

Analysis of the Impact of Lesson Planning on Prospective Teachers' Performance to Teach at the Elementary Level

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Abstract

This study seeks to examine the influence of lesson planning on prospective teachers' ability to instruct at the elementary level at Shaheed Benazir Bhutto University, Shaheed Benazir Abad, and to evaluate the difficulties encountered by prospective teachers during the lesson planning process and its implementation, as well as to emphasize the significance of lesson planning for future teachers in elementary grades. Lesson planning conveys to students what they will learn and how their objectives will be evaluated, and it assists educators in organizing content, resources, time, instructional strategies, and support within the classroom, while also enabling teachers to pinpoint which teaching activities will be employed during a lesson, and it aids in monitoring which strategies have been applied to prevent repetition. The study employed a quantitative approach with a convenience sampling method for participant selection. Additionally, the sample included 20 and 21 batches from the Education department, resulting in a total of 100 participants. The data were scrutinized using digital Google Forms, with automatically generated outcomes displayed in charts and percentages. The research indicates the effect of lesson planning on prospective teachers' performance in elementary instruction and identifies various challenges encountered by prospective teachers in the lesson planning process and its execution. Moreover, the challenges included a lack of teaching materials, insufficient time, inconsistent supervision, classroom management issues, and a scarcity of textbooks. The results of this research demonstrated that lesson planning equipped prospective teachers to effectively confront these challenges in actual classroom environments. Thus, the findings may enhance comprehension of the teaching practice context and methodology.

Keywords: prospective Teacher, lesson planning, SBBU -SBA, impact, important, challenge.

Introduction

Lesson planning is central to education. It enables educators to establish a systematic approach to teaching by evaluating various factors such as students' learning styles, previous knowledge, skills, interests, and more. Clarity, integration of knowledge, etc. Effective lesson plans depend on historical data collected from various assessments and experiences tailored to each student. This article illustrates how planning influences the effectiveness of teaching and learning. First, the literature review underscores the significance of a flexible and integrated curriculum that guarantees inclusive learning opportunities for every student. The second section presents an in-

depth examination of the results from all 25 school inspection measures regarding 'curriculum planning.' This segment of the research reveals issues related to teachers' planning and its impact on the educational process. Third, the outcomes of curriculum design that is based on sound assessment practices and the integration of different subjects to meet students' needs are discussed as strategies to assist teachers in modifying curricula to address planning challenges. The results indicate that teachers formulating lesson plans often do not utilize effective assessment practices. Curricula struggle to meet and address the needs of all student categories, which impacts the quality of both teaching and learning. A lesson plan serves as the teacher's guide for what students should learn and the methods to accomplish this effectively in the classroom. You can develop suitable learning activities and formulate strategies to provide feedback on student progress. With a curriculum tailored for each 3-hour lesson, you can enter the classroom with full assurance and enhance your chances of facilitating a significant learning experience with your students. A lesson plan offers a summary of educational goals, learning objectives, and methods to achieve them, yet it is not exhaustive. An effective lesson is not characterized by everything going according to plan, but rather by the mutual learning that occurs between students and teachers. The creation of lesson plans is a creative and essential endeavor, as teachers explore various strategies to engage students, evaluate progress, support learning and comprehension, and encourage critical thinking.

Research Statement

Analyzing the impact of the lesson planning on prospective teacher's performance to teach at elementary level at Shaheed Benazir Bhutto University, Shaheed Benazir Abad.

Hypothesis

- Prospective teachers who use lesson planning will demonstrate significantly higher teaching effectiveness, compared to those who do not, when teaching at the elementary level.
- Prospective teacher face many challenges and hurdles during the inflammation of a lesson plan.

OBJECTIVE OF THE STUDY

- To highlighting the importance of lesson planning for the prospective teacher to teach at elementary grade.
- To identify the challenges faced by prospective teacher in the process and implementation of lesson planning.

Research tool

To highlight important of lesson planning for the prospective teacher to teach at elementary grade.

- Lesson planning helps the teacher to manage time.
- With the help of lesson planning, the teacher improves his teaching style.
- lesson plan provides confidence to a new teacher in his classroom.
- Lesson planning works like map for teacher.
- Due to lesson planning, the Teachers can think and design effective activities before teaching.

To identify the challenges faced by prospective teacher in the process and implementation of lesson planning.

- It was difficult to manage activities due to lager number of students in classroom.
- It was difficult to assess and evaluate each student's performance individually due to the large number of students in the classroom.

- Due to lack of experience prospective teacher was failed to manage time.
- It was difficult to use AV aids in classroom due to large number of students in classroom
- It was difficult to communicate with all students due to large number of student in classroom.

Literature Review

Curriculum planning is a vital practice at the core of effective teaching and learning (Strong, 2021). It provides a strategy for educators in developing meaningful and engaging learning experiences for their students. The aim of lesson planning is to cultivate objectives, programs, activities, and assessments that align with educational goals and address the various needs of students (Clark and Younger, 2007; Singh, 2007; Tomlinson and McTighe, 2006). Lesson planning is a crucial phase prior to initiating the learning process. It aids teachers in preparing their instructional strategies, thereby preventing potential challenges (Nisari and Heydari, 2014; Garet, 2015; Hye, ul Mustafa, & Mahmood, 2010). A Basic Index of Teacher Education in Pakistan Social Science Review (PSSR) January-March 2024, Vol. 8, No. 1 170 capacity to plan. These guidelines are vital in educational tasks as they provide a structured framework for educators during every stage of teaching (Lineage and Bartlett, 2008; Sanjaya, 2016). An effective lesson plan consists of several essential elements. First, it establishes clear and measurable learning goals and outlines what the student is expected to accomplish throughout the course (Daniels, 2008). Second, it comprises an overview of the educational programs, materials, and resources utilized in the classroom. Third, the plan encompasses various teaching methods, activities, and assessments that correspond to the learning objectives and leverage students' strengths (Woolfolk and Margetts, 2019; Hananeh, 2016). Lastly, the lesson plan includes effective methods to differentiate instruction and accommodate the varied learning requirements of students. The execution of well-constructed lesson plans can greatly influence student learning outcomes. Studies indicate that teachers who engage in lesson planning consistently boost student performance and success (Strong, 2021). Effective lesson planning assists students in retaining information, cultivating critical thinking abilities, and attaining a deeper understanding of the content (Tomlinson and McTighe, 2006).

In addition, it fosters a positive classroom atmosphere that boosts student motivation and self-confidence, thereby impacting their overall perspective on learning (Liyanage and Bartlett, 2010; Woolfolk and Margetts, 2019). In conclusion, lesson planning is integral to enhancing the quality of education by enabling teachers to provide effective and engaging instruction (Daniels, 2008; Panasuk and Todd, 2005). It empowers educators to design purposeful learning that meets student needs, resulting in improved academic performance and increased student engagement (Strong, 2021). By emphasizing lesson planning, teachers can cultivate a culture of excellence in education, guiding students toward a path of lifelong learning and achievement. Thus, meticulous planning is crucial to the effectiveness of the learning process. The learning activities in the lesson plan are categorized into three sections: introduction, main, and conclusion (Foriza et al., 2019; Kyriakou, 2018). These three sections represent the core ideas of the lesson plan. According to Raniera (2011),

Lesson planning

Lesson planning allows students to engage with learning materials. It serves as a method to prevent or minimize the occurrence of unnecessary issues (Binkley, 2015; Jajo, 2014). Ralmi (2010) states that lesson planning provides educators with clear guidance to follow during the day. This enables the teacher to prepare more effectively and conserve time. The educator does not need to clarify concepts since the lessons are well organized. Jones and Seidenberg-Cher (2015) indicate that

while seasoned educators may have a plan, beginner teachers need a plan that specifies what will be taught and the subject matter. In spite of the significant role lesson planning plays in education, limited studies have examined its influence on student performance in elementary education. Recent research highlights the significance of curriculum planning and its connection to student outcomes in secondary and higher education. Nevertheless, the distinct learning requirements, developmental traits, and educational settings of elementary school learners necessitate additional investigation. This research was carried out to address the gap by exploring the connection between lesson design and academic advancement of primary school students. This research seeks to enhance our comprehension of the elements that affect educational achievement in primary education by analyzing various components of lesson planning, including teaching methodologies, organization in different subjects, and instructional approaches. Through this research, we aspire to acquire insights into the effectiveness of lesson planning in enhancing student learning outcomes in primary education.

The importance of lesson planning

Failing to plan is planning to fail.” The primary function of lesson planning is to guarantee that classroom instruction is in line with curriculum aims and objectives, allowing students to actively engage in the learning process as their direct experiences contribute to lesson plans. Conversely, planning serves as a valuable opportunity for teachers to refresh their knowledge and stay updated on recent research and findings. Planning acts as a preparatory phase of instruction where teachers contemplate students’ achievements, assess how students are learning, consider the teaching methods they are utilizing, and strive to modify their instruction based on students’ needs. What are the advantages of planning? Is it a resource in teachers’ possession, or an ineffective process lacking a genuine purpose? (Jensen, 2001) posits that planning is a tool that facilitates integrated methods and learning, but in reality, planning is a very specific and distinctive document tailored to meet each student’s learning requirements. Effective planning hinges on historical data regarding student progress and challenges. A deficiency in information can lead to errors and unpredictability in teaching. At times, goals are not aligned with the students’ level of understanding, due to a significant gap between their prior knowledge and the knowledge we aim to impart. The selection of unsuitable goals can result in activities, strategies, and methods that do not aid students in advancing their studies. As previously noted, it is crucial to comprehend the needs of the students, their existing educational level, learning styles, capabilities, and interests. This information assists teachers in establishing realistic, measurable, and attainable objectives. Pre-existing skills and abilities are vital for effective lesson planning. It relies on a solid logical connection among concepts related to learning progression. If certain concepts are not understood, it becomes impossible to move on to more advanced concepts, as they are closely intertwined with the country’s educational progress.

Difficulties of lesson planning

The issues linked to organizing the daily curriculum for teachers are systemic in lesson planning. Research indicates that a small fraction of educators forgo planning and do not invest in the preparation phase necessary for effective teaching. Planning is documented in 12% of instances. Various studies reveal that numerous teachers lack the time required for successful lesson preparation. There is no research validating the amount of time a teacher dedicates to lesson planning. For some educators, it is viewed as a labor-intensive task, while for others, it serves as an essential tool to support the achievement of goals and objectives. The goals fulfill the criteria of specificity and measurability. Research suggests that educators encounter challenges in

formulating objectives (both intellectually and semantically), (Kagan and Tippins 1993). The same issue is seen in the Albanian context, as in 52% of lesson plans, educators struggle to create objectives that satisfy the criteria of specificity, measurability, as well as the construction of objectives that are achievable, realistic, and time-bound. Inability to craft objectives has ramifications on planning, the teaching process, and evaluation. Some studies have also indicated that numerous student teachers, especially early in their training, have challenges aligning goals, objectives, and evaluation methods; many fail to grasp the conceptual (and at times semantic) distinctions between aims, objectives, and goals (Joyce and Harootunian 1964, John 1991). Lesson plans are crafted by incorporating differentiated instruction for students facing learning challenges. A key characteristic of differentiated instruction is its flexibility. Students engage in suitable activities, and teachers create and modify instructional plans in response to learners. “When teachers recognize diversity in their students, in terms of how and what they identify with and how they learn, and when this recognition is reflected in how teachers teach, students are free to discover new and creative ways to solve problems, achieve success, and become lifelong learners” (Ferguson et al., 2005). Differentiated planning is essential as students are uniquely diverse in their learning. It is widely acknowledged that learners vary significantly from one another across multiple dimensions: such as learning styles, prior knowledge, intelligence, cognitive skills, motivation, attention span, etc. The individuality and specifics that students represent should serve as a foundational point for planning. Techniques and strategies effective for one group of students may not be suitable for another group. Content that may be easily grasped by one group may prove very challenging for another. Personal strategies and methods may not fit all teaching scenarios. Because no single strategy or method can cater to the needs of every student in each learning environment. To enhance learning effectiveness, teachers must incorporate a range of activities that fulfill the diverse needs of all students and deliver the desired results. Differentiated planning results in the precise selection of goals, programs, and strategies that are appropriate for each student. The role of teachers is to offer the right guidance based on the students' needs. Often, teachers deliver unified lessons without incorporating differentiated content and strategies for groups of students with varied needs compared to the rest of the class. Neglecting students who struggle in their learning means failing to provide opportunities and inclusivity for all students. In 82% of cases, there is a reported lack of differentiated instructional planning, despite the existence of students with learning difficulties, and teachers acknowledge this reality. Findings indicate that teachers prepare unified lessons that do not address the individual instructional needs of every student, leading to limited participation from all students. In this context, there is a pressing need to train educators to integrate differentiated content and teaching strategies that ensure inclusivity and opportunities for everyone. An essential component is participation in activities, as it enables teachers to oversee lessons and ascertain whether students can apply new behaviors, skills, and knowledge. This highlights the essence of effective planning. Careful observation of student performance provides feedback and assists teachers in adjusting teaching methods as needed. It also informs the teacher about additional time required to cover specific concepts in order to achieve the set objectives. The curriculum is designed based on data gathered from systematic evaluations. The lesson plan has been formulated with consideration of the data collected through systematic assessments. Another critical element is that effective planning relies on sound assessments and objective analyses. Evaluation strategies that inform teaching practices follow. Numerous students often remain silent during the learning process due to the overwhelming amount of knowledge they have accumulated through their studies. Successful planning procedures involve the deliberate use of analysis and formative assessments. Understanding where students stand is a valuable resource for identifying the way forward. Planning without prior

knowledge of student learning hampers teachers from providing suitable and timely support. Evaluation constitutes a vital aspect of planning, as it forms the foundation for effective strategies. Employing summative assessments and the insights teachers gather about student learning serves as crucial indicators to facilitate successful planning. Through this approach, the learning process is assessed, and necessary arrangements are made. Observational findings from the schedules indicate that teachers are formally engaged in the evaluation process. Therefore, the performance of all students is not assessed by the same criteria. In 72% of instances, teachers do not prepare summaries that reflect understanding and provide valid justifications that lead to the achievement of learning objectives and desired outcomes. In 65% of instances, teachers do not track student performance on test items. In this scenario, their educational programs do not depend on data from systematic evaluations, which significantly impacts the quality of planning and instruction. Maintaining records of students' learning obstacles can serve as a guide for improved planning. These records inform teachers about potential changes they can employ.

Research Methodology

The objective of this present study is to examine the effect of lesson planning on future educators, and to emphasize the significance of lesson planning and assess the influence of its outcomes on their professional growth.

Research Design

This study is quantitative in method and descriptive in nature. The purpose is to analyze the impact of lesson planning on prospective teachers when implementing lessons

Population

Polit and Hungler (1999) determined that the population comprises all the individuals included in the specific set of traits, which influence the complete group of individuals interested in the research and the outcomes of generalizable research. Keep in mind that a population signifies a broader group to which the researcher aims to generalize results or formulate conclusions. The population for the study consisted of the Education department at Shaheed Benazir Bhutto University Benazir Abad. The sample included prospective teachers from the Education department batch of 2021 and students who recently graduated from the 2020 batch.

Samples

The overall strength of the 2021 batch in the Education Department was 90, from which 70% (60) students replied to the research questionnaire, and the total strength of the 2020 batch was 80, from which 70% (40) students responded to the researchers' questionnaire.

Sampling

For getting data from a sample, the random sampling technique, specifically simple random probability sampling was selected by the researcher.

Research Instrument

The lookup consisted of a closed-ended questionnaire intended for the collection of records. The research created a questionnaire that focused on 5 factors, including strongly disagree, disagree, neutral, agree, and strongly agree, in order to obtain information. Questionnaires were conducted where final-year students and recent graduates of B. Ed (Hons) provided their responses related to the results of the teaching practicum.

Data Collection

The information for this research was obtained through a self-completed questionnaire (Google Forms). The individuals involved were final year and 2020-batch students from the Education department, and the research collected various responses for additional processing.

Data Analysis

The data was collected, organized, and analyzed using simple percentages as the conventional statistical measures. For ensuring the accuracy of result, this data was also analyzed through SPSS software.

Overall Analysis of data through SPSS

Descriptive Statistics

Sr. No.	Items	Mean	Median	Mode	SD
1	Lesson plan helps the teachers to manage time.	4.24	4	5	.976
2	With the help of lesson planning, the teacher improves his teaching style	3.86	4	4	1.239
3	Due to lesson planning, teacher can think and design effective activities before teaching	3.98	4	4	.932
4	Lesson planning provide confidence to a new teacher in the classroom	3.96	4	4	1.118
5	Lesson planning works like a road map for teacher	4.05	4	5	1.226
6	It was difficult to manage activities due to large number of students in classroom.	3.73	4	4	1.205
7	Due to lack of experience prospective teacher was failed to manage time	3.65	4	4	1.158
8	It was difficult to assess and evaluate each student's performance individually due to the larger number of students in classroom	3.90	4	5	1.259
9	It was difficult to use AV aids in classroom due to large number of students in classroom	3.60	4	4	1.172
10	It was difficult to communicate all students due to large number of students in classrooms	3.74	4	4	1.211

The above table shows the mean, median, mode and standard deviation of each item. The mean tells the average of the responses, median show the midpoint of the responses, mode shows most frequently repeated response and standard deviation shows that how much the data is spreaded from the mean. Therefore, findings show thaata the mean, median, mode and standard deviation of item 1 is (M = 4.24, Md = 4, Mode = 5, SD = .976), the mean, median, mode and standard deviation of item 2 is (M = 3.86, Md = 4, Mode = 4, SD = 1.239), the mean, median, mode and standard deviation of item 3 is (M = 3.98, Md = 4, Mode = 4, SD = .932), the mean, median, mode and standard deviation of item 4 is (M = 3.96, Md = 4, Mode = 4, SD = 1.118), the mean, median, mode and standard deviation of item 5 is (M = 4.05, Md = 4, Mode = 4, SD = 1.226), the mean, median, mode and standard deviation of item 6 is (M = 3.73, Md = 4, Mode = 4, SD = 1.205), the mean,

median, mode and standard deviation of item 7 is (M =3.65, Md = 4, Mode =4, SD =1.158), the mean, median, mode and standard deviation of item 8 is (M =3.90, Md = 4, Mode =5, SD =1.259), the mean, median, mode and standard deviation of item 9 is (M =3.60, Md = 4, Mode =4, SD =1.272), the mean, median, mode and standard deviation of item 10 is (M =3.74, Md = 4, Mode =4, SD =1.211).

Reliability of the Tool **Cronbach's Alpha**

Reliability Statistics	
Cronbach's Alpha	No. of Items
0.991	10

The above table shows the items of the questionnaire and the value of alpha. Therefore, it indicates that 10 items were included in the questionnaire. The alpha value is .991 that shows the used questionnaire is reliable because alpha value is above 0.7.

Discussion

In this research study, the investigator examined how lesson planning affects the performance of prospective teachers when they implement lesson plans at the elementary level. This study indicates that 46% of prospective teachers strongly agree with the first item, stating that Lesson planning aids teachers in managing time. Among them, 44% agree, 2% remain neutral, 4% disagree, and 4% strongly disagree with the assertion. In the second item, 38% of prospective teachers strongly agree that lesson planning helps the teacher enhance their teaching style. 40% agree, 6% are neutral, 6% disagree, and 10% strongly disagree with this assertion. In the third item, 30% of prospective teachers strongly agree with the claim that lesson planning enables teachers to think and design effective activities prior to teaching. Moreover, 52% agree, 8% are neutral, 8% disagree, and 2% strongly disagree with this assertion. In the fourth statement, 38% of prospective teachers strongly agree that lesson planning instills confidence in a new teacher within the classroom. Additionally, 38% simply agree, 10% are neutral, another 10% disagree, and 4% strongly disagree with this assertion. In the fifth statement, 48% of prospective teachers strongly agree that lesson planning serves as a roadmap for teachers. 32% agree, 6% are neutral, 6% disagree, and 8% strongly disagree with this assertion. In the sixth statement, 26% of prospective teachers strongly agree with the assertion that managing activities was difficult due to a high number of students in the classroom. 49% agree, 8% are neutral, 7% disagree, and 10% strongly disagree with this statement. In the seventh statement, 24% strongly agree with the notion that due to a lack of experience, prospective teachers struggled to manage time effectively. 44% agree, 12% remain neutral, 40% disagree, and 6% strongly disagree with this assertion. In the eighth statement, 38% of prospective teachers strongly agree with the idea that evaluating each student's performance individually was challenging because of the larger classroom size. Furthermore, 38% agree, 6% are neutral, 8% disagree, and 10% strongly disagree with this assertion. In the ninth statement, 23% of prospective teachers strongly agree that employing audiovisual aids in the classroom was difficult due to the large number of students present. Additionally, 40% agree, 18% remain neutral, 12% disagree, and 7% strongly disagree with this statement. In the tenth statement, 27% of teachers strongly agree that it was challenging to communicate with all students due to the

high number of students in classrooms. 48% agree, 8% are neutral, 7% disagree, and 10% strongly disagree with this assertion. Effective lesson planning is essential for improving teaching and learning outcomes at the elementary level, leading to better academic achievements for students. These findings have important implications for educators, policymakers, and curriculum developers, highlighting the crucial role of well-structured lesson plans in enhancing students' academic success at the elementary school level.

Conclusion

Planning offers educators the chance to prepare in advance for their teaching. This enables educators to concentrate on the necessities for their lesson, and it also establishes a timeline for the tasks that need to be accomplished. This research has shown the substantial influence of lesson planning on the performance of future educators. Well-constructed lesson planning improves teaching effectiveness, encourages student involvement, and cultivates a nurturing educational atmosphere. By creating detailed lesson plans, future educators can: Define learning goals and expected outcomes, arrange content and teaching methods, utilize classroom time effectively, Tailor instruction for various learners, and Assess student advancement and modify teaching methods.

Recommendations

- Prospective teacher should Emphasize comprehensive lesson planning in teacher training programs.
- Prospective teacher should Model effective lesson planning strategies.
- Encourage collaborative planning among teachers.
- Provide feedback on lesson plans to improve teaching practices.
- Prospective teacher should Support technology integration in lesson planning.
- Prospective teacher should provide resources for teacher professional development on lesson planning.
- Prospective teacher Should Continuously update lesson plans

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