

## **Teachers' Perceived Level of Knowledge on Preparation of Lesson Plans towards Facilitating Classroom Instruction in Secondary Schools in Rombo District, Tanzania**

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**ABSTRACT:** *The study assessed teachers' perceived level of knowledge on preparation of lesson plans towards facilitating classroom instructions in secondary schools. Systems theory was used to guide the researcher in conducting the study. The target population of the study was fifty-one secondary schools found in Rombo District. Thirteen secondary schools were sampled using simple random sampling. In each school, seven teachers were sampled through stratified random sampling technique, three Ward education officers through simple random sampling technique and thirteen heads of schools participated in the study. The study used Convergent design under mixed methods approach. Questionnaires were used to collect data from teachers, interview guide to heads of schools and Ward educational officers. Document analysis guide was used to assess lesson plans prepared by teachers. To ensure content validity of instruments two experts from Mwenge Catholic University were consulted to review the instrument. Cronbach Alpha was used to assess reliability of the Likert scale in questionnaire, and for qualitative instruments estimation of reliability was ensured through member checking. Quantitative data were analysed using descriptive statistics and were presented in frequency tables, percentages and mean by the aid of SPSS version 27. Qualitative data were analysed by using content analysis by the aid of Computer software Nvivo 11 Plus and presented through narration and quotations. It was established that majority of teachers perceived to be very knowledgeable on preparation of lesson plans towards facilitating classroom instruction in secondary schools. Conclusion drawn from the study asserts that teachers perceived to be very knowledgeable on preparation of lesson plans although they had some problems in preparing some of the parts of lesson plans such as writing lesson competence. The study recommended that, the government and other owners of secondary schools should provide in-service training to their teachers yearly or after every two years so as to update their knowledge on lesson plan preparation.*

**KEYWORDS:** lesson plan, classroom instruction, preparation.

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### **INTRODUCTION**

A lesson plan is a tool for lesson preparation and its proper implementation is necessary for effective classroom teaching. Effectiveness does not mean being perfect or giving excellent performances, rather it means being able to plan effective lessons to catch the learner's

attention and to get them whole engaged in the learning process (Moradi, 2019). Consequently no time is available to make noise or to misbehave in the classroom. For that case it has been said that good order is the foundation of all things (Othman, 2015). Normally, all successful professional practices are preceded by adequate preparations and classroom instruction has no exception.

A lesson plan is the instructor's road map of what students need to learn and how it will be done effectively during class time. Through lesson plans, one can design appropriate learning activities and develop strategies to obtain feedback on student learning. Having a carefully prepared lesson plan allows the teacher to enter in the classroom with more confidence and it maximizes the chance of having a meaningful learning experience with students (Centre for Teaching Excellence, 2019). Lesson plan is extracted from the scheme of work. A lesson plan is necessary in facilitating quality classroom instruction because it helps the teacher to focus clearly on the content to be covered and the way it should be taught thus avoiding vagueness and irrelevance, to organize the content to be taught in advance, to plan, prepare and assemble teaching/learning resources, to take the opportunity to visualize and conceptualize in advance the teaching strategies and methods, to select and design appropriate assessment methods.

In Tanzania, teachers have to follow a certain format issued by the government of Tanzania and that format is to be followed by all teachers in secondary schools in Tanzania. It has two main parts which are Preliminary information and Lesson Development. In each part has sub components and teachers are supposed to fill this template and implement it in delivering of classroom instruction. It is reported that most teachers fill this template after teaching. This affects the quality of classroom instruction and implementation of lesson plan. Also it is reported in most studies that teachers graduated colleges and university but lacks the skills of lesson plan (Süral, 2019). This raises a concern to assess teachers' perceived knowledge on lesson plan preparations towards facilitation of classroom instruction.

Teachers by policy are required to prepare for any lesson they have to teach and the plan must be written down. A written plan indicating topic, date, grade level, duration of the lesson, general objectives, specific objectives, competence to be achieved, what will be covered (content, mostly examples and activities that student will perform), and a section requiring the teacher to evaluate the lesson after he/she has taught the lesson, must be written and this written plan is called a lesson plan (Stella, 2012). Every teacher must have a lesson plan in front of him/her to follow as he/she teaches. A Lesson plan marks the professionalism of a teacher of teaching activity. This creates a need to assess the ability of teachers to plan for those activities that are supposed to be included in lesson plan. It is reported in some studies such as the studies of Gani et al.(2017) and Süral (2019) that teachers are not competent enough to prepare lesson objectives and some failed to match the activities of teaching and learning with assessment. Therefore there is a need to study teachers' knowledge on lesson plan preparation so as to come up with ways to help them basing on their suggestions so as to meet national standards. Studying teachers' knowledge on lesson plan preparation will create a foundation of understanding the root cause and a starting point for training of teachers.

In Kilimanjaro, Regional Education Officer's Reports of National examination of 2021 indicate that Secondary schools in Rombo district performed poorly when compared with other districts. Rombo district is among the three districts that perform poorly in the region. This indicates that

there is a problem in instruction delivery in secondary schools, as it has been established that quality classroom instruction is a number one factor that influences student academic performance (Elmeldha et al., 2018). The report outlined several causes for poor performance among them is poor preparation of teachers for class room instruction. Preparations for classroom instruction entail the lesson plan as one of the professional document that every teacher should have. On the other hand, in the report of School Quality Assurer, (Wakurila & Mgoma, 2019) commented that teachers in Secondary schools in Rombo district were reported to have prepared lesson plans as it is required as they visited one of the schools in Rombo District, However they found that some teachers prepared lesson plans before teaching and others were found unprepared. Generally poor preparation of lesson plan had been a great concern to many Education officers from the ward level to national level. To understand the root cause for such poor preparation and use of lesson plan there is a great need to study on teachers' level of knowledge on preparation of lesson plans.

To picture these phenomena, especially the teachers' preparation before teaching, the importance of lesson planning in instruction and the difficulties they encounter during the teaching process, this study assessed teachers' knowledge on lesson plan preparation in facilitating classroom instruction. Therefore, the current study, its foundation was based on these arguments and hence the researcher assessed how teachers perceived their level of knowledge on preparation of lesson plans in facilitating classroom instruction in secondary schools at Rombo District in Tanzania.

### **Statement of the Problem**

Poor preparation and use of lesson plans had been hypothesized as the reason for poor academic performance in secondary schools. Poor preparation and use of lesson plan in facilitating classroom instruction had been a cry for many education officers for many years. Despite the fact that many studies have shown that lesson plans play a very important role in classroom teaching yet some teachers seem not to care to do it. Students' performance can be affected by the way a teacher plans and implements the lesson plan in classroom instruction yet some teachers enter a class without a lesson plan. This affects the students, their parents and the nation who expect the best return of their educational investment. Most studies revealed that lesson plans guide teachers in class to teach confidently and shows the importance of using lesson plan in teaching. Most Studies which had been conducted on lesson planning concentrated on other aspects of lesson planning such as the studies of Cunado and Abocejo (2019), Challay and Kanneh (2021), Nchwabi (2020), Mauliate (2019), Cruz (2020) and Nurzanah (2021) were about lesson planning competences, perception of teachers towards lesson plan, attitude of teachers towards the contribution of lesson plan in classroom management, evaluation of lesson plan in English language, challenges of lesson plan and Implementation of online lesson plan for online learning but still it remains unclear and no direct evidence regarding the teachers level of knowledge on preparation of lesson plans in facilitating classroom instruction. Therefore this study assessed teachers' level of knowledge on preparation of lesson plans in facilitating classroom instruction in secondary schools at Rombo district in Tanzania.

### **Research Question**

The study was guided by the following research question

- i. What is the teachers' perceived level of knowledge on lesson plan preparation towards facilitating classroom instruction in secondary schools in Rombo District?

### **Significance of the Study**

The findings of this study are expected to be useful to different education stakeholders such as educational officers, School Quality assurer, Owners of training centres (schools), Teachers, Headmasters/mistress and other academicians for further studies. This study is expected to change the mind set and attitudes of these stake holders toward the process of lesson plan preparation basing on the findings revealed by this study. This study provides insight on teacher's perceived level of knowledge towards lesson plan preparation in secondary schools in Rombo district. Such insights may help subject teachers, school administrators and the Ministry of Education officers on appreciating the use of lesson plans in teaching and adopt strategies to make them effectiveness. This will help the administrators to plan for staff development and making a connection between research and practice. The study could be used by the administrators and policy makers on identifying areas that requires special attention in implementation of lesson plan to facilitate classroom instruction. Likewise, the study could be of great importance to the planners and policy makers in education because that would act as a point of reference in enhancing their plans meant to the classroom instruction. Also the study provides reference materials to various academicians in their research undertakings in the future concerning lesson plan and classroom instruction.

### **THEORETICAL FRAMEWORK**

The study was guided by the Systems Theory which was developed by Von Bertalanffy in 1960's. The first call for a general systems theory came from Ludwig von Bertalanffy's research in the 1940s-50s. In 1968, he published "General System Theory: Foundations, Development, and Applications External link." The goal of this book was to outline certain basic laws that can be applied to virtually every scientific field. From his perspective, the way individual components within a complex system cyclically are both affected by and causing an effect on the system can be applied and reveal crucial information in multiple settings. Following this thought process, Bertalanffy reasoned that there ought to be universal guidelines or principles that are applied across the sciences and within educational settings to further unify certain fields specifically the natural and social sciences and relate them to one another, rather than looking at them individually.

The system theory refers to a set of two or more elements of which each element has an effect on the functioning of the whole (Laszlo and Krippner, 1998). It indicates how inputs throughout the process and outputs interact to yield a desirable result. A system assumes that the whole is greater than the parts and every part of the system work together towards same goals. The mutual interaction of the parts makes the whole more important than the parts themselves, separating the parts from the whole reduces the overall effectiveness of organization.

Systems theory was developed as an approach which set out to view the whole as opposed to the parts, understand the interactions and inter relationships of the parts within a systems, with other systems and with the surrounding environments, deal with increased number of variables and complexity that existed (Irving, 2022). Von Bertalanffy and several others recognized the multidisciplinary approach that systems theory offered which was not restricted to traditional

sciences but is also applicable to the humanities. Von Bertalanffy put forward the view that human organizations and societies are open systems. They are open systems because they consist of component sub systems that are inter related and interdependent, connected by feedback links to the environment

### **Strengths of the Systems Theory**

Basing on this theory, the process of classroom instruction should work as a system by inter relating each element of Lesson plan in facilitation of classroom instruction. Thus skipping one element in the lesson plan will result to errors in the classroom instruction. Failure to construct clear lesson competence, objectives and planning appropriate teaching activities will alter the classroom instruction. No learning if there is no planning. System theory emphasizes on knowledge construction and support collaborative and interactive activities in the facilitation of classroom instruction and it helped to identify the problem in a system of lesson plan implementation. Systems Theory offered the ability to explain concepts such as feedback, self-regulating and interdependence of variables which preserved the complexity of the whole systems. Many of the initial applications of systems theory focused on the change, change management and the decision making processes used within an organisation (Irving, 2022)

### **Weaknesses of the Systems Theory**

One flaw of social systems theory was that this approach to an individual's issues was not always adequate to explain their present circumstances. In these cases, a more traditional psychological approach might be used. Another problem with systems theory was the difficult to drawing actionable conclusions based on what was found. Only identifying problems were important, but finding solutions to those problems were difficult, especially at the cultural and policy level.

### **Application of the Systems Theory to the Study**

Despite these weaknesses, systems theory was important to help the researcher reach a better understanding of the phenomenon. Quality of classroom instruction involves some relationship between the lesson planning process and the classroom instruction. System theory enabled the study to assess the extent to which one variable is related to another variable. Its basic element related with the study. The Systems theory has Input, Process and Output. In this study the input element was used to explain the preparation phase of teachers before they teach. It was concerned with teachers' knowledge on preparation of lesson plans and the availability of materials necessary for preparing and implementation of lesson plan in classroom instruction. A process element was used to explain factors that can intervene teachers' level of knowledge on preparation of lesson plans and quality of classroom. The output element was used to explain the outcome from input and process phase in the implementation of lesson plans in classroom instruction. Furthermore the researcher decided to use this theory because it helped to develop the relationship between teachers perceived level of knowledge on lesson plan towards classroom instruction, also it helped to pin point the areas that required special attention on the teachers' knowledge on preparation of lesson plans towards classroom instruction.

### **Empirical Review**

In Greece, an evaluation study was conducted by Derri et al. (2014), their aim was to examine the effect of a biannual, university practicum course (lesson planning, teaching, observing and evaluating, supervision) on physical education teachers' ability to design lesson plans. Twenty-

seven teachers participated in the study. Each teacher was evaluated in three out of twelve lesson plans; one for each measurement (pre-, post-, retention), using the lesson planning domain of the Rubric of the Tennessee State Board of Education (2009). One-way repeated measures ANOVA was conducted for data analysis in each of the three indicators of lesson planning. Results yielded statistically significant differences in teachers' performance among measures with regard to the establishment of appropriate instructional goals and objectives. This finding indicates that teachers vary in ability to prepare lesson plan. The study outlines differences in preparation of lesson plan on the part of objectives in the lesson plan. To enrich this finding the current study assessed other parts of lesson plan such as competence and teaching and learning activities in lesson plan and contextualised the findings to Tanzanian situation to study teachers' perceived level of knowledge on preparation of lesson plan basing on the lesson plan format that is used in Tanzania secondary schools which is different from that of Greece. Furthermore the current study was an assessment study thus studied teachers' perceived level of knowledge and ability to formulate teaching and learning activities which correspond to assessment in the lesson plan and how is applicable in facilitating classroom instruction.

In Turkey, a study conducted by Süral (2019) concerned with the investigation of teachers' competencies in lesson planning from different perspectives. The study was designed as a quantitative study and the general screening model was used. The study population comprised of third grade and senior students majoring in classroom, preschool, science, social sciences, mathematics and Turkish language teaching departments. The Competency Scale for Lesson Planning developed by the researcher attempted to determine teachers' competencies in lesson planning, considering reliability and validity levels of the scale. The results denoted that teachers have an optimal level of competency in lesson planning. Basing on the findings of Sural, many teachers graduated from college and university education with no competence on lesson planning and this create a problem in implementing lesson plan towards facilitation of classroom instruction. To seek more elaboration from teachers themselves and to add more meaning to quantitative data used by Sural the current study employed a mixed method to explore teachers' perceived level of knowledge on preparation of lesson plans towards facilitating classroom instruction in secondary schools at Rombo district in Tanzania where by the convergent mixed method design was used in the study.

Another study by Widiasih et al. (2017) aimed to analyze the teachers' lesson planning ability based on problem solving in science learning. The study used descriptive qualitative method. Also thirty nine (39) teachers were involved in the study. Essay test was conducted to collect data of lesson planning ability. The result shows that the teachers' ability to prepare lesson plans is still in the category of moderate level. Training of School Teacher Education Program is categorized as quite capable (score 63) in planning science lesson based on problem solving in learning science. The study brought the base on elaborating the understanding of teachers on preparation of lesson plans that will facilitate classroom instruction. Many problems of implementing the lesson plan in the class firstly start from competence and comprehension of the teacher on preparation of the lesson plan. There was a need for passing through the teaching documents which had been prepared by the teachers so as to identify if the teachers had enough knowledge on how to prepare such documents. They used test to measure the understanding of the teachers on lesson planning in order to bring enough knowledge and comprehension about

teachers' understanding and knowledge but the instrument alone cannot be used to provide sufficient result because there are many factors that can affect the reliability and validity of a test. Therefore to equip the findings of Widiasih et al (2017), the current study used document analysis to sort lesson plans in details which had been prepared by the teachers in order to identify the lesson plans' components which teachers were not aware with them in preparation of lesson plans before using them in facilitating classroom instruction. The current study involved the interviews guide and the questionnaires whereby the convergent mixed method paradigm was adopted in the study. Furthermore, the current study assessed on teachers' perceived level of knowledge on preparation of lesson plans towards facilitating classroom instruction so as to enrich the findings of Widiasih et al (2017) which specifically measured teachers' competence in lesson plan.

In Philippines, Cuñado and Abocejo (2019) conducted a study to examine the lesson planning competency of English teachers in Cebu City. They employed a descriptive survey research design utilizing primary and secondary data gathered from the study respondents and from online peer reviewed research journals. Data analysis included assessing the strength, weakness and extent of lesson planning competencies as well as lesson planning outcomes. The study was anchored on the experiential learning theory (ELT). Findings revealed that teachers manifested strength towards lesson planning competency with very high capability to construct an effective lesson plan. The study of Cunado and Abocejo made the base of understanding that teachers starts learning the preparation of lesson plan since they were in teaching practises therefore teachers get enough knowledge and competence in preparation of lesson plans. The research had been done in Phillipines' setting and what had been explained in findings is the same as what is done in Tanzania because Tanzanian teachers are taught on how to prepare the lesson plans and how to use them in the class for the teaching improvement. The findings of the study cannot be applied in Tanzania because of the differences in educational policies of Tanzania and the practise of education in Tanzania specifically at Rombo District. Therefore the current study explored the teachers' perceived level of knowledge on preparation of lesson plans and competence which teachers have in secondary schools so as to identify if they have enough competence in preparation of lesson plans to facilitate classroom instructions.

In Igunga Tanzania Halala (2017) conducted a study to examines effectiveness of lesson plan preparation and use for academic performance in Tanzania. In order to achieve the purpose of his study one of the specific objective developed was assessing teachers' knowledge base towards lesson plans preparation and use. The study location was in Igunga District of Tabora Region. The study employed explanatory design under the mixed research approach, whereby both qualitative and quantitative approaches were used. The study employed a sample of 111 respondents among them 60 were teacher. The data were collected using Interviews, Questionnaires, documentary review and observation. Through teachers' views, the findings revealed that there were negative attitudes, low knowledge base and little supportive environment towards the preparation and use of lesson plans to teachers from schools which were included in the study. On top of that negative attitudes and low knowledge base towards the preparation and use of lesson plans to teachers seemed to have a direct proportion with low academic performance to students. To enrich their findings, the current study was done in Rombo District of Kilimanjaro region to see if similar problem existed in other parts of Tanzania so as to come up with genuine recommendations to the government and other

stakeholders. Apart from that, the current study looked at teachers' perceived level of knowledge on preparation of lesson plan towards facilitating classroom instruction so as to supplement the findings of Halala (2017) on effectiveness of lesson plan preparation and use. This study used convergent mixed design to study the phenomenon in secondary schools at Rombo District in Tanzania.

Several studies have been reviewed from different parts of the world including in Greece, Turkey, Indonesia, and Philippines. Tanzania like other countries in the world embraces quality education for her people. For this regard, studying teachers' perceived level of knowledge on lesson plan preparation towards facilitating classroom instruction is given priority. Among other issue emphasized in teacher training are the skills in lesson plans preparation due to its importance on presenting curriculum instructional objectives, classroom managements and pupils' academic evaluation. Teachers should have skills in lesson planning for the success of the classroom practices.

From the summary of these empirical studies, majority of the studies fell short of deploying appropriate designs, sampling procedures and data collection instruments. Also literature reviewed dealt with other aspects of lesson planning such as the importance of lesson plan, principles of lesson planning, challenges teacher face during lesson planning and suggests further studies to be carried out on teachers' knowledge on lesson plan preparation of which was the main study question of this research. In relation to study methodology Widiasih et al., (2017) employed qualitative design and most of the study reviewed used simple random technique and the sample used were not adequately to make generalization for example the study of Derri et al. (2014) in Greece collected data from twenty-seven participant also the study of Halala (2017) in Igunga used explanatory research design and only 60 teachers were involved in the study.

Therefore the current study employed mixed design; hence this study bridged the gap by assessing the teachers' perceived level of knowledge on preparation of lesson plans towards facilitating classroom instruction in secondary schools at Rombo District in Tanzania. The sample that was used, were obtained from thirteen secondary schools out of fifty one secondary schools which are found at Rombo District in Tanzania. Apart from the methodologies and the methods of data collection, most of the study reviewed indicated that majority of teachers lacked lesson plan competence but the format for lesson plan that were used in their studies was quietly different from what was issued by the government of Tanzania to be used in secondary schools. Hence this study assessed teachers' perceived level of knowledge on preparation of lesson plans towards facilitating classroom instruction in secondary schools with reference from the template that is used in Tanzania.

## **RESEARCH METHODOLOGY**

The study used the mixed methods approach and the design that guided this study was Convergent Design. The target population of the study were fifty one (51) secondary schools found in Rombo District. The District has eight hundred and ninety nine (899) teachers, fifty one (51) heads of schools, and twenty eight (28) ward educational officers. Out of these 13 schools, 13 heads of schools, 3 ward education officers and 91 teachers were involved in data collection. A total of 107 respondents participated in the study. Questionnaires were employed



to teachers, interview guide was used to collect data from the heads of schools and ward education officers. Document analysis guide was used to collect data from teachers' lesson plans.

To ensure content validity research experts from Mwenge Catholic University were consulted to review the research instruments and modifications were made based on the suggestions of those experts and the supervisors before the instruments were subjected to the targeted respondents. In order to determine the reliability of the instruments, pilot testing procedures were conducted and peers briefing. For quantitative data Cronbach Alpha was used in the study to assess the stability and internal consistency of the instruments of Likert type items in questionnaires. The items on teachers' perceived level of knowledge on preparation of lesson plans towards facilitating classroom instruction scored a reliability of 0.865 which is acceptable in coefficient level of reliability. For qualitative data estimation of reliability was done through member checking whereby the researcher collected and recorded the responses of the respondents and the information collected was taken back to the people where data were collected to validate it.

Quantitative data were analysed using descriptive statistics such as frequency, percentages and means by the aid of computer software Statistical Package for Social Sciences (SPSS) version 27. Qualitative data were analysed mainly by using content analysis by the aid of computer software NVIVO 11 PLUS. The information were organised into relevant categories or research themes before arriving at the final argument, in this way the recorded and written dialogue was broken down into smallest units of information, values and attitudes of the respondents (nodes), followed by coding and then interpretation of data by the researcher, the collected data were classified into meaningful categories and were assigned into numerical codes to assist in the analysis. The qualitative data were presented in quotations and narration

## **FINDINGS AND DISCUSSIONS**

Based on the theme developed from the research question, the researcher sought to investigate on teachers' perceived level of knowledge on preparation of lesson plans towards facilitating classroom instruction in secondary school. To seek answers to the research question, the researcher involved Teachers, Heads of Schools and Ward education officers. Apart from getting responses from teachers the researcher also conducted document analysis by the aid of document analysis guide to assess the lesson plans prepared by teachers. Heads of schools and Ward education officers were involved through interviews conducted in personal by the researcher. Teachers were administered with the questionnaire of five point (05) likert scale with twelve (12) items. The respondents were asked to indicate the level to which they are knowledgeable on preparation of lesson plan by putting a tick (√) in appropriate place by considering that NK = Not Knowledgeable at all, SK = Slightly Knowledgeable, MK = Moderate Knowledgeable, VK = Very Knowledgeable and EK = Extremely Knowledgeable.

The scale was coded and analysed in SPSS Version 27. The data were interpreted by considering the mean range as elaborated by Mohamed (2016) that to determine the minimum and the maximum length of the 5-point Likert type scale, the range is calculated by  $(5 - 1 = 4)$  then divided by five as it is the greatest value of the scale  $(4 \div 5 = 0.80)$ . Afterwards, number one which is the least value in the scale was added in order to identify the maximum of the cell.

Therefore, the length of the cells is determined as from 1 to 1.80 represents (strongly disagree), from 1.81 until 2.60 represents (do not agree), from 2.61 until 3.40 represents (true to some extent), from 3.41 until 4.20 represents (agree) and from 4.21 until 5.00 represents (strongly agree). In the scale, NK = 1, SK = 2, MK = 3, VK = 4 and EK= 5. The responses of teachers on their knowledge towards preparation of lesson plans for classroom instruction were summarised in table 1

**Table 1**

***Teachers' Responses on Teachers' Perceived level of Knowledge on Preparation of Lesson Plans towards facilitating Classroom Instruction in Secondary Schools in Rombo District (n=91)***

STATEMENTS	NK		SK		MK		VK		EK		n	Mean
	F	%	F	%	f	%	f	%	f	%		
Writing lesson competence in lesson plans.	2	2.2%	7	7.7%	40	44.0%	37	40.7%	5	5.5%	91	3.40
Writing General Objective in lesson plans.	0	0.0%	8	8.8%	31	34.1%	44	48.4%	8	8.8%	91	3.57
Writing Specific Objectives in Lesson plans.	0	0.0%	3	3.3%	18	19.8%	62	68.1%	8	8.8%	91	3.82
Writing Starter in Lesson plans.	1	1.1%	14	15.4%	30	33.0%	40	44.0%	6	6.6%	91	3.40
Preparing teaching activities in lesson plans.	0	0.0%	6	6.6%	28	30.8%	47	51.6%	10	11.0%	91	3.67
Preparing learning activities in lesson plans.	0	0.0%	6	6.6%	31	34.1%	45	49.5%	9	9.9%	91	3.63
Preparing assessment in lesson plans that match with teaching and learning activities.	1	1.1%	4	4.4%	27	29.7%	52	57.1%	7	7.7%	91	3.66
Developing teaching and learning activities in reinforcement stage in lesson plans.	1	1.1%	8	8.8%	37	40.7%	36	39.6%	9	9.9%	91	3.48
Developing teaching and learning activities in reflection stage in lesson plans.	0	0.0%	6	6.6%	35	38.5%	42	46.2%	8	8.8%	91	3.57
Preparing teaching techniques for consolidation stage in lesson plans.	2	2.2%	4	4.4%	32	35.2%	44	48.4%	9	9.9%	91	3.59
Writing students' evaluation in lesson plans.	1	1.1%	8	8.8%	32	35.2%	43	47.3%	7	7.7%	91	3.52
Writing teacher's evaluation in lesson plans.	1	1.1%	7	7.7%	23	25.3%	52	57.1%	8	8.8%	91	3.65
Grand mean											91	3.58

Source: Field data 2022

Data from table 1 shows that teachers had some knowledge on how to state lesson competence in lesson plan. The result from questionnaire when they were asked to indicate the level to which they were knowledgeable on how to state lesson competence in lesson plan, the item scored a mean of 3.40. This implies that majority of teachers had some prior knowledge on how to construct lesson competence in the lesson plan but not competent enough to construct lesson competence. Teacher had moderate knowledge on writing lesson competence.

This was further supported by one head of school during an interview by saying;

My teachers have challenges in preparing lesson plans after the changes in curriculum that requires teachers to write lesson plans with competences that can be applied outside the classroom but before that they used to prepare basing on content wise or knowledge just like in general objective (Interview conducted on 08<sup>th</sup>July, 2022).

This shows that with current changes in the curriculum from content based curriculum to competence based curriculum, most teachers struggle on how to formulate lesson competence that can make students to achieve lesson objectives.

This was also supported by one ward education officer who participated in the study when he was asked on criteria that he consider when evaluating teachers' lesson plans. He commented that;

Most of time, I checked teachers lesson plans to see if their writing it as instructed stage by stage part after part in the lesson plan but there is much different in the way teachers write competence in the lesson plans. I think is among the part that is most difficult to write to teachers (Interview conducted on 09<sup>th</sup>July, 2022).

The comments on teachers' knowledge on writing lesson competence in lesson plans supports teachers response to get a mean of 3.40 of which according to Mohamedi (2016) this mean indicates to some extent their knowledgeable but not sufficient enough.

Also from the document analysis, the researcher discovered variation in formulation of lesson competence which was item 3 of the analysis in document analysis guide. From the document analysis 70% of the reviewed lesson plans, their competence were not practical at all that they cannot be achieved by student as a practical skills that a student will acquire after learning.

Table 1 also shows a mean of 3.57 on teachers response when they were asked to indicate the level of knowledge they have on writing General Objective in the lesson plan. 8 (8.8%) of the respondents indicated that they are slightly knowledgeable, 31 (34.1%) were Moderately Knowledgeable, 44 (48.4%) were very knowledgeable and 8 (8.8%) were extremely knowledgeable on writing general objective in the lesson plans. This indicates that a total of 91% of the respondents range from moderately knowledgeable to extremely knowledgeable on writing general objectives in the lesson plan. The item scored a mean of 3.57 which indicates that teachers have a good amount of knowledge on writing general objective in the lesson plan thus they were very knowledgeable on writing lesson objectives. Data from the field indicated that not all of the teachers participated in the study agreed to lack knowledge on writing general objective of the lesson in lesson plan. This was supported by one of the head of school through an interview by saying; "... Teachers had no problem or variation in writing when it comes to wring general objectives in the lesson plan. This is because general objectives are supposed to be too general thus they become easy to write based on the subtopic....." (Interview conducted on 09<sup>th</sup>July, 2022).

This was further supported by the review conducted by the researcher on lesson plans prepared by teachers. Document analysis revealed that the part of lesson General objective in the lesson

plan was filled well by teachers and very few teachers had problems in differentiating between lesson competence and lesson general objective.

On the item concerning writing specific objectives in the lesson plans, most teachers appeared to have a reasonable amount of knowledge as the item was scored a mean of 3.82. From the questionnaire 3 (3.3%) were slightly knowledgeable, 18 (19.8%) were moderately knowledgeable, 62 (68.1%) were very knowledgeable and 8 (8.8%) were extremely knowledgeable on writing specific objectives in the lesson plan. From the data a mean of 3.82 indicates that teachers were very knowledgeable on writing specific objectives in the lesson plans. This was further supported by one head of school who said that; *“When I’m passing through teachers lesson plans the part of specific objectives has no much problem because most of my teachers considered blooms taxonomy in writing specific objectives.....”* (Interview conducted on 08<sup>th</sup>July, 2022).

The comments on evaluation of teachers lesson plans indicates that teachers have a reasonable amount of knowledge in writing specific objectives in the lesson plan. This was also witnessed when the researcher was analysing the lesson plan prepared by teachers. Thus lesson plans which were analysed by the researcher appeared to consider blooms taxonomy in writing specific objectives in the lesson plan.

Table 1 also shows Teachers’ response on preparation of assessment that matches with teaching and learning activities in the lesson plan. It reveals that 1 (1.1%) of respondents was not knowledgeable, 4 (4.4%) were slightly knowledgeable, 27 (29.7%) were moderately knowledgeable, 52 (57.1%) were very knowledgeable and 7 (7.7%) were extremely knowledgeable on writing assessments that match with the teaching and learning activities in the lesson plans. The items scored a mean of 3.66 when was analysed in the SPSS. This mean according to the calculation of mean range in a five point Likert scale, indicates a reasonable amount of knowledge teachers had that’s they were very knowledgeable accord to the scale but not extremely. This was supported by the data obtained in the analysis of documents conducted by the researcher as it was found that most of the assessments tools written by teachers in their lesson plan relates with the teacher’s and learner’s activities in the lesson plans.

Data from table 1 also reveals teachers’ response on the level of knowledge they have on developing teaching and learning activities in reinforcement stage in the lesson plan to be of a good or reasonable amount as the item scored a mean of 3.48, this indicates teachers were very knowledgeable. From the data, 1 (1.1%) responded as not knowledgeable, 8 (8.8%) were slightly knowledgeable, 37 (40.7%) were moderately knowledgeable, 36 (39.6%) were very knowledgeable and 9 (9.9%) were extremely knowledgeable on developing teaching and learning activities in reinforcement stage in their lesson plans. This was further supported by one head of school through the interview as she said that; *“.....in lesson plans prepared by teachers in my school I normally instruct my teachers to write several teaching and learning activities and when am evaluating them I see they adhere to my directives.....”* (Interview conducted on 08<sup>th</sup>July, 2022).

The comments on general evaluation of teachers’ lesson plans supported the response of teachers to score a mean of 3.48 which indicates a reasonable amount of knowledge teacher

has in writing teaching and learning activities in lesson plans thus teachers were very knowledgeable.

The analysis of lesson plans conducted by the researcher established that teachers write teaching and learning activities in each stage of the lesson plan and each stage and activity in a stage was given its assessment tool.

Data from table 1 also indicates the level of knowledge teachers have on preparing teaching techniques for consolidation stage in the lesson plans. Their responses indicated that 2 (2.2%) responded to have No knowledge, 4 (4.4%) were slightly knowledgeable, 32 (35.2%) were moderately knowledgeable, 44 (48.4%) were very knowledgeable and 9 (9.9%) were extremely knowledgeable. The item scored a mean of 3.59 which implies that teachers were very knowledgeable on preparing teaching techniques for consolidation stage in lesson plans. This was further supported by the data obtained through lesson plan analysis conducted by the researcher as he found that most teachers in their lesson plan indicates to have used techniques such as hot seat, exit tickets and stepping stones in consolidation stage.

Furthermore, one of the head of school said that;

We had seminar on lesson plan and teachers were trained how to use different learner centred technique in teaching. The seminar equipped teachers with different teaching technique that they could use in different stage of the lesson plan (Interview conducted on 08<sup>th</sup>July, 2022).

To understand teachers' knowledge, the researcher also referred to the last part of the lesson plan which is normally filled after the lesson. Teacher's evaluation and students' evaluation part in the lesson plan. From the questionnaire for teacher teachers were asked to indicate level of knowledge they have from not knowledgeable to extremely knowledgeable. From table 1 when they were asked about their knowledge on writing students' evaluation in lesson plan, the researcher found that 1 (1.1%) were not knowledgeable, 8 (8.8%) were slightly knowledgeable, 32 (35.2%) were moderately knowledgeable, 43 (47.3%) were very knowledgeable and 7 (7.7%) were extremely knowledgeable about writing students' evaluation in the lesson plans. The item scored a mean of 3.52 which is within the range of 3.41 to 4.20 that indicates teachers were very knowledgeable on writing students' evaluation in lesson plans.

The findings were supported by the data from analysis of teachers' lesson plan done by the researcher. Most of the lesson plan analysed by the researcher appeared to have been filled well in the students' evaluation part as it was found that 95% filled that part well and only 3% had problems in filling students' evaluation in their lesson plans and 2% left it unfilled.

Furthermore the data obtained from the interview with head of school also reveals that teachers had no problem in writing students' evaluation because it was reported by heads of schools that they found no challenge when evaluating teachers' lesson plan in that part of the lesson plan.

Also table 1 shows that teachers response on their perception about their knowledge on writing teacher's evaluation in lesson plans were 1 (1.1%) were not knowledgeable, 7 (7.7%) were slightly knowledgeable, 23 (25.3%) were moderately knowledgeable, 52 (57.1) were very

knowledgeable and 8 (8.8%) were extremely knowledgeable. This makes 83 (91.2%) agreed to have knowledge on writing teacher's evaluation in the lesson plan. The item scored a mean of 3.65 which indicates that teachers had knowledge on that part which means they were very knowledgeable. The findings were supported by the data from interview with heads of schools were by 84.62% reported to find no problems in that part of the lesson plan when they are evaluating them. Only 15.38% reported that their teachers had problem of mixing students' evaluation, remarks and teacher's evaluation.

Looking at the mean scores of teachers' response on these items, it is seen that teachers were very knowledgeable on preparation of lesson plans towards facilitating classroom instruction in secondary schools. The views of teachers on all the items scored a grand mean of 3.58 of which according to Mohamed (2016) the mean that range from 3.41 to 4.20 in a five point Likert scale indicates agree. Thus for this context it indicates that teachers were very knowledgeable on preparation of lesson plans although they had some problems in preparing some of the part of lesson plans as indicated in the table 1. This findings concurred with the findings of Cuñado and Abocejo (2019) who also found that teachers manifested strength towards lesson planning competence with very high capability to construct an effective lesson plans in Philippines. This implied that if teachers had the ability to construct effective lesson plans, it also mean that they were very knowledgeable on lesson plan preparation as it was found by this study at Rombo District in Tanzania.

## **CONCLUSIONS AND RECOMMENDATIONS**

The conclusion from the study showed that teachers' level of knowledge on preparation of lesson plan towards facilitating classroom instruction perceived to be very knowledgeable. Also the study showed that teachers had positive attitude on their knowledge towards preparation of lesson plan. Therefore the study concluded that majority of teachers perceived to be very knowledgeable on preparation of lesson plans towards facilitating classroom instruction in secondary schools. This has led most teachers to prepare lesson plans for their classroom instruction however; those few who had slightly knowledge on preparation of lesson plan cannot be ignored there should be a deliberate effort to update teachers' knowledge on preparation of lesson plan.

In view of the discussion and conclusions in the findings of the study, this study recommends that, the government and other owners of secondary schools should make sure that their teachers attend in-service training yearly or after every two years so as to update their knowledge. Furthermore, Head of schools should provide clinical supervision to teachers concerning the preparation and use of lesson plan to facilitate classroom teaching in secondary schools. Learning is a continuous process, teacher have to update their knowledge frequently so as to become better facilitators of students in their classroom instruction.

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