

Determine the Degree of Using and Preparing the Lesson Plan of Secondary School Teachers

Md. Abul Bashar*

Dr. Md. Didar Chowdhury**

Mohammad Anwar Hossain Khokon***

Abstract

Effective lesson planning is at the core of effective teaching. A lesson plan is a teacher's detailed description of the course of instruction for one class. A daily lesson plan is developed by a teacher to guide class instruction. Details will vary depending on the preference of the teacher, subject being covered, and the need and/or curiosity of students. There may be requirements mandated by the school system regarding the plan (O'Bannon, B. 2008). This study is conducted to investigate the degree of using and preparing the lesson plan of Secondary School teachers of Bangladesh. This study is to determine the next step of action why the teachers of secondary level don't use lesson plan in their teaching. Findings of the study showed that all the teachers agree to prepare lesson plan but a remarkable number of teachers don't prepare lesson plan due to more classes per day and some of teachers think that if they use lesson plan in classes they will not complete syllabus in right time. The results revealed that to ensure lesson plan the respondents recommended to lessen the number of classes per day of each teacher.

Keywords: Lesson plan, Secondary School Teachers, Annual lesson plan

Introduction

Population of Bangladesh is 142.32 million. The net enrolment in government secondary is 47.34 % and in Primary 93.52 %, Primary level 78685 schools, 16957894 children and 395281 teachers with the Teacher Student Ratio (TSR) of 1:43, Students Per Institution (SPI) 216 and Teacher Per Institution (TPI) is 5, Secondary level 19070 schools, 7510218 students and 223555 teachers with the TSR of 1:34 Students Per Institution (SPI) is 394 and Teacher Per Institution (TPI) is 11.7 (Bangladesh Bureau of Educational Information and Statistics, 2011).

* Assistant Professor, Geography, Govt. Teachers' Training College, Feni and Ph.D Fellow, Department of Geography and Environment, Jahangirnagar University, Savar, Dhaka.

** Assistant Professor, Physics, Govt. Teachers' Training College, Sylhet, Bangladesh.

*** Lecturer, Islamic Ideology, Govt. Teachers' Training College, Sylhet, Bangladesh

Population density is high and Teacher Student Ration (TSR) is not up to the mark in many cases. For that teachers are faces challenges to prepare their lesson plan. But to make a fruitful class, lesson plan is must. A lesson plan is a plan for learning. Lesson plan is considered a vital component of the teacher training and teaching – learning process in today’s complex world. A successful teacher is in variably good planners and thinkers. The effective teacher devotes much time and energy in carefully planning and preparing each lesson, whether the lesson encompasses one or several periods of instruction.

The learners’ learning ability is limited. Knowledge and scientific information are expanding and it is known that learners cannot learn all that they are supposed to learn. Many students do not have the ability to generalize information from setting to setting. Thus, teaching students in a classroom how to behave in the bus area and on the bus is not effective. Without standardized lesson plans designed to be delivered to all students, in all applicable settings, it is unrealistic to think that all students will know what is expected of them and be able to perform to the desired standard. Therefore, educators must study carefully what they are going to teach, and control and select them appropriately. As to the tendency toward improvement of effective learning through precise and systematic plans, it is proved that these are different approaches to presentation of educational courses to learners. A learning system can be designed in a way that it maximizes the learner’s capacity and capability through defined aspects or that minimizes his/her capacities due to unexpected or unknown aspects. Due to the same reason, determine the degree of using and preparing the lesson plan of secondary school teachers can be of importance, aiming at improving the educational process and quality.

Review of Literature

“A well-developed lesson plan reflects the interests and needs of students. It incorporates best practices for the educational field. The lesson plan correlates with the teacher's philosophy of education, which is what the teacher feels is the purpose of educating the students (http://en.wikipedia.org/wiki/Lesson_plan)

A lesson plan is a written statement or outline by a teacher that fulfills the following stages of a lesson (<http://www.bdeduarticle.com/teaching-learning/55-uncategorized/205-the-necessity-of-lesson-plan>)

- (i) What do you want to teach in how much time?
- (ii) What is /are the objective/objectives?
- (iii) What are the materials you are going to use?
- (iv) What are the step-by step procedures?
- (v) How are you making assessment whether your objective(s) is (are) achieved?

There are three functions of a lesson plan (<http://www.bdeduarticle.com/teaching-learning/55-uncategorized/205-the-necessity-of-lesson-plan>):

- (i) A plan for preparation
- (ii) A working document
- (iii) A record

A plan for preparation: writing down what you expect the students to be able to do by the end of the lesson and what you intend to do to make that possible, helps you to think logically through the stages in relation to the time you have available.

A working document: having something to refer to in the lesson helps keep you on target, although it should never prevent you from responding to the needs of the moment if necessary.

A record: Suitably amended after the lesson, a lesson plan acts as a record of what the class has done and might form the basis for a future lesson plan with a similar class.

Importance of using lesson plans in secondary school classroom teaching –learning process is greater than ever regularly in Bangladesh.

The implementation of “planned, organized, sequenced activities and lessons focusing on academic readiness” (Klein & Knitzer, 2006, p.7), taught in an intentional manner, is a cornerstone of a quality curriculum.

According to Clark & Dunn (1991), planning is a psychological process of envisioning the future, and considering goals and ways of achieving them. Lesson planning can be defined as a systematic development of instructional requirements, arrangement, conditions, and materials and activities, as well as testing and evaluation of teaching and learning. It involves analysis of the learning needs and the development of a delivery structure to meet those needs. Schon (1983) described lesson planning as pre-active decision-making that takes place before instruction. Clark and Dunn (1991) stated that, consciously and unconsciously, teachers make decisions that affect their behavior and that of their students. Planning a lesson involves teachers' purposeful efforts in developing a coherent system of activities that facilitates the evolution of students' cognitive structures. The quality of those decisions and efforts depends on the creativity of teachers and on their ability to apply learning and instructional theories.

A lesson plan is defined as “a systematic design for the development, implementation and evaluation of instruction” (Chatel 2002, 3). Such a plan is in this sense “a rehearsal for delivering effective instruction” (Causton-Theoharis et al 2008, 383), specifically “in that it provides the teacher the opportunity to anticipate instructional and learning needs before stepping [in] front of the students” (Chatel 2002, 3).

Lesson planning is at the same time widely viewed as a subject of critical importance in teacher preparation. The way that the role of lesson plan in this teacher training context is described indicates much about its relationship to other aspects of educational theory and teacher practice:

Teaching lesson planning or lesson design is a pivotal moment in teacher education. It is at this point when we are, in essence, teaching future educators how to think about the relationship between educational theories, lesson planning, instructional strategies, students and learning. It is at this point when theory intersects with practice. This is the time to teach these pre-service teachers how to place students at the centre of the planning process. (Causton -Theoharis et al. 2008, 383)

When you make an effort to become comfortable creating lesson plans, you save yourself a great deal of time and reduce the stress of dealing with confused and sometimes angry students whose poor performance is a direct result of poorly designed lessons.

You owe it to yourself and to your students to learn the fundamentals of lesson planning and put them to use each time you prepare for a class meeting or construct an entire course.

Richard Pregent (1994) observes that “professors who have carefully prepared lesson plans save an enormous amount of time when you teach a course again; you have a written record of everything you have done” (p. 97).

Herbart proposes two ideas as foundations for teaching: interest and conceptual understanding. The first principle of effective instruction consists of the students’ interest in the subject. Herbart suggests two types of interest, one based on direct experiences with the natural world and the second based on social interactions. Science instruction can quite easily use the natural world and capitalize on the curiosity of students. In addition, teachers can introduce objects from the natural world and use them to help students accumulate a rich set of sense impressions. Herbart suggests the observation and collection of living organisms and the introduction of tools and machines (Herbart, 1901).

Herbart’s model also incorporates the social interests of children and their interactions with other individuals. A thorough education takes into account the contribution of social interactions to learning. Thus, an instructional model should incorporate opportunities for social interaction among students and between students and the teacher.

The second principle of Herbart’s model is the formation of concepts. For Herbart, sense perceptions of objects, organisms, and events are essential, but in and of themselves they are not sufficient for the development of mind. A very important theme in Herbart’s model is the coherence of ideas. That is, each new idea must be related to extant ideas. Said in contemporary terms, prior knowledge is the point of departure of instruction.

Misunderstanding of various approaches to teaching is not limited to a particular society. Behaviorist epistemology focuses on intelligence, domains of objectives, levels of knowledge, and reinforcement. Constructivist epistemology assumes that learners construct their own knowledge on the basis of interaction with their environment. Four epistemological assumptions are at the heart of what we refer to as "constructivist learning" (Fosnot, 1996)

1. Knowledge is physically constructed by learners who are involved in active learning.
2. Knowledge is symbolically constructed by learners who are making their own representations of action;
3. Knowledge is socially constructed by learners who convey their meaning making to others;
4. Knowledge is theoretically constructed by learners who try to explain things they don't completely understand.

Objectives of the Study

General objective

The main objective of this study is to identify the problems and prospects of preparing the lesson plan of the teachers at secondary level in Bangladesh.

Specific objectives of the study

- a. To detect the nature of the problems
- b. To find out the real situation of preparing and using of lesson plan at secondary level
- c. To suggest some recommendations for improving and facilitating lesson plan at secondary level
- d. To explore the causes of not preparing and using the lesson plan at secondary level
- e. To judge the outlook of the teachers about the necessity of using the lesson plan in the classroom
- f. To detect the present feature of using the lesson plan by the secondary level school teachers
- g. To determine the present attitude of teachers towards lesson plan

Necessity of the research

Through this research, it will be easy to determine the next action why teachers do not use lesson plan at the secondary level of their teaching . As a result, it will be possible to take step by the teachers to ensure preparing and using the lesson plan to conduct the classes. If the teaching –learning activities are conducted preparing and using appropriate lesson plan , teachers will be able to complete the lesson effectively and the learners’ learning will be continuous, permanent and systematic which will be easy to ensure quality education.

Using the getting result of this study, to remove the existing disadvantages of preparing and applying the lesson plan, if the teachers views are given priority, the teachers will be more interested to ensure the easy implementation of preparing and using lesson plan. In spite of getting a wide range of training the teacher are not interested to prepare and use Lesson plan which rises the eligibility to apply the training in question. By this study, it will be easier to promote such a situation. With preparing and using the lesson plan, using teaching aids, proper assessment , increasing learners’ creativity, to take special measures for advanced and backward learners, time management, to teach in harmony with the real and the surrounding environment and other elements of pedagogy are very closely linked to the preparing and using lesson plan. Consequently, to ensure using lesson plan in classroom teaching , the teachers will be able to apply their acquired training skills to increase teaching –learning quality

Limitations of the research

The data have been collected from a total of 130 secondary school teachers of 11 different subjects in Sylhet division. They were asked a question: Do you use or not the annual lesson plan? 64.6 percent of the respondents in question replied yes. How many classes have you conducted by using the lesson plan for the last three months?30.77 percent of the respondents answered was that more than half of the classes were conducted by lesson plan.If It was possible to monitor and observe the spots in a body, the real figure of the above mentioned two questions would ensure how effectively the teachers activate this lesson plan preparing and using . But it was not possible. Besides, the data were collected only from the teachers of Sylhet division. If it was possible to collect data from the subject teachers of different districts, it would increase the standard of the research.

Methodology

This study was conducted among 130 teachers of 11 different subjects. They were selected randomly. All respondents are working in secondary schools in Sylhet division of Bangladesh. The present study is based on primary data. We used one questionnaire to collect data from teachers of secondary level to build up an exact picture of prepare and use of lesson plan in their classes. In analyzing the data simple statistical analysis like frequency percentage and summated means were used. The data were also presented in the tabular form.

Results and Interpretations

Table 1: Subject based teachers.

Subject based appointment of teachers (out of 130).

Name of Subject	Percentage	Name of Subject	Percentage
Religious studies	19.23	Science	6.15
English	5.38	Bangla	18.46
Social Science	9.23	Chemistry	3.85
Biology	4.62	Mathematics	27.69
Agricultural Science	2.31	Physical Education	1.54
		Business Studies	1.54

Professional qualification of the respondent

Percentage of professional qualification

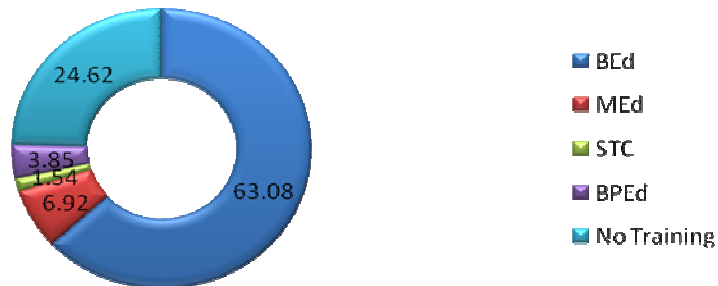


Figure 1: Professional qualification of the teachers.

We can see from the **Figure 1** that 63.08% have B.Ed training and 24.62% have no training at all.

Table 2: Subject based teachers.

In Service training of the respondent

Name of training	Percentage	Name of training	Percentage
CPD-1	80.77	CPD and ELTIP	9.23
CPD I and FSSAP-2	3.08	CPD and OTHERS	6.15
		NONE	0.77

Bachelor of Education training is both for inservice and pre service. Teaching Quality Improvement in Secondary Education Project initiated Continuous Professional Development in Bangladesh which is called CPD. From **Table 2** we see that 80.77% of respondent have inservice CPD training and some respondents have both CPD & FSSAP-2, CPD & ELTIP and CPD & OTHERS.

Experience of respondents

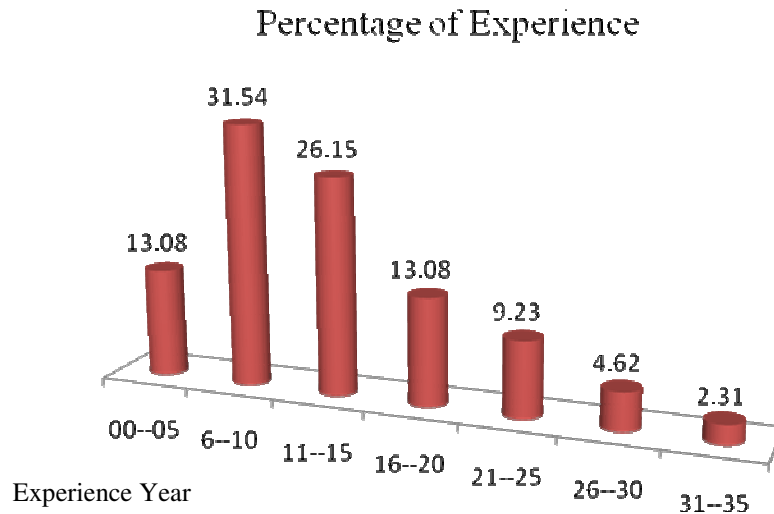


Figure 2: Percentage of Experience

Figure 2 indicates that 31.54% respondent year of experience lies between 6 and 10 and if we analyze the **Figure 2** we can conclude that all respondents have some teaching experiences.

Table 3: Educational Qualification

Educational Qualifications of the Respondent

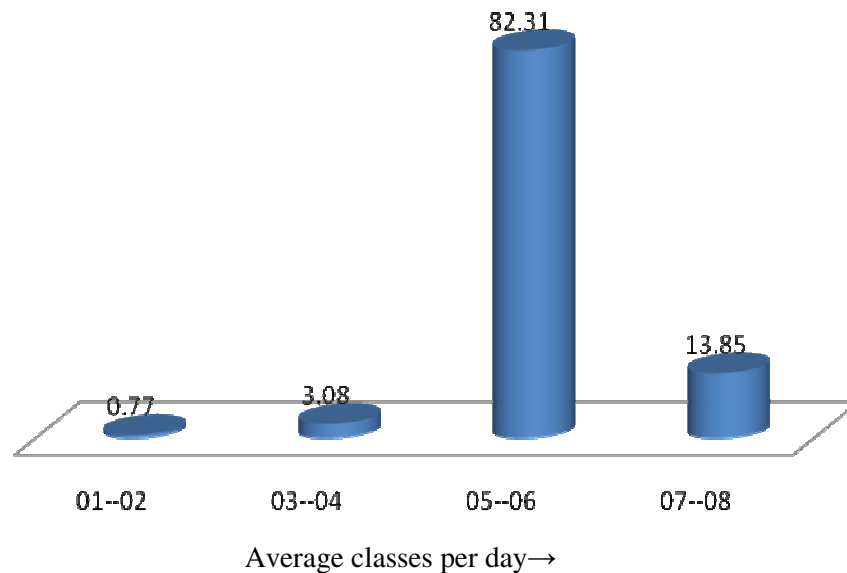
Educational Qualification	Percentage	Educational Qualification	Percentage
Graduation (Pass Degree)	67.69	Kamil & Graduation (Pass Degree)	0.77
Graduation (Hons)	0.77	Fadil & Graduation (Pass Degree)	0.77
Masters Degree	4.62	Masters Degree with Honors	4.62
Fadil	2.31	HSC	1.54
Kamil	12.31	Diploma	1.54
Kamil & Masters Degree	3.08		

For quality education, teacher's quality is very important. Quality of teacher in terms of educational background, experience and other non-academic issues vary to a great extent. Teacher's educational qualification plays a important role in maintaining quality education. In maximum cases in Bangladesh minimum required educational qualifications to be a teacher is graduation (pass degree). 67.69% of respondent have graduation (pass degree) and only 4.62% have Masters Degree with Honors.

Preparing annual lesson plan

In the response of the question about annual lesson plan, 64.62% of the respondent do lesson plan and 35.38% do not prepare annual lesson plan. In the response of another question relating annual lesson plan, 89.23% and 10.77% of the respondent feel ease/comfort and do not feel easy respectively to preparing annual lesson plan. In the response of reason of feeling unwell we see that 4.62% of the respondents feel uneasy for more classes. Another reason are Lack of appropriate environment & more class (0.77%), Unwillingness of the authority (0.77%), Less used in school/School is not used to (1.54%), Because teachers association provide annual lesson plan (0.77%), Lack of time (0.77%), Busy to think how to earn money in another way (0.77%), School authority don't take initiatives (1.54%), More classes, more students and lack of time (1.54%). We see from the **Figure 3** that in average a teacher faces 5 to 6 classes per day.

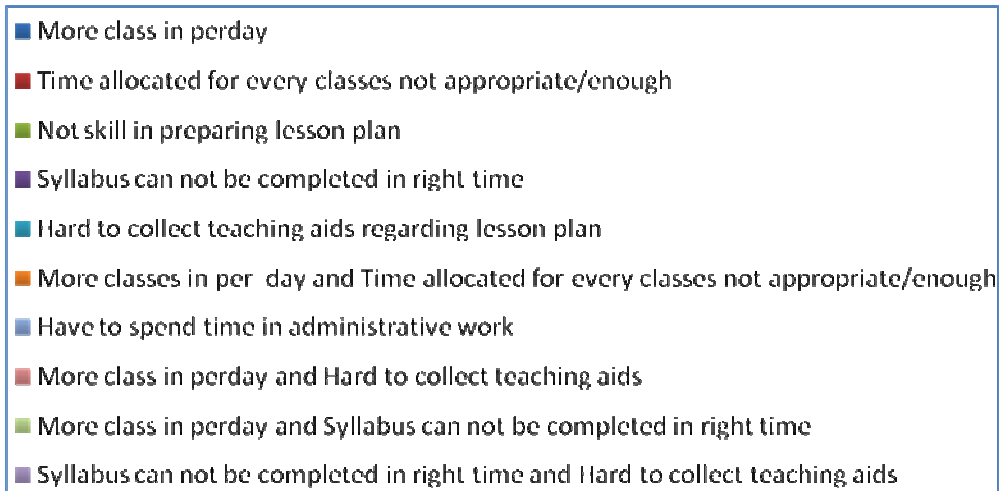
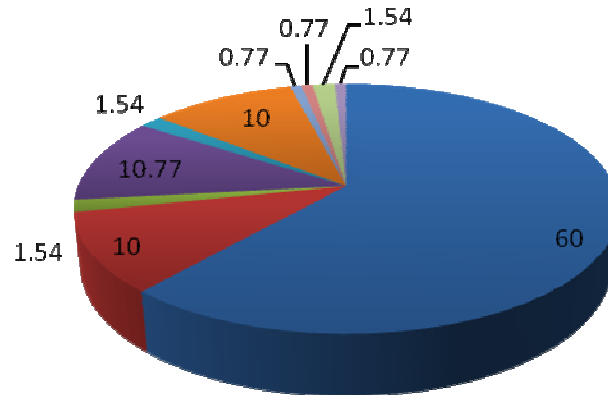
Figure 3: Average classes per day



Preparing lesson plan

How many classes do you use lesson plan in last 3 months? In response of this question, 48.46% of the respondent use lesson plan to conduct classes more than halves of the total classes in last three months and 30.77% use more than halves of the total classes, but remarkable is only 1.54% use lesson plan in every classes and 19.23% not in a single classes.

Figure 4: Reason for not preparing lesson plan.



From **Figure 4** we see that 60% of the respondents don't prepare lesson plan due to more classes per day and 10.77% respondents think if they use lesson plan in classes they will not complete syllabus in right time. Another most important reason is Time allocated for every class not appropriate/enough (10%) & more classes in per day and Time allocated for every class not appropriate/enough (10%).

In response of the question about the necessity of use of lesson plan, 100% of the respondents agree about the necessity of lesson plan.

Table 4: Recommendation to ensure the use of lesson plan in classes

Recommendation made by the respondent to ensure the use of lesson plan in classes	Percentage
Number of classes in per day of each teacher should lessen	43.08
Number of teachers should increase and fill up vacant post	14.62
Should improve the economic condition/status of teachers	10.00
Discrimination of Salary-allowance & others facilities between the teachers of government and non government should lessen.	4.62
Cordiality and cooperation of Head Teachers should increase	20.77
Self interest, sincerity and hearty preparation of Teachers can only insure lesson plan	16.92
Each teacher's should not have more than 3 classes daily	10.77
Should ensure needful financial support	14.62
Salary and allowance of Teachers should up-to-date so that they will not search and think additional income source	3.85
Cordiality, cooperation and advice of SMC should be increased	13.08
Taking care and supervision Of Head Teachers	16.15
Needs of effective continuous training	20.00
Ensure to provide subject based teaching aids	26.15
Provideready made lesson plan by the government according to syllabus	6.15
Increase the number of classes	9.23
Should not involve in extra additional official work	2.31
Appoint/increase subject based teachers	7.69
Professionalism of all teachers including Head Teacher	9.23
Proportion of Teacher and student should maintain 1 : 30	3.08
Inter school training (Cluster Training))	2.31
Transfer of the teachers	3.08
Build up awareness about the necessity of lesson plan	4.62
Increase the class room	1.54
To reach in an agreement of preparing and use of lesson plan, arrange meeting-minutes- seminar in schools	5.38

In **Table 4** we can see a lot of recommendation made by respondent to ensure lesson plan to conduct classes. 43.08% of the respondent recommend to lessen the number of classes in per day of each teacher, 10.77% think that each teacher's should not have more than 3 classes daily, 3.08% think proportion of Teacher and student should maintain 1 : 30, 20.00% think needs of effective continuous training, 26.15% think to ensure to provide subject based teaching aids, 6.15% think to provideready made lesson plan by the government according to syllabus and 20.77% think cordiality and cooperation of Head Teachers should be increased.

Recommendations

Quality of education in Bangladesh is still a far cry. Multidimensional factors are responsible for this. Quality of education mainly depends upon the quality of inputs and the processes of the delivery system and this delivery system is fulfilled by a complete lesson plan. Here are some recommendation for ensuring lesson plan and thus for quality education.

There should be a year plan for the schools.

Number of classes in per day of each teacher should lessen

Perfect teacher student ratio should be maintained 1 : 30

Improving quality teaching staff, needs of effective continuous training is necessary. For continuous refresher's training, Cluster Training program should keep running and in this cluster training community can participate so that they can share their ideas and get information and knowledge about lesson plan and others activities of the teachers.

It has been seen that for more class load, teachers do not get much time to prepare lesson plan before taking class. Number of teachers should be increased in schools to lessen the extra classes load of the teachers.

Should not involve in extra additional official work

Provideready-made lesson plan by the government according to syllabus

Self interest, sincerity and hearty preparation of Teachers can onlyensure lesson plan.

To keep away from the extra income generating activities of teachers, salary and allowance of teachers should up-to-date so that they will not search and think additional income source.

Internal and external monitoring system can ensure the use of lesson plan but not policy monitoring. Cordiality, cooperation, caring supervision and good positive feedback of Head Teacher and SMCshould increase. Strong managerial and administrative capacity of Head teachers is must and schools should take initiative to ensure community participation in activities of a teacher in a class. Though community may have lack of pedagogical knowledge, their support, cooperation, strong positive role and feedback is important for quality education.

Conclusion

For quality education it is very important to ensure lesson plan when the teachers walk into their classroom. It can be detailed two page typed lesson plan followed by prescribed format or at least a simple mental checklist. With lesson plan teachers will be able to maintain a high level of interest of students in class, they can promote greater student participation and can create an interactive class i.e. learning friendly environment. If there are adequate caring administrative supports, appropriate infrastructures, teaching aids and technological support, quality teaching staff i.e., if resources are available, then implementation and use of lesson plan will be ensured.



[Acknowledgement: We are grateful to Professor Nitai Chandra Chanda, Principal, Govt. Teachers' Training College, Sylhet, Bangladesh, Mr. Abdullah Al Mahmood, Assistant Professor, Govt. Teachers' Training College, Sylhet and Md. AzizurRahaman, Assistant Professor, English (Officer on Special Duty, Directorate of Secondary and Higher Education, Bangladesh, Dhaka) and Ph.D Fellow, Department of English, Jahangirnagar University, Savar, Dhaka, Bangladesh for their help and advice.]

References:

- O'Bannon, B. (2008). *What is a Lesson Plan?. Innovative Technology Center* * The University of Tennessee. Retrieved May 17, 2011.
- Bangladesh Bureau of Educational Information and Statistics (2008) [Online]. Available from: http://www.banbeis.gov.bd/webnew/index.php?option=com_content&view=article&id=352:enrolment-rate-at-secondary-level-in-school&catid=62:basic-tables-2010&Itemid=181 [Accessed: 24 August 2011]
- http://en.wikipedia.org/wiki/Lesson_plan
- <http://www.bdeduarticle.com/teaching-learning/55-uncategorized/205-the-necessity-of-lesson-plan>
- Klein, L., & Knitzer, J. (2006). *Pathways to early school success: Effective preschool curricula and teaching strategies, Issue Brief No. 2*. New York: National Center for Children in Poverty: Mailman School of Public Health at Columbia University.
- Clark, C. M., & Dunn, S. (1991). Second-generation research on teachers' planning, intentions, and routines. In H. C. Warren & H. J. Walberg (Eds.), *Effective teaching: Current research* (pp. 183-200). Berkeley, CA: McCatchum Publishing.
- Chatel, R.G. (2002).: Lesson Planning & Analysis: Including Analysis of Implementation & Samples of Student Work. ERIC.
- http://www.eric.ed.gov/ERICDocs/data/ericdocs2sql/content_storage_01/0000019b/80/19/87/78.pdf (12.03.2010)
- Causton-Theoharis, J.N./Theoharis, G.T./Trezek, B.J., (2008): Teaching Pre-Service Teachers to Design Inclusive Instruction: A Lesson Planning Template. *In: International Journal of Inclusive Education*, 12(4), 381–399.
- Prengent, Richard. *Charting Your Course: How to Prepare to Teach More Effectively*. Madison, WI: Magna Publications, 1994.
- Schon, D. (1983). *The reflective practitioner*. New York, N.Y.: Basic Books.
- Herbart, J. (1901). *Outlines of Educational Doctrine*, trans. C. DeGarmo; ed. A. Lange. New York: Macmillan.
- Fosnot, Catherine. (1996). *Constructivism: Theory, perspectives, and practice*. New York: Teachers College Press.