



ATTITUDE OF TEACHERS TOWARDS LESSON PLANNING: CLASSROOM
MANAGEMENT PERSPECTIVE. THE CASE OF SELECTED PUBLIC
SECONDARY SCHOOLS IN KITWE DISTRICT

By

Lameck Zulu

A dissertation submitted to the University of Zambia in collaboration with the Zimbabwe Open University (UNZA-ZOU) in partial fulfillment of the requirement for the degree of Master of Education in Educational Management


The University of Zambia in collaboration with Zimbabwe Open University

Lusaka

2016

DECLARATION

I, Lameck Zulu, do solemnly declare that this dissertation represents my own work, which has not been submitted for any degree at this, or any other university.

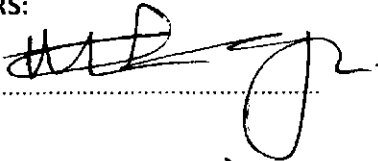
Signature 

Date 02/11/2016

CERTIFICATE OF APPROVAL

This dissertation by Lameck Zulu is approved as fulfilling part of the requirements for the award of the degree of Masters of Education in Educational Management of the University of Zambia in collaboration with the Zimbabwe Open University (UNZA-ZOU)

EXAMINERS:

Signature 

Date 04/11/16

Signature N Barola

Date 04/11/16

Signature

Date

COPYRIGHT

All rights reserved. No part of this dissertation may be reproduced, either electronically or photocopying in any form without the prior permission of the author or the university.

@2016 UNZA-ZOU

DEDICATION

Firstly, this work is dedicated to my late father David, who passed away while I was studying. He is forever my inspiration. Secondly, I dedicate it to my mother Tainess, who sacrificed a lot for my education. I also dedicate this work to my family for their encouragement and prayers.

ACKNOWLEDGEMENTS

Firstly, I would like to thank my Heavenly Father for His Grace and for giving me the determination to overcome many trying moments in pursuit of my dreams.

This work could not have been completed without the contributions of various people. However, I would like to acknowledge with extreme gratitude the professional support from my supervisors, Mrs. Margaret Nawiza Sakala and Dr. Moses Changala, for their guidance and academic direction during my study. My thanks also go to Professor Boniface Namangala, the Director of the Institute of Distance Education, Dr. Daniel Ndhlovu, the Assistant Director of the Institute of Distance Education and Dr. Gift Masaiti, the program Co-ordinator and many other lecturers for the role they played in nurturing me academically.

I extend my gratitude to Mrs. Gulila Mbetwa Funga, the Head Teacher at Helen Kaunda Secondary School who facilitated my local leave each time I needed to travel for studies. I also wish to thank my brother Mr. Davy Zulu for his understanding and encouragement. Further, I wish to sincerely extend my appreciation to Mr. Phillip Phiri for taking care of my young sister whenever I was away.

Lastly, but not the least, I am most grateful to my colleagues Mr. Davies Katungu, Mrs. Mary Mulenga and others too numerous to mention for the help and encouragement we gave one another.

TABLE OF CONTENTS

Content	page
Dedication	iv
Acknowledgements	v
Table of contents	vi
List of figures	viii
List of tables	ix
Appendices	x
Acronyms	xi
Abstract	xii

CHAPTER 1: INTRODUCTION

1.1 background of the study	1
1.2 Statement of the problem	2
1.3 Purpose of the study	3
1.4 Objectives of the study	3
1.5 Research questions	3
1.6 Significance of the study	3
1.7 Limitations of the study	3
1.8 Theoretical framework of the study	4
1.9 Operational definitions	4

CHAPTER 2: Literature Review

2.1 Definition of the concept planning	7
2.2 Rationale for lesson planning	8
2.3 Benefits of lesson planning	11
2.4 Lesson Planning and Classroom Management	15

LIST OF FIGURES

Figure	Description	Page
Figure 1:	Teachers Attitude on Lesson Planning	32
Figure.2:	Ways of Promoting Lesson Planning	38

LIST OF TABLES

Table	Description	Page
Table. 1	Teachers' responses on lesson planning (frequency)	30
Table. 2	Teachers' responses on lesson planning (percent)	31
Table.3	Extent to which secondary teachers utilize lesson plans	33
Table.4	Responses by gender	34
Table. 5	Secondary school teachers and their number of years in service	34
Table.6	Ways of promoting lesson planning	37

Appendices

Appendix A: Letter of permission from UNZA

Appendix B: Consent letter. DEBS- Kitwe

Appendix C: Teachers Questionnaire

Appendix D: Interview guide for Head Teachers

ACRONYMS

DEBS:	District Education Board Secretary
EMIS:	Educational Management Information System
GRZ:	Government Republic of Zambia
IIEP:	International Institute for Educational Planning
MOE:	Ministry of Education
MOGE:	Ministry of General Education
NUT:	National Union of Teachers
UNESCO:	United Nations Educational, Scientific and Cultural Organization

ABSTRACT

The purpose of this study was to investigate the attitude of public Secondary School teachers towards the use of the lesson plan in teaching. The study was conducted in the six selected public secondary schools of Kitwe District of Copperbelt Province. These were Helen Kaunda, Kitwe Boys, Mukuba, Mitanto, Ndeke and Malela Secondary Schools. The sample consisted of 48 Teachers, 10 Departmental heads and 6 Head Teachers from selected schools. This study used the descriptive design and employed both qualitative and quantitative approaches. The research instruments used to collect data were questionnaires, lesson observation, document analysis and interviews. Qualitative data was analyzed thematically; where the identified key ideas were codified and organized into themes. The Microsoft office package (Excel) was used to analyze quantitative data from questionnaires which generated frequency tables, graphs and percentages.

The results of the study showed that the majority of participants had favorable attitudes towards teaching through lesson plans. However, what was discovered was that those teachers who favored lesson planning found heavy workload as a major obstacle in doing so. On the other hand, some teachers felt that lesson planning took too much time. Lesson planning was also often dismissed as a bother, even as irrelevant. Based on the findings, the study recommended that teachers be sensitized about the importance of utilizing a lesson plan in classroom to enhance quality teaching. Periodical refresher seminars should be initiated and coordinated by education officers to remind teachers on the usefulness of lesson planning. Finally, but not the least, teachers should engage in collaborative lesson planning to develop their skills and knowledge, to improve their expertise, and to benefit from the expertise of their colleagues.

CHAPTER ONE

INTRODUCTION

1.1 Background

Lesson planning has historically been based on the assumption of “universal impact” whereby many educators believe that it is a critical element of effective instruction. As an old adage says, “*Failing to plan is planning to fail*” (Duncan and Met, 2010:89). Research by (Olunga, 2012; Panasuk, Stone & Todd, 2002) indicate that lesson planning is a crucial element in the process of meeting national content standards and optimizing the outcome of classroom teaching and learning. Teachers’ attitude, opinions and experiences about lesson planning are different. Planning for classroom teaching is a major prerequisite for successful teaching. A teacher who plans well ahead of time ends up communicating effectively to his pupils (Borich, 2007).

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, objectives to be achieved, what will be covered (content, mostly examples and activities that pupils will perform), and a section requiring the teacher to evaluate the lesson after he/she has taught the lesson. This written plan is called a lesson plan. Every teacher must have a lesson plan in front of him/her to follow as he/she teaches (Banda, 2005).

However, not many teachers enter a classroom with a lesson plan (Kitsantas and Baylor , 2001) Lesson plans are systematic records of a teacher's thoughts about what will be covered during a lesson. Richards (1998) suggests that lesson plans help the teacher think about the lesson in advance to “resolve problems and difficulties, to provide a structure for a lesson, to provide a ‘map’ for the teacher to follow, and to provide a record of what has been taught”

The reality in most schools in Kitwe District seems to be at variance with the foregoing statement. Insufficient planning of lessons coupled with less practical work prepared for classes are evident in most schools (Olunga, 2012). Dall’Alba & Sandberg (2006) contend that teaching is a complex activity. It needs proper preparation and planning. Lesson planning is the blue print of those teaching activities that are to be done in the class-room. Every teacher tries to plan the content in his or her own style so that he or she can teach systematically and effectively at the

right moment. Similarly (Robert, 2009) stipulates that successful teachers are invariably good planners and thinkers. Planning lessons is a fundamental skill all teachers must develop and hone, although implementation of this skill in actual teaching can, and usually does, take some time

A lesson is a structured period of time where learning is intended to occur. It involves one or more students (also called pupils or learners in some circumstances) being taught by a teacher or instructor. Lessons are generally taught in a classroom but may instead take place in a situated learning environment. In a wider sense, a lesson is an insight gained by a learner into previously unfamiliar subject-matter. Such a lesson can be planned or accidental, (Roediger & Karpicke, 2006).

Wong & Wong (2009) state that lesson plans affects not only teachers' instruction but classroom management as well. Characteristics of a well-managed classroom are that : students are deeply engaged with their work; which would be possible if their roles are described and they have a goal as provided in a good lesson plan; students know what is expected; which would be possible via routinely implemented good lesson plans; there is little wasted time, confusion; which would be possible via effective implementation of a good lesson plan; and the climate of such a classroom would be work-oriented, but relaxed and pleasant; which would be possible via good time management due to effective implementation of a good lesson plan.

1.2 Statement of the Problem

Despite the fact that lesson planning has long been regarded as essential for effective teaching, it is interesting to note that not every teacher enters a classroom with a lesson plan (Banda, 2005). Research has provided overwhelming support for the view that planning is critical to successful teaching (Gafoor & Akhilesh, 2010; Wong & Wong, 2001). Marzano et al., (2003) on the other hand indicate that some teachers write down elaborate daily plans; others do the planning "inside their heads", while, others especially those on teaching service say they write daily lesson plans only because a supervisor, cooperating teacher, or school administrator requires them to do so. After they graduate, many teachers give up writing lesson plans. It is of great concern to note that a teacher can teach without the lesson plan (Riaz, 2009).

In Zambia, most of the information available is on the importance of lesson planning with little known about the attitude of teachers on lesson planning, hence the relevance of this study.

1.3 Purpose of the Study

The purpose of this study was to investigate the attitude of the secondary school teachers towards the use of the lesson plan in teaching.

1.4 Objectives

The objectives of the study were to:

1. Establish the attitude of secondary school teachers to lesson planning.
2. Ascertain the extent to which teachers utilize the lesson plan in their teaching
3. Suggest ways of promoting lesson planning in the classroom

1.5 Research Questions

This study sought to answer the following questions

1. What is the attitude of secondary school teachers towards lesson planning?
2. To what extent do secondary school teachers utilize lesson plans in their teaching?
3. How can lesson planning be promoted in the classroom?

1.6 Significance of the study

It is hoped that this study would provide insight on teacher's attitude towards lesson planning in secondary schools of Kitwe district. Such insights may help subject teachers, school administrators and Ministry of Education officials appreciating the use of lesson plans in teaching and adopt strategies to make them effective.

1.7 Limitations

The research findings were limited to few selected secondary schools in Kitwe district due to inadequate time. This means the findings of the study may not be generalized across the country.

1.8. Theoretical framework of the study

There are a number of approaches to lesson planning. However this study was guided by the Tyler's (1949) rational-linear model. Tyler's model has four steps that run sequentially: specify objectives; select learning activities; organize learning activities; and specify methods of evaluation. Teacher preparation courses allocate considerable time and effort to the planning process, which is recognized as being inextricably associated with maximizing student learning.

In this study, Tylors' model was used to explain the decision of secondary school teachers to develop and use lesson plans consistently in class. Planning takes into consideration what will happen during the interactive phase of teaching. In general, Tyler's (1949) linear model for planning, which was expanded by Taba (1962), has been widely used in classroom practice. For example, Taylor (1970) studied what teachers actually did when they planned their lessons and found that they focused mostly on the interests and needs of their students. More important, he found that teachers were not well prepared in teacher education programs for lesson planning.

Teachers are said to possess different attitudes towards lesson planning. Teachers' attitudes towards their duty such as lesson planning have an important influence on their achievement and competence (Guncelyli & Aslan, 2009). By virtue of its application nature, Tyler's model is of value precisely because it fulfills one primary purpose to explain the meaning, nature, and challenges associated with lesson planning so that teachers may use that knowledge and understanding to act in more informed and effective ways.

1.9. Operational definitions

The following operational definitions of terms were used in the study:

Assessment - All those activities undertaken by teachers which provide information to be used as feedback to modify the teaching and learning activities in which they are engaged

Evaluation - The structured interpretation and giving of meaning to predicted or actual results of the lesson

Attitude - A hypothetical construct that represents an individual's degree of like or dislike for an item, person, place, thing, or event.

Classroom Management - The way in which the teachers organize pupils, resources, establish, and maintain a classroom environment that facilitates teaching-learning activities.

Curriculum - All the planned experiences that the school offers as part of its educational objectives

Lesson Planning - A detailed account of what is to be covered in a lesson. It is extracted from the scheme of work.

Lesson - A structured period of time where learning is intended to occur.

Planning - A continuous process of a projected course of action designed to lead to desired result with the most efficient means.

Primary school - A teaching and learning institution, which has pupils from grade 1 to 7. Pupils by law should be aged 6 to 13 years.

Records of work - A document where all details of the work covered or taught by the teacher is entered on a daily basis

Secondary School - A teaching and learning institution, which has pupils from grade 8 to 12. Pupils by law should be aged between 14 and 18 years.

Schemes of work - A detailed breakdown of the syllabus in terms of lessons, weeks, terms and year for the purpose of orderly and systematic teaching.

Syllabus - An outline and summary of the topics to be covered in an education of training course.

Teacher - One who teaches or instructs learners to acquire knowledge or skills usually with the imparting of necessary incidental information and the giving of incidental help and encouragement

CHAPTER TWO

LITERATURE REVIEW

This chapter reviews literature relevant to the topic under study. It defines and describes the concept of lesson planning. In addition it looks at teacher's attitude on lesson planning and planning in the education system.

2.1 Definition of the concept planning

There are many possible definitions of the term "planning" According to Airasian & Russell (2007) planning is defined as a continuous process of a projected course of action designed to lead to desired result with the most efficient means. A lesson plan is a written description of education process in which it is shown what, when, where and with which method learners should learn and how they should be assessed.

Spratt, Pulverness and Williams (2005) point out that a lesson plan is a series of course plan which provides direction for a teacher of what kind of materials of study to be taught and how to teach them. Learners are expected to get bored during the teaching process and teachers need to think of this challenge. The way to overcome this problem is in teachers' hands. Teachers' proper decision making and planning seem to be crucial in avoiding students' reluctance during teaching materials. Lesson planning is one of the key factors in the educational process. It is the rational process of identifying objectives of an activity; identifying the needed resources and mapping out strategies for the use of the resources in performing tasks or duties to achieve the objectives.

A lesson plan is the product of planning in written or report form for the future course of action. This considers a forecast of future circumstances and requirements in achieving set objectives. A lesson plan is usually prepared by the teacher who conducts a lesson for students to make sure a lesson meets its objectives and learning takes place effectively (Price and Nelson, 2006). A lesson plan includes lesson objectives, anticipated problems from students, time allocation for each task within the lesson, activity types and interactions that take place during activities such

as student-student, teacher student, and material that will be used for the lesson. Apart from these, a lesson plan may also include personal aims that focus on personal development of the teacher.

Studies by (Gafoor & Akhilesh2010, and Haley (2004) indicate that a well-planned lesson can also be comprised of a board plan that is to be displayed in the class for students to record. Thus, it is clear a lesson plan paves the way for the teacher who conducts the lesson to be well organized beforehand. Gowri & Mariammal, (2011) add that not only does a lesson plan assure that the objectives are met and learning effectively takes place in the class but, also lesson planning is important for personal development of the teacher.

2.2 Rationale for lesson planning

Lesson planning is a professional activity, either formal or informal, which is beneficial to our teaching practice (Harmer 1998). First of all, for teachers, a lesson plan can provide a framework or an overall shape. Teachers feel certain, confident and purposeful about the whole class from the beginning, throughout the middle stages and to the ending. Secondly, planning allows teachers to think about the lesson, which helps to create ideas for dynamic and meaningful classroom teaching. Thirdly, a plan helps to remind the teacher of what to do next in class. Sometimes teachers can be distracted or momentarily forget what they should teach next. Glancing at their plan will solve this problem. Fourthly, a formal plan helps teachers to become professional. Writing a formal plan requires professional language about teaching aims, objectives, and procedures. Finally, being well prepared can promote teachers' image in students' eyes. Students can feel their teachers' commitment and responsibility, which can build up students' trust in and cooperation with teachers.

Chelo (2010) argues that having good content knowledge is not so effective without a well planned lesson. A lesson plan makes the content and the session interesting and involving. Good planning facilitates clear explanations, and it provides a wide range of resources suitable to students needs. It assists with effective use of oral questioning, giving instructions, being flexible, and having an impact on the students' stimulation to encourage their interest and participation. Effective teachers should give meaning to the subject by facilitating relevant

material to the students wherever possible, and by finding means to stimulate interest on it. Besides, they must be prepared to reconsider whether the material and methodology is suitable to be re-presented in the classroom. Craig and Dickenson (2003) point out that good planning ensures that lessons include periods where students are allowed to have discussion in open or close groups or in pairs. Good planning organizes the material which allows doing more and better during a session. Cruickshenk & Haefele (2001:61) state that "effective teachers are able to qualitatively do more with the same amount of time" However, good planning also implies classroom management and organization to achieve learning.

The need for effective classroom management in education process cannot be over emphasized. To achieve this, there must be adequate planning, which is a continuous process for any projected course of action with the most efficient means. A lesson plan is the instructor's road map of what students need to learn and how it will be done effectively during the class time

A lesson plan acts as a road map for a class session. It identifies the destination (objective of the lesson) and marks out the route (activities for each stage of the lesson). It is an aid for both new and seasoned teachers. New teachers should write down the details of each activity, perhaps even script them (Reynolds and Muijs, 1999). Experience will guide how detailed a lesson plan needs to be. Sharing the plan with learners (writing the objective and a brief description of activities on the board) keeps both the teacher and the learner focused on where they are going, how they are going to get there and when they arrive (ibid.).

Lesson planning is an important and integral part of the complex activity of teaching. Learning how to plan for instruction continues to challenge teacher educators who seek effective ways of supporting prospective teachers in this endeavor. Among different options available, creating "lesson plans" continues to be a popular one. In fact, almost everyone who has undergone a formal teacher education program has had to devise a lesson plan according to some prescribed format (Şevik, 2002).

Lesson plans are tools that serve as guides, resource materials, and historical documents reflecting curriculum goals and objectives. As noted by McNell and Wiles (1990), lesson plans are essential for both trainee teachers and experienced teachers. A lesson plan is the blue print of instructional planning (Kitsantas and Baylor 2001), and enables teachers to allocate instructional time, select appropriate activities, link lessons to overall curriculum, sequence activities to be presented to students, set pace of instruction, select homework to be assigned and identify appropriate assessment methods (Airasian and Russell, 2007).

Borich (2007) contends that Lesson Planning is the systematic process of deciding what and how students should learn. Planning is mostly the responsibility of teachers. Teachers decide about the form and content of their instruction, such as how much presenting, questioning, and discussing to do; how much material to cover in the allotted time; and how in depth to make their instruction in planning process defining goals and objectives is important. The other factors in planning process are knowledge of the learner, knowledge of subject matter, and knowledge of teaching methods.

There are internal and external reasons for planning lessons (Tesser, 1993). Teachers plan for internal reasons in order to feel more confident, to learn the subject matter better, to enable lessons to run more smoothly, and to anticipate problems before they happen. Teachers plan for external reasons in order to satisfy the expectations of the principal or supervisor and to guide a substitute teacher in case the class needs one. Lesson planning is especially important for pre-service teachers because they may feel more of a need to be in control before the lesson begins.

Thus, there are certain guidelines that teachers can follow and certain elements that they can incorporate in the lesson plans to help create purposeful, interesting and motivating lessons for our learners. In this way, lesson plans are perceived to be responsive to pupil's needs and the teacher can pursue goals in a systematic manner. Lesson planning is at the heart of being an effective teacher. It is a creative process that allows us to synthesize our understanding of teaching pedagogy with our knowledge of our learners, the curriculum, and the teaching context.

It is a time when we envision the learning we want to occur and analyze how all the pieces of the learning experience should fit together to make that vision a classroom reality (Base et al, 1999).

The forgoing statements imply that lesson planning provides general guidance for teachers. Teachers have more confidence if they have a kind of written plan for each lesson they teach. All teachers have different personalities and different teaching strategies. So it is very likely their lesson plans would differ from each other. Thus lesson planning familiarizes the teacher with the syllabus. The teacher should be clear about the purposes, requirements and targets as specified in the syllabus.

2.3 Benefits of lesson planning

Studies by (Olunga, 2012 and Base et al, 1999) indicate that there are a number of benefits to writing a lesson plan. First, lesson planning produces more unified lessons. It gives teachers the opportunity to think deliberately about their choice of lesson objectives, the types of activities that will meet these objectives, the sequence of those activities, the materials needed, how long each activity might take, and how students should be grouped. Base et al. (1999) further state that teachers can reflect on the links between one activity and the next, the relationship between the current lesson and any past or future lessons, and the correlation between learning activities and assessment practices. Because the teacher has considered these connections and can make the connections explicit to learners, the lesson will be more meaningful to them. Lesson planning is also an opportunity to think about the kinds of teaching that result in student learning.

Lesson planning helps ensure that classroom instruction aligns with curriculum goals and objectives and, therefore, enables students to demonstrate their successful learning on unit or curricular assessments. Classrooms are busy places with many things happening all at once. Teachers are challenged to monitor multiple classroom events simultaneously while at the same time collecting and analyzing data on student performance. Riaz (2009) suggests that, during the course of teaching, teachers must make important instructional decisions almost continually. Clearly, just remembering how the lesson should unfold can be challenging when teachers are simultaneously trying to monitor student learning while also making significant instructional

decisions. Planning lessons well in advance of the actual class meeting allows for the luxury of time. Teachers need time to think through their lesson goals and objectives. They need to consider the logical progression of the lesson as it unfolds, to lead students to improved knowledge and performance (Riaz, 2009).

The lesson planning process allows teachers to evaluate their own knowledge with regards to the content to be taught (Reed and Michaud, 2010). If a teacher has to teach, for example, a complex grammatical structure in English lesson and is not sure of the rules, the teacher would become aware of this during lesson planning and can take steps to acquire the necessary information. Similarly, if a teacher is not sure how to pronounce a new vocabulary word, this can be remedied during the lesson planning process.

Ball and Lampert (1999) report that a teacher with a plan, then, is a more confident teacher. The teacher is clear on what needs to be done, how, and when. The lesson will tend to flow more smoothly because all the information has been gathered and the details have been decided upon beforehand. The teacher will not waste class time flipping through the textbook, thinking of what to do next, or running to make photocopies. The teacher's confidence will inspire more respect from the learners, thereby reducing discipline problems and helping the learners to feel more relaxed and open to learning.

Lesson plans can be useful for other people as well (Reed and Michaud, 2010). Substitute teachers face the challenge of teaching another teacher's class and appreciate receiving a detailed lesson plan to follow. Knowing that the substitute is following the plan also gives the regular classroom teacher confidence that the class time is being used productively in his or her absence.

Lesson plans can also document for administrators the instruction that is occurring. If a supervisor wants to know what was done in class two weeks ago, the teacher only has to refer to that day's lesson plan. Wong (2009) adds that lesson plans can serve as evidence of a teacher's professional performance. Teachers are sometimes asked to include lesson plans, along with other materials, as part of a portfolio to support their annual performance evaluation. Teachers applying for new jobs might be asked to submit lesson plans as part of their job application so

that employers can get a sense of their organizational skills and teaching style (Borich, 2007 and Base et al 1999).

On the contrary, studies by Abernathy, Forsyth, and Mitchell (2001) stress that some teachers feel that lesson planning takes too much time. Lesson planning is too often dismissed as a chore, even an irrelevance for which busy teachers have little time. Yet lesson plans can be used again, in whole or in part, in other lessons months or years in the future (Jensen, 2001). Many teachers keep files of previous lessons they have taught, which they then draw on to facilitate planning for their current classes. In other words, lesson planning now can save time later.

Furthermore, lesson plans enable teachers to decide on what to teach, the methods to be used, the order and time allocation are key components of instructional planning. A lesson plan serves as a roadmap or checklist that guides teachers in knowing what they want to do next and the sequences of activities remind teachers, continuously, of the goals and objectives of the curriculum (Price and Nelson 2006). It is in this regard that Panasuk, Stone and Todd (2002) assert that lesson plans serve as records of what teachers have done in class, making them valuable resource materials when setting continuous assessment tests.

Callum & Richard (2000) report that effective planning in form of schemes of work, lesson plans and arranging materials needed to be used in class like textbooks, learning and teaching aids well in advance also help to use time effectively. If a teacher has not planned his/her lesson it is presented haphazardly or incoherently. He/she may end up telling stories instead of teaching.

Jensen (2001:67) asserts "lesson must be prepared as there is nothing as fatal to a teacher's progress as unpreparedness". A lesson plan is the concept of management of teaching-learning. The teaching objectives are successfully achieved by making the teaching impressive. Research studies by Borich, (2007); Kitsantas and Baylor (2001); Airasian and Russell (2007) have shown that a well organized lesson plan occupies an important place in the success of teaching. It has also been noted that lesson planning promotes orderliness and development in thinking. Lesson plan creates orderliness and development in the thinking of the pupils enabling the teacher to

achieve the teaching objectives while presenting the contents in an orderly way (Airasian and Russell 2007).

Lesson planning is an effective way for increasing the quality of education. If it were not well adjusted according to the needs of the students and society ineffective education and learning would be the natural but undesirable consequence. Most designed lesson plans are not organized in a student-oriented manner. In contrast in most modern education programs, the bilateral teacher's learner's interaction is the center of focus. Lesson planning is a process for defining the goals and understanding the needs, specifying available tools and possible limitations. It is a program, a sort of economization of the limited capacity for learning (Haley, 2004). Similarly Kelly (2005) adds that lesson planning gives a better understanding of the quality of teaching to the students, meanwhile produces coordinated and targeted pace for the educational activities. Lesson plans clarify the vague goals, and shows the correct way of teaching to the instructors.

All these can lead to a guided cooperation of the students in their educational programs. A lesson plan produces a dynamic interaction between the students and their teachers. The students find acceptable reasons for achieving the lesson objectives. Considering all these potential benefits, one should know how much interested the teachers are in lesson planning, how much they practically need them, what their problems are in designing and using the designed lesson plan, what their proposed solutions are (Panasuk and Todd, 2002).

Research studies by (Marzano et al., 2003) reveal that the teacher is probably the single most important factor affecting student achievement. According to Wong (2009) an effective teacher has positive expectations for student success; and a lesson plan reflects such expectations. This means an effective teacher knows how to design lessons for student mastery; which is reflected in a lesson plan. An effective teacher is an extremely good classroom manager; which is possible via good time management during class time and that is possible only by effective implementation of a good lesson plan.

The plans that teachers make, influence the opportunity that the students have to learn, because lesson plans determine the content students will experience in a lesson and the focus of the

teaching process (Price & Nelson 2006). Effective teachers base their plans on rich store of perceptions of classroom events and of their student's progress towards education objectives.

2.4 Lesson Planning and Classroom Management

Classroom management is a cardinal feature of the total education process. The way teachers conduct classroom matters has a deep influence upon their own teaching and learning of the students because a classroom is a place where the closest interaction between the students and the teachers takes place (Muhammad and Ismail, 2001). Effective teachers create a sound, supportive and friendly environment in classrooms where students feel safe, respected, cared for and secure. For this purpose effective teachers create conditions of cooperation, discipline and responsibility both for themselves and for their students (Riaz, 2009).

Teachers who plan, practically are able to overcome many classroom problems such as disruptions, deviant behavior or misbehaviors of students. In this regard the nature of a teacher plays a vital role. For example, different teachers have different ways of instinctively managing the classroom environment and patterns of setting up classroom that best fits their purpose (Aly, 2007). Managing a classroom is the ultimate responsibility of a teacher. The way a teacher manages the classroom will change the thinking of the students towards learning.

Similarly, Foutz (2005:38) says, "Effective classroom management begins with the teacher. The teacher must plan well so that the students will be able to meet their learning and behavior objectives." Mayeski (2005) argued that creating a safe and orderly environment in the classroom is a survival skill for teachers and optimizes the learning environment for students. In this regard the role of the teacher as leader is also very crucial. Referring to this point, Ramsey (1999) states that the role of an effective leader is to create a climate that welcomes, supports, and rewards innovative thinking and problem solving.

2.5. Teachers' attitude towards lesson planning

The word attitude (from Latin aptus) is defined within the framework of social psychology as a subjective or mental preparation for action. It defines outward and visible postures and human

beliefs. Attitudes determine what each individual will see, hear, think and do. They are rooted in experience and do not become automatic routine conduct (Guneyli & Aslan 2009). Attitude means the individual's prevailing tendency to respond favorably or unfavorably to an object (person or group of people, institutions or events). Attitudes can be positive (values) or negative (prejudice). Social psychologists distinguish and study three components of the responses: a) cognitive component, which is the knowledge about an attitude object, whether accurate or not; b) affective component: feelings towards the object and c) conative or behavioral component, which is the action taken towards the object. In most situations the three components appear concomitantly to shape teachers' classroom postures (Gowri and Mariam 2011).

The concept of attitude has been at length discussed by various social psychologists (Cole 1996, Gafoor & Akhilesh 2010). Attitude determines and guides man's social behaviour. An attitude may be defined as the degree of positive and negative effect associated with some psychological object (Fishbein & Ajzen (1975). An individual who has positive effect or feeling associated with some psychological object is said to have a favorable attitude and who has associated negative effect or feeling would be said to have an unfavorable attitude.

Teachers are said to possess different attitudes towards lesson planning. No doubt, attitudes depend upon school, colleagues, children, value systems and views of life. Attitudes are always tied up with insights and interpretations: and opinions as well as actions. An attitudinal change can be produced in the learner through teaching. This is accordingly interwoven with positive or negative attitude of teacher towards the pupils, the profession, classroom activities and the administration. The modern concept emphasizes the expected behavioral outcomes (Guneyli & Aslan 2009).

Since attitude is a psychological process, it combines beliefs, concepts, motives, values, opinions habits and traits, so it has tremendous impact on pupils. Teachers with favorable attitude can successfully develop positive attitude among children (Mohammad, 2014; Gowri and Mariammal 2011).

The role of the teacher in influencing the future of a society cannot be underestimated. Teachers, as practitioners of education, educate the children and youth to become responsible, sensitive, tolerant and productive members of society. In order to fulfill these important functions it is vital that teachers respect and dedicate themselves to the profession. In other words teachers must have positive attitudes towards the teaching profession. Attitudes embody an individual's like or dislike of a phenomenon (Fishbein & Ajzen, 1975). Gowri and Mariammal (2011) contend that no matter how well planned and implemented teacher training programs may be if the teachers have negative attitudes towards planning, they will not be successful and efficient.

The foregoing literature reveals that lesson planning is emphasized in the education process of many countries. It has also been noted that lesson planning promotes orderliness and development in thinking. Lesson plans create orderliness and development in the thinking of the pupils enabling the teacher to achieve the teaching objectives while presenting the contents in an orderly way. Teachers decide about the form and content of their instruction, such as how much presenting, questioning, and discussing to do; how much material to cover in the allotted time; and how in-depth to make their instruction.

2.6 Effective Teacher's Professional Skills

Reynolds and Muijs (1999) contend that effective teachers are distinguished by their dedication to the students and to the job of teaching, and feel responsible for the achievement and success of the students and their own professional development. Effective teachers really believe that all students can learn, although all learn differently. They strive to motivate and engage all their students in learning rather than simply accepting that some students cannot be engaged and are destined to do poorly.

There are many different types of teachers. For instance, among many others, there are those who walk into the classroom, and some students do not even notice them; also there are some who seem to be authentic dictators, and students are even afraid to ask anything in the classroom. There are those who read from a book, or talk constantly, during the whole session, while students keep copying; or even those who just talk, and by the end of the lesson, students do not

even know what the lesson was about, because the objectives, structure and/or theme were not clear, even for the teacher (Mayeski, 2005).

(a) Content Knowledge

For many, including teachers, the most obvious requirement to be an effective teacher is the content knowledge of the subject. Reynolds and Muijs (1999) considered good content knowledge responses to spontaneous and demanding students questioning. Students expect a teacher to have good content knowledge to be considered effective, which inspire the students' confidence in the teacher. In addition, Zeichner (1992) stated that 'effective communication of content knowledge is a hallmark of good teachers'. However, having good content knowledge is just one of many vital factors and qualities, which an effective teacher needs to have in order to enhance learning and achievement (Reynolds and Muijs, 1999).

(b) Good Planning

Having good content knowledge is not so effective without a well planned lesson. A lesson plan makes the content and the session interesting and involving. Good planning facilitates clear explanations, and it provides a wide range of resources suitable to students needs. It assists with effective use of oral questioning, giving instructions, being flexible, and having an impact on the students' stimulation to encourage their interest and participation. effective teachers should give meaning to the subject by facilitating relevant material to the students wherever possible, and by finding means to stimulate interest on it.

Besides, lesson plans must be prepared to reconsider whether the material and methodology is suitable to be re-presented in the classroom. Craig and Dickenson (2003) pointed out that good planning ensures that lessons include periods where students are allowed to have discussion in open or close groups or in pairs. Good planning organizes the material which allows doing more and better during a session. Gurney, (2007) also pointed out that, a good lesson, should allow the students to give the teacher their feedback in order to improve own knowledge, methodology and learning environment if needed. Cruickshenk & Haefele (2001) stated that effective teachers are able to qualitatively do more with the same amount of time" However, good planning also implies classroom management and organization to achieve learning.

(c) Classroom Behaviour

Good classroom management and organization, and a good lesson plan also minimize the likelihood of misbehavior. Craig and Dickenson (2003) stated that almost all classroom behaviour is learned and that students must clearly understand what is expected of them. The responsibility lies with the teachers to explain how and why they want them to work in that way, and to give positive feedback when students respond positively. According to Reynolds & Muijs (1999) maintaining discipline is necessary for learning to be effective. He also suggested that students' misbehavior can be minimized by generally skilful teaching. Wong and Wong (2009) differentiate between manage and discipline. They stated that 'effective teachers manage their classrooms with procedures and routines. Ineffective teachers discipline their classrooms with threats and punishments'. They also underlined that discipline has to do with how students behave, and management has to do with procedures on how students have to work in the classroom. Many ineffective teachers use reward stickers, incentive, infractions cards to discipline their classroom with punishments. They only waste time, and do not solve the problem. Effective teachers manage the classroom with procedures and routines to maximize and engage learning time.

In addition, effective teachers use techniques that best serve the learning needs of their students. They use them to have each student working on tasks that engage and challenge them to achieve their personal best. There are many things that students can learn themselves through discovery, and/or in a more direct way. Some students learn by being exposed to learning opportunities, while others will need concerted direct teaching and correction by the teacher before they master the learning requirements. Effective teachers help students learn on their own, as well as from others, from outside the school, and from various sources such as technology (Lowman, 1995). Effective teachers must be prepared to reconsider whether the material and methodology is suitable to be re-presented in the classroom. In addition, effective teachers understand that students learn best if their particular culture, background and abilities are acknowledged by the teacher and the methodology and procedure can be adapted to the students' needs, (Zeichner, 1992).

Stronge (2007) contend that a lesson plan is not a final product; it is merely a description of what should be occurring in the classroom. Thus, a good plan does not guarantee high-quality instruction, but a poor plan most certainly contributes to ineffective instruction. Stronge, (2007) in his study findings described an effective teacher as the one whom among other factors:

- Incorporates state learning objectives into the lesson plans
- Writes lesson plans with clearly stated objectives that have measurable outcomes
- Includes use of available materials in lesson plans
- Indicates start and ending times for activities in lesson plans
- Writes lesson plans that address review of materials or remediation and enrichment
- Incorporates effective questioning into lesson plans
- Addresses different learning modalities and styles in lesson plans

At the same time Stronge (2007) also described ineffective teaching as the one where a teacher:

- Uses no (or very few) lesson plans or plans that are poorly written
- Does not have student assessment and diagnostic data available
- Makes no connection between assessment data and instructional planning
- Does not align lesson plans with local or district curriculum guides
- Does not incorporate state learning objectives into lesson plans
- Does not make accommodations for students with special needs in lesson plans
- Shows a prevalent pattern of poor or inconsistent student achievement
- Does not provide emergency lesson plans

Thus one would argue that effective teaching combines the essence of effective planning and the teacher's personal characteristics

2.7 Types of Planning: Within the School System

There are three different types of planning. These are long term plan, medium term plan, and short - term plan. As related to the school system, the following can be examined:

(a) Long - term plan is the course syllabus, such as Primary School Syllabus

(b) Medium - term plan is the annual or terminal or semester scheme of work broken into weekly programmes; and

(c) Short - term plan is the daily lesson plan (in lesson note form).

Marzano et al., (2003) state that, lesson plans are usually categorized into yearly plans, weekly lesson plans , daily lesson plans. Similarly Farrell, (2002) indicates that overall yearly plan provides an overview of the course in curriculum. Such a plan indicates the units to be taught and the time devoted. Yearly plans are usually submitted through the department heads. A shorter version of the yearly lesson plan may be included in the syllabus as well. National and state standards discuss what students will be able to do as a result of the learning experience, and curriculum is usually written from that same point of view. Daily lesson plan is a written account of what a teacher would like to happen during a certain lesson or class period. It should contain the concept or objective, the time block, the procedure and the instructional materials needed.

Gurney (2007) argues that many times, a teacher's lesson plan might look like a schedule. It might include the activities for the day as well as the amount of time the teacher thinks each activity will take. The plan serves more as a recipe for the teacher. Deciding which activities to do is very important and is a critical part of planning a lesson. Daily lesson plans are submitted usually to the department heads at the end of each week.

2.8 Planning in Education: Global Perspective

Before 1950 the term planning was scarcely known in field of education. But since then its popularity has soared. People the world over who are concerned with the future of education: political leaders, administrators, teachers, students, and assorted citizens, are asking many pertinent questions today about educational planning. The great majority of the world's educational leaders and governments have by now committed themselves to the idea of educational planning, international agencies are giving it a top priority, new training programmes have been set up, social scientists are doing research on the subject, and a large new professional literature is emerging (Coomb,1970).

Kitsantas and Baylor, (2001) contend that, educational planning as we know it today is still too young and growing too rapidly, and is far too complex and diversified a subject, to be encased in any hard and fast definition, good for all time. This is why no generally accepted definition of educational planning yet exists, much less an acceptable general theory. Nevertheless, great progress has lately been made in both the theory and practice of educational planning, and scholars and practitioners of the subject have moved steadily toward greater agreement on many important points. The approach taken here is basically historical, because the best way to understand educational planning is to observe how it has evolved over time and taken many forms in many different places to accommodate particular needs.

Planning is, or should be, an integral part of the whole process of educational management, defined in the broadest sense. It can help the decision-makers at all levels-from classroom teachers to national ministers and parliaments to make better informed decisions. It can do this by helping them see more clearly the specific objectives in question, the various options that are available for pursuing these objectives, and the likely implications of each. Planning can help to attain larger and better aggregate results within the limits of available resources (Coomb, 1970).

Planning deals with the future, drawing enlightenment from the past (Airasian and Russell . 2007). It is the springboard for future decisions and actions, but it is more than a mere blueprint. Planning is a continuous process, concerned not only with where to go but with how to get there and by what best route. Its work does not cease when a plan gets on paper and has won approval.

Planning, to be effective, must be concerned with its own implementation-with progress made or not made, with unforeseen obstacles that arise and with how to overcome them. Plans are not made to be carved in stone but to be changed and adapted as the occasion warrants. As plans for one period move into action, planning for the next must be under way, nourished by feedback from the first(Price and Nelson, 2006).

Despite all this attention, planning in education still remains a mystery to most of the people upon whom its success depends (Coomb, 1970:55). In its broadest sense planning can be defined as follows:

The anticipation of possible future situations, the selection of desirable situations to be achieved (objectives) and the determination of relevant actions that need to be taken in order to reach those objectives at a reasonable cost. In other words, planning implies thinking about the future and trying to assume control over future events by organizing and managing resources in such a way that they will bring about the successful completion of the objectives set forth (Comb, 1970:55).

According to this definition, planning is nothing exceptional. Human beings have been planning in one way or another since rational thinking emerged. However, as a formalized way of organizing development in complex societies, planning is an invention of the twentieth century. At the beginning of the 1960s, educational planning was seen as a must for the newly independent countries in order to allow them to move ahead quickly and systematically with their human resource development. Planning Units were set up in Ministries of Education but were highly dependent on external expertise. The International Institute for Educational Planning (IIEP) was created to train national planning experts at UNESCO Headquarters in Paris and in the field. A number of more or less sophisticated educational plans were prepared. However, in many instances the results did not correspond to the expectations, and disenchantment with the classical planning approach, which had started in the 1970s, became more vigorous in the 1980s (Price and Nelson, 2006).

Educational planning, in its sense, is the application of rational and systematic analysis to the process of educational development with the aim of making education more effective and efficient in responding to the needs and goals of its students and society (Coombs, 1970). Educational planning involves a qualitative and quantitative continuous process, concerned not only with where to go but with how to get there and by what best course. It deals with the future depiction basing on the past. Its work does not cease when a plan gets on paper and has won approval, but continues until it is fully implemented.

For planning to be effective, it must be concerned with its own implementation, progress made and unforeseen obstacles that may arise and how to overcome them. The planning process includes not only a projection of the development of the economy over the next few years, but also resource plans for the spending departments and the costing and revision of plans (Atkinson 1983). Planning is, therefore, an integral part of the whole process of educational management, defined in the broadest sense. It can help the decision makers at all levels; from the classroom teachers to the national ministers and parliaments to make well informed decisions. It can do this by helping them see more clearly the specific objectives in question, the various options that are available for pursuing these and the likely implications of each.

To achieve such benefits, however, planning must use a wide-angle lens through which a great many interlocking variables can be put in focus and all of them seen as parts of a dynamic organic whole-as a system susceptible of system analysis (O'Bannon, 2008). So, before recommending any one course of action, planners must first see what room the decision-makers have immediately. One of the central tasks of educational planning is to determine how best to keep these intricate internal and external relationships of the educational system in reasonable balance under dynamically changing circumstances, and to bend them constantly in the required direction.

2.9 Planning in Education: Zambian context

MOE (2003) report reveals that, the Planning and Information Directorate in the Ministry of Education is not well co-ordinate with provincial and district offices and the result of this is that the vital statistics on pupils, enrolment rates, dropout rates, teachers and educational materials are not up to date and sometimes not accurate. There is also inadequate, well-trained staff in planning, statistics, and information management at the different levels of the Ministry.

However, with the development of Educational Management Information System (EMIS), the situation is improving and many new capacity building initiatives are taking place. The flow of information from the Ministry to the community is weak and needs to be strengthened. The

members of staff need to be trained in order to carry out effective analyses, and co-ordinate dissemination of policy guidelines from the Ministry of Education to the public. There is also need to co-ordinate the training and development of human resources and to equip staff with new skills to manage the Human Resource operations of the Ministry (MOE, 2003).

The teacher education training functions and placement are spread among many departments such as Standards and Curriculum Development, Teacher Education Department and Human Resources Department in the Ministry (O'Bannon, 2008). This has made accountability difficult and implementation of teacher education programmes less effective .The slow process of putting new teachers on the payroll has also affected the system.

The Ministry, with its limited resources, has not been able to provide full-time education to all learners. It has been supplementing this provision by using distance learning. Also, through its Department of Continuing Education, the Ministry has been providing educational programmes through the National Correspondence College, the open learning centers and training in specific skills in the schools of continuing education. Continuing and distance education has faced serious problems of under-funding, inadequate trained personnel and insufficient materials for learning and teaching. They have also suffered from uncoordinated planning. The University of Zambia provides part of its education degree programmes through distance education.

This chapter has reviewed relevant literature relating to public secondary school teachers attitude towards lesson planning. It has also looked at the issues of planning in education both in Zambia and globally. The next chapter will discuss the research methodology employed in the study.

CHAPTER THREE

METHODOLOGY

This chapter presents the research design, target population, sampling procedures, research instruments, procedure for data collection, data analysis and ethical consideration.

3.1 Research Design

This study used the descriptive design. A descriptive design was suitable because it aims at examining teachers' attitude towards lesson planning. It is descriptive in that it brings out teachers' attitude on lesson planning. According to Orodho and Kombo (2002), a descriptive design is used when collecting information about people's attitudes, opinions, habits or any of the variety of education or social issues.

The study employed both qualitative and quantitative approaches . Qualitative study research methodologies are those dealing with data that are principally numerical to establish relationship and to explain causes of changes in measured social facts. Qualitative research methodologies are more concerned with understanding social phenomena from the perspectives of the participants. Appleton (2005) argues that the process of triangulation increases the accuracy of mixed method research findings in that data collected from different sources can confirm the truth. Triangulation results in a stronger research design and more valid and reliable findings. In triangulation, the advantage of one method compensates for disadvantages in another and that studying from different perspectives gives a fuller picture.

3.2 Population of Study

The population for this comprised all the public secondary schools in Kitwe District. According to Neube (2004) a research's population denotes all those who fall into the category of concern, or objects or events that conform to specific criteria and to which we intend to generalize the results of the research.

3.3 Sample size

A sample is defined as a portion or subset of the population, the size of which is determined by the type and objective of the study, as well as time and financial constraints (White, 2005). Since it was not possible to use all the public secondary schools found in Kitwe District, the sample (accessible population) constituted of forty eight teachers, ten Heads of Departments and six Head Teachers.

3.4 Sampling procedure

Purposive sampling technique was used to select all respondents. White (2005) explains that in purposive sampling, the concern is to acquire in depth knowledge from those who are in position to give it.

3.5.0 Research instruments

The study collected data using questionnaires, lesson observations, interviews and document analysis.

3.5.1 Questionnaires

The questionnaires were distributed to teachers before lesson observations. According to Kothari and Gaurau (2014) questionnaires are appropriate for collecting large amounts of data within a short time. Open-ended questions gave the respondents opportunity to give further opinion by qualifying or substantiating their answers, while closed ended questions were used since answers are much easier to code and analyze. Further, in close ended questions, the chances for irrelevant answers are limited because appropriate categories are provided (White, 2005).

3.5.2 Lesson observations

Lesson observation involved sitting in some classes where a lesson was taught. Kothari and Gaurau (2014) suggest that observation becomes a research tool if it serves a formulated research purpose, if it is planned deliberately and if it is recorded systematically.

3.5.3 Interviews

This study employed interviews to collect views from head teachers on teachers' attitude on lesson planning. The interview comprised mainly open-ended questions, but with the guidance of an interview guide. Kombo and Tromp (2006) assert that an interview is a face to face oral or verbal dialogue between a researcher (interviewer) and a respondent (interviewee), where ideas are exchanged and recorded.

3.5.4 Document analysis

Document analysis is where official documents like lesson plans and records of work are reviewed. Neube (2004) contends that document analysis, as a data source, is as good as observation and interview. Document analysis has the potential to reveal information that the interviewee is not ready to share and also information that may not be available during observation. The responsibility of checking the professional documents like teachers' lesson plans and schemes of work lies in the hands of the head teacher. This may be done in person or he may delegate to the deputy head teacher or the head of department.

3.6. Data collection procedure

To begin with, the researcher obtained an introductory letter from the office of the Director Institute of Distance Education of the University of Zambia. The researcher also sought an introductory letter of permission from the District Education Board Secretary in Kitwe, to conduct research around the district.

3.7. Data analysis

Qualitative data was analyzed thematically; where the scheme of analysis was worked out following the coding categories in some cases respondents' comments were directly quoted. To ensure accuracy and consistency the researcher edited the field notes. The researcher identified key ideas categorized and then condensed them. The identified key ideas were then codified and organized into themes.

The Microsoft office package (Excel) was used to analyze quantitative data from questionnaires which generated frequency tables and percentages that were presented in form of tables and graphs.

3.8 Ethical consideration

Regarding issues of ethical nature, the researcher first sought consent from all prospective participants by explaining to them what the study was all about and what the information given would be used for. In addition, the names of the participants/ respondents were kept anonymous by using initials instead of actual names. According to White (2005) anonymity of research participants means that either the project does not collect identifying information of individual subjects (for example name, address and email address), or the project cannot link individual responses with participants' identities. In addition, the participants were assured of confidentiality for any information that was given. Confidentiality means that only the investigator(s) or individuals collecting/analyzing data can identify the responses of individual subjects. The researchers must make every effort to prevent anyone outside of the project from connecting individual subjects with their responses (White, 2005).

This chapter has highlighted the methodology through which the current researcher undertook in order to meet the research objectives. The research design has been discussed. The population under study as well as the sample to be investigated has also been outlined. The next chapter looks at the findings of the study. These were derived from the questionnaires, observations and interviews.

CHAPTER FOUR

FINDINGS OF THE STUDY

In this chapter, the results of the study are presented. The chapter is divided into three sections. The first section presents the findings on teachers' attitude on lesson planning based on their responses from the questionnaire, followed by findings from the classroom lesson observations and interviews with school Head Teachers.

4.1 Teachers' attitude on lesson planning

This part of the questionnaire required the teachers to indicate their agreement or disagreement on usefulness of a lesson plan in class. 48 teachers (22 male and 26 female) were selected that completed the questionnaires, which tried to establish their attitudes on lesson planning. For each of the statement indicated in Table 1 and Table 2 below which were based on questions 7 to 12 of the teachers' questionnaire, teachers were required to indicate the responses in the spaces given. There were four alternative to choose from, these were

Strongly Agree (SA), Agree (A), Disagree (DA), Strongly Disagree (SDA)

Table. 1. Teachers' responses on lesson planning (frequency)

Q#	Statement	SA	A	D	SD	TOTAL
Q7	Lesson Planning is tedious	4	28	8	8	48
Q8	Good teaching requires lesson planning	20	20	4	4	48
Q9	Lesson planning helps in making a teacher progressive	20	24	4	0	48
Q10	Lesson planning improves lesson delivery	20	28	0	0	48
Q11	Lesson planning helps in fulfilling instructional objectives	24	24	0	0	48
Q12	A teacher needs a lesson plan to teach satisfactorily	8	32	8	0	48

Source: Teachers' Questionnaire

Table.1 Above shows the number of participants and their attitude towards lesson planning. The data above showed that majority of the teachers who participated in the study expressed positive attitude on the importance of lesson planning. Most of the teachers (32 out of 48 teachers) strongly agreed that 'A teacher needs a lesson plan to teach satisfactorily. However, 28 teachers agreed with the assertion that lesson planning is a tedious activity. On the question whether lesson planning helps in making a teacher progressive, 20 strongly agreed, 24 agreed and only 4 disagreed. On the question as whether lesson planning improves lesson delivery, 28 teachers strongly agreed with the assertion.

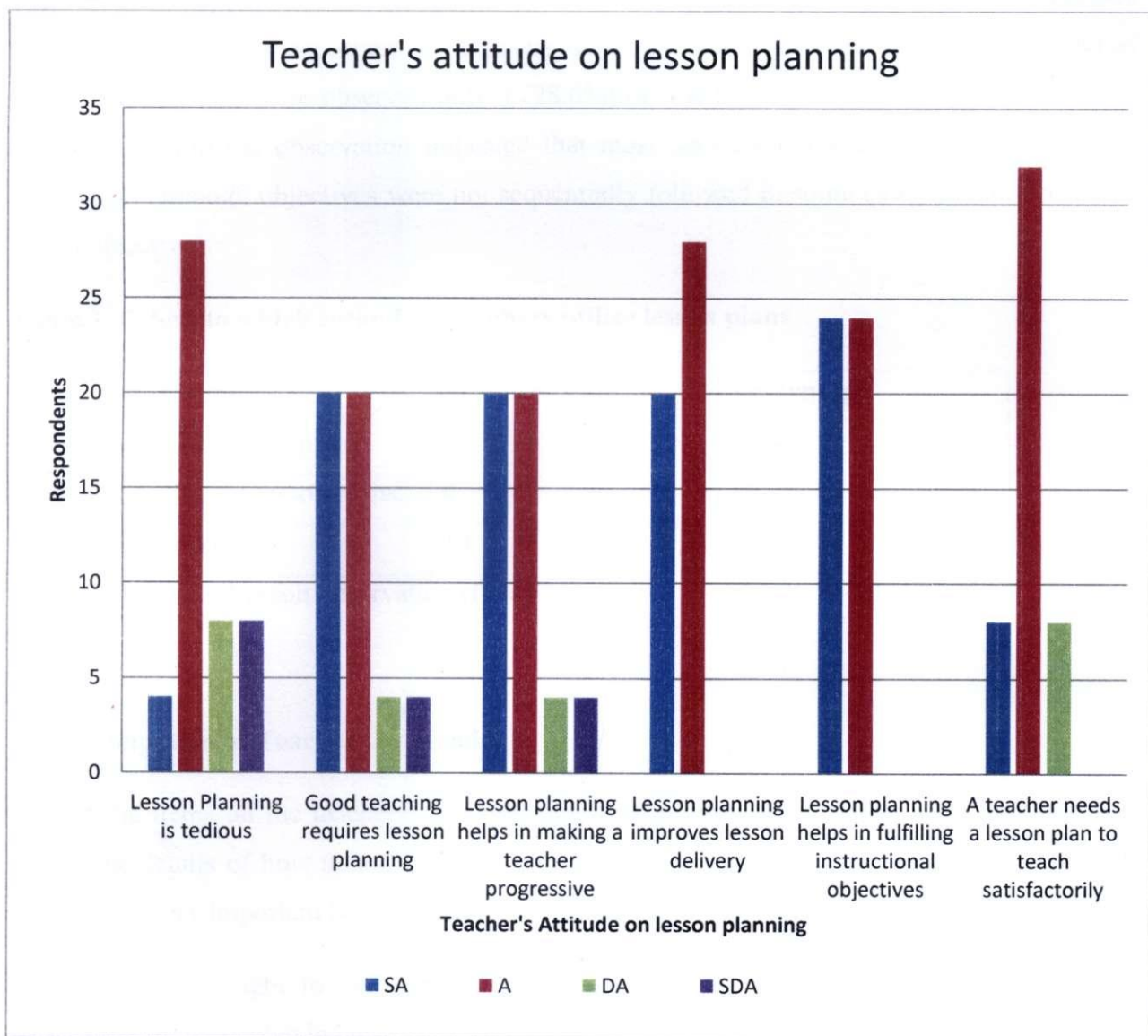
Table. 2. Teachers' responses on lesson planning (percent)

Q#	STATEMENT	SA	A	DA	SDA	TOTAL
Q7	Lesson Planning is tedious	8.3	58.3	16.7	16.7	100
Q8	Good teaching requires lesson planning	41.7	41.7	8.3	8.3	100
Q9	Lesson planning helps in making a teacher progressive	41.7	50	8.3	0	100
Q10	Lesson planning improves lesson delivery	41.7	58.3	0	0	100
Q11	Lesson planning helps in fulfilling instructional objectives	50	50	0	0	100
Q12	A teacher needs a lesson plan to teach satisfactorily	16.5	67	16.5	0	100

Source: Teachers' Questionnaire

As indicated in table.2 above,(28) 58.3% teachers agreed with the statement that lesson planning is a tedious activity. Further, the findings showed that a majority of the teachers participated in the study expressed positive attitude on the importance of lesson planning. Most of the teachers 67 % (32) strongly agreed that 'A teacher needs a lesson plan to teach satisfactorily'.

Figure.1 Teachers' attitude on lesson planning



Source: Teachers' Questionnaires (2016)

Figure.1 above indicated that the majority of teachers 32 (66.7%) strongly agreed to the fact that lesson planning is relevant to a teacher in fulfilling classroom objectives. Further, most teachers were also agreeable to the fact that a teacher needs a lesson plan to teach satisfactorily.

4.2 Extent to which teachers utilized lesson plans in classroom

Table. 3 below presents research findings on the extent to which teachers utilized lesson plans. The lesson observations were carried out in order to determine the extent to which teachers utilized lesson plans in classroom. 14 teachers were observed from the selected schools. Out of the 14 teachers who were observed only 4 (28.6%) of teachers did not have lesson plans. The information from the observation indicated that most teachers (71.4%) went to class with a lesson plan although objectives were not sequentially followed in some cases as outlined in the lesson objectives.

Table.3. Extent to which secondary teachers utilize lesson plans

Teachers	Frequency	Percentage
With lesson plans	10	71.4%
Without lesson plans	4	28.6%
Total	14	100

Source: Lesson observation (field)

4.3 Participation of Teachers by Gender

One of the items on the teachers' questionnaire was to know their gender and Table 4 below shows the details of how many male and female teachers took part in this study. In this study gender was very important because there was need to know the characteristics of respondents.

The researcher sought to find out whether or not gender had any influence on teachers' utilization of lesson plan in classroom. The teachers were given an objective question to indicate their gender. This information was vital to the researcher in order to find out whether gender had any influence on the use of lesson plan in classroom. Out of 48 teachers who completed the questionnaires, 22(45.8%) were male while 26(54.2%) were female.

Table.4 Responses by Gender

Gender	Frequency	Percentage
Male	22	45.8
Female	26	54.2
TOTAL.	48	100

Source: Teacher's Questionnaire

The study revealed that the majority of teachers 26 (54.2%) were female. It was observed that gender was not a major factor as it did not show any significant impact on the study; however, the teachers' individual attitude and practices affected lesson planning.

4.4 Secondary school teachers and their number of years in service

One item the researcher wanted to find out was whether or not duration of service of teachers. This was important to the researcher in order to find out whether the number of service of teachers had any influence on the use of lesson planning in classroom.

Table .5. Secondary school teachers and their number of years in service

Response	Frequency	Percentage
Less than 5years	3	6.2
5- 10 years	28	58.3
10-15 years	11	23
15 years and above	6	12.5
Total	48	100

Source: Teachers' Questionnaire (field)

The study revealed that the majority 28 (58.3%) of the teachers who participated in this study were teachers who served between 5 to10 years. The lowest period of service consisted of teachers who had served less than 5 years. On the question whether or not the number of years of service could affect teacher's attitude on lesson planning, it was observed that the number of years of service was not a major factor as it did not show any influence on the teachers' attitude towards their lesson planning.

4.5 Teachers views on whether lesson planning is useful or not

Many different views were expressed by teachers on whether the lesson plan is useful in classroom delivery. Some teachers were of the view that lesson planning helps to prepare work required and can help learners to capture content systematically, help to plan what to do at each stage and learners can easily follow as long as the teacher delivers the lesson. Other responses were that lesson planning helps teachers to meet specific objectives at each stage of a lesson.

4.6. Head teacher's views on lesson planning based on interviews

One of the questions from head teachers interview guide was to find out the frequency to which head teachers check the lesson plans and schemes of work of their teachers. All 6 (100%) Head Teachers indicated that they routinely check the teachers' lesson plans and schemes of work every fortnight.

One of the respondents indicated :

'... unless employed as newly qualified teachers undertaking training teachers should not be asked to submit lesson plans to the Head Teachers, Head of Departments, Subject Co-coordinators or other line managers on a regular weekly basis. Such practices denote a lack of trust in teachers' professionalism'.

Another respondent said:

"It is important to monitor the quality and impact of teachers' planning. This does not mean that you need to see everyone's plans each week."

According to Kitsantas and Baylor (2001) the responsibility of checking the professional documents such as teachers' schemes of work and lesson plans lies in the hands of the Head Teacher. This may be done in person or he may delegate to the Deputy Head Teacher or the

Head of department. Preparation and use of lesson plans by teachers enhance sequential teaching and results to improved achievement.

4.7 Challenges of lesson planning: Teachers views

Teachers were asked to give reasons to challenges they face in line with lesson planning. Varied views were expressed. Below were the selected views from the teachers' questionnaire:

'If the teaching load is too much, it is difficult to find time to prepare a lesson plan plus lack of resource material- hence it becomes difficult to do lesson planning'

'Teachers' time should be used for aspects of planning that are going to be useful for their own purposes, and which have a direct impact upon the quality of teaching and learning. Teachers should not spend time producing documentation that does not meet these two purposes.'

'Creating detailed plans create unnecessary workload for teachers, taking time away from the real business of planning, whilst offering 'false comfort' of purpose. These burdensome and unhelpful practices have arisen due to the real and perceived demands made by Government and how school leaders and teachers have reacted to them'

'Some formats for the lesson plans are too long and need to be shortened. Another challenge was cited that some lesson plans require the teacher to know the number of pupils in class which is not practical if the classes are many.'

'Lesson plans require the teacher to list the objectives to be achieved in a lesson and it is not always that a teacher will have many objectives in a lesson it could be one or two'.

The above views by teachers show that teaching load and time for planning were the most common challenges which prevented teachers from lesson planning.

4.8. Measures that Promote Secondary School Teachers' Lesson Planning

On the question of the effective ways of implementing lesson planning in schools, a number of options were listed from the teachers' questionnaire. Teachers were required to circle the most appealing factor in terms of promoting lesson planning. The given options include teacher motivation, reduced workload, inspection, promotion and giving administrative responsibilities to teachers among other options.

Table.6.Ways of promoting lesson planning

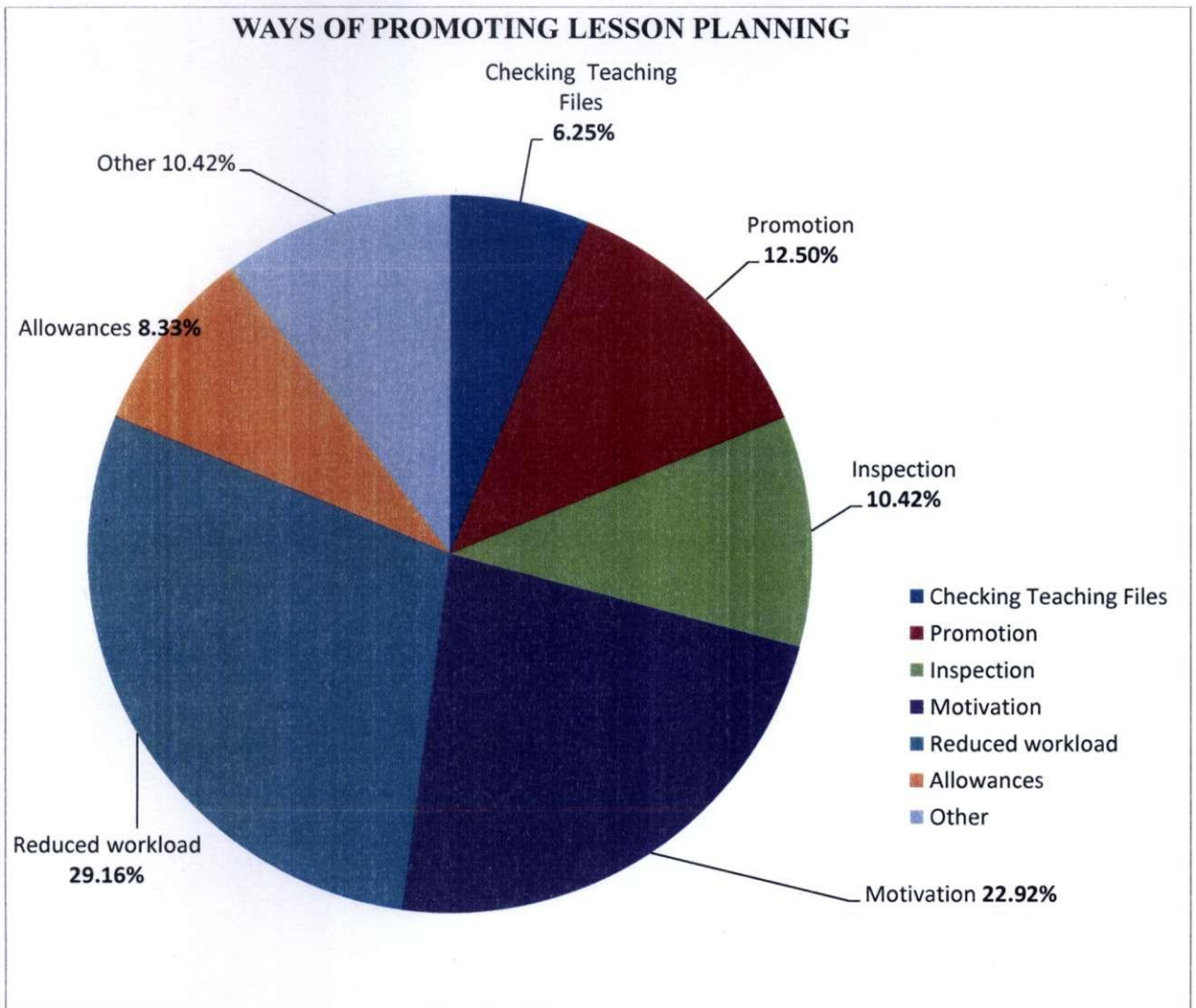
Method of promoting lesson planning	Frequency	Percent
Promotion of teachers	6	12.5
Inspection	5	10.42
Motivation	11	22.92
Reduce workload	14	29.16
Allowances	4	8.33
Checking of files	3	6.25
Other	5	10.42
Total	48	100

Source: Teachers' questionnaires

The data above revealed that most teachers 14 (29.16%) recommended that reducing work load would help teachers to implement lesson planning. 11 teachers (representing 22.92%) indicated

that motivation would help teachers to implement lesson planning. Six teachers (representing 12.5%) showed that promotion of teachers would enhance lesson planning.

Figure.2: Ways of Promoting Lesson Planning



Source: Teachers' questionnaire

Figure. 2. shows the common factors that could promote lesson planning. The responses showed that 29.5% of participants recommended that reducing workload would enable teachers to write lesson plans. Further 22.92% of teacher's responses were lesson planning was associated with

teacher's motivation, while 12.5% was associated with teacher promotion and 10.42% of participants recommended teacher inspection as a way of promoting lesson planning.

CHAPTER FIVE

DISCUSSION OF RESEARCH FINDINGS

This chapter discusses the research findings. The study revealed several issues regarding teachers' attitude towards the use of a lesson plan in classroom in public secondary schools in Kitwe District of Copperbelt Province of Zambia. This has been discussed according to the themes arising from the objectives of the study which were to: Establish the attitude of secondary school teachers on lesson planning in Kitwe District, ascertain the extent to which teacher utilize the lesson plan in the teaching and suggest ways of promoting lesson planning in classrooms.

5.1 Teachers' Attitude on Lesson Planning

The following observations were drawn from the study results: it was noted that, very few teachers showed a negative attitude towards the use of the lesson plan. The majority of teachers were able to prepare lesson plans. This was evident due to teachers' great emphasis laid on preparation and use of the lesson plans to do their work and only a few seemed to have no interest in making the lesson plans. The findings revealed that most teachers tended to agree that lesson plans helped teachers present their information in classroom. Thirty two (32) teachers out of forty eight (48) chose the 'agree' option on the statement '*a teacher needs a lesson plan to teach satisfactorily*'.

5.2 Extent to which teachers utilizes lesson plans in classroom

The research results on the extent to which teachers utilized lesson plans showed a high positive response. The information from the observation indicated that most teachers went to class with a lesson plan although objectives were not sequentially followed in some cases as outlined in the lesson objectives. All teachers indicated that their teaching loads negated writing detailed lesson plans. They showed that their planning was affected by the number of teaching periods. Stronge (2007) also report that the barriers to the use of lesson plans include teachers' lack of time due to heavy teaching load.

A few teachers did not utilize lesson plans and had no interest in preparing lesson plans. The researcher further observed worrying trends among teachers. These trends included but not

limited to the following: some school based supervisors (Head of Departments) had a tendency of just appending their signatures (as per school policy) on lesson plans without proper scrutiny of the lesson plans. According to Borich (2007) an effective teacher is expected to prepare lesson plans with clearly stated objectives and their supervisor is supposed to check thoroughly.

Further, the study found that teachers with no lesson plans were unable to accurately estimate the quantity of information to be delivered; they also experienced difficulties identifying proper instructional methods and employed inappropriate learning activities as well as resources, resulting to incoherence and boredom among students. This is in line with Chelo (2010) who argues that having good content knowledge is not so effective without a well planned lesson. In the same way, Callum & Richard (2000) report that if a teacher has not planned his or her lesson, it is presented haphazardly or incoherently.

Based on the results of lesson observations it was clear that teachers who did not have lesson plans did not see the need of using them. The study also revealed that such teachers did not have a record of their lesson plans because they were not able to show the researcher old lesson plans. These study findings may imply that teachers still need to be sensitized about the importance of utilizing lesson plans in teaching. This finding is similar to studies by Abernathy, Forsyth, and Mitchell (2001) who stress that some teachers feel that lesson planning takes too much time. Lesson planning is too often dismissed as a chore, even an irrelevance for which busy teachers have little time for.

According to findings of this study, teachers using lesson plans seemed more confident with them and they considered lesson planning as beneficial. These results were to a great extent compatible with the findings of Ball and Lampert (1999), who reported that a teacher with a plan is a more confident teacher. The teacher is clear on what needs to be done, how, and when. The lesson will tend to flow more smoothly because all the information has been gathered and the details have been decided upon beforehand. The teacher will not waste class time flipping through the textbook, thinking of what to do next, or running to make photocopies. The teacher's

confidence will inspire more respect from the learners, thereby reducing discipline problems and helping the learners to feel more relaxed and open to learning.

5.3 Ways on promoting lesson planning in public secondary schools

Most of the teachers interviewed suggested that reducing workload for teachers was likely to increase the utilization of lesson plans. As the workload challenge showed, all parts of the education system have a role to play in reducing the unnecessary tasks that take teachers away from their core task of improving outcomes for pupils. There is no single reason behind excessive workload. In situations where workload is not managed properly and lesson plans are not inspected regularly, instructional planning may be compromised, irrespective of teachers' training status. Similar findings were reported by Airasian and Russell (2007), who noted that a lighter workload creates opportunity for teachers to prepare and update their lesson plans, which in turn, improves the quality of education.

The implication of this finding is that school administrators should provide additional planning time for teachers by decreasing their work load. Hence, administrators of schools have a role to play in reducing the unnecessary tasks that take teachers and school leaders away from their core task. Some teachers recommended that, rather than requiring teachers to produce detailed, written lesson plans routinely, school administrators should be reviewing the effectiveness of how time set aside for planning is allocated. This is also in line with studies done by Odundoa et al. (2014) who stated that, with heavy workloads, teachers do not have time to plan for teaching; thus, lessons are provided haphazardly without attention to the sequence of activities, relevance of content in relation to curriculum objectives, learning resources as well as methods. With a heavy workload, teachers are likely to deliver lessons as an obligation; and neither teachers nor students enjoy management of the teaching/learning process.

Further, the study shows that most teachers interviewed were more likely to implement lesson planning through teacher motivation. This finding underscores the importance of teacher motivation through recognition, involvement in decision-making processes, rewards as well as moral and financial support, among others in relation to lesson planning. This is in line with the

suggestion by (Odundoa et al ,2014) who stated that the administrators need to be motivating teachers by either rewarding or attach an allowance for those who adhere to lesson planning.

Regular inspection of lesson plans by Departmental Heads, Deputy Head Teachers, or Head Teachers also emerged as a key factor influencing the availability and consistent use of lesson plans. The study found that, inspection of lesson plans was not a regular supervisory routine. Where inspections are regular, most teachers based their teaching on lesson plans. Consequently, the Ministry of Education officers should regularly conduct spot checks on lesson plans and keep school administrators on their toes regarding quality of planning for teaching.

The study indicated that teachers whose lesson plans were regularly inspected were more likely to have such plans than those whose inspection was irregular or lacking. This finding emphasizes the need for regular inspection of lesson plans by higher authorities such as Departmental Heads, Deputy Head Teachers as well as Head Teachers to ensure that all teachers develop and update lesson plans as and when necessary. Similarly, findings by Nabukenya (2007) also revealed constant supervision and monitoring as other reasons given by Head Teachers and their deputies for motivating teachers. However, Tapo (2004) also cites that the absence of effective monitoring and supervision systems of Head Teachers contributed to lack of commitment by teachers that is reflected in pupil's superficial assessment reports and of unco-ordinated mastery of subject content and performance skills.

This chapter has discussed the findings of the study on teacher's attitude towards lesson planning. The next chapter presents the conclusion and recommendations of the study.

CHAPTER SIX

CONCLUSION AND RECOMMENDATIONS

This chapter presents the conclusion and recommendations of the study. The objectives of the study were: to establish the attitude of secondary school teachers to lesson planning, ascertain the extent to which teachers utilize the lesson plan in their teaching and suggest ways of promoting lesson planning in the classroom

6.1 Conclusion

The study showed that, most teachers favored lesson plans and found it necessary for lesson planning in teaching. The results showed that the majority of participants had favorable attitudes towards teaching through lesson plans. Most of the teachers admitted that a lesson plan was an important tool in teaching.

Planning for classroom teaching is a major prerequisite for successful teaching. A teacher who plans well ahead of time ends up communicating effectively to his/her pupils. By having a lesson plan, a teacher is able to manage his/her time, effort and resources efficiently. Developing a lesson plan can be difficult to do and requires efforts, energy, and time to accomplish. It is hoped that the study contributed to the body of knowledge in the field of teachers' attitude about the use of lesson plans in classroom.

6.2 Recommendations

Arising from the findings of the study, the following recommendations were made

- i. Periodical refresher seminars should be initiated and coordinated by education officers to remind teachers on the usefulness of lesson planning
- ii. Teachers need to be provided relevant training that would help them to overcome the problems of classrooms associated with effective lesson planning on regular basis
- iii. Teachers should engage in collaborative planning to develop their skills and knowledge, to improve their expertise, and to benefit from the expertise of their colleagues.

- iv. Ministry of General Education must orient all school administrators and subject teachers to identify alternative ways to effective teaching and planning
- v. School administrators need to constantly motivate teachers in terms of rewards and promotion for those who implement lesson planning
- vi. In order to enhance teachers' knowledge and attitude on lesson planning, education standard officers could make regular visits to schools through which teachers are educated on the value of lesson planning and also for the purpose of their professional development.
- vii. The government should address the issue of heavy workload by increasing budgetary allocation to employ more teachers.

REFERENCES

- Abernathy, T, Forsyth, A., & Mitchell, J. (2001). *The bridge from student to teacher: What principals, teacher education faculty and students value in a teaching applicant*. *Teacher Education Quarterly*, 28(4), 109-119.
- Airasian, P. and M. Russell. (2007). *Instructional Planning and Assessment*. New York: McGraw-Hill.
- Aly, J.H. (2007). *Education in Pakistan: A white paper revised draft document to debate and finalize the national education policy*. Islamabad: National Education Policy Review Team.
- Appleton, J.V. (2005). *Analyzing qualitative interview data: addressing issues of validity and reliability*. *Journal of Advance Nursing*, Volume 22, 999-997.
- Atkinson, G.B. J. (1983). *Economics of Education*. *Journal of further and Higher Education*.
- Bage, G., Grosvenor, I. and Williams, M. (1999) *Curriculum planning: prediction or response?* A case study of teacher planning conducted through partnership action research.
- Ball, D. B.& Lampert, M. (1999) *Multiples of Evidence, Time, Perspective: Revising the Study of Teaching and Learning*. *Issues in Education Research: Problems and Possibilities*. NY: Jossey
- Banda, William. W. J (2005)-"Classroom Assessment in Malawi: Teachers' Perceptions and Practices in Mathematics" *M.Ed* . Thesis. University of Malawi.
- Borich, G. D. (2007). *Effective teaching Methods, Unit and Lesson Planning*, six edition, Pearson, Merrill Prentice Hall.
- Callum, Robertson & Richard Acklam (2000) *Action Plan for Teachers a guide to teaching English*: London: bush house
- Chelo Moreno Rubio (2010) *Effective Teachers Professional and Personal Skills*. New York: McGraw-Hill.

- Cole, M. (1996). *Cultural psychology: A once and future discipline*. Cambridge, MA: The Belknap Press
- Coombs, P.H. (1970). "What is educational planning?" UNESCO 1970, IIEP, *Journal of teacher Education*, 44(1), 55-63.
- Craig, B. and Dickenson, P. (2003), *Helping Pupils to Manage Their Behaviour and Engagement*, Lecture to Trainee Mathematics Teachers, Manchester Metropolitan University,
- Craig, B. and Dickenson, P. (2003), "*Helping Pupils to Manage Their Behaviour and Engagement*". Lecture to Trainee Mathematics Teachers, Manchester Metropolitan University,
- Cruikshank, D. R., & Haefele, D. (2001). "Good teachers, plural", *Educational Leadership*, 58, 26-30.
- Center for Excellence in Teaching. (1999). "Teaching Nuggets". *Curriculum Journal*, 10(1), 49-70. Los Angeles: University of Southern California.
- Dall'Alba, G., & Sandberg, J. (2006). *Unveiling professional development: A critical review of stage models*. *Review of Educational Research*, 76(3), 383-412 Education". (Unpublished)
- Duncan, G., & Met, M. (2010). *Startalk: From paper to practice*. College Park, MD: National Foreign Language Center at the University of Maryland.
- Farrell, T. S. C. (2002). "Lesson planning". Richards, J. C. & Renandya, W. A. (Eds). *Methodology in language teaching: An anthology of current practice* (pp. 30-39). New York: Cambridge University Press.
- Fishbein, M., & Ajzen, I. (1975). *Belief, attitude, Intention and Behavior: An Introduction Theory and Research*. New York: Addison-Wesley

Fosnot, Catherine. (1996) *Constructivism: Theory, perspectives, and practice*. New York: Teachers College Press.

Foutz, A. (2005). *Classroom management Plan*, Retrieved April 19, 2009 from <http://www.calstatela.edu/faculty/classmgmt.html>

Gafoor, A. K. & Akhilesh, P.T. (2010). *Teacher beliefs about present-day classroom practices in schools*, GCIE Journal of Research and Extension in Education, 5(2), 23-26.

Gowri, P.A. and Mariammal, K. (2011). "College teaching attitude towards teaching and job". *Journal of All India Association for Educational Research*, 19 (3 & 4) 36-37. |).

Guncyli, A. & Aslan, C. (2009). *Evaluation of Turkish prospective teachers' attitudes towards teaching towards profession* (Near East University case).

Gurney, P. (2007) "Five factors for effective teaching" *Journal of Teachers' Work*, Vol. 4, Issue 2, 89-98

Haley, M. H. (2004) *Learner-Centered Instruction and the Theory of Multiple Intelligences With Second Language Learners*, *Teachers College Record*, 106(1), 163-180, retrieved from <http://www.tcrecord.org> on March 3, 2012 | Headership, 58, 26-30.

Harmer, J. 1998. *The Practice of English Language Teaching*. London: Longman

Kelly, M. (2005), *Secondary school educators: Classroom rules for teachers*. Retrieved April 24, 2009 from <http://mcrel.org/claddroommanagement.htm>

Kitsantas, A. and A. Baylor. (2001). "The Impact of the Instructional Planning Self-reflective Tool on Pre-service Teacher Performance, Disposition, and Self-efficacy Beliefs Regarding Systematic Instructional Planning." *Educational Research and Development* 49(4):97-106.

Kombo, K. D. & Tromp, I. A. D. (2006). *Proposal and thesis writing: An introduction*. Nairobi: Pauline publications Africa.

- Kothari, C. and Gaurau, G.(2014). *Research Methodology. Methods and Techniques*. New Delhi: New age publishers.
- Lowman, J. (1995) "*Mastering the techniques of teaching*" 2nd edit. Jossey-Bass, Inc.
- Marzano, R. J.; Marzano, J. S.; Pickering, D. J. (2003) *Classroom Management That Works: Research-Based Strategies for Every Teacher*, Association for Supervision & Curriculum Development Publications, 1.
- Mayeski, F. (2005).*The Metamorphosis of classroom management Retrieved April 18, 2009 from* <http://www.educators.about.com/es/ead/teaching/p/classrules.htm>
- McNeill, J. D. and J. Wiles. (1990). *The Essentials of Teaching: Decisions, Plans, Methods*. New York: McMillan.
- MOE. (2003). *Planning and Information Directorate*. Lusaka: Government printers
- Mohammad, Mattoo . (2014) Indian Journal Of Research. *attitude of Secondary School teachers towards teaching With Special Reference to Rural and Urban Background*. Faculty of Education, University of Kashmir
- Nabukenya, Margaret . (2007). *Influence of Teachers' Professionalism on Teacher Performance in Busiro county Secondary Schools*, Wakiso district (Dissertation: Makerere University)
- National Union of Teachers (2006). *Planning: A Model Protocol for teachers. Protocol-6*
- Neube, N.J. (2004) *Managing the Quality of Education in Zimbabwe: The Internal Efficiency of Rural Day Secondary Schools*. Doctor of Education Thesis, University of South Africa.
- O'Bannon, B. (2008). "*What is a Lesson Plan?*". *Innovative Technology Center * The University of Tennessee*.

Odundoa, Paul , Samson O. Gungaa, Boniface N. Ngaruiyaa (2014) *Instructional planning among teachers in public secondary school in Kenya: factors that influence performance business studies may* 2014 vol 4, No 5, 395-10

Olunga, M.S. (2012). *Instilling Right Attitudes towards the Use of Lesson Plans in Chemistry*. Instruction in Mosochi Division of Kisii District, Kenya

Panasuk, R., W. Stone, and J. Todd. (2002). "Lesson Planning Strategy for Effective Mathematics Teaching." *Education* 22(2):808-827.

Price, K. M. and K. I. Nelson. (2006). *Planning Effective Instruction: Diversity Responsive Methods and Management*. 3rd ed. Belmont, C.A.: Wadsworth Publishing.

Reynolds, D. and Mujijs, D. (1999) .The effective Teaching of Mathematics: A review

Riaz, I. (2009). *Implementing the new Education Policy 2009*.The Dawn. Retrieved July 20, 2012, from www.dawn.com

Richards, J. (1998). *Beyond Training: Perspectives on Language Teacher Education*. Amazon: Cambridge University Press

Robbins, S. P. (2003). *Organizational behaviour: Global and Southern African perspectives*. Cape Town, Pearson Education South Africa.

Roediger, H.L. III., & Karpicke, J.D. (2006). *The power of testing memory: Basic research and implications for educational practice*. *Perspectives on Psychological Science*, 1, 181-210

Rya,Kelvin .Andjames Cooper (1998) 8th (Ed) *Those Who Can, Teach*. New York: houghtonmifflin company P177-1778

Şevik, M. (2002). "Philosophies, models and common Trends of teacher education and alternative perspectives". *Journal of Suleyman Demirel University Burdur Education Faculty*, 3, 112- 130

Stronge, James. H. (2007) 2nd ed. *Qualities of Effective Teachers*. Beauregard St Alexandria, VA 22311-1714

Spratt, M., Pulvernes & Williams, M. (2005). *The TKT Course*. Cambridge: Cambridge University Press.

Taba, H. (1962) . *Curriculum Development. Theory and Practice*. New York: Harcourt, Brace and World

Tapo, M. F. (2004). *National standards/local implementation: case studies of differing perceptions of national education standards in Papua New Guinea: QUT Thesis*

Taylor, R.H. (1970) . *How teachers plan their courses*. Slough, Berkshire, United Kingdom: National Foundation for Educational Research

Tesser, A. (1993) *On the Importance of Heritability in Psychological Research: The case of attitudes*. Newyork: M.E.S

Testin, J. and Ryan, T. (2001) .*Teaching as a Profession: Using Information Effectively*. Special Report, MI:North central region educational laboratory

Tyler, R.W. (1949) . *Basic principles of curriculum and instruction*. Chicago: The University of Chicago Press.

White, C.J.(2005) *Research: A Practical Guide*. Pretoria: Ithuthuko Investments Publishers.

Wong, H. K.; Wong, R. T. (2009) *The First Days of School: How to Be an Effective Teacher*, Houston. Wong Publications, 12, 81, 87

Wong, Harry K. & Rosemary T. Wong.(2001) *How To Be An Effective Teacher The First Days of School*. Houston :Mountain View, CA.

Zeichner, K.M. (1992) "*Key element for effective teaching of ethnic and language minority students*". Educating teacher for Cultural Diversity (NCRTL).

APPENDICES

Appendix A

Consent form for participants



THE UNIVERSITY OF ZAMBIA IN COLLABORATION WITH ZIMBABWE OPEN
UNIVERSITY (UNZA-ZOU) DIRECTORATE OF RESEARCH AND GRADUATE
STUDIES

Dear participant(s),

I am a postgraduate student at the University of Zambia in collaboration with the Zimbabwe Open University (UNZA-ZOU) pursuing a Masters Degree of Education in Educational Management. I am conducting a research on **Attitude of Teachers on Lesson Planning: A Classroom Management Perspective**. I need to get your sincere opinion in order for me to accurately write on the above topic. You are assured that the information you are going to give will be kept confidential. If you are willing to take part in this study, please write your name or initial in the spaces provided below. Should you feel like withdrawing at any point of the study (during a discussion, interview or answering a questionnaire), you are free to do so.

Participant Initials.....

Signature.....

APPENDIX C

QUESTIONNAIRE FOR TEACHERS

You are required to tick the responses below. In other cases, you have to write the answers in the spaces provided. Please answer all questions in the questionnaire.

Section A

1. Name of the school.....
2. Male..... Female.....
3. Duration of service
 - A. Less than 5years
 - B. Between 5 to 10years
 - C. Between 10 to 15 years
 - D. Over 15 years
4. What is your highest professional qualification?
 - A. Certificate
 - B. Diploma
 - C. Degree
 - D. Masters degree
5. Which of the following factors can enhance teachers' lesson planning?
 - A. Teacher observation
 - B. Allowances
 - C. Promotions
 - D. Inspection
 - E. Checking of professional file
 - F. Visits by Standards Officers

G. Continuous Professional Development (CPD)

H. Other (specify)

6. How often do you utilize a lesson plan in your teaching?

- A. Always
- B. Sometimes
- C. Not at all

7. To what extent does lesson planning help your lesson delivery?

- A. Greatly
- B. Moderately
- C. Not at all

8. To what extent do you feel the following affect lesson planning?

ii) Teaching load

- A. Greatly
- B. Moderately
- C. Not at all

i) Other school responsibilities

- A. Greatly
- B. Moderately
- C. Note at all

Section B(i)

For each of the following statement you are required to indicate the response in the spaces given. There are four alternative to choose from, these are:

- ☐ Strongly Agree(SA)
- ☐ Agree(A)
- ☐ Disagree (DA)
- ☐ Strongly Disagree (SDA)

9. Lesson planning is tedious.

- A. Strongly Agree
- B. Agree
- C. Disagree
- D. Strongly Disagree

10. Good teaching requires lesson plan

- A. Strongly Agree
- B. Agree
- C. Disagree
- D. Strongly Disagree

11. Lesson planning helps in making a teacher progressive.

- A. Strongly Agree
- B. Agree
- C. Disagree
- D. Strongly Disagree

12. Lesson planning improves lesson delivery.

- A. Strongly Agree
- B. Agree
- C. Disagree
- D. Strongly Disagree

13. Lesson planning helps in fulfilling instructional objectives.

- A. Strongly Agree
- B. Agree
- C. Disagree
- D. Strongly Disagree

14. A teacher needs a lesson plan to teach satisfactorily.

- A. Strongly Agree
- B. Agree
- C. Disagree
- D. Strongly Disagree

Section B (ii)

15. Lesson planning is useful to me. (*Mark one on the given scale 1 2 3 4*)

- 1. Strongly agree
- 2. Agree
- 3. Strongly disagree
- 4. Disagree

Why?

.....

16. Lesson planning is useful to my learners. (*Mark one on the given scale*)

- 1. Strongly agree
- 2. Agree
- 3. Strongly disagree
- 4. Disagree

Why?

.....

18. Are there practical challenges to overcome in line with lesson planning?

Yes..... No

16. If yes to the above, list three

.....
.....
.....

19. Suggest two ways on how the school can promote lesson planning

.....
.....
.....
.....

Thank you!

APPENDIX D

INTERVIEW GUIDE SCHOOL HEADTEACHERS

1. What is the general attitude of the teachers towards lesson planning?
2. What is the policy on lesson planning?
3. What proportional of your teachers have responded positively to the implementation of lesson planning?
4. How does your role influence teachers lesson planning?
5. Would teacher implement lesson planning without the influence of the policy?
6. What are the monitoring, assessment and evaluation strategies used in line with lesson planning?
7. What professional development activities are taking place at your schools?
8. How does each of these activities influence classroom practice?
9. Comment on how lesson planning impact on lesson delivery
10. How often do you sensitize schools about lesson planning?
11. What kind of support do you render to teachers in terms in terms of lesson planning?
12. Do you make follow ups on these activities?
13. What challenges are you experiencing in a way teachers respond to lesson planning?
14. How do you overcome these challenges?

Thank you!

End