as adviser to the learner (Murphy 2015:7). Plato's learner should be regularly guided by the teacher. The student-teacher relationship is explained in Plato's dialogue which he believes would improve character,

in turn, getting rid of Freire's banking form of education (Emmick 2007:2). The above views of Plato particularly on the Platonic dialogue and teacher's role in education motivates the researcher into looking at teachers' role in the classroom in secondary schools and how they affect the development of critical thinking in Zimbabwean education. Plato's dialogue and the teacher's role as adviser to the learner were applied in Athens, in Greece, at his institute of higher education called the Academy. However, the current research was conducted at secondary schools in Zimbabwe seeking to establish the teacher's role in class in developing learners' critical thinking.

The scheme of logic was developed by Aristotle (Cleave 2016:23). He is known for developing regulations and reasoning for one to be able to think critically (Cleave 2016:24) According to Aristotle, science develops as a result of the building up of multifaceted systems of ways of thinking (Saleky 2018:172). Aristotle contradicts what Plato believed knowledge is. Aristotle believed knowledge had to be learnt during observation and physical involvement (Emmick 2007:3). Aristotle believed that the teacher's role in learning as stated by Emmick (2007:3) would assist in eliminating what Freire termed the banking design. Aristotle's beliefs on reasoning and promotion of critical thinking inspired this current study that sought to establish the part played by reasoning in critical thinking development in Zimbabwean schools.

The study seeks to establish the applicability of the ancient Greek practices in education to the current Zimbabwean education. The above philosophers acknowledged the importance of critical thinking in education especially child-centered learning. However, their studies focused on Greek schools and this study focuses on Zimbabwean schools and would like to see how applicable their views are in Zimbabwean context. Their views can also enlighten the study that inquires on the role of critical thinking in secondary schools in Zimbabwe.

Another pioneer in the field of critical thinking and philosophical inquiry is Matthew Lipmann. Matthew Lipmann developed his philosophy for children in 2003, and elaborated his views in 'Thinking in Education' where he discussed the unviable ways of

developing thinking taking place in schools (Lipmann 2003:19). Lipmann proposed that a classroom should be converted into what he called a community of inquiry in which learners would be involved in dialogue (Vansieleghem & Kennedy 2011:1). In this dialogue learners would talk, pay attention to what others are saying and provide rationale for their opinions (Lipmann 2003:20). According to Lipmann dialogue promotes critical thinking (Daniel & Aurice 2011:15). Lipmann believed that critical thinking develops through the interaction among peers. The community of inquiry proposed by Lipman involves children and the research seeks out to examine the applicability of the community of inquiry in advancing critical thinking in secondary schools in Zimbabwe.

Knowledge is a prerequisite to learners' ability to develop critical thinking. Consequently, the study explores literature on how human beings obtain knowledge. The above importance of dialogue in the classroom is supported by Paulo Freire, a Brazilian tutor who criticises the banking method of education, whereby the teacher is considered as the only source of knowledge. He emphasised dialogical education based on the full participation of pupils and teachers (Freire 1970:1). According to Freire dialogical education helps to develop critical thinking with the focus on transforming society (Freire 1970:1). Freire's theoretical innovations have had a substantial impact on the growth of educational practice worldwide (Rugut & Osman 2013:1). Matthew Lipmann's community of inquiry focused his study on children but this study focuses on secondary school learners and seeks to establish the applicability of Matthew Lipman's idea of a classroom being a community of inquiry in secondary schools' classroom activities and how it affects the learning of critical thinking.

The above discussion of the views of the thinkers such as Plato, Socrates, and Aristotle, Mathew Lipman and Dewey on critical thinking gives insight to the study. Their views on critical thinking are reflected in the six core critical thinking capabilities identified in a study conducted by Facione and used in this study (Facione 2013:9). The views of the Greek thinkers were an eye opener to the study though. The study seeks to establish the applicability of their ideas in Zimbabwean education system. Their ideas such as the Socratic questioning technique, Plato's ideas of teachers' role in the classroom,

Aristotle's linking of critical thinking to reasoning and Matthew Lipmann's dialogue in the classroom are to be tested in the study and this assists the researcher in the investigation of the place of critical thinking in the teaching of History in secondary schools in Zimbabwe.

Another study that provided intuition to this study was conducted by Alwadai (2014) on Islamic teachers' perceptions on critical thinking in Saudi Arabian elementary schools. Alwadai (2014:132-140) noted that the Islamic teachers were ignorant of the meaning of the term critical thinking and that they did not see the significance of developing their learners' critical thinking. Alwadai (2014) also indicated that several factors were an impediment to the teaching of critical thinking in Saudi Arabia. Such factors were classroom environment, inadequate teaching resources and learners' lack of interest. The researcher felt the study conducted by Alwadai (2014) gives insight to this research that seeks to establish the role of critical thinking in Zimbabwean schools looking at teachers' perceptions to critical thinking. This study intends to establish whether the factors which affected the teaching of critical thinking in Saudi Arabia are relevant to this study.

The research gains insight on conditions necessary for the advancement of critical thinking from the studies conducted by Mehta (2015:74) and Kanik (2010:124-136). Kanik (2010:124-136) studied the conception of critical thinking of Turkish Mathematics and Social Science lessons at Grade Seven. The study reflected that various conditions influence critical thinking growth including classroom climate, classroom physical conditions and class size. Mehta (2015:74-75) studied educators' perceptions about developing learners' critical thinking in tertiary institutions in New Zealand and pointed out the teaching of critical thinking faced challenges of the deficiency of clarity on the meaning of critical thinking in different institutions. The current research wanted to ascertain factors influencing the advancement of critical thinking in the learning of history at secondary schools in Zimbabwe.

In addition to the studies on critical thinking done in other continents, there is also literature reflecting the learning of critical thinking in Africa. At hand are scholars who

analysed the role of critical thinking and its importance to the African continent. Professor White (2013:10) traced the idea of critical thinking in Africa which came as a result of following the ideals of Africa's great thinkers such as Nelson Mandela who accentuated social justice, Julius Nyerere who put emphasis on self-reliance and Kwame Nkrumah, the founder of dialogical education in Africa. Matthew Lipmann's dialogical learning suggested in the American education was also emphasised in African education.

The vision of African education is distinguished in its insistence on the support of critical thinking putting emphasis on learners' abilities to think for themselves. Basing on this agenda the African education is expected not to be a procedure of memorisation with teacher dominance. Teachers are expected to involve learners in class discussions that allow learners to support the soundness of their thoughts, examine reports critically, evaluate statements and find the rationale to hold or discard a position (White 2013:10). The abilities to analyse, examine and evaluate statements are the key critical thinking skills needed by the learners for them to acquire problem solving skills. White (2013:13) expressed that education in Africa encourages teachers not to state answers to problems since this would encourage learners to memorise in order to pass examinations and thereafter forget. Instead, learners have to come up with their individual solutions to problems. The understanding is that for Africa to experience change, the education that views learners not as submissive recipients but as lively participants in the learning and teaching procedure must be pursued. The Socratic dialogical education is the one that is advocated in Africa. With dialogical education, teaching and learning is viewed as a mutual procedure. Some aspects advocated in African education are infused in the research instruments to generate data concerning the part played by critical thinking at secondary schools in Masvingo.

Studies were also conducted in African countries such as in South Africa and Ethiopia. There is a link between critical thinking and language aptitude. Grosser and Nel (2013:1) investigated the link between critical thinking and verbal communication ability on student teachers at a South African university. The investigation reflected that the majority of first year student teachers lacked critical thinking and academic language proficiency

(Grosser & Nel 2013:9). The conclusion of Grosser and Nel (2013) correlates with the conclusion of the researches performed by Van Der Slik and Weiderman (Grosser and Nel (2013:10) with a variety of first year learners studying at various South African universities. Critical thinking is seen to be influencing students' academic achievements such as the academic proficiency in language. Grosser and Nel (2013) conducted their study at a South African university with first year student teachers but the current study focuses on the role and place of critical thinking on secondary schools' learners in Zimbabwe. The researcher wondered the extent to which critical thinking could influence learners' academic ability in Zimbabwean secondary schools.

Young children can engage in critical thinking. The study on critical thinking, its appropriateness and applicability to little children was conducted by Ndofirepi (2014:2). Ndofirepi (2014:2) based his study on Lipmann's proposal of philosophy for children as a means to stimulate critical thinking during the child's early years. Ndofirepi (2014:2) suggested that school disciplines could engage children in critical thinking to enhance its wider development. Ndofirepi (2014:2) based his study of critical thinking on children but this study shifts focus to secondary school learners. Majiet (2016:3) conducted an action research at a primary school in South Africa and the focus of the research was to establish the promotion of critical thinking abilities among Grade Six learners. Majiet (2016:3) concluded that his teaching focused on carrying out the curriculum within the period given and, as a result, the children were inactive recipients of information making the teaching of History boring to learners who lacked critical thinking capabilities. Consequently, teachers were seen playing the main part in the development of learners' critical thinking in the classroom. The literature gives the researcher some of the insight that she used to craft instruments to discover the role and place of critical thinking in secondary schools looking at teachers' opinions of critical thinking development in learners in Zimbabwe.

Few scholars researched in the arena of critical thinking in Zimbabwe and these researches were limited to teachers' colleges. Zireva and Letseka (2013:1) investigated on the barriers to the advance of critical thinking dispositions at Morgenster Teachers' college in Masvingo province, Zimbabwe. Being a private college owned by the Reformed

Church in Zimbabwe, Morgenster Teachers' college champions conformity to religious doctrines, resulting in the pedagogical advances being monologist thereby adopting what the Brazilian philosopher, Paulo Freire, calls the banking conception of education. The monological approaches adopted at Morgenster Teachers' college hindered the growth of critical thinking dispositions in student teachers (Zireva & Letseka 2013:2). A qualitative research was conducted on third-year student teachers on training at Morgenster Teachers' College and reflected that student teachers were coerced to accept a religious doctrine leading to the absence of Freire's arousing critical awareness and that student-teachers doubted about their capacity to engage in critical thinking (Zireva & Letseka 2013:4-5). The study by Zireva and Letseka focused on student teachers at Morgenster Teachers' College but this study intends to fill the gap and focuses on learners at secondary schools in Masvingo. The research conducted by Zireva and Letseka (2013: 1-4) on student teachers focused on their critical thinking dispositions and this study focuses on both critical thinking skills and critical thinking dispositions in secondary schools. The conclusion on the negative impact of religious conformity to critical thinking gives insight to the study whose research instruments include the influence of learners' and teachers' beliefs on the role of critical thinking in secondary schools.

A scrutiny on the part played by teachers in developing critical thinkers in learning in Zimbabwean context was also done by Mpofu (2013:1) whose study investigated on how teacher trainers at Zimbabwean colleges promote critical thinking capabilities in student teachers to enable the student teachers develop such skills in their students in schools. Mpofu (2013:1) examined the structure of the courses and how the teacher trainers taught the pre-service student teachers in colleges. Mpofu (2013:1) used a case study of one Zimbabwean teacher's college taking Advanced level teacher education courses. According to Mpofu (2013:2) there is need for Zimbabwean lecturers to improve their teaching strategies and that a number of them require training on teaching strategies that widen reflective thinking. Reflective thinking impacts on critical thinking. The study by Mpofu (2013:2) reflected how the teacher's training can influence the ability of teachers to promote critical thinking in the classroom. Consequently, the current study investigates

teachers' contribution to the growth of critical thinking in learners in secondary schools. Whilst Mpofo's study (2013:2) focused on the impact of teacher training on reflective thinking at a teacher's college, the current study explores how teachers can affect critical thinking in the classroom in Zimbabwean secondary schools.

The historical assessment of critical thinking provides the association between critical thinking and education at all ages. This historical review provides some insights to the researcher as to how critical thinking originated and then the researcher will compare the historical review of critical thinking with what it is like now in Zimbabwe. The capability to think critically is an indispensable life skill in Zimbabwean education and society today. The world is changing at a quicker pace than before and the economies are becoming universal, so the youthful adults are now joining a growing and varied job market. It is essential at the present, more than in the previous years, that the educationists ensure that secondary school learners demonstrate a capability to think critically and to familiarise with the new world job market. As stated by Ndhlovu and Mangwaya (2013: 329-334) Zimbabwean education is being criticised by employers for failing to prepare learners adequately for work life and that Zimbabwean parents believe that the potential of their children is not being fully developed. The inability to think critically shown by Zimbabwean learners is highlighted in the Zimbabwean Curriculum review (2015: 6-7). Zimbabwean education is failing to produce the critical thinkers who are on demand in today's job market in Zimbabwe. It is against this background that the study seeks to establish critical thinking's role in secondary schools in Masvingo, Zimbabwe

2.3 Conceptual framework of the study on critical thinking

This section analyses and evaluates literature dealing with the connotation of critical thinking and the factors influencing the perceptions of teachers, learners about critical thinking. Some common misconceptions occur because critical thinking can be misunderstood to refer to a related term such as creative thinking and so there is need to clarify the term. The discussion of literature in this section clears the misconceptions. In order to have a comprehensive conceptualisation of critical thinking, there is need to

consider critical thinking skills and critical thinking dispositions. This section examines the interconnections between concepts. A discussion of literature showing the influence of critical thinking to the learners' understanding, problem solving abilities, character development and learner's academic achievement s helps this study to assess the role of critical thinking in Zimbabwean schools.

2.3.1 The meaning of critical thinking.

Literature concerning critical thinking reveals that there are various definitions of critical thinking. Although many educators such as Facione (2015:24), Nilson (2016:33), Paul and Elder (2008:1-2) perhaps have the same opinion that critical thinking is vital and that schools intend to develop it in their learners, there is need for agreement regards to a clear and working definition of critical thinking. As asserted by Oxford Learners' dictionary (1989:1333) 'thinking' is defined as the active use of the mind to form joined ideas. Yildirim and Ozkahraman (2011:176) express that the definition of 'thinking' is a rational management of sensory contribution and recalled perceptions to create views. The clarification of the inter-connection between critical thinking and creative thinking is done later in this chapter. Critical thinking, according Yildirim and Ozkahraman (2011:176), is thinking which is clearly intended at well- established judgement, utilising suitable and evaluative principles attempting to establish, merit, reality and worth of something.

The definition of critical thinking is difficult mainly because of diverse conceptualisations of the skills and dispositions that comprise it. Critical thinking was initially outlined by Benjamin Bloom's taxonomy (Lauer 2005:33-34) and it was professed as a higher order cognitive capability and that it involves examination, fusion and evaluation (Islam 2015:18; Noddings & Brooks 2017:28; Duron, Limbach & Waugh 2006:161). Paul sees ability to think critically as thoughts about one's thinking whilst one is thinking to improve one's thinking (Paul 2015:520). Consequently, critical thinking can be perceived as improved thinking. The ability to think critically is seen as the most crucial skill, for problem solving, investigation and discovery (Laxman in Thompson 2011:1). Critical thinking enhances problem solving abilities.

Edward Glaser (1941:5) is the scholar who coined the phrase critical thinking. He propounds that critical thinking should be taken to be a cognitive skill possessing three characteristics, namely:

- (1) understanding of rational way of thinking;
- (2) an affirmative attitude to critical thinking;
- (3) Capability of applying critical thinking strategies and attitudes.

Glaser's metacognitive procedure is made up of several subordinate skills such as evaluation, analysis and inference. If used suitably it can invoke better probability of a learner finding a rational solution to a crisis or making an applicable conclusion to a disagreement. The Metacognition, according to Dwyer (2017:59), makes the required links between new knowledge and preexisting information. The links between fresh knowledge and preexisting knowledge is vital in education since it enables learners to know fresh information and grow new levels of understanding (Dwyer 2017:59). Scholars have confirmed that the capability of applying knowledge and understanding effectively is influenced by the person's metacognitive capabilities (Dwyer 2017:59; Halpern 2014:35). Kuhn (2016:15) brought one more viewpoint on metacognition. Kuhn argues that the metacognitive skills are logical skills mainly linked to critical thinking. The key critical thinking skills include cognitive skills (Facione 2015:6). A key characteristic part of metacognitive skill is the advance of self-regulation which embraces changes that control attention, emotions and behaviour (Dwyer 2017:59). The study's research data gathering instruments engages the establishment of learners' metacognitive skills to investigate the role of ability to think critically in secondary schools in Zimbabwe.

Critical thinking can be taught as expressed by Dwyer (2017:60) that teaching in critical thinking abilities presents learners with an opportunity to extend critical thinking. As expressed by Elder and Paul in Nilson 2016:33) critical thinking can be developed within content areas to enable learners to reason. Knowledge is an essential tool for one's ability to teach critical thinking since learners require some kind of knowledge before they could critically examine hypothesis or arguments. Consequently, the study seeks to examine the role of critical thinking in the teaching of History. A conclusion made by Naiditch

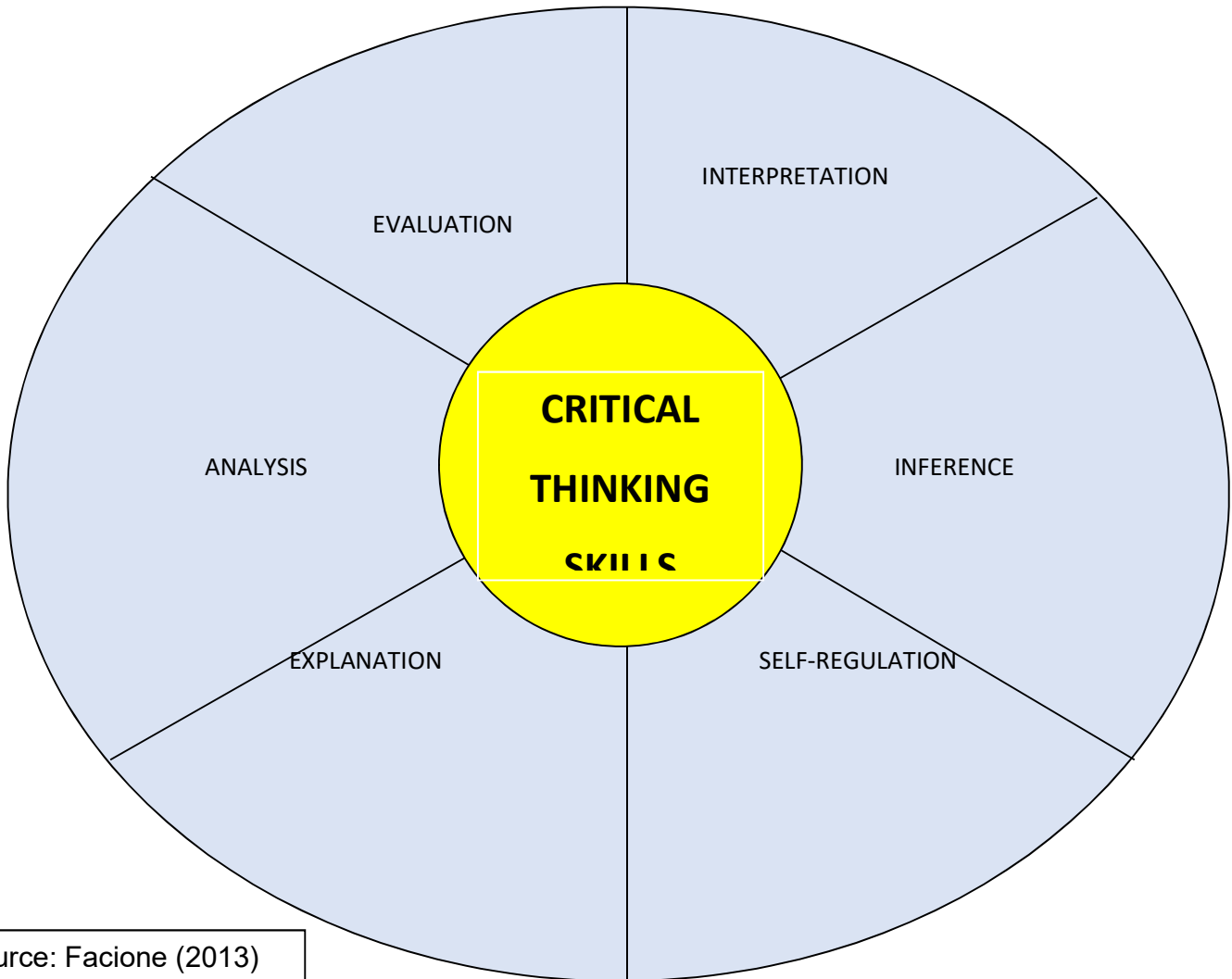
(2016:80) and Abrami (2015:25) was that the advance of critical thinking is extremely reliant upon how teachers teach critical thinking, seeing infusion and mixed advances to the teaching of critical thinking running most excellent as learners are educated on how to use critical thinking capabilities in other subject content. According to Halpern (2014:450) it is important for each learner to know how they can employ critical thinking skills. Instruction in learners' critical thinking enhances critical thinking abilities. Consequently, the research involves the investigation of the advance of critical thinking in Form Three learners in the learning of History.

Researchers such as Orszag (2015:12), Glaser in Leen (2014:7), Facione (2015:6), Elder and Paul (2010:1) defined critical thinking but there is lack of consensus among the scholars. Therefore, to clarify the term critical thinking this study defines it basing on critical thinking's inter-relatedness of skills, knowledge and dispositions. This research study will also scrutinise the role of creative thinking in defining critical thinking. Knowledge, skills and dispositions play an equal role in critical thinking. Knowledge as stated by Orszag (2015:12), is constructed by the learner through reasoning. This implies that critical thinking averts preservation of truth leading to the questioning of knowledge. Critical thinking enhances construction of new knowledge and this impels the researcher to establish the connection between critical thinking and the construction of new knowledge in the teaching of Form Three History learners in Zimbabwean secondary schools.

Adding on to the possession of expert knowledge, critical thinking also requires the necessary capabilities and the skills are the cognitive features of critical thinking. The conceptualisation of critical thinking in present day society includes consideration of skills (Ennis in Leen 2014:8). Some teachers and researchers think the education's focal points are on the development of a person's skills as a means of promoting critical thinking (Creshaw, Hale & Harper in Orszag 2015:14). Attributes of critical thinking comprise skills and dispositions (Carbgim. de Oliveira & Puschel 2016:8). These skills have a powerful link to the skills outlined in Bloom's taxonomy, mainly the top three higher order thinking abilities which are analysis, synthesis and evaluation (Ennis in Orszag 2015:14). A

research to discover critical thinking skills was done by Facione (2013:9) in 1990 and Forty six experts in USA and Canada were used to recognise nucleus critical thinking abilities. Facione (2013:9) applied the Delphi method whereby an investigator was used to inquire from the forty-six specialists and they identified six core skills which are as follows: analysis, interpretation, evaluation, explanation, inference and self-regulation (Facione 2013:9). Fig 2.1 on next page illustrates and clarifies the six nucleus critical thinking skills identified by the forty-six experts used by Facione. The six core critical thinking skills identified in the research conducted in USA and Canada are significant to this study. The study's data collection instruments in the phenomenological research design utilises the six core critical thinking skills in investigating learners' critical thinking capabilities and the place of critical thinking in secondary schools.

Figure 2.1 Demonstration of critical thinking skills



Source: Facione (2013)

The cognitive skills identified by Facione in the diagram above are the six core critical thinking abilities which are used in the research. The study's research methodology utilised the six core critical thinking skills to check on Form Three History learners' critical thinking abilities. Consequently, Fig 2.1 above assists in illustrating key critical thinking skills to the research.

The expert consensus report defined critical thinking. Table 2.1 below supply the description of the critical thinking skills.

The description of the nucleus critical thinking skills is shown in Table 2.1 below.

Number	Critical thinking skill	Description
1	Interpretation	It is the act of creating sense of a variety of inputs and it requires clarification of concern, reason and meaning.
2	Analysis	It is the breaking down, examination or else explores existing information, opinion, issues and so on. Analysis involves one's management of process and actively creates changes to inputs formulating improved common sense of them.
3	Evaluation	It is used to establish the value, advantages, impact, importance or worth of something. It is used to find out the validity of an argument. It is to assess trustworthiness of statements.
4	Inference	It is a way of recognising and securing elements that are required to come up with sensible conclusion. It is a broad term covering reasoning attached to the crisis of substantiation and standards which are collectively essential for amalgamating in order to come to conclusion, make a choice and identify options.
5	Explanation	It is the ability to say out in a convincing and consistent manner the outcome of one's reasoning. It is the communication of outcomes of one's thinking such as stating consequences, presenting point of view or justifying actions. This is measured as critical thinking because the demonstration of one's thinking is done in a rational way and mental

6	Self –regulation	<p>processes are involved to design the communication.</p> <p>It refers to watching one’s individual thinking being conscious of individual biases. It is self-assessment, self-correction posing questions about thinking.</p>
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Source: Facione (2013)

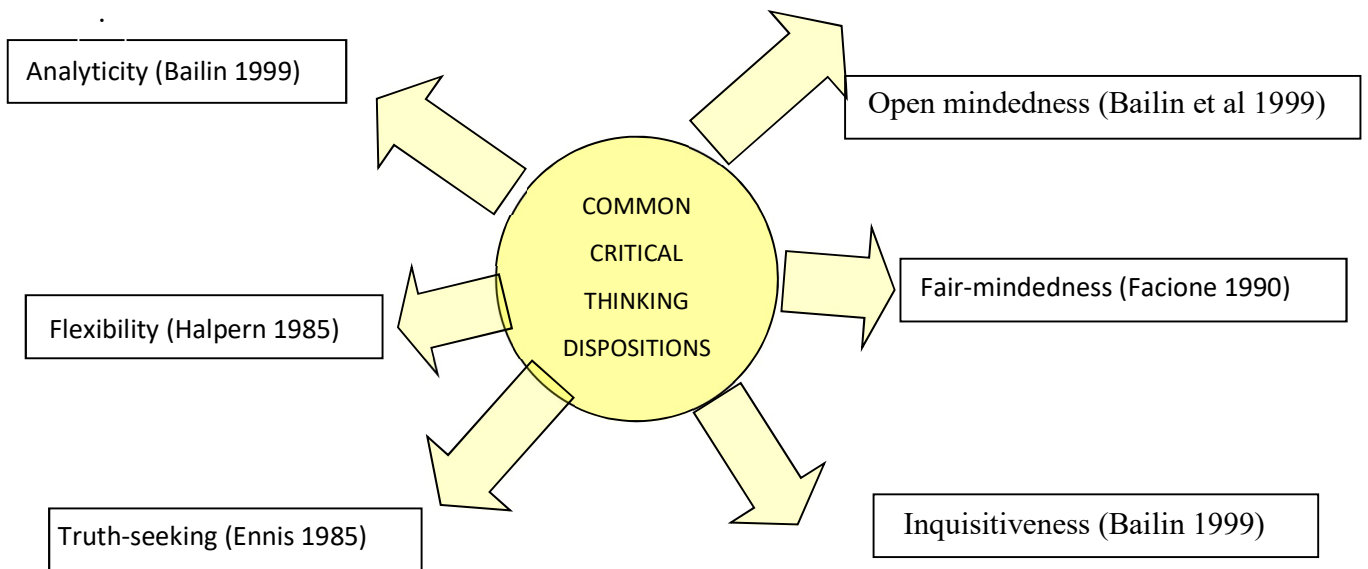
The descriptions of the specific core critical skills done in table 2.1 above is significant to the study since it assists the study’s research methodology and the lesson observations done used the descriptions to ensure the identification of critical thinking skills demonstrated by Form Three secondary school learners.

The definition of critical thinking is also influenced by the debate as to whether critical thinking entails general thinking abilities or domain specific thinking skills. Domain specific was first proposed by McPeck in Orszag (2015:17) and the argument is that for one to be an efficient critical thinker one should have wide information in a particular field, that is, in a specific subject. Bailin in Lai (2011:12) argues that domain specific knowledge is a requirement for critical thinking. Elder and Paul (2010:2) view the domain specific knowledge as a contributor to critical thinking motivation. The current study focuses on the subject History to assess the growth of critical thinking in Form Three learners.

Furthermore, the meaning of critical thinking is influenced by the place of critical thinking dispositions (willingness). Thinking disposition is defined as the trend to think given certain circumstances (Leen 2014:8). Dewey in Lai (2011:1) clarifies critical thinking dispositions as such habits or attitudes of the mind. Critical thinking disposition as defined by Facione (2013:64) is consistent inner motivation to act or react to events, persons or conditions. Elder and Paul (2010:2) argue that critical thinking dispositions differentiate a skilled, refined thinker who is fair minded exhibiting intellectual bravery and intellectual sovereignty. Ennis in Zireva and Letseka 2013:8) defines critical thinking disposition as

the inclination to carry out something under certain circumstances. Ennis in Zireva and Letseka (2013:8) implies that the individual's willingness to do something comes as a result of certain conditions. For a learner to be willing to employ critical thinking certain conditions have to be created and the study seeks to establish the conditions required for a learner to be a critical academic. The study's research instruments seek to establish such conditions in the classroom. A learner can be excellent at a number of critical thinking skills but can still not think critically. The learner should also have inner enthusiasm or willingness (dispositions) to take on critical thinking (Bailin in Lai 2011:11). It is pointless to develop critical thinking capabilities if learners are unwilling to use them time and again inside and outside classroom. Several critical thinking dispositions were identified. Leen et al (2014:8) identified fourteen thinking dispositions. Researchers identified related dispositions appropriate to critical thinking. The generally mentioned critical thinking dispositions include the following: fair-mindedness, open mindedness, inquisitiveness, analyticity, flexibility and truth-seeking (Lai 2011:11)

Figure 2.2 below clarifies the details of the common critical thinking dispositions and the names authors who proposed them.



Source Lai (2011)

The critical thinking dispositions outlined in the diagram above are significant to the study since the study's research methodology utilises the common critical thinking dispositions outlined in the diagram to be able to evaluate the learners' critical thinking abilities. The study's lesson observations and interviews focus on learners' abilities such as the ability to be flexible, inquisitive, open-minded and fair-minded so as to be able to conclude on whether the learner is a critical thinker or not.

It is outside the range of this study to examine the connection linking creative thinking skills and critical thinking skills in detail. Nevertheless, it has to be noted that many studies regarded creative thinking to be closely connected to critical thinking (Paul & Elder 2006:22; Lai 2011:23; Birgili 2015:2; Ennis 1985:44; Bailin in Lai 2011:21; Paul & Elder in Lai 2011:21). Critical thinking is not creative thinking but there is a close link between the two. Literature in the study clarifies the misconceptions. To clarify the term critical thinking, the study seeks to scrutinise the role of creative thinking. In clarifying creative thinking it enhances an excellent understanding of the connotation of critical thinking. Although some scholars such as Facione (2013:11) questions the link connecting critical thinking and creative thinking and expressed that these two are diverse concepts. Paul and Eder (2006:34) argue that these two are inseparable. Critical thinking and creative thinking are seen as interwoven. Creative thinking can be defined as the capability to look at troubles and circumstances in an innovative way, to be able to produce new ideas, original, elaborative and appropriate solutions (Karakoc 2016:8; Sternberg in Na Li 2012:5). The definition of creative thinking implied a critical element such as the ability to show imagination and intellectual invention (Karakoc 2016:8; Paul & Elder 2008:8). The definition of creative thinking by the above scholars touches on originality of ideas with the focus of bringing appropriate solutions. Critical thinking with no creative thinking means being cynical whilst creative thinking with no critical thought is simply assumption (Orszag 2015:24). This entails that critical thinking and creative thinking are two sides of the same coin. A definite amount of creative thinking is essential for critical thinking. Bailin in Lai (2011:21) and Paul and Elder in Lai (2011:21) note that creative thinking and critical thinking are aspects of good focused thinking.

The literature discussed in this section confirms that for one to be able to think critically one requires the internal motivation or willingness (dispositions), relevant skills and knowledge of how to use the skills. The study's definition of critical thinking is based on these most crucial components. This current study takes the definition of critical thinking put forward by Edward Glaser (Glaser in Fisher 2001:3) since it includes the three components significant in critical thinking and defines critical thinking as a mind-set of being willing to think in a considerate manner about the problems and subjects that appear in the assortment of one's understanding, knowledge of methods of rational enquiry, reason and the skill to apply those methods. Consequently, in this study a learner with critical thinking abilities is the one with motivation or willingness to engage in critical thinking, possessing expert knowledge and with critical thinking skills. The study's data gathering techniques consider the above capabilities.

2.3.2 Determinants of teachers' perceptions of the role of critical thinking

Teachers' perceptions of critical thinking are influential to its practice in schools and they can either enhance or hinder learners' critical thinking. The study examines and evaluates the literature discussing the determinants of teachers' perceptions of the place and role of critical thinking. The researcher felt it necessary to define 'perception' to clarify its contextual meaning and the study's objectives. Teachers' perceptions influenced by their belief systems were discussed. This was followed by an analysis of teachers' perceptions of the place of critical thinking and classroom practice.

2.3.2.1 What is perception?

Scholars put forward numerous definitions of perception. This section will discuss the various definitions of perception and the definitions of teachers' perceptions. The study's definition of perception and teachers' perceptions will also be clarified.

The Oxford dictionary (1989:917) defines 'perception' as the capability of hearing, seeing or understanding, that is, it is a way of seeing or understanding. Perception is defined by Susuwela-Banda in Murphy (2015:29) as a person's understanding, belief about a particular issue emanating from practice or experience. Perception is not only seen as a way of understanding but also involves one's beliefs. In this case, the belief is influenced by external factors. According to Siainn and Ugwuegbu (1980:90) perception is a process by which human beings obtain significant information coming from physical stimulus that is, the way human beings deduce their feelings. Furthermore, Siainn and Ugwuegbu (1980:90) put forward three significant points happening when perception is taking place which are: perception is not merely reliant on the motivation but also influenced by a person's experience, when one is perceiving he or she is an active participant selecting information and building assumptions and lastly perception is a top mental procedure, helping human beings build models of their humanity (Choy & Cheah 2009:2). Consequently, perception can be seen as a way of understanding and beliefs influenced by the person's experience.

After having defined 'perception' it becomes necessary to clarify the meaning of teachers' perceptions. Czerniak, Lumpe and Haney in Tarman (2012:1966) define teachers' perceptions as the philosophies, individual convictions or views regarding learning and instruction. The individual's views regarding learning involve how teachers perceive critical thinking in the learning procedure. The research considers teachers' perceptions to be thoughts, beliefs, opinions, insight and consciousness to precise educational issues such as critical thinking and its role in the education system

2.3.2.2 Critical thinking influences and teachers' beliefs

This section discusses how teachers' belief systems influence the perceptions of teachers of the role of critical thinking, with the focus on teachers' conceptions of critical thinking, their beliefs about intelligence and student academic ability. The conceptions of critical thinking held by teachers are examined since they influence teachers' beliefs of the place

of critical thinking in secondary schools. The importance and meaning of teachers' beliefs were clarified. Literature concerning teachers' beliefs relating to the importance of critical thinking, teachers' role in critical thinking and teachers' ability to cultivate critical thinking were examined. Furthermore, the perceptions of teachers concerning the role of critical thinking influenced by beliefs were also discussed.

Teachers' beliefs can influence their perception of the place of critical thinking in schools. A belief, as defined by Michael Borg in Li Xu (2012:1397), is a proposal acknowledged by an individual, aware or unaware and is held to be the truth guiding that individual's thinking. The majority of definitions put forward to explain beliefs suggest that beliefs guide the individual's thinking and activities. According to Massa (2014:388) beliefs seem to be against change and are fixed. This explains why some teaching methods, despite the fact that they were proved to be ineffective, continue to be used in classrooms (Moss 2013:8). Beliefs are significant in advancing learners' critical thinking since they can influence the perceptions of teachers about the role of critical thinking that would end up influencing their activities in the classroom. Consequently, the study presents a comprehensive debate of the part played by belief systems in critical thinking development in Form Three History secondary school learners.

The beliefs can originate from the person's experience and it was discovered that teachers often teach their learners using the ways used by their own teachers to teach them (Massa 2014:388). The conventional learning background experienced by some teachers can make them unsuccessful in promoting constructivist thoughts about learning (Massa 2014:388). This influence of experience on teachers' beliefs is supported by Kennedy in Li Xu (2012:1397) who asserts that teachers' beliefs come up as a result of their experience and culture. Williams in Li Xu (2012:1397) argue that there is a tendency of the beliefs to be culturally bound. This impels the researcher to determine the extent to which teachers' beliefs are regulated by their experiences, their culture and how this can manipulate how they perceive critical thinking in secondary schools.

Experiences influence the individual's beliefs. As stated by Schoper and Wagner, in Wisdom and Leavitt (2015:195) for one to become a critical thinker one should have the capability to create sense allowing the person to trust experiences from multiple perspectives. Experience, therefore, is very influential to the individual's beliefs. The acceptance of culture influences the individual's belief systems. One's ability to think critically is determined by one's ability to scrutinise the fundamental beliefs and assumptions affecting how the individual creates logic of the experience (Caffarella & Baumgarner in Wisdom & Leavitt 2015:198). The literature reflects the importance of how beliefs are influenced by experience and that beliefs play vital role in critical thinking advance. The influence of experience on the individuals' beliefs gives insight to the current study investigating the part played by teachers' perceptions concerning the place and role of critical thinking in teaching Form Three History learners in secondary schools.

Critical thinking capabilities are seen as significant in learning in higher education. However, the conception of critical thinking between teachers and learners differ. For learners to master critical thinking skills in their learning, both learners and teachers are expected to have a common perception of the connotation of critical thinking and how it can be advanced in learning. A study conducted by Barnaby (2016:40) at a university in the United Kingdom in North London reflected that the understanding of the term critical thinking and their judgement of learners' employment of these skills varied among tutors and undergraduate students. This study is significant in the determination of the place of critical thinking in schools since it is argued that the way in which learners and teachers understand the connotation of critical thinking affects the way critical thinking is taught and learnt (Barnaby 2016:40). On the other hand, some scholars such as Wright in Barnaby (2016:40) and Hemming in Barnaby (2016:40) believe that it is not the lack of consensus understanding of 'critical thinking' among teachers and learners but that it is the deficiency in knowledge about critical thinking that inhibit teachers' ability to promote the advancement of critical thinking skills in learners. It has to be noted that both the lack of consensus conception of the term 'critical thinking' among learners and teachers and teachers' lack of knowledge concerning critical thinking occupy significant roles in the development of learners' ability to think critically. Barnaby's study (2016:44) reflected that

teachers and learners differed in the means they rated particular critical thinking skills and the features essential for learners' good quality critical thinking. The study conducted by Barnaby (2016:44) was on United Kingdom undergraduates and tutors in Bachelor of Arts, Early Childhood program but this current study collects data qualitatively focusing on critical thinking perceptions of learners and teachers in secondary schools in Zimbabwe. The study's data collection instruments include the diverse conceptions of critical thinking among teachers and learners in Zimbabwe.

Beliefs held by the teachers are rendered important since they affect their understanding of concepts, their decision making and their choice of practices (Massa 2014:387). The beliefs held by teachers are significant in assisting the understanding and improvement of educational practices. As propounded by Li Xu (2012:1397) the beliefs held by teachers influence their teaching techniques and the learning environment. Teachers' beliefs make it difficult for teachers to adopt a new teaching strategy or believe that there could be a fresh efficient means of instruction for the syllabus (Sazant 2014:16). Teachers tend to criticise the instruction challenging their beliefs as impractical and accept the instruction in support of their beliefs (Li Xu 2012:1398). One of the most significant factors influencing the teaching of critical thinking is the teacher's belief system. Teachers' beliefs can make teachers have preconceptions regarding the syllabus and how they can instruct it. Such beliefs prohibit teachers' capabilities of thinking critically concerning the matter (Sazant 2014:16). Teaching actions are influenced more by teachers' beliefs than by teachers' knowledge (Li Xu 2012:1398). Teachers' beliefs have bigger impact than teachers' understanding on influencing teachers' decisions, the methods of teaching in their lesson plans and on their overall classroom practice (Li Xu 2012:1397). Since teachers' beliefs can affect their teaching methods some aspects of teachers' beliefs and their influence on classroom practice were included in the instruments designed to generate information about the extent of the influence of teachers' perceptions to the growth of critical thinking skills in learners.

Some beliefs held by teachers are obtrusive to critical thinking. Such beliefs can be labeled fallacies. According to Kanik (2010:58) there are six beliefs which teachers can

hold that hinder the teaching of critical thinking. The teacher beliefs expressed by Pithers and Soden in Kanik (2010:58) are as follows: 1) some teachers can learn nothing from learners, yet in critical thinking area the teacher should also be a learner ready to receive new ideas.

2) Some teachers believe that critical thinking is exclusively the teacher's duty.

3) A number of teachers believe that critical thinking is delivered through an acceptable plan yet Sternberg (2018:15-20) expressed that there is no acceptable critical thinking plan but the determinants are the plan goals, content and culture.

4) The teachers' belief that what actually matters is the acceptable answer yet the more significant part is the thinking done before the response.

5) Teachers' belief that a debate is a way to a conclusion, yet a debate in critical thinking might be a conclusion itself.

6) The belief in the opinion of mastery of learning implying that good thinking has a maximum level yet critical thinking can always be additionally improved.

The views put forward by Pithers and Soden in Kanik (2010:12) on teachers' beliefs seems convincing and motivate the researcher to establish the applicability of their views to Zimbabwean secondary school teachers and how this can affect the role of critical thinking in secondary schools. Beliefs held by teachers are of great significance in that they are closely related to teachers' views, their values and how they conceptualise critical thinking.

Teachers' beliefs influence their conceptions of critical thinking and its role in education. Conception has been seen as the way of seeing and understanding (Marton & Pong in Bryant 2014:30). Teachers' conceptions are the beliefs and understanding held by teachers regarding a specific feature of instruction (Kagan in Kanik 2010:12). The way teachers see or understand critical thinking affect their beliefs concerning the role of critical thinking. As noted by Bryant (2014:33) teachers' conceptions of critical thinking affect how they approach information concerning critical thinking and the ways they employ in attempting to develop critical thinking skills in the classroom. It was noted by Brookfield that the way teachers conceptualise critical thinking impacts on the approach

teachers use to instruct it (Davies & Barnett 2015:84). It is noted that some trainee teachers have narrow conceptions and some misconceptions of critical thinking. In Saudi Arabia, the pre-service teachers according to Gashan (2015:4), had insufficient understanding about critical thinking and that they were not sure whether or not they possessed skills essential for the encouragement of critical thinking. Gashan's study on Saudi Arabia reflected that pre-service teachers lacked an understanding of critical thinking (2015:4). This study was conducted in Zimbabwe with Form Three History secondary school learners, seeking to ascertain the degree to which the learners and teachers understand the meaning of critical thinking and how it affects the development of learners' critical thinking.

The backgrounds in which teachers work and reside influence their conception of critical thinking (Tan & Majid 2011:1). Atabaki and Yarmohammadian (2014:1) state that teachers lack a precise sense of what is critical thinking. The lack of comprehension of the meaning of critical thinking hinders its promotion in the classroom. Paul in Boisvert (2016:3) conducted a research on an American college faculty and concluded that there was a deficiency in the conception of critical thinking yet the lecturers felt that they understood critical thinking and that they were effectively teaching it. As propounded by Choy and Cheah (2009:1) some high school teachers in Malaysia appeared not to understand the requisites to the development of learners' critical thinking and tended to believe that they were promoting critical thinking in their classes yet they were only focusing on grasping the subject material. The lack of understanding of the requisites to the growth of critical thinking revealed by Malaysian teachers impels the researcher to establish whether the Zimbabwean secondary school teachers understand the requisites to the development of critical thinking in learners. As expressed by Paul in Boisvert (2016:3) the promotion of critical thinking needs a strong conception of critical thinking. A study conducted in Benin by Gbenakpon (2017:749) revealed that most Beninese teachers were unfamiliar with critical thinking even though that concept 'critical thinking' was not something new. The deficiency of familiarity with critical thinking amongst Beninese teachers hindered the students' learning of critical thinking. Gbenakpon's study (2017:749) on Beninese teachers motivated the researcher to investigate whether

Zimbabwean teachers are familiar with critical thinking and their role in developing critical thinking in learners.

Teachers lack knowledge of critical thinking (Gbenakpon 2017:749). As expressed by Paletz and Peng in Bryant (2014:34) teachers' conceptions of critical thinking may vary across cultures. Those teachers' attitudes towards abilities to think critically vary and influence the way they understand critical thinking. The studies conducted by various scholars (Bryant 2015:33; Gbenakpon 2017:749) focusing on the development of learners' critical thinking and conceptions of critical thinking motivated the researcher to establish the influence of teachers' conceptions on promotion of critical thinking in learners. The current study seeks to determine the Zimbabwean Form Three secondary school teachers' conceptions of critical thinking and see how influential their conceptions are on the promotion of critical thinking in learners.

The perceptions of teachers on critical thinking can be affected by teachers' self-efficacy, that is, what teachers believe about themselves. According to Albert Bandura, a psychologist, self-efficacy is delineated as the person's beliefs about his or her capabilities in producing outcomes (Gangloff & Mazilescu 2017:1). It is self-efficacy which determines how individuals can think, feel, behave and how they motivate themselves (Li Xu 2012:1400). Teacher self-efficacy was expressed by Sulaiman (2017:1) as the person's beliefs in their own capability to instruct efficiently. Teacher efficacy is seen as the teacher's beliefs about their own ability to affect learners' learning outcomes (Gangloff & Mazilescu 2017:1). A research conducted in Malaysia by Sulaiman (2017:3) revealed teaching efficacy was not influenced by gender. The teacher's effective teaching is influenced by the teacher's beliefs about his or her abilities. According to Sulaiman (2017:3) there is a link between critical thinking disposition and instruction efficacy and that a teacher with a high instruction efficacy diversifies instructional methods. Teachers can have low self- efficacy or high self- efficacy. Li Xu (2012:1400) stated that teachers with high self-efficacy have high expectations on learners, are the ones who can discover new instructional methods and in contrast, teachers with low self-efficacy apply limited instructional skills in their classrooms. The study seeks to establish Zimbabwean

secondary school Form Three teachers' self-efficacy and how their self-efficacy impacts the learning of critical thinking by History learners in secondary schools.

There is an important relationship between teachers' beliefs about intelligence and critical thinking development. There are a variety of intelligence theories and a variety of definitions of intelligence. Intelligence can be seen as the material of which thinking is prepared (Halpern 2014:29). Sternberg emphasises the definition of intelligence as capability to execute effectively in naturalistic background in a manner that is consistent with one's aim (Sternberg 2018:185). However, it has to be noted that intelligence is not the same as critical thinking. Karakoc argues that critical thinking should not be equated to intelligence and that people should not misinterpret critical thinking to mean intelligence (Karakoc 2016:83). Massa (2014:388) propounds that the beliefs held by teachers about intelligence can affect how they relate to learners, their instructional approaches and their dissimilar application of critical thinking in their class activities. According to Torff (2006:2) some teachers think that high level critical thinking actions are unproductive to low ability learners who are believed to be not ready to handle such activities. As a result, high ability learners tend to be involved in actions which require high critical thinking skills enhancing their educational development. In support of Torff's (2006:2) argument, Coffman and Beer (2015:52) expressed that there was a belief among faculty teachers that learners of certain levels are competent in activities which require critical thinking. In contrast to the above views about low ability learners' incapability of critical thinking, Sternberg (2018:188) states that all learners disregarding their different intellectual levels, can gain from the teaching of critical thinking. The argument is that IQ scores are not a precondition for critical thinking ability (Sternberg 2018:188). This implies that all learners, not considering their intellectual ability, are capable of thinking critically. A study conducted by Sternberg (2018:188) concluded that high school learners in marginalised public schools known for low performance reflected gains in critical thinking abilities. The learners of low ability benefit most in critical thinking instruction. The study seeks to establish the extent which intelligence influences the learning of critical thinking in Zimbabwean secondary schools. The above conflicting views about the influence of teachers' beliefs about intelligence and its impact on the advance of critical thinking were

used to craft instruments to determine the influence of Zimbabwean Form Three secondary school teachers' beliefs about intelligence in relation to the learning of critical thinking.

2.3.2.3 The role of teachers and classroom practices

The way teachers perceive critical thinking can be revealed by their role and classroom practices. The teacher is seen as an agent of transformation and can cause an upgrading in learning practice (Murphy, Firetto, Wei, Li & Croninger 2016:7; Barnaby; 2016:40 & Edwards 2017:48). Teachers can assist learners to think critically (Brookfield in McLeod 2018:3). The teachers' roles in today's education are more multifaceted and the teacher is seen as an instrument of transformation (Slameto 2017:161). Teachers play significant roles in the teaching of critical thinking since they can stimulate learners' thinking and can carry their instructional strategies in a critical manner. However, critical thinking's founding leaders, Paul and Elder in Nilson (2016:33) observe that a small number of university faculty tutors have knowledge on how to instruct critical thinking. This motivated the researcher to have this section examining literature concerning teachers' task in the teaching of critical thinking looking at the importance of teachers' capability to think critically, the teachers' reflective thinking and impact on classroom environment.

Classroom practice can enhance critical thinking (Abrami 2015:15). As stated by Creemers and Rezgigt in Talis (2009:97) classroom environment involves the locale within which learners' education occurs, considering physical setting ,the mood, the shared systems, norms and principles. As asserted by Gonzalez and Frumkin (2016:187) learners are found to be constricted between lined up desks and making it difficult for learners to interact and converse about their discoveries. The study seeks to establish the classroom set up in Zimbabwean secondary schools and their influence on developing learners' critical thinking.

Teachers play a significant role in teaching learners to become critical thinkers. However, today's teachers are struggling to fulfill their roles in the development of critical thinking. As Kerry in Wisdom and Leavitt (2015:196) expresses, the institutions are failing to train their graduates for the types of critical thinking roles required in the labor force. According to Schoper and Wagner in Wisdom and Leavitt (2015:196) the reason why teachers are failing to produce critical thinkers is because teachers are not equipped to think critically. Teachers' ability to teach critical thinking is affected by their ability to be critical thinkers themselves. This argument is also supported by Kegan in Wisdom and Leavitt (2015:196) who express that for any person to be able to develop others he or she should be previously developed. Scott in Murphy (2015:63) argues that a standard learner at college fails to develop critical thinking since not all courses done at college embrace critical thinking. As a result, Maiona in Murphy (2015:63) suggests that teachers in colleges and universities should be trained on how to deliver critical thinking skills and those teachers should be able to think critically. Teachers' dispositions to critical thinking have the potential to influence learners' ability to think critically (Mangena & Chabeli in Gul). As propounded by Zull in Wisdom and Leavitt (2015:196) teachers should be critical thinkers for them to have the ability to advance critical thinking abilities in their learners. Teachers should turn out to be critical thinkers themselves (Rahaela 2011:104). Teachers should be able to demonstrate their critical thinking skills which they desire to advance in their learners (Ritchart 2011:15). Teachers' training colleges are urged purposely to extend abilities to critical thinking in their learners if the objective of teaching critical thinking in schools is to be achieved (Schoper & Wagner in Wisdom & Leavitt (2015:196). Consequently, the researcher is impelled to discover the role of critical thinking in secondary schools, looking at Form Three teachers' abilities to think critically since for the teachers to be able to deliver critical thinking in their teaching they should be able to practice it.

According to Sullivan (Sullivan 2016:10) reflective thinking is a study of a number of events, analysing, scrutinising a lesson method and thinking intensely regarding the significance of the method (Sullivan 2016:10). This idea of scrutinising a lesson method

is significant to the research that searches for the discovery of the part played by critical thinking in secondary schools looking at the teacher and his/her teaching methods.

Reflective thinking stimulates teachers' critical thinking. The significance of reflective thinking is also reinforced by Choy and San (2012:167) who conducted a study on lecturers from an Institute of higher education in Malaysia with the aim of determining the level at which teachers reflect on their practices of teaching since this could indicate their level of ability to think critically. Their findings were that most of the lecturers lacked deep reflective thinking on their practices of teaching. With lack of reflective thinking in their teaching practices, Choy and San (2012:167) felt that their training on critical thinking was negligible. However, the research by Choy and San (2012:167) was conducted on lecturers at an institute of higher education in Malaysia and the current study intends to fill that gap and focus on teachers at secondary school level in Zimbabwe seeking to check on whether teachers do reflective thinking on their teaching practices or not. Reflective thinking is important in learning of critical thinking since reflective thinking influences the capability of the teacher to engage in critical thinking.

The role played by teachers is significant in promoting critical thinking since teachers are responsible for selecting instructional strategies and suitable content in order to achieve the educational objectives (Gul et al. 2014:37). Teachers' teaching methods can be influential in the improvement of critical thinking (Murphy 2015:19). Different techniques can be used by teachers in instructing critical thinking and one such approach can be the instruction of critical thinking as a split course separated from learning disciplines (Ventura, Lai, and DiCerbo 2017:16). Paul in Apsari (2015:4) proposes various teaching methods that can develop critical thinking that teachers can use, such as the use of suitable questions, teachers' reduction of talk in class and devising activities that encourage learners to think. The reduction of teacher talk in class gives learners more time to think. The appropriate questions assist in probing a variety of dimension of their critical thinking.

The teaching of critical thinking known as an infusion approach can be beneficial (Ventura et al. 2017:16). This strategy involves the incorporation of critical thinking in the existing subject material, that is, the instruction of values of critical thinking rooted in particular subject content. In this case, the instruction of critical thinking can be incorporated in the teaching of existing courses such as History or ICT. The literature above inspired the researcher to craft some instruments to ascertain the scope to which the infusion of critical thinking in the teaching of History as a subject at secondary school can develop critical thinking in learners.

The 21st century learning classrooms should be overloaded with strategies that revitalise schools in superior thinking (Case 2018:32). The teacher takes an important role in the classroom in relation to the promotion of the ability to think critically. For the teacher to be able to encourage critical thinking he or she needs to be knowledgeable on how to promote it. According to Abram in Murphy et al. (2016:28) the advancement of critical thinking in the classroom requires the teacher as the more well-informed other but it is unfortunate that several teachers are short of instructional tactics that can effectively inculcate critical thinking in learners. Slameto (2017:161) argues that instructors fail to advance critical thinking in their instruction because they do not understand the methods of teaching which can develop critical thinking. Teachers are not knowledgeable on how critical thinking can be taught and the effect is that critical thinking development is unsupported and not taught methodically in every day teaching (Boisvert 2016:3).

The instruction methods utilised by teachers in the classroom can have an effect on the promotion of critical thinking in learning. Kowalczyk in Murphy (2015:62) clarified that teachers' teaching methods play a significant part in the improvement of the critical thinking of learners since instruction methods can offer chances for learners to put thinking skills into practice. Sternberg (2018:189) recommends certain teaching methods that can encourage learners' critical thinking and such methods can be lively engagement of the child and use of appropriate, fascinating materials. Teachers' usual classroom practices can assist learners to be critical thinkers (Enciso , Enciso, & Daza (2017:12). Moore in Murphy (2015:62) expresses that for critical thinking to improve there must be

the use of effective teaching methods which allow learners to put into practice critical thinking. The teaching methods must support learner-teacher relations which give motivation to learners to pose questions that provoke thinking and that the teacher should answer the questions with no preferential treatment (Ijaiya, Alabi & Fassi in Gul 2014:37). The study seeks to establish the teaching methods used by secondary school teachers in Zimbabwe and observe whether they promote critical thinking.

The questioning techniques used by teachers in class are significant in making learners critical thinkers. Chase and Bank in Gul et al. (2014:37) argue that out of numerous teaching tactics that teachers can utilise to stimulate learners' thinking, teachers' questions have the uppermost impact. Questions can be used as an instructional method. Moore in Murphy (2015:62) explains that teachers can use a variety of questioning techniques such as waiting moment in time, redirecting question, halting point in time and back up. Waiting time is seen to be significant since it offers learners time to ponder about the question before they rush to respond to it (Murphy 2015:62). Rowe in Murphy (2015:62) states that many teachers are not aware of the importance of giving waiting time when they ask learners questions in class. Learners are not given enough time to ponder about the question and then answer. By giving learners enough time to ponder about teacher's questions, learners become more-lively in class since they are given a chance to analyse and think intensely (Murphy 2015:62). As propounded by Ritchart, Church and Morrison (2011:33) it is important that the teacher asks good quality questions but at the same time it is equally important that the teacher listens for the response. Evidence from research suggests that there is a straight association between the kind of questions posed by teachers and learners' potential in developing critical thinking (Shun & Walezak in Gul et al. 2014:38).

According to Horton (2017:3) teachers should ask overarching questions related to major ideas since such questions motivate learners' critical thinking. Questions can be utilised as a way of gaining knowledge (Long in Wisdom & Leavitt 2015:49). The philosopher, Socrates, emphasises on the importance of teachers' questions. The Socratic Method involves an instruction technique rotating around questions (Long in Wisdom & Leavitt

2015:51). The details of Socratic questions are discussed in this study on historical background of critical thinking. Watanabe in Wilen (2018:5) proposed twelve strategies needed to teach abilities to think critically and argues that a teacher in class should begin with a question which does not require a simple no or yes answer but a question that inspires an inquiry for knowledge and investigation. Ritchart et al. (2011:29) support Watanabe in Wilen (2018:5) and expressed that teachers' questions must be questions without any limits, which do not require a particular response since by focusing on such productive questions the teacher would be focusing on questions that can assist in promoting understanding, questions requiring learners to join thoughts and create interpretations. Adeyemi (2015:58) suggests that the teachers' questions should be the Socratic type of questions and that the questions should provoke the thinking needed in the creation of understanding. As stated by Gul et al. (2014:38) upper cognitive questions are the ones requiring learners to use information to produce and sustain replies whereas lesser standard cognitive questions can be responded by recalling, identification and easy use of data. The above view reflects that teachers' questions in class should be upper cognitive which can encourage critical thinking among learners.

In class, a relation is established between the teacher and the learner and as expressed by Van Der Werff (2017:5) this relationship should allow the learner to have his or her say. According to Tsui in Van Der Werff (2017:5) the teacher must be an energetic member in the classroom pushing the learner to improve his or her thinking skills. Enciso, Enciso and Daza (2017:12) urge teachers to occupy a crucial position in shifting the education model from spoon feeding to assisting learners build their abilities to think critically.

The active learning pedagogy acknowledges the significance of accepting emotion into the education setting. Zull in Wisdom and Leavitt (2015:206) urges teachers not to discourage learners' feelings. Schoper and Wagner in Wisdom & Leavitt (2015:206) suggest that learners can be positioned in miniature groups to assist in creating an easy feeling among learners. According to Jennings and Greenberg in Wood (2017:21) teachers are capable of running their classrooms, providing emotional safety in the course

of supportive learner- teacher communications. A positive, helpful and gratifying learning environment is expected to promote thinking (Bilings & Halstead in Gul et al. 2014:38). The teacher's approach and ability are seen to be playing a significant part in increasing learners' critical thinking capabilities. Gul et al. (2014:38) argue that critical thinking develops when teachers egg on, congratulate or engage learners' thoughts. The opinion that teachers should motivate learners in class is also supported by Noddings and Brooks (2017:3) who express that teachers should offer support, inspiration, humor and constant encouragement to their learners to promote critical thinking.

The active learning pedagogy as explained by Schoper and Wagner in Wisdom & Leavitt (2015:207) consider the significance of learners' feelings in class as well as manipulating various learning actions involving all of the senses since by using senses, acknowledged information is processed (Zull in Wisdom & Leavitt 2015:207). This type of pedagogy accepts that learners bring in knowledge into the learning environment and learning is centered on learners' experiences. Learners are used to teachers telling them what they should know, replicate the information received from teachers in a multiplicity of ways. By receiving information from teachers, learners would not be familiar in thinking about doing, that is, learners would not think about taking an active part in learning (Zull in Wisdom & Leavitt 2015:207). Ritchart et al. (2011:26) support the active learning pedagogy that argues that the learner should be placed at the heart of learning in education and that the teacher's responsibility should change from information delivering to promotion of learners' involvement in learning. According to Davies and Barnett (2015:84) nowadays information should not be merely imparted using a lecture method since the content is memorised. Clark and Biddle in Olatunji and Olalekan (2017:213) assert that the instruction of critical thinking cannot be done by a teacher giving lecture in class but that there should be a lively communication involving the promotion of critical thinking in learners. Teachers ought to stop using straight methods such as the lecture method since learners would be inactive recipients of information. The opinion put forward by Clark and Biddle in Olatunji and Olalekan (2017:214) is that there should be active learning in the classroom for critical thinking to be promoted. Bean in Nelson & Crow (2014:2) observes that active learning lessons are strategies that can be used in making learners powerful

critical thinkers. The conclusion by Boisvert (2016:3) was that despite efforts to reform, rote memorisation, lectures and short-term strategies are commonly practised in the college instruction. However, Boisvert's (2016:3) conclusion was on college instruction and the current study seeks to establish the impact of lecture method in the learning of critical thinking in secondary school education, particularly in Form Three History classes.

Majiet (2016:3) conducted a research in South Africa on Grade Six History learners and noted that the learners were inactive recipients of content presented by the teacher. Majiet (2016:3) notes the teaching method used was frequently the lecture method where the teacher did most of the talking and learners were the listeners who did not critically reflect on the content but focused on recalling the content. This study addresses the gap and focuses on secondary school History learners in Zimbabwe, looking at teachers' role and their teaching methods in relation to development of critical thinking.

Learners' engagement in class debates can make them critical thinkers. Active learning in classroom as expressed by Yang and Chou in Gul et al. (2014:38) can also be enhanced by debates. Debates allow the involvement of learners in the learning procedure, promoting their critical thinking (Chan in Gul et al. 2014:38). Scott in Murphy (2015:50) argues that classroom debate is an efficient teaching strategy and that it can result in the promotion of critical thinking skills in learners since it encourages learners to differentiate among focal points and sustaining information. Classroom debate assists in the growth of critical thinking in that as the learners engage in debate they can examine hypotheses, assess assumptions and pose questions (Murphy 2015:50). The teacher's role in a classroom dialogue as stated by Murphy (2015:50) is to make possible the debate process, giving learners the same chances of participation. Debates can enhance learners' critical thinking.

Discussion is another method which can be used by teachers in instruction. As stated by Murphy (2015:65) a discussion gives learners an opportunity to express their views on the topic under discussion. The role of the teacher would be to direct learning and guide the students to achieve their learning goal. The group discussions in classroom can lead

to critical thinking since the teacher can offer support to learners' critical thinking abilities. Group discussions can enhance learners' critical thinking especially if the teacher is knowledgeable on critical thinking development. The teacher can prompt learners to give evidence, praise them and call for elucidation from other learners (Murphy 2016:29). Consequently, class group discussions are seen to be significant in promoting critical thinking in learners since it encourages co-operative learning. However, for the group discussion to be fruitful in producing critical thinkers, the teacher has to be knowledgeable on how to slowly let loose his or her authority and command to enable the learners to be more responsible to enhance their critical thinking (Cohen in Murphy 2016:29). The slow release of control usually manifest at some stage in the group discussion as the teacher reduces his or her talk and concurrently boosts learner conversation. This results in an open discussion that views learners as sources of knowledge thereby stimulating learners' thinking. The ability to slowly release control of discussion empowers the learners and can only be done by teachers with the knowledge on how to enhance critical thinking in the classroom but as expressed by (Murphy 2016:29) many teachers do not possess such instructional capabilities that effectively develop learners' thinking abilities. This literature assisted the researcher to get some insight that assisted in the crafting of instruments to establish the degree at which group discussions were held to promote learners' critical thinking at secondary school in Masvingo.

Group discussions are of educational benefit to the learners. In support of the argument that group discussions if properly managed by the teacher can enhance learners' critical thinking, Fung, To and Leugh (2016:148) conducted a research on 10th Grade secondary school learners in Hong Kong. They wanted to establish the effectiveness of group-work discussions in comparison to entire class teaching in assisting learners to become critical thinkers. Fung et al. (2016:148) discovered that although critical thinking and group discussions were recognised as significant in education in Hong Kong, generally the two have been disregarded in secondary schools, possibly because of the Hong Kong curriculum objectives that put emphasis on public examinations. The conclusion drawn from the research conducted by Fung et al. (2016:148) was that in comparison to entire class teaching group-work contributed to the promotion of critical thinking abilities in

learners. However, Fung et al. (2016) conducted their study in secondary schools in Hong Kong but the current research will be conducted in secondary schools in Zimbabwe focusing on the use of group-work and how it can promote critical thinking in learners or not.

Classroom structure is also seen as significant in critical thinking. The classroom structure involves the size of classrooms, physical environment with movable chairs and desks. Teachers face a hard task in advancing learners' critical thinking successfully in classes that are overfull. According to Alwadai (2014:68) the Saudi Arabian classrooms tended to be overcrowded resulting in difficulties in carrying out activities that require action and that seating arrangements were also not permissive for small group work. As Omidvar and Ravindranath (2017:346) state class size can result in unproductive teaching. Schoper and Wagner in Wisdom and Leavitt (2015:204) propose a flexible physical environment with desks and chairs which can be moved easily and where enough learners are accommodated. The purpose of having movable chairs is to allow the chairs to be arranged in a circle enabling the teacher to sit in a circle with his or her learners, creating the impression that the teacher is a member of the group and therefore not the only person responsible for delivering knowledge to the class (Schoper & Wagner in Wisdom and Leavitt (2015:204). This classroom structure reminds learners that they should also bring knowledge to the class enforcing the idea that knowledge is multifaceted and communally constructed. As stated by Schoper and Wagner in Wisdom & Leavitt (2015:204) the circular display of the classroom setting enables members of class to face every one allowing learners and the teacher to divide up power creating better opportunities of constructing sense among members of the classroom setting. The teacher is encouraged to explain the rationale behind the classroom plan since some learners may not be comfortable with new set up, especially if they are used to seeing the teacher standing in front of the class. Classroom layout therefore, can be seen as significant since it can encourage learners' participation or precipitate teacher domination encouraging learners to be inactive. The findings of Alwadai (2014:68) in Saudi classrooms tended to be overcrowded, resulting in difficulties in advancing teaching methods that can encourage learners' critical thinking give insight to the current study

that seeks to establish the classroom size and set up of Form Three secondary school classes in Masvingo urban, Zimbabwe, and how they can affect learners' critical thinking.

Teachers' role in critical thinking can also be reflected by teachers' modeling of how to think critically. Rahaela (2011:103) expresses that teachers' training colleges should build up future teachers with ability to think critically so that they might be role models for their upcoming learners. Van Gelder in Bailey and Mentz (2015:3) supports the view that teachers should be able to model abilities to thinking critically for them to be able to motivate their learners to cultivate critical thinking. According to Brookfield in Wisdom and Leavitt (2015:253) teachers' ability to demonstrate how to think critically makes learners appreciate critical thinking ability. Brookfield in Wisdom & Leavitt (2015:253) argues that by modeling critical thinking, teachers inspire learners' confidence in the practice of critical thinking. As stated by Olatunji and Olalekan (2017:205), teachers' critical thinking capabilities assist learners to connect in deep learning actions which might appear very complicated and abstract for scores of learners. Teachers are urged to explain to the learners as to why they may introduce a certain teaching strategy. This would make it easier for learners to accept and appreciate the new strategy and may develop critical thinking. The researcher is impelled to discover secondary school teachers' perceptions of the place of critical thinking in schools and their ability to engage in critical thinking to make learners appreciate critical thinking capabilities.

Various factors can influence teachers' perceptions of critical thinking. Such factors can be teachers' perceptions of critical thinking as influenced by their belief systems, the teachers' role in class and classroom practices, the influence of curriculum and examination-oriented education system. The curriculum and examination-oriented education systems can influence teachers' perceptions of critical thinking. In the light of the literature above, the researcher is encouraged to discover teachers' perceptions of the place of critical thinking in their teaching of History to Form Three learners in secondary schools in Zimbabwe.

2.3.3 Factors that influence learners' perceptions of critical thinking

Learners' perceptions of critical thinking can influence its development in their classroom. The place of critical thinking in schools can be effectively examined by also considering the part played by learners. This section examines how learners perceive critical thinking as influenced by their understanding of the concept of critical thinking, their motivation, self-efficacy and capabilities to think critically. Learners' belief systems are also analysed since learners' belief systems can influence their perception of critical thinking.

2.3.3.1 Learners' understanding of the concept of critical thinking, motivation and self-efficacy

How learners understand critical thinking is very crucial because it influences their ability to think critically, their attitude and their motivation to become critical thinkers (Gbenakpon 2017:2). Various definitions of critical thinking were put forward by different scholars (Facione 2013; Thompson 2011; Lai 2011; Orszag 2015) and it appears there was general consensus on the components of critical thinking that include critical thinking skills and critical thinking disposition. This section explores learners' understanding of the term critical thinking and their capability and willingness to engage in critical thinking. Orszag (2015:22) expresses that it is senseless to teach learners to engage in critical thinking if they are not disposed to always utilise the skills. Learners' self-efficacy will also be scrutinised since learners with high levels of self- efficacy are more disposed to engage in critical thinking (Phan in Gurcay & Ferah 2018:128).

Learners' interpretation of the concept of critical thinking is important to their ability to become critical thinkers. Learners and teachers can see critical thinking in diverse ways and the differences can result in limited growth of critical thinking. Learners' interpretation of the term 'critical thinking' differed from teachers' understanding of the term (Barnaby 2016:40). A study by Barnaby (2016:40-44) conducted in the United Kingdom, in North London reflected that whilst in general teachers and learners agree on value of critical thinking in higher education, they differed in the way teachers and learners rated

particular skills and characteristics essential for good quality critical thinking. Consequently, teachers' perceptions of critical thinking can differ from learners' perceptions of critical thinking and this can influence the development of learners' critical thinking. The study was motivated to find out whether learners' interpretation of critical thinking varies with teachers' interpretation of critical thinking in secondary schools in Zimbabwe and see how this influences the place of critical thinking in secondary schools in Masvingo.

Learners have the capability to think critically. Their attitude towards the learning of critical thinking is crucial. Mahmoodi-Shahrebabaki and Yaghoubi-Notash (2015:902) studied learners' reaction to the addition of critical thinking exercises in classroom and the conclusion was that some learners' contribution was improved while other learners articulated unenthusiastic feelings to the inventive exercises. Overall, Mahmoodi-Shahrebabaki and Yaghoubi-Notash (2015:902) concluded that learners responded positively to the introduction of critical thinking activities in the class. In this case, learners' positive response to critical thinking activities reflected their appreciation of critical thinking. Lloyd and Bahr (2010:2-17) conducted a study on an Australian university investigating students' understanding and their perception of critical thinking. Mahmoodi-Shahrebabaki and Yaghoubi-Notash (2015:902) did a study on engagement in critical thinking by university students of Iran. This current study seeks to shift focus from university students to Zimbabwean secondary school learners and explore their interpretation of the concept of critical thinking.

Researches were conducted to examine learners' abilities to think critically and such studies were done by Sternberg (2018), Orszag (2015), Facione (2015) and Elder and Paul (2010). According to Orszag (2015:51) learners see the significance of critical thinking, appearing to be pretty sure in their critical thinking capability. However, Orszag (2015:2) concluded that although the learners have shown to be sure of their critical thinking capability, they had a constricted view of critical thinking skills and critical thinking dispositions that comprise it. Orszag's conclusion (2015:2) is supported by a research by Demir and Celikler (2015:89) on Turkish university students, which reflected that although

some of the students' responses showed critical thinking skills, other students lacked clarity on illustrating their position towards critical thinking capabilities. Rodzalan and Saat (2015:725) also expressed that learners saw themselves as being capable of thinking critically as they established they could make correct judgments if they were supplied with adequate time to think and if they felt at ease to converse the subject with a recognised person. The argument here is that learners are capable of critical thinking but that their capabilities can be limited. However, Beachboard and Beachboard (2010:63) concluded that many learners were not comfortable with courses putting more emphasis on writing and unstructured problem-solving assignments, thus making teachers reluctant to apply such types of assignments. Beachboard and Beachboard's study was on university students of the United States of America. Orszag's research was conducted on university students of Central Finland while Rodzalan and Saat (2015:725-726) focused their study on Malaysian university students. This study will be conducted on Zimbabwean secondary schools seeking to establish learners' perceptions of critical thinking, the influence on their views on their critical thinking capabilities. The findings of Orszag (2010:2-74), Rodzalan and Saat (2015: 725-726) and Beachboard & Beachborad (2010:55-63) give insight to this current study which seeks to establish critical thinking abilities of Zimbabwean secondary school learners. It appears the majority of the studies conducted in the past on learners' critical thinking capabilities and known to the researcher focused on university students. This study shifts attention to secondary school learners establishing their perception of critical thinking.

Learners' thoughts toward critical thinking are a significant factor that can affect the amalgamation of critical thinking activities in the teaching and learning of critical thinking. Learners' deficiency in motivation can inhibit their critical thinking (Aliakbari & Sadeghdaghighi 2013:2). Learners' attitude to critical thinking and learner's motivation to think critically are intertwined since learners' attitude to critical thinking influences their motivation to think critically. Various studies were conducted on learners' internal motivation to engage in critical thinking (Jenkins & Moser 2018; Harinie et al. 2017 and Papaste-phanou & Angeli in Orszag 2015:22). Learners' motivation (disposition) is an important factor in the promotion of critical thinking. According to Orszag (2015:22)

learners can master the key skills in critical thinking but if they are not disposed to utilise them constantly, it becomes meaningless to develop them. Critical thinking dispositions (motivation) is the connection among thinking capabilities and data creation (Orszag 2015:22). Just like the definition of critical thinking, dispositions can be defined by various terms and details on critical thinking disposition were discussed earlier in this chapter. Dewey in Rodgers (2018:6) describes dispositions as an excellent behaviour of the mind. For this study, dispositions can be seen as the person's apt response to a specific circumstance (Claxton & Carr in Orszag 2015:22). With critical thinking dispositions one can expect the learners to have the desire or motivation to engage in critical thinking. This learning motivation is significant to learners' education since it is one of the main determinants of the learners' academic achievements.

Closely linked to learners' motivation is self-efficacy. As Dehghani, Sani, Hamideh Pakmehr and Malekzadeh (2011:2952) assert, critical thinking and motivational factors influencing it like self-efficacy are highly valued in today's education. Pajars in Dehghani et al. (2011:2953) observes that self- efficacy is the person's judgments on their capabilities to accomplish their intended levels of performance. Self-efficacy can regulate human performance by motivation and decision making (Benight & Bandura in Dehghani et al. 2011:2953). Several scholars confirm that self-efficacy plays an upper role in promoting critical thinking (Demir & Celikler 2015:5; Gurcay & Ferah 2018:129; Aliakbari & Sadghdaghhighj 2013:3). According to Gurcay and Ferah (2018:128) learners with upper levels of self- efficacy are more liable to think critically. Cetin in Demir & Celikler (2015:89) stated that growing the intensity of learners' self-efficacy is one of the objectives of basic education. Learners' ability to generate information, resolve problems depends on competent utilisation of their capabilities. This is enhanced by self-efficacy which can influence learners' capacity to have access to information (Cetin in Demir & Celikler 2015:5). A research conducted by Dehghani et al. (2011:2953) at the University of Mashhad in Iran, reflected that there is an affirmative connection among critical thinking and learner's self-efficacy. A learner with self-efficacy is responsible for his or her learning; consciously guides his or her learning process resulting in ability to be a critical thinker (Gurcay & Ferah 2018:129). However, Demir and Celikler (2015:5) conclude that

although the Turkish university students in general had a positive perception of their self-efficacy, their responses to specific items were vague, showing that there is need for them to additionally develop their self-efficacy and abilities to think critically. The study seeks to establish Zimbabwean secondary learners' self-efficacy and how it affects the place of critical thinking at secondary schools.

Motivation is a significant factor in self-efficacy (Myers in Dehghani et al. 2011:2953). Inspiration takes an important part in influencing critical thinking development. Learners with affirmative attitude to their abilities would be motivated to become critical thinkers. Lack of motivation is therefore seen as an obstacle to critical thinking. Self-efficacy is a major part of a person's actions which can efficiently result in the growth of critical thinking capabilities (Sang in Dehghani et al. 2011:2953). According to Bandura and Lock in Dehghani et al. (2011:2953) self-efficacy develops motivation which enhances performance, which in turn results in improved skills of critical thinking. Demir and Celikler (2015:5) noted that self-efficacy and critical thinking are two vibrant factors that can sustain and strengthen each other. Wanga in Dehghani et al. (2011:2953) asserts that learners with heightened self-efficacy can relate advanced education strategies resulting in critical thinking. However, while this research conducted by Dehghani et al. (2011:3952-2953) showed that learner self-efficacy results in learner's ability to think critically and was done at the university of Mashhad in Iran the current study will be conducted in Zimbabwe and seeks to establish the place of self-efficacy in the development of learners' critical thinking in Zimbabwean secondary schools.

2.3.3.2 Learners' belief systems and learners' perceptions of critical thinking

Beliefs can manipulate learners' perceptions of critical thinking. Beliefs are the top indicators of decisions made by a person (Massa 2014:388). For learners to have self-efficacy, they should trust in their capacity to think critically. In spite of the universal agreement of the significance of critical thinking, there are limited studies concerning the

beliefs of learners in relation to critical thinking. This section will examine learners' beliefs influenced by culture, their beliefs about intelligence and their beliefs about teachers' role, in teaching and their learning.

Learners' beliefs influenced by their culture can affect learners' perceptions of critical thinking. Culture may be defined as a set of values and beliefs shared by a group of people, guiding the behaviour of each member of the group (Rear 2017:22; Gonzalez & Frumkin 2016:94). Cultural influence can affect learners' learning procedure such as communicative attitudes in the classroom, learners' relations with the teacher and colleagues (Chen & Bennett 2012:35). According to Rear (2017:23) learners' cultural setting affects their behaviour in the classroom. A study conducted by Rear reflected that culture influences the promotion of critical thinking for Asian learners who found critical thinking challenging (Shabeen in Rear 2017:22). Cultural background can influence learners' attitude to critical thinking and researches conducted by Chinese scholars concluded that Chinese learners lacked affirmative dispositions to critical thinking. However, other researches established the opposite and reflected that Chinese learners were willing to utilise in critical thinking (Tian & Low in Rear 2017:24). This study seeks to establish cultural influence on Zimbabwe's Form Three History learners and the development of critical thinking in secondary schools.

The learners' perceptions of critical thinking can be influenced by their beliefs concerning intelligence. Learners' beliefs regarding intelligence can be influenced by teachers' understanding of intelligence as teachers' beliefs as regards intelligence affects their contacts with learners and their instructional approaches (Massa 2014:389). Learners' beliefs about character of intelligence and capacity are significant factors influencing motivation (Massa 2014:388). Massa (2014:389) states that there is a theory known as incremental theory which acknowledges that an individual can be taught new innovative skills which might enhance their intellect. Learners who believe that intelligence can be altered are more liable to the mastering of new innovative strategies used in the classroom. These strategies are likely going to influence the development of critical thinking. The opposite is true. Learners who believe that intelligence is an inborn

unchanging unit which can be explained by cultural and ethnic differences are more likely to be unwilling to secure new learning strategies. These may hinder critical thinking development (Massa 2014:389). This motivated the researcher to find out about the Zimbabwean secondary school learners' beliefs about intelligence and how it can influence their capability to think critically.

The literature discussed above, reveals that learners' perceptions of critical thinking occupy a significant part in the promotion of critical thinking. Learners' perceptions of critical thinking can be influenced by their understanding of the concept and their belief systems which are also influenced by their culture and understanding of intelligence. The above literature motivated the researcher to establish learners' perceptions of critical thinking and to find out the role and place of critical thinking in Zimbabwean secondary schools.

2.4 Contribution of critical thinking to the improvement of education

Critical thinking instruction has an impact on the learner and improves learning (Vardi 2013:5). The study examines literature revealing the influence of critical thinking to the learner. A discussion of literature showing the influence of critical thinking to the learner's understanding, problem solving abilities, character development, learners' academic achievement and connection to current societal and employers' demands helped this study to show the importance of enhancing critical thinking in Zimbabwean secondary schools.

Critical thinking can present the individual with a more astute understanding of oneself, offering the individual with a chance to be objective, reduce emotions, further open mindedness as the individual accommodates other people's opinions and views (Karakoc 2016:81). The development of critical thinking influences learners' character development. Wisdom and Leavitt (2015:21) state that the abilities to think critically allow the learner to reason morally thereby influencing character development. The implication is that thinking and character go hand in hand in a rising spiral that reinforces the two.

Linda Elder in Wisdom and Leavitt (2015:99) observed that individuals who can think critically constantly endeavour to survive sensibly and this implies that acquisition of critical thinking skills may result in good character building. Since the literature above reveals that the ability to think critically can result in good character building one can see that the ability to acquire capabilities in critical thinking is beneficial to learners. The researcher wondered about the degree to which critical thinking capabilities could be of benefit and influence to secondary school learners' character development in Zimbabwe.

In addition to good character development, critical thinking can contribute beyond the person to the society. The Delphi Research by forty-six experts throughout Canada and USA reflected that critical thinking was essential since it could promote a democratic and rational society (Facione 2015:24). Critical thinking can persuade the growth of the democratic society since critical thinking acts like a liberating force in education, resulting in an individual that cannot be exploited economically and politically. The mastery of critical thinking skills can benefit the learner and society.

Critical thinking can influence the learners' academic achievement. Critical thinking can assist learners to achieve better academic grades as critical thinking awakens and enhances the maturity of the mind (Facione 2015:24). The link between critical thinking and learners' academic achievements is also expressed by Chukwuyeunum (2013:18) who argues that the strategies of critical thinking influence how learners perform in schools. Critical thinking development is not restricted to a particular subject area as John Dewey in Fitriana (2018:63) expresses that every subject learnt at school can support critical thinking. School subjects can promote critical thinking (Dewey 1933:5). Fitriana (2018:63) argues that there is need to integrate critical thinking in the syllabus to make learners become skilled at critical thinking and have the ability to apply critical thinking skills to enhance their performance.

The connection between critical thinking and learners' academic achievements is also supported by Wisdom and Leavitt (2015:71) who argue that the ability to think critically can develop learners' writing skills. This is so because critical thinking skills and writing

skills are not cut off sets of skills but that they are indivisible skills, since the official academic writing needs investigative and quarrelsome thinking which are the skills acknowledged as fundamental in promoting critical thinking. In support of the above argument Dwee, Anthony, Salleha, Kamarulzaman and Kadir (2016:631) conducted researches on how education tutors integrate critical thinking skills in English education in the classroom and their conclusion was that critical thinking skills can improve English language proficiency. Another study conducted in Iran by Asgaharheidari and Tahriri (2015:290) investigated the relationship among critical thinking and reading comprehension of EFL learners and discovered that there is a strong association between learners' performance in reading comprehension and critical thinking capability. Dwee et al. (2016:631) conducted researches on critical thinking skills' inclusion in English language learning and Asgaharheidari and Tahriri (2015:290) on critical thinking and its influence on understanding comprehension. Their conclusions reflected that learners' acquisition of critical thinking skills improve their performance in reading comprehension, English Language proficiency and this provides enough evidence to support that critical thinking can influence learners' academic achievements. The researcher was motivated to find out the capacity to which Secondary school learners' critical thinking abilities could be of benefit to their academic performance and improve education.

The poor critical thinking skills and the adverse academic impact on Language ability is reflected in a study conducted in South Africa by Grosser and Nel (2013:9) who established that the first-year student teachers at North West university in South Africa have poor academic language abilities as well as poor critical thinking skills. This implies that deficiency in critical thinking skills can adversely affect the academic language ability of first year student teachers at university level. The findings of Grosser and Nel (2013:9) are convincing since they are supported by conclusions of various researches conducted by Van Der Slik and Weiderman with a wide range of students doing their first year in different universities in South Africa (Grosser & Nel 2013:9). The study, however, fills the gap and seeks to establish the influence of the inclusion of skills of critical thinking in the learning of History in Secondary schools in Zimbabwe and how it contributes to the improvement of education.

The learning process has to be guided by critical thinking to avoid rote learning. Rote learning results in learners failing to internalise great ideas and quickly forget what they learn (Sternberg 2018:185; Elder & Paul 2010:2). In the course of critical thinking a learner can attain facts, skills and understanding in the learning of content of any subject since for one to be able to gain knowledge of the content it is fundamental to think critically within the content. The current research is a study in the learning of content in the History subject to ascertain the role of critical thinking in enhancement of learners' learning. According to a research conducted by Karagol and Bekmezci (2015:86-91) on the learning of content in History and the role of critical thinking on Turkish teacher candidates training for primary school teaching and it was exposed that critical thinking dispositions of teacher candidates improved their academic achievements. The teaching of critical thinking is essential since it is beneficial to the learners who tend to improve their academic performance. Another study was conducted in Canary Islands at Las Palmas de Gran Canaria University, by Alfonso and Bordon (2015:385) and investigated the connection between academic achievements in Music and critical thinking. Whereas the study by Karagol and Bekmezci (2015:86-91) focused on the impact of critical thinking on Turkish teacher candidates. The study by Alfonso and Bordon (2015:385) demonstrated the link between performance in music by University students in Canary Islands and critical thinking. However, the current study's focus is not on college students or university students but intends to establish the influence of critical thinking in Form Three History learners at secondary school level in Zimbabwe and discover whether or not critical thinking can be of benefit to learners' learning of History.

Critical thinking skills can improve learners' understanding of Mathematics concepts. A study conducted in Africa, in Lagos by Asuai Nelson Chukwueunum (2013:8) intended to examine the effect of critical thinking on secondary school learners' performance in Mathematics. According to Chukwueunum (2013:18) the skills of critical thinking advances the comprehension of Mathematical concepts and his suggestion was that the skills of critical thinking must be infused in the core curriculum in Mathematics education in secondary schools in order to advance learners' achievement in Mathematics. The

study by Chukwuyeunum (2013:18) illustrates that learners can benefit from gaining critical thinking abilities since this can improve their understanding of Mathematics concepts. The study by Chukwuyeunum (2013:18) shows the influence of critical thinking on Mathematics learning and encouraged the researcher to ascertain the extent to which critical thinking could lead to the improvement of instruction of History to Form Three learners in Zimbabwe.

A Linkoping Conference on the teaching of History was attended by educators from many countries such as Sweden, Britain, Germany, Russia, Australia and Cyprus. As expressed by Ludvigsson and Booth (2015:9) it was noted that there was need to improve the teaching of History by introducing investigative, elaborative and innovative technologies. The educators who attended the conference recommended that the teaching of History must go further than promoting critical thinking to promote pedagogies developing creative abilities desired for the 21st century and employable and inventive graduates. The recommendations to include critical thinking in the instruction of History made at Linkoping Conference, impelled the researcher to examine the contribution of critical thinking in the teaching of History and education in Zimbabwean secondary schools in Masvingo.

Governments, educators and business leaders presently delay the moves to enhance critical thinking at each stage of education (Delibovi in Wisdom & Leavitt (2015:21). Hepner in Wisdom and Leavitt (2015:69) notes that in USA critical thinking is seen as one of the most important purposes of the education of undergraduates, and that this aim is being supported by most employers and graduate schools in their search for confirmation of concrete skills of critical thinking in potential workers and learners. Currently, the focus of education is to advance learners' ability to think critically since this is beneficial to the learners. The mastery of 21st century skills is needed for job readiness and worldwide citizenship (Gonzalez & Frumkin 2016:406). The promotion of critical thinking is important to the economic development of every country. As expressed by Islam (2015:2) the expansion of critical thinking is significant to the fast shifting place of work as the employers search for employees who are able to learn quickly, resolve problems, collect

and analyse information significantly. In the 21st century, the labour force hires people who are good at thinking and complex communications (Chu, Reyholds, Tavares & Notari 2017:21). This idea is supported by Scott (2015:3) who expresses that critical thinking is one of the survival skills needed by the learner to plan for the 21st century living, employment and citizenships. The implication is that the ability to master critical thinking abilities will make learners valuable future employees and this makes the study searches for establishment of the role of critical thinking and its contribution to the improvement of education in secondary schools in Masvingo.

The development of critical thinking assists learners' acquisition of problem-solving skills. As stated by Belecina (2018:1) higher level investigative skills engaged in critical thinking assist in understanding a problem and resolving it. The capability to think critically is a precious skill that learners can master. The instruction of critical thinking results in learner acquiring a diversity of skills that are applicable to any circumstances in living that requires scrutiny, reflection and preparation. Fitriana (2018:2) expressed that critical thinking relates to judgement and that it is the foundation of decision making and problem resolving. For a learner to successfully solve problems in difficult situations, he or she needs critical thinking skills which enable one to have a critical look about problems of the society (Atabaki & Yarmohammadian 2015:1). Fitriana (2018:3) argues that a learner who is a critical thinker tends to employ one's facts, intellect efficiently in order to attain the right and rational decisions. This enables the learner to formulate a judgement as the foundation of conclusion making when resolving problems (Sternberg 2018:184). Belecina (2018:1) executed a study on graduate scholars to investigate the results of applying problem situations on developing critical thinking and the results reflected that after applying problem situations, the learners' critical thinking in problem resolving was extensively enhanced. The study by Belecina (2018:1) also reflected that the learners expressed a positive attitude towards the use of these problem situations. Belecina (2018:1) conducted a study on graduate students but this current study will investigate the link between problem situations and critical thinking development in Form three secondary school learners in Zimbabwe.

2.5 Strategies to effectively implement critical thinking in education

This section will examine strategies that can be used to effectively implement critical thinking in schools. Curriculum and examination-oriented systems will be examined since they can influence teachers' role in critical thinking instruction. An evaluation of teacher support, learner factor, teaching and learning resources will also be done.

2.5.1 Curriculum and examination- oriented systems

Curriculum content is defined by Padget (2013:23) as an organisation of information, ideas, skills and concepts that can be trained over a specified time. It is the summation of the entire informal and formal education of the entire education experiences, opportunities offered to learners in the framework of formal and non-formal instruction (Zimbabwe Ministry of Primary and Secondary Education (2015:2). Radulovic and Stancic (2017:9) view curriculum as an assigned official paper that is created ahead and originated outside the background of a particular educational realism. A syllabus is a portion of the curriculum and includes learning content, learning objectives and expected outcomes (Zimbabwe Ministry of Primary and Secondary Education 2015:2). The examination-oriented system is whereby teaching is geared towards the teaching of learners to pass examinations (Olatunji & Olalekan 2017:214).

The curriculum topics are expected to promote critical thinking since they provide learners with something to think about. According to Horton (2017:3) teachers should intentionally promote critical thinking opportunities by utilising theoretical apparatus provided, rooted in a range of curriculum topics. The curriculum needs to be modified to acclimatise them to learners and not the opposite (Gonzalez & Frumkin 2016:406). Horton (2017:2) propounds that for learners to be critical thinkers, they cannot just think but that they need something to think about, meaning that they need to think in relation to curricular content allowing them to apply a variety of skills needed to become critical thinkers.

Procedures of critical thinking can be engaged positively in the education of subjects such as History, Social Sciences and Physical Geography (Horton 2017:2). Thompson (2011:3) noted that there is emphasis on critical thinking advance in educational goals of elementary, secondary and tertiary learning curricula. As stated by Omidvar and Ravindranath (2017:345) the Indian National Curriculum Framework (NCF) integrated critical thinking. Despite efforts to include critical thinking in the curriculum, some literature reflected that this might have lacked effective implementation since the teachers or lecturers might have lacked a clear plan of the means to slot in critical thinking abilities in their classrooms (Choy in Dwee et al. 2016:632). Dwee et al. (2016:632) asserts that teachers face the problem of not being well informed of how the skills of critical thinking may be incorporated efficiently in their instruction.

Teachers face the problem of how to implement critical thinking in their teaching. Horton (2017:1) argues that many instructors recognise the significance of critical thinking but face the problem of how to put it into practice in their classrooms. Berkvens in Khoza (2016:104) identifies the deficiency in understanding of curriculum vision by teachers as a widespread issue which should be solved in order to develop critical thinking. Sazant (2014:15) notes that many teachers lack training in methodology of teaching critical thinking despite having received basic training on teaching methods. Not any of their training was dedicated to how they can instruct critical thinking. Teachers who lacked teaching in critical thinking contexts are not able to adopt relevant instruction tactics to advance critical thinking in their learners (Omidvar & Ravindranath (2017:349). Teachers face difficulties in combining the teaching of the subject material and education of skills of critical thinking (Dwee et al. 2016:635). Some teachers as expressed by Omidvar and Ravindranath (2017:349) are not ready to change their teaching strategies to meet current objectives as specified in the Indian National Curriculum Frameworks (NCF). The literature above expressed that teachers face problems in implementing critical thinking in curricular content. The current researcher was motivated to establish whether Zimbabwean secondary school teachers face problems in implementing critical thinking in the teaching of History curriculum.

Coverage of content in curriculum can pose another challenge to teachers and critical thinking development. Teachers face difficulties to meet the curricular demands and would struggle to get time to put into practice group discussions needed to promote critical thinking in class (Gillies & Khan in Fung; To & Leugh 2016:147). Sazant (2014:16) expresses the view that numerous teachers face the problem of inadequate time when they try to cover every part of the essential content in the curriculum. When they focus on coverage of content curriculum, they would resort to lecture method or objective testing because it is quicker to give a lecture to a cluster of learners than to make them take part in active learning in class or in project centered learning (Sazant (2014:16). It is quicker to write down a test or mark an objective examination than to make an individual evaluation of learners (Sazant 2014:17). However, Broadbear in Sazant (2014:16) noted that giving an objective examination is not mostly an efficient means of assessing learners. Snyder and Snyder in Murphy (2015:68) express that one of the main problems in the instruction of critical thinking is time restraint.

Teachers struggle with time required to devise effective methods that can promote critical thinking (Scott in Murphy 2015:68). Snyder and Snyder in Murphy (2015:68) assert that time is the main concern of critical thinking instruction in classrooms that are increasing in size. Time limits may result in teachers' focus on lecture methods and tests in their classrooms (Coffman & Beer 2015:55). By so doing the teaching of critical thinking is relegated to the margin of learning objectives regardless of the fact that education planners had incorporated it in their learning plans (Graberman in Coffman & Beer 2015:55). The researcher has been impelled to ascertain the extent to which the coverage of content in Zimbabwean curriculum limits the time needed by Zimbabwean secondary school teachers to devise effective teaching methods that can make learners critical thinkers.

Some curriculum objectives emphasise public examinations and this encourages teachers to focus on covering curricular content that allows learners to obtain good examination results. According to Wong in Sazant (2014:15) learning institutions have

developed a tendency of standardising the curricular. As a result, they focus on examination results. This approach to learning disadvantages the teachers' capability to deal with critical thinking in their classrooms since focus would be on covering the content and teaching for the examination. Consequently, the learning procedures are held up (Sazant 2014:15). The examination-oriented teaching focuses on tests and the need to get entry to high school or university. Kirkpatrick (2011:39) argues that this would result in teachers teaching but not considering learners' ability to reason theoretically, thinking critically.

In addition, the examination-oriented system encourages teachers to apply conventional teacher-centered teaching methods, drills, exercises and revising past question papers (Che Musa in Dwee et al. 2016:632). As noted by Chopra in Omidvar & Ravindranath (2017:345) the examination centered teaching would make learners memorise for tests and after the test they would not remember anything. Snyder and Snyder in Sazant (2014:15) suggest that educators change their focus from examination focused systems to learners' education giving them freedom, duty to look at the content, analyse and utilise information. The shift from emphasis on test results to focus on learner's learning would result in ability to think critically. A study conducted in Hong Kong by Fung et al. (2016: 68) reflected that although critical thinking and group discussions have been recognised as significant aims in education, largely they were overlooked due to the Hong Kong curriculum that put emphasis on public examinations. The study conducted by Fung et al. (2016) motivated the researcher to ascertain the extent to which Zimbabwean curriculum emphasised public examinations and the effects on role of critical thinking in secondary schools.

The curriculum design can adversely influence learners' critical thinking in learning institutions. This argument is supported by a study about the effects of Indian curriculum on students' critical thinking, conducted by Omidvar and Ravindranath (2017:345-349). Their study noted that the Indian National Curriculum (NCF) designed in 2005 integrated critical thinking in their structure but the assessment system focused on testing which controls the learning and teaching practices. The focus on testing is noted to have pushed

teachers to rely on teaching methods such as dictation of notes, learners' memorisation of notes dictated and such methods promote lower order thinking skills. This type of learning environment does not promote critical thinking in class. The study reflected that rote learning failed to develop learners' critical thinking skills like the ability to analyse, evaluate and make inference. The study concluded that graduates from Indian schools lacked critical thinking mainly because of methodologies applied by teachers who were not willing to move to up to date aims of learning set in the National curriculum framework. From the findings of the study conducted in India the researcher can conclude that there is a link between critical thinking, national curriculum and testing in class. The argument to be drawn from the study conducted on Indian school graduates that reflected the graduates' lack of critical thinking due to teaching methods applied by the teachers encouraged the researcher to focus on investigating the influence of classroom teaching methods on secondary school learners' critical thinking.

Furthermore, a study on curriculum and critical thinking was also conducted on English language proficiency by Dwee et al. (2016:632-635) in Malaysia. The study reflected that the low English Language aptitude among Malaysian undergraduates was caused by Malaysia's test-oriented structure of education and the instructor centered approaches, drills whereby the revision focused on the use of past test documents, exercises and utilisation of textbooks (Che Musa in Dwee et al. (2016:632). The study reflected that such methods discouraged learners' use of critical thinking. The researcher noted that the Malaysian curriculum included critical thinking and that the problem was the lack of effective execution due to teachers' ignorance of methods that integrate abilities to think critically in their instruction. Consequently, the lack of critical thinking in learners is not wholly a result of curriculum design but also the teachers' ignorance of teaching methods that can promote critical thinking.

A study on Chinese education was conducted by Robert Kirkpatrick (2011:36-39) and reflected that the Chinese education was examination oriented whereby students believed that the objective of education was to succeed in examinations. The Chinese learners sat for several examinations almost immediately at the beginning of their

education (Luxia Qi in Kirkpatrick 2011:38). The Chinese learners attempt the National College Entrance Examinations (NCEE) and in Chinese language it is called 'gaokao' and this examination is very crucial to the learner's future since it determines whether one would qualify to advance to college or university level (Brandenburg & Zhu in Kirkpatrick (2011:38). This focus on examinations such as the gaokao makes teachers pay little attention to learners' critical thinking and capacity to reason conceptually. The focus on examinations makes Chinese teachers use methods that do not promote critical thinking. The literature above gave insight to the researcher to craft research instruments that were to be used to ascertain the degree to which the examination centred curriculum affects the place of critical thinking in secondary schools in Zimbabwe.

An assessment of the impact of examination-oriented instruction on education was also conducted in Kenya, in Africa. The study was conducted by Maskatiani (2017:51-51) in Kenya with the objective of examining the impact of examination-oriented instruction on education attainment of primary school learners in Kenya. The study reflected that examination-oriented system makes learners less creative since teachers focus on tests and this resulted in drilling exercises, dictation of notes and learners' memorisation of work (Kangahi in Maskatiani 2017:53). The above studies on the role of teachers in the classroom in relation to curriculum, examination-oriented education systems and critical thinking were conducted in India, Malaysia, China and Kenya. The current study focuses on the system of education in Zimbabwe, investigating the implementation of critical thinking as influenced by the Zimbabwean curriculum and examinations.

2.5.2 Teacher support

The teacher plays a vital role in enhancing skills needed in the 21st century education. Teachers' support is essential in learners' acquisition of critical thinking skills since, as asserted by Chu et al. (2017:19), learners need to be mentored and be given direction. Teachers' support for learners' critical thinking is witnessed in the classroom. Teachers need to engage learners in autonomous learning strategies, arrange classroom activities delegating learning conclusions to learners. Teachers also need to supervise learners'

growth, direct their thinking about multifaceted problems by supplying feedback and assessment (Chu et al. 2017:119; Gonzalez & Frumkin 2016:406). Teacher support is seen in the classroom since the teacher has the capacity to encourage critical thinking by providing learners with opportunities to engage in active discovery. As supported by Vygotsky in Chu et al. (2017:19) such opportunities provided by teachers in class foster learners' meaningful engagement which permits learners to develop fresh metacognitive skills resulting in critical thinking.

The teacher's capacity to encourage critical thinking is seen when the teacher creates a classroom learning environment that is conducive for the learner to engage in critical thinking. Learning environment can be defined as the psychological, educational and societal contexts in which learning takes place which influences learners' attainment as well as their attitudes (Spector, Iphenaler, Sampson & Isaias 2015:23). As asserted by Brookfield in Apsari (2015:4) teachers can assist learners develop in critical thinking by creating a co-operative learning environment whereby the teacher talks less and gives more time to learners to think. With more time to think learners can engage in critical thinking. A conducive classroom environment for learners to think critically is learner-centered and empowers the learners to get a more active part in the learning procedure (Gonzalez & Frumkin 2016:409). By allowing the learner to play a more active role in classroom activities the teacher would be encouraging learners to think and be able to evaluate and come up with recommendations. The teacher can design classroom activities and employ questioning techniques that enable learners to think critically. Consequently, teacher support is seen as vital in learners' ability to think critically since it is the teacher who is influential in the creation of classroom activities that stimulate learners' active involvement in learning.

Learners' ability to gain critical thinking capabilities is enhanced by their exposure to the teaching techniques that assist them to be aware of the sub-skills engaged in critical thinking, provide them with sufficient chances to put into practice and extend these sub-skills in class learning (Naiditch 2016:50). Slameto (2014:5) argues that teachers' practice in learning and teaching can encourage the advance of critical thinking capabilities. The

sub-skills involved in critical thinking are such skills as the ability to analyse, explain, evaluate, infer and self-regulate one's thinking. The classroom practices that allow learners to have a voice encourage learners to acquire the sub-skills involved in learners' critical thinking. It is the teacher who can create the classroom activities that can allow learners to be involved in sub-skills in critical thinking. Teacher support plays an essential role in learners' developing critical thinking capabilities. The study's research methods consider the role of teacher support in learners' ability to be critical thinkers.

It is vital to provide training to the teachers on how to engage teaching techniques that effectively promote critical thinking in the classroom. Radulovic and Stancic (2017:12) argue that there is need to provide training of the teachers on how to engage in teaching methods that can increase critical thinking by utilising sufficient learners' activities and tolerable arrangement of the teaching strategies. The necessity of training teachers on how to improve critical thinking is also reinforced by Slameto (2017:2) who expresses that teacher training can assist teachers to effectively implement teaching techniques which can enhance critical thinking. Serin (2013:241) conducted a study on critical thinking skills of teacher-candidates in the Turkish Republic of Northern Cyprus and discovered that there was need to advance teacher-candidates' critical thinking capabilities and recommended that the institutions training teachers need to add critical thinking in their teacher training programmes. Serin's (2013:241) findings reflected that teacher training can result in effective implementation of critical thinking in education. Other important factors influencing the effective implementation of critical thinking in education are learners and teachers' motivation (Slameto 2017:2). Slameto (2017:2) expresses the need to motivate teachers to engage in teaching techniques that can advance learners' critical thinking. The teachers' increased motivation to engage in critical thinking results in learners' active participation in class (Tapung, Maryani & Supriatna 2018:162). The learners need to be motivated to engage in activities that promote critical thinking (Slameto 2017:3).

For critical thinking to be effectively implemented in education there is need to have teaching materials to support the attainment of advancing learners' critical thinking

capabilities (Setyowati, Sari & Habbah 2018:240). It was noted that restricted facilities can hinder critical thinking development and that inadequate facilities can include ICT (Setyowati et al. 2018:240). The teachers' use of ICT based instruments make the teaching practice more efficient and motivates learners to be involved in critical thinking (Slameto 2017:2).

The class size and the teaching load allocated to the teacher can influence effective implementation of critical thinking in education as Monks and Schmidt (2010:15-16) note that big class sizes and large teaching loads correlate to reduced critical thinking as the teachers would alter certain teaching strategies that could have been valuable and supportive to the learning of critical thinking.

2.6 Conclusion

This chapter reviewed literature connected to teaching and learning of critical thinking to build a base for the research. The literature reviewed in the study reflects that critical thinking can be taught and that learners' acquisition of critical thinking is centered in teaching and learning that form the basis of the education system.

In addition, the reviewed literature revealed that in the promotion of critical thinking, teachers and learners play crucial roles as their understanding of the concept critical thinking, beliefs, self-efficacy and motivation can influence their perception of the role of critical thinking in learning in the classroom. Furthermore, the literature review also revealed that the development of the learners' ability to think critically improves the child's academic performance and is of benefit to the learner, the society and the country's economy and political organisation.

The researcher also reviewed literature in relation to the factors that affect the development of critical thinking and several factors such as teacher motivation, learner motivation, classroom practices, teaching materials and curriculum and examination oriented systems were identified as influential in learners' acquisition of critical thinking

skills. The researcher shares the same opinion with the viewpoints of the scholars who identified the above factors that can affect the learning of critical thinking. The next chapter discusses the theoretical viewpoints linked to the learning and teaching of critical thinking.

CHAPTER 3: Theoretical Framework of the Study

3.1 Introduction

The previous section reviewed various studies that related to the issue of critical thinking. That theoretical foundation was essential in supplying answers to the investigation of the role of critical thinking in secondary schools in Zimbabwe. This chapter presents three theories seen by the researcher as appropriate in directing teaching in a manner that can merit enhanced learning of critical thinking in the teaching of Form Three History in secondary schools in Zimbabwe. The three theories are: Dewey's Constructivist theory (1933), Bandura's (1977) Social-cognitive theory and Vygotsky's Socio-cultural theory (1934). The researcher felt that the three theories collectively supply useful information that can offer insights to the study's focus and in addition, forming the foundation for developing the research questions guiding the study. The theories are linked to the major factors regarding the teaching and learning of critical thinking and the research was able to obtain various lessons valuable to the study.

3.2 Dewey's constructivist learning theory

Constructivism is a theory that was first propounded by John Dewey (1859-1952), an American philosopher and educationist who contributed extensively to the improvement of thinking in education in the 20th century. Constructivism is a theory of learning which explains how individuals get to know that which they know (Bhattacharjee 2015:65). Dewey's constructivist learning theory is a hypothesis based mainly on observation and logical study concerning how individuals gain knowledge. According to John Dewey (1933) when individuals come across something fresh, they have to bring together their prior thoughts and experience, and they might modify what they accept as true or might throw away the new information as not relevant (Brandenburg, Glasswell, Jone & Ryan 2017:5). John Dewey's pragmatic education is concerned with interaction and individuals' experiences. The implication is that knowing is a process that includes action. Dewey in

Spaseva and Suzana (2016:213) states that learning is a procedure, not a product, and that the learner is a significant instrument in the procedure of learning since it is the learner who creates knowledge from his or her own actions such as invention, exploration and interpretation. Constructivist learning is a dynamic procedure whereby knowledge is built-up from experience and is influenced by experience (Giesen 2017:10). Learners construct knowledge out of their experiences representing learning as an individual's explanation of the world. The study consequently, seeks to establish learners' experiences and how they add to the promotion of critical thinking in secondary schools.

Another important aspect of constructivist learning was presented by Dewey in his reflective thinking. To Dewey in Ilyas (2015:47), critical thinking is reflective thinking. Dewey's reflective thought is used interchangeably with critical thinking (Bailey & Mentz 2015:2) According to Rodgers (2018:6) reflection is defined as a procedure of rebuilding and restructuring of experience adding to the sense of understanding. Dewey (1933) defines reflection as meticulous means of thinking. Reflective thinking therefore cannot be seen as equal to random, undisciplined thinking (Dewey 1933:15). The reflective thinking enhances critical thinking.

Dewey's constructivist learning creates a constructivist learning environment that allows the learners' ability to utilise resources efficiently. It is significant as the learner cannot learn by memorising but can learn through living (Ultanir 2012:216). As stated by Chu et al. (2017:62) the constructivist learning environment which is an interactive environment enhances the growth of critical thinking capabilities.

Constructivist learning results in learner interaction with the teacher and other learners exchanging various ideas. By directing questions to the teacher and to the peers the learner will adopt dialogical thinking which Paul in Ilyas (2015:50) argues involves the trade of diverse ideas. Dialogical circumstances improve learners' learning since learners are given the chance to constantly articulate their ideas to others and also strive to take in the ideas of others to match theirs (Paul in Ilyas 2015:50). The learners' abilities to contest views, scrutinise information reflects Dewey's critical thinking. The promotion of

each learner's attitude to scrutinise views was also suggested by Brookfield in Ilyas (2015:42) and argues that ideas centered on assumptions may be irrelevant to the learner's life but that a learner must repeatedly investigate new habits of thinking regarding the characteristic of his or her life in order to become a critical thinker.

3.2.1 Relevance of Dewey's theory to the research

The researcher's viewpoint is Dewey's constructivist learning is pertinent in obtaining insight into the characteristic of critical thinking in the teaching of Form Three History in secondary schools in Zimbabwe since it supplies a variety of elements that have an effect on the teaching of critical thinking and learners' acquisition of critical thinking capabilities.

To begin with, Dewey argued that in constructivist learning, the understanding of information is influenced by situations, experiences in life and that these situations are produced as a cluster of learners who categorise knowledge meticulously in social circumstance or in their classroom (Ultanir 2012:206). Interaction is the initial vital element of experience, the next one being continuity, that is central to an understanding of Dewey's notion of teaching and learning (Rodges 2018:2). Constructivist learning involves inquiry and solving of problems since learners get knowledge from others as well as from sovereign inquiry and resolving problems formulated by them or by the cluster they fit in (Wegar & Pacis 2012:216). The inquiry part of learning is a vital component of constructivist learning as inquiry is reflected in the definition of critical thinking which says thinking critically is to be curious, using inquiry strategies. In all subjects, at every level learners must learn to specifically put across questions, characterise situation and think ardently within diverse points of observation (Lunenburg 2012:2). Constructivist learning theory then was a guiding theory to this study since the inquiry element in it involves critical thinking.

The second aspect of Dewey's constructivist learning focuses on how environment creates conditions conducive for critical thinking growth in class. As asserted by Spaseva and Suzana (2016:212) Dewey's constructivist learning has become acceptable mainly

because of the emphasis it puts on the reality which people survive in and the lively part played by the individual. The constructivist learning environment gives attention to the individual learners (Gonzalez & Frumkin 2016:409). The classroom environment ought to be meaningful to the learners since according to Dewey (1933:51) learning ought to train for the upcoming future life. In constructivist learning the learner's ability to utilise resources efficiently is significant as the learner cannot learn by memorising but can learn through living (Ultanir 2012:216). As stated by Chu et al. (2017:62) the constructivist learning environment, which is an interactive environment enhances the growth of critical thinking capabilities since it stimulates innovation. This makes the constructivist learning theory relevant to the study since the research seeks to establish how the classroom learning environment can affect the promotion of learners' critical thinking.

The third important idea in Dewey's constructivist learning as expressed by Olusegun and Bada (2015:67) is that learning is active and not passive as active learning encourages learners to be involved in inquiry. According to the study's definition of critical thinking the ability to inquire is noted as one important characteristic that enhances critical thinking capabilities. This also relates to reviewed literature of factors which influence effective implementation of critical thinking. Learning is an active procedure (Giesen 2017:12). Constructivist teaching is child-centered with focus on the individual as the fundamental standard in the organisation of teaching and learning (Spaseva & Suzana 2016:217). Constructivist teaching as stated by Giesen (2017:9) must deal with learners' suppositions, growth and favored instructional styles. Constructivist teaching is child-centered. Constructivist teaching involves the learner's independent inquiry and problem solving of the troubles formulated by them or the group. The learner inquiry strategy involves learners' framing questions and looking for answers systematically, such strategies are reflected on critical thinking's definition. This made the researcher opt for the constructivist learning theory as a guiding theory to the study that seeks to establish the part played by child-centered learning in developing critical thinking in secondary schools.

The fourth significant aspect of Dewey's constructivist learning is the specification of the roles of the teacher and the learner in the constructivist classroom. This is relevant to this study which focuses on perceptions of learners and teachers on the role of critical thinking in the learning of History. In constructivist learning, the learner is not an inactive receptor of knowledge supplied by the teacher. Rather, the learner builds sense from concepts (Ultanir 2012:205). The learner, as expressed by Dewey in Spaseva and Suzana (2016:213) is a significant agent in the process of learning. It is the learner who constructs his or her own knowledge from actions such as investigation, invention and reasoning (Spaseva & Suzana 2016:213). The teacher's role in Dewey's constructivist learning is to supply a multiplicity of learning circumstances to the learners and the role of learners is to change from acquiring knowledge to constructing knowledge. According to Topolovcan and Matijevic (2017:52) a constructivist teacher must not be the individual who possesses information and then conveys it to the learners but that he or she is a co-creator of the learners' knowledge. The constructivist teacher's role is to put attention on learner's education, be a catalyst, an encourager and an associate (Ultanir 2012:205). The teacher as the facilitator provides opportunities for collaborative work, solving problems and as stated by Edwards (2017:48), the constructivist teacher as the catalyst must supply wealthy environments, activities for education by including opportunities for joint effort. In a constructivist class the constructivist teacher must not be restricted to deliver lectures to learners but be a guide to the learners, guide the learners through adopting cognitive methods such as increasing an understanding (Bhattacharjee 2015:70). The significance of the teachers, their teaching methods and classroom environment outlined in Dewey's constructivist learning relates to the review of literature on factors influencing effective execution of critical thinking in secondary schools.

The fifth important aspect in Dewey's constructivist learning is to do with reflective thinking which is significant to my study since Dewey's reflective thinking involves suspending judgment, maintaining a healthy uncertainty and exercising a free mind (Brandenburg et al. 2017:4; Leen, Hong, Kwan & Ying 2014:10). The characteristics of Dewey's reflective thinking are significant in critical thinking as defined by Facione (2015:54). Dewey's philosophy of education is usually referred to as pragmatism and pays attention to

learning by doing as an option to rote learning (Daniel & Aurice, 2011:6). Dewey's reflective thoughts are regularly used interchangeably with critical thinking (Bailey & Mentz 2015:2). Dewey's views concerning the education of critical thinking were infused in the study's research tools such as interviews that are intended to create data on the role of critical thinking to Form History Three learners in secondary schools in Zimbabwe.

The sixth aspect of Dewey's constructivist learning in relation to the study's focus is its consideration of constructivist teaching methods such as group-work, which according to (Sullivan 2016:1) can promote critical thinking. Dewey in Ultanir (2012:206) proposes that one of the beneficial constructivist teaching methods is group-work since constructivist learning emphasises on the idea that understanding of knowledge is made up of situations experienced in life and such circumstances are created as the group learns and constructs knowledge in detail in classrooms. Literature review on teaching methods that enhance critical thinking also identifies group-work as one important factor. Fung et al. (2016:148) discovered that in comparison to entire class teaching group-work was more contributory in promoting critical thinking abilities in learners. This made the researcher opt for the constructivist learning theory as one of the guiding theories to the study so as to establish the part group-work plays in the teaching of critical thinking in Form Three History classes in secondary schools in Masvingo urban area.

The seventh characteristic of Dewey's constructivist learning in relation to the study's focus is the ability to produce learners with ability to clearly express their views as well as work in teams. This enables the learner to learn to exchange views, negotiate with others and evaluate their contributions (Olusegun & Bada 2015:68). The learners' ability to respond to questions makes the learners' role to shift to be that of problem solvers assisting learners to discover optional solutions to the challenges they face (Burke Walsh in Spaseva & Suzana 2016:216-217). Giesen (2017:9) states that the learners' responsibility in constructivist learning is to build an understanding in social experience and work together with associate learners. Dewey posits that the learner must face shifting realism and difficult situations in societal living (Spaseva & Suzana (2016:21). This makes Dewey's constructivist learning relevant to the current study as literature

review on contribution of critical thinking to the improvement of education also notes that the learning of critical thinking can result in education producing learners who are of benefit to society with problem solving skills (Islam 2015:2).

3.2.2 Conclusion on Dewey's Constructivist learning theory

The constituents of Dewey's theory in connection to the study's focus link to the factors which influence the learning of critical thinking identified in the literature review. The researcher noted that the components of Constructivist learning such as child-centered education, learning through experience in a constructivist learning environment means learners and teachers play crucial roles in the classroom. These resonate with the study's findings on elements which affect the teaching of critical thinking. Dewey's constructivist learning theory, therefore, supplies a resource of reference for the learning of critical thinking in teaching of Form Three History in secondary schools in Zimbabwe

3.3 Bandura's Socio-cognitive Theory

The Socio-cognitive theory of Bandura (1977) emphasises the function of individuals and is reliant on constant, mutual, interaction among three factors which are; cognitive and personal features, behavioural features, and environmental features (Jenkins Hall & Raeside 2018:2). Bandura's theory explains how individuals engage human processes to acquire and take on understanding and knowledge. Bandura's learning theory emphasises on the significance of behavioural aspects, environmental and personal (cognitive) aspects in learning and argues that these three factors are in equal interaction, that is, behaviour can influence cognition and the opposite, or that environment can influence individual thinking (Harinie et al. 2017:2).

Learning in Bandura's theory is designed to come from observation. Bandura argues that a human being's learning occurs not through one's self experience but also through the procedure of observation (Harinie et al. 2017:1). Bandura's theory expresses that human

beings' behaviour is learnt from the environment during the process of observation (McLeod 2016:1). The argument is that children can learn by observing and imitating what they observe. According to Bandura's theory, for the observation to occur there is need to have the cognitive processes which mediate in the learning procedure to conclude if the new reaction is obtained (McLeod 2016:2). Four mediation procedures were identified by Bandura and they are as follows: exposed or awareness of behaviour, retention (the extent to which behaviour is kept in mind), reproduction (capability to carry out behaviour of model) and motivation (the willpower to carry out the behaviour, rewards and reprimand that follow behaviour (Harinie et al. 2017:2).

Bandura's theory considers personal factors such as goals, values and beliefs which are determinant of how human beings model and reinforce actions that they observe, which would, in turn, influence the behaviours that people display in learning situations (Jenkins et al. 2018:2). According to Bandura, the personal factors include self-efficacy which is the judgement that an individual makes as regards to the individual's ability to carry out the action essential to attain the expected performance (Gangloff & Mazilescu 2017:1). Self efficacy is the personal belief that a goal can be successfully attained within a specific setting which values particular awareness, particularly in connection to learning and skills advancement (Jenkins et al. 2018:2). As expressed by Bandura in the social cognitive theory, self-efficacy affects how skills are applied and whether or not the individual would make good use of them.

Four major sources are proposed by Bandura's theory and they are, mastery experience, vicarious experience, social persuasion and physiological and emotional states (Bandura 1977:5-10). Bandura (1977) considers the mastery of experience as the main influential source of information with regards to self-efficacy as prior successful completion of a task results in increased confidence which in turn results in increased self-efficacy and that repeated failures undermine confidence resulting in reduced self-efficacy (Gangloff & Mazilescu 2017:3). Vicarious experience is the second source of self-efficacy. As proposed by Bandura's theory, vicarious experience is that the individuals can learn by observing other peers' success and persuade positive judgements of the person's

performance in similar circumstances (Jenkins et al. 2018:2). This happens in particular situations where the individual has no previous experience. Bandura's third source of self-efficacy is verbal persuasion which can be enhanced by encouragement, support, advice or criticism. As proposed by Bandura in Gangloff & Mazilescu (2017:4) it can affect the individual's perception of capabilities with enhanced self-efficacy if there is encouragement and decrease of self-efficacy if there is criticism. Physiological state is the fourth source of self-efficacy proposed by Bandura. It is to do with emotional state which can be caused by fear, stress or anxiety and it is argued negative emotional state decreases self-efficacy but optimistic attitude motivates successful performance (Gangloff & Mazilescu 2017:4). The next section discusses Bandura's socio-cognitive theory's relevance to this study.

3.3.1 Relevance of Bandura's theory to the research

The socio-cognitive theory of Bandura explains how human beings behave in different situations. The theory brings intuition into various environments, for example, behaviour of learners and teachers in the study's chosen secondary schools. In so doing it provides a chance for the researcher to elucidate the role and place of critical thinking in three schools as there is close connection between human behaviour, environment, self-efficacy and critical thinking (Dehghani et al. 2011:2952; Abrami 2015:64 & Li Xu 2012:400).

In Bandura's theory learning is designed to come from observation. Bandura argues that human being's learning occurs not just through one's self experience but also through the procedure of observation (Harinie et al. 2017:1). Bandura's theory posits that human beings' behaviour is learnt from the environment during the procedure of observation (McLeod 2016:1). The researcher noted that Bandura's proposal that learning comes from observation and that human behaviour is learnt from environment through observation is relevant to the study which focuses on the role of the teacher, learning environment and classroom practices on development of critical thinking. The literature review on determinants of teachers' perceptions of capability to think critically reflected

the significance of classroom environment on the growth of critical thinking and environment as asserted by Creemers and Rezigig in Talis (2009:97) that classroom environment involves the locale within which learners' learning occurs, taking into account physical setting. The structure of the learning environment as expressed by Schoper and Wagner in Wisdom and Leavitt (2015:206) is one important aspect in critical thinking where there is use of lively learning pedagogy. It involves all procedures noted by Zull in Wisdom and Leavitt (2015:206) in his learning cycle procedures that include thoughtful inspection and the thoughtful inspection and the observation outlined in Bandura's theory. Slameto (2014:5) notes that teachers' practice in learning and teaching can encourage the advance of critical thinking capabilities.

The researcher saw Bandura's emphasis on knowledge obtained from observation as relevant to this study as literature on factors which can enhance effective implementation of critical thinking in education identified the need to create teaching equipment that can motivate learners to engage in critical thinking and such equipment can include items such as charts with diagrams to be observed by learners in class.

Another important aspect stressed in Bandura's theory and which is relevant to this study is the idea that after observation, learners learn by imitating the models. In this study the models are the teachers. According to the literature review on determinants of teachers' perceptions of critical thinking, there is need for teachers' abilities to model critical thinking for learners to adopt critical thinking. Zull in Wisdom and Leavitt (2015:196) proposes that teachers need to be critical thinkers for them to be able to advance critical thinking abilities in their learners. Teachers should turn out to be critical thinkers themselves (Rahaela 2011:104). Teachers need to be able to demonstrate what they want their learners to accomplish (Schoper & Wagner in Wisdom & Leavitt (2015:196).

Bandura's proposal of the influence of personal factors that include self-efficacy to learning gave insight to the current study which focuses on investigating the behaviours and perceptions of learners and teachers to the learning of critical thinking. Bandura indicated that self-efficacy affects the application of skills. Self-efficacy is a major part of

a person's actions which can efficiently result in the growth of critical thinking capabilities (Sang in Dehghani et al. 2011:2953). Demir and Celikler (2015:5) assert that self-efficacy and critical thinking are two lively factors that can sustain and reinforce each other. Many scholars confirm that self- efficacy plays an upper role in promoting critical thinking (Demir & Celikler 2015:5; Gurcay & Ferah 2018:129; Aliakbari & Sadghdaghij 2013:3). Literature review on the influence of the teacher in the teaching of critical thinking also reflected the influence of self-efficacy in their attitude to critical thinking. Sulaiman (2017:3) notes the link in the midst of critical thinking dispositions with instruction efficacy and that a teacher with high instruction efficacy diversifies instructional methods. Teachers can have low self-efficacy or high self-efficacy. Li Xu (2012:1400) asserts that teachers with high self-efficacy discover new instructional methods unlike teachers with low self-efficacy who apply limited instructional skills in their teaching.

The researcher also discovered that Bandura's idea of the influence of self-efficacy on learning is also relevant to the study as literature review on factors influencing learners' abilities to engage in critical thinking also pointed out that learners' self- efficacy plays a great role in learners' attitudes and motivation to engage in critical thinking. A learner with self-efficacy is responsible for his or her learning (Gurcay & Ferah 2018:129). Self-efficacy can regulate human performance by motivation and decision making (Benight & Bandura in Dehghani et al. 2011:2953). According to Gurcay and Ferah (2018:128) learners with higher levels of self- efficacy are more liable to think critically.

Bandura's theory indicated that learning procedure is also affected by motivation and literature review on factors influencing the effective implementation of critical thinking in schools also identified the importance of learners' motivation and teachers' motivation in the learning of critical thinking. Motivation is a significant factor in self-efficacy (Myers in Dehghani et al. 2011:2953). Slameto (2017:2) argues that there is need for teachers to be motivated for them to be able to engage teaching techniques that can advance learners' critical thinking.

Bandura's theory was also considered relevant to the research since it stressed on sources of self-efficacy such as vicarious experience, verbal persuasion and physiological and emotional state and these relate to some of the proposed aspects that affect the learning of critical thinking in the literature review. The researcher discovered the relevance of vicarious experience as reviewed literature presented that for teachers to be capable of teaching critical thinking they have to be critical thinkers themselves as Kegan in Wisdom and Leavitt (2015:196) argues that for any person to be able to develop others he or she should be previously developed. Zull in Wisdom and Leavitt (2015:196) expresses that teachers need to be critical thinkers for them to be able to enhance critical thinking in their learners. Brookfield in Wisdom and Leavitt (2015:253) states that by modeling critical thinking, teachers inspire learners' confidence in the practice of critical thinking.

The researcher discovered that verbal persuasion outlined in Bandura's theory was relevant to this study as literature reviewed pointed out that teachers need to advance positive comments for it encourages their learners' critical thinking. Smith in Gul (2014:38) proposes that critical thinking develops when teachers egg on, congratulate or make use of learners' thoughts. The view that teachers should motivate learners is also supported by Noddings and Brooks (2017:3) who assert that teachers should offer support, inspiration, humour and constant encouragement to their learners to advance their critical thinking. Another source of self-efficacy outlined in Bandura's theory and relevant to this study is physiological state, which, according to reviewed literature can influence the attitude of teachers and learners towards critical thinking. Fear and stress affect the teachers' and learners' abilities to engage in critical thinking in teaching and learning. Learners' dispositions can be seen as the individual's apt reaction to a particular circumstance (Claxton & Carr in Orszag 2015:22). According to Sulaiman (2017:3) there is a connection between critical thinking disposition and instruction efficacy, and that a teacher with high instruction efficacy diversifies instructional techniques.

3.3.2 Conclusion on Bandura's theory

The researcher's conclusion is that Bandura's socio-cognitive theory supplies confirmation of the factors that affect human beings' behaviour that can assist in obtaining intuition to the role of critical thinking in selected secondary schools. The researcher noted that since human beings' behaviour is learnt from the environment and influenced by one's beliefs it is possible to improve the environment and enhance positive learners' and teachers' self-efficacy to invoke the development of critical thinking.

3.4 Vygotsky's Socio-cultural theory

Lev Vygotsky advanced the Socio-cultural proposition to cognitive growth placing emphasis on the vital role played by collective interaction and culture in the increase of cognition and learning. Vygotsky's approach which is associated with the term social constructivism states that social interaction plays an essential role in learning and development (Vygotsky 1934:15).

Vygotsky's theory posits that culture influences cognitive progress and learning, assuming that cognitive growth fluctuates across cultures (McLeod 2018:1). Vygotsky's theory presents that during interaction in the socio-cultural environment more refined and effectual mental procedures build up (McLeod 2018:4). Vygotsky views cognition as influenced by values, beliefs and devices of intellectual adjustment of culture that varies in different cultures, within which a human being develops (Mishra 2013:21) Consequently, the child's gaining of knowledge is not seen as an individual procedure but instead a cultural-social procedure as well.

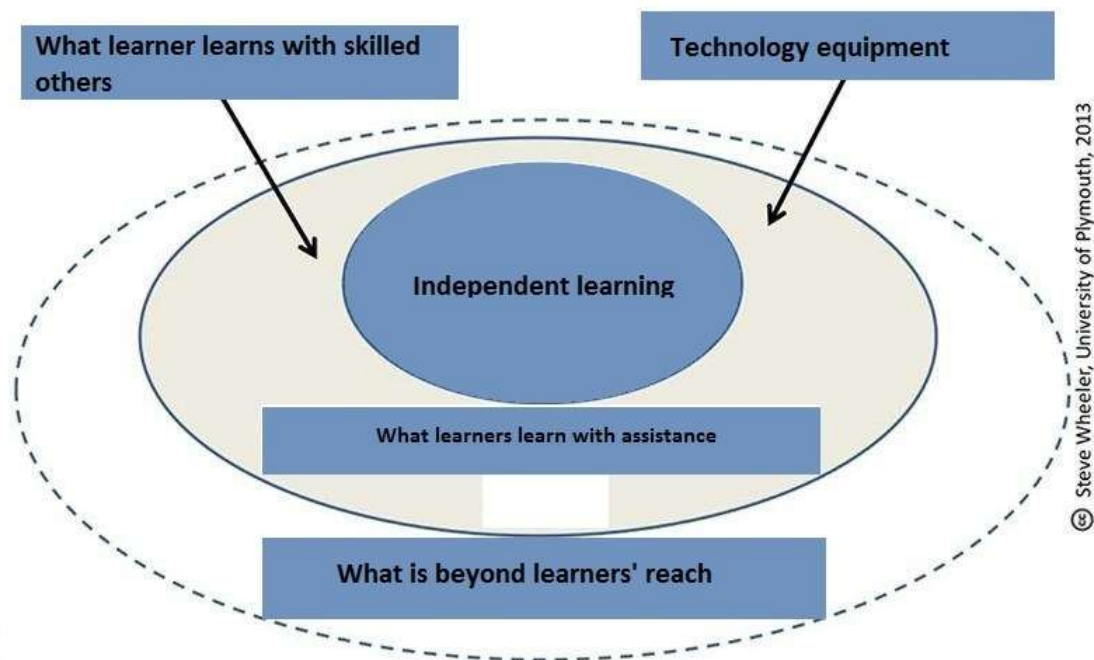
Vygotsky claims that the human being's mental operation has social origins, indicating that knowledge production is based on social interaction between the child who is less knowledgeable and the more knowledgeable person (Shabani 2016:2) The mediation is influenced by physical, physiological equipment and artifacts (Mishra 2013:23). During

the course of development, as proposed by Vygotsky's theory, the child learns how to utilise the cultural tools during interactions with teachers, parents or more knowledgeable peers (Mishra 2013:23).

One of the major cultural tools utilised by the child during development, as stated by Shabani (2016:2), is language which Vygotsky argued was a tool for thinking. The significance of language and thinking is explored by Vygotsky in his book, *Thought and language*, in which the link between language and cognitive understanding is extrapolated (Mishra 2013:22). The internalisation of language as proposed by Vygotsky results in cognitive advancement which makes language an influential tool of intellectual adjustment (McLeod 2018:3). Vygotsky believes that there is linguistic mediation through interaction between the learner and more knowledgeable individuals in the society such as peers, parents and teachers (Vygotsky in Shabani 2016:2).

The researcher felt that to obtain a deeper understanding of Vygotsky's theory on cognition there was need to understand Vygotsky's two major principles in his work which are the extra knowledgeable other and what Vygotsky called the Zone of Proximal Development (ZPD). According to Vygotsky's theory the more knowledgeable refers to individuals with higher capabilities than the learner with regards to a specific procedure or task (McLeod 2018:4). Vygotsky's more knowledgeable others are the adults, teachers and also peers with experience or more additional knowledge than the learner (Shabani 2016:6). Closely linked to the more knowledgeable other is Vygotsky's concept of Zone of Proximal Development which refers to the difference in the midst of what the learner is capable of accomplishing alone and what the learner is able to achieve with the help and encouragement of an adult or more capable peer (McLeod 2018:5) The low limit of the Zone of Proximal Development (ZPD) is the stage of capability attained by the child working without help and the higher limit is the stage of added responsibility which the youngster can understand with the help of a skilled instructor (Mishra 2013:22). The diagram in Figure 2.3 below illustrates the knowledge levels in Vygotsky's Zone of Proximal Development.

Fig 2.3 Zone of Proximal Development and Scaffolding



Scaffolding is a concept closely connected to Zone of Proximal Development and it is the alteration of the level of support given to learners by the more skilled individuals which is adjusted during the period of teaching to fit with the learner's up-to-date performance (Mishra 2013:23). In scaffolding the more knowledgeable others give support to facilitate information. According to Vygotsky scaffolding is the role of the teacher or the skilled other in support of the learners' development. The scaffolding suggested by Vygotsky is significant in the child's learning as Mishra (2013:26) pointed out that the scaffolding supplies tasks and activities that can motivate the learner, make tasks simpler, making it more controllable and attainable for the learner. The scaffolds in education can be

teacher's prompts, modeling, hints, direct instructions, questions, learners' research work (Mishra 2013:26). Vygotsky proposes that most insightful instruction or regulation is essential in Zone of Proximal Development to allow the learner to build up skills resulting in the development of advanced mental skills. Consequently, the guided learning in the Zone of the Proximal Development (discovery learning) can be seen to result in better performance than working unaided. The next section discusses the ideas in Vygotsky's theory that go hand in hand with the study's focus.

3.4.1 Relevance of Vygotsky's theory to the study

The researcher's viewpoint is that Vygotsky's Socio-cultural theory and its views on how learners obtain knowledge through social interactions were relevant in understanding the role of critical thinking and how learners can gain critical thinking skills in secondary schools. The implications of the theory of Vygotsky are relevant to this study's focus.

To begin with, the researcher discovered that Vygotsky's proposal that the learner's cognitive development comes as a result of social interactions is relevant to the study focusing on the role of critical thinking. A review in literature, the concept of critical thinking and its development is linked to the cognitive development of human beings. Kuhn (2016:123) argues that metacognitive skills are logical skills mainly linked to critical thinking. Facione (2015:6) also expresses that the key critical thinking skills include cognitive skills. One major characteristic of metacognitive skill is the enhancement of self-regulation which comprises changes that have power over attention, emotions and behaviour (Dwyer 2017:59). Self-regulation is a key skill in critical thinking which develops metacognitively and consequently in support of Vygotsky's viewpoint of the link between cognition and human behaviour. Critical thinking skills are the cognitive skills in nature (Ennis in Leen 2014:8).

The second feature in Vygotsky's theory that links to the research is the suggestion that knowledge and learning are a result of interaction in a socio-cultural environment and that it is influenced by values and beliefs. The researcher discovered that Vygotsky's views

mentioned above are relevant to this study as literature review on factors influencing the development of critical thinking in teaching and learning reflected that teachers' and learners' beliefs influence the enhancement of critical thinking in schools. Li Xu (2012:1397) asserts that the beliefs held by teachers influence their teaching techniques and the learning environment. Chen and Bennett (2012:24) express that cultural influence can affect learners' learning procedure such as communicative attitudes in classroom, learners' relations with the teacher and colleagues. As stated by Rear (2017:23) learners' cultural setting affects their behavior in the classroom.

The third characteristic of Vygotsky's theory which makes it relevant to the study is the proposal that learning is socially mediated and that the teacher, whom Vygotsky sees as the more knowledgeable other, plays a crucial role in the child's attainment of knowledge. The researcher discovered that the teacher also occupies a very important role in the learning of critical thinking. According to Abram in Murphy et al. (2016:28) the advancement of critical thinking in the classroom requires the teacher as the more informed other. Brookfield in Apsari (2016:1) argues that the teachers can assist learners to be able to think critically. The teacher plays a significant role in today's education and is seen as an instrument of transformation (Slameto 2014:161).

Vygotsky's scaffolding instructions to support the development of the learner are identified in the study's literature review. Literature review indicated the importance of teachers' support to learning of critical thinking looking at the use of teaching methods and questioning techniques which can promote critical thinking. According to Ijaiya, Alabi and Fassi in Gul et al. (2014:37) the teacher's teaching methods need to support student-teacher relations to motivate learners to pose questions that provoke thinking. The teacher should also reply to the questions with no preferential treatment (Ijaiya, Alabi & Fassi in Gul et al. 2014:37). Murphy (2015:19) asserts that the teachers' teaching methods can affect the improvement of critical thinking.

In addition, Vygotsky's emphasis on the teacher being the better skilled one, acting as a model that supports the learners in their learning is also identified in the study's reviewed

literature as one of the factors affecting the enhancement of learners' critical thinking. Schoper and Wagner in Wisdom and Leavitt (2015:196) argues that teachers need to be able to demonstrate what they want their learners to achieve. Teachers have to be able to express the kinds of thinking which they desire to advance in their learners (Ritchart 2011:15).

Furthermore, the relevance of Vygotsky's theory is seen in the argument that the more knowledgeable other can also be the peer assisting the novice child in the learning activity. This is relevant to the study as literature on factors influencing the development of critical thinking identified group-work as a vital teaching method which promotes learners' critical thinking. Schoper and Wagner in Wisdom and Leavitt (2015:206) argue that learners can be positioned in miniature groups to assist in creating an easy feeling among learners.

Additionally, Vygotsky's view on socio-cultural influence on learning is relevant to the study as the social practices to be found in particular classrooms are shown to be of great influence in the learners' acquisition of critical thinking. Brookfield in Apsari (2011:4) notes that teachers can assist learners develop in critical thinking by creating a co-operative learning environment in which the teacher talks less, uses interactive teaching methods and gives more time to learners to think. Clark and Biddle in Olatunji and Olalekan (2017:213) express that critical thinking can be advanced when there is lively communication involving the educator and learners.

3.4.2 Conclusion on Vygotsky's Socio-cultural theory

The constituents of the theory of Vygotsky in relationship to the research's focal point give clarity to the factors influencing the growth of critical thinking reviewed in literature. The researcher discovered the highlighted tools of knowledge acquisition such as culture and social interactions that influence learners' cognitive development and assist in identifying the significance of teachers and learners' perceptions in the promotion of critical thinking in secondary schools in Zimbabwe.

3.5 Conclusion on the theoretical viewpoints of learning and teaching of critical thinking

The section contributes to the recognition of basic theoretical viewpoints that can address the challenges of learner acquisition of critical thinking in the teaching of Form Three History in secondary schools in Zimbabwe. The major premise of this segment was to discover the appropriate theoretical viewpoints to deal with the development of critical thinking in secondary schools. The researcher analysed three theories, Dewey's Constructivist theory (1933), Bandura's (1977) Social-cognitive theory and Vygotsky's (1934) Socio-cultural theory to be able to ascertain the degree to which they can be employed in the Zimbabwean situation. What is common to the three theories is that they all elucidate individual behaviour that presents insight to feasible means to tackle challenges in the instruction of critical thinking in the chosen secondary schools. Consequently, the combination of the three theories enabled an analytical study on learning and teaching of critical thinking. The next chapter focuses on discussing the study's research design and methodology.

CHAPTER 4: Research Design and Methodology

4.1 Introduction

In the previous chapter, an exposition of the theoretical framework guiding the study was covered. This study focused on the investigation of the role of critical thinking, looking at factors that affected its development in secondary schools in Zimbabwe. The objective of modern education is to promote critical thinking and its importance has been reinforced by a number of scholars such as Robinson (1987:13), Facione (2011:21-23), Thompson (2011:1), Wisdom and Leavitt 2015:196) who stated that the immediate objective of today's schooling was to educate children to be effective thinkers. Schools aim to advance critical thinking skills to learners. The inclusion of critical thinking in the curriculum assists the learner to transfer critical thinking skills to areas of life as well as enhance the effectiveness of the lessons (Kibui 2012:33). Critical thinking results in better grades as it improves comprehension skills (Islam 2015:5; Facione 2013:33). The development of critical thinking in schools has been a difficult undertaking. Fani (2016:1) pointed out that despite the fact that scholars and educators do agree on the importance of developing children to become critical thinkers, the teaching of critical thinking has been hard, particularly in the History subject. The Zimbabwean Ministry of Primary and Secondary Education (2015:6) also noted that the public, parents and industry are increasingly concerned about the lack of relevance of the Zimbabwean curriculum. Education in Zimbabwe is failing to produce critical thinkers needed in today's job markets. The researcher felt a qualitative research was the best design to clarify the place of critical thinking in Zimbabwean schools. The current study focused on experiences and views of a section of History teachers and learners in three selected secondary schools in Masvingo urban area.

This chapter presented an elucidation of the study's research design and the justification of the use of the phenomenological approach. The chapter also embraced descriptions of the processes used by the researcher to collect and analyse data with the intention of obtaining foresight into the predicament of the schools' failure to produce critical thinkers.

4.2 Research design

4.2.1 Introduction

The basis of the study was to investigate the role and place of critical thinking in the teaching of History to Form Three learners in secondary schools in Masvingo, Zimbabwe. The need for learners' ability to think critically is widely recognised in today's education (Noddings & Brooks 2016:26). In addition, it is also widely agreed that critical thinking can be taught and that the paramount means to teach learners to be critical thinkers was by making them understand critical thinking skills and providing them with plenty opportunities to practice and develop the skills in their classrooms (Naiditch 2016:45). However, the advance of critical thinking faces many challenges that hinder its development in learners' capabilities. Consequently, the purpose of the study was to answer the following research questions:

- . 1) What are teachers' perceptions of the place of critical thinking in their teaching of History to Form Three History learners?
- 2) How do Form Three History learners perceive the role of critical thinking in terms of their conception of critical thinking, motivation and belief systems?
- 3) How can the inclusion of critical thinking in the curriculum of Form Three History learners contribute to the improvement of education in secondary schools?
- 4) How can critical thinking be effectively implemented in the curriculum of Form Three History classes at secondary schools in Zimbabwe's Masvingo province?

4.2.2 The qualitative approach

The researcher employed a qualitative research to attain the study's objectives. A qualitative research approach is a study approach which allowed the researcher to study people's lives in their natural setting (Yin 2016:9). A qualitative research was apt to the

study since it allowed the researcher to evaluate teachers and learners' attitudes and experiences in the learning of critical thinking in secondary schools.

A qualitative study differs from a quantitative research in that they utilise different data gathering techniques, data processing and data analysis. In the study a qualitative research is differentiated from a quantitative research to elaborate, clarify the qualitative research and justify its use in this study. A qualitative research varies from a quantitative research in its capability to represent the viewpoints of the participants (Yin 2016:8). A qualitative researcher tries to obtain firsthand information of the research situation and is not detached from the individuals or events under study (Neuman 2014:168). Consequently, a qualitative study puts weight on subjectivity whilst a quantitative study puts emphasis on objectivity, relying on numerical data. Qualitative research approach, the emic approach to research can be illustrated as insider research since the researcher regularly conveys background experiences to complement the focus on the research whereas the quantitative research is associated with etic approaches to the study and is centered on objectivity (Seetram, Gill & Dwyer 2012:309). Seetram et al. (2012:309) assert that the background experiences would assist the interpretive procedures of the study, adding to the strengths and multiplicity of the interpretations. An interpretive researcher relies on meaning shared in a natural setting. To obtain data that is rich and personal a qualitative research approach was appropriate to the research.

As expressed by Neuman (2014:167) a quantitative research emphasises on quantifying variables, examines premise whereas a qualitative research focuses more on the interpretative values. To explain this difference Nieuwenhuis (2015: 5) gives a metaphor which regularly asserts that a quantitative research is similar to a trench that is lengthy and shallow whilst a qualitative research is similar to a well contracted and deep. This made a qualitative research approach proper for the study since it enabled the researcher to obtain detailed information from teachers and learners about the role of critical thinking in secondary schools. In the qualitative research there are fewer participants yet contact with the participants tends to last longer than in a quantitative research (Godwill 2015:15).

This made the researcher to opt for a qualitative research study to obtain rich, detailed information from the participants, who were teachers and learners in secondary schools.

The researcher chose a qualitative research and not a quantitative research since qualitative data are soft data such as words, sentences that determine the qualitative research approach and data gathering procedures that are different from quantitative data which are hard data in the format of figures (Neuman 2014:167). As stated by Nieuwenhuis (2016:69) a qualitative research is a descriptive technique in which the procedure, conception and meaning are obtained through words. The differences in the type of data make tools for a qualitative research unsuitable for a quantitative research and the reverse being true. The qualitative research procedure is suitable for the research since the data for the study is soft data including sentences, words from descriptions of secondary school teachers and learners obtained from interviews or focus group discussions.

Furthermore, a quantitative research would regularly endeavor to authenticate a relationship or hypothesis previously known, putting weight on the test of the hypothesis and is capable of getting a false or true answer (Neuman 2014:168). A qualitative research investigates open questions, not focusing on testing hypothesis (Nieuwenhuis 2015:24). This study did not focus on testing a hypothesis but focused on investigating the role of critical thinking in secondary schools and consequently the researcher preferred a qualitative research to a quantitative research.

A qualitative research approach, instead of quantitative was chosen to be the research approach since they differ in their keystone philosophy. A qualitative research focuses on empiricism, that is knowledge is obtained from the sensory scheme whereas in quantitative research there is focus on rationalism, that is, individuals attain information because of their ability to reason (Ranjit 2011:38). This rendered a qualitative research approach more suitable to the research since the researcher can investigate experiences and was able to investigate in detail what was assessed, thereby increasing the credibility of the data of study that focused on examining learners' and teachers' perceptions of the

role of critical thinking in Secondary schools. The study considered a qualitative research advance more relevant to the research since in a quantitative approach researcher believes in positivism, the assumption being that there is one and only reality where individuals' stance or attitude are not important whereas in a qualitative research approach, researchers believe in constructivism which presumes the existence of various realities that are created through personal or shared perceptions of the similar situation. The constructivism provides a guiding framework to the study.

The study also opted for a qualitative research approach since it allowed the researcher to be more elastic in the research techniques, procedures unlike the quantitative researchers who pursue conventional set of processes in their study (Yin 2016:9). A qualitative research approach allowed the researcher to use methods that permitted the in-depth analysis of an adjustment, whereas the quantitative research approach would merely be capable of measuring that an adjustment has happened over a moment in time but not how (what procedures were drawn in) and why (in conditions of situation) it has happened (Bryman 2012:554). Statistical study is not likely to go further than adding up and seeing frequencies whereas the qualitative research was planned to discover a variety of experiences and diversities put forward by the individuals. This further reinforced the researcher's selection of qualitative research design since the study was set to discover various experiences of teachers and learners in the teaching and learning of critical thinking.

Several researchers (Yin 2016; Nieuwenhuis 2016; Neuman 2014; Cohen et al. 2011 & Bryman 2012) argue the most excellent qualitative research approach rely on interchange of resources and individual opinions of those concerned. The study considered individual opinions about the place of critical thinking in secondary schools and that rendered the qualitative research approach best fitting to the study. Consequently, the study considered the qualitative research approach as most suitable to the research.

The researcher utilised a qualitative research design for the research to be capable of responding to the research questions and establish the role of critical thinking in the

chosen Zimbabwean secondary schools. The research intended to gain insight of learners' and teachers' views concerning the topic in relation to their lived experience in their respective secondary schools. Taking into consideration the research's aim, the qualitative research was considered most fitting in attaining that objective since that enabled the researcher to examine the topic in its natural circumstances.

In addition, the researcher also preferred to engage a qualitative research design for this research since it allowed the use of data collection techniques which engaged recounting, descriptions to obtain information of the truth of what was happening and the implication of the study as perceived by the members participating in the study including observations, interviews, audio and video recordings (Godwill 2015:15). The researcher was able to assess the participants' attitudes, behaviour and experiences using methods such as face-to-face interviews or focus group interviews and such methods were crucial in establishing learners' and teachers' perceptions of the role of critical thinking in secondary schools in Masvingo urban area.

The researcher's preference of a qualitative procedure was directed by the research's paradigm, which was interpretive. This rendered the design valuable to the study since it was made up of the interpretive and practice that changed the world, making the world more visible through representations that included conversation, field notes, interviews and recordings (Yin 2016:8) This enabled the researcher to gather data methodically, scrutinise data model to enhance an improved comprehension and explanation of social life. By employing the qualitative design, the researcher obtained insight into the participants' lived practice on critical thinking in the learning and teaching of History in three selected schools.

Furthermore, the qualitative research design was valuable to the study since it enabled the researcher to have access to subjective explanations of the role of critical thinking as a societal experience from the viewpoints of the people drawn in the research (Yin 2016:8). This allowed the researcher to gather data directly from teachers and learners

in the three preferred secondary schools which were used as the main data sources of the investigation of the role of critical thinking in secondary schools.

The study's major source of information was from categories of people and that reflected the value of the qualitative design to the study as Yin (2016:8) emphasised a qualitative research's interest on the preconceptions of people and what they see as important. Consequently, there are high chances of collecting information that is detailed. Using the qualitative design and taking note of the preconceptions of teachers and learners concerning critical thinking, the study generated very detailed information concerning the place of critical thinking in secondary schools.

The researcher's intention was to establish the participants' lived experiences in their own schools, that rendered the researcher's use of a qualitative design significant since it permits the researcher to be able to come up with a holistic representation, analyse most of the data in form of words, detailed reports of data and data occurring in a natural phenomenon (McMillan & Schumacher 2016:23). This was possible because the qualitative design gathered, amalgamated and presented information from a diversity of data sources in the study conducted in a real-world situation (Yin 2016:9). This allowed the researcher to have direct interaction with approved teachers and learners in three selected schools, in their usual surroundings and enabled the researcher to obtain a sense of the teachers' and learners' lived experiences on critical thinking and teaching/learning in secondary schools.

The researcher engaged in a qualitative design to find answers to the study's questions since with qualitative research design the data gathered would be rich in description of populace, places and discussions that cannot be handled easily by statistical processes (Nieuwenhuis 2016:69). To find answers to the research questions the study engaged in semi-structured interviews to review six teachers' and six learners' perceptions of the role of critical thinking in three selected secondary schools. Descriptions of teachers' and learners' viewpoints concerning the learning of critical thinking were noted in the study.

The utilisation of the qualitative design was beneficial to the research since it offered the researcher the chance to utilise numerous frameworks to explore the phenomenon in relation to the person's experiences. That allowed the researcher to utilise a combination of lesson observations, semi-structured interviews, and focus group interviews and document analysis. The document analysis of the National Curriculum and the Zimbabwean History syllabus were used to investigate the significance of critical thinking to Form Three History learners in secondary schools. Additionally, lesson observations in the teaching of History were conducted on teachers and learners in the selected schools in Masvingo urban area. Two focus group discussions were also planned with six learners in Form Three from two of the selected schools in Masvingo urban area. The researcher felt it was adequate to use two focus group discussions each from any two of the three selected schools instead of using three focus group discussions from each of the selected schools, since the study engaged several research tools, and there would be an overflow of data. Two focus group discussions would be enough to triangulate data sources. Data from lesson observations and learners' focus group discussions were best captured using a qualitative design. The researcher felt the qualitative design was the best since it enabled the study to utilise a multiplicity of methods that in turn reinforces the validity and reliability of the study.

4.3 Methodology

This section focused on phenomenology since it was the keystone to the study's research design. The research's methodology was influenced by the study's paradigm, which is interpretive, the rationale of research questions and the study's theoretical framework. The research questions called for true life contextual understanding by utilising meticulous qualitative research methodologies that investigate the understanding of the constructs (Onwuegbuzie & Turner 2007:18). The study was conducted in three secondary schools in Masvingo urban area in Zimbabwe, investigating the role of critical thinking in the teaching and learning of History in Form Three classes. Consequently, the researcher identified phenomenology research methodology as most appropriate to this

study that focused on lived experiences of teachers and learners in the learning of critical thinking in the teaching of History in three secondary schools in Masvingo urban area,

4.3.1 Phenomenology

The researcher opted for the phenomenological research methodology. According to Neubar, Witkop and Varpio (2019:90:91) one can define phenomenology as a research approach seeking to give a description of the core of a phenomenon by investigating it from the viewpoint of the people who experienced it. That made phenomenology appropriate to the study that explored the role of critical thinking in three selected secondary schools in Masvingo urban in Zimbabwe looking at the viewpoints of teachers and learners who experienced the instruction of History in the classrooms.

The phenomenological approach is a philosophy with its foundation in experience and has developed a methodology based on disparity and description (Brinkman & Friesen 2018:2). The approach of phenomenology emphasises on multiplicity, complexity of sense and experience (Brinkman & Friesen 2018:2). Phenomenology, as asserted by Creswell (2013:78), is one of the qualitative methods that are involved in learning seeking to describe and analyse the person's experiences of a phenomenon in their everyday living. This rendered phenomenology proper to the study since it enabled the research to accomplish the study's aim of looking for individual's descriptions concerning their experiences on the instruction of critical thinking in three selected secondary schools.

The researcher's choice of phenomenology is supported by the theory put forward by Aristotle, the Greek philosopher who proposed that knowledge had to be learnt during observation and physical involvement (Emmick 2007:3). Aristotle's beliefs about knowledge being gained through learner's physical involvement assisted in eliminating what Freire called the banking design concerning teachers' role. Aristotle emphasised capacity to identify diverse viewpoints (Halx & Reymond in Bailey & Mentz (2015:2). Consequently, the phenomenological research approach enabled the researcher to

explore the experiences of teachers and learners in their classrooms through interaction with them to obtain insight into the crisis being investigated in the study.

Phenomenology is a research method based on inquiry that seeks to examine specific phenomenon in relation to the real experiences encountered by a specific grouping of the populace (McMillan & Schumacher 2016:25). Phenomenology fitted this research as the researcher inquired and learned from the people involved in the learning of critical thinking in the three selected schools.

Furthermore, phenomenology was adopted in this research since this study explored the lived experiences of learners and teachers in selected secondary schools. The founder of phenomenology Clark Moustakas, sees behaviour and experience as indivisible connection of a phenomenon with the individual in the experience of the phenomenon (Pathak 2017:239). A phenomenological study explains the connotation of lived experiences of individuals and the researcher gathers data on how the people create sense out of certain circumstances or experiences (McMillan & Schumacher 2016:25).

A phenomenology research design endeavors to understand individuals' perceptions, their viewpoints and comprehension of a distinctive phenomenon (Pathak 2017:2395). Phenomenological research methodology intends to comprehend individuals' perceptions and under the learning of a certain phenomenon (Pathak 2017:2395). This makes the phenomenological research methodology suitable to this study since the study focused on teachers' and learners' opinions of the role of critical thinking and looked at their practice in the teaching and learning in secondary schools. The study gathered data from teachers and learners who described how they perceived learning of critical thinking during secondary school education.

Phenomenological research approach was appropriate to the study since it clarified individuals' existing experiences, basing on studying interpretations and descriptions of people's beliefs, feelings and perceptions concerning their practice (Bliss 2016:14). The study's focal point was on interpretations, descriptions of teachers' and learners' beliefs,

feelings and their perceptions concerning the learning of critical thinking in secondary schools. Christensen, Johnson and Turner in Pathak (2017:2395) asserted that the aim of a phenomenological research approach is to elucidate the sense and essence of the existing experiences of a grouping or of an individual. Essence as asserted by Bliss (2016:5) is the prevalent aspect of a phenomenon that can illustrate the fundamental qualities and central primary connotations of the existing experiences of an individual or a group. The researcher's focal point was based on interpretations of teachers and learners' experiences on learning of critical thinking in selected schools.

Phenomenology can be classified into transcendental phenomenology, hermeneutic phenomenology and existential phenomenology (Pathak 2017:3960). Transcendental phenomenology analyses the core perceived by awareness in respect to individual experiences. Existential phenomenology considers analysis of self as a conscious being and requests for universal awareness (Pathak 2017:3960). The study chose to use hermeneutic phenomenology since this study's research paradigm was interpretivist and the philosophical foundation of an interpretive research is hermeneutic phenomenology (Creswell 2012:58). A research paradigm is a comprehensive world view or framework that directs a study. Hermeneutic phenomenology can be seen as a combination of hermeneutics and phenomenology and is both descriptive and interpretive. Hermeneutic phenomenology is the study of individual experience and involves narrative or elucidation of the sense of phenomena that is experienced by members participating in the research (Pathak (2017:3960). As stated by Simon and Goes (2011:15) a phenomenologist tries to understand human beings' behaviour basing on views of the participants. The study described, interpreted the experiences of identified learners and teachers in chosen secondary schools in Masvingo, Zimbabwe.

The researcher opted for phenomenology since the data gathering techniques used in phenomenological methodology are observations and in-depth interviews (Bliss 2016:2) and these were the data gathering techniques used in the study.

The researcher used phenomenology since it is efficient at bringing to the forefront the experiences and views of individuals' personal perspectives. The phenomenology was appropriate to the study since the study's focus was on experiences and views of acknowledged teachers and learners concerning the teaching of critical thinking in three selected secondary schools.

4.3.2 Social Constructivist-Interpretive Framework

The researcher's focal point in this section is to discuss social constructivism that guided the research. In addition to phenomenology, a conceptual theoretical component is discussed to cater for the philosophical aspect of the thesis. One important proponent of Social Constructivist theory is Lev Vygotsky. Vygotsky's beliefs are that individuals are born without knowledge but that they gain knowledge during experience and interactions with the environment (Claubaugh 2012:5). Social constructivism recognises that there is no single worldwide reality and the individual sentiments affect the comprehension of the world. The researcher adopted this worldview since the study's interest was on obtaining individuals' views and perceptions concerning the crisis of critical thinking in secondary schools in Masvingo urban area.

The research methodologies, the constructivist and interpretivists, share the objective of understanding the multifaceted world of what people experience from their opinions. Social constructivists affirm individuals hunt for the comprehension of humankind focusing on the participants' viewpoints (Creswell 2014:26). The constructivist-interpretive framework centers on people's experiences as key in shaping their worldview and opinions. The researcher regarded the constructivist worldview suitable to the study since it allowed the researcher to understand what is occurring in Masvingo urban schools through the use of selected participants' views about the learning of critical thinking. The researcher engaged in interviews and observations to establish the various viewpoints of teachers and learners concerning the role of critical thinking in secondary schools since in social constructivism, every individual can create meaning in diverse ways.

The researcher found the Social constructivism framework pertinent and appropriate to the study since it unlocked the prospect of numerous realities that influenced the findings on the role of critical thinking in secondary schools. Vygotsky's theory of learning involves his model of constructivism known as social constructivism and demonstrates the contact between practical and social rudiments in education through verbal communication and practical actions (Chu, Reynolds, Tavares & Notari (2017:215 ; Nsamenang & Tchombe 2011:217). Vygotsky's model emphasises on the significance of the association between the teacher and the learner in the learning procedures. The teacher occupies an important place in the Zone of Proximal Development (Chu et al. (2017:216). Vygotsky perceives the learner as a trainee acquiring skills through the assistance from those already in possession of the skills and knowledge by scaffolding (Nsamenang & Tchombe 2011:217). The scaffolding involves instructional techniques used by teachers such as illustrations or questioning techniques. The instructional techniques emphasised by Vygotsky in social constructivism inspired the current study whose interest was to explore the impact of teaching techniques in the development of learners' critical thinking in selected schools.

In Social constructivism, Vygotsky's view about the teacher's role in learning is that the teacher's task is to guide, direct the activities of the child up until the teacher slowly shifts responsibility to the child and the child would end up solving problems on the basis of the model shown by the teacher in the classroom (Claubaugh 2012:5). The researcher felt the model of Social constructivism was appropriate to this study since Vygotsky's views about teaching and learning were that teachers assist learners to acquire critical thinking abilities in the classroom and the study sought to establish the teachers' role in the development of learners' critical thinking capabilities. Vygotsky's theory of Social constructivism provided a guiding framework to the current study since its emphasis is on knowledge gained through experience and the study examined the child's experiences to ascertain the role of critical thinking in three selected schools in Masvingo urban area.

The study was also guided by Social constructivism propounded by John Dewey, an American philosopher (1859-1952). The researcher felt the framework of constructivism

was appropriate to the study since it is an important theory of education that explains how individuals learn and acquire knowledge. Olusegun and Bada (2015:66) stated that the constructivist learning theory proposes that people create understanding and meaning from their own experiences. Giesen (2017:5) expresses that individuals build up their personal information and understanding of the world through experience. The constructivist theory is based on the belief that human beings can construct their own knowledge from the world (Kibui 2012:23). The learner is an active participant (Edwards 2017:47). The researcher felt Dewey's constructivism was appropriate in underpinning this study since the framework identified the learners as active participants constructing knowledge through their experiences and the study's interest was to establish the role of the learner in the classroom and how this influenced the learner's critical thinking capabilities.

Another reason for the researcher's choice of constructivist approach was that it is relevant to the study based on Dewey's pragmatic philosophy (Taber 2011:4). Dewey's philosophy of education known as pragmatism focuses on learning by doing as opposed to rote learning. Constructivist learning and teaching is child-centered and Dewey (1933) emphasises that learners could be active and not spectators (Dennick 2012:618-624). The researcher considered the constructivist theory as pertinent to the research that investigated the position of critical thinking to Form three History learners looking at their teaching and learning and to establish whether it was child-centered since child-centered learning can promote critical thinking (Paul & Elder in Wisdom & Leavitt 2015:53). The researcher engaged in interviews and lesson observations to be able to come up with conclusions about the responsibility of critical thinking in three chosen secondary schools looking at the learners' experiences.

Another rationale for utilising constructivism framework was that it had an important aspect of constructivist learning presented by Dewey as reflective thinking. To Dewey in Ilyas (2015:47) critical thinking is reflective thinking. Dewey's reflective thought is used in place of critical thinking (Bailey & Mentz 2015:2). According to Rodgers (2018:6) reflection is defined as a procedure of rebuilding and restructuring of experience adding

to the sense of understanding. Dewey (1933) defines reflection as meticulous means of thinking. In 'How we think' (1933) Dewey explores the process of reflection in detail and he noted that learning is to learn how to think and that the improved way of thinking is reflective thoughts. Dewey's reflective thinking deals with suspending judgment, maintaining a healthy uncertainty and exercising a free mind (Leen et al. 2014:10). He advocates that the base of education should be on scientific method emphasizing learner's interests and involving experience and reflection with learning content (Dewey 1910:75). The emphasis on reflective thinking involving experience rendered constructivist theory appropriate to the study since the study intended to establish the crisis of critical thinking defined by Dewey as reflective thinking. The researcher's task was to detect the learners' ability to engage in reflective thinking that in turn influences the role of critical thinking in the teaching of Form Three History learners in secondary schools.

The other reason for the researcher's consideration of Constructivism as relevant in guiding this study was that it elaborates the learner's role in constructivist learning which was central to the study that searched for learners' activities in class that can result in critical thinking. According to Ultanir (2012:205) the learner's role in constructivist learning is to be an energetic collaborator, constructor of information and self-supervisor. The role of the learner in a constructivist classroom as stated by Spaseva and Susana (2016:216) was to reflect on their actions and link the prior knowledge with fresh knowledge. In constructivist teaching, the teacher supplies a multiplicity of learning circumstances to the learner and the role of the learner is to change from acquiring knowledge to constructing knowledge (Bhattacharjee 2015:71). The role of the learner in a constructivist classroom made constructivist theory pertinent to the study that tried to find out the learners' role in the classroom.

The researcher saw the Constructivist theoretical framework as suitable to guide this study since as expressed by Gray in Kibui (2012:12) constructivism can promote critical thinking by promoting a motivated and independent learner. Dewey's constructivist learning settings are inquiry and problem solving and these are significant in critical thinking. Dewey's constructivist teacher is a guide and facilitator, Teaching and learning

is child-centered with brainstorming taking place in a constructivist classroom to help learners form opinions and finding solutions to problems (Olusegun & Bada 2015: 66-70). Constructivism emphasises individual learning and opposes the traditional view that information is transmitted from teacher to learner (Kibui 2012:16-17). Consequently, the Constructivist theory was considered proper in guiding the study which focused on examining how individuals learning in class.

With the social constructivist theory, the learner actively participates in acquiring knowledge. Consequently, knowledge is subjective and constructivist subjective knowledge was found suitable to the study's research paradigm, since the interpretivists also believe that the truth consists of individual's subjective knowledge.

The researcher chose the study to be guided by constructivism framework since it focused on an active learner and teacher's role of creating a learning environment which allowed learners to openly express their ideas (Dennick 2012:618-624). Such a learning environment was significant to this study since it allowed learners to openly express their views and promote critical thinking as was proposed by Lippmann in his *Philosophy for Children*. Lippmann developed his philosophy for children in 2003, through his writing elaborated in '*Thinking in Education*' (Lippmann 2003:19). Lippmann proposes that a classroom should be converted to what he called a community of inquiry in which learners would be involved in a dialogue (Elicor & Elicor in Jones 2016:60). In this dialogue learners would talk, pay attention to what one is saying and provide rationale for their opinions (Lippmann 2003:20). According to Lippmann the dialogue promotes critical thinking (Daniel & Aurice 2011:15). Intrinsic motivation enhances learners' critical thinking and the intrinsic motivation that can develop through interaction of peers can be examined in the study using investigative ways involving learners' and teachers' experiences in class. Consequently, social constructivism was considered pertinent to the study that looked for the roles of the learner and teacher in the crisis of critical thinking in selected schools in Masvingo urban.

The researcher's use of social constructivism was also linked to the fact that the research is a qualitative research with philosophical foundations in Interpretivism. With this approach the researcher was able to examine connotation of experiences linked to the problem of critical thinking since interpretive phenomenology enhanced a detailed interpretation of the sense and structure of the particular phenomenon linked to actual experiences of the participants (Meyers in Antwi & Hanza 2015:2).

Interpretivists' worldview was pertinent to this study since they deduce that knowledge is subjective. The study's goal was to gather subjective knowledge from identified learners and teachers in chosen schools. The basis of interpretive researchers is that contact to reality is only through societal constructions (Meyers in Antwi & Hanza 2015:2). Aikenhead in Antwi & Hanza (2015:2) expresses that observation and interpretation underpin interpretivism. The main worry of the interpretivism is to have the ability to comprehend the viewpoints of the participants and that was significant to this study that collected data from participants' viewpoints. The researcher preferred the study to be guided by interpretivism because the study was mostly worried about discovery of knowledge about how individuals think and felt in the situations they got themselves in secondary schools.

Interpretivism was relevant to this study since the interpretive approach involves the researcher in conducting semi-structured and focus group interviews on participants recognising the importance and intensity of the human being in context. Interpretivism guided the study that collected data generated from interviews with teachers and learners concerning their views about critical thinking, based on descriptions, explanations and words in context. This interpretive pattern was propped by observation and elucidation and these were key to the study since that allowed the researcher to have a deeper awareness of the place of critical thinking in secondary schools in Zimbabwe.

The researcher's choice of an interpretivism was influenced by the fact that the interpretive paradigm emphasises the call for analysis in situation (Reeves & Hedberg 2003:32). The interpretivism believes in understanding humanity as it is from subjective

experiences of the human being and this made it relevant to the research that took note of the subjective experiences of learners and teachers in the three selected schools.

Interpretive framework allowed the researcher to deal with the issues of influence and impact on learning of critical thinking (Deetz in Antwi & Hanza 2015:2). Walsham in Antwi & Hanza (2015:2) asserts that the rationale of the researcher's preference to the interpretive paradigm was to generate an understanding of the background. Prior knowledge was important to this study since it influenced the development of critical thinking in learners as was noted by the theorists such as Dewey (1910:75), Vygotsky in Claubagh (2012:5) and Wisdom and Leavitt (2015:53). This made Dewey's constructivist learning theory, Bandura's socio-cognitive theory and Vygotsky's socio-cultural theory relevant to the current study that conducted interviews on learners and teachers to elicit their prior knowledge and experiences on the learning of critical thinking.

4.4 Research methods

4.4.1 Qualitative research methods

Research methods are tactics and instruments used by researchers to collect data in a study. Being qualitative in nature the research used qualitative data collection methods. A qualitative research is naturalistic in approach, looking for an understanding of phenomena in real situations (real world settings) This research was conducted in true life situations and not in experimental situations and as stated by Creswell (2012:79), a qualitative research uses interviews and observations which are central in the naturalist interpretive paradigm. This section clarifies the study's choice of a qualitative research over other methods such as a quantitative research. The researcher saw this as proper since it enhanced a deeper understanding of the study's choice of a qualitative research. This section also discusses the study's data collection techniques, outlining details of semi-structured interviews, organisation of semi-structured interviews, non- participant observations, focus group interviews and organisation of focus group interviews. The use of several data collection sources that can be drawn together strengthens findings (Cohen

et al. 2011:409). The above methods assisted the researcher to address the study's research questions.

4.4.2 Data collection methods.

Data are proof or information that the researcher collects in order to find answers to specific questions to be addressed (Bertram & Christiansen 2015:71). The type of data collected and how it was collected was influenced by the research question, research design and research paradigm. This research's paradigm is interpretive and as stated by Nieuwenhuis in Creswell (2012:79) inconspicuous data collection method such as interviews are central in the naturalist interpretive paradigm. For data collection the research used document analysis, semi-structured interviews and focus group interviews and non-participant observations. The use of various methods in the study allowed triangulation of data to provide rigour (Bowen in Cardno, Rosale-Anderson & McDonald 2017:146). The use of several data sources that can be drawn together strengthened findings (Cohen et al. 2011:409). The above methods assisted the researcher to address the study's research questions.

4.4.2.1 Semi-structured interviews

The study did not solely rely on document analysis. Atkinson and Coffey in Bryman (2012:555) asserts that a research cannot solely rely on documents, though official, since they cannot be regarded as solid proof of what they account. In addition, Bryman (2012:555) states that documents have to be cross-examined and scrutinised in the framework of supplementary resources of data gathering. Consequently, this study held semi-structured interviews with six teachers and six learners as its other method for collecting data. The researcher's choice of this instrument enabled the researcher to have direct interaction with the learners and teachers who had detailed information on learning of critical thinking in schools.

The researcher chose to interview teachers and learners in selected schools since they had experience in the teaching and learning of critical thinking. As expressed by Wellington (2015:450) interviews can be considered as the primary source of data gathering with documentary analysis second in importance as a source of data. Researcher chose to engage in interviews since this research is a phenomenological research and the researcher was in contact with the individuals involved and could look for direct elucidation wherever it was needed.

A qualitative research has different types of research interviews which can be distinguished between unstructured interview (open-ended), semi-structured and structured interview (Creswell 2012:87). Semi-structured interview consists of open-ended questions laid down in a meticulous order (Nieuwenhuis 2014:11). The semi-structured interview as asserted by Magnusson and Marecek (2015:47), has open-ended questions that produce rich talk which is not formal, free flowing, inherent words chosen by the interviewee. The semi-structured interview is conversational, a dialogue flowing from one issue to the next and if the flow of the discussion needs a diverse series of themes the interviewer has freedom to adjust (Magnusson & Marecek 2015:47). The researcher preferred to engage in semi-structured interviews since the questioning tactic and type of questions elicit rich data.

The researcher used open-ended inquiry in accordance with the advocated information gathering techniques in interpretive research (Creswell 2014:4). The researcher avoided questions where the interviewee could respond with 'no' or 'yes'. The interview will comprise a diversity of questions ranging from behaviour questions, experience questions, sensory or assessment based questions (Creswell 2012:88). The use of open-ended questions was of advantage to the study since the participants had freedom to respond the way they preferred (Magnusson & Marecek 2015:47). The open-ended questions assisted the researcher to elicit rich and multifaceted stories about experiences and opinions from the participants. The study used semi-structured, individualised interviews with two History teachers from each of the three selected secondary schools and two History learners from each of the three selected secondary schools. Each

interview session took fifty minutes. The researcher decided on semi-structured interviews on a total of six teachers and six learners since they allowed for the probing and clarification of answers.

4.4.2.1.1 Organisation of semi-structured interviews

Qualitative interviews can be of numerous types such as the standardised open-ended interview, the interview guide approach and the informal conversational interview. The purpose and circumstance of the research influence the selection of the interview strategy. The researcher utilised an interview guide since it was quite situational and conversation was informal. As expressed by Knight (2013:1) an interview guide can be useful to researchers who are executing in-depth, semi-structured qualitative interviews. Employing an interview guide approach, the researcher could decide on the series and phrasing of the questions throughout the interview.

The study utilised the interview guide to embark on interviews consisting of face-to-face communications between interviewee and interviewer with the rationale of understanding the interviewee's circumstances or living experiences as articulated in her/ his individual words (Schulze 2002:54). In addition, the researcher opted for an interview since it was an excellent method that she used to obtain in-depth data from a minute number of populace (Bertram & Christiansen 2015:83). The researcher obtained in-depth data from the interviews of a small number of teachers, six teachers in secondary schools in Masvingo. The interactions between the interviewer and interviewee allowed the researcher to make the questions understandable and pose additional questions to attain more comprehensive information if the respondent had supplied insufficient detail at first (Bertram & Christiansen 2015:83). The interviewees were made aware of the research's objectives.

In the first segment of the interview, the researcher informed the participants about the rules concerning confidentiality and secrecy and participants' right to pull out from the research or not to respond to the interview questions (Magnusson & Marecek 2015:60).

The researcher read out the regulations from a written draft and that was done to ensure that nothing was missed out. The researcher then issued the written informed consent for the participants to read and sign. The researcher kept a signed copy.

To enhance the effectiveness of the interview guide, the researcher used three strategies. Firstly, the researcher arranged questions with which to start and guide the dialogue. As asserted by Knight (2013:1) an interview guide technique engaged the researcher constructing nine, impartial questions for teachers and learners. Each of the questions focused on one characteristic of the study's topic. The researcher organised the focal questions of the interview to reduce the slag speed, minimising the amount of immaterial data in the research interview. The number of questions were limited to nine to allow the interviewee sufficient time to discuss the topic with no feeling of being hurried (Knight 2013:1). Consequently, by setting the nine main questions, the researcher was able to focus the interview on the research's topic. Concentration was on the study's research questions.

The second approach used by the researcher was the ability to probe the interviewees. The probes, as stated by De Vos (2011:299), can assist to complete or elucidate the answer, ask for additional examples and data. The strategies used in probing were as follows: posing open-ended questions, request for explanation, track and supply a reflective summing up (Schulze 2002:55). The researcher used tracking since it enabled the interviewer to closely pursue the content and implication of interviewee's verbal and non-verbal conversations.

Creation of follow up questions was another technique that was considered by the researcher. Magnusson and Marecek (2015:9) express that follow up questions are used by interviewer since they assist the interviewee to seal up his/ her story. Magnusson and Marecek (2015:9) identify two types of follow up being: 1) General follow up and 2) focused follow up. This study used general follow up questions since they encouraged the interviewee to develop upon the topic and they were helpful if the interviewee offered a short and unrevealing explanation (Magnusson & Marecek (2015:9). The focused follow

up questions as stated by Magnusson and Marecek (2015: 9) were direct questions asked by the interviewer to extract more details and serve up to readdress the particular concentration to issues more specific. The questions hunted for the connotation of answers to the focal questions (Neuman 2011:255). The interviewer in this study paused for five seconds after posing a question or while using a probe. The time of silence enabled responses from the participants since it gave them slightly more time of thinking (Knight 2013:3).

To make the interview guide relevant and useful to the study the researcher pondered about significant points to be addressed by the participants linked to the research questions. She also considered the difference between research questions and interview questions and ensured that participants did not answer research questions but interview questions (Magnusson & Marecek (2015:50). The researcher ensured that the interview called for stories from the interviewees and encouraged them to offer their expressions of their own experiences. The researcher was sure of the questions to be asked and avoided leading questions and ensured that each question was addressed just once. Interview questions on the interview guide were typed using font size of fourteen to enable the researcher easy access and quick look at them for the duration of the interview. Complicated language, difficult grammar and complex words were avoided. The interview items that included a combination of requests and questions were unambiguous and easy to comprehend. (Knight 2013:3). The interviewer raised one question at a moment to evade confusing the participants and risking interviewer fail to notice some parts of the questions.

In the study, the interview guide had five categories of questions. The opening question was planned to promote conversational tone between the interviewer and the interviewee, meaning to say that the question's intention was to create a relaxed relationship, putting the respondent at ease, with freedom to relate stories with no panic (Knight (2013:2-2) . A neutral question inviting the participants to describe something related to the research topic was appropriate and such a question for the study can be: 'I would like to know what you think about the impact of your teaching of History to Form Three learners.' The

opening question was followed by an introductory question and the chief rationale of the introductory question was to get the participant ready to engage in the interview. Such a question for the study can be: 'What do you think can influence the way you teach your Form Three History learners?' This type of question made the participant ready for the interview. After the introductory question the interview guide had a transition question which supplied a link with that introductory question. The transition question was followed by the key questions to the study of the role of critical thinking in secondary schools. The key questions focused on teachers' and learners' views on the diverse aspects that were included in the dissimilar sub-questions of the study topic. The questions can be such as: 'How do you see the type of tests you give to your Form Three History learners?' Another one was as follows: 'I would like to know what you think about the influence of national examinations on your teaching of History.'

The key questions to the study were followed by a closing question whose purpose was to wind up the interview and such a question was: 'What other factors influence your teaching of critical thinking in class?'

The researcher utilised two interview guides, one for teachers and the other for learners since these were the two groups involved in the instruction of critical thinking and can offer appropriate information. An interview guide generally includes modest sub-set of important expressions written down compacted on a printed paper and adapted to the subject matter significant to a specified interview (Yin 2016:147). The interview guide worked as a conversational guide and directed the discussion (Rubin & Rubin in Yin 2016:147). As noted by Magnusson and Mareceek (2015:52) the interview items must be easy to understand, with clarity. The researcher consequently, avoided using complicated terms such as 'critical thinking' since some learners and some teachers did not understand the term. Instead, the researcher used the questioning techniques that revealed the presence or absence of critical thinking skills and critical thinking dispositions. The researcher used follow up questions to ensure that the participants address the research questions. The two interview guides for teachers and learners had

nine similar questions for data triangulation. See attached Appendices C and D at the end of the document.

The preparation of the interview items that comprised the interview guide was complex. After completion of the two interview guides the researcher carried out a pretest and a pilot test. Pretesting the interview as asserted by Magnusson and Marecek (2015:57) entails mock interviews done with a small number of associates who role play as imaginary participants. The researcher ended the pretest with a debriefing meeting whereby the pseudo-participants provided detailed feedback concerning the questions in the interview and the procedure of the interview itself. As stated by Neuman (2011:195) pilot testing resulted in giving helpful insights to the molding of a more effective instrument. As asserted by Wellington (2015:451) the pilot testing assisted this study as the interviewer had time to practice the interview and also guided the interview program. The pilot testing helped the researcher to correct whatever faults before meeting administration costs of a less efficient instrument that needed adjustments.

4.4.2.2 Focus Group Interview

Focus group interviews were conducted in addition to semi-structured interviews. This section focuses on discussing two focus group interviews performed with History learners from two of the three selected secondary schools. The researcher opted for two focus group discussions and not three focus group discussions from each of the three chosen schools since the research involved a multiplicity of data sources that would result in overflow of data. The central methods of data collection through a focus group discussion comprised audio and video tape, taking down notes and observation of the participants (Stewart, Shamdasani & Rock in Nyumba et al. 2017:23). The researcher used two focus groups each comprising six learners as an instrument to collect data. The researcher preferred to engage learners in focus group interviews since learners were young and more willing to deliberate in focus groups since this method is often less intimidating than individual interviews (Krueger & Casey in Lopez & Whitehead 2013:131).

Focus group interviews allowed the researcher to obtain deeper information and were less costly than individual face to face interview (Nagle & Williams 2016:2). The focus group instrument was applied only on learners and not teachers. The researcher used this instrument on learners believing that young people might be more willing to articulate themselves whilst they were in a group discussion than when they were embattled in a single one on one interview with the researcher (Yin 2016:149). The use of focus group had an added advantage to this study since the group interactions led to unearthing of fresh information from diverse viewpoints on the similar issue (Lopez & Whitehead 2013:131). This enabled the study to generate a rich understanding of the experiences and beliefs of the participants (Mishra 2016:2). The researcher applied the focus group technique to gather information on the study subject through the involvement of partakers in a discussion amongst themselves. The researcher believed the interaction of learners in groups was useful since it broadened their responses and stimulated information of incidents forgotten (Creswell 2012:90).

The participants in the focus group were guided by the moderator who was the researcher and presented the subject for discussion. The focus group technique was useful to this study since it assisted in creating a deep understanding of the experiences of the participants (Mishra 2016:2). This study's focus group participants were Form Three History learners with experience in the learning of History at secondary school level.

4.4.2.2.1 Organisation of the focus group interviews

This study's focus groups consisted of three boys and three girls to add up to six participants in each of the two groups. The group size is of significance in a focus group research. Mishra (2016:3) suggests that the best possible focus group size can be six to eight participants. It is suggested that over-recruiting for a focus group is better than under-recruiting since under-recruiting will risk cancelling the session or engaging in an unsatisfactory discussion (Mishra 2016:3). Krueger in Nyumba et al. (2017:23) states that one possible disadvantage of using a focus group discussion is that there is no guarantee that all those enlisted in a group discussion will attend. Consequently, the researcher had

two participants on reserve. The researcher avoided small groups or huge groups since small groups would risk the occurrence of inadequate discussion while huge groups are difficult to administer, could be disorganized and would upset the participants who may feel that they were failing to get enough time to converse (Mishra 2016:3). The researcher believed six participants in each focus group was big enough a number to achieve a diversity of viewpoints and small enough to bring some order.

The researcher gathered data from two focus group interviews to be able to thoroughly discuss the research topic and obtain huge amounts of field data. Yin (2016:150) asserts that the use of multiple focus groups would supply a vast amount of field data. This study held two group discussion sessions. Burrows and Kendall in Nyumba et al. (2017:23) suggest that two or more group sessions would exhaust the discussion for a research study. One focus group discussion would bring unreliable reflection of the existing world since as stated by Mishra (2016:2), it is widespread that what is reflected in one group can be different from another group despite the two groups being of the same demographic nature. The study used purposive sampling in recruiting the participants of the groups. Creswell et al. (2012: 90) assert that the purposive sampling is essential to the success of the focus group. The choice of the focus group participants relied on capability and competence of the participants to supply information relevant to the study (Nyumba et al. (2017:22). The study's focus group participants were Form Three History learners engaged in the learning at schools who had the capacity to offer relevant information about the learning of critical thinking in schools.

The study's research aimed to determine the composition of the participants in the focus group discussion. This study's focus groups were of mixed gender of Form Three learners since the researcher believed that the diverse gender groupings tended to advance the value of the discussions and its results (Nyumba et al. 2017:22). It is not the differentiation amongst the participants that matter but whether the participants recognise each other to be diverse, influencing their eagerness to discuss the subject jointly (Morgan 2013:8). The study's focus group participants were drawn from schools with mixed gender learners and as a result, they were familiar with mixed gender learning and were free to discuss

in a mixed gender focus group. The focus group's venue was significant since the venue had to be easily reached, comfortable, silent and without disruptions (Smith in Nyumba et al. 2017:23).

The study's focus group venue was at school. Although that may have influenced how the participants behaved, it promoted attendance. In addition, the learners were in a normal and familiar setting (Nyumba et al. 2017:23). As a result, the learners were motivated to engage in a discussion. The researcher ensured that there was enough space for the participants to sit with a clear sight of all the participants and the moderator (Sampson in Nyumba et al. 2017:23). Consequently, the arrangement of chairs was in circular fashion. The researcher made plans and reservation for the room prior the focus group discussion.

The moderator first introduced the subject to be discussed and assisted participants to converse among themselves. The moderator stimulated all the participants to articulate their views but took care not to direct the discussion (Yin 2016:149). The moderator managed the group. The moderator ensured that no one individual dominated the discussion. She controlled the more talkative ones and kindled the reserved ones (Yin 2016:145). The researcher, being the moderator also observed non-verbal communications and documented the content of the group discussion to complement the data. Non-verbal information relied on actions and behaviour of the participants' prior the discussion, during the discussion and after the group discussion (Nyumba et al. 2017:23). As stated by Gorden in Nyumba, et al. (2017:23) the non-verbal communiqué was reflected by the participants' body posture, body displacements, and breaks in interpersonal speech, silences, uncertainty and differences in the level of tone of voice. The non-verbal information complemented the verbal data.

This study's focus group questions comprised nine open-ended questions that promoted discussion and also assisted in obtaining answers to the study's research questions. Nagle and Williams (2016:3) express that the best focus group roughly has open questions and is organised in a logical flow to build up prompts for each question. This study's focus group interview format was the funnel structure, starting with broad, less

structured questions to ease participants into the procedure they could energetically debate the subject and as the interaction developed, the questions became more structured (Creswell 2012:91). The researcher also used probes to promote complete participation and interactions amongst the participants.

The closing question of the focus group discussion was a broad and general wrap up question (Creswell 2012:91). The questions on the interview guide for learners' individual interview were the ones attempted in the focus group discussions to triangulate information. (Appendix D).

Prior to the focus group discussion, the researcher distributed consent letters for the parents to sign if they were willing to allow their children to participate in the discussion (Appendix E). The researcher also asked the focus group participants to sign the assent and confidentiality form, if they had voluntarily agreed to participate and were also granting assent for digital video recording and agreeing to avoid disclosure of information shared in the discussions to individuals not involved in the group discussion (Appendix H).

The researcher prepared a script that guided her in her explanation to the participants about the rationale of the focus group, assessing focus group regulations and supplement the essential information that might be significant to the focus group participants. The script was significant since it assisted in supporting the reliability of the focus groups since the study was conducting more than single focus group discussions (Nagle & Williams 2016:5). This study conducted more than one focus group discussions and the script assisted to make sure that all group discussions were conducted in the similar manner.

This study's focus group allowed one individual talking at a time. The researcher notified the participants that for her to be able to make notes it was vital that one individual talked at a moment and requested the participants to give a signal if they wanted to articulate something (Nagle & Williams 2016:8). The researcher requested the participants to switch off their cell phones to enable them to focus on the discussion. The researcher explained

to the participants that whatever they said in the group discussion was going to be confidential and the researcher had an ethical responsibility to notify the participants since other people would view or listen to the focus group tape.

This study's focus group involved three sessions starting with the pre-session which was the time prior to the focus group and the researcher familiarised with the group participants and engaged in a small chat with them prior the session. This assisted in making participants feel more at ease with the moderator (Nagle & Williams (2016:6). This helped the researcher to understand the group and made the focus group yield more successes. The pre-session was followed by the researcher proceeding through the script as the first step of opening the session. The researcher opened the session by welcoming the participants. The researcher introduced herself and the purpose of the research, asked the group participants to introduce themselves so as to evade chronological introductions since this could have laid down a stage for the group participants to converse in that prearranged order instead of them engaging in a conversation. The researcher admitted the existence of the audio tape recording equipment and promised the participants of confidentiality. The researcher offered the participants a chance to pull out if they were not comfortable with being audio- taped. The researcher reminded the participants of the confidentiality of the discussion. The reassurance made the participants more comfortable to discuss the topic knowing the discussion would remain confidential. The researcher stated the starting time and ending time for the discussion. The study's focus group discussion was one hour long. After the opening session the researcher proceeded and posed the focus group questions. Towards the closing stages of the discussion, the researcher closed the session with the layout of the script.

The researcher made sure that the materials needed for the focus group discussion were available since that would make the participants more comfortable

4.4.2.3 Observation

Observation was the third instrument that was used in this study to collect data. As expressed by Magwa and Magwa (2015:83) observation is viewing the behaviour and interactions as they happen but observed through the researcher's judgment. For each observation the researcher took one hour. The observations were done with two History teachers and the learners taught by the two selected teachers. The researcher conducted lesson observations in the classrooms.

The researcher engaged in non-participatory observation in the classroom and that assisted the researcher to obtain original information by witnessing and recording herself as opposed to being told information (Bertram & Christiansen 2015:84). The researcher was able to see for herself how the learning of critical thinking by learners went and how teachers taught. Consequently, the use of observation in this study assisted to triangulate data. The observations enabled the researcher to collect information about the teaching strategies, connections both non-verbal and verbal between learners and teachers in class (Bertram & Christiansen 2015:85). Classroom observations helped the researcher to see whether the instructional practices were learner centered or teacher centered (Yin 2016:151). The observation of the teaching strategies, interactions between learners and teachers assisted the researcher to find out the role of critical thinking in schools.

Observations allowed the researcher to get close enough to learn the subjects, observe whether individuals did what they claimed they carry out (Lafrance 2015:9). The lesson observations assisted the researcher to see the teachers' classroom practices and assess whether they were the ones outlined in their schemes of work, the syllabi and national curriculum. Bertram and Christiansen (2015:85) assert that observation enables the researcher to collect information concerning a broad series of phenomena such as the utilisation of resources and the curricula. The study's observation would be a systematic narrative of the behaviour of learners and teachers in class during a lesson. In that qualitative study, the observation technique was methodically systematised (Flick 2014:308) and was pre-formatted with items to be observed specified. As asserted by Yin

(2016:152) the items to be observed can be the focus of the observation and must be relevant to the study's research objectives. The study's observation focused on teacher and learner behaviour in class.

The researcher used unstructured observation and did not go all the way through a check list putting a marking in the boxes but wrote a free description of what was observed (Bertram & Christiansen 2015:89). The observation schedule was a description of what happened in the History lesson. These were the descriptions of what was actually taking place and were non-judgemental (Nieuwenhuis 2015:15). The researcher's field notes described what happened in the History class during the lesson. The other component of the observation was the reflective part that included the researcher's ideas or opinions about what were observed (Nieuwenhuis 2015:15). The observation guide for the teacher in class is shown at the end of the document as Appendix I and observation guide for learners in class as Appendix J.

There was need for the researcher to craft a record of what she observed (Yin 2016:154). The writing of the field notes was done as the researcher observed. In addition to writing down of notes, the researcher also used a tape recorder and video recording to record both non-verbal and verbal behaviour of teachers and learners. The use of video recording was informed by the research questions. The advantage of using video recording was that the researcher was be able to play the video several times during data analysis and diminished the researcher's bias in observation (Lopez & Whitehead 2013:133). Field notes, as expressed by Lafrance (2015:9), are a written report resulting from data gathered through observation and are made up of two components which are descriptive and reflective. The descriptive part is that in which the observer tries to capture the word and procedures whilst in the reflective part, the observer reports thoughts, feelings and questions centered on what was observed (Lafrance 2015:9). A reflection of what was observed was done almost immediately after the observation (Creswell 2012:86). This helped to avoid misinterpretation of information that could happen as a result of time space between data gathering and data presentation.

One weakness of observation as a data collection technique was that the presence of the observer could have influenced on what was to be observed (Bertram & Christiansen 2015:92). Behaviour change might occur when individuals know that they are being observed. The researcher attempted to have as limited influence as possible on what was to be observed. The researcher engaged in the observation whilst seated at the back of the classroom, utilised an observation guide, recorded the learning activities and reflected the role of critical thinking.

A researcher's position during observation is important. The positioning strategy adopted by the observer can be classified as single, portable and multiple (Lopez & Whitehead 2013:133). For this study the researcher adopted the single positioning whereby the researcher occupied one location only and sat at the back of the classroom. The researcher did not obstruct the participants (Lopez & Whitehead 2013:133). A weakness of using observation to gather data is that the observer chose what to observe since she could not observe everything and chose what to write down and her interpretation depended on her world view (Bertram & Christiansen 2015:94). The observer can be biased. Yin (2016:154) asserts that the connotations resultant from observations are like inferences of some kind. To strengthen the inferences, the researcher gathered data through other sources such as individualised interview and focus group interview to help confirm or challenge the inferences. By so doing evidence from different data sources converged and in the current study the researcher triangulated data. Triangulation of data is a vital part of data gathering in a qualitative study.

4.4.3 Document analysis

Document analysis was another data gathering method utilised in the study to complement interviews and lesson observations. Document analysis is the procedure of collecting, examination and questioning various kinds of printed text (Creswell 2012:82).

The researcher utilised document analysis because of their accessibility (Denscombe 2010:220). This study engaged document analysis of policy documents, Ordinary Level

History syllabuses and teachers' schemes of work. The evidence can be easily accessed by the researcher. Policy documents, the syllabi, both the Cambridge and ZIMSEC, were downloaded from the internet. The teachers' planned records of work, schools' mottos and schools' mission statements were obtained from the three chosen schools in the town of Masvingo where the researcher lives and works. The researcher used document analysis since it was a proficient way of collecting data because documents are convenient and acquiring and analysing them was less costly and more time saving proficient than performing personal research (Bowen in Triad 3 2016:5). In addition, documents are solid, non-reactive information resource meaning to say that the documents are capable of being studied, evaluated several times and stay unaffected by the researcher's control or study procedure (Bowen in Triad 3 2016:5).

This study's analysis of policy documents made the research stronger. The use of documents supplied additional research data. As expressed in Triad 3 (2016:5) documents can include data that the researcher cannot observe anymore and can offer information that participants have failed to remember. Consequently, the analysis of policy documents was a beneficial method for it enabled the examination of the documentary evidence that one could not obtain from interviews or observations.

It is important to note that there is a difference amongst literature review of a study and employing documents as a component of data collection strategy. Although the two do have common characteristics since they both work with data resources in written layout but considering document analysis as a component of data collection technique is distinct in that literature review supplies an outline of scholarship in a definite discipline through examination, discussion and offers good reasons for your study giving a reflection of how the research will widen past research, fill a gap in research. But when a researcher uses document analysis as a data collection technique she focuses on all kinds of written communications that might shed light on the phenomenon under investigation (Creswell 2012:82). Written data resources can be unpublished or published documents, company reports, agendas, letters, reports, administrative documents or any article that is linked to the investigation (Creswell 2012:820).

This study's document analysis employed the following documents: (i) Curriculum Framework for Primary and Secondary Education 2015-2022; (ii) ZIMSEC History Syllabi 4044, and IGSCCE Syllabus 0470; (iii) Schemes of work. (iv) School mission statements and visions. The researcher examined the above documentary evidence since it enabled her to go through the reality that could have been different from what was claimed by the study's participants.

The study's document analysis examined the aims, objectives, teaching methods recommended for use by Zimbabwean Curriculum reform policy, the History syllabi, teachers' schemes and assessed whether the teachers put into practice the teaching strategies outlined in their schemes of work, and how they impacted on critical thinking development in secondary schools. In Zimbabwe, the scheme of work is a document produced by the teacher as he/ she interprets the national syllabus and breaks it into weekly lesson units. In constructing the scheme of work the teacher tries to make sense of policy requirements as they interpret the syllabus and breakdown content into teachable units. The scheme of work reflects the aims, objectives and teaching strategies set by the teacher. This document analysis enabled the researcher to assess whether the teachers adopted the objectives and teaching strategies recommended in the History syllabi, the New Curriculum Framework and examined the role of critical thinking. The researcher's examination of schools' mission statements and vision was significant since these reflected the institutions' dreams and intentions and the words and expressions used in the statements produced were supplementary data for the research. The researcher's decision to use document analysis was based mainly on the desire to have additional documentary evidence that could assist in the investigation of the role of critical thinking in secondary schools in Zimbabwe.

4.5 Selection of participants and sampling

Determining and selecting a suitable sample for the research study is a key part in a qualitative research procedure. This selection of a suitable sample is an important part of

the qualitative research procedure since there is need to collect data from the population. This selection involves the sampling of specific order and also the number of the instances (Yin 2016:93). Bertram and Christiansen (2015:59) assert that sampling involves the researcher choosing people and setting to include in a study. Sampling is the procedure used to choose a section of the population for research study. The researcher then needs to make decisions on the number of individuals, groupings and items to be included in the study.

4.5.1 Population

For researchers to be able to make decisions on the number of individuals or items to be included in the study, they have to think about the population from which they do the sampling. The word population in a research study is used to refer to the number of individuals, groupings or organisations that can be incorporated in a study (Bertram & Christiansen 2015:59). It is impossible for the researchers to investigate whole populations and so there is need to select a sample from the population (Bertram & Christiansen 2015:59). This study resorted to sampling since the researcher could not obtain information from the whole population due to factors such as expense and time (Cohen et al. 2011:142). The researcher, in the current study was not able to study the whole population of learners and teachers from the three schools in Masvingo to be studied.

4.5 2 Selecting Sample

Being qualitative in nature the study focused on understanding a phenomenon. The research process for selecting the sample of participants differs from that used for a quantitative research study. The sample of participants chosen in a qualitative study is paramount in addressing the research questions and increasing the understanding of the phenomenon to be studied (Sargeant 2012:2). In this study the researcher's decisions regarding the selection of participants were based on the study's research questions. The

study was carried out in three selected secondary schools in Masvingo urban in Zimbabwe where the researcher used a total of 26 purposively selected participants, that is, 8 teachers (one female, one male from each school for interview, two teachers of any sex for lesson observations from any two of the three selected schools) and 6 learners (one female, one male from each school for face to face interviews and 12 learners, (2 focus groups comprising 6 learners in each selected from two of the chosen schools) for focus group interviews. Due to the costs and time it was impossible for the researcher to interview all the teachers and all the learners and conduct lesson observations on all teachers and all learners in the three selected schools in Masvingo. A total of eight teachers and eighteen students were selected as a sample of participants engaged in instruction of History in secondary schools.

Sample size was also considered by the researcher in the selection of the sample. As asserted by Guetterman (2015:2) in quantitative sampling, the researcher works out the necessary sample size before starting the research and the size remains invariable right through the study whereas in a qualitative research, the selection of sample size is a chain of choices made during the research study and researcher can make changes. However, for planning purposes the researcher engaged in qualitative research and required to approximate sample size to enable her to apportion enough resources and funds (Guetterman 2015:2). The number in the selected sample is affected by the number vital to inform completely all significant basics of the phenomenon under study (Sargeant 2012:2). Bertram and Christiansen (2015:59) assert that in interpretive studies researchers are not worried about numerical accurateness or whether their information represents the whole population but their worry is with comprehensive, detailed descriptions since focus is on gathering rich detailed qualitative data. The current study, being interpretive, selected a small sample of eight teachers for interviews and lesson observations, six learners (individual interviews) and twelve learners (focus group discussions) , that enabled the research to yield, rich detailed information about the learning of critical thinking in secondary schools. Carefully sampled, small number of 12 participants for semi-structured interviews and 2 participants for lesson observations and twelve participants (for 2 focus group interviews each 6 participants) could produce the

data to answer the study's research questions. Smaller samples may adequately be representative of the population (Creswell 2012:178).

4.5.3 Purposive Sampling

As expressed by Bertram and Christiansen (2015:60) the two major methods of sampling in research are purposive sampling and random sampling. Purposive sampling can sometimes be called purposeful sampling. The third sampling approach is convenience sampling. Purposive sampling was employed in the study.

The study was conducted in Masvingo urban area. The researcher's choice of area was influenced by the fact that the researcher could have access to participants in schools experiencing different conditions since their responsible authorities varied such as one being a private school, the other two being government-run and church-run schools. Purposive sampling choices are not only limited to selecting the participants but also engage the setting proceedings, occasions and activities to be integrated for data gathering (Creswell 2012:79). According to Patton (2015:264) purposive sampling is choice of data rich cases which one can use to find out vast information about problems of central significance to the rationale of the investigation. Purposive sampling selects participants focusing on participants' knowledge, then the participants are selected on purpose. Purposive sampling is carried out with a precise purpose in mind. Random sampling seems inappropriate for this study since the haphazard sample will mostly be ignorant of the particular issue to be investigated. Consequently, the study used purposive sampling since it allowed the researcher to have access to knowledgeable people, that is, those with detailed knowledge about particular issues under study (Ball in Cohen et al. 2011:157). The teachers and learners selected in the study's sample were knowledgeable to the phenomenon to be studied, that is, they had knowledge about learning of critical thinking.

The purpose of choosing the particular examples was to have access to individuals that allowed the researcher to yield the most appropriate and abundant data (Yin 2016:93).

The researcher found purposive sampling as most appropriate to the study since the researcher had selected specific samples of teachers and learners in specific settings, particularly the three selected schools which yielded plentiful data since the teachers and learners were rich in the knowledge of the development of critical thinking in schools. The purpose of having the breadth was to make best use of the data (Lincoln & Guba in Yin (2016:93). Consequently, one can see that purposive sampling was not essentially a representative model since the maximum disparity included sources which could present views contrary to the researcher's presumptions. The researcher could interview or observe some individuals in the sample suspected to hold diverse views in relation to the topic being studied and that would assist in avoiding bias in the study (Yin 2016:94).

4.6 Data collection procedures

This section discusses the procedures taken to gain access to the data needed in the study. There was need to be granted permission to conduct the study from the UNISA College of Education Ethics Review Committee and the Zimbabwe Ministry of Primary and Secondary Education before getting into the field of the research. For the researcher to be able to gain right of entry to the schools and partakers, the researcher needed authorisation at different levels (Creswell 2012:210).

4.6.1 Gaining Access

Before entering into the field of research, the researcher sought permission to conduct the research from the UNISA College of Education Ethics Review Committee. Permission was granted and was attached as Appendix A at the back of the document. The researcher proceeded to get an official approval letter from the Ministry of Primary and Secondary Education in Zimbabwe which allowed the researcher to conduct observations, interviews with teachers and learners and focus group discussions with learners in the three selected secondary schools in Masvingo urban area. See the attached appendix B at the end of the document.

The researcher pilot tested the interview guide for teachers and interview guide for learners in one of the three selected schools and held pre-sessions with two focus groups in two of the selected schools. The pre-sessions helped the researcher to understand the focus group members and that made group discussions yield better results (Nagle & Williams 2016:6). After pilot testing the interview guide the researcher made the essential adjustments to the research instrument. The researcher then began to collect actual data. The researcher visited each of the three selected schools five times, conducting the observations, interviews and focus group discussions.

Before visiting each of the three schools, the researcher first arranged to meet the school administration and informed the School Head of the rationale of the study and data gathering procedures. With the collaboration of the school administration and the teachers who teach them, 6 potential learners plus 2 reserve learners to participate in each of the two focus groups were chosen from the three selected school under study. The selection was based on the study's sampling criteria. The school administrations also assisted the researcher to select participants from each of the three schools. Two teachers and two learners were chosen for interview per each school. Two teachers were selected for observation. Twelve learners comprised two focus group discussions. Afterwards, the researcher contacted the selected learners and teachers in person to enlighten them on the objectives of the research. The researcher also inquired about their willingness of participants to take part in the study. By doing so the researcher assured that the six learners in each of the two focus groups were chosen by mutual consent by the school administration, the researcher and the teachers who taught the learners (Magnusson & Marecek 2015:59). After getting the consent of the participants, consent from the parent for learner participation, the researcher made appointments with the participating learners and participating teachers. On the day of each interview or focus group, the researcher was on the site, at the respective school earlier than the agreed time and made plans for the room to conduct the focus group discussion or interview. The private rooms were familiar with sufficient space and no disruptions to the participants and the researcher (Nyumba et al. 2017:23).

At the start of every focus group discussion the researcher made sure the participants were at ease and she built a good functioning relationship (Magnusson & Marecek 2015:60). The researcher notified the participants about the rules concerning confidentiality, anonymity and that the participants could withdraw from the study or not respond to any question (Magnusson & Marecek 2015:59). The researcher clarified the focus group discussion rules such as, one person should be talking at a time, their cell phones should be switched off and that the researcher would interrupt them to ensure participation of all group members (Nagle & Williams 2016:8). The researcher and participants in both the focus groups and for individual interviews switched off the cell phones to avoid interruptions. The researcher read out the rules from a written script to ensure that nothing was left out. Furthermore, the researcher explained to the partakers the rationale of the research, the uses of the conversation data, the time needed to conduct the focus group and interview. The researcher also requested consent from the participants for audio of recording the focus group discussions, interviews and observations. The researcher requested every participant to read and sign the written assent form. The researcher kept the signed consent copy and each participant also obtained a copy.

The researcher conducted the focus group discussions, observations and interviews with a theoretical background about the research topic. The researcher's interview guide with designed items assisted the researcher to collect stories, experience and verifications of the participants (Magnusson & Marecek 2015:56). The probes and follow up questions were used by the researcher to obtain more comprehensive data and aroused the participants to develop the original statement making the interview address the research questions (Yin 2016:145). In the opening session of the focus group, the researcher introduced herself, welcomed the participants, told participants that the discussion would take one hour. The seating plan was circular, each participant was asked to introduce the colleague next to him or her (Kinalski, Cardoso de Paula, Padoin, Neves, Kleinubing & Cortes 2017:425). The researcher arranged the chairs in a circle to encourage interactions and group discussions among the participants.

The researcher used a list of open-ended questions in her focus group schedule as guidance for each one of the two focus group discussion sessions in this study (Nyumba et al. 2017:22). The researcher carefully managed the focus group discussions, courteously but firmly controlling the over talkative participants and inspiring the reserved ones. The researcher used two designed observation guides, one for the two teachers and the other for the learners in the classrooms in two of the three selected schools. The researcher listed items to be observed in observation guides, keeping in mind the study's research questions. The researcher was a non-participant observer, complete observer and used unobtrusive procedures to record the teachers' and learners' activities in the classrooms. The researcher sat at the back of the classroom observing. The researcher recorded the observations so that the descriptions would be reflected on. The researcher requested that the two teachers sign consent forms for the researcher to be able to use audio recording. The researcher tightened her sensitivity to the details happening in the classroom, not forgetting to center her attention on the phenomena of real interest to the current study.

For both the focus group and individual interviews, the researcher posed simple, clear and short questions to enable the participants to understand them easily (Magnusson & Marecek, 2015:52) The researcher committed the questions to her memory only using the script for verification so as to keep the conversation smooth and reading out the questions would sidetrack the conversation (Nagle & Williams 2016:6). The researcher gave participants time to complete what they wanted to say, sparing time for learners' pace of thinking, speaking and their break. The researcher paused the discussion when the participant said something and waited roughly for five seconds to observe if the participant had something extra to say or if one more participant wanted to give feedback (Nagle & Williams 2016:7). The researcher asked the same questions in different ways during focus group discussions and interviews and this enabled the researcher to confirm her understanding of what the participants had said. The researcher did not entertain a head shake or response by saying yes or ok since these types of replies were messages to the group members on what could be tolerated. The researcher used hand signal or

eye contact to communicate with the focus group participants (Nagle & Williams 2016:8). A hand signal was used to acknowledge if one participant wanted to speak. The signal would let the person know that he or she had been given a chance to contribute to the discussion. In addition, a hand signal was also used to stop somebody from interrupting when another participant was talking. The researcher established eye contact with the participants speaking and also with those who would be reserved to egg on their involvement in the discussion. The researcher listened attentively to what the participants said in the interview or focus group. In case of any doubt she asked the participant to repeat his or her interpretation to confirm or disconfirm what the researcher thought she had heard from the participant. The researcher maintained track of time and progress from beginning to ending of interview guide and focus group schedule since it was the duty of the researcher to ensure that the focus group discussions' and interviews ended on time.

The researcher in the last part of every session thanked the participants for their participation in the research. At this time, the participants were given freedom to ask about confidentiality and how they would have contact to the interview matter. Immediately after the end of the interview, the researcher transcribed the interview, concluded every transcription before engaging in subsequent interview and this made it easier for the researcher to remember non-verbal signals as well as body language.

The researcher collected documents to be analysed in this study such as the Zimbabwe National Education curriculum, Cambridge IGSCE syllabus and the ZIMSEC, O level syllabus 4044. The researcher downloaded Zimbabwe's national curriculum and looked at its aims, objectives in relation to critical thinking to see whether they were fulfilled in classroom learning. The researcher also downloaded the Cambridge, IGSCE syllabus and ZIMSEC syllabi. The researcher contacted the selected six teachers to be interviewed, six learners to be interviewed, twelve learners in focus group discussions and two teachers to be observed while teaching in selected schools under study and made plans to have access to their schemes of work.

4.7 Data processing and analysis

Data processing and analysis of data are fundamental steps in a qualitative research. This study being qualitative in nature meant that the data would be in form of texts from documents, focus group discussion scripts, interview scripts, observation notes and audio-tape recordings. Mohajan (2018:16) asserts that data analysis is an active procedure intertwining recognised up-and-coming themes, recognition of central ideas or components of information acquired. To analyse data, the researcher systematised, amalgamated and scrutinised data, hunted for patterns and relations amongst the particular details (Neuman 2014:477). The researcher assembled data into meaningful patterns and ideas to enhance analysis of data.

In a qualitative research, data analysis starts with collection of data (Neuman 2014:477; De Vos et al. 2011:340). Although first round analysis is provisional, it is important to give insight to the suitability of the questions. The formation of fresh concepts or refining of concepts is an essential part of data analysis and starts with data gathering. The conceptualisation is a means of arranging data making common logic of the data (Neuman 2014:480). The data analysis for this study began with focus group discussions, lesson observations and face-to-face interviews. During the focus group discussions or interviews some questions were reorganised or restructured whenever necessary. Chronological descriptions of lesson observations done on teachers and learners were processed. The long multifaceted qualitative research material collected from interviews or observations analysed in this study were broken, every item broken into diminutive controllable segments that were analysed unconnectedly. The researcher read each transcript thoroughly in its totality which enabled her to utilise the data to think through and observe whether any attention-grabbing patterns could be recognised (Hammersley & Atkinson in Mohajan 2018:16). The informal analysis which started during data gathering assisted the researcher to review the sufficiency of the research data (Yin 2016:186).

To avoid becoming weighed down by the massive qualitative data the researcher approached her data analysis in an extremely organised style. After the documents such as teachers' schemes of work, History syllabi and the Zimbabwean National Education curriculum were collected, they were meticulously analysed. The researcher started from a bunch of words or loads of paperwork. She adopted a technique of arranging and maintaining the text. She cut and sorted the information. The researcher kept different data sets, that is, interview data, focus group data, observation data, separately and marked each according to its identification characteristics looking at where, when, why and how it was gathered. (Creswell 2012:104). The researcher then used files, folders or boxes to collect stuff dealing with similar sets of data. The researcher carefully labeled them so that they could easily be retrieved in case one wanted to check back. It was important to indicate where the information in a file or folder was taken from, so that it could be recontextualised. Every participant was recognised with a pseudonym or number for identification and all data on the participant was marked with the number or pseudonym.

4.7.1 Transcribing data

The next step that was taken by the researcher before entering the analysis phase was to transcribe the material from the data collection instruments. The transcription involved the verbatim record that is word for word record of what was said by the interviewee and interviewer, the words from the participants being observed as well as records from the focus group discussions. Listening to an interview tape recorder or working from one's notes was not enough to analyse the data. Consequently, the researcher worked with written transcriptions. The researcher transcribed both the interviewee's words and interviewer's words since what the interviewer said is equally important to interviewee's response to the interview process (Magnusson & Marecek 2015:74). Semi-structured transcription was slow and time consuming since the researcher had to listen to a fifty minute segment of conversation such as only a phrase or two or fraction of a sentence then discontinue the gadget and type what was heard. Since some people cannot speak

with clarity, the researcher had to listen to some parts of segments several times to ensure that what was recorded was what the researcher heard.

Once a lesson observation was done it was transcribed and filed before moving on to carry another lesson observation. The researcher transcribed recorded data from each focus group discussion before moving on to organise the next focus group. Non-verbal signals and components indicating indecisions or disruptions were also recorded since silence, laughter or gestures may provide additional meaning to the words spoken (Creswell 2012:104). Silence may show distress or a pause to allow someone to think. Words like 'I suppose' 'well.' or '...er...' were typed since they are important parts of the conversation. The researcher punctuated the transcription to make the transcript easy to read for interpretation. Since transcription, according to Magnusson and Marecek (2015: 73) can take about three to five hours to transcribe one hour conversation. The researcher planned her time in view of that. The researcher transcribed every interview straight after completion of the interview while the interview proceedings were still fresh to the researcher and that enabled the completion of spoken words with notes about pitch of voice, bodily language together with the researcher's individual reflection through the interview (Magnusson & Marecek 2015:73).

After transcription was completed the researcher made a backup hard copy and kept the copy in a different place. The file was labeled with a pseudonym of the participant. The researcher also transcribed the audio tape recorded data from observations and focus groups and the files were labeled accordingly. Once all data were typed and transcribed the researcher went through it several times to understand it. The researcher wrote down the impressions gained after going through the data, that is, memoing, which enabled the researcher to build a journal that included the researcher' own reflective notes on what was being learnt from the data (Creswell 2012:105).

4.7.2 Data coding

The transcriptions of information were followed by the initial step of qualitative data analysis which is coding of data. Coding is a fundamental element of data analysis and this technique was proposed by Charmaz, Davis and Stojanov (2015:4). The study's coding of data was guided by the study's research questions. Codes are like tags, labels or names and so coding is the procedure of setting labels, tags or names adjacent to sections of data (Creswell 2013:175). The codes are regularly connected to words, expressions, sentences or even complete paragraphs linked or unlinked to a precise setting (Miles & Huberman in Neuman 2014:480). Each portion of raw information gathered from teachers and learners was cautiously examined and coded. The researcher went through the entire text, labeling phrases, words and sections of the passage either by means of symbols or words relating to the study's research questions. The code or label designated a specific segment and so the codes acted as compilation points for important data. In addition, the codes assisted the researcher to formulate deeper truths in the data referred to by the codes. The researcher used inductive codes since the codes were developed as specific data is being coded

4.7.3 Establishment of categories and themes

After transcribing and coding the researcher moved on to data analysis procedure. She organised and merged correlated codes into categories or themes. The researcher reassembled data. Qualitative data analysis requires one to first group it into meaningful patterns and themes. The procedure was conducted in two primary ways, which are: a) content analysis and b) thematic analysis (Lafrance 2015:20). This study used both content analysis and thematic analysis. Content analysis involved the researcher coding the data to search for patterns. Content analysis engaged comprehensive, systematic assessment of the contents and circumstances of a specific body of information to identify patterns and themes (Bogopane & Kamla 2013:224). The thematic analysis involved the researcher in grouping data into themes that assisted her in answering the research questions. Themes were identified and then data were grouped into thematic groupings

so that the researcher could analyse the connotations of the themes and link them to the study's questions (Lafrance 2015:22).

Each category was allocated a label or an identification name, using the researcher's self-descriptive words or phrases from the text to create a category (Creswell 2012:108). Creswell (2013:195) asserts that the purpose of establishing categories is to combine data into small number of themes of about four to seven themes so that findings could be meaningfully analysed. The researcher ensured that she knew what each category stood for so that she had the capability of grouping each lay down of codes within the right category. The researcher wrote down a small description or explanation for every category, giving examples or quotations from the text that demonstrated the meaning of the category. The researcher studied the categories and identified connections between categories. The connections were derived from them and had common meanings (Nieuwenhuis 2015:30). Since the categories were derivative from the text information (inductive) the researcher read from the beginning to the end of the codes identified and discovered the themes or concerns that reappeared in the data. This was an iterative procedure of stirring back and forward through one's data. There was a possibility of having some orphaned codes that did not relate into the categories identified. The researcher did not compel them into categories but maintained them separately since they might stand for a diverse perception of one of the participants. To bring some sort of order and arrangement into identified categories the researcher recognised connections between categories, wrote down categories on note cards and stretched them across a table or pasted them on the wall so that she could draw lines to point out how they were linked (Creswell 2012:110). The researcher drew a diagram to demonstrate the direct associations between categories. The researcher analysed the themes emerging and linked them to the study's research questions.

4.7.4 Data interpretation

As asserted by Lafrance (2015:22), interpretation is the researcher's action of recognising and explaining the central meaning of data. Interpretation then might be seen as the

expertise of giving one's self meaning to the findings. This stage will bring the whole analysis jointly, still including particular data whose core pattern and themes would be the center of the researcher's understanding of the entire research study (Yin 2016:220). With coded and developed categories the researcher had descriptive material although a little bit of interpretation would have been done. Next the researcher would move to the level of interpreting data, that is, explaining why things are as they are found to be. In the interpretation of analysed data, the researcher will search for up-and-coming patterns, concepts, relations and explanations in the data (Creswell 2012:111).

4.7.5 Drawing findings and conclusions

In data interpretation the researcher's endeavour is to bring out findings and make conclusions. A conclusion captures the wider connotation of the research study. The researcher's conclusions were based on authenticated findings from the research data that were accounted for in the relationship to what was previously known so as to expose potentially fresh insights or substantiation of present knowledge (Creswell 2012:113). Each conclusion made by the researcher was based on provable data. Consequently, the stronger the sustaining evidence from the data, the stronger the conclusion.

4.8 Trustworthiness

Trustworthiness is of great significance in a qualitative research study since assessing trustworthiness is like using an acid test of the researcher's data analysis, findings and conclusions. As asserted by Ponelis (2015:538), a qualitative research and quantitative research use different criteria to evaluate findings and terms such as validity and reliability cannot be considered in a qualitative research but in a quantitative research. Researchers in qualitative studies speak of trustworthiness and focus would be on whether the findings could be trusted. There are numerous explanations of criteria of trustworthiness but the greatest acknowledged criteria are the ones defined by Lincoln and Guba in Jenkins and Moser (2018:121) which are credibility, transferability, dependability and conformability.

4.8.1 Credibility

Credibility is the self-confidence that can be found in the genuineness of the study's findings (Jenkins & Moser 2018:121). It focuses on the question that how can the researcher know that his or her findings are true and accurate. Credibility ascertains whether the researcher's findings stand for plausible data drawn from the participants' creative data. It refers to how the researcher portrays the participants' views, opinions attitudes, and feelings and is the correct version of the participants' original outlook. In this study, after completion of the observation, focus group discussion or interviewing, the researcher will submit her transcripts to the participants (teachers and learners) to correct errors (Creswell 2012:113). After the interview or observation, the researcher asked the teachers and learners to verify data collected to check out the researcher's initial understanding with them and to verify whether the researcher's interpretation of what they have shared with her were their correct views. The researcher also evaluated the degree to which the categories covered up the data and recognised whether there were connections within and divergence between categories. In addition, the researcher used triangulation to show that the research findings were credible (Jenkins & Moser 2018:121). The researcher's utilisation of various data gathering instruments such as observations, interviews, document analysis and focus group discussions enhanced the study' credibility.

4.8.2 Transferability

As asserted by Polit and Beck in Elo et al. (2014:6) transferability is the level to which the research results can be pertinent to other groups or locations. It is how the researcher can show that the study's findings can be applied to other circumstances. It concerns the feature of applicability. The other contexts can refer to identical populations, identical situations, and identical phenomena and for this study the other contexts can be other Form Three students in other secondary schools in Zimbabwe. To ensure transferability, the researcher in the study provided bulky explanations of the research process to allow the reader to review whether the findings were transferable to his or her personal

background. Jenkins and Moser (2018:121) call this transferability judgement. The transferability judgement is made by the reader and not the researcher since it is the reader who knows his or her particular setting.

4.8.3 Dependability

Dependability is the other criteria of trustworthiness. Dependability comprises the feature of consistency. It is the degree to which the research can be repeatedly done by other researchers and that the research findings can be constant (Lani 2019:2). Saying this in another way, if an individual would like to reproduce my study, the individual ought to have adequate data from my study report to be able to do so and attain identical findings as my research would have obtained. The researcher made sure that all the interpretations, findings and recommendations were sustained by information as it was received from respondents of this study (Jenkins & Moser 2018:121). To ascertain dependability, the researcher of the study employed inquiry audit, which involved an external individual to do a review and an examination of the research procedure and data analysis so as to guarantee that the findings were dependable and can be replicated.

4.8.4 Conformability

Conformability is the degree of neutrality in the study's findings (Jenkins & Moser 2018: 121). Conformability is concerned with the feature of neutrality meaning to say the interpretation has to be stuck in the research data and not on the researcher's point of view. It focuses on objectivity and entails that the research data correctly correspond to the information supplied by the participants and that the explanations of that data are not false and do not represent what the researcher wants. Due to the development of an association among the researcher and the participants, the researcher is enticed to perceive what he or she wants and genuinely fail to notice some things that do not conform to their expectations (Creswell 2012:115). The study's findings need to reflect the voice of the participant and not the biases, perceptions, inspirations of the researcher (Lincon & Guba in Elo et al. 2014:6; Polit & Beck 2012:20). In the study, the researcher

made sure that the researcher's biases did not distort the interpretation of what the participants said to fit a definite story. To be able to establish conformability in the study, the researcher supplied an audit follow up that highlighted each step taken in the study's data analysis that presented a justification for the conclusion made (Lani 2019:3). This assisted to ascertain that the study's findings exactly revealed the participants' reactions. In addition to ensure conformability, the researcher provided representative quotes from the transcribed text (Graneheim & Lundman in Elo et al. 2014:6). The quotations from the transcribed text helped to demonstrate the link between the research data and research results, for example, every major concept was connected to the research data by a quotation and the researcher gave many examples of quotations from participants to assist in confirming the links between the data and the research results. Furthermore, the researcher ensured that there was no overuse of the quotations. Data triangulation and pilot testing also helped conformability of the research study.

4.9 Triangulation

Triangulation is an additional measure utilised to enhance trustworthiness of the findings of the research (Creswell 2012:80). Triangulation has been acknowledged in carrying out a qualitative research. Triangulation as defined by Cohen et al. (2011:254) is an endeavor to map out or elucidate more abundantly, the richness of a human being's behaviour by learning it from an added point of view. It pertains to the application and amalgamation of several methods of research on the similar phenomenon. This study investigated teachers and students' perceptions on critical thinking and used multiple data sources. Patton in Yin (2016:87) identifies four types of triangulation which are as follows:

- 1) Triangulation of data sources.
- 2) Investigator triangulation (investigators running on the same study).
- 3) Theory of triangulation (Multiple perceptions to scrutinise data).
- 4) Methodological triangulation (methods)

In the study the researcher engaged in methodological and multiple data sources. The researcher designed her study to be able to have access to a multiplicity of data sources

and also the multiplicity was seen in data gathering. The study's methods and data gathering techniques were individual semi-structured interviews, lesson observations, focus group interviews and document analysis. Teachers and learners were engaged in interviews and lesson observations. Focus group discussions were held with learners. The researcher also used documents such as the Zimbabwean national curriculum, History syllabi and teachers' schemes of work to collect information. The study utilised a multiplicity of research methods and data sources to strengthen the research study by augmenting the overall credibility of data since a mixture of methods provides a more encompassing picture of learners' and teachers' perceptions of critical thinking. Lincoln and Guba cited in Turner and Turner (2015:3) recognise the importance of triangulating data in a naturalistic study since no particular item of data can be considered seriously unless it is triangulated. By interviewing teachers, learners, conducting lesson observations and engaging students in focus group interviews, the researcher was able to verify the consistency of the research findings that were obtained from diverse data gathering techniques (Honerene 2016:91). The researcher was able to compare the results from two or three diverse data gathering methods used on the same people. The researcher was able to compare outcomes from semi-structured interviews to be carried on learners with results from learners' focus group discussions or their lesson observations and if the findings drawn were largely similar that assisted to corroborate the credibility of the study. Consequently, triangulation in this study assisted in corroborating data.

Adding on, the use of multiple data methods or data sources enabled the researcher to conquer the weaknesses or biases that can be derived from the use of a single method or single data source (Honerene 2016:91). The researcher overcomes the flaws of one data collection technique with the strong point of the other as a way of developing trustworthiness of this study. Consequently, the researcher was able to off-set the deficiencies of the observation method whereby the presence of the observer can change the behaviour of the learners or teachers during individual interviews or focus group discussions. The inadequacies that were in one data source were minimised and a multiplicity of sources authenticated data.

4.10 Ethical considerations

In a social research, the researcher requires to know not only the appropriate research strategies but also the ethical values and to apply them cautiously. Ethics deals with behaviour that is judged wrong or right (Bertram & Christiansen 2015:65). Ethics helped to guide the researcher go all the way through a series of concerns, predicaments and quarrels arising over the appropriate way to conduct the study (Neuman 2012:69). Ethics is a significant consideration in studies dealing with human beings or animals. Since this study, in addition to document analysis, collected data from teachers and students, the researcher undertook to act in accordance with ethics principles.

The study considered the ethical principles outlined by Durrheim and Wassenaar in Bertram and Christiansen (2015:66) that are as follows: autonomy, non- maleficence and beneficence. In the study the researcher respected the autonomy of all participants who were teachers and learners. The researcher ensured that all participants took part in the research voluntarily and had autonomy to withdraw at any moment. Each teacher and learner participating signed a consent form and the researcher explained what the study expected of them so that they were to make a knowledgeable choice to take part voluntarily (Cohen et al. 2011:471). The researcher got permission to do observations from the Ethics Committee for research located at national higher education in Harare, in Zimbabwe. The researcher obtained the consent of a legal guardian or parent of each of the learners participating. See attached Appendices E, G and H, for ethical and consent of the teacher, learner and parent/guardian.

Non-maleficence is the ethical principle that enforces researchers not to do harm to the study's participants or other people (Bertram & Christiansen 2015:66). The ethical principles prohibit researchers from not causing needless or irreparable harm to the study's participants (Neuman 2014:71). In this study, the researcher pondered about whether the study could cause emotional, bodily or social harm to the research participants and explained to them how the personal information would be made public.

The researcher assured the learners and teachers of the confidentiality of data obtained from them and the researcher would save individuals or groups from harm. Their identities would be protected when the study's results were published (Bertram & Christiansen 2015:66). Real names of participants in focus group will not be recorded.

Beneficence is an ethical principle that touches on the fact that research has to be beneficial (Bertram & Christiansen 2015:67). The study has to be of benefit to the study's participants directly or benefit other researchers or the society at large. This research would benefit the learners and teachers directly since the establishment of the role of critical thinking in secondary schools would help improve the learning and teaching in schools. The Zimbabwean Ministry of Education and society would also benefit since the study would give insight to educators, onto role of critical thinking in secondary schools.

4.11 Conclusion

This chapter discussed the study's research design and methodology outlining that the research was qualitative in nature and was guided by the interpretive research paradigm. The study's choice of a qualitative research was justified. It analysed the divergences between a qualitative and quantitative study with the objective of elaborating and justifying the qualitative research for the study. This chapter provided a comprehensive discussion of the research's choice of phenomenological study methodology and the study's theoretical framework, the Social Constructivist theory that is based on the interpretive paradigm. Furthermore, the study's research methods that included data gathering techniques such the semi- structured discussions, focus group discussions, lesson observations and document analysis were discussed. In this chapter the study's choice of population, sample selection and choice of purposive sampling were justified. In addition, the data collection procedures, data processing and data analysis to be adopted in this study were elucidated. Moreover, in this chapter, the criteria to be utilised to test the trustworthiness of the study such as credibility, transferability, dependability and conformability were elaborated and this was followed by the discussion of study's use of triangulation. Finally, ethical considerations following ethical principles as outlined by

Bertram and Christiansen (2015) were explained. Research findings from semi-structured interviews, lesson observations, focus groups and document analysis will be presented and analysed in the next chapter.

CHAPTER 5: Research Findings, Discussion and Analysis

5.1 Introduction

In the preceding chapter the researcher presented details of the study's research design and the rationale of its choice. The chapter 4 also extrapolated the study's purposive sampling of participants and the study's use of semi-structured interviews, focus group interviews, lesson observations and document analysis as its instruments. With the study's focus in mind, the researcher used semi-structured interviews, focus group interviews consisting of 6 learners in each of the 2 groups and 2 lesson observations. The total sample of the study comprised 8 teachers and 18 learners which gave a total of 26 participants. The study was conducted in three selected schools in Masvingo urban area in Zimbabwe.

In this chapter data findings were presented, analysed and discussed to enable the researcher to attend to the following questions;

Main question: What is the role and place of critical thinking in the teaching of History in secondary schools in Zimbabwe in Masvingo province?

Sub-questions: 1) What are teachers' perceptions of the place of critical thinking in their teaching of History to Form Three History learners?

2) How do Form Three History learners perceive the role of critical thinking in terms of their conception of critical thinking, motivation and belief systems?

3) How can the inclusion of critical thinking in the curriculum of Form Three History learners contribute to the improvement of education in Secondary schools?

4) How can critical thinking be effectively implemented in the curriculum of Form Three History classes at secondary schools in Zimbabwe's Masvingo province?

The study examined the role of critical thinking in selected Zimbabwean secondary schools in Masvingo urban area and investigated the factors that influenced its development in the teaching of Form Three History. The intention of the study was to identify ways to effectively implement critical thinking in the curriculum of Form Three

History classes and add to the enhancement of education at secondary schools in Zimbabwe. The presentation and discussion of research findings was done in collaboration with literature review and the study's research questions. The researcher presented this chapter in five sections which are as follows:

- The first section represents the demographic profiles of individual participants and codes for schools and participants. The number corresponds to the position of the participant in the specific school. The details of the codes for schools and participants are outlined in tables: Table 5.1, Table 5.2, Table 5.3, and Table 5.4.
- The second section presents the study's findings from the semi-structured interviews with six teachers, six learners and two focus group interviews comprising six learners in each grouping chosen from Form Three History learners in two of the three selected secondary schools.
- The third section supplies the study's outcomes from two lesson observations conducted on teachers from two of the three selected schools.
- The fourth section presents document analysis of four documents (Zimbabwe's national curriculum, History syllabuses, school mottos and teachers' records of work)
- The fifth section offers comments on the study's findings linked to the research questions guiding this study.
- The sixth section gives a conclusion of the chapter.

The researcher used codes for schools and participants to hide identities. The codes used for the 3 secondary schools selected for the study were Private (P), Government (G) and Church (C), to assist in description of type of schools since the privately-owned school, the government owned school and church run school experience different conditions that may influence learners' development of critical thinking (Figure 5.1). Diverse codes for participants are displayed on Tables 5.1, 5.2 and 5.3.

Figure 5.1 shows the codes utilised for the 3 secondary schools employed in the research which are: Private, Church and Government.

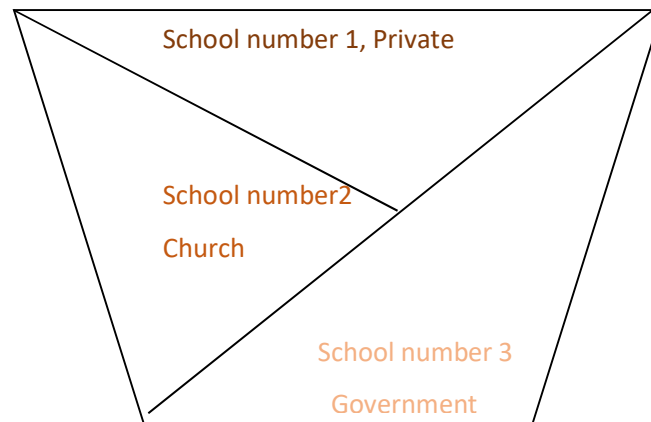


Figure 5.1: Codes of schools and their clarifications

The researcher used the following codes for teachers and learners given in Tables 5.1, 5.2, 5.3 and 5.4. The clarification of the codes was done. The participants were coded to deal with the crisis of confidentiality and also assist the researcher in the narrative presentation of feedback from the participants.

Table 5.1 Teachers' interview codes and their clarifications

CODE	CLARIFICATION
T1FP(I)	Teacher Number 1, Female, P, Interview
T2MP(I)	Teacher, Number 2, Male, P, Interview
T3FC (I)	Teacher, Number 3, Female, Church, Interview
T4MC (I)	Teacher, Number 4, Male, Church, Interview
T5FG (I)	Teacher, Number 5, Female, Government, Interview
T6MG(I)	Teacher, Number 6, Male, Government, Interview

Table 5.2 Interview codes for learners and their clarifications

CODE	CLARIFICATION
L1FP	Learner Number 1, Female, Private
L2MP	Learner Number2, Male, Private
L3FC	Learner Number 3, Female, Church
L4MC	Learner Number4, Male, Church
L5FG	Learner Number5, Female, Government
L6MG	Learner Number6, Male, Government

Table 5.3 Focus Group interview codes for learners and their clarifications

FGL1FC	Focus Group, Learner Number 1, Female, Church
FGL2FC	Focus Group, Learner Number 2, Female, Church
FGL3FC	Focus Group Learner Number 3, Female Church
FGL4MC	Focus Group, Learner Number 4, Male Church
FGL5MC	Focus Group, Learner Number5, Male, Church
FGL6MC	Focus Group, Learner Number 6, Male, Church
FGL1FP	Focus Group, Learner Number1, Female, Private
FGL2FP	Focus Group, Learner Number2, Female, Private

FGL3FP	Focus Group, Learner Number 3, Female, Private
FGL4MP	Focus Group, Learner Number 4, Male, Private
FGL5MP	Focus Group, Learner Number 5, Male, Private
FGL6MP	Focus Group, Learner Number 6, Male, Private

Table 5.4 Teachers’ Lesson observations codes and their clarifications

T2FCO	Teacher, Number 2, Female, Church, Observation
T3FGO	Teacher, Number 3, Female, Government, Observation

The researcher used pseudonyms for learners in lesson observations.

5.2 Demographic background of schools and participants

The researcher, in this section presented the setting and characteristics of the research’s sample looking at the type of school, participants’ educational backgrounds and their teaching experience. As discussed in the previous Chapter 4, the study’s participants incorporated eight teachers, and eighteen learners sampled from three selected secondary schools in Masvingo urban area.

Table 5.5 Demographic details of the schools

Number of school	Status of school	Responsible authority	Financial and economic status
1	Private school	Trust school	Charging high fees
2	Church run	Government and Christian church	Charging low, fees, resources inadequate

3	Government school	Government	Charging low fees, resources inadequate
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Table 5.6 Demographic background of participants

Code	School	Age range	Sex	Educational background	Years of teaching experience
TIFP	Private	<40	Female	Bachelor of Arts	10
T2MP	Private	<40	Male	Bachelor of Education	18
T3FC	Church	<50	Female	Diploma in Education	20
T4MC	Church	<50	Male	Bachelor of Arts. Certificate in education	25
T5FG	Government	<50	Female	Bachelor of Education	28
T6MG	Government	<50	Male	Bachelor of Arts.	24
TIMPO	Private	<40	Male	Bachelor of Education	18

TIFCO	Church	<50	Female	Diploma in Secondary Education	20
TIFGO	Government	<50	Female	Bachelor of Education	28
L IFP	Private	15	Female		
L2MP	Private	15	Male		
L3FC	Church	15	Female		
L4MC	Church	16	Male		
L5FG	Government	15	Female		
L6MG	Government	16	Male		
FGL1FC	Church	15	Female		
FGL2FC	Church	16	Female		
FGL3FC	Church	15	Female		
FGL4MC	Church	15	Male		
FGL5MC	Church	15	Male		
FGL6MC	Church	16	Male		
FGL1FP	Private	15	Female		
FGL2FP	Private	15	Female		
FGL3FP	Private	16	Female		
FGL4MP	Private	15	Male		
FGL5MP	Private	15	Male		
FGL6MP	Private	15	Male		

Private school (P) has more resources and low enrolment (Less than 450). The church run (C) and government school (G), enrolment is high (1500-2000

learners) and resources are not enough. Teaching with more resources and a low teacher-pupil ratio, can be expected to enhance critical thinking.

5.3 Presentation of findings from semi-structured and focus group interviews

The research findings from semi-structured and focus group interviews were presented in this section. The data presented were from semi-structured interviews conducted with six teachers, six learners and focus group interviews with twelve learners. This section is divided according to main and sub-category themes that surfaced from the data gathered.

5.3.1 Participants' views on the role and place of critical thinking in the teaching of History to Form Three learners in secondary schools

In the investigation of the perceptions of teachers and learners on the role and place of critical thinking, the researcher interviewed the participants asking them to supply detailed descriptions of their lived experiences concerning the teaching and learning of History. The rationale of the interviews was to get participants' descriptions of the learning of critical thinking in order to gain insight on the place of critical thinking in the teaching of History to Form Three learners.

Various descriptions were supplied by the participants in relation to the development of learners' critical thinking in the instruction of History at secondary schools but overall, the participants expressed that the learning of critical thinking in the teaching of Form Three History classes faced many challenges that made the learning of critical thinking ineffective. From the descriptions offered by the participants, five major themes emerged which are as follows: (1) Nature of critical thinking; (2) Belief systems; (3) Classroom activities); (4) Internal tests and (5) National curriculum and public examinations. This section supplied the details of the five main themes and the sub-themes which surfaced from participants' descriptions of the role of critical thinking in secondary schools.

5.3.1.1 Theme 1: Nature of critical thinking

The first main theme that materialised was the view that the role and place of critical thinking in secondary schools was influenced by the nature of critical thinking. The following sub-themes emerged: (a) Conception of critical thinking; (b) Critical thinking capabilities: (L5MG; L1FP; T3FC(I); FGL1P and T5FG(1)) This section offers the descriptions of the two sub-themes.

Conception of critical thinking

The researcher felt it was necessary to solicit for participants' comprehension of the meaning of critical thinking since their understanding or lack of understanding influenced their perceptions of the role and place of critical thinking in the teaching of Form Three learners in secondary schools. To solicit the participants' conception of critical thinking, the researcher did not request the participants to define critical thinking since the term 'critical thinking' could not have been clear to all participants. Magnusson and Marecek (2015:53) state that the interview questions should be clear for participants to understand without difficulty. Consequently, the researcher's interview questions sought to collect stories about the participants' experiences and from the participants' stories, the researcher checked for critical thinking skills and dispositions.

The researcher attempted to determine whether or not the learners and teachers had knowledge of critical thinking. The responses of the majority reflected lack of clarity and inadequate understanding of the meaning of critical thinking as some of their stories provided only one aspect of the critical thinking skills.

The following responses represent the majority's understanding of critical thinking:

Participant L1FP, "After I started learning History I was able to analyse, to think in depth about what the passage was saying and am able to answer it confidently."

Participant T4MC (I), "The new curriculum is putting emphasis on the kind of skills to do with feelings and emphasis is on the cognitive domain, cognitive skills."

Teacher, T4MC (1) outlined the cognitive aspect of critical thinking. What

Participant T4MC(l) said about meaning of critical thinking is supported by what Edward Glaser (1941) observes where he argues that critical thinking should be taken to be a cognitive skill. T4MC outlined the cognitive aspect of critical thinking.

The participants above outlined one or two aspects of the critical thinking skills. The Delph Report of the 46 leading experts defined critical thinking as the capability to engage in analysis, interpretation, explanation, evaluation and conclusion (Facione 2015:10). The participants did not quite understand the meaning of critical thinking since in their descriptions they mentioned only few aspects of critical thinking.

The lack of clarity on the meaning of critical thinking was also reflected in some participants' responses such as the learner, L2MP who responded to the interviewer's question, "How can your learning of History influence the way you think?" L2MP said, "It helps both the way you write and you can easily memorise and if you don't remember you can refer to notes you were given during dictation." The learner, L2MP equated critical thinking to the ability to write dictated notes and ability to memorise notes. Memorisation of notes contradicts critical thinking.

The lack of clarity and deficiency in understanding of critical thinking was noted not only from some of the learners but also from some of the teachers. Teacher T5FG(1) had this to say, " Their thinking is affected maybe positively or negatively in the sense that whenever you teach a topic, there is a lesson to be learnt." The teacher, T5FG(1) did not quite understand critical thinking and seemed to equate critical thinking to lessons learnt from a topic and learners' appreciation of historical events. The teacher's deficiency in comprehension of critical thinking is a hindrance to learners' adoption of critical thinking capabilities as Vygotsky's socio-cultural theory expressed that the teacher was expected to be the better skilled and model in critical thinking (Ritchart 2011:15). Teachers' lack of understanding of critical thinking hindered their development of the skill in class.

Critical thinking capability

Another aspect on the nature of critical thinking from semi- structured and focus group interviews was concerned with critical thinking capability focusing on teachers' capability

to engage in critical thinking and teach critical thinking and also learners' capability to think critically. The learners' and teachers' perception of critical thinking were influenced by capabilities to think critically. The participants revealed that learners' and teachers' capabilities to think critically faced many challenges (T3FC (1); T2MP (1); T4MC (I); L2MP and T6MG (1)). The majority participants' viewpoints expressed their inability to engage in critical thinking in their learning or teaching due to various challenges.

The participant L1FP admitted that capability to think critically was influenced by attitude. L1FP said, "The attitude of the person can affect how they learn History." The importance of attitude to critical thinking is supported by Dewey (Lai 2011:10) who defined critical thinking dispositions as habits or attitude of the mind. A teacher, Participant, T3FC (I) expressed that learners' ability to think critically is being challenged by their inability to express themselves in the English language that is used in the learning of History. The sentiments of T3FC(I) are supported by a study conducted in South Africa by Grosser and Nel (2013:9) who established that the first-year student teachers in North West University in South Africa have poor academic language abilities as well as poor critical thinking skills. Participant, T3FC (I) had this to say, "The students have challenges with language, English mostly. It is difficult in most cases to interpret the question and to express their views."

Another challenge faced in the learning of critical thinking in the teaching of History was lack of resources. Participant, T4MC (1) uttered that there was the problem of lack of resources such as textbooks for learners to use to get ideas to be critical about. T4MC (I) had this to say, "We have challenges; we do not have textbooks, resources to use to get ideas to be used for one to be a critical thinker." Participant, L6MG expressed the lack of maps for learners to be able to see the location of countries learnt in European History, for participants to understand more and think critically. The importance of learning resources for critical thinking is supported by Bandura (1977) in the socio-cognitive theory which emphasises the importance of knowledge gained from observation.

Participants also noted another challenge to the teachers' capability to teach critical thinking. Some participants, (T2MP (I) and T6MG (I) mentioned the lack of sufficient time

to instruct critical thinking and lack of teachers' training on how to teach critical thinking. Participant T2MP(I) said that he faced challenges on how to teach critical thinking because the College he attended did not equip him to be a critical thinker himself and also that the College had not trained him to teach critical thinking. T2MP (I) said, "When I left College, I cannot say I left College with the necessary skills on how to teach my students to be analytical thinkers. I do not want to lie, even the testing I received at the College I cannot remember any exercise or measure that was put in place to ensure that I leave College with the necessary skills of teaching students how to be critical thinkers." This crisis of colleges failing to train teachers to teach critical thinking is affirmed by literature as Gbenakpon (2017:749); Radulovic and Stancic. (2017:22) uttered that teachers need training on how to teach critical thinking. Participant, T6MG(I) suggested that refresher courses should be organised for teachers to receive training on how to teach critical thinking and said this, "Refresher courses, seminars and workshops with seasoned educators can help teachers on how to instruct critical thinking." The idea of the teachers lacking training on how to teach critical thinking and the need for more training is also supported by Aliakbari and Sadeghdaghghi (2013:1) who assert that teachers lack knowledge of critical thinking. Consequently, there is need for more training on how to teach critical thinking. The significance of teachers' knowledge of critical thinking is reinforced by Vygotsky's socio-cultural theory who expresses the need for teachers to demonstrate what they desire their learners to achieve (Apsari 2015:1).

Yet another challenge to critical thinking capability expressed by participant T4MC (I) is the recruitment of low ability learners where he said, "The school recruits people of poor ability and we cannot teach them critical thinking when their ability is below standard." What T4MC (I) expressed about critical thinking and low ability learners is also supported by Coffman (2013:52) who expresses that there is a belief among faculty teachers that students of certain levels are competent in activities which require critical thinking. However, what participant T4MC (I) expressed contradicts what Sternberg (2018:188) discovered and argues that all learners, disregarding their different intellectual levels, can gain from the teaching of critical thinking. Sternberg (2018:188) expresses that IQ scores are not a requirement for critical thinking ability. IQ scores cannot affect learners'

acquisition of critical thinking but as outlined by participants critical thinking is hindered by factors such as lack of resources and teachers' training on how to promote it.

5.3.1.2 Theme 2: Belief systems

The next theme that surfaced from the participants' viewpoints about the role and place of critical thinking in secondary schools was on the belief systems and their influence on teachers' and learners' perceptions of the role of critical thinking in instruction. Majority of participants in semi-structured and focus group interviews reflected belief systems hindered development of learner's critical thinking in the teaching of Form Three History learners. Amongst the sub-themes falling under this main theme were: (a) Cultural beliefs, (b) Beliefs concerning intelligence (c) Self efficacy. This section presents the details of the sub-themes falling under the belief systems.

Cultural beliefs

The majority of the participants in semi-structured and focus group interviews echoed that cultural beliefs negatively influenced the teaching and learning of critical thinking in secondary schools, (T2MP(I); T3FC(I); L2MP; T4MC(1); T5FG(1); T4MC(!); FGL3FP and FGL1MC). The participants' views were that the cultural beliefs were affecting learner behaviour in class and how the teacher taught his or her class.

Many of the participants' opinions were of the view that cultural beliefs negatively influenced perceptions towards critical thinking since they were a hindrance to learners' ability to think critically. Literature confirms this general feeling of the participants. Massa (2014:388) expresses that teachers' cultural beliefs influence their choices and the teaching practices they engage in. The finding in relation to influence of culture on learning is supported by Vygotsky's theory which asserts the significance of interaction in the socio-cultural environment (Mcleod 2016:4). Participant T4MC(I) echoed, "Obviously my beliefs are very important in their learning because whatever I say usually comes from

the way I do things. This is a Christian school; we are encouraged to actually tell them to do things in a Christian way.”

Participant, T3FC (I), asserted that, “Learners are not supposed to contradict the teacher.” The participant T3FC(I) revealed that the learners were not given freedom to ask what they wanted and were not allowed to challenge the teachers’ views thereby hindering learners’ critical thinking. With cultural beliefs, learners were said to be expected to respect adults such as teachers and learners were not expected to go against teachers’ views. This idea was also supported by participant L2MP who said, “We are not allowed to contradict the teacher. We were taught to respect adults. I cannot argue against what the teacher says.”

The participants’ cultural backgrounds are said to be influential in today’s learning and negatively influence the development of critical thinking. The study’s findings on cultural influences on learning of critical thinking are supported by Vygotsky’s theory which points that learning is socially-mediated (Murphy 2016:28). This inability to question the teacher in class is an obstacle to the child’s critical thinking development. Participant, T5FG (1) had this to say, “The same way I was taught is the same way I teach my students.” This feeling is confirmed by literature where Massa (2014:388) expresses that the beliefs of teachers prove to be stagnant and defiant to adjustments. Moss (2013:8) asserts that beliefs are intensely rooted, not visible and resist adjustment and also argues that some teaching methods, in spite of the fact that they were shown to be unproductive, continue to be used in classrooms (Moss 2013:8). The teachers’ beliefs prevent the development of critical thinking since their beliefs made teachers refuse to adopt teaching methods that are child-centered which can promote critical thinking.

Beliefs about intelligence

There was an overall agreement between the participants in semi-structured and focus group interviews that teachers’ and learners’ perceptions about intelligence were a barrier to learners’ acquisition of critical thinking skills (FGL6FP; T6MG(I); T2MP(I); L2MP; T5FG(I) and L6MG). Teachers see some learners as fast learners and others as slow learners. They believe that fast learners can master concepts more easily and have the

ability to engage in critical thinking unlike the slow learners who struggle to master concepts and can hardly engage in critical thinking. Their sentiments are in line with what Coffman (2013:52) articulated that there is a belief among faculty teachers that learners of certain levels are competent in activities which require critical thinking. However, their views contradict with literature that states that IQ scores are not a precondition for critical thinking ability (Sternberg 2018:188). The following participants echoed the following sentiments:

T4MC (I): The school recruits people of poor ability and we cannot teach them critical thinking and their ability is below standard. Some learners usually look down upon themselves.

T3FC (I): When you get into a class composed of intelligent people, learners who are bright. Learners who are bright motivate the teacher naturally because you get to have more questions for them, you enlighten them more unlike the dull people with whom you are supposed to use the jug mug.

Some learner participants also believed the level of their intelligence could not enable them to be critical thinkers. Learner participant L2MP put it across that, "I do believe there are people who are by far brighter than me and they can do critical thinking."

Few participants had the feeling that given more time the slow learners could think critically. Participant T1FP (I) said, "I want to believe that slow learners have the capacity to learn critical thinking. The slow learners are not having enough time."

The sentiments of T1FP(I) are in support of what Robert Sternberg (2018:188) concluded after he conducted a study in marginalised public schools known for low performance but the learners displayed gains in critical thinking. Learners with low level of intelligence can also adopt critical thinking skills.

5.3.1.3 Theme 3: Classroom activities

Semi-structured and focus group interviews reflected that classroom activities influenced learning of critical thinking in selected secondary schools. Many of the participants' responses exposed that the classroom practices were not perfect enough to promote the

learning and teaching of critical thinking (FGL5MP; T2MP(I); FGL5FC; L5FG; L1FP; T5FG(I)). The sub-themes that emerged from this theme were as follows: (a), Teaching methods, (b), Classroom structure (c), Questioning techniques (d) Teacher-Student roles.

Teaching methods

The researcher engaged focus group and semi-structured interviews to encourage the participants to illustrate the teaching strategies they used and reasons for their choice. This was done to enable the researcher to check whether the teaching strategies hindered or promoted critical thinking in class as literature expressed that the teaching tactics utilised by teachers in their classrooms can influence the development of critical thinking in learners (Kowalczyk in Murphy 2015:62). Robert Sternberg (2018:189) recommended certain teaching methods that encouraged learners' critical thinking and such methods include lively engagement of the child and use of appropriate, fascinating materials. Bandura's Socio-cultural theory (1977) emphasises the significance of environment in the child's learning. Most of the participants interviewed in semi-structured interviews and focus group interviews reported the use of a variety of teaching methods but most of them and the popular ones hindered the development of learners' critical thinking (L6MG; FGL5MP; T2MP(I); FGL5FC; L5FG; L1FP; T5FG(I) and L2MP).

Most of the participants' in semi-structured and focus group interviews expressed dictation of notes as the most common and most popular teaching method used in the teaching and learning in Form Three History classes. Dictation of notes is the term coined by the participants referring to lecture method. As confirmed by literature the dictation of notes hindered learners' acquisition of critical thinking skills. According to Davies and Barnett (2015:84) the use of lecture method should be discouraged since the content is memorised. Stedman and Adams in Murphy (2015:50) also express the view which is against employing the lecture method and argues that if teachers are to promote critical thinking in learners they have to stop using straight methods such as the lecture method since learners would be inactive recipients of information which hinders learners' critical thinking. Clark and Biddle in Olatunji and Olalekan (2017:213) asserted that the teaching of critical thinking cannot be done by a teacher giving a lecture in class. There should be

active communication between the teacher and the learners. Lecture method of teaching prevented the learners' acquisition of critical thinking as it made them inactive in class and making them fail to master critical thinking skills.

The interviewed participants in focus groups and in semi-structured interviews echoed their reasons for preference of dictation of notes such as easy understanding of the topic and speedy coverage of the syllabus. The learners' words below reflect many participants' views on the use of dictation of notes and its impact on critical thinking.

L2MP: The teacher dictates notes and if you do not get a statement he is ready to repeat a statement. I think referring to a textbook is a complex way.

T3FC (1): They enjoy lecture method whereby they will be listening to what you are saying but when it comes to discussion, it's a challenge. Slow learners enjoy listening to the teacher talking. Group-work is difficult because of our numbers in class. We have 60 students in each class.

T4MC (I): Lecture method is advantageous because we cover the syllabus but it is not encouraged because it is said the learners are not actively involved.

The lack of active involvement of the learners obstruct the learners from developing critical thinking skills. Literature says teachers' responsibility should change from information delivering to promotion of learners' involvement in learning, egg on learners' critical thinking (Stedman & Adams in Murphy 2015:50). The idea is supported by Bandura's theory which proposed verbal persuasion whereby the teacher is encouraged to advance comments that motivate the learner to engage in critical thinking (Gangloff & Mazilescu 2017:4). This argument is supported by Dewey in his constructivist learning theory which posits that the learner takes an active, central role in class whilst the teacher is only a guide in learning.

Participants in focus group interviews and semi-structured interviews also stated other teaching methods utilised in the teaching of Form Three History learners and such methods are group-work, presentations, pair-work, research method and class discussions (T2MP(I); FGL5MC; T4MC(I) and L6MG) and as confirmed by literature,

these teaching methods promoted learners' critical thinking (Wisdom & Leavitt 2015:206; Ritchart et al. 2011:26; Davies & Barnett 2015:84; Yang & Chou in Gul et al. 2014:38; Murphy 2015:65). Vygotsky's theory outlined the significance of group-work in the Zone of Proximal Development where the learner can receive vital assistance from a more knowledgeable colleague. However, the statements of most of the participants interviewed reflected the use of these other teaching methods other than the lecture method, were facing challenges that hindered their effective utilisation and the growth of critical thinking in the instruction of Form Three History learners. The participants interviewed reflected some reasons for lack of preference of these teaching methods other than the lecture method including learners' unwillingness to do the researches or presentations due to laziness, lack of resources or lack of confidence to face the class and also that some teachers preferred to give learners notes instead of encouraging learners to research and have their own notes. The following participants' statements represent the majority's viewpoints.

T2MP (I): I discovered when I give my students tasks to research on, they tend to take it as a punishment and not a good teaching method. Students do not like presentations.

FGL5MC: Group discussions are not meaningful because some students do not do the research and will be playing and not doing the assignment.

T3FC (1): Slow learners enjoy listening to teacher talking. Group-work is difficult because of our numbers. Each class has 60 students.

The teaching methods influence learners' development of critical thinking and methods such as lecture method hindered acquisition of its skills.

Classroom structure

One of the greatest challenges outlined by the participants interviewed concerning classroom activities and the teaching of critical thinking in selected secondary schools is big size of classes. The researcher was informed that for school G and school C, the Zimbabwean government made it compulsory for the schools to enroll all pupils who applied for recruitment and lived in the surrounding area. This was an exception for school

P which is privately owned and where teachers were not paid by the government unlike in school C and school G where teachers are paid by the government.

The participants interviewed reflected that the big class sizes influenced the choice of teaching method and prevented the use of dynamic teaching methods that could promote critical thinking and that made teachers resort to the lecture method (T6MG(I); T3FC(I)). Literature also confirms impact of class size and teaching techniques. Omidvar and Ravindranath (2017:346) assert that the class size can result in unproductive teaching. According to Alwadai (2014:68) the Saudi classrooms were often overcrowded and resulted in difficulties in carrying out activities that required action. The seating arrangements were also not permissive for small group work. Big class sizes prevent critical thinking promotion as teachers fail to engage teaching techniques that enhance learners' acquisition of critical thinking skills. However, improved teacher and learners' motivation can help learners acquire critical thinking despite the huge class sizes. That issue of the big class size and group-work being ineffective was also raised by interviewed participants. The following statements represent the majority's viewpoints:

T3FC: Group-work is difficult because of our numbers in class. There are 60 students in each class.

T6MG (I): Our numbers in class are large. We have 60 students per class and this makes group-work inappropriate. Some would be talking and not paying attention to what would be discussed in the group. Class size is a challenge but we devise methods to solve the challenges and the teacher would lecture and the learners listen.

Questioning techniques

The researcher collected data from focus group and semi-structured face-to-face interviews that the learning of critical thinking in secondary schools is influenced by the questioning techniques as was asserted by Socrates in his Socratic questions which he said motivate learners to be involved in deep thinking, reflect on truth, meaning of life and the meaning of justice (Orstein 2011:67). According to Socrates, the person in charge of asking the questions in a classroom is the learner and that the teacher's responsibility is

to provide answers basing on his or her knowledge (Long in Wisdom & Leavitt 2015:49). The importance of questioning techniques is also stressed by Horton (2017:3) who argued that teachers should ask overarching questions linked to key ideas since such questions motivate learners' critical thinking. Moore in Murphy (2015:62) explains that teachers can use a variety of questioning techniques such as waiting moment in time, redirecting question, halting point in time and back up. From the interviews of the participants in focus group and semi- structured interviews the researcher discovered that although few participants said they observed the waiting time before getting the answer, many of the participants felt it was the teacher's duty to ask question. This was contrary to the Socratic questioning technique. Most teacher participants' statements reflected that their questioning techniques did not motivate learners to think critically since the questions were simple. One example of a History question that stimulates critical thinking can be "To what extent was the treaty of Versailles fair?" Learners are expected to use critical thinking skills and analyse the terms of the treaty, evaluate the terms and be able to provide a judgement about the Versailles treaty. The following narratives from the learners and teachers illustrate the viewpoints of lots of the participants on the problem:

T5FG (I): I use question and answer method. The questions I ask are not hard because if you ask difficult questions their reaction will be negative.

L6MG: The questions are easy to answer. Usually you are asked what you already know.

TIFP (1): There is time for questions. Questions should not be asked in the middle of the lesson because this may disturb the lesson. Questions should not interrupt the lesson.

The viewpoints of TIFP(I) contradict literature as Watanabe in Wilen (2018:5) stated that teachers' questions must be questions without any limits, which do not require a particular response since that might limit learners' participation in class and hinder critical thinking.

Teacher-student roles

The opinions of the interviewed members concerning the role and place of critical thinking in the teaching of Form Three learners were realised in participants' roles in the History class. As confirmed by literature, for the learners to acquire critical thinking skills in the

learning of History in Form Three, the learners should be at the heart of learning and the teacher should guide the learners, providing ways for the learners to be involved in the learning (Ritchart et al. 2011:26; Olatunji & Olalekan 2017:214). Dewey's (1933) theory expressed that learning should be child centered. Vygotsky (1934) emphasised the significance of scaffolding by which the teacher should adjust the level of support given to the learner to fit with up-to-date learner performance. The majority of participants interviewed in semi-structured and focus groups interviews pointed out that the teacher was at the centre of learning, playing an active role, and the learner took a passive role, being inactive in class and consequently, preventing the development of learners' critical thinking (LF1P; T3FC(I); L3FC; T1FP(I) and L6MG).

The words of the following interviewed participants illustrate the majority's viewpoints concerning this issue:

T3FC (I): My role is to lead. If you lead students take a passive role. Our student numbers are quite big, 60 in class and so with this method I will be able to control the class as I lead the class activities.

L6MG (I): The teacher gives us notes. In class I enjoy sitting passively listening without participating. Students are lazy people and they will not say anything.

T2MP (I): My role is to act as a source of information and control the class. After a response has been given, I have to give a judgement, that is, tell them this is correct or this not correct.

5.3.1.4 Theme 4: Internal tests

The opinions of the participants concerning the role and place of critical thinking in selected secondary schools were also realised in the internal tests set and responses of the participants. The statements from the majority of the participants interviewed in semi-structured and focus group interviews revealed that the internal tests set by the teachers and attempted by the Form Three History learners did not largely promote their critical thinking. Their views are supported by literature as in Kenya there was evidence that tests made the learners rely on memorisation of dictated notes and that the tests did not

motivate learners to think critically (Kangahi in Maskatiani 2017:53). The participants' statements reflected many obstacles and the tests' inadequacy in promoting critical thinking (T2MP (I); T1FP; L6MG (I)). Two sub-themes emerged from the major theme and they are the following: (a) The type of internal tests (b) Learner response

Type of tests

The researcher collected data from the participants in semi-structured and focus group interviews that indicated that the learning of critical thinking was influenced by the type of internal tests which did not arouse learners' critical thinking (L6MG; T1FP(I); FGL1MC; L4MC; L1FP and T2MP(I)). Several challenges were raised by the participants as a hindrance to the effective use of the internal tests to encourage critical thinking. Such challenges included the structure of the questions and inadequate time allocation. The words of the following participants represent the feelings of the majority participants interviewed:

L6MG: One question will have 3 parts, part 'A' which is simple recall, part 'B' requires one to describe and part 'C' which requires one to look at two sides.

Interviewer: Do the tests require you to think deeply?

L6MG: It is simply writing what you read about but if you read too much you end up writing the whole page. I just write everything.

FGL1FC: The tests are not challenging, answers will be in our notes. Our duty is to recall what is in the notes.

T3FC(I): The structure of the questions does not do justice at Ordinary level learners, only part 'C' requires analysis and the rest 'A' and 'B' there is nothing challenging for learners to be able to think critically.

Learners' response

The researcher gathered statements from the interviewed participants in semi-structured face-to-face interviews and focus group interviews and the feelings of the majority were that the tests were not challenging enough to stimulate critical thinking and also that the

learners' responses to the internal tests were negative, causing the tests to fail to promote critical thinking (FGL3FC; T2MP (I); T5FG (I); T4MC (I) and T6MG (I)). The negative responses showed negative attitude towards the tests and as confirmed by literature the negative response to the tests display learners lack of self-efficacy which is crucial in learners' ability to think critically (Claxton & Carr in Orszag 2015:3). Bandura's socio-cognitive theory expressed that self-efficacy influence the application of skills and attitude to critical thinking. Self-efficacy plays an important role in development of critical thinking (Demir & Celikler; 2015:5; Gurcay & Ferah 2018:129). Learners' negative attitude to questions that encourage them to engage in critical thinking skills hindered the promotion of critical thinking in the classroom.

Participant T6MG(I) narrated: Students prefer to answer part 'A' which requires listing because it is simple and does not involve much thinking on their part. It is just recalling facts. Learners do not like answering part 'C' questions, because they score low marks and they are not comfortable with the idea of giving a judgement. In fact, they have a phobia about it. When they are told about two sides of the argument and critical thinking, they feel uncomfortable.

The learners' phobia about the judgemental questions outlined by T6MG(I) reflected lack of learners' self- efficacy.

In addition to the learners' attitude, the following participants' comments represent the majority's viewpoints:

T2MP(I): The learners never like the tests; you just have to use force.

L4MC: The things that I like about our tests are that we are given things that we would have learnt about, not things that require more thinking; most of the answers to the questions will be there in our notes.

5.3.1.5 Theme 5: Curriculum and National Public examinations

The fifth major theme which appeared from the focus group and semi-structured interviews is related to curriculum and public examinations. Many of the participants articulated that there were a number of factors related to the curriculum and public examinations that negatively affected the learning of critical thinking in secondary schools. Two sub-themes emerged from the main theme and they are as follows: (a) Nature of syllabus (b) Impact of public examinations. The details of the two sub-themes are presented in this section.

Nature of syllabus

Numerous partakers interviewed in semi-structured and focus group interviews expressed that the system in secondary schools concerning teaching and learning following the national curriculum and syllabus was an impediment to the development of critical thinking in learners (T3FC(I); T1FP(I); T5FG(I); T4MC(I); T6MG(I) and T2MP(I)). Form Three learners are Ordinary level learners who are taught following the History syllabus set by the Examination boards such as ZIMSEC or IGSCSE. There was a broad agreement amongst the participants that the nature of the History syllabus adversely affected the learning of critical thinking skills by Form Three History learners.

Most of the participants expressed the view that the syllabus was too long and that forced teachers to rush in their classroom teaching activities and employ teaching methods that were not ideal for promoting critical thinking. Feelings of the above participants are confirmed by literature. Sazant (2014:16) expressed that several teachers faced the problem of not having enough time when they tried to cover every part of the vital content in the curriculum and ultimately opted for lecture method. Teachers faced difficulties to meet the curricular demands and struggled to get enough time essential to put up into good practice strategies such as group discussions that promote critical thinking in class (Gillies & Khan in Fung et al. 2016:147). The narratives of the following participants illustrate the viewpoints of the majority concerning this issue:

T4MC (I): The syllabus actually affects the way we teach. Sometimes students may not fully understand certain topics that are listed because the teachers intend to cover a lot of topics that are enshrined in the syllabus and it affects them. If you take a lot of time on a single topic you will not finish the syllabus.

T2MP (I): The syllabus is not giving me enough time to work on students' critical thinking. The syllabus is only giving me time to release information to my students and not giving me and my students room to work on critical thinking. If I am to dwell on a topic, I will not be able to finish the syllabus well on time.

FGL4MC: We need more time to cover the syllabus because in History there is a lot to cover so I feel we should have more time to finish the syllabus.

Another issue stated by the interviewed participants and is supported by literature concerning the nature of the syllabus was the inadequacy found in the content and topics listed in the syllabus. Most of the participants expressed feelings that the topics in the syllabus were too abstract to the learners (Vygotsky in Daniel & Aurice 2011:16). The participants interviewed echoed that they were forced to learn about unfamiliar things that slowed down constructivist learning and critical thinking. The curriculum topics were anticipated to encourage critical thinking since they offered learners something to think about. Horton (2017:2) notes that for learners to be critical thinkers, they need something to think about in connection to the content of the curriculum. The majority of the participants interviewed commented that some of the topics in the History syllabus were too abstract to the participants from school G and school C who used the local ZIMSEC syllabus, code 4044. For instance, topics which were considered abstract were as follows: (1) The rise of European dictators, and (2) the Cold War. Such topics were considered abstract since the learners found it difficult to imagine the location of countries in Europe and understand some concepts like Fascism and Nazism in context. The topic on Cold War appeared irrelevant to learners' experiences and as result it became difficult for them to understand it and be able to engage critical thinking skills when learning the topic. Participants from school P use the Cambridge syllabus code 0470).

The participants echoed the following sentiments concerning this issue:

T5FG (I): The curriculum content is not helping them to think critically. Paper 2 is on European history which is difficult for them to understand because it is too abstract because it is European history and some of the things are not familiar. It is outdated, to learn about something which happened in the 1890s and it does not make sense to them. T3FC (I): European History is a challenge to a lot of students because they are used to Zimbabwean history so it is too abstract to them. The History syllabus, its length and some topics in ZIMSEC syllabus that include European history, prevented learners' adoption of critical thinking skills.

Impact of Public examinations

There was a unanimous agreement amongst the participants in focus group discussions and face-to-face semi-structured interviews that public examinations adversely influenced the education of critical thinking in chosen secondary schools (T3FC(I); T4MC(I); L6MG; T6MG; L2MP; L1FP and T5FG(I)).

What the participants stated was also witnessed in the Hong Kong curriculum that put emphasis on public examinations and obstructed the teaching of critical thinking (Fung et al. (2016). Literature pointed out that the examination centered teaching would make learners memorise for tests and after the test they would not remember anything (Chopra in Omidvar & Ravindranath 2017:345). The participants expressed their sentiments that public examinations were an impediment to development of critical thinking since they created pressure to both the learner and teacher, making them focus on passing examinations and rushing to finish the syllabus. Teachers, consequently, focused only on teaching methods that enabled quick coverage of the syllabus yet hindered critical thinking by forcing some learners to rely on rote learning for them to pass the examinations. The participants argued that the pressure put on teachers and learners by public examinations was caused by the fear to fail the examinations since the public examination results shaped the future of the learners. The following narratives from participants interviewed demonstrate the viewpoints of most of the participants on this concern:

T4MC(I): There is no way you can run away from emphasising the importance of examinations because at the end of the course, examinations are the barometer that measure their performance. We teach for examinations. Students fear to fail examinations and sometimes they do some cramming.

T2MP (I): Public examinations have a huge impact on how I do revision with my students when it is time for examinations. Of late I have been relying on rote learning whereby I will give information in truckloads into their heads so that they pass the examinations. I discovered that it is difficult to make your students prepare for examinations and also be critical thinkers. The time frame allocated to me does not allow me to kill the two birds with one stone. This factor of giving students a lot of information emanates from the problem of not having adequate time to teach them to be critical thinkers in the examinations.

L2MP: I have the fear for Cambridge examinations. After writing examinations we get certificates that help us to go on to higher standards, for lower sixth or upper sixth, so it is beneficial. I am aware of the things that will happen if I fail.

Many participants (in school G and school C) also outlined that the public examinations are an obstruction to critical thinking in that the questioning techniques are sub-standard and did not challenge learners to adopt critical thinking skills. They cited examples of type of questions such as in part 'A' and part 'B' and also that there was repetition of questions in ZIMSEC History examination from previous examination papers. The statements of the following participants represent the views of the majority of the interviewed participants concerning the above issue:

L5FG: When I look at past question papers those written recently, I feel like it is cheating because the same questions written long ago are exactly the same questions repeated, with no changes or alterations. I feel like there is nothing to study for.

FGL6MC: ZIMSEC is influencing the way we learn. In Paper 1 we are expected to answer question 'A' which demands you to list things, 'B' question is a describing question and it is not challenging. You just need to recall what you were told and what is in your notes.

'C' question you discuss certain things. I do not like answering question 'C'. It tests your understanding.

The findings from the participants interviewed concerning the adverse effects of public examinations and the learning of critical thinking agree with the findings of studies conducted in India and China. Omidvar and Ravindranath (2017:345-349) conducted a study on the Indian national curriculum (NCF) designed in 2005 which focused on testing and discovered that it pushed teachers to rely on teaching techniques such as dictation of notes, students' memorisation of dictated notes and such methods failed to promote critical thinking skills. A study on Chinese education was conducted by Robert Kirkpatrick (2011:36-39) and revealed that the Chinese education system was examination oriented and its focus on examinations made teachers to pay no attention to learners' creativity and capability to reason conceptually. Public examinations obstruct learners' acquisition of critical thinking skills.

5.3.2 Participants' views on how the inclusion of critical thinking in the curriculum of Form Three history learners can improve education in the selected secondary schools.

In the debate of the viewpoints of participants concerning their perceptions regarding the role and place of critical thinking in the teaching of Form Three History learners in selected secondary schools, the researcher also gathered from the teachers and learners, viewpoints on how critical thinking could improve education in secondary schools. The majority of the participants (FGL3FC; FGL4MC; T3FC(1) and FGL2FC), agreed that the inclusion of critical thinking in the curriculum of Form Three History learners can advance education in the chosen secondary schools. The main themes that emerged were as follows: (1) learner benefits, (2) Impact on society and country. The section that follows supplies details of the major themes that surfaced from the participants interviewed in semi- structured interviews and focus group interviews:

5.3.2.1 Theme 1: Learner benefits

Many of the participants interviewed in semi-structured and focus group interviews expressed the view that inclusion of critical thinking in the Form Three History curriculum can improve education since it would enable the education to produce good quality products. The majority of participants interviewed outlined that there were possible benefits for the learners if critical thinking were included in their learning of History (T3FC (I); FGL4MP and FGL2FC). Three themes that emerged from this main theme are as follows: 'a' Character development, 'b' Problem solving skills, 'c' Academic achievements.

Character development

The researcher gathered from semi-structured face-to-face interviews and focus group interviews that there were possibilities that inclusion of critical thinking in the Form Three History curriculum would improve education by improving the character of the learner (L6MG; T3FC(I); L1FP; L4MC; T5FG(I); T6MG(I); L2MP; L5FG; L3FG and FGL1FC) thereby reflecting an improved product of education. The participants (L4MC; FGL3FP; T4MC (I); T6MG (I); L2MP; L5FG; L3FG; FGL1FC and T5FG(1)) echoed that acquisition of critical thinking capabilities of analysis and judgement improves the character of the learner by enabling the learner to know what is good and what is bad. The ability to make a judgement can make the learner gain more confidence and with no spoon feeding learners' thinking will improve. Their remarks are supported by literature that says the development of critical thinking influences learners' character development. Wisdom and Leavitt (2015:21) state that the abilities to think critically allow the learner to reason morally, thereby influencing character development. As stated by the majority of the interviewed participants and also supported by literature. (Wisdom & Leavitt 2015:21), the inclusion of critical thinking in Form Three History curriculum would be beneficial to the education in Zimbabwe since the quality of its products would improve. The following were utterances from interviewed participants representing their viewpoints concerning the issue:

L5FG: I have learnt to analyse and see whether it's correct and take it, instead of just accepting information.

FGL5MP: Critical thinking skills improve our thinking. It helps us to think better. I will be able to make a judgement properly and be able to decide on what is right and what is wrong and then I choose the right thing.

T5FG: If they are involved in group-work and class discussion they will be in a position to show their views and they will gain confidence and be able to express themselves freely and fight against stage fright.

Problem solving

The researcher gathered from many interviewed participants that Zimbabwean education could be improved by the inclusion of critical thinking in the Form Three History curriculum in the selected secondary schools. The participants' viewpoints were that learners could gain problem solving skills (L1FP; FGLIFC; T2MP(I) and L4MC) as they get involved in critical thinking through learning techniques such as group-work and class discussions allowing them to learn to accommodate other people's views. This was confirmed by literature. For instance, Karakoc (2016:81) asserts that the learning of critical thinking gives learners a chance to be objective, be open minded and be able to accommodate other people's views. Most of the interviewed participants also noted that the inclusion of critical thinking in the Form Three curriculum improves education as the learners learn to think deeply and make proper judgements before jumping to conclusions. The following interviewed participants had this to say:

L1FP: The way I learn History in class discussions helps me to be able to see other person's perspectives instead of just thinking about myself. The way I learn History helps me to be able to analyse instead of rushing through and overreact and get wrong conclusions.

T5FG (I): The discussions will teach them to seek another person's opinion, so it will help them know that whenever they meet a problem they do not have to rush always but seek opinion from another person.

FGL4MC: By learning question 'C' which wants us to make a judgement, it helps me to be more reasonable and be able to solve problems.

Academic achievements

The researcher discovered that most of the interviewed participants felt that the inclusion of critical thinking in the Form Three History curriculum would improve education in Zimbabwe since it improves the learners' academic achievements as the learners can obtain better academic grades, (L2MP). Evidence from literature supports what was expressed by the participants. Facione (2015:24) noted that the learning of critical thinking can assist the learners to attain better academic grades as critical thinking stimulates and enhances the maturity of the mind (Facione 2015:24). This idea is also supported by Chukwuyeunum (2013:18) who asserts that the strategies of critical thinking can improve how learners perform in schools. A study by Dwee et al. (2016:631) in English education in the classroom concluded that the integration of critical thinking skills in the learning of English improved English language proficiency. Another study conducted in Africa, in Lagos, by Asuai Nelson Chukwuyeunum (2013:18) investigated the influence of critical thinking on learners' abilities in solving Mathematics problems at secondary schools. The conclusion was that critical thinking enhances the learners' understanding of the concepts of Mathematics and recommended that critical thinking skills must be infused in the curriculum in Mathematics education in secondary schools in order to advance learners' achievements in Mathematics. The adoption of critical thinking skills improves learners' academic performance. Many of the participants also argued that the critical thinking skills acquired in the learning of History can assist to improve academic achievements in other subjects. Participants interviewed in focus groups interviews and semi-structured interviews articulated the following:

L2MP: The way I learn History also helps me in other subjects like English. Learning to analyse helps me understand English better.

T5FG (I): The discussions can give more time to the students to talk to each other and the teacher will be correcting them. Their academic performance will improve.

T6MG (I): Students' academic performance can improve with ability to think more.

5.3.2.2 Theme 2: Impact on society and country

The majority of the participants interviewed in semi-structured and focus group interviews agreed that there was a possibility of the society and the country benefiting from the inclusion of critical thinking in the curriculum of Form Three History learners in secondary schools. Three sub-themes emerged from this theme and they were as follows: 'a' social benefits 'b' economic benefits, 'c' political benefits. The details of the sub-themes highlighted are supplied in the section below.

Social benefits

Many of the interviewed participants from focus group and in semi-structured face-to-face interviews revealed that the inclusion of critical thinking in the Form Three History learners' curriculum could improve education as critical thinking can make education have a positive impact on society in Zimbabwe (T6MG(I); T5FG(I); T2MP (I) and LIFP) Overall, the participants felt that the learner who has critical thinking skills could be of great benefit to the society in the sense that a critical thinker can create a better society by bringing in new ideas and could be a valuable member of the society, willing to accept other peoples' views and contribute positively in solving societal problems. Evidence from literature supports the participants' feeling. Islam (2015:2) states that the instruction of critical thinking results in learners' acquisition of a diversity of skills that are applicable to any circumstances in life that require scrutiny, reflection and preparation. In addition, Farina (2018:2) recognises the importance of critical thinking in society and asserts that critical thinking relates to judgement as the basis for decision making. A person with good decision making, enhanced by the learning of critical thinking would be valuable to the society and would not cause problems to the society. The subsequent declarations represent the feelings of the majority of the members interviewed concerning the benefit of learning critical thinking to society and its impact on education in Zimbabwe.

T5FG (I): The discussions will teach them to seek another person's opinion, so it will help them know that whenever they meet a problem they do not have to rush always but seek opinion from another person. After learning to analyse in History learners will be in a position to analyse some situations in life. The country will benefit by having a society with people who can analyse.

LIFP: It will help me not to rush through into things but understand various positions and be able to understand each other and solve disputes peacefully.

Economic benefits

Most of the participants interviewed highlighted the possible economic improvements that could emanate from the improved education that can be stimulated by the inclusion of critical thinking in the curriculum of Form Three History learners in secondary schools (T3FC (I); T1FP(I) and T5FG (I)). Many of the participants indicated that the inclusion of critical thinking in the Form Three History curriculum will result in the learners' acquisition of skills that are needed in the training for various professional jobs and produce future workers with skills needed by employers. The participants' viewpoints concur with the views put forward by Delibovi in Wisdom and Leavitt (2015:21) who expresses that governments, educators and business leaders support the move to enhance critical thinking at each stage of education. Hepner in Wisdom and Leavitt (2015:69) argues that in the USA critical thinking was seen as one of the most important purposes of the education for undergraduates. This aim was supported by many employers and graduate schools that sought concrete skills of critical thinking in potential workers and learners.

A Linkoping Conference's recommendation also supported the participants' views about the economic benefits of learning critical thinking. The conference was attended by educators from various countries which recommended that the teaching of History should promote critical thinking which in turn develops creative abilities desired for the 21st century employability and inventive societies (Ludvigsson & Booth 2015:9). The following

narratives from the interviewed participants demonstrate the viewpoints of most of the participants concerning that possible economic benefits to be brought by education with the inclusion of critical thinking in the Form Three History curriculum.

T6MG(I): They would be better, employable candidates because critical thinking helps to create a complete human being that has potential to be employed by any organization. Critical thinking helps to build the notion in their minds that people have different views and this helps to bring tolerance and also helps to resolve issues like conflicts. Conflicts could be managed easily or minimised at work.

T1FP (I): Critical thinking skills can help the learners in future to become better workers who can analyse. The discussions help learners to be able to see other people's views and help them to be able to resolve conflicts at work.

Political benefits

The majority of the participants interviewed in focus group and face-to-face interviews agreed that the inclusion of skills of critical thinking in the History syllabus of Form Three History learners could improve the education system in that it could enable the production of graduates who could be of political benefit to the country (T6MG(I); T5FG(I) and L1FP). Many of the participants contended that education would improve with learner acquisition of critical thinking. The Zimbabwean education system could be able to produce graduates who would analyse different situations and be able to solve disputes peacefully and that could also encourage the rise of democracy in the country. Literature confirms the participants' viewpoints as Tapung et al. (2018:172) expresses that learners with critical thinking skills grow up to be rational and critical individuals who can discuss various issues for the good of state development. There was a Delphi research conducted by 46 experts from the USA and Canada which concluded that the learning of critical thinking was necessary since it promoted a rational and democratic society (Facione 2015:24). The mastery of critical thinking skills is beneficial to the learner, the society and the country. The sentiments articulated by the following participants interviewed represent the views of the majority:

T5FG(I): The country will benefit when education produces graduates who can express their views and accept other peoples' views. This will bring peace and harmony in the country.

L1FP: Learners at school would have learnt to look at both sides of the question and firstly, they would be able to understand both positions in case of an argument and be able to solve disputes peacefully. This could result in democracy in the country when people can express their views.

5.3.3 Participants' views on how critical thinking could be effectively implemented in the curriculum of Form Three History learners.

The conversation on participants' viewpoints about the role and place of critical thinking in the teaching of Form Three History learners in selected secondary schools was followed by the researcher's request on learners and teachers to provide their views on how critical thinking could be effectively implemented in secondary schools. Many of the participants interviewed (TM4C(I); L1FP; T5FG(I); T2MP(I); T6MG(I); T4MC(I), L6MG) and L5MG) felt that it was possible to effectively implement critical thinking in the curriculum of Form Three History learners in selected secondary schools in Zimbabwe by adopting several approaches connecting to their desires. The key themes that emerged were as follows: (1) Building of additional infrastructure, (2) Provision of essential learning and teaching resources, (3) Improved management of instruction routines, (4) Teacher training, (5) Teacher motivation, (6) Learner self-efficacy, (7) Amendments on syllabus and (8), Improvements on public examination questioning techniques.

The next section supplies the details of the major themes outlined concerning participants' suggestions on how critical thinking could be effectively implemented in selected secondary schools.

5.3.3.1 Theme 1: Building of additional infrastructure

One major theme which emerged in connection with the effective implementation of critical thinking in the curriculum of Form Three History learners in selected secondary

schools was the building of additional infrastructure to trim sizes of large classes and avoid disturbing the learning of non-examination classes during the time when examination classes write their public examinations. Most of the participants interviewed indicated that they could not practice teaching methods that promoted learners' critical thinking due to large classes of between sixty and sixty-five learners (T5FG(I)). Literature also confirms their sentiments as Alwadai (2014:68) noted that the Saudi classrooms which tended to be overcrowded resulted in problems in carrying out activities that called for action and did not allow seating arrangements that were permissive for small group work. The participants recommended the construction of additional classrooms buildings to ease the crisis of large class sizes. The reduction of huge class sizes could enable critical thinking to be effectively implemented in the curriculum of Form Three History learners.

In addition, many of the interviewees articulated that the addition of more infrastructure would also result in effective implementation of critical thinking in the curriculum of Form Three History learners since due to inadequate infrastructure, the non-examination classes such as the Form Three History learners would not have enough time to engage in learning techniques that encourage the mastery of critical thinking skills since their classroom blocks would be used as examination venue by examination classes when they attempt the public examinations. This is because it is compulsory for schools to follow examination rules and examinations cannot be conducted in overcrowded classrooms. Participant T6MG (I) revealed that when examination classes are taking two or three examinations on the same day, the non-examination classes are ordered not to come to school since their classrooms would be occupied by the examination classes. The study's findings on significance of the learning environment is supported by Dewey's Constructivist learning theory which emphasises that classroom learning environment ought to be conducive for learner acquisition of skills (Chu et al. 2017:62).

The following excerpts provide evidence of the viewpoints outlined above:

T6MG(1): I would like to recommend the construction of more classroom blocks so that Form Three learners will continue with their lessons during examination

time. Candidates have to sit a meter apart when writing examinations. They cannot write examinations in overcrowded classrooms and have also to occupy Form Three classrooms. During examination period, the classrooms of the non-examination classes would be occupied by the examination classes and when the examination classes are writing two or three subjects per day, non-examination learners are ordered to stay at home and they will miss vital learning time and teachers will be forced to rush to complete the syllabus.

T3FC(1): It is compulsory for Government schools to recruit all learners who stay in the surrounding area. We have large classes of more than sixty learners in each of the classes we teach. This makes it hard to use group-work in a large class. I would suggest that for effective critical thinking learning, the school should construct more classroom blocks to reduce overcrowding in classrooms.

5.3.3.2 Theme 2: Supply of essential learning and teaching resources

Many of the participants interviewed in focus groups and face to face interviews (T5FG(I); L4MC; T2MP(I) and L3FC) echoed that the supply of essential learning resources can result in effective implementation of critical thinking in the History curriculum of Form Three learners. The participants uttered that the learning of critical thinking by the Form Three History learners was being hindered by lack of adequate learning resources such as textbooks and computers which can motivate learners to be involved in the learning and acquisition of critical thinking skills. Literature confirms the sentiments of interviewed participants (Bandura in Mcleod 2016:1). The participants uttered the following statements in support of the need for more teaching resources:

L4MC: We do not have enough textbooks to use to do research at home. I think the school should buy more textbooks for us to use in class and at home so that we will not wait for spoon feeding from our teacher.

T6MG (1): I recommend that the school should purchase more resources that is buying more books and computers for learners to use to improve how they learn and improving their thinking.

T2MP (I): I would like the school to purchase more computers so that I can have computers to probe my students and stimulate them to think. A computer can motivate them to be involved in learning rather than them being passengers.

5.3.3.3 Theme 3: Improved management of teaching and learning routine

The interviewed participants suggested that for critical thinking to be effectively implemented in the curriculum of Form Three History learners, there should be an improvement of teaching and learning routine (T4MC(I); T2MP(I) and T6MG(I)). Many of the participants indicated that there was need to improve the time allocated for each History lesson, which they said was thirty-five minutes, number of lessons per week and also improve on the student loads that they were allocated to teach. The participants expressed that thirty-five minutes per lesson was not enough for them to teach learners critical thinking skills as it made them rush to finish the syllabus. They felt that the teaching loads they had been allocated were too heavy and could not allow them to practice teaching methods that enhance learners' critical thinking. For instance, participant T5FG(I) indicated that her student load was too much and that she had to teach nine classes with each class with learners ranging between 60-65. Learner L6MG noted that they had four lessons per week, each with thirty-five minutes and that it was inadequate to have meaningful class discussions. The participants interviewed recommended that for effective implementation of critical thinking in the teaching of Form Three History learners, the time allocated for each History lesson should be increased from thirty-five minutes to seventy minutes and also that the Government should recruit more teachers to reduce teaching loads.

In connection with the teaching and learning routine the participants interviewed in semi-structured and focus group interviews also stated that for critical thinking to be effectively implemented in the curriculum of Form Three History learners there was need to improve on teacher allocation of teaching subjects. They also expressed the view that the History teacher should not be allocated other different subjects to teach such as Geography or

any other teaching subject. The participants felt that allocation of different subjects for a teacher to teach disturbs the teacher's focus and perfection on teaching methods in the teaching of History. The participants suggested that for effective implementation of critical thinking, the teachers should be allocated one teaching subject.

The following quotations from the participants demonstrate the viewpoints of the majority of the participants:

T5FG(I): I would like to recommend to Government that they recruit more teachers to reduce teaching loads and I will have enough time to focus on each child's effective learning and improve thinking levels. I have to teach nine different classes with 60-65 learners, that is a challenge to me. The number of History lessons we have per week need to be increased so that we will not rush to finish the syllabus.

FGL3FC: I would like the school to avoid allocating two or more different subjects to a teacher since this makes the teacher to choose and focus on the subject he or she feels she is better able to teach and ignore the other subjects. For instance, our History teacher also teaches Geography and she tends to focus more on Geography.

5.3.3.4 Theme 4: Teacher training

Many of the interviewed participants revealed that most of the History teachers did not quite understand critical thinking and lacked knowledge on how to teach It (T2MP(I); T6MG(I) and T3FC(I)). In general, the interviewed participants recommended that for critical thinking to be effectively implemented in the curriculum of the Form Three History learners, the institutions such as universities and colleges need to train teachers on how to teach critical thinking and also that the Ministry of Primary and Secondary Education should organise refresher courses to train teachers on how to assist learners to be critical thinkers. The participants' suggestions are supported by literature. For instance, Murphy (2015:63) suggests that colleges and universities should train teachers on how to deliver critical thinking skills. The significance of teacher training was reinforced by Vygotsky's Socio-cultural theory which emphasised the importance of the teacher in the child's learning as the teacher was expected to be the more knowledgeable other with higher

capability than the learner. Bandura's (1977) theory stressed learners learn by imitating models and teachers being the models they are expected to model critical thinking for learners to implement critical thinking capabilities (Gangloff & Mazilescu 2017:3). Participant, T2MP(I) particularly acknowledged that he had never been taught how to teach critical thinking at college, neither had he received challenging questions at college to stimulate his critical thinking. Teachers lacked training on how to teach critical thinking and prevented its promotion in teaching and learning in class.

The quotations below present confirmation of the above recommendations:

T2MP(I): I recommend that training colleges train their graduates on how to teach critical thinking. When I left college, I cannot say I left college with the necessary skills on how to teach students to be analytical thinkers. Even the testing I received at college, I cannot remember any exercise or measure put in place to ensure that I leave college with the necessary skills on how to teach students to be critical thinkers.

T3FC(I): I think the Ministry of Education can organise refresher courses with experienced educators to teach us how to teach students to improve their thinking. Teaching of critical thinking is not clear to me.

5.3.3.5 Theme 5: Teacher motivation

Most of interviewed participants in focus groups and semi-structured interviews agreed that the teacher's motivation plays a key role in the learner's acquisition of critical thinking skills (L6MG; T6MG(I); T2MP(I); T3FC(I); T5FG(I); L3FG and T4MC). The majority of the participants recognised that for critical thinking to be effectively implemented in the curriculum of Form Three History learners there was need to have the teacher's motivation. The teacher's motivation emanates from teacher's self-efficacy. The participants' sentiments are confirmed by literature. According to Li Xu, (2012:1400) self-efficacy influences how individuals think, feel, behave and how they motivate themselves. Bandura's (1977) theory reinforces the importance of self-efficacy and argues that it

influences motivation and how individuals apply skills in learning (Jenkins et al. 2018:2). Teacher self-efficacy was expressed by Sulaiman (2017:1) as an individual's beliefs in their capability to instruct efficiently. Both the teachers and learners interviewed articulated that the majority of the Form Three History teachers lacked motivation to promote critical thinking skills in their learners (L4MC; L6MG; T5FG and T4MC) and outlined that some of the factors that caused their lack of motivation were poor working conditions and poor remuneration. Many of the participants recommended that for them to be able to effectively implement critical thinking in the Form Three History curriculum, there was need to motivate teachers and teacher self-efficacy. These could be stimulated by teacher training workshops, reduction of teachers' workloads and Government increasing teachers' remuneration. There is need to motivate teachers so that they engage teaching methods that promote critical thinking.

The words below demonstrate participants' recommendations concerning teacher motivation:

L6MG: The teacher comes in class and we are ordered to go and borrow notebooks from other classes and copy notes from their notebooks. The teacher will be using his cell phone the whole time of the lesson. Our thinking is not improving when we copy notes from other people's notebooks. Some notes have wrong points and wrong spellings. If you ask the teacher a question, the teacher usually says do not ask me a silly question. The teacher is the problem.

Interviewer: What do you think has to be done to improve the way the teacher teaches you so that your thinking improves?

L6MG: The teacher has to change his attitude. To change the teacher's attitude the Government can increase their salaries. Things are hard, prices of goods are going up.

T3FC(I): We have a challenge. Our classes are too big and the number of classes I teach are too many, the work load is too much. I feel like the work is too much but my salary is too low. This discourages me from working hard to improve children's thinking. I recommend that the Government increase teachers' salaries to motivate teachers to focus on improving children's thinking. To motivate us the Government also has to recruit more teachers to reduce our workloads.

5.3.3.6 Theme 6: Learner self-efficacy

Another theme that emerged from the participants' viewpoints concerning how critical thinking could be effectively implemented in the curriculum of Form Three History learners was learner-self efficacy. The greater number of participants interviewed in focus groups and face-to-face interviews requested for raised learner self-efficacy for critical thinking to be effectively implemented in the curriculum of Form Three History learners (L6MG; T2MP(I) and T6MG(I)). Their viewpoints are in line with literature as it was confirmed by several scholars that self-efficacy plays a great role in critical thinking development (Bandura in Harinie et al. 2017:1; Demir & Celikler 2015:5; Gurcay & Ferah 2018:129; Aliakbari & Sadghdaghighj 2013:3). Bandura's Socio-cognitive theory expressed that self-efficacy affects learners' attitude in learning (Jenkins et al. 2018:2). According to Gurcay and Ferah (2018:128) learners with upper levels of self-efficacy were more liable to think critically.

Both the teachers and learners interviewed reflected that most of the Form Three learners had low self-efficacy and did not believe that they had capabilities to think critically and that in turn made them not motivated to engage in learning practices that can promote their acquisition of critical thinking skills. In particular, participant L6MG echoed the sentiment that he enjoyed sitting in class passively listening to what the teacher said and writing teacher's dictated notes and he expressed that being asked to research, make a presentation in class was like moving him out of his comfort zone. The participants who were interviewed suggested that for critical thinking to be effectively implemented in the curriculum of Form Three History learners, the History learners' self-efficacy needs to be raised by learners getting rewards and use of computers. Teachers should motivate learners to engage in critical thinking. Bandura's theory supports the importance of self-efficacy in the child's learning (Gangloff & Mazilscu 2017:4). For the learning of critical thinking to improve, there is need to increase learners' self-efficacy.

The following statements articulated by the participants represent the sentiments of the majority of the interviewed participants concerning learner self-efficacy:

L2MP: I like the teacher dictating notes and I memorise them. I feel like opening a textbook and write my own notes is too challenging to me.

Interviewer: What do you think can be done for you to change your attitude and make you want to be involved in your learning?

L2MP: I think the teacher can motivate me by allowing us to use computers to do our research instead of sticking to textbooks.

T4MC: I would recommend that we as teachers reward the few students who can try to analyse and improve their answers on part 'C' of our tests. The teacher can photocopy written answers and display them on the classroom notice board.

T6MG (I): I suggest that we as teachers can motivate them to believe in themselves and believe that they are capable of mastery of critical thinking skills.

5.3.3.7 Theme 7: Amendments on the syllabus

There was a common agreement amongst the interviewed participants that the ZIMSEC Ordinary level History syllabus was too long, so much that teachers were forced to rush to complete teaching it and also that some of the topics in the syllabus were said to be too abstract to the learners and hindered learners' critical thinking (T3FC(I); T6MG(I); L3FC; L6MG; T4MC(I); T5FG(I); FGL6MC and T4MC(I)). Participant T5FG(I) in particular, uttered that European History included in the ZIMSEC Ordinary level syllabus was too abstract to the learners and that some of the topics they had to study were not familiar making it hard to comprehend and gain critical thinking skills. Many of the participants interviewed suggested that for critical thinking to be effectively implemented in the curriculum of the Form Three History learners, there was need to amend the History syllabus, reduce its length and remove some of the topics that appeared too abstract to the learners (T6MG(I); T5FG(I); FGL3FC; L4MC; T3FC(I) and L3FC). Evidence from literature is in support of the participants' suggestions (Radulovic & Stancic 2017:20).

In support of the above recommendations the following interviewed participants echoed this:

T6MG (I): The History syllabus is too long. I have to rush to finish teaching the syllabus for the learners to be able to write examinations. European History is too long and too involving. I would want to suggest that some of the topics be removed from the History syllabus to make it manageable.

FGL4MC: European History is challenging to us. We do not understand it. The things are not familiar and some of the things happened long back like events of the 1890s. I feel such topics can be removed from our syllabus.

5.3.3.8 Theme 8: Modifications on public examination questioning techniques.

Several of the participants interviewed revealed that the questioning techniques in the internal tests were similar to the public examinations questioning techniques as they said they teach for examinations. Interviewed participants in focus groups and face-to-face interviews articulated that the questioning technique used by ZIMSEC for Ordinary level Paper 1 did not largely promote learners' critical thinking since questions for part 'A' and 'B' were simple and only part 'C' would require analysis and that there was repetition of questions (L6MG; L4MC; T3FC(I); T4MC(I); L5FG; T5MG(I); T6MG(I) and L4MC). The participants interviewed in school C and school G suggested that for critical thinking to be effectively implemented in the curriculum of Form Three History learners, there was need for ZIMSEC to modify its questioning techniques for Paper 1 History and also to avoid repetition of questions so that the questions can instill critical thinking skills in learners. Literature confirms the above research findings as Gonzalez and Frumkin (2016:406) indicated that curriculum needs modification to adapt to learners' needs. ZIMSEC History public examination papers should include questions that stimulate learners to engage in critical thinking.

The quotations below reflect the interviewed participants' suggestions concerning modifications of ZIMSEC questioning techniques:

L6MG: I feel like there is nothing to study for. If you look at past examination papers of long ago, their questions are the ones repeated in today's papers. This will not challenge us to think since we already know the answers since we study using past examination papers. I would suggest that ZIMSEC improve and set completely new questions.

T3FC: ZIMSEC needs to revise their questioning techniques and make their questions challenging. Paper 1 questions are mainly simple recall questions especially part 'A' and part, 'B' questions.

5.4 Presentations of findings from lesson observations

As outlined in chapter 4, it was essential to engage in lesson observations in the study to complement the information attained from interviews, triangulate data and check whether what the participants said in interviews could be seen in their classroom practices. As indicated in Chapter 4, two lesson observations were conducted in two History classes in two of the three selected schools and not at each school to avoid overflow of data. Details on why the researcher did not have repeated lesson observations and did not engage school P in lesson observations are found in Chapter 4 of the study. Data findings were presented in two different sets which are as follows: (1) Lesson observation from school C, and (2) Lesson observation from school G. The data findings are presented in form of a table with titles; observation, description and reflection. The researcher used pseudonyms for learners in lesson observations.

5.4.1 Lesson observation findings from school G

The lesson observation was conducted at school G when teacher T3FGO was conducting a Form Three History lesson. School G is a Government school located in the high-density area and it recruits learners from low income families. The two tables below (Table, 5.7 and Table, 5.8) display the summaries of the researcher's findings from the lesson observation from school G. Next after the summaries is a detailed discussion of

the lesson observation under the following themes which emerged: (1) Classroom structure (2) Lesson delivery.

Table 5.7

LESSON OBSERVATION FOR TEACHER T3FGO

OBSERVATION	DESCRIPTION	REFLECTION
1.Class size	60 learners, overcrowded in class	-Class size too big for the teacher to use appropriate teaching methods that can promote critical thinking
2.Seating plan	-Desks arranged in a column form	-Desks in column form could not -permit group-work
3.Objectives	-Establish economic activities practiced in Mutapa state	-Objectives not met
4.Teaching techniques	-Lecture method	- learners inactive -One learner sleeping
5, Teaching materials/media	-Teacher writes on a chalkboard	Lack of teaching aids hindered critical thinking
6..Teacher's questions	Low order questions -No waiting period, teacher expected answers too soon	-The questions were too simple -Required simple recall answers like naming kind of animals kept by Mutapa people
7.Teacher's role	-Dominating class -Dictating notes and learners writing notes	-Learners were passive recipients of information and not challenged to think critically
8.Classroom atmosphere	Tense -Teacher in control and learners no freedom to ask questions	-Atmosphere not conducive for learners' critical thinking. - Learners not free to express their views

TABLE 5.8 OBSERVATION ON LEARNERS IN LESSON OF TEACHER T3FGO

Observation	Description	Reflection
1.The role of the learners in class.	-Recipient of information -Passive role	-Learner inactive does not promote learners' critical thinking
2.Learners' participation/motivation in class	-Learners not motivated -One learner sleeping -Few were participating	-Lack of motivation hinders learners' mastery of critical thinking skills
3.Answers to teacher's questions	-Simple answers -One-word answers	-One-word answers show students not developing critical thinking skills
4.Learners' relations with the teacher	-Poor relation with the teacher dominating and learners' duty is to answer teacher's questions	-Teacher dominance gives no freedom to the learners to ask questions in class
5.Learners' response to teaching strategies	-Poor response, few answering questions -Some chorus answers	-Poor response reflect lack of motivation and also learners' inability to think critically

5.4.2 Lesson observation findings at school C

The researcher conducted a lesson observation at school C and teacher T2FCO conducted a History lesson with a Form Three class. School C is day school in the high-density area and is run by the Church of Christ but under the control of the Government. The learners recruited are from the low- income class. The school's enrolment stands at

two thousand learners. The two tables below (Table, 5.9 and Table, 6.0) display a summary of the data findings from the lesson observation at school C.

Table 5.9 LESSON OBSERVATION FOR TEACHER T2FCO

OBSERVATION	DESCRIPTION	REFLECTION
1.Class size	61 learners -overcrowded in class	-Large class size and teacher failed to give attention to all
2.Seating plan	-Desks arranged in a column form	-Desks in column form could not promote ideal class discussions to promote learners' critical thinking
3.Objectives	-Explain measures taken by Hitler to consolidate power. -Describe Hitler police activities,	-If pursued well the topic could have assisted learners to acquire critical thinking skills
4.Teaching techniques	-Presentations by two learners -Teacher asks questions	- Presentations could have invoked critical thinking if class had responded well
5.Teaching materials/media	-Teacher writes on a chalkboard	-limited Media could not stimulate learners' critical thinking
6.Teacher's questions	-Low order questions -No waiting period, teacher expected answers too soon -Few high order questions	-The majority of the questions were too simple -Majority of them required simple recall answers like naming places where police hunted for enemies
7.Teacher's role	-Dominating class asking questions	-Learners passive and were not answering teacher's questions - majority not challenged to think critically
8.Classroom atmosphere	-Teacher in charge and control learners who were only there to answer questions -Learners laughed at second presenter who was failing to pronounce some words	-Atmosphere not ideal for learners to engage in critical thinking skills - Learners not free to express their views for fear of colleagues who would laugh at them

TABLE 6.0 OBSERVATION ON LEARNERS IN LESSON OF TEACHER T2FCO

Observation	Description	Reflection
1.The role of the learners in class.	-Few active learners -Majority passive in class	-Few Learners active and the learners' inactiveness hindered the promotion of learners' critical thinking
2. Learners' participation/motivation in class	-Majority of Learners not motivated -Learners failed to ask questions when ordered to do so by two learners who made presentations in class	-Majority of learners not motivated and that prevented learners' mastery of critical thinking skills
3.Learners' response to teacher's questions	-Simple answers -One- word answers -Few attempted to give explanations in their answers	-Few attempted to respond to teacher's questions. This made majority of learners fail to engage in the development of critical thinking skills One- word answers show learners not developing critical thinking skills
4.Learners' relations with the teacher	-Relations with the teacher poor- Teacher dominating class and learners' duty is to answer teacher's questions	-Teacher dominance gives no freedom to the learners to ask questions in class
5.Learners' responds to teaching strategies	-Poor response, few answering questions	-Poor response reflected lack of motivation and also learners' inability to think critically

5.4.3 Lesson observations reflections of participants' perceptions of the role and place of critical thinking in the teaching of History in Secondary schools.

Below are the details of the above outlined lesson observations conducted in two of the three selected secondary schools with the target of establishing the learners' and

teachers' perceptions of the role and place of critical thinking in the teaching of Form Three History. Since the main purpose of conducting the lesson observations was to triangulate data, this section discussed on whether what the researcher observed in the lesson confirmed or contradicted what the interviewed participants had articulated. The lesson observation findings are explored using the following themes that emerged: (1) Classroom appearance (2) Lesson delivery

5.4.3.1 Theme 1: Classroom appearance

From the lessons observed in the two of the three selected schools the researcher noted that classroom appearance influenced the instruction of critical thinking in Form Three History classes at secondary schools. The researcher's observation is confirmed by literature particularly where Alwadai (2014:68) expressed that overcrowded Saudi classrooms posed a problem and teachers could not engage in activities that called for action and did not allow seating arrangements that were permissive for small group work. The sub-themes that emerged from this main theme were as follows: (a) Class size (b) seating plan. The section below discusses the sub- themes in relation to what the researcher observed and the perception of the participants to the teaching of critical thinking in selected Secondary schools.

Class size

The researcher observed that two classes observed at school C and school G were large classes against Government's stipulated of class sizes of 30 to 35 learners. Teacher T2FCO conducted a lesson with 60 learners and T3FGO, with 61 learners. What the researcher observed about large class sizes at school G and school C confirms what the participants had articulated in focus group and semi-structured interviews (T3FC(I); T6MG(I) and T5FG(1). Large class sizes prevented the teacher's use of teaching techniques which could promote critical thinking such as group-work (T3FC(1). As asserted by Slameto (2017:2), learning in groups is one of the approaches that can enhance learners' critical thinking. As confirmed by literature and the interviewed

participants huge class sizes hindered the development of critical thinking since the large class size renders it hard to provide more individual assistance to the learners, making class discussions less fruitful and group-work difficult for the teacher to manage (Alwadai (2014:68).

Seating plan

The researcher observed that learners in the three lessons observed at each of the two selected schools (school C, school G) had their desks arranged in a column form. As confirmed in literature the arrangement of desks in a column form in class discourages learners' acquisition of critical thinking in their learning. Big class sizes made it difficult for the teachers to arrange desks in a circular form for the learners to face each other in class and engage in what Matthew Lipmann calls Community of inquiry that allows learners to be involved in a dialogue and critical thinking (Elicor & Elicor in Jones 2016: 59; Schoper & Wagner in Wisdom & Leavitt 2015:204). The shifting of desks to form a circular form would be very difficult in overcrowded classes of school G with 60 learners and school C with 61 learners. What the researcher observed about learners' desks arranged in column form was confirmed by interviewed participants (L4MC; L5FG and T6MG(1)) who also articulated that the column arrangement of desks disadvantaged learners' acquisition of critical thinking.

5.4.3.2 Theme 2: Lesson delivery

The researcher's lesson observations in the three selected secondary schools revealed that the lesson delivery reflected the participants' views about the role and place of critical thinking in the teaching of History to Form Three learners. The following sub-themes emerged from the above theme: 'a' Teaching methods, 'b' Teacher and learner's roles and 'c' Classroom atmosphere.

Teaching methods

From the lesson observations conducted in two of the three selected schools, the researcher observed that the teaching methods used by the teachers largely hindered

the promotion of critical thinking in the teaching of Form Three History learners. The lecture method and dictation of notes were utilised by teacher TIFGO. Teacher TIFCO used presentations which were not properly managed and consequently largely failed to stimulate learners' critical thinking. Dewey's constructivist learning theory (1933) asserted that the teacher's responsibility was not to deliver knowledge but to create a learning environment that enhances critical thinking (Topolovcan & Matijevic 2017:52). The researcher's findings from lesson observations outlined above were confirmed by what the participants said in focus groups and semi-structured interviews (T2MP(I); FGL5MC; FGL3FP; L1FP; T5FG(I) and L2MP).

In the lesson observed at school G, the teacher used lecture method and dictated notes and learners' responsibility was mainly to write notes. As confirmed by literature dictation of notes reduces the chances of learners' development of critical thinking skills. Paul in Apsari (2016:4) argues that for the teacher to promote critical thinking there is need for the teacher to reduce his or her talking in class giving learners more time to think. The researcher observed that in the History lessons conducted by teacher T3FGO, the teacher did most of the talking, dictating notes to the learners and learners were inactive, assigned with the responsibility of writing notes. The researcher observed that, although teacher T2FCO assigned two learners to do presentations in class, the teacher dominated the lesson. She did most of the talking before and after Mary and Jim were done with their presentations. The learners, in T2FCO's class were passive and not stimulated to engage in critical thinking. Murphy (2015:62) expressed that for learners to improve their critical thinking there is need for the teachers to use effective teaching methods which allow students to put into practice critical thinking.

For the lessons observed at school G and school C, the researcher observed that, to a greater extent, the questioning techniques did not assist learners acquire critical thinking skills as most of the questions were low order questions and the teachers T3FGO and T2FCO did not give enough time to the learners to think before they responded to their questions. The researcher's findings from lesson observations reflected that teachers were giving inadequate waiting time in class before learners responded to questions and

this contradicts with the findings from the interviewed participants who uttered that they were offering 2 to 3 minutes waiting time before learner's response (T6MG(I)). Evidence from literature confirms what the researcher observed where Gul et al, (2014) argue that numerous teaching strategies can be used by teachers to stimulate learners' thinking but that the teacher's questions have the uppermost impact. Horton (2017:3) asserted that teachers needed to ask overarching questions related to major ideas since such questions stimulate learners' critical thinking. Rowe in Murphy (2015:62) stressed that students are not given adequate time to ponder about the questions in class as many teachers are not conscious of the importance of providing waiting time and learners are not given enough time to think about the question and then answer it. By offering learners enough time to think about teacher's questions they are provided with a chance to analyse and think deeply (Murphy 2015:62).

Linked to teachers' questioning techniques, the researcher's findings from the lessons observed showed that the learners' responses to the teachers' questions were poor. They responded by providing short- answers which were not analytic. What the researcher observed was confirmed by the participants interviewed (L5MG; T4MC(I) and L3FC). The simple and one- word answers did not stimulate learners to engage in critical thinking since the learners' answers were not analytical or evaluative. The researcher's observations are supported by literature. Watanabe (2018:5) argues that a teacher in a classroom needs not to start with a question which requires a simple 'yes' or 'no' answer but a question that instigates an inquiry for information and investigation.

The researcher's findings from lesson observations on questioning techniques revealed that the teachers' perceptions about the place of critical thinking in the teaching of Form Three History classes was negative since teachers (T2FCO and T3FGO) posed low order questions to their History learners in class. Teachers did not recognise the importance of high order questions which could stimulate critical thinking skills that could have enabled them to achieve their lesson objectives. T2FCO's main objective was to assess the measures taken by Hitler to consolidate power. The objective could not be achieved because the questions posed by the teacher were mostly low order questions such as:

What was involved in public works? The learner's response: Construction of motorways. There was need to boost the questioning techniques with high order questions for the objectives of the lesson to be met. The teacher, T2FCO also attempted to pose higher order questions but the learners in class did not respond, revealing learners' inability to think critically. An example of such a question was: How did the public works programme assist Hitler to consolidate power? The researcher observed that such challenging questions were answered by the teachers in school C and school G.

Some of the teachers' questions and learners' responses are presented below. The learners are given pseudonym names.

Teacher T2FCO: What do you think are the reasons for Hitler's creation of a police state?"

Ben: "To capture opponents.

Teacher T3FGO: What kind of crops were grown by the Mutapa people?"

Tana: "Sorghum, beans and maize.

Teacher and learner's roles

The researcher's findings from lesson observations at two schools of the three chosen secondary schools reflected that the teachers' and learners' roles revealed participants perceptions of the place of critical thinking in the instruction of History to Form Three learners in secondary schools. The researcher observed lessons conducted by teachers T2FCO and T3FGO and the findings reflected that the roles played by the teacher and the learners in class did not influence learners' development of critical thinking as the researcher observed in lessons at selected secondary schools and observed that teachers took major roles in class, dominating class activities and dictated notes whilst learners were inactive listeners writing dictated notes. The research findings are supported by Dewey's constructivist learning theory (1933) which expressed that child-centered learning with the learner taking an active role in learning promotes critical thinking (Mcleod 2018:1). As confirmed by literature the teacher's dominant role in class and learners being passive recipients of information hampered the growth of critical thinking (Brookfield in Wisdom & Leavitt 2015:256). The researcher's findings are supported by the findings from interviews in focus groups and individual semi-structured

interviews. In the lesson conducted by T2FCO, the teacher dominated the class by providing answers to all higher order questions whilst the learners remained silent and never attempted any of such questions, for instance, “Why did Hitler ban Trade unions?” was explained by the teacher.

The teacher, T2FCO had assigned two learners to prepare presentations but the presentations did not stimulate debate and critical thinking as asserted by literature (Yang & Chou in Gul et al. (2014:38). This was due to the learners’ inactiveness. After the presentations, the teacher requested to add in or ask questions but the learners remained silent and did not dare ask any question.

In the lesson conducted by T3FGO the learners were assigned to write dictated notes. The learners in the lesson seemed to enjoy writing dictated notes and that confirmed what the majority had said in interviews (L5FG and L4MC).

Classroom atmosphere

The researcher’s findings from the lessons observed revealed that the attitude and motivation of the learner influences the learners’ perceptions regarding the role of critical thinking in learning of History in Form Three classes. The researcher’s findings are supported by literature which stated that learners’ unenthusiastic sentiments to inventive exercises in the classroom hampers their attainment of critical thinking skills (Mahmoodi-Shahrehabaki & Yaghoubi-Notash 2015:902). From the lessons observed, the researcher noted that largely the learners lacked self- efficacy and motivation and that negatively affected their participation in class. What the researcher observed in Form Three History lessons in selected schools was confirmed by Bandura’s theory which asserted deficiency in self-efficacy hinders the individual’s desire to apply skills in learning (Gangloff & Mazilescu 2017:2). Literature (Orszag (2015:2) and what the participants said in focus group interviews and face- to- face interviews (L3FC; T3FC (I) and L6MG) corroborates what the researcher observed in Form Three History classes.

The researcher's lesson observation in the class of teacher T2FCO revealed that learners did not answer higher order questions because of deficiency in self-efficacy and believed they did not have the capability to respond to such type of questions. The learners in the lesson conducted by T2FCO lacked motivation to answer higher order questions which could have promoted critical thinking. The researcher's findings from the lesson conducted by T3FGO reflected that learners lacked motivation, passively wrote dictated notes, one learner was sleeping during the course of the lesson and the teacher noted that some learners were absent in class when the lesson was delivered. Their absence from lesson could reflect learners' lack of motivation.

5.5 Findings from Document analysis

As specified in chapter 3, there was need to utilise document analysis in this study so as to add on the data acquired from interviews and lesson observations and also to triangulate data and see the extent to which they reflected the role and place of critical thinking in the teaching of Form Three History learners. The researcher discussed the documents in the following order: (1) Curriculum and syllabuses, (2) Teachers' schemes of work, (3) School mottos and mission statements

5.5.1 The National curriculum

In the study, the researcher analysed regular documents including the Zimbabwean National Curriculum Framework for Primary and Secondary Education 2015-2022, Ordinary level History syllabuses, the ZIMSEC syllabus code 4044 and Cambridge syllabus code 0470. The objective was to establish the role and place of critical thinking in the teaching of Form Three History in secondary schools.

The purpose of document analysis was to scrutinise the national curriculum, particularly the syllabus in relation to their emphasis on critical thinking. The document analysis also enabled the researcher to identify whether the teaching methods planned in the schemes

of work of History teachers were in compliance with the demands of the syllabus and how their planned methodologies could promote critical thinking. Lastly, with document analysis the researcher managed to see whether the methods used by the teachers in classes were the ones selected in their schemes of work and also how the methods contributed to critical thinking development.

The Zimbabwe national curriculum framework was produced by the Ministry of Primary and Secondary Education and lays out general aims and objectives of the education system in Zimbabwe. One of the six major aims stated in the Curriculum Framework for Primary and Secondary Education (6-7) is the aim to promote life- long learning through accomplishing the following:

- learning to learn
- embrace ICTs and e-learning
- flexibility and adaptability
- critical thinking and creativity
- problem solving

The researcher noted that critical thinking is mentioned as one of the aims of the Zimbabwe Curriculum Framework geared to promote life-long learning. Critical thinking is reflected in the document as significant since it can advance the learning of relevant skills needed in the lives of school graduates. However, the document does not provide clear guidelines on how the learner can acquire critical thinking in their learning in class. The document's consideration of critical thinking was also reflected in the sentiments of interviewed participants (T6MG(I) and T4MC(I)) but the problem was that the participants failed to promote its learning in the classroom and that was noted in the researcher's lesson observation findings.

The researcher's document analysis included the Ordinary level History syllabus documents which the researcher deemed necessary to establish and validate the study's data findings on the role and place of critical thinking in the teaching of Form Three History in selected secondary schools. The Zimbabwe national curriculum is the one which specifies the features of different education levels such as the Ordinary Level curriculum

and the local syllabuses to be used in schools that attempt local public examinations (Curriculum Framework for Primary and Secondary Education 2015: 2-3). The document analysis enabled the researcher to assess whether the teachers (teaching at school G and school C) were adopting the objectives and teaching techniques recommended in the new ZIMSEC History syllabus, 4044 and IGSCCE History syllabus 0470 for the teachers teaching at school P.

The researcher utilised the ZIMSEC History syllabus document, code 4044 in the study's document analysis, examined its aims and objectives to evaluate whether they provided room for the promotion of critical thinking and also to enable the researcher to assess whether the teachers who are the instructors at schools G and C were adopting the aims, objectives and teaching techniques suggested in the latest syllabus, code number 4044. The analysis of the objectives of the syllabus was done and the syllabus objectives are outlined below:

- define the word history
- describe historical activities in their backgrounds
- analyse historical evidence, views and formulate significant judgements
- assess the importance of historical information
- empathise with what happened long-ago
- explain concepts and topics that relate to history, ,gender, ,population, human rights and democracy
- employ ICT in the learning of history
- relate the concept of *unhu/ubuntu* to the historical actions in Zimbabwe

The analysis of syllabus document 4044 revealed that only three objectives of the syllabus were lower order such as 'relate', 'define' and 'describe'. The rest (six) of the objectives were higher order objectives as revealed by the use of verbs such as 'analyse', 'assess', 'explain' and 'draw conclusions' and such higher order objectives, if adopted by teachers in classroom practices, are expected to produce critical thinkers. As stated by literature, critical thinking skills include ability to analyse, explain, assess and make a judgement (Vardi 2013:1). However, the findings from the researcher's lesson

observations reflected that the lesson objectives of teachers (TIFGO; TIFCO) were not in compliance with the objectives outlined in the History syllabus as many of their objectives were low order objectives which were a hindrance to development of critical thinking.

In addition, the researcher examined the teaching methods outlined in the History syllabus 4044 which asserted that the instruction of history was accomplished by the application of learner centred advance, using approaches that are multi-sensory (History Syllabus Forms1-4, 2015:1). The syllabus, 4044 recommended teaching techniques such as role-play, simulation, films, education tours and e-learning. The researcher noted that some of the teaching methods recommended in syllabus, 4044, such as role play, education trips and e-learning are similar to the ones suggested by interviewed participants (T6MG(I); T5FG(I) and L1FP). The teaching methods employed by teachers, TIFGO and TIFCO were not in compliance with what is recommended by the syllabus 4044. The teaching techniques used by TIFGO and TIFCO were not learner-centered as the teachers dominated the classes dictating notes or answering questions which were posed for learners and none of the teaching techniques suggested in document 4044 were applied in any of the observed lessons delivered by teachers, TIFGO and TIFCO.

The researcher's document analysis also included the analysis of the Cambridge IGCSE History syllabus, code 0470 since it is the one utilised at school P. The researcher analysed the syllabus' aims and objectives in relation to the development of the learners' critical thinking. The assessment objectives outlined in the syllabus, 0470 are as follows: (1) the capability to select, recall, organise and arrange information of the syllabus content.

(2). the capability to build historical explanations employing an understanding of:

-causes and consequences, change and stability, similarity and dissimilarity.

-the emotions, motives, purpose and beliefs of inhabitants of the past.

(3) Capability to interpret, evaluate and utilise a variety of source materials as evidence, in their historical context

The researcher's analysis of the assessment objectives of the IGCSE History syllabus revealed that most the objectives are higher order learning objectives and this is shown

by the syllabus' demands for learners to provide explanations of causes, consequences, interpretations and evaluate source materials. As confirmed by literature the high order objectives, if utilised by teachers in the classroom could enable the learners to be critical thinkers (Brookfield in Wisdom and Leavitt (2015:253).

5.5.2 Teachers' schemes of work

The researcher's document analysis included the examination of the schemes of work of the teachers selected for the History lesson observations in two of the three selected schools. The researcher did not analyse all schemes of works of participant teachers since the purpose of examination of the schemes of work was to confirm whether teachers conducted lessons following what they had planned in their schemes of work. The researcher analysed the schemes of work to see the perceptions of teachers concerning the role and place of critical thinking in the teaching History to Form Three learners. The objectives outlined in most of the teachers' schemes of work were low order objectives which failed to stimulate learners' critical thinking (TIFGO and TIFCO).

The researcher compared teachers' teaching methods outlined in their schemes of work and the ones used in class for the particular lesson planned in the schemes of work and the researcher noted that teacher TIFGO did not apply in class the teaching techniques they had indicated in their schemes of work. The details of schemes of work of TIFGO are illustrated in Figure 5.2 and TIFCO in Figure 5.3.

Figure 5.2 Scheme of work for teacher, TIFGO

Week Ending	Topic	Objectives	Teaching Methods	References	Evaluation
14/02/20	-Mutapa State	-Identify reason for the rise of the state.	-Pair-work	-Step Ahead Book 3. P. 20	
	Reasons for the rise of the Mutapa state.	-Describe origins of the Mutapa state	-Respond to test questions in class within stipulated time	Handouts -Step Ahead Book 3. P. 20	
	Mutapa economy	-Identify economic activities of the Mutapa state	-Writing of notes	-Step Ahead Book 3. P. 20	
	-Test	-Use proper historical knowledge			

The analysis of the schemes of work of teacher TIFGO also demonstrated the teachers' perception of the place of critical thinking in the teaching of History to Form Three learners. The researcher, using lesson observation, discovered that the teacher's

teaching methods applied in lesson delivery were not consistent with the teaching methods outlined in the schemes of work. The teaching methods outlined in schemes of work of teacher TIFGO such as pair-work could have encouraged the learners to acquire critical thinking (Slameto 2014:5). Instead of applying teaching methods that actively involved learners such as pair-work, TIFGO employed the lecture method and dictation of notes.

The researcher analysed the schemes of work of TIFCO to authenticate whether the teaching method in the schemes of work were geared to promote critical thinking or not and also to check if the teacher engaged the teaching methods outlined in the schemes of work in lesson delivery to enable the researcher to identify perceptions of learners and teachers on the place of critical thinking capabilities in their teaching of History in secondary schools. The details of schemes of work of TIFCO are illustrated in Figure 5.3

Figure 5.3 Scheme of work for teacher, TIFCO

Week Ending	Topic	Objectives	Teaching Methods	Competencies	Evaluation
24/ 02/ 20	-Hitler and consolidation of power	-Identify SS activities	-Teacher gives work to students to present on in class.	Communication -Critical thinking	
	-SS activities	-Relate who were the SS	-Students present in class		
	-Creation of police state	-Explain measures taken by Hitler to			

	-Police activities	consolidate power -Describe police activities			
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The findings from the analysis of teacher TIFCO's schemes of work assisted the researcher to validate data findings. The researcher observed that the teaching method, learners' presentations in class outlined in the schemes of work of TIFCO were the ones used in lesson delivery but the presentations were not properly managed and the teacher ended up dominating the class and posed questions and answered most of the questions she asked. The learners failed to respond to questions and remained silent. The learners' inactive role in class, as confirmed by literature discouraged learners from engaging in critical thinking (Dewey in Ultanir 2012:206; Setyowati, et al. 2018:240).

5.5.3 School mottos and mission statements

As indicated in chapter 3, the study's document analysis included the analysis of the school mottos and mission statements of each of the three selected secondary schools. The researcher was able to derive the value of critical thinking that in turn allowed the establishment of the part played by critical thinking in the teaching of the Form Three History learners in secondary schools. The scrutiny of school mottos and mission statements of school C, school G and school P revealed the lack of schools' focus on

critical thinking in the selected secondary schools in Masvingo urban area. For instance, the school mottos and mission statements did not largely include statements that are geared to stimulate critical thinking skills. The words and statements included in the schools' motto or mission statements exposed the lack of emphasis on critical thinking in the teaching and learning in the specified secondary schools in Masvingo urban area.

Motto and mission statement of school C

Motto for secondary school C is the following: Be among the best education providers in the country. The mission statement asserted that the school was committed to the provision of efficient, low cost academic and practical education.

The researcher's analysis of both the school motto and its mission statement revealed that, largely, there was lack of school's emphasis on learners' development of critical thinking in the instruction of Form Three History learners. The researcher noted that the theme emerging from both the school motto and mission statement was that the school has to be the provider of the best education at low cost. From the evaluation of the upcoming theme, the researcher noted that the school recognised its role as the provider of education to the pupils.

The researcher's analysis of both the school motto and mission statement reflected in addition to the school's focus of being the provider of education there was also emphasis of the school's capability to offer well-organised education. The word 'efficient' in school mission statement shows the school's objective of providing good quality education to the learners. The researcher's interpretation of the school's desire to be the provider of education could have reflected the school's limited desire to have an impact on learners thinking capabilities.

The researcher noted that in school C's motto and mission statement there was no declaration of the attribute of critical thinking or the contribution of the teachers or the learners in promotion of critical thinking. Looking at the broad analysis of the inside part of the motto and mission statement, the researcher's conclusion was that the failure to

incorporate critical thinking can imply that the school might not emphasise the learner's acquisition of critical thinking skills. Consequently, school C's goal can be interpreted as to increase access to good education with no little consideration of the learners' development of critical thinking.

In addition, both the school motto and the mission statement do not talk about the teacher. This suggests that the teacher does not have a significant role in the provision of education. However, as confirmed by literature (Vygotsky in Shabani 2016:2; Setyowati at al. 2018:240) the teacher plays a fundamental role in the realisation of the goals of education and promotion of critical thinking.

The motto and mission statement of school P

The motto for school P is 'the truth conquers' whilst its mission statement states that it aims to focus attention in Masvingo province, Masvingo town, Christian values and hoped that the education started at junior school would flow to the senior level through college and would, therefore, provide complete school education. The themes that emerged are complete education flowing from the education started at junior, truth and Christian values.

The researcher's analysis revealed that like school C, there is acknowledgement of school P's goal as to be a provider good education. However, the difference is that school P focuses on aim to have good education starting at junior school through to the college. As already pointed out in the analysis of the motto and mission statement of school C, the objective of providing good education by school P does not include critical thinking. The researcher concluded that school P focuses on offering continuation of good education starting at junior school but not on learners' acquisition of critical thinking.

The education at school P, according to its motto and mission statement aims to produce learners who are honest and have Christian values. As supported by literature, Christian beliefs can hinder learners' acquisition of critical thinking skills (Shabeen in Rear 2017:22). The school motto states that 'the truth conquers' and the conclusion is that the

school's goal is to produce learners who stick to facts and are honest. The researcher noted that the school's desire is to produce learners who are honest. There is no mention of the desire to improve their critical thinking skills.

The missing of the word 'teacher' in both the motto and mission statement of school P could be pinpointing to the school's failure to recognise the importance of the teacher in the provision of good education which the school aims to attain as stated in its mission statement. Conversely, the teacher plays a vital role in the promotion of critical thinking in education (Brookfield in Apsari (2016:1; Vygotsky in Shabani 2016:2).

The motto and mission statement for school G

With regards to school G. the motto is 'to make the school a leading day school provider of quality education, arts, sports and culture for the development of united, well- educated Zimbabweans who are patriotic, balanced, competitive, self-reliant and people who cherish the values of ubuntu/unhu in Masvingo province.'

The mission statement of the school is as follows: to be devoted to the deliverance of quality secondary education that emphasises moral values and empowers learners with academic and practical skills for utilisation in life. The school cherishes outstanding and innovative education in order to produce computer literate, morally upright and dependable citizens who are equipped with a critical and enquiring mind.

The following themes emerged from the analysis of the two documents: quality education, patriotism, moral values, acquisition of practical skills, critical and enquiring mind.

The researcher's interpretation of the motto and mission statement of school G reflected that the school was concerned with provision of quality education that would produce learners who are patriotic and embrace moral values. The quality education stated in the documents of school G includes the enhancement of learner's acquisition of practical skills and a critical mind.

The interpretation above reflects that the school's focus is largely on provision of quality education, inculcating patriotism and moral values and not on instilling critical thinking skills in the learner. Just like school P and school C the school sees its main task as the provision of quality education that would enable the learner to acquire moral values and practical skills. Nevertheless, unlike school P and school C, school G advances its goals to produce patriotic graduates and also graduates with critical minds. The inclusion of words like 'critical' and 'enquiring mind' made the researcher conclude that although it is to lesser extent, the school realises the need to improve the thinking abilities of the learner and make the learner a critical thinker. However, there is no direct statement in the school's mission statement which expresses the desire to promote critical thinking. Since there is no direct mention of critical thinking in the motto and mission statement of school G, the researcher concludes that the school's focus is not on enhancement of critical thinking.

In addition, like in mottos and mission statements of schools C and P, it does not talk of the 'teacher.' This could imply that the school underestimates the teacher's role in the delivery of quality education, yet the teacher, as stated by literature, occupies a vital role in the generation of a type of education that produces critical thinkers (Vygotsky in Shabai 2016:2; Murphy 2015:7).

The subsequent section discusses the researcher's major findings from face-to-face interviews, focus group interviews, lesson observations and analysis of documents with a view to responding to the research questions and also the aims and objectives of the study.

5.6 Comments on research findings

The aim of the study was to investigate on critical thinking and the teaching of Form Three History in secondary schools in Masvingo urban area and the lack of learners' acquisition of critical thinking capabilities. As indicated in chapter 1 the motivation to undertake the

study came as a result of learners' poor performance and schools' failure to produce graduates with critical thinking skills needed in the job market (Ndhlovu & Mangwaya 2013:329-334). The researcher was motivated to conduct the study to ascertain the role of critical thinking in secondary schools to develop the education system and produce critical thinkers needed in the job market and enhance economic development. This has caused a crisis as some teachers and some workers in the education sector and parents feel that Zimbabwean education was not developing the learners' potential in the most appropriate manner (Ndhlovu & Mangwaya 2013: 329-334).

The researcher used the constructivist paradigm and employed phenomenology basing on the argument put across by Naubauer, Witkop and Varpio (2019:90-91) that phenomenological, methods give a description of the core of phenomenon by investigating it from the viewpoint of the people who experienced it. Phenomenology as expressed by Creswell (2013:78) is one of the qualitative methods that are concerned in learning in search of descriptions and analysis of the person's experiences of a phenomenon in their everyday living.

The researcher discussed the main findings of the study in this section. The discussion was done in connection to literature on critical thinking. The study enabled the researcher to supply answers to the research questions that dealt with the crisis of critical thinking in secondary schools.

5.6.1 Findings in relation to the main research question

What is the role and place of critical thinking in the teaching of History in secondary schools in Zimbabwe in Masvingo province?

The findings from this study reflected that critical thinking was marginalised in the teaching of History in secondary schools in Zimbabwe in Masvingo province. The majority of Form three learners lacked critical thinking capabilities due to the fact that its development as revealed by the participants faced many challenges which were

subdivided into three chief categories as the major themes emerging: the characteristics of learning environment, personal issues, and policy associated factors. As exposed by the participants, it was necessary to tackle the challenges that negatively affected the learning and teaching of critical thinking to improve learners' acquisition of critical thinking skills. The section that follows discusses the major emerging themes.

5.6.1.1 The characteristics of learning and teaching environment

One innermost finding in relation to role and place of critical thinking in the teaching of History in secondary schools was the depriving learning environment. This was caused mainly by lack of adequate infrastructure, inadequate teaching and learning resources and poor working routines at schools.

Shortage of infrastructure compromised the quality of education and created conditions in which it was difficult to practice critical thinking. Participants T5FG(I), T6MG(I) and T3FC(I) echoed the view that instead of having the recommended class sizes of between 30 to 35 they taught large class sizes that ranged from 60 to 65. According to literature such large class sizes are a hindrance to the application of teaching techniques that can promote critical thinking (Sternberg 2018:189; Omidvar & Ravindranath 2017:346).

The poor learning environment was narrated to have been an impediment to the practice of critical thinking as the participants (T5FG(I); T2MP(I); L3FC; T6MG(I) and L4MC) narrated that insufficient teaching and learning resources such as books and computers were an obstruction to learners' acquisition of critical thinking. As confirmed by literature Setyowati et al. (2018:240) the shortage of books and computers to aid learners' acquisition of critical thinking skills through research and the individual involvement in the search of data was a hindrance to the development of critical thinking in the teaching of History in secondary schools.

Participants' descriptions of the learning environment reflected poor learning routines which were shown to influence the place of critical thinking in the teaching of History in secondary schools (T4MC(I); T5FG(I) and T6MG(I)). As confirmed by literature it is necessary to have sufficient time in class to engage in teaching methods that can promote learners' critical thinking. Most participants expressed that History was allocated 35 minutes per lesson and 4 lessons per week and argued that the time was inadequate for the development of critical thinking in the teaching and learning of History in the classroom. The learning environment was also revealed to be not conducive for the advancement of critical thinking and negatively influenced the place of critical thinking in the teaching of History as most participants uttered that they had heavy teaching loads such as teaching 9 classes with between 60 to 65 learners (T5FG(I); T6MG(I) and (T4MC(I)). As confirmed by literature it is necessary to have sufficient time and a manageable teaching load for a teacher to engage teaching methods that promote learners' critical thinking (Sternberg 2018:189; Omidvar & Ravindranah 2017:346).

5.6.1.2 Personal factors

Personal factors were the second major finding that emerged from lesson observations, focus group and semi-structured interviews and contributed to the role and place of critical thinking in the teaching of History to Form Three learners at selected secondary schools. The calibre of teachers surfaced as one of the sub-themes under personal factors and explained why critical thinking was not playing a significant role in the teaching and learning of History in selected secondary schools. The researcher's findings from lesson observations, semi-structured interviews and focus group interviews revealed that the quality of teachers, their self-efficacy and attitude towards the teaching of critical thinking largely contributed to the lack of promotion of critical thinking in the instruction of History in secondary schools (L6MG; T6MG(I); T2MP(I); T3FC(I); T5FG(I); L3FG and T4MC). Bandura's (1977) theory indicated the importance of self-efficacy in learners' acquisition of new skills (Jenkins et al. 2018:2). The participants' sentiments on the calibre of teachers and their negative attitude to the teaching of critical thinking as one of the

contributing factors to learners' failure to acquire critical thinking skills was confirmed by several studies conducted on the impact of teacher quality and attitude to the teaching of critical thinking skills and attitude to learners' capabilities to think critically (Sulaiman 2017:1; Li Xu 2012:1400; Sazant 2014:16; Davies & Barnett 2015:84; Coffman 2013:52; Zull in Wisdom & Leavitt 2015:196).

The participants' statements about the attitudes of the teachers concerning learners' acquisition of critical thinking skills and learners' intelligence was confirmed by literature. Coffman (2013:52) asserts that some teachers believe that critical thinking skills cannot be acquired by learners of low ability since they believe they are not competent in activities which require critical thinking. The participants interviewed (FGL6MP; T6MG(I); T2MP(I); L2MP; T5FG(I) and L6MG) expressed sentiments in support of what Coffman (2013:52) stated about teachers' attitudes of linking critical thinking to learners' intelligence and such negative attitude influenced how teachers taught and the methods they used in classes of low ability learners. However, the participants' viewpoints also contradict with what Sternberg (2018:188) recognised and argued particularly that all learners disregarding their different intellectual levels can gain from the teaching of critical thinking. The researcher's findings revealed that negative attitude of the teachers to the instruction of critical thinking skills to slow learners adversely affected the role and place of critical thinking in the instruction of critical thinking particularly in the teaching of History at Form Three level in selected secondary schools.

The second aspect that emerged on personal factors affecting the role and place of critical thinking was found to be learners' attitudes. The researcher discovered from lesson observations of History lessons in selected secondary schools and from interviewed participants that the negative attitude of the learners to critical thinking greatly influenced the lack of critical thinking in the teaching of History (TIFGO; L6MG; T2MP(I) and T6MG).

The participants' sentiments about the impact of learners' attitude to critical thinking were confirmed in literature as Bandura's (1977) Socio-cognitive theory argues that learners' lack of motivation can restrain their critical thinking (Demir & Celikler 2015:5). Studies

were conducted on learners' internal motivation to engage in critical thinking (Papastephanou & Angeli in Orszag 2015:22). The studies revealed that learners' attitude (disposition) is an important factor in the promotion of critical thinking. The researcher's findings reflected that learners' attitude to critical thinking and learners' motivation to think critically were intertwined since learners' attitude to critical thinking influenced their motivation to think critically.

The researcher discovered from the statements made by the participants that learners' negative attitude to critical thinking in the learning of History developed as result of the fact that they were being forced to do History, a subject which they did not have interest in as they felt History was not important to their future careers. The learning of History was made compulsory in Government schools. The above sentiments were expressed by participants in school G and school C (L5FG; L4MC and L6MG). The interviewed participants proposed that for learners to develop a positive attitude to the learning of History and be willing to engage in activities that promote critical thinking, parents and the government had to allow learners to decide whether they wanted to do History or not (L5FG; L4MC and L6MG). The significance of learners' ability to make decisions as one important factor influencing learners' attitude is supported by Benight and Bandura in Dehghani (2011:2953) who stated that there is link between decision making and motivation.

The third characteristic of personal aspects affecting the role and place of critical thinking in the teaching of History in selected secondary schools is the training of History teachers on critical thinking and how to teach it. Most of the participants interviewed in focus groups and face-to-face interviews reflected that most History teachers were ignorant on how to teach critical thinking since they were not trained on how to teach it (T2MP(I); T6MG(I) and T3FC(I)). As supported by literature, the training of History teachers would enhance improvement of learners' critical thinking in the learning of History in secondary schools (Murphy (2015:63). Dwee et al. (2016:632) advanced the view that teachers face the difficulty of not being well knowledgeable of how the skills of critical thinking could be integrated in their instruction. Yet, the teacher, as asserted by Vygotsky's theory, requires

to be the better skilled in learning (Mcleod 2018:4). The interviewed participants suggested that the school authorities work jointly with the Ministry of Education in organising refresher courses and training sessions to train teachers on how to enhance critical thinking in their teaching of Form Three History. The participants interviewed also urged universities and teacher training colleges to train teachers on how to engage in critical thinking themselves and be able to assist learners acquire critical thinking skills (T2MP(I); T6MG(I) and T3FC(I)).

5.6.1.3 Policy related matters

The third key theme that emerged in connection to the role and place of critical thinking in the teaching of History in selected secondary schools embraced policy in terms of enrolment of learners, adjustment on History syllabus and organisation of public examinations and examination-oriented education system.

The participants interviewed informed the researcher that the School headmasters and school authorities did not have a say on the number of learners enrolled in schools and that it was the responsibility of the government to dictate the number of learners to be enrolled (T6MG(I); T3FC(I) and T5FG(I)). The Government policy concerning enrolment resulted in the emergence of large class sizes which ranged from 60 to 65 as expressed by the majority of the participants. Many participants echoed that the large class sizes were a hindrance to the teaching of critical thinking (Monks & Schmidt 2010:16). The participants' sentiments concerning the relation between the large class sizes and critical thinking were affirmed by literature such as Monks and Schmidt (2010:16) who concluded that large class sizes corresponded to reduced critical thinking.

Another issue related to policy that participants raised in interviews was the length of Ordinary level ZIMSEC History syllabus. Most of the interviewed participants indicated that Ordinary level History syllabus was too long and that some topics in the syllabus were too abstract to the learners (T3FC(I); T6MG(I); T4MC(I); T5FG(I); FGL6MC; T4MC(I) and L6MG). The expressions of the participants about the syllabus topics are

acknowledged in literature. Horton (2017:3) asserts that the promotion of critical thinking is rooted in the range of curriculum topics that reflect that the curriculum topics play a vital role in the development of critical thinking. According to Sazant (2014:16) teachers do not have enough time to cover the syllabus content in their teaching. Resultantly, teachers resorted to lecture method or objective testing since it becomes quicker to give a lecture to a cluster of learners than actively involve them in learning in class. Interviewed participants revealed the necessity for teachers to hurry in their teaching to finish the syllabus and that deviated their attention from the application of teaching techniques that could promote learners critical thinking (T3FC(I); T6MG(I) and T4MC(I)).

The policy related matters also involved the creation of an examination-oriented education system. Zimbabwe School Examination Council was made responsible for setting standards of what needed to be included in the History syllabus and the type of questions to be set for History public examinations. The researcher's findings from the interviewed participants showed that the low order questions standardised in the History Ordinary level Paper 1 and the repetition of questions from past ZIMSEC History examinations papers discouraged learners' acquisition of critical thinking in selected secondary schools (L6MG; L4MC; T3FC(I); T4MC(I); L5FG; T5MG(I); T6MG(I) and L3FC).

Most of the participants interviewed uttered that they taught for examinations and that their focus was not on learners' acquisition of critical thinking skills but passing public examinations (T3FC(I); T4MC(I); T5MG(I) and T6MG(I)). The findings for this research reflected that the focus on examinations negatively affected the teaching of critical thinking in selected secondary schools as Che Musa in Dwee (2016:632) expressed that examination-oriented system encourages teachers to apply conventional teacher-centered teaching techniques, drills like revising past examination question papers. Chopra in Omidvar and Ravindranath (2017:345) also noted that the examination centered teaching would make learners memorise to pass tests and after the test they would forget everything. Snyder and Snyder in Sazant (2014:15) recommended that educators change their focus from examinations driven to learners' education giving them

freedom, duty to look at the content, analyse and utilise information and such learning techniques advance critical thinking.

5.6.2 Findings relating to sub-question 1

What are teachers' perceptions of the place of critical thinking in their teaching of History to Form Three History learners?

The researcher's findings relating to sub-question 1 reveal that teachers perceived critical thinking as insignificant in their teaching of History to Form Three learners because of poor infrastructure, inadequate teaching resources and too much focus on examinations. The sentiments from T5FG(I); T6MG(I); T3FC(I) and T2MP(1)) concerning the lack of critical thinking learning in secondary schools were similar to the findings pertaining to the major research question and that affirmed the necessity for the improvement of learning infrastructure, learning resources and policy related issues. As expressed by the participants the lack of adequate infrastructure resulted in overcrowded classrooms which hindered the advancement of critical thinking skills. Alwadai (2014:68) acknowledged that overcrowded classrooms caused difficulties in conducting class activities that require action and the seating arrangements would not permit small group work. Omidvar and Ravindranath (2017:346) also note that class size can result in unproductive teaching. Kangahi in Maskatiani (2017:53) discovered that Kenyan examination-oriented system made it difficult for learners to develop critical thinking as the teachers focused on tests which resulted in drilling exercises, dictation of notes and learners' memorisation of work.

Linked to the above topic is the problem of teachers' attitude towards critical thinking. The remarks from the participants (L6MG; T6MG (I); T2MP(I); T3FC(I); T5FG(I); L3FG and T4MC) exposed that teachers' attitude largely contributed to learners' failure to acquire critical thinking skills. The findings are supported by Bandura's (1977) theory which emphasises the importance of teachers' motivation in the implementation of critical thinking (Mcleod 2018:2).

5.6.3 Findings in relation to sub-question 2

How do Form Three History learners perceive the role of critical thinking in terms of their conception of critical thinking, motivation and belief systems?

The researcher's findings from lesson observations, focus group interviews and semi structured face to face interviews relating to sub-question 2 reflect that the learners' lack of conception of critical thinking, lack of motivation and their belief systems influenced their perception of critical thinking.

The researcher's findings in connection to sub-question 2 exposed that learners' failure to acquire critical thinking skills was due mainly to the learners' lack of clear understanding of the concept, critical thinking (L2MP; FGLIP; L1FP; L6MG and L3FC). The researcher's findings revealed that some interviewed participants such as participant L2MP showed lack of understanding of critical thinking as he equated critical thinking to capability to memorise the dictated notes whilst other participants such as FGL1FG and L1FP could pick one or two critical thinking skills in their descriptions to show their limited understanding of critical thinking since critical thinking embraces many skills such as the ability to make a judgement, analyse, interpret, explain, evaluate and make inference (Facione 2015:10). Aliakbari and Sadeghdaghighi (2013:2) assert that the understanding of critical thinking is vital since it influences learners' ability to think critically, their attitude and their motivation to become critical thinkers.

Another finding in reference to sub-question 2 revealed by the participants was that learners lacked motivation to engage in critical thinking (L2MP; L6MG; L3FG and L4MC). The researcher's findings revealed that most of the learners had low self-efficacy and believed they had no capabilities to think critically and this resulted in lack of motivation to engage in learning practices that could support their attainment of critical thinking skills. The participants confessed that they preferred to be inactive in class and enjoyed writing dictated notes (L6MG; L3FC and L2MP). Self-efficacy plays an important role in promoting critical thinking (Bandura in Jenkins et al. 2018:2; Demir & Celikler 2015:5;

Gurcay & Ferah 2018:129; Aliakbari & Sadghdaghhighj 2013:3). As stated by Gurcay and Ferah (2018:128) learners with upper levels of self- efficacy have more capability to think critically. Bandura's (1977) Socio-cognitive theory supports the findings where it expressed that self-efficacy increases motivation which enhances performance and improves skills of critical thinking (Gangloff & Mazilescu 2017:4).

The researcher's findings in connection to sub-question 2 revealed that belief systems influenced how learners perceived the role of critical thinking. Most of the participants interviewed echoed that belief systems affected learners' perception of the role of critical thinking and made the learners' fail to engage in activities that enhance their critical thinking capabilities (T2MP(I); T3FC(I); L2MP; T4MC(1); T5FG(1); T4MC(I); FGL3FP and FGL1FC). The beliefs which were outlined by the participants were cultural beliefs and beliefs about intelligence. The findings from participants interviewed reflected that cultural beliefs negatively affected learners' development of critical thinking since the beliefs such as unhu/ubuntu affected their behaviour in class as the learners were not expected to contradict the teacher (L2MP and L3FC). The researcher's findings are confirmed by literature as Vygotsky's Socio-cultural theory argues that cultural beliefs affect learners' communication and attitude in the classroom (Mcleod 2016:4). The findings also revealed that beliefs about intelligence discouraged learners' critical thinking as some learners such as L2MP believe that there are some learners who were more intelligent than him and could better engage in critical thinking. Such beliefs as expressed by Massa (2014:388) negatively influence the learners' motivation.

5.6.4 Findings in relation to sub-question 3

How can the inclusion of critical thinking in the curriculum of Form Three History learners contribute to the improvement of education in secondary schools?

The research findings in connection to sub-question 3 reflected various ways in which education in secondary schools could be improved with the inclusion of critical thinking in the curriculum of Form Three History learners. The findings revealed that the inclusion of

capabilities to think critically in the History curriculum could improve education in secondary schools since this could enable education to produce graduates of improved character with problem solving skills. Critical thinking could also enhance learners' academic performance and bring social, economic and political benefits to society and the country.

The findings from semi-structured interviews and focus group interviews revealed that the addition of critical thinking in the curriculum of Form Three History learners could improve education by enabling education to produce graduates with improved character with problem solving skills (L6MG; T3FC(I); L1FP; L4MC; T5FG(I); T6MG(I); L2MP; L5FG; L3FG and FGL1FC). The interviewed participants expressed the view that learners' acquisition of critical thinking skills such as ability to analyse, evaluate, consider other people's opinions and make a judgement improves the learner's character as the learner could be able to judge what is good and what is wrong, thereby improving the learners' problem-solving skills (L1FP; FGL1FC; T2MP(I) and L4MC). Karakoc, (2016:81) argued that acquisition of critical thinking improves learner's character as the learner can be more objective with ability to consider other people's opinions.

Another finding in relation to sub-question 3, exposed that the learners' academic performance improves with the inclusion of critical thinking in the curriculum of Form Three History learners, as the application of critical thinking skills would result in better grades in History and other subjects (T2MP(I); T5FG(I); FGL4MC; T6MG(I) and L2MP). The research finding was confirmed by literature as Facione (2015:24) acknowledges that critical thinking assists learners to obtain better grades as the acquisition of critical thinking skills boosts maturity of the mind. Bekmezci (2015:86-91) expresses that the inclusion of critical thinking in the instruction of History at Turkish teacher's training college for primary school teachers resulted in improved academic achievements in History. In support of the research findings concerning critical thinking and better history academic grades, Dwee et al. (2016:631) notes that the integration of critical thinking skills in English education in the classroom resulted in improved English language proficiency.

The research findings with reference to sub-question 3 also showed the social, economic and political benefits as outcomes of the inclusion of critical thinking in the curriculum of Form Three History learners. The findings from interviewed participants reflected that the inclusion of critical thinking in the curriculum of Form Three History learners improves education resulting in social, economic and political benefits to the society and the country (T3FC (I); T1FP(I); T5FG (I); T6MG(I); T2MP (I) and LIFP). The participants expressed the view that learners with critical thinking skills benefit the society in the sense that critical thinkers can build an improved society by bringing in new opinions and being vital members of the society (T6MG(I); T5FG(I); T2MP (I) and LIFP). The research findings also reflected economic benefits emanating from the learning of critical thinking skills, which results in the learning of skills that are needed in a variety of jobs (T3FC(I); T1FP(I) and T5FG(I)). As asserted by Chu et al. (2017:21) employers prefer workers who can learn quickly and resolve 21st century problems as the employers employ individuals with momentous thinking capabilities. The interviewed participants also noted that the inclusion of critical thinking capabilities in the Form Three History syllabus would improve the education system by enabling it to produce graduates with critical thinking abilities such as the skills to analyse various situations, settle disputes peacefully. This would consequently encourage political stability in the country. The findings are supported by Dewey's (1933) Constructivist learning theory which advances that learners' acquisition of critical thinking skills assists learners gain capabilities to settle difficult circumstances in the society (Spaseva 2016:21). Learners with critical thinking abilities, according to participants' viewpoints and confirmed by literature, could encourage the development of a democratic country since the graduates would be equipped with abilities to express their opinions (Facione 2015:24; LIFP; T6MG (I); T5FG (I); T2MP).

5.6.5 Findings relating to sub-question 4

How can critical thinking be effectively implemented in the curriculum of Form Three History classes at secondary schools in Zimbabwe's Masvingo province?

The research findings with regards to sub-question 4 revealed that numerous recommendations have to be considered for critical thinking to be effectively implemented in the curriculum of Form Three History classes at secondary schools in Zimbabwe.

To begin with, the findings from lesson observations and interviews reflected the requirement for the government and school authorities to construct additional infrastructure to avoid overcrowding in classrooms where the classes were large (60 to 65) and also to have additional infrastructure for use during examination time (T5FG(I); T6MG(I) and T3FG(I)). The participants expressed the view that the large class sizes prevented the use of teaching methods which could promote critical thinking (T5FG(I)). Participant T6MG (1) expressed the need for more classroom blocks for use to write public examinations so that non-examination classes such as Form Three learners would continue with their lessons and teachers would have enough time to finish teaching their syllabus and avoid rushing and the subsequent option to use methods such as dictation of notes which are a hindrance to critical thinking development. The research findings are supported by Monks and Schmidt (2010:15) who recognise the adverse impact of overcrowding in classes regarding critical thinking.

Another research finding in connection to sub-question 4 was the need for the History classes in secondary schools to have vital learning materials such as books and computers (T6MG(I); L5FG; L3FC; T2MP(I) and L4MC). The interviewed participants expressed that for the teachers to be able to use teaching techniques that can advance learners' critical thinking, the school authorities need to purchase more textbooks to cater for the large classes and enable learners to do their researches in class and at home (L4MC; T6MG(I); L5FG; T2MP(I) and L3FC). The participants' viewpoints are supported by Literature as Setyowati et al. (2018:240) point out that critical thinking can be developed by teachers through the use of teaching materials that support the improvement of learners' critical thinking and also indicated that teachers face problems of having limited ICT facilities in schools. T2MP(1), in particular, mentioned that there was need for school authorities to purchase computers for learners to use in class so as to

enhance motivation and active involvement in the learning to attain critical thinking capabilities.

The third study finding linking to sub-question 4 was the requirement for the government and school authorities to improve the teaching and learning routines at secondary schools. The conclusion reflected that the partakers recommended that the History lesson periods be increased and that 35 minutes per lesson was not enough to allow utilisation of teaching methods that promote critical thinking. This could also avoid the rush to cover the syllabus before the learners seat for the examinations (T4MC(I); T2MP(I) and T6MG(I)). Participants (T5FG(I) suggested that for teachers to be able to use teaching methods that can develop critical thinking it was necessary to reduce the heavy teaching loads which go to one teacher teaching nine different classes, each class with a number of learners ranging from 60 to 65. The findings are supported by literature such as Monks and Schmidt (2010:15-16) who discovered that huge class sizes and large student loads resulted in reduced amount of critical thinking. Monks and Schmidt (2010:15) assert that large class sizes and huge student loads greatly affect learners' outcomes as teachers altered some education aspects that could have been of benefit to the learners.

The findings as expressed by participants (L6MG and L5FC) also reflected that for critical thinking to be effectively implemented in the Form Three History curriculum there was need for the school authorities to allocate History teachers to teach only History as a subject and not assign them to teach other subjects like Geography as this might disturb the teachers' focus on the subject and application of teaching techniques which can encourage the development of critical thinking.

The fourth research finding concerning the sub-question 4 was the need for universities and colleges to train teachers regarding the instruction of critical thinking. The Ministry of Education and school authorities can organise in-service teacher training courses on how to teach critical thinking. The findings exposed that the interviewed participants proposed and urged universities and teacher training colleges to include the teaching of critical thinking in the training of teachers. T2MP(I) expressed that the college had never trained

him on how to be a critical thinker and to promote critical thinking capabilities in his teaching. The findings also reflected that the interviewed participants suggested that the Ministry of Primary and Secondary Education and school authorities organise in-service training courses for teachers to learn how to develop critical thinking in their teaching in schools (T2MP(I); T6MG(I) and T3FC(I)). Literature affirms the importance of teacher training since it takes a vital part in the classroom in connection to the development of critical thinking as Vygotsky's theory indicated that the teacher should be the better skilled other in the zone of proximal development and scaffolding (Mishra (2013:23). Slameto (2017:5) acknowledged that teachers lacked understanding of the teaching techniques which could advance critical thinking capabilities and that it was necessary to empower teachers by providing training. Chu (2017:19) and Gonzalez and Frumkin (2016:406) noted that learners need mentoring and that teachers can provide learning strategies and learning environment in the classroom that promote critical thinking.

The fifth research outcome pertaining to sub-question 4 was the necessity to increase teachers' motivation. The findings from lesson observations and interviews exposed that the Form Three History teachers lacked motivation to engage in the teaching practices that advance critical thinking (L4MC; L6MG; T5FG and T4MC). The participants expressed sentiments that for History teachers' motivation to increase it was essential to reduce teachers' workloads and the government should increase teachers' remuneration. The participants' sentiments concerning the lack of teachers' motivation as a hindrance to the learners' development of critical thinking was also supported by Bandura's (1977) Socio-cognitive theory which asserts the significance of teacher motivation as the teacher is expected to give verbal persuasion to encourage the child's learning (Gangloff & Mazilescu 2017:4). Gonzalez and Frumkin (2016:409) are in support of the above idea and express that teachers' support is vital in the development of learners' critical thinking as they are the ones who can create a conducive classroom environment that allows learners a more active part in their learning. Radulovic and Stancic (2017:22) indicate that the obstacle to critical thinking was teachers' lack of dedication to teach it. The participants' sentiments, supported by literature, point to the need to enhance teachers' motivation for critical thinking to be effectively implemented in the curriculum of Form Three History learners in Zimbabwean secondary schools.

The sixth research finding in connection to sub-question 4 was the need for learners' motivation to engage in critical thinking. The findings from lesson observations and interviews reflected that learners lacked motivation to engage in the learning of critical thinking skills and that there was need to motivate them (T2MP (I); T6 MG(I) and L6MG). Norma in Slameto (2017:3) argue that learners' motivation is the total inner drive that induces the learning action. As noted by Norma in Slameto (2017:3), the learners' motivation is vital in the learners' acquisition of critical thinking capabilities since negative attitude hinders their capability to employ critical thinking. The findings indicated that the learners had low self-efficacy that in turn resulted in lack of motivation. Participant L2MP expressed that he enjoyed writing dictated notes and that opening a book to do a research was too complicated for him. L6MG echoed that his comfort zone in class was sitting passively in class and listening to the teacher lecturing to them. The findings are also supported by Bandura's theory which expressed the importance of learner's self-efficacy to enhance learner's motivation and assigned the teacher to motivate the learner through verbal persuasion (Jenkins et al. 2018:2). According to Setyowati, at al. (2018:240) the teacher's active involvement of the learners in the classroom improves learners' critical thinking. Teachers' in-service training courses suggested by participants could assist teachers with abilities on how to motivate learners in the class.

The seventh research findings in connection to sub-question 4 were the recommendations for policy amendments relating to the History syllabus and public examinations. Basing on the statements from (T3FC(I); T1FP(I); T5FG(I); T4MC(I) and T6MG(I)). It was important to consider amendments on Ordinary level History syllabus (4044) and to reduce the number of topics in the syllabus and to also make the topics in the syllabus familiar to the learners' experiences. The reduction of the length of the syllabus according to participants' views and supported by literature could enable teachers to concentrate on individual learners and on application of learning techniques which promote learners' critical thinking and avoid rushing to complete teaching the syllabus before learners seat for public examinations (T6MG(I); T4MC(I); L4MC; L3FC and FGL1FC). The findings also reflected that it was necessary to make the syllabus

topics more familiar to the learners' experiences as participants complained that some of the topics learnt in Paper 2 were too abstract to the learners (T5FG(I); T3FC(I) and T4MC(I)). Literature affirms the significance of relevance of topic to the child's experiences. Brandenburg et al. (2017:5) expressed that when individuals learn something new, they have to link it to their prior thoughts and experience.

The interviewed participants' sentiments indicated the call for amendments on how the Zimbabwe Schools Examination Council set History examination questions and that it was crucial to improve the questioning techniques on History papers. Questions had to include more higher order items as well as avoid repetition of questions in past History examination papers (T3FC(I); T4MC(I); L6MG, T6MG(I); L1FP and T5FG(I) and L2MP). As confirmed by literature higher order questions would encourage learners to acquire critical thinking skills such as ability to analyse, evaluate and make a judgement (Leen 2014:7; Vardi 2013:1). In particular, participant L6MG expressed sentiments that the repetition of public examination questions makes the examination fail to challenge them to engage in critical thinking since learners would be like writing answers they had already crammed.

5.7 CONCLUSION

The chapter focused on presentation of analysed data, interpretation and discussion of the research's findings in relation to how they addressed the research questions and dealt with the crisis of deficiency in critical thinking in the teaching of History in secondary schools that was indicated in chapter 1. The researcher discussed the research findings taking into consideration the data obtained from four research instruments used in the study and the literature that was examined. Several themes emerged from the data analysed which allowed the researcher to elucidate the challenges which influence the role and place of critical thinking in the teaching of History in secondary schools in Zimbabwe in Masvingo province. Three major themes emerged as key contributors to the learning of critical thinking in the teaching of History in secondary schools in Zimbabwe in Masvingo province and they are as follows: The characteristics of learning and teaching

environment, personal factors and policy related matters. In the next chapter the researcher focuses on presenting the conclusions and recommendations.

CHAPTER 6: Summary of the Research, Conclusions and Recommendations

6.1 Introduction

The concluding chapter focused on presenting key findings of the research and drew conclusions, offering recommendations for the teachers, policy makers and learners with regards to the learning and teaching of critical thinking in secondary schools in Zimbabwe. The research's discussion of the limitations, suggestions for future research and the researcher's final reflections were also integrated in the chapter.

As outlined in chapter 1, the rationale of the research was to scrutinise learners' and teachers' perceptions to the place of critical thinking in the learning and instruction of History in secondary schools focusing on Form Three History learners' deficiencies in critical thinking. Consequently, the researcher launched on the study: **The role of critical thinking in the teaching of History at secondary schools in Masvingo, Zimbabwe: A critical investigation.** The subject was elaborated to enable the researcher to undertake a critical study on the role of critical thinking in the teaching and learning of History in selected secondary schools, in Masvingo urban area in particular and to establish how critical thinking capabilities could be enhanced. It also crafted recommendations to promote development in the learning of critical thinking in secondary schools. The study was largely a critical investigation on the current situation in relation to the advancement of critical thinking in secondary schools in Masvingo urban area, Zimbabwe and it revealed three major themes that appeared as the main factors influencing the advancement of learners' critical thinking. The factors include the following: the characteristics of teaching and learning environment influenced mainly by lack of adequate infrastructure, teaching resources and poor learning and teaching routines. Personal factors include calibre of teachers, attitude of the learners; and training of History teachers. Policy associated factors involve the enrolment of learners, History syllabus, organisation of public examinations and examination oriented education system.

Chiefly, the endeavor of the study was to bring out the function of critical thinking in instruction at secondary schools to tackle the crisis of lack of critical thinking development in the teaching of Form Three History. The goal of the research was the enhancement of learner acquisition of critical thinking skills taking into consideration that it influences the educational products and the development of the nation. The study's objectives were the following:

- a) Establish the perceptions of teachers towards the role of critical thinking for Form Three History learners considering the major factors they point out to be causing the lack of critical thinking in their schools.
- b) Ascertain how Form Three learners describe their practice of learning in their schools and perceive the role of critical thinking in their learning of History.
- c) Establish participants' views on how the inclusion of critical thinking in the Form Three History curriculum bring an improvement education in selected schools.
- d) Determine how critical thinking can be effectively implemented considering the main factors that the preferred participants point to as causing lack of critical thinking in their teaching and learning in their schools.

Research was conducted in three co-education secondary schools, one boarding school and two day schools in Masvingo urban area in Zimbabwe. A qualitative study design was adopted with a total of 26 participants, 8 teachers and 18 learners who were purposively selected to provide viewpoints on their lived practices in relation to the learning of critical thinking in secondary schools in Zimbabwe. Four research instruments, semi-structured interviews and focus group interviews, observations and document analysis were utilised to collect data. Several themes surfaced that permitted the researcher to answer the research questions that guided the study which are:

Main question: What is the role and place of critical thinking in the teaching of History in secondary schools in Masvingo province, Zimbabwe?

Sub-questions: 1) What are teachers' perceptions of the place of critical thinking in their teaching of History to Form Three History learners?

2) How do Form Three History learners perceive the role of critical thinking in terms of their conception of critical thinking, motivation and belief systems?

3) How can the inclusion of critical thinking in the curriculum of Form Three History learners contribute to the improvement of education in secondary schools?

4) How can critical thinking be effectively implemented in the curriculum of Form Three History classes at secondary schools in Zimbabwe's Masvingo province?

6.2 Summary of research findings

6.2.1 Findings related to the main research question

In this section the researcher focused on presenting and analysing the findings in connection to the research's main question: What is the role and place of critical thinking in the teaching of History in secondary schools in Masvingo province , Zimbabwe?

The study's findings from interviews, focus group interviews, lesson observations and document analysis reflected that the teaching of critical thinking to History learners was not being successful because of a number of factors that negatively influenced its development. Such factors can be divided into three main categories with three major themes emerging, viz; the characteristics of teaching and learning environment, personal matters and policy related factors.

The research's findings revealed that the learning and teaching environment in the selected secondary schools was a barrier to the advancement of critical thinking. It emerged that such an environment was negatively influenced by insufficient teaching and learning resources, poor infrastructure and poor learning and teaching routines. The study's findings are confirmed by Alwadai (2014:147-148) who indicated that elementary learners in Saudi Arabia failed to think critically because of poor learning environments

which lacked resources to implement critical thinking. The hindrance of the progress of critical thinking due to lack of learning materials was also recognised by Beyer (1985), Aliakbari and Sadeghdaghighi (2013) and Setyowati, et al. (2018:240). The current research's findings concerning the harmful impact of a poor learning environment on growth of critical thinking is also supported by Dewey (1933) who proposed for a constructivist learning environment that enhances the learners' proficient utilisation of learning resources. Bandura's (1977) theory also stresses the significance of classroom environment as a determinant of critical thinking development (Schoper & Wagner in Wisdom & Leavitt 2015:206).

The study's findings in connection to the role and place of critical thinking reflected that the lack of adequate infrastructure hindered the use of critical thinking in the teaching of History in secondary schools in Zimbabwe. The inadequate infrastructure encouraged the rise of big class sizes that prevented the utilisation of instruction techniques that were ideal for promotion of learners' critical thinking (Omidvar & Ravindranath 2017:346). Sternberg (2018:189) and Kanik (2010:141) confirm the research's findings in the study of Turkish teachers which reflected the need for reasonable class sizes appropriate for critical thinking development.

The study's findings also identified poor learning routines as a factor influencing the role and place of critical thinking in the teaching of History in Zimbabwean secondary schools. The findings reflected that it was necessary to improve the time allocated for each History lesson which they said was only thirty-five minutes. The research's findings revealed that the number of lessons per week needed to be increased and the work assigned to teachers be manageable loads to enhance their ability to apply teaching techniques that promote critical thinking. Such ideas were supported by Monks and Schmidt (2010:15).

Personal factors were also noted as influential in the role of critical thinking in the learning of History in selected secondary schools in Zimbabwe including the calibre of teachers which involved teacher's self-efficacy and attitude to critical thinking, learners' attitude that include lack of motivation and the training needed by teacher participants were found to hinder critical thinking development in secondary schools. The findings are supported

by Bandura's (1977) Socio-cognitive theory which emphasised the significance of self-efficacy in learning as it influences the individual's motivation (Jenkins et al. 2018:2).

The findings linked to the main question revealed that teachers in selected secondary schools lacked self-efficacy and encompass a negative attitude towards the teaching of critical thinking. The research findings co-relate with the study findings of Alwadai (2014: 132-138) on the Islamic teachers in Saudi Arabian elementary schools which reflected that the teachers did not see the significance of an engagement with critical thinking teaching practices. The study's findings are supported by Bandura (1977) who proposed that teachers' self-efficacy influences the teacher's use of skills in class. A similar idea was also expressed by Li Xu (2012:1400) who stated that teaching staff with high self-efficacy discover new instructional methods and that teachers with little self-efficacy use limited instructional skills in their classroom practices. Sulaiman (2017:3) asserts that a teacher with high self-efficacy diversifies instructional techniques and this agrees with the study's findings that showed that lack of self-efficacy in the teacher hindered the teachers' application of teaching techniques that can promote critical thinking.

The research findings linked to the main question also revealed that learners' negative attitude to critical thinking in turn adversely affected their motivation to engage in practices that can enhance their critical thinking abilities. The study's findings agree with Benight and Bandura in Dehghani (2011:2953) who argue that self-efficacy can regulate human performance by motivation. Bandura (1977) expresses that self-efficacy affects the learners' abilities to take on critical thinking. Gurcay and Ferah (2018:128) support the study's findings as their study discovered that learners with higher levels of self-efficacy are more liable to think critically.

Another research finding in relation to the main question which was an impediment to the development of learners' critical thinking capabilities was teachers' lack of clarity on the meaning of critical thinking. They also lacked the knowledge required in the instruction of critical thinking since they had not been taught this at college and university. Vygotsky's theory supports the findings concerning the importance of teachers' training to enable them to be the more knowledgeable and assist learners' acquisition of critical thinking

(Shabani 2016:2). The study findings agree with what Kerry in Wisdom and Leavitt (2015:196) noted and asserted that training institutions are failing to train their graduates for the nature of critical thinking roles necessary in the labour force. Schoper and Wagner in Wisdom & Leavitt (2015:196) state that teachers are failing to produce critical thinkers because the teachers were not equipped to think critically. The study's findings were similar with the conclusions of Alwadai (2014:132) in the study of Islamic Saudi Arabian teachers who noted that one of the obstructions to critical thinking enhancement in Saudi Arabian schools were the Islamic teachers who were unfamiliar with the term 'critical thinking' and were ignorant of the techniques and approaches to teach it. This absence of clarity on meaning of term 'critical thinking' as a hindrance to critical thinking development was also discovered by Mehta (2015:74) in a study conducted with educators in tertiary institutions in New Zealand. The current study's findings exposed that teachers' ignorance of the meaning of critical thinking and how to teach it was due to their lack of training at teachers' training colleges and universities. The findings of the study are confirmed by the study conducted by Mporu (2013) on Zimbabwe teachers' colleges in which he observed that the lecturers teaching the teacher students needed to improve their teaching strategies and apply strategies that widen students' reflective thinking and critical thinking. The study's findings, supported by the findings of Mporu (2013:2), portray that teachers' deficiency in the training on how to instruct critical thinking was a hindrance to History learners' improvement of critical thinking in secondary schools in Zimbabwe.

Policy related factors were also identified in the study's findings as major factors influencing the role and place of critical thinking in the teaching of History in selected secondary schools in Zimbabwe. The findings indicated that the policy related factors were a barrier to learners' growth of critical thinking and that the policy related factors included enrolment of learners, organisation of History syllabus, organisation of public examinations and the establishment of an examination oriented education system.

One important policy related factor identified as an obstacle to critical thinking was linked to enrolment of learners in secondary schools. The findings of the research revealed that

the enrolment of learners in secondary schools hindered learners' acquisition of abilities to think critically in schools and that was because schools were ordered by the Zimbabwean Government to recruit all learner applicants from the surrounding area, resulting in big class sizes of between 60 to 65 learners in a class. The large class sizes were seen to be a hindrance to teachers' application of teaching techniques that could encourage critical thinking. The findings were confirmed by the study conducted by Alwadai (2014:68) in Saudi Arabian elementary schools whose classrooms tended to be overcrowded and resulted in problems in advancing teaching techniques that could egg on learners' critical thinking capabilities.

The findings of the research in connection to the main question, in relation to policy was found to be the ZIMSEC setting of a long syllabus for Ordinary level History that consisted of some unfamiliar topics. The content and length of the syllabus were said to be a hindrance to the learning of critical thinking since teachers rushed to finish the syllabus and resorted to lecture method, avoiding time consuming teaching techniques that can promote critical thinking. The study's findings were supported by Horton (2017:3) who expressed that the encouragement of critical thinking capabilities was deep-rooted in a range of topics that reflected that the curriculum topics occupied a vital part in the growth of learners' critical thinking. The findings are also supported by Sazant (2014:16) who asserted that many teachers have the problem of inadequate time to cover the essential content in the syllabus and teachers resorted to lecture method since it is quicker than active learning methods.

The organisation of public examinations and the examination-oriented education system were identified as obstructions to the promotion of critical thinking in the learning of History in selected secondary schools in Masvingo. ZIMSEC is responsible for designing the Ordinary level History syllabus and setting of the Ordinary level History public examination Paper 1 and Paper 2. The findings reflected that the ZIMSEC questioning techniques and the repetition of past examination questions discouraged learners from engaging in critical thinking. The findings showed that the focus on passing public examinations led to the rise of an examination-oriented system which was a blockage to

the development of learners' critical thinking as the History teachers focused on making learners pass public examinations and resorted to the use of teaching techniques which did not promote learners' critical thinking such as lecture method and memorisation. The findings of the current study are confirmed by the findings of Fung et al. (2016:148) in Hong Kong who discovered that even though critical thinking and group discussions were acknowledged as significant in the education in Hong Kong, by and large, the two have been overlooked in secondary schools, because the Hong Kong curriculum objectives put emphasis on public examinations. The findings are also supported by Che Musa in Dwee (2016:632) who contended that examination-oriented system encouraged teachers to use conventional teacher-centered teaching techniques and drills like revising past examination question papers. Chopra in Omidvar and Ravindranath (2017:345) also discovered that examination centered teaching encouraged learners to memorise in order to pass examinations. After the examination they would forget everything.

6.2.2 Findings in relation to sub-question 1

In this section focus was on presenting and analysing the study findings in relation to the study's sub-questions 1: What are teachers' perceptions of the place of critical thinking in their teaching of History to Form Three History learners?

The findings of the research showed that the perceptions of teachers as to the place of critical thinking in their teaching of History to Form Three learners were pessimistic because of inadequate infrastructure, poor teaching resources and too much focus on public examinations. The findings reflected teachers' negative attitude to critical thinking development due to inadequate infrastructure and lack of sufficient teaching materials. The lack of adequate infrastructure led to overcrowding in classrooms and made it difficult for teachers to utilise the seating plans or teaching techniques that encourage learners' critical thinking. The insufficient teaching resources such as books made it difficult for the teachers to employ methods of teaching that were learner-centered and could have advanced learner acquisition of critical thinking skills. The findings also indicated that

teachers' focus on public examinations was an impediment to the gaining of knowledge of critical thinking.

The findings reflected that the insufficient infrastructure and teaching resources encouraged teachers' unwillingness to employ teaching techniques that can assist learners to engage in critical thinking. The research findings are supported by the findings of Alwadai (2014:132) on the study of teachers in Saudi Arabia where the results revealed that the Islamic teachers did not value critical thinking and were not dedicated to the teaching of critical thinking. The study findings are also supported by the research findings of Alwehaibi (2012) and Allamnakrah (2013) that also discovered that learners' failure to engage in critical thinking was due to teachers' failure to teach critical thinking in their classrooms.

6.2.3 Findings related to sub-question 2

The section focused on the presentation and analysis of the study findings in relation to the research's sub-question 2: How do Form Three History learners perceive the role of critical thinking in terms of their conception of critical thinking, motivation and belief systems?

The research findings in terms of learners' conception of critical thinking, motivation and belief systems were that learners lacked a comprehensive understanding of the meaning of critical thinking, lacked motivation to take on critical thinking and that their belief systems were an obstruction to their acquisition of critical thinking skills.

The research findings in connection to sub-question 2 reflected that the learners lacked an apparent understanding of the meaning of critical thinking and that inadequate understanding of the concept made them face challenges in their acquisition of skills to think critically in learning History. The research findings are supported by a study conducted by Orszag (2015:2) on university learners of central Finland which revealed that the learners had a constricted view of critical thinking skills and dispositions that

encompass it. Another study that co-relate to the research findings was conducted in Iran by Enciso, Enciso and Daza (2017:84) and concluded that the learners did not quite understand the sense of critical thinking.

The findings in relation to learners' perceptions of critical thinking also exposed that learners were not motivated to engage in learning activities that can enhance their critical thinking capabilities due to low self-efficacy and the feeling that they were not capable of thinking critically. Bandura's theory (1977) supports the findings and indicates that self-efficacy occupies an important part in influencing the attitude of learners and motivation to engage activities enhancing critical thinking (Gangloff & Mazilescu 2017:2). Scholars such as Demir and Celikler (2015:5); Gurcay and Ferah (2018:129); Aliakbari and Sadghdaghij (2013:3) also confirm the study findings and support that self-efficacy plays a major role in promoting capabilities to think critically. The research findings revealed that lack of motivation was a barrier to their mastery of critical thinking skills and the conclusions are supported by Myers in Dehghani et al. (2011:2953) who indicates that inspiration takes a significant part in affecting the growth of learners' critical thinking.

The study's findings in relation to the research's sub-question 2 also discovered that the perceptions of the learners to the role of critical thinking were negatively influenced by their belief systems linked to cultural beliefs and beliefs about intelligence. The research findings exposed that cultural beliefs were an obstruction to the learning of critical thinking as it affected learners' behaviour in class. The findings revealed that learners' beliefs about intelligence hindered their acquisition of critical thinking skills as the learners believed that low ability learners could not master critical thinking skills. Vygotsky's Socio-cultural theory supports the findings and emphasises cultural influences on the child's learning (Mcleod 2015:4). Massa (2014:388) asserts that learners' beliefs negatively affect their motivation. The study findings are confirmed in a study of Asian learners conducted by Shabeen in Rear (2017:22) which reflected that culture affected the development of critical thinking for Asian learners who found critical thinking difficult.

6.2.4 Findings in relation to sub-question 3

In this section the researcher presented and analysed the study outcomes in relation to the research's sub-question 3: How can the inclusion of critical thinking in the curriculum of Form three History learners contribute to the improvement of education in secondary schools?

The study findings in relation to sub-question 3 showed that the inclusion of critical thinking in the curriculum of Form Three History learners positively contributed to the improvement of education in selected secondary schools. The findings uncovered the fact that the inclusion of critical thinking capabilities in the syllabus of Form Three History learners can benefit the learner and improve academic achievements and enhances social, economic and political development in Zimbabwe.

The research findings in connection to sub-question 3 reflected that the inclusion of critical thinking activities in the curriculum of Form Three History learners could improve Zimbabwe's education and produce graduates with improved character and problem solving skills since after gaining the critical thinking skills learners would be able to consider other people's viewpoints, make better judgements and improve problem solving capabilities. Karakoc (2016:81) also acknowledges that acquisition of critical thinking improves learners' character as the learners would become more objective and consider other people's opinions. The findings are also supported by Wisdom and Leavitt (2015:21) that the capabilities to think critically can allow the learners to reason morally and positively develop character.

The findings in connection to sub-question 3 also reflected that learner acquisition of critical thinking skills could improve education in Zimbabwe. Possessing critical thinking skills, the learner could enhance academic performance and achieve better grades in History. The findings agree with Facione (2015:24) who proposed that critical thinking can assist learners to achieve better academic grades as critical thinking arouses and enhances the development of the mind. In support of the findings Chukwueunum

(2013:18) portrays that the strategies of critical thinking improve how learners perform in schools. A study conducted in Iran by Asgaharheidari and Tahriri (2015:290) also validates the findings of the research as in their study they discovered the strong connection between learners' performance in comprehension and critical thinking capability. A study conducted by Karagol and Bekmezci (2015:86-91) also corroborates this study as their study on Turkish teacher candidates training for primary school teaching discovered that their mastery of critical thinking dispositions improved their academic achievements.

The study's findings also reflected that the inclusion of critical thinking in the curriculum of Form Three History learners could improve education as this would enable schools to produce graduates who would have mastered critical thinking skills that can benefit the society, economy and politics of Zimbabwe. The findings indicated that a learner with critical thinking skills gains problem solving skills and builds an improved society. The findings also exposed that education could be improved with the inclusion of critical thinking in the History curriculum as this would enable education to produce graduates with skills needed in today's job market. The findings also reflected that a graduate with critical thinking skills can analyse situations and be able to settle disputes peacefully and that can result in peace and political stability in Zimbabwe. The findings are supported by Gonzalez and Frumkin (2016:406) who discovered that the mastery of 21st century skills was vital for job readiness and worldwide citizenship. Islam (2015:2) also noted that employers look for employees who possess critical thinking abilities such as abilities to learn fast, resolve problems, gather and analyse information extensively. Facione (2015:24) substantiates the study findings by portraying that learners who have critical thinking capabilities can encourage the development of democracy in the country.

6.2.5 Findings related to sub-question 4

In the section the researcher presented and analysed the study findings in relation to the study's sub-question 4: How can critical thinking be effectively implemented in the

curriculum of Form Three History classes at Secondary schools in Zimbabwe's Masvingo province?

The research findings in relation to sub-question 4 uncovered that for critical thinking to be effectively implemented in the curriculum of Form Three History classes at secondary schools in Zimbabwe's Masvingo province, several approaches have to be considered including the construction of additional infrastructure to avoid overcrowding in classrooms, the provision of vital teaching and learning materials such as books and computers, introduction of better teaching and learning routines by Government and school authorities, urging universities and colleges to train teachers on how to teach critical thinking and organisation of in-service teacher training courses on how to teach critical thinking . In addition, Government and school authorities can enhance teacher motivation, enhance learner motivation, policy amendments in connection to the History syllabus and public examinations. The details of how the approaches can be effectively implemented in the curriculum of Form Three History classes are discussed in chapter 4, section 4.6.5. However, in the following section the researcher presented additional scholarly confirmation of the study findings.

The study's findings which reflected the identification of several options to be taken to effectively implement critical thinking in the curriculum of Form Three History classes at secondary schools in Zimbabwe correlates with study findings of Radulovic and Stancic (2017:22) in Serbia. That study sought to expand critical thinking in Serbian education. In the study various approaches were also identified that include some of the approaches suggested in my current study such as the introduction of special programmes to train teachers on how to employ strategies to advance critical thinking in their instruction, the role and influence of learners and teachers in the instruction procedures and development of relevant curriculum.

The research's identification of the need to train instructors on how to teach critical thinking for it to be effectively implemented in the Form History curriculum is also supported by a research conducted on teacher candidates in the Turkish Republic of

Northern Cyprus by Serin (2013:232- 241). He indicated that there was need to improve teacher candidate critical thinking capabilities by training teacher candidates on the teaching of critical thinking. The requirement for teachers' training is also supported by Vygotsky's theory which reinforces the teacher to be the better skilled other in the learning of critical thinking (Murphy et al. 2016:28).

The study findings in connection to sub-question 4 are also supported by the study conducted by Monks and Schmidt (2010:15-16) whose study at a university in the United States of America discovered that for effective teaching of critical thinking to take place there was need to reduce class sizes and reduce the workload taken by the lecturer as they discovered big class sizes and high student loads hindered the teaching of critical thinking.

The requirement for enough teaching materials indicated in this study as a means to effectively implement critical thinking in the curriculum of Form Three History learners is supported by Setyowati et al. (2018:240) who argue that for critical thinking teaching to improve there was need to utilise good teaching resources that stimulate learners' critical thinking.

6.3 Main findings and recommendations

6.3.1 Main findings

The section's focal point is on presenting and analysing the study's main conclusions from focus group and semi-structured interviews, lesson observations and document analysis. Overall, the study findings noted that the advancement of critical thinking was lacking in the instruction of History in secondary schools in Masvingo province in Zimbabwe. Learners' acquisition of critical thinking skills was negatively affected by teachers and learners' lack of self-efficacy and motivation caused by lack of full

understanding of the meaning of critical thinking, their belief systems, deprived teaching and learning environment and shortage of teaching resources.

Another major finding from the research was that policy related factors hindered critical thinking advancement in Zimbabwe's secondary schools as instruction of History depended on policy in terms of enrolment, the curriculum and History syllabus, internal tests and how the education system and public examinations were organised. The findings of the study exposed the lack of learners' capability to employ critical thinking in secondary schools. Capabilities were hindered by the policy that led to the emergence of large classes. Such large classes were a hindrance to critical thinking development, the same as adoption of a long History syllabus and the focus on public examinations that led to the emergence of the examination-oriented education system.

In addition, the findings also reflected that various approaches could be applied to enhance effective implementation of critical thinking in the Form Three History curriculum at secondary schools in Zimbabwe. Such approaches could be the construction of additional infrastructure to avoid overcrowding in classrooms, provision of the essential learning materials such as books and computers, improvement of the teaching and learning routines, training of teachers on the teaching of critical thinking, enhancement of teacher and learner self-efficacy and motivation and amendments on the syllabus and public examination questioning techniques.

Furthermore, the study findings uncovered that the inclusion of critical thinking in the curriculum of Form Three History learners can improve education in the selected secondary schools in Zimbabwe. This can also enable the Zimbabwean education to produce good quality products. The findings reflected that Zimbabwe's education system can get better with the inclusion of critical thinking in Form Three History curriculum and learners can benefit and improve their character, problem solving skills and academic attainment. The findings also reflected that the addition of critical thinking in curriculum can improve education as this can enable the Zimbabwean schools to produce graduates that can be of benefit to the society, economy and politics of Zimbabwe.

6.3.2 Recommendations

Taking into consideration the study's findings, the researcher, in this section, presents recommendations on the learning of critical thinking capabilities in general and how this can be enhanced in secondary schools in both Masvingo urban area and in Zimbabwe as a whole.

The findings of the study supply evidence of deficiency in the development of learners' critical thinking due to lack of teacher and learner motivation that is caused by policy related issues. The study's objectives included ascertaining the factors the participants indicated as causing the deficiency in critical thinking in learning and teaching at schools in Masvingo urban area. Consequently, the recognised gaps posed by policy matters substantiate the necessity of amendments. The amendments will curtail learners' and teachers' negative attitudes to critical thinking in order to enhance learner acquisition of critical thinking. In the subsequent section the researcher supplies some recommendations on how the learning of critical thinking could be improved in secondary schools.

- The research revealed that large class sizes were a hindrance to the learning of critical thinking. The study recommends that Government works together with the School Development Authorities and undertake to provide the much needed financial assistance to ensure the construction of additional infrastructure to reduce class sizes as well as provide additional learning classrooms to use during the public examination period.
- The research recommends that the Government and the Ministry of Higher and Tertiary Education recruit more secondary school History teachers to reduce teachers' teaching loads so as to motivate teachers to get involved in the teaching of critical thinking and be able to employ teaching techniques that can promote critical thinking.

- Lack of teacher motivation was identified as a factor that impeded the development of critical thinking development in learners. Due to the rising cost of living in Zimbabwe, the study recommends that Government increases teachers' remuneration in order to motivate teachers to engage in more time-consuming teaching techniques that can advance learners' critical thinking.
- The research recommends teachers' training colleges and universities to consider introducing an obligatory course in the first year of college and degree programme to provide training to students on how to develop critical thinking. The provision of training would assist student-teachers understand the concept critical thinking, develop self-efficacy and motivate them to teach critical thinking.
- The study recommends that the Government, the Ministry of Primary and Secondary Education and school authorities work together and organise in-service training courses to instruct teachers on how to enhance learners' critical thinking.
- The Government endeavor to offer the much needed financial support to Government schools so as to guarantee the provision of essential teaching resources that can potentially develop learners' critical thinking.
- The research suggests that teachers, after receiving training from colleges and in-service training courses on the teaching of critical thinking, have to assist learners to gain self-efficacy and motivate learners to get involved in critical thinking and ensure learners' positive attitude to the teaching techniques that enhance their critical thinking.
- The Zimbabwe Schools Examination Council is urged to monitor closely the syllabuses so as to ensure that they are manageable and can be completed within the required period and without hustles, to enable the teachers to apply teaching methods that encourage learners' critical thinking.
- The Chief Examiner for History is advised to work together with the History teachers and hold seminars and make amendments to the ZIMSEC Ordinary level History syllabus to make it more convenient to learners by reducing the number of topics in the syllabus and crafting more familiar topics. The syllabus was found to be too long to cover during the required time and that made teachers

rush to complete the syllabus, avoiding those teaching methods that encourage learners to utilise critical thinking since they demand more time.

- The study recommends that ZIMSEC modify its questioning techniques in the History public examination paper 1 and make the questions engage critical thinking.

6.4 Recommendations for further research

The study suggests that future researchers pursue studies on how critical thinking can affect learners' innovation since the Zimbabwean university education policy focuses on new 21st curriculum that encourages an education that enhances innovation and provides a link between industry and Zimbabwean education.

The researcher discovered that there was not much evidence of studies conducted to establish how the colleges and universities train their pre-service and in-service teachers to be critical thinkers and establish the extent to which the training programmes engross critical thinking.

Qualitative studies can be conducted to investigate factors that influence teachers' motivation to the teaching of critical thinking. Further research can reveal more obstacles to the learning of critical thinking.

The study recommends further studies on critical thinking particularly studies that include representatives from the Ministry of Education and the Zimbabwe School Examination Council. Such a research is worth undertaking since it could ascertain other factors that influence the development of learners' critical thinking in secondary schools in Zimbabwe.

The study suggests future research on a wider scope since the current research focused on three selected secondary schools in Masvingo urban area. Consequently, this restricted the transferability of study's conclusions to other schools in rural areas in Zimbabwe.

It is crucial to establish the role of critical thinking in other disciplines such as Mathematics, Sciences and languages to offer the policy makers in the Ministry of Primary and Secondary Education a more holistic picture of the part played by critical thinking in the Zimbabwean education system.

6.5 Limitations

As indicated in the earlier sections, the study provided useful information that can be utilised to establish appropriate means to advance the learning of critical thinking in secondary schools in Zimbabwe. However, the researcher discovered some limitations which are as follows:

Firstly, the study participants were teachers and learners so the study did not take into consideration the main players such as the policy designers in the Ministry of Primary and Secondary Education and Zimbabwe Schools' Examination Council who play an important role in designing and implementing of the educational programmes.

Secondly, the study's sample was limited to 26 participants who comprised learners and teachers in only three secondary schools located in the urban area out of more than hundred secondary schools in Masvingo. The outcomes might, consequently, not be applicable to other schools, especially schools in rural areas in Zimbabwe.

6.6 Final reflections

The major rationale of the study was to establish the position of critical thinking in the instruction at secondary schools in Zimbabwe with a focus on the teaching of History to Form Three learners in Masvingo urban area and dealt with the challenges of learner acquisition of critical thinking. Through use of lesson observations, semi-structured interviews, focus group interviews and document analysis, the researcher felt that an elucidation could be established on the current situation concerning the learning of critical thinking in secondary schools. The findings of the research exposed that there was lack of critical thinking in the learning and teaching in secondary schools and that various factors have to be considered for critical thinking to be advanced in secondary schools in Zimbabwe.

The study outcomes largely showed that there was need to improve teacher and learner motivation through implementation of several measures if the learning of critical thinking were to be advanced in secondary schools. The research findings also revealed that the Zimbabwean government, the Ministry of Primary and Secondary Education and Zimbabwe Schools Examination Council occupy a crucial role in influencing the role of critical thinking in secondary schools.

The findings also uncovered that several factors can enhance effective implementation of critical thinking in secondary schools and the inclusion of critical thinking capabilities in learning was beneficial to education as learners' acquisition of critical thinking impacts positively on the learners' character, social, economic and political development in Zimbabwe.

6.7 Conclusion

Critical thinking abilities are indispensable to the learner and the skills need to be developed in teaching and learning. The significance of the capability to think critically in History was discussed in previous chapters in this study. The study's findings reflected the lack of critical thinking in the learning of History in chosen secondary schools in Zimbabwe due to various obstacles encountered by teachers, learners and school authorities. Critical thinking as indicated by the research findings can be effectively implemented in teaching and learning and can improve the education system. The study offered some recommendations on how critical thinking can be promoted in the teaching and learning of History in Zimbabwe.

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Appendix: A Proof of Unisa Ethical Clearance



UNISA COLLEGE OF EDUCATION ETHICS REVIEW COMMITTEE

Date: 2019/10/16

Ref: **2019/10/16/61970158/15/MC**

Dear Mrs P Wekwete

Name: Mrs P Wekwete

Student No.: 61970158

Decision: Ethics Approval from
2019/10/16 to 2024/10/16

Researcher(s): Name: Mrs P Wekwete
E-mail address: 61970158@mylifeunisa.ac.za
Telephone: +263 77 300 2418

Supervisor(s): Name: Prof L Higgs
E-mail address: Higgslg@unisa.ac.za
Telephone: +27 82 863 3965

Title of research:

The role of critical thinking in Secondary schools in Masvingo, Zimbabwe: A critical investigation.

Qualification: PhD in Educational Foundations

Thank you for the application for research ethics clearance by the UNISA College of Education Ethics Review Committee for the above mentioned research. Ethics approval is granted for the period 2019/10/16 to 2024/10/16.

*The **low risk** application was reviewed by the Ethics Review Committee on 2019/10/16 in compliance with the UNISA Policy on Research Ethics and the Standard Operating Procedure on Research Ethics Risk Assessment.*

The proposed research may now commence with the provisions that:


1. The researcher(s) will ensure that the research project adheres to the values and principles expressed in the UNISA Policy on Research Ethics.
2. Any adverse circumstance arising in the undertaking of the research project that is relevant to the ethicality of the study should be communicated in writing to the UNISA College of Education Ethics Review Committee.



University of South Africa
Preller Street, Muckleneuk Ridge, City of Tshwane
PO Box 392 UNISA 0003 South Africa
Telephone: +27 12 429 3111 Facsimile: +27 12 429 4150
www.unisa.ac.za

Appendix B: Request for permission to conduct research in Masvingo province

All communications should be addressed to
"The Secretary for Primary and Secondary
Education
Telephone: 794895/796211
Telegraphic address: "EDUCATION"
Fax: 794505

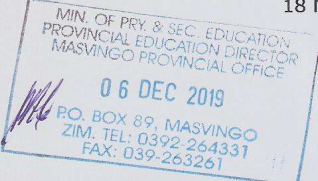


ZIMBABWE

Reference: C/426/3 Masvingo
Ministry of Primary and
Secondary Education
P.O Box CY 121
Causeway
HARARE

18 November 2019

Prayers Wekwete
Number 6730
Matsapa Crescent
Mucheke D
Masvingo



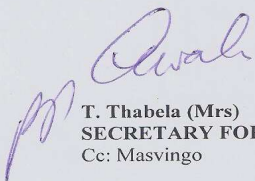
Re: PERMISSION TO VISIT SCHOOLS IN MASVINGO PROVINCE FOR RESEARCH PURPOSES: MASVINGO DISTRICT: KYLE COLLEGE, MUCHEKE AND CHRISTIAN HIGH SCHOOLS.

Reference is made to your application to visit schools to collect data for research purposes at the above-mentioned schools in Masvingo Province on the research titled:

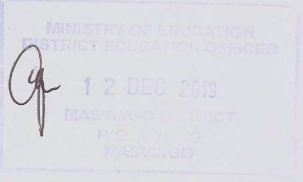
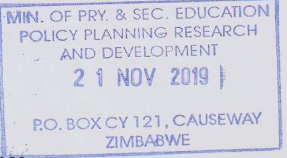
"THE ROLE OF CRITICAL THINKING IN SECONDARY SCHOOLS IN MASVINGO, ZIMBABWE: A CRITICAL INVESTIGATION."

Permission is hereby granted. However, you are required to liaise with the Provincial Education Director Masvingo Province, who is responsible for the schools which you want to involve in your research. You should ensure that your research work does not disrupt the normal operations of the schools. Where students are involved, parental consent is required.

You are also required to provide a copy of your final report to the Secretary for Primary and Secondary Education.



T. Thabela (Mrs)
SECRETARY FOR PRIMARY AND SECONDARY EDUCATION
Cc: Masvingo



Appendix C: Interview schedule for teachers

1) I would like to know what could be the impact of your teaching to Form Three learners.

Probe: In what ways can your teaching affect or not affect the way your students think?

Follow ups: How can you tell that their thinking is affected or not affected?

How do you feel about your capability to teach them to improve their thinking?

2) What can influence the way you teach your Form Three History students?

Follow ups: Are you also playing a part? Can your beliefs influence or not influence the way you teach them?

How can their intelligence influence the way you teach them?

3) Can you tell me the methods you use to teach your Form Three History class?

Probe: Which methods do you enjoy using?

Follow up: Do you think your learners like the way you teach them?

How do you ask your learners questions when you teach them?

What would be your role and your learners' role in class when you teach them?

How do you feel about those activities in your class?

4) I would like to know the kind of tests you give to your Form Three History learners?

Follow ups: Could the tests improve the way your students think?

How do your learners show that they like or not like the tests you give them?

5) I would like to know what you think about teaching History following the History syllabus/content curriculum.

Probe: How can that affect or not affect the way you teach your learners?

Follow up: How can their thinking be affected?

6) I would like to know what you think about the influence of national examinations on your teaching of History.

Follow up: How are the examinations affecting your class activities?

7) I would like you to tell me what could be the benefits of learning History?

Follow up: How can it influence the child's character?

How can it benefit society and the country?

8) What could be your recommendations on what could be done to enhance your students' thinking capabilities?

Probe: How could your learners have a part to play?

Could you have a part to play?

Follow up: Could the school have a part to play?

9) Is there anything you would like to add about your teaching of History and development of critical thinking?

Appendix D: Interview guide for learners

1) I would like to know how your learning of History has influenced your thinking capabilities.

Follow up: Is there anything that you can now do that you were not able to do before learning History?

How can your learning of History influence the way you think?

2) What do you think can affect the way you learn History?

Follow up question: Are you also playing a part in influencing the way you learn?

How can your beliefs affect your behaviour in class?

What can you enjoy or not enjoy in learning of History?

3) How can your culture affect or not affect the way you behave in class?

Probe: How can your beliefs about intelligence affect or not affect the way you learn in class?

4) How do teachers teach you in class?

Follow up question: Are there things you do not like or like in how your teacher teaches you?

Does the History lesson demands you to think more?

5) What kind of History tests are you assigned by your teacher?

Follow up question: What are the things you like or do not like about those tests?

How do the tests require you to think more or not to think more?

6) How does the ZIMSEC/ CAMBRIDGE Examinations influence the way you learn History?

Follow up questions: How is the writing of National examinations influencing the methods used by your teacher to teach you?

What are the things you gain or not gain from the writing of National examinations?

7) What could be the benefits of how you learn History?

Probe: How can your thinking be improved or not improved?

Follow up: How is your ability to solve your own problems affected?

How can your learning bring change or no change to the society and the country?

8) What do you think can be done in your learning to enhance your thinking capabilities?

Probe: What could you recommend to be done by your teacher?

What part could you play?

Follow up: What could be done by your school authorities?

9) Is there anything you would like to add on the influence of learning History on how you think?

Appendix E: Consent letter to parent/guardian

Dear parent

My name is Prayers Wekwete. I am undertaking this study with Professor Leonie Higgs in the Department of Educational Foundations in fulfillment of the requirement of the degree: Doctor of Education in Philosophy of Education at University of South Africa under the title: The role of critical thinking in the teaching of History at Secondary schools in Masvingo, Zimbabwe: A critical investigation.

The purpose of the study is to establish the role of critical thinking in schools and the possible benefits of the study are the improvement of critical thinking abilities of students in schools and History students' abilities to solve problems. I am asking for permission to take in your child in this study because your child has knowledge about learning in Secondary schools. I expect to have seventeen other children participating in the study.

If you permit your child to take part, I shall appeal him/her to (delete what is inapplicable):

- Take part in an interview

One individual interview sitting will be held for fifty minutes at school during first term of school calendar in 2020.

- Take part in a focus group

The focus group discussion will be held at school and will comprise six students. The discussion will be for one hour during the first term of school.

The researcher is requesting for permission to use audio and video recording of the interview or focus discussion of your daughter/son/child.

Any information that is obtained in connection with this study and can be identified with your child will remain confidential and will only be disclosed with your permission. His/her responses will not be linked to his/her name or your name or the school's name in any written or verbal report based on this study. Such a report will be used for research purposes only.

There are no foreseeable risks to your child by participating in the study. Your child will receive no straight benefit from participating in the study. However, the possible benefits to education are: the development of critical thinking that improves the child's academic performance and problem solving skills. Neither your child nor you will receive any type of payment for participating in this study. Your child's participation in this study is voluntary. Your child may decline to participate or to withdraw from participation at any time without attracting any penalty.

The study will take place during normal school days with the prior approval of the school administration and your child's teacher.

In addition to your permission, your child must agree to participate in the study and both of you will also be asked to sign the assent form which accompanies this letter.

The information collected from the study and your child's participation in the study will be stored securely on a password locked computer in my locked office for five years after which the records will be deleted.

If you have questions about this study please ask me or my supervisor:

Prof Leonie Higgs

Department of Educational Foundations

University of South Africa (UNISA).

Higgslg@unisa.ac.za

You can contact me:

Wekwete Prayers (+263773002418)

Kyle College

P.O. Box 507

Masvingo

e-mail is 61970158@mylife.unisa.ac.za.

Permission for the study has already been given by the Ministry of Education and the Ethics Committee of the College of Education, UNISA.

You are making a decision about allowing your child to participate in this study. Your signature below indicates that you have read the information provided above and have decided to allow him or her to participate in the study. You may keep a copy of this letter.

Name of child _____

Sincerely _____

Parent/guardian's name (print)

Parent/guardian's signature:

Date:

Researcher's name (print)

Researcher's signature

Date:

Appendix F: Consent letter to teacher

Kyle College

P. O. Box 507

Masvingo

20 January 2020

Dear Participant,

A: Introduction

My name is Prayers Wekwete. I am doing research under the supervision of Leonie Higgs, a Professor in the Department of Educational Foundations in accomplishment of the degree of the Doctor of Education in Philosophy of Education at the University of South Africa. I have funding from UNISA Bursary fund for meeting costs of the research. You are invited to participate in a study entitled: The role of critical thinking in the teaching of history at Secondary schools in Masvingo: A critical investigation.

B: Aim of the study

This study is expected to collect important information that could assist the Education system develop critical thinking in Secondary schools and improve students' performance.

The time allocated to conduct interviews is as follows: fifty minutes per each interview, Lesson observation, one hour per each session.

C: Purpose of the invitation

You are invited to participate in the study your school is one of the three selected schools in Masvingo urban area that have been acknowledged to have helpful information that can inform this research. In particular, you have been selected to be among the 26 participants for the study on the basis that you are involved in teaching and learning of history which has potential to offer some knowledge about learning of critical thinking.

I obtained your contact details from the School Head.

D:Your role in the study

Your role is to take part in semi-structured interviews/ Lesson observation (tick appropriate). The interview questions are open-ended questions and will be asked in a semi-structured interview. The individual interview will take fifty minutes and lesson observation will take one hour.

E: Conditions for participation and benefits

Participating in this study is voluntary and you are under no obligation to consent to participation. If you make a decision to take part, you will be supplied with this

information sheet to keep and be requested to sign a written consent form. Your answers will be given a code number or a pseudonym and you will be referred to in this way in the data, any publications, or other research reporting methods such as conference proceedings. However, you have freedom to withdraw at any time and without providing a reason

.The study is likely to be of benefit to you as a teacher since it will offer insight into reality concerning the teaching and learning of critical thinking thereby assisting the Zimbabwean education system develop critical thinking in schools and this will in turn improve learners' thinking abilities and problem solving skills.

F: Confidentiality

There are no anticipated negative consequences arising from your participation in this research except for the need to sacrifice your valuable time to help with information which can be acquired from you.

You are also assured the details of information that you supply to the researcher and your identity will be confidential. Your name will not be recorded anywhere and no one will be able to connect you to the answers you give and the researcher will ensure your involvement is anonymous by giving a code number to your answers. Records that identify you will be available only to people working on the study, unless you give permission for other people to see the records.

G: Data storage

Furthermore, hard copies of your answers will be stored by the researcher for a period of five years in a locked cupboard/filing cabinet at house number 6730 Matsapa Crescent. Mucheke D. in Masvingo. For future research or academic purposes; electronic information will be stored on a password protected computer. Future use of the stored data will be subject to further Research Ethics Review and approval if applicable.

H: Payment

The research does not enclose payment or any inducements except for transport reimbursement in the occasion that the interview goes beyond your normal time for one reason or another and supply of snack for the duration of the interview taking into consideration the length of time involved.

I: Ethical Approval

This study has received written approval from the Research Ethics Review Committee of the Unisa. A copy of the approval letter can be obtained from the researcher if you so wish.

J: Research feedback

If you would like to be informed of the final research findings, please contact Prayers Wekwete on 0773002418 or email 61970158@mylifeunisa.ac.za the findings are accessible for research purposes.

Should you need any additional information or want to contact the researcher about any aspect of this study, please contact:

Prayers Wekwete

Kyle College.

P.O. Box 507

Masvingo

Zimbabwe. Telephone number 0392252771.

Or e-mail: pwekwete1@Gmail.com

Should you have worries about the way in which the research has been carried out, you may contact:

Professor Leonie Higgs,

Department of Educational Foundations

University of South Africa

Email: Higgslg@unisa.ac.za cell phone 0828633965

Thank you for taking time to read this information sheet and for participating in this study.

Prayers Wekwete

CONSENT OF PARTICIPANT IN THIS STUDY (Return slip)

I, _____ confirm that the person asking my consent to take part in this research has told me about the nature, procedure, potential benefits and anticipated inconvenience of participation.

I have read/ been explained to me and understood the study as explained in the information sheet.

I have had adequate opportunity to ask questions and am prepared to participate in the study.

I understand that my participation is voluntary and that I am free to withdraw at any time without any requirement to give reasons.

I am aware that the findings of this study will be processed into a research report, journal publications or conference proceedings, but that my participation will be kept confidential unless otherwise specified.

I agree to the recording of the interview/lesson observation.

I have received a signed copy of the informed consent agreement.

Participant Name and Surname _____

Participant Signature

Date

Researcher's Name & Surname (please print): _____

Researcher's signature

Date

Appendix G: Consent letter to learner

A: Introduction

My name is Prayers Wekwete. I am doing research under the supervision of Leonie Higgs, a Professor in the Department of Educational Foundations to accomplish the degree of the Doctor of Education in Philosophy of Education at the University of South Africa. You are invited to participate in a study entitled: The role of critical thinking in the teaching of history at Secondary schools in Masvingo: A critical investigation. Your School Head has given me permission to do this study in your school.

B: Aim of the study

I would like to invite you to be a very special part of my study. I am doing this study so that I can find ways to establish the role of critical thinking in schools that your teachers can use to better its development. This may help you and many other learners of your age in different schools to become critical thinkers.

C: Purpose of the invitation

This letter is to explain to you what I would like you to do. There may be some words you do not know in this letter. You may ask me or any other adult to explain any of these words that you do not know or understand. You may take a copy of this letter home to think about my invitation and talk to your parents about this before you decide if you want to be in this study. . In particular, you have been selected to be among the 27 participants for the study on the basis that you are involved in learning of history which has prospective to supply some knowledge about learning of critical thinking.

D: Your role in the study

I would like to ask you interview questions/ observe you in your History lesson/ involve you in a focus group of six participants. Answering the interview questions will take fifty minutes/ lesson observation will take one hour/ focus group discussion will take one hour.

E: Conditions for participation

I will write a report on the study but I will not use your name in the report or say anything that will let other people know who you are. Participation is voluntary and you do not have to be part of this study if you don't want to take part. If you choose to be in the study, you may stop taking part at any time without attracting any punishment. You may tell me if you do not wish to answer any of my questions. No one will blame or criticise you. When I am finished with my study, I shall return to your school to give a short talk about some of the helpful and interesting things I found out in my study. I shall invite you to come and listen to my talk.

You will not be reimbursed or receive any incentives for your participation in the research.

If you decide to be part of my study, you will be asked to sign the form on the next page. If you have any other questions about this study, you can talk to me or you can have your parent or another adult call me at 0773002418. Do not sign the form until you have all your questions answered and understand what I would like you to do.

Researcher: Prayers Wekwete Phone number: +263 0773002418

Do not put your signature the written assent form if you have any questions. Ask your questions first and make sure that someone answers those questions.

WRITTEN ASSENT

I have read this letter which asks me to be part of a study at my school. I have understood the information about the study and I know what I will be asked to do. I am willing to be in the study.

Learner's name

Learner's signature

Date

Witness' name (print)

Witness's signature

Date:

(The witness is over 18 years old and present when signed.)

Parent/guardian's name (print)

Parent/guardian's signature:

Date: _____

Researcher's name (print)

Researcher's signature:

Date _____

Appendix H: Focus group assent and confidentiality agreement

I _____ grant assent that the information I share during the focus group discussion may be used by Prayers Wekwete for research purposes. I am aware that the group discussions will be digitally recorded and grant assent for these recordings, provided that my privacy will be protected. I undertake not to disclose any information that is shared in the group discussions to any individual outside the group in order to preserve confidentiality.

Participant's Name (Please print): _____

Participant Signature: _____

Researcher's Name: _____

Researcher's Signature: _____

Date: _____

Appendix I: Observation guide for teachers

OBSERVATION	DESCRIPTION	REFLECTION
1.Class size		
2.Seating plan		
3.Objectives		
4.Teaching techniques		
5, Teaching materials/media		
6..Teacher's questions		
7..Teacher's role		
8.Classroom atmosphere		

Appendix J: Observation guide for learners

OBSERVATION	DESCRIPTION	REFLECTION
1.The role of the student in class.		
2.Students' participation/motivation in class.		
3.Learners' response to teacher's questions		
4.Learners' relations with the teacher and colleagues in class.		
5. Learners' response to teaching strategies		

The End