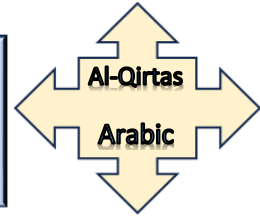


A Study on the Association between Lesson Plan Implementation in the Classroom and Students' Achievement



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Abstract

A correlational study was conducted to find association between lesson plan's implementation by teachers and students' achievement in English. To explore English teachers' practices regarding the implementation of lesson plan components, to investigate secondary level students' achievement and to analyze association between lesson plan implementation and performance of secondary level students in English were objectives of the study. Research questions were; what are English teachers' practices in the classroom regarding the implementation of lesson plan? What is the secondary level students' performance in English? Is there any association between lesson plan's implementation by teachers and students' achievement? Null hypothesis was that, "there is no significant association between lesson plan's implementation and students' achievement". Population of the study was all 160 male high and higher secondary schools and 18867 secondary level students in Kohat division. Total 116 schools and 1750 secondary level students were selected as sample through multistage random sampling techniques. Five points' self-developed Likert Scale questionnaire for determining lesson plan's implementation and self-made test for finding students' achievement with reliability of 0.80 and 0.76 respectively were research instruments. Data was analyzed through descriptive and inferential statistics of means and Pearson Product-moment correlation (r). Findings of the study were that all the components of lesson plan were often implemented except the use of teaching aids and models or pictures which were rarely implemented in the classroom by teachers. Positive association between lesson plan's implementation and students' achievement was found. Mechanism to ensure the implementation of all components of lesson plan, arranging in-service trainings and workshops for enhancement of teachers' skills regarding development of lesson plans, further studies investigating the causes of students' low achievement in English and similar studies to be conducted at primary level were major recommendations of the study.

Key Words: Lesson plan, implementation, students' achievement, secondary level

Introduction

Students' cognitive and behavior development can be improved through effective teaching. Teaching is a professional contact between a more learned character and a less learned one. The more aware one is a teacher while the less educated is a student and it is supposed to encourage the education of the latter (Biggs, 2011). This is possible through good teaching and good teaching is the direct outcome of good lesson planning. Lesson planning is indispensable for good teaching. It supports teachers and students. The teachers lacking lesson plan implementation in the classroom are likely to face the problems of failure in attaining the required objectives, unavailability of the relevant teaching materials and poor association with the previous or subsequent lesson (Mishra, 2008). The first step in teaching is planning a lesson. Teacher must set up a lesson plan professionally and deliberately ponder about it. Question may be raised by some instructors about the need of preparing lesson plan for teaching in the classroom. Lesson plan usually consist three main parts: one is about the materials to be taught to the learners, second part is about its objective and the third one is about the time which will be taken for teaching the desired contents. In a book written by Richard and Renandya (2002) cited in Troum (2016) , it has been stated that lesson plan directs the teacher to arrive at a suitable lesson in order to discover solutions, to systematize the structure, and to give a sketch of what is going to teach. Moreover, Richards and Renandya (2002) state that there are internal and external motives for planning lessons. As for as internal reasons are concerned teachers make strategies for presenting honestly their contents, acquiring in depth information about the lesson, keeping the lesson in smooth order, and avoiding the potential problems likely to be arise in the classroom. Pertaining to external reasons it is required by the management or head of the school for helping the substitute one so that the needed lesson can be taught to the students. So lesson planning is a substantial procedure for obtaining the objectives of the lesson by teachers and they need it for instructing efficiently.

Singh (2008) has mentioned the need and the importance of lesson planning because of the several reasons. For instance, planning a lesson is basically the organization of the lesson which makes teacher-student's activities easy in the process of teaching- learning. It facilitate teachers that they have already know that what are the teaching goals and they will have scheme about their subject that will be taught because any teacher should present his practices to reach the aims of teaching. In lesson planning, a series of contents can be finished by a purposeful activity. It focuses the capability of students on the association between the new knowledge and the prior one. Lesson plan assists the teacher to keep the series of contents and at the same time facilitates him to pursue the structure. It represents suitable place to control the students in the classroom. Planning a lesson gives confidence to the teacher and the student to achieve objectives. It is helpful for teachers to confirm their acquaintance, expertise and capability in the classroom (Mishra, 2008). Writing in black and white the key ideas of a lesson by teachers and arranging these ideas in the sequence of their presentation to the learners is said to be a lesson plan. To make learning and teaching process easy for learners, it is crucial for the teacher to prepare lesson plan in advance (Mohan, 2007). Savage (2014) is of the opinion that planning a lesson is the way of deliberate thinking and bringin in black and white plan for instruction and learning within a class that particular group of students will be taught in particular venue at a specific time. Lesson plan changes with the passage of time, place, level, topic, need and environment. Also according to Mishra (2008) lesson plan is an innovative skill of teacher's work which permits him/her to use his/her skill suitably.

Lesson plan is a comprehensive and timed portrayal of the course of teaching for a class. Lesson planning aims to improve students' learning (Isoda, 2010) and instructional practices which resultantly enhances students' achievement (Meral Kandemir, 2018). Teachers prepare a lesson plan to teach in light of the plan and to manage the duration of class appropriately. It is a guide map for classroom instruction (Hinkel, 2015). The organization of various activities containing some elements for covering the classroom time is considered as a lesson plan. Lesson plan is composed of the components of materials, goals, objectives, AV aids, learning resources, procedure and evaluation (Brown (2001). Development of lesson plan requires several steps. In this regard several steps have been mentioned by various researchers (Cote, 2003; Mohan, 2007; Sankaranarayan & Sindha, 2012). The general steps which are needed to be followed in the lesson plan development are; introduction/motivation, presentation, comparison and association, generalization, application and recapitulation. Some experts for instance, Butt (2006) and Tileston (2004) have mentioned that formulation of educational objectives, scripting and selection of a lesson, preparation of resources and materials, decision about monitoring and assessment of learners' progress are the four major components of lesson plans.

The purpose of lesson planning is to project or estimate the expected activities need to be carried out in teaching learning process by teachers in the classroom. The teachers are planning for doing various activities for making their teaching affective and beneficial (Musingafi, Mhute, Zebon, & Kaseke, 2015). In the development of lesson plans teachers design their activities in the sequence like how to start the lesson, what sort of examples should be given to the students for explanation and better understanding of the intended concept, how to assess students' learning and how to end the lesson for attaining the desired objectives of the lesson (Cicek, 2013). Development of systematic lesson plan has key role in teachers' presentation in their classrooms. The instructional objectives of lesson plans and the important teaching learning activities are formulated in light of the indicators. But many teachers develop insufficient and incorrect lesson plans. Teachers usually construct lesson plans having various deficiencies. They miss the necessary indicators, fundamental competencies; the required learning materials and resources. Teachers are still lacking the required skills for designing their lesson plans (Mahir, 2011).

Rusmawan (2012) investigated teachers' teaching activities, documentation and implementation of lesson plan by seventh grade's English teacher of private junior high school in Porong. It has been reported that teachers taught without any lesson plan and had poor teaching learning process. The opening, main and closing components of teaching were very poor and were not able to attain basic learning objectives. Another case study was carried out by Ichsan, Lestari and Suharsono (2017), on the development and implementation of lesson plans in the classroom in two state junior high schools in Sabang, Aceh of Indonesia. They have concluded that all the components of the lesson plans were not properly implemented by English teachers during their teaching in the classroom. It has been reported that teachers ignored the application of some unavoidable and necessary components of lesson plan which helps in achieving the desired learning goals. Furthermore, research studies have highlighted that teaching through the use of lesson plan enhance learners' achievement (Kaya, 2018). A research study conducted by Wright (2009) has revealed that there is positive association between the implementation of lesson plan by teachers and students' achievement. It has been showed that the implementation of lesson plan in the classroom positively increases the level of students' performance.

Study's Objectives:

Objectives of the study are;

1. To explore English teachers' practices regarding the implementation of lesson plan components in the classroom at secondary level.
2. To examine Secondary level students' achievement in English.
3. To analyze association between lesson plan implementation and students' achievement in the subject of English at secondary level.

Research Questions:

Following were the research questions/ hypothesis of the study:

1. What are English teachers practices in the classroom regarding the implementation of lesson plan?
2. What is the level of performance of 9th & 10th grade students in the subject of English?
3. Is there any association at secondary level between lesson plan implementation by teachers and students' achievement level in English?

Null Hypothesis:

H₀ 1: There is no significant association between lesson plan implementation by teachers and achievement of students in the subject of English at secondary level. ($\rho=0$)

Methodology

One part of the study was exploration and description and other was correlational, hence descriptive as well as correlational research design was implied. Because, descriptive strategy deals with the description of individual variables and correlational research is to check association between variable (Gravetter & Forzano, 2006).

Study's Population:

All the secondary level students of boys schools at high and higher secondary level in Kohat division were population of the study. In public sector there are 160 male high and higher secondary schools, in these schools, 18867 students are enrolled at secondary level (Education Management Information System, KPK, 2016).

Sample

Multi-stage random sampling technique was applied for data collection. In the first stage 116 numbers of boys' high and higher secondary schools were selected randomly. In the 2nd stage 10 students from each class of grade 9th and 10th of the sampled teacher were randomly selected. In this way, total 116 schools and 1750 students (about 10% of the population) were the sample of the study (Krejcie & Morgan, 1970, Gay, Mills & Airasian, 2011).

Research Instruments:

A self-developed questionnaire on the basis of five points Likert Scale from never implementation to always implementation of lesson plan components was applied for investigating English teachers' practices in the classroom. For better understanding the questionnaire for students was translated in Urdu language. The implementation of lesson plan components were categorized on the basis of means in the following way; means from 1 to 1.5 = Never Implementation (NI), 1.6 to 2.5 Rare Implementation (RI), 2.6 to 3.5= Sometimes Implementation (SI), 3.6 to 4.5= Often Implementation (OI) and from 4.6 to 5 =Always Implementation (AI). For finding academic achievement of the students, self-made tests for both 9th and 10th grade students prepared on the pattern of the decade's long existing system of board examination from their respective English text books were used. It was 40 minutes test having four sections. First section consisted MCQs,

second was about translation from Urdu to English, third was comprehension and the fourth one was translation of English sentences into Urdu.

Validity and Reliability of the Instruments

Questionnaire regarding implementation of lesson plan was validated through five experts having PhDs' in Education. Achievement test was validated through six subject experts who were teaching English for the last ten years to secondary level students.

Reliability of the questionnaire was calculated through Cronbach's Alpha which was 0.80. The reliability of the achievement test was 0.76. It was calculated through split-half method.

Collection and Analysis of Data

With prior permission of the concerned schools' principal, the questionnaires and test to 1750 students were administered through relatives and by the researcher himself in all the three districts of Kohat division.

Descriptive statistics of percentage and means were used for investigating students' achievement in teaching of English and exploring teachers' practices about lesson plan implementation in the classroom. Inferential statistics of Pearson Product-moment correlation (r) was applied for testing the hypothesis regarding association between lesson plan implementation and students' academic achievement.

Findings of the Study

The component of using teaching aids; models or pictures is rarely implemented by teachers in the classrooms. While all the remaining components of lesson plan are often implemented in the classroom by teachers. As except the mean value of teaching aids component of lesson plan which is 2.5, all the mean values of the rest of the components are between 3.6 and 4.5. However, the introduction and explanation of topics are more dominant components of lesson plan which are always implemented by teachers in their classrooms. As a whole teachers often implement lesson plan in the classroom. The details of responses and means of components' implementation is given in table 1 below;

Table 1: Frequencies and means of participants' responses about implementation of lesson plan components in the classrooms.

Lesson plan components	NI	RI	SI	OI	AI	Mean
Statements of objective.	36	62	155	667	830	4.25
Introduction before presenting a new Topic.	51	92	28	317	1263	4.51
On the basis of previous acquaintance students' inclusion in the Introduction of topic.	107	267	54	690	632	3.84
Allocation of 5-8 minutes for the Introduction of topic and its Objectives.	34	63	22	549	1082	4.47
Presentation of important points of topic with clarity.	42	76	23	525	1084	4.44
Use of Black/White board for Explaining Important Points	53	72	23	557	1045	4.41
Use of teaching aids i.e model, maps, pictures etc	282	870	98	438	62	2.50
Allocation of 25-30 minutes for the Explanation of the Topic	22	26	15	551	1136	4.57
Presentation of lesson summary.	108	138	24	416	1064	4.25

Students' Learning evaluation after completion of lesson	62	181	27	418	1062	4.28
Grand Mean						4.15

Regarding students' achievement in the subject of English presented below in table 2 indicates that above half of the students are below the satisfactory level. Only near to 5% students achievement level is excellent, nearly 14 % students are good and slightly above 25% students have satisfactory achievement level.

Table 2: Students' achievement level in English

Score range	No. of Students	Grading	Percentage of the total
32 and above(80 % and above)	86	Excellent	4.91%
24-31(60 % to 79%)	244	Good	13.94%
18-23 (45% to 59%)	439	Satisfactory	25.08%
17 and below (44% and below)	981	Below satisfactory	56.06%
0-40	1750		100%

There is positive association between implementation of lesson plan components and students' achievement in English. Table 3 given below shows that with value of .325 is statistically significant at α level .05. So the null hypothesis cannot be accepted and it is stated that there is a significant association between teaching behavior of teachers and achievement of students in the subject of English at secondary level.

Table 3: Correlation between lesson plan implementation(LPI) and Students' Achievement

		LPI Grand Mean	Students' Achievement
LPI Grand Mean	Pearson Correlation	1	.325
	Sig. (2-tailed)		.000
	N	1750	1750
Students' Achievement	Pearson Correlation	.325	1
	Sig. (2-tailed)	.000	
	N	1750	1750

Discussion

The findings of this study are contrary to the studies of Rusmawan (2012) and Ichsan, Lestari and Suharsono (2017), where it has narrated that English teachers do not use lesson plan during teaching in the classroom and that all the components of the lesson plans were not properly implemented by English teachers. They often ignore the implementation of some necessary and

unavoidable components of lesson plan. Further, the findings of the study in hands reveals that there is positive association between lesson plan implantation and learners' achievement and it support the results of the study conducted by Wright (2009), in which it has revealed that there is positive association between the implementation of lesson plan by teachers and students' achievement. It has been showed that the implementation of lesson plan in the classroom positively increases students' achievement level.

Recommendations

1. It is recommended for the policy makers to frame workable mechanism for school administration to ensure the implementation of all components of lesson plan with full spirit during teaching in their classrooms.
2. It is recommended for the administration to arrange in-service trainings and workshops for enhancement of teachers' skills regarding development and implementation of lesson plans.
3. It is recommended for the schools' heads to make sure that the teachers should always make their lesson plans as a necessary element in their teaching.
4. It is recommended to conduct more studies investigating the causes of students' low achievement in English in public sector schools.
5. Such studies are recommended to be carried out on the teachers of other subjects like mathematics, physics, chemistry and biology etc.
6. Similar study needs to be carried out for female teachers, teaching in girls' schools.
7. Further similar studies are recommended to be conducted at primary level.
8. Similar studies are suggested to be conducted in other districts of the province of Khyber PakhtunKhwa and Pakistan.

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