

Classroom Delivery of Tanzanian History and Moral Education: Intersections with Educational Ideologies

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Abstract:

The Tanzanian History and Moral Education (*Historia ya Tanzania na Maadili* – HTM) is a compulsory subject taught using Kiswahili as medium of instruction in all Tanzania secondary schools. One of its objectives is to build moral values, promote nationalism and patriotism, as well as safeguard the interests of the country and the nation (Wizara ya Elimu, Sayansi na Teknolojia, 2023:1). This study seeks to find out ways through which teachers' delivery of content in the HTM classes reflect the ideologies of education. The study was informed by the theories of ideologies of education namely, the *socialisation*, the *acculturation* and the *individuation*. The study used qualitative approach and case study design. Data were collected through interviews and non-participant classroom observations which were later subjected to content analysis. The findings have established that HTM teachers' delivery of content in HTM lessons was much characterised by features related to socialisation ideologies. It indicates that students learnt through memorisation because of being passive, remained silent listening to HTM teachers' talks. As such, it is shown that HTM teachers' delivery of content in the classroom are characterised by limited features related to student-centred approaches. It is established that HTM teachers' delivery of content in the classroom is largely teacher-centred and characterised by transmission or imparting facts to students. It is concluded that HTM teachers' delivery of content in the classroom mainly relate to socialisation ideologies of education. This situation calls for development and implementation of in-service teacher professional development programmes. The programmes should be designed in such a way that it promotes application of CBC classroom delivery approaches.

Keywords: *Acculturation ideologies, HTM teachers, individuation ideologies, socialization ideologies.*

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1. Introduction

There are several definitions on ideologies of education. For instance, Wallace (2008) views ideologies of education as beliefs and ideas that inform all aspects or practises in education, particularly, how teaching and learning should be done. Such particular beliefs and ideas inform the practises of a profession such as teaching, training of teachers and values in place. According to this view, ideologies of education represent what appear to be *common-sense* ideas which normally are taken for granted and mostly not questioned or challenged.

Lamm (1985) suggests that education ideologies can practically be categorised into three major groups namely, the *socialisation*, the *acculturation* and the *individuation*. In Lamm's (1985) view, the socialisation perspective or ideologies, the socially accepted norms are considered also as the norms of educational activities. In particular, Harpaz (2014) observed that socialisation ideologies involve characteristics such as the teacher: manages the classroom, impart facts and skills; employs autocratic instruction; teaches the content which has value, practical and useful; assumes all students are same (learning by imitation); and considers educated student will be adapted to his or her society and will have successful career. These aspects largely reflect the conservative educational ideologies identified by O'Neill (1990), that is, they focus on orienting and socialising learners to the established knowledge.

In the ideologies of acculturation, some cultural values, perennially valid are accepted as norms of education (Lamm, 1985). Under this perspective, the teacher is supposed to be a live model to students; employs authoritative instruction based on modelling; assumes that content should mould student character; students learn by internalisation; and considers educated person as one whose character reflects good values and convictions of the society (Harpaz, 2014).

Then, in the ideologies of individuation, the developmental needs of the child are considered as a starting point in deciding the needs and content of education (Lamm, 1985). According to this perspective, the teacher should be a facilitator in the learning process; instruction should be permissive; content should support individual development; students should learn by self-adjustment; and educated person is one who fulfils himself or herself (Harpaz, 2014). Similarly, these aspects reflect the liberal educational ideologies pointed out by O'Neill (1990), that is, it focuses on developing personal effectiveness and fullest realisation of each person's potentialities. This means that among the categories of ideologies of education, the ideologies of individuation relate the liberal approach to civic education.

Now, this study aimed at finding out ways through which Tanzanian History and Moral Education (*Historia ya Tanzania na Maadili* – HTM) teachers' delivery of content in the classroom reflect the ideologies of education. It was contemplated that not much was known about ways through which HTM teachers' delivery of content in the classroom relate the above outlined ideologies of education in Tanzania secondary schools.

2. Review of Literature

The HTM is one of the compulsory subjects at the secondary education level, from Form I to Form IV, for students enrolled in both the General Education and Vocational Education streams. The subject is taught in Kiswahili in order to build and promote Tanzanian traditions, customs, and culture. The subject aims to develop a patriotic and responsible Tanzanian citizen who understands the history, customs, traditions, and ethics of Tanzania (*Wizara ya Elimu, Sayansi na Teknolojia*, 2023:1). One of its objectives is to instill ethical values, promote nationalism and patriotism, as well as protect the interests of the country and the nation. It is expected that this subject will enable graduates to live according to the principles of valuing work, responsibility, human dignity, integrity, unity, patriotism, love, and appreciation of the nation's resources. This means that it is an interdisciplinary which promote learning of content related to civic education after removal of Civics subject in secondary schools. In this regard, the review of literature covers studies related to civic education as well as social studies in general.

Now, the review of literature shows that teachers much rely on conventional strategies like lecture, note-taking, worksheet, teacher's recitation, and rote memorisation to deliver content when teaching in classroom. In particular, Duron, Limbach and Waugh (2006) point out that lecture is a common approach to content delivery though it does not promote active learning or critical thinking to students. In Duron et al.'s (2006) view, content delivery through lecture, students tend to memorise the information when they listening to teacher' talks or questions. As such, student is placed in a passive rather than active role since teacher dominates the process which reflects teacher-led socialisation process.

A study by Evans (2004) in Canada and England found that teachers preferred delivery activities that aimed at knowledge acquisition. Teachers favoured teacher-directed activities that encourage content acquisition, conceptual understanding, and current events. It was observed that teacher-led class delivery was based on teacher's "chalk and talk" explanations and discussions. Likewise, a study by Nordstrum (2015) in sub-Saharan Africa revealed that teachers' classroom delivery of content did not employ active and constructive pedagogical approaches that allowed active students' involvement. This denotes that teachers' classroom delivery has not changed which means that conventional styles of content delivery still persist.

In Mali for instance, it was noted that students were passively engaged and they mostly spent their time listening to teacher's talks, explanations, and loud reading. Findings from Kenya also indicate that during classroom delivery, teachers tended to be the locus of attention and action, as students spent much of their time listening to and watching the teacher (Nordstrum, 2015). Similarly, the same study shows that both in Tanzania and Zambia, teachers' classroom delivery was teacher - dominated as students tended to take part when they called on, that is, most of students would not volunteer to participate and there were few discussions during the lessons. As such, a study by Sifuna and Sawamura (2010) found that a considerable amount of teaching and learning time is spent with students silently working on teacher assigned tasks or activities.

Another study by Sofadekan (2012) in Nigeria on what teachers say and do, found that teachers were facing challenges in delivering the Social Studies curriculum. It was observed that not all teachers were specialists in Social Studies, that is, they were teaching Social Studies because their subjects embrace disciplines that involve human existence and therefore, they were allowed to teach Social Studies. In particular, it was noted that teachers' classroom delivery strategies such as guest speakers, creative writing, brainstorming, and the like were not always as delivery techniques. Another study by Idowu (2017) noted that classroom practices were characterised by eclectic approaches, that is, both active (learner-based) and didactic (teacher-based) styles were used to deliver the classroom civic education.

However, it was largely found that classroom delivery of content was dominated by teachers' recitations which jeopardised students' active involvement. Delivery strategies such as role-play and group discussions were not practical because of teachers' inadequate knowledge of teaching methods, large class sizes, hostile classroom setting and learners lacking interests. This means that though curriculum required teachers to encourage active students' involvement and participation, the situation is contrary as they used delivery strategies favoured by ideologies of socialisation.

Similarly, a study by Igba and Nwafor (2016) also in Nigeria revealed that though teachers in secondary schools were expected to adopt learner-centred pedagogy, they only used the conventional strategies to deliver content in civic lessons. This implies that teachers' classroom delivery was much characterised by teacher-centredness consistent to socialisation ideologies. Further, a study by Dean (2005) in Pakistani found that teachers' delivery of citizenship education mainly reflects transmission model of knowledge. It was noted that classroom delivery was formulaic, that is, transmit textbook knowledge and emphasise rote memorisation. This means that teachers' delivery of content focuses on giving information to students which reflects what was termed by Paul Freire as *banking concept of education*. As such, Muleya (2015) contends that students are the depositories and the teacher is depositor.

However, some few studies show that teachers' delivery of content in civic education reflect the student-centred approach. A study by Yilmaz (2008) revealed that teachers had positive views regarding learner-centred instruction which they believed has the potential to make their classroom delivery more engaging, enjoyable, involving, challenging, and relevant to students' learning. As such, teachers identified their classroom delivery orientations more with cognitive and constructivist approach than the behaviourist approach. Nevertheless, these were just views; their classroom practice might be different. Moreover, a study by Lydersen (2011) in Indonesia observed that pedagogical delivery methods used in implementation of civic education reflected student-centred and democratic-liberal approaches. It was found that teachers' classroom delivery of civic education has substantially changed from conventional approaches to what was termed as democratic and empowering. This means that teachers' classroom delivery favoured students' involvement and participation consistent to individuation ideologies.

3. Methodology

This study adopted a qualitative case study research design to find out ways through which HTM teachers' delivery of content in the classroom reflect the ideologies of education. A qualitative approach was considered appropriate as it enabled the researcher to gain an in-depth understanding of teachers' experiences, perceptions and practices regarding the delivery on content within their natural classroom settings. Further, it allowed for a detailed examination of the phenomenon within its real-life context and facilitated the collection of rich, descriptive data from the participants.

The study was conducted in Kinondoni Municipality, Dar es Salaam Region, Tanzania. Since, the HTM subject is compulsory taught using Kiswahili as medium of instruction in all schools, the sampled secondary schools were selected conveniently (i.e. convenience sampling), that is, participants were selected based on their accessibility and willingness to participate. This offered a suitable context for investigating HTM teachers' classroom delivery practices. The target sample comprised 6 secondary schools, 12 teachers teaching HTM (2 teachers from each school), 6 academic masters/mistresses and 24 Form Three students who were interviewed in groups (4 students in each group). In total, 42 participants were included in the study after data saturation was reached.

Data were collected in Kiswahili language then translated into English using semi-structured interviews and non-participant classroom observations. Semi-structured interviews were conducted with school academic teachers (SATs) and one school

inspector to obtain detailed information about HTM classroom delivery of content. The interview guide contained open-ended questions that allowed participants to express their views freely while enabling the researcher to probe for clarification and additional information. Classroom observations were carried out to examine how teachers deliver the content when teaching HTM lessons. An observation checklist was used to guide the observation process and ensure consistency across different classrooms.

Data generated from interviews and observations were analyzed using thematic analysis method. This involved transcribing interview recordings, reading the transcripts repeatedly, coding significant statements, and grouping similar codes into themes and sub-themes. The identified themes were interpreted in relation to the study objective and relevant literature. Data from observations were triangulated with interview findings to enhance the credibility and trustworthiness.

4. Findings

The findings in this study answer the question: In what ways does HTM teachers' delivery of content in the classrooms relate the ideologies of education? To gain information about this matter, HTM teachers were observed while teaching HTM lessons in their classrooms. Also, interviews were carried out with SATs and one school quality assurer.

The findings from classroom observations indicate that features related to different ideologies occurred parallel which implies that HTM teachers related to their students both participatorily and non-participatorily. However, for the purpose of logical flow, the three types of ideologies and their related features are presented separately, in the following sub-sections.

4.1 Cherished Ideologies in the Classroom Teaching and Learning

4.1.1 Features related to ideologies of socialisation

The findings indicate that HTM teachers demonstrated more features related to imparting facts which reflect ideologies of socialisation as presented in Table 1.

Table 1: Features that Characterises HTM teachers Imparting Facts

Feature	School					
	A	B	C	D	E	F
i. Teacher uses participatory methods but unsuccessful		√	√			
ii. Teacher spends a lot of time giving explanations		√	√			√
iii. Teacher lectures on concepts related to the lessons			√		√	√
iv. Teacher answers the questions she or he asks						√
v. Teacher allows very few students to answer questions		√	√		√	

Table 1 indicates that giving explanations and lectures were the dominant activities carried out by HTM teachers. It also shows that HTM teachers allowing very few students to answer questions reflect HTM teachers' dominance which inhibited students' involvement.

4.1.2 Features related to ideologies of individuation

The findings from classroom observations also indicate that the HTM teachers demonstrated some features related to ideologies of individuation, that is, the teacher facilitating learning, and giving permissive instruction. Table 2 presents a summary of features related to teacher facilitating learning which were identified.

Table 2: Features Showing HTM teachers Facilitated Learning

Feature	School					
	A	B	C	D	E	F
i. Teacher organises students to work in groups	√			√	√	
ii. Teacher visits student groups to clarify how to do the tasks	√			√		
iii. Teacher guides groups to present before the class	√			√		
iv. Teacher provides texts for reading				√		
v. Teacher provides enough time for discussion and presentation					√	

Table 2 shows that HTM teachers organised students to work in groups, visited student groups to clarify how to do the tasks, guides groups to present before the class, and provides texts for reading, were dominant in school **A** and school **D**. The HTM teacher in school **D** also demonstrated much features related to teacher facilitated learning.

Further, the findings indicate that some HTM teachers demonstrated features related to permissive instruction when teaching HTM lessons as shown in Table 3.

Table 3: Features Showing HTM teachers Gave Permissive Instruction

Feature	School					
	A	B	C	D	E	F
i. Teacher invites students to ask questions	√		√			
ii. Teacher clarifies the answers given by students	√			√		
iii. Teacher discusses with students through class discussion	√					
iv. Teacher assigns students to read and summarise texts				√		
v. Teacher uses participatory teaching methods	√			√	√	

Table 3 indicates that permissive instruction was only demonstrated in three schools, **A**, **C** and **D**. Permissive instruction was characterised by teacher inviting students to ask questions, teacher clarifying the answers given by students, and teacher using participatory teaching methods. However, some limitations were observed particularly when students were working in group discussions. It was observed that not all students participated in expressing ideas. Very few students were also involved in answering the oral questions asked by teachers.

4.1.3 Features related to ideologies of acculturation

Findings also indicate that features related to ideologies of acculturation were demonstrated by some HTM teachers. Features related to ideologies of acculturation include authoritative instruction and learning by internalisation. The noted aspects related to authoritative instruction included persistent use of lectures, threatening wrong doers and not caring about students' views. This situation resulted to minimal active involvement of students during the teaching and learning process.

The features related to students' learning by internalising were exhibited through HTM teachers answering the questions that they asked themselves. That is, they assumed the role of being the only source of information. This resulted into students being passive recipients, expecting to get everything from their HTM teachers.

To sum up, the findings indicated that mainly the HTM teachers demonstrated features related to ideologies of socialisation, that is, teacher imparting facts. Some HTM teachers also demonstrated features related to ideologies of acculturation, authoritative instruction and learning through internalising. Only, HTM teachers from schools **A** and **D** fairly demonstrated features related to ideologies of individuation, that is, teacher facilitating learning and giving permissive instruction. This means that HTM teachers' delivery of content in the HTM lessons was mainly characterised by teacher imparting facts consistent to ideologies of socialisation.

4.2 Student-Centred versus Teacher-Centred HTM Lessons

The SATs and the School Inspector were interviewed to give their opinion about whether the HTM teachers were delivering content by using teacher-centred or student-centred approaches. The SATs pointed out that although, teacher-centred approach was dominantly used, the two approaches were used interchangeably because of different reasons. The SATs argued that teachers who were not experts in HTM used teacher-centred approach. In explaining this phenomenon, the SAT from school **A** had this to say:

The HTM teachers who are not experts in the subject tend to use teacher-centred approach in teaching compared to expert teachers who normally practise student-centred.

The SATs claimed that student-centred approach was used in classrooms with good students while teacher-centred was used in classes with poor students. According to the SATs, students who cannot express themselves, particularly those in lower classes were regarded as poor students. For example, the SAT from school **C** had this to say:

In classes where students are not good in expressing themselves, teachers use teacher-centred teaching methods. But in Form Three or Four classes where students can speak without fear, HTM teachers use student-centred teaching methods like group discussions and questions and answers.

The SATs also argued that HTM teachers' previous experience in using teacher-centred approach limits them to opt for student-centred teaching methods. They claimed that, although, the HTM syllabus emphasises the use of student-centred approach, the HTM teachers preferred teacher-centred approach because of their experiences in using teacher-centred approach. In explaining this, the SAT in school **E** had this to say:

HTM teachers use teacher-centred approach because of their experiences in using the approach. Most of them use the teacher-centred approach because of resistance; they do not support student-centred approach.

Further, the SATs pointed out that lack of training on how to employ student-centred approaches also contributed to not using the methods. They claimed that most of HTM teachers find difficulties in using the student-centred teaching methods. They also added that, sometimes, HTM teachers did not use student-centred approach because of inadequate availability of teaching materials. They argued that inadequate instructional materials such as student textbooks inhibited them from using teaching methods that would actively involve students. In explaining how inadequacy of instructional materials inhibited HTM teachers from using student-centred approach, the SAT from school **F** had this to say:

The teacher-centred approach is used because of lack of enough instructional materials. Just imagine, you have only five student textbooks. You cannot use those textbooks in a class of sixty students. Lack of enough instructional materials inhibits HTM teachers from using student-centred approach.

On his part, the School Inspector also indicated that the two approaches were used to teach HTM lessons. However, he claimed that only few HTM teachers preferred to use student-centred approaches when teaching HTM. The School Inspector argued that the HTM teachers mainly used teacher-centred because of lack of in-service training.

Similarly, the findings from classroom observations revealed that the HTM lessons were of two categories, teacher-centred and student-centred lessons. The categorisations were based on the following criteria: used teaching methods, demonstrated teachers and students' roles, and active involvement of students during the lesson.

The findings indicate that, mainly, the observed lessons fall under the category of teacher-centred. It was noted that out of 12 observed HTM lessons, 10 were categorised as teacher-centred lessons. In schools **B**, **C**, **E** and **F** all HTM lessons observed were categorised as teacher-centred lessons. Table 4 summarises the characteristics related to teacher-centred lessons.

Table 4: *Characteristics Related to Teacher-centred HTM Lessons*

Characteristic	School					
	A	B	C	D	E	F
i. Teacher lectures most of the time		√	√		√	√
ii. Students listening to teacher's explanations		√				
iii. Teacher fails to organised group discussions		√				
iv. Students inactively participate in group discussions						√
v. Teacher directs oral questions to few students		√	√		√	√
vi. Teacher not bothered to invite answers from students						√
vii. Teacher asks and then answers the questions						

Table 4 shows that teacher lectures and direct oral questions to few students were dominant characteristics related to teacher-centred HTM lessons. This phenomenon resulted into teachers dominating the process giving talks which also inhibited students' active involvement. For example, the HTM teacher in school **F** taught a topic "Social challenges faced Tanzanians before Arusha Declaration" in one of Form Three streams. The following is a summary of what transpired in her lesson:

Box 1: Summary of a Sample Lesson from the HTM teacher in School F

Teacher: Good morning students!

Students: Good morning madam!

Teacher: Sit down.

Teacher: [Introduces the researcher to the class] I hope you remember this person, Mr. Machange, he visited us last week. He has come once again to see how you learn HTM. [Asks Mr. Machange to take a seat at the back of the class]

Teacher: [Quickly writes the name of the lesson on the chalkboard and then asks] What social challenges faced Tanzania before the Arusha Declaration?

Student 1: One of causes of Arusha Declaration wa discrimination.

Teacher: Which kinds of discrimination?

Teacher: Who else?

Student 2: [Stands up but remains silent]

Teacher: Yeah, one of the causes of Arusha Declaration was discrimination. Tanzania inherited a colonial

society that was divided into classes based on race, ethnicity, and religion.

Teacher: Now, who can mention other social challenges before the Arusha Declaration?

Students: [Silent]

Teacher: [Takes a written text and reads aloud] Another cause was the challenges in the provision of social services, which contributed to the emergence of the Arusha Declaration. The social services that faced challenges included education, healthcare, and communication.

Teacher: Who can explain how this challenges contributed Arusha Declaration?

Students: [Silent]

Teacher: For example, the education provided during the colonial period, which continued to be offered in the country until 1967, was not aligned with the needs of Tanzanians. [Continues explaining by giving examples]

Teacher: What about health services provided during that time?

Students: [Silent]

Teacher: Who can try?

Students: [Silent]

Teacher: The health sector in the country faced many challenges inherited from the colonial system, which had not invested adequately in providing healthcare services to Tanzanians. Healthcare services were limited and were mainly available in urban areas.

Teacher: What about challenges with other social services, such as water, electricity, housing, and accommodation.?

Student 2: The availability of water, electricity and housing was also difficulty to many Tanzanians.

Teacher: Yes. For example, the water sector faced significant challenges, particularly in rural areas and small towns. [Continues to elaborate by giving examples related to water and electricity provision and housing during that period]

Teacher: Any question?

Students: [Silent]

Teacher: [Continues to explain] From the government's perspective, the challenges in all these sectors stemmed from inheriting a colonial system that prioritized the interests of a few people.

Teacher: Now, take your note book and write the notes. [Cleans the chalkboard and start writing the lesson notes]

Students: [Copy the lesson notes in their note books]

Lesson observed on 12.05.2026, 11.30 – 12.30 PM

The sample lesson in Box 1 shows that only few students had chance to participate in responding to teacher's questions. Questions and answers were used as teaching method but not effectively deployed. In many cases, students remained silent; listening to what the teacher was asking and answering. It is also shown that the teacher dominates the process through lectures which consequently made students inactively participate in the learning process.

However, on the other hand, the findings from classroom observations reveal that some few HTM teachers' lessons can be categorised as student-centred. It was noted that 2 out of 12 observed HTM lessons were fairly categorised as student-centred lessons. Table 5 presents characteristics related to student-centred lessons.

Table 5: *Characteristics Related to Student-centred HTM Lessons*

Characteristic	School					
	A	B	C	D	E	F
i. Teacher actively involves students in group discussions	√			√		
ii. Teacher assumes the role of facilitation	√			√		
iii. Teacher gives clarifications to answers given by students	√				√	
iv. Teacher allows students to ask and answer questions	√		√	√		
v. Teacher invites students to clarify ideas	√			√		

Table 5 shows that teacher allowed students to ask and answer questions and invited students to clarify their ideas, were the dominant characteristics related to student-centred HTM lessons. Also, much of characteristics related to student-centred HTM lesson appear in schools **A** and **D**. For example, the HTM teacher in school **D** taught a topic “Political challenges faced Tanzania before Arusha Declaration” in one of Form Three streams. This is the summary of what transpired in her lesson:

Box 2: Summary of a Sample Lesson from the HTM teacher in School D

Teacher: Good afternoon class!

Class: Good afternoon teacher!

Teacher: How are you?

Class: We are fine. And you?

Teacher: I am fine too.

Teacher: [Introduces the researcher] Here is Mr. Machange. He wants to see how you learn HTM lessons.

Students: [Murmuring] Ok, ok

Teacher: [Writes the name of the lesson on the chalkboard, then asks] What political challenges faced Tanzania before Arusha Declaration?

Student 1: One of the political challenges faced Tanzania before Arusha Declaration was ... eh [He could not complete the answer]

Teacher: [Points to another student]

Student 2: The country was governed according to the principles of the ideology of neo-colonialism, which was a continuation of capitalism.

Teacher: Good, who can elaborate this?

Student 3: It should be remembered that after independence, the leaders of the TANU party did not have any political ideology that could guide them in building the country.

Teacher: Yes, it was assumed that it could not bring about development; instead, it would cause Tanzania to continue fulfilling the needs and objectives of neo-colonialism. Therefore, the ideological vacuum in the country greatly contributed to the emergence of the Arusha Declaration.

Teacher: Take your note books and list down other political challenges faced Tanzania before the Arusha Declaration.

Teacher: [After few minutes, she points students one after another] Tell me the other political challenges faced Tanzania before the Arusha Declaration.

Student 4: Not believing in capitalism.

Student 5: No trust communist socialism.

Student 6: Belief in African culture.

Teacher: [Continues to point other students and write on the chalkboard the challenges mentioned by students].

Teacher: Now, please sit in your groups [Organises the groups and assign each group to discuss one political challenge and clarify the assigned challenge].

Students in groups: [Read, discuss and write their points]

Teacher: [After 10 minutes, invites each group to present their clarification briefly] I would like one person from each group to stand up and read what you have written. Group 1 who will present?

Student from Group 1: Our group discussed about “the challenge, Tanzanians not believed in capitalism”. Tanzania’s decision not to choose capitalism was because the leaders believed that capitalism was built on exploitative principles. This is an ideology that allows an individual or a group of people to exploit others.

Teacher: Yes! [Clarify further what has been presented]

Teacher: Now, group 2.

Student from Group 2: Our group dealt with believes in African culture. The Arusha Declaration was established because the leaders believed that these two ideologies, capitalism and communist socialism, were foreign ideologies, originated from outside Africa and were developed by people from different cultures. Mwalimu Nyerere and his colleagues believed that Africa could also make a contribution to the development of an ideology.

Teacher: [Clarify and continues inviting students from other groups]

Teacher: Good! Well done! Take your note book and write the notes [starts writing the notes on the chalkboard]

Students: [Copy down the notes]

Lesson observed on 19.05.2026, 12.30 – 01.30 PM

The sample lesson in Box 2 indicates that a number of students had chance to participate in answering oral questions and contributing their ideas through group discussion. It shows that oral questions and answers and small group discussion were effectively conducted, fairly the students actively participated in learning process. It also shows that the teacher assumed the role of facilitation, allowing students to respond to questions, contribute ideas through group discussion and presentations. However, the nature of questions, “what” and “tell” focused on low levels of cognitive domain, that is, assessing students’ memory and comprehension of the aspects of the lesson.

In general, the findings in this study indicate that HTM teachers taught HTM lessons by using both teacher-centred and student-centred approaches. However, the teacher-centred approach was more dominant. This phenomenon was attributed to teachers’ dominance in giving lectures which also reflect the ideologies of socialisation.

5 Discussion and Conclusion

Conventionally, teaching is largely referring to transmission of information to the students or learners (Shah, 2016). However, the current HTM syllabus requires HTM teachers to employ constructivist teaching approaches when delivering content in HTM classroom (*Wizara ya Elimu, Sayansi na Teknolojia*, 2023). As such, HTM teachers should make use of active or participatory teaching methods and activities to enable students to think and act. Such teaching methods should also encourage students’ participation through observation, recognition, construction and evaluation of meaning.

The findings in this study have indicated that HTM teachers’ delivery of content in the classroom was mainly characterised by imparting facts and teacher-centred lessons. It is shown that when HTM teachers were delivering content in the HTM lessons, they spent much of the time talking aimed to impart facts to students. MIE (2004) noted that when lecture is used, teacher talks to the students in autocratic way, that is, students have no chance to ask questions or provide comments during the lesson. In this

regard, little or no time is spent for students to discuss and therefore, learning is not guaranteed. These results reflect those found by Sifuna and Sawamura (2010) whereby much of amount of teaching and learning time was spent with students silent working on assignment given by teacher or listening to teacher's talks.

In this study, it also appears that HTM teachers resorted in giving lectures after failed to use participatory teaching methods. This situation is interpreted to mean that HTM teachers' delivery of content in HTM lessons was much characterised by features related to socialisation ideologies contrary to recommended CBC approaches. This is evident as the HTM teachers dominate giving lectures which left students being silent listening to and copying what was said or written by their HTM teachers.

Further, the findings have shown that some HTM teachers demonstrated features related to ideologies of acculturation when delivering content in the HTM lessons. Such features were those related to authoritative instruction: teachers giving threats to wrong doers and not caring to listen to students' views. Other features were little active involvement of students in the learning process and teachers answering the questions asked by themselves. The findings also indicate that students learnt through memorisation because of being passive, remained silent listening to HTM teachers' talks. This is in line with Evans (2004) in which teacher' delivery of content was dominated by teacher "chalk and talk". This situation is explained to imply that some HTM teachers assumed the role of being providers of information when delivering content in HTM lessons. This denotes that the HTM teachers were the main sources of information as they largely used lectures which reflect ideologies of socialisation.

However, the findings have disclosed that some few HTM teachers demonstrated features related to ideologies of individuation when delivering content in HTM lessons. As Harpaz (2014) observes, in ideologies of individuation, a teacher assumes the role of being facilitator of students' learning, employ permissive instruction and guide students to learn through self-adjustment. In this study, it is shown that features related to ideologies of individuation included teachers' facilitated students' learning, that is, organised and assigned students to work in groups, and visited students in their groups explaining how to do the assigned tasks.

Likewise, the HTM teachers demonstrated features related to permissive instruction, that is, some HTM teachers provided students with chance to contribute ideas through discussion in groups, allowed them to share their ideas through plenary presentation and answering questions orally. It also involved teachers allowed students to engage in brainstorming and the teachers clarified ideas raised by students. This situation is similar to what was observed by Lydersen (2011), teacher's classroom delivery favoured students' active involvement and participation consistent to participatory pedagogy.

This situation is interpreted that at minimal level, the HTM teachers demonstrated features related to ideologies of individuation when delivering content in the classroom. They assumed the role of being facilitators of students' learning implying that some HTM teachers had already internalised ideologies of individuation. Furthermore, the findings have shown that the teachers allowed students to participate in knowledge creation (permissive instruction), also exhibit beliefs related to ideologies of individuation. It also supports other findings that some HTM teachers practised participatory principles when teaching HTM which reflect ideologies of individuation. As Yilmaz (2008) and Lydersen (2011) observed, teachers had positive views regarding learner-centred and used participatory approaches respectively.

The findings also indicate that the HTM teachers' delivery of content in HTM lessons was eclectic in nature, that is, it was both teacher-centred and student-centred approaches but with variation. The same result was observed by Idowu (2017) in which it was found that civic education classroom practices was characterised by eclectic approaches, that is, both active (student-centred) and didactic (teacher-centred) approaches were used in civic education classroom.

Estes (2004) noted that the term teacher-centred represent a learning process where the power resides with the teacher. As such, the teacher is coined as educator, instructor and leader. However, student-centred represents the learning process where much of power during teaching and learning resides with students (Estes, 2004). In this study, it appears that HTM teachers' delivery of content in their classrooms was largely characterised by teacher-centred approaches. Some HTM teachers believed that the teacher-centred approach such as lecture was good for the level of students, particularly, those in lower classes (Forms One and Two). Further, some HTM teachers preferred teacher-centred approaches when delivering content because of their background experiences and beliefs that teacher-centred was more appropriate compared to student-centred. These results relate those findings from SATs that some HTM teachers solely used teacher-centred approaches consistent to ideologies of socialisation.

This condition is supported by the findings from classroom observations which show that most of the observed HTM lessons, the HTM teachers overpowered the classroom processes because of poor use of the participatory teaching methods. Only 2 out of 12 HTM lessons were fairly categorised as student-centred lessons. The findings indicate that HTM teachers experienced some challenges which forced them to opt for the teacher-centred rather than student-centred approaches. Such challenges included: some of the HTM teachers not being experts in HTM subject, poor involvement of students, and HTM teachers' beliefs that student-centred approaches were not applicable to their school environments.

This situation is interpreted that HTM teachers' delivery of content in the classroom is mainly related to their cherished ideologies, that is, the ideologies of socialisation favoured in content-based curriculum. This means that HTM teachers' delivery of content in HTM lessons mainly focused on orienting and socialising students to the established knowledge. This is evident as the HTM teachers preferred and dominated the process through their lectures (imparting facts). Hence, students took the role of being passive, remained silent listening to talks given by their HTM teachers. This implies that HTM teachers' delivery of content in the HTM lessons reflects socialisation ideologies.

This study has contributed to the understanding of ways in which HTM teachers' delivery of content relate to education ideologies. It is established that HTM teachers' delivery of content in the classroom was largely teacher-centred and characterised by imparting facts consistent to ideologies of socialisation. This suggests that HTM teachers' delivery of content in the classroom relate to conventional ideologies, that is, the ideologies of socialisation.

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