



**THE MONITORING OF LESSON PLANNING BY SCHOOL
ADMINISTRATORS IN GOVERNMENT SECONDARY
SCHOOLS OF MANSA DISTRICT, LUAPULA PROVINCE,
ZAMBIA.**

BY

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DECLARATION

I, Alice Sitali, solemnly declare that this piece of work presents my own and all work of other people has been acknowledged, and that this has not been presented for any degree at this or any other university for the same purpose.

Signature..... Date.....

CERTIFICATE OF APPROVAL

This dissertation by Alice Sitali is approved as fulfilling part of the requirements for the award of the degree of Master of Education in Educational Management.

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DEDICATION

I dedicate this dissertation to my loving parents, Mr. Patrick. N. Sitali and Mrs. G.K. Macwani-Sitali, it is because of their love and guidance that I am who I am today. I further dedicate this work to my best friend and husband Matthew Zulu for being my biggest supporter and also to our lovely children, Mphatso and Lilato.

ABBREVIATIONS

CPD:	Continuous Professional Development
DEBS:	District Education Board Secretary
HOD:	Head of Department
MOGE:	Ministry of General Education
PEO:	Provincial Education office

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TABLE OF CONTENTS

DECLARATION	i
CERTIFICATE OF APPROVAL.....	ii
COPYRIGHT.....	iii
DEDICATION.....	iv
ABBREVIATIONS	v
ACKNOWLEDGEMENTS.....	vi
LIST OF TABLES.....	x
LIST OF FIGURES	xi
ABSTRACT.....	xii
CHAPTER ONE.....	1
INTRODUCTION	1
1.0 Overview	1
1.1 Background	1
1.2 Statement of the Problem	3
1.3 Purpose of the study:	3
1.4 Study Objectives:	3
1.5 Research Questions:	4
1.6 Significance of the Study	4
1.7 Limitation of the Study	4
1.8 Delimitation of the Study.....	4
1.9 Theoretical Framework	4
1.9.1 Cognitive Dissonance Theory	4
1.9.2 Scientific Management Theory	5
1.10 Conceptual Framework.....	6
1.11 Operational Definitions.....	7
1.12. Organisation of the Study	7
1.13. Summary.....	8
CHAPTER TWO	9
LITERATURE REVIEW	9

2.0	overview	9
2.1	Lesson Planning	9
2.1.1	Defining Lesson Planning.....	9
2.1.2	Importance of Lesson Planning	10
2.1.3	The Teacher and Lesson Planning.....	11
2.2	Monitoring.....	13
2.2.1	Defining Monitoring.....	14
2.2.2	Importance of Monitoring in Schools	14
2.2.3.1	Checking of Teacher’s Records.....	16
2.2.3.2	Class Observations	16
2.2.3.3	Syllabus Coverage	17
2.3	Summary	17
CHAPTER THREE		18
METHODOLOGY		18
3.0	overview	18
3.1	Research Design.....	18
3.2	Study Population	18
3.3	Sample Size.....	19
3.4	Sampling Procedure	19
3.5	Data Collection Procedure	20
3.6	Data Analysis	21
3.7	Validity and Reliability of Research Instrument.....	21
3.8	Ethical Considerations.....	22
3.9	Summary	22
CHAPTER FOUR.....		23
PRESENTATION OF FINDINGS		23
4.0	overview	23
4.1	Background of Respondents.....	23
4.2	Themes	24
4.2.1	Teacher Perceptions on Lesson Planning in Secondary Schools	24
4.2.2	Process of Lesson Planning in Secondary Schools	29

4.2.3 Monitoring of Lesson Planning by School Administrators in Secondary Schools	36
4.2.3.1 Frequency of Lesson Plan Submission by Teachers to HODs	37
4.3 Summary	43
CHAPTER FIVE	44
DISCUSSIONS OF THE FINDINGS	44
5.0 overview	44
5.1 perceptions of Teachers.....	44
5.2 Process of Lesson Planning.....	46
5.3 Monitoring of Lesson Planning.....	48
5.4 Summary	50
CHAPTER SIX.....	51
CONCLUSIONS AND RECOMMENDATIONS	51
6.0 Overview	51
6.1 Conclusion.....	51
6.2 Recommendations	52
6.3 Recommendations for Future Research	53
REFERENCES	54
APPENDICES	58
1. RESEARCH INSTRUMENTS.....	58
A. INTERVIEW GUIDE FOR THE TEACHERS	58
B. INTERVIEW GUIDE FOR ADMINISTRATORS	59
C. OBSERVATION CHECKLIST	60

LIST OF TABLES

Table 1: Responses from teachers at School A.....	24
Table 2: Responses from teachers at School B.....	25
Table 3: Responses from teachers at School C.....	25
Table 4: Responses from teachers at School D.....	26
Table 5: Responses from Heads of Departments.....	27
Table 6: Responses from teachers on challenges faced when lesson planning.....	31
Table 7: Responses from HODS on challenges faced when lesson planning.....	32
Table 8: Responses from teachers on proposed changes to lesson plan format.....	35
Table 9: Responses from HODs on proposed changes to format of lesson plans.....	35
Table 10: Responses from School A.....	37
Table 11: Responses from School B.....	37
Table 12: Responses from School C.....	38
Table 13: Responses from School D.....	38
Table 14: Challenges Faced by HODs in Monitoring Lesson Plans.....	40

LIST OF FIGURES

Figure 1: Monitoring of lesson planning by school administrators in government secondary schools.....	7
Figure 2: Frequency of teachers writing lesson plans.....	26
Figure 3: Frequency of Lesson Plan Submission.....	41

ABSTRACT

The purpose of this study was to examine the monitoring of lesson planning by school administrators in government secondary schools in Mansa district of Luapula Province. The objectives were to; assess the teachers' perceptions on lesson plans, in selected government secondary schools in Mansa District, examine the process of lesson planning in secondary schools and examine how school administrators monitor lesson planning in secondary schools.

Sixteen (16) teachers and four (4) heads of department were randomly selected from the research site through stratified random sampling procedure; all together the sample size was twenty (20). Qualitative research design was used. Data was collected through one on one interviews with both the teachers and the administrators. Observation study was also used to collect data. Data was analysed thematically.

The findings of the study were that, the majority of the teachers had positive perceptions when it came to lesson planning. However, the frequency of writing lesson plans among all teachers was found to be very unsatisfying. Additionally, the process of lesson planning in secondary schools was hindered by a number of challenges which made it difficult for the teachers to write lesson plans.

The findings further showed that, heads of departments did not adequately the monitor teachers' lesson plans before they conducted their lessons due to the fact that they had little time to carry out the activity because of the busy teaching schedules and other administrative duties. From the above findings, the following recommendations were made: the Ministry of General Education (MoGE) should work hand in hand with the provincial education office (PEO) and district education board secretary (DEBS) offices as well as with school administrators to ensure teachers wrote lesson plans so as to have effective teaching in schools; MoGE should ensure that schools across the country had all the needed teaching and learning materials in schools to enable teachers plan effectively for their lessons as well as ensure effective teaching in the schools; School administrators must be encouraged to be consistent with the monitoring of teachers' lesson plans to bring about effective teaching.

CHAPTER ONE

INTRODUCTION

1.0 Overview

This chapter explains the background to the study, statement of the problem, objectives of the study, research questions and significance of the study; it also presents the theoretical and conceptual frameworks.

1.1 Background

Monitoring and evaluation is an important aspect in the education system of any country, as this leads to effective teachers which in turn benefits the learners. According to Darling-Hammond et al (1983), evaluation involves collecting and using information to judge the worth of something. It is an activity that teachers themselves engage in, though often informally. The evaluation of teaching collecting and using information to judge how worth it is varies depending on one's conception of what teaching work.

It has been said that there is a correlation between teachers' motivation to work effectively and their monitoring and evaluation. This has been shown by Nabukenya (2010) who stated that supervision and monitoring, if done constantly, do motivate teachers to work and also to ensure that at any time they are needed and they are readily available. Nabukenya further postulates that the absence of effective monitoring and supervision systems contributes to lack of commitment by teachers that is reflected in pupils' superficial assessment reports and of uncoordinated mastery of subject content and performance skills.

The monitoring and evaluation system involves direct inspection of the teachers' work. In Zambian schools, for instance, supervisors check and monitor important documents found in a teacher's file such as schemes of work, lesson plans, records of work and other documents which should be in the teacher's file. Apart from checking documents in the teacher's file, supervisors also monitor lesson observation and class performance of the teacher. A teacher is therefore supposed to have all the necessary documents found in the file, which should be updated daily, weekly or termly depending on the specific document being updated. This means that teachers have a lot of paper work to carry out in order to be seen as effective teachers by their supervisors.

According to Tesema (2014), the monitoring and evaluation system in education puts so much emphasis on the production of records by the teachers. This is because the overall objective of effective school based supervision is to enable the individual teacher to become an implementer of effective teaching. This means that, effective teaching happens only when teachers are closely supervised.

However, some teachers complain that too much emphasis on paper work by supervisors affects their lesson preparation and delivery. This is in agreement with a research carried out by Sifuniso (2015) whose respondents complained that engaging in scheme of work or weekly focus planning and expecting them to write individual lesson plans on a daily basis was asking too much from them. Similarly, Majoni (2015) postulates that daily lesson plans and evaluation of schemes of work also reveal that there is too much emphasis on production of records which in turn affects the teacher's quality of work. This all shows that, teachers are overwhelmed with production of records making it difficult for them to deliver to their best in the classroom.

Additionally, the writing of lesson plans is supposed to be done on a daily basis before a teacher goes to deliver his or her lesson in the classroom to the learners. This is because lesson planning is at the very essence of reflexivity concerning the fundamental questions of what the teacher intends to teach that the pupils should learn and how this is to be achieved (Jones (ND). Mcber (2000) also stated that, one of the most important attributes of lesson plans and planning is that they add value to teaching and classroom instruction.

However, despite all these important attributes that lesson planning has, writing of lesson plans has remained a thorn in the back of most teachers as they regard it to be a dreaded activity which is also time consuming. Manyarara (2015) in his study concluded that the lesson plan as a tool for teacher effectiveness remained problematic.

Therefore, in light of this, it is imperative to examine how school administrators monitor teachers' records particularly that of lesson planning in government secondary schools. Hence, this study examined the monitoring of lesson planning by school administrators in government secondary schools of mansa district in Luapula Province of Zambia.

1.2 Statement of the Problem

There are a number of tools that teachers use in schools such as schemes of work, lesson plans and records of work, which form the backbone of the monitoring and evaluation system during the teaching process. Most teachers have no problem with designing schemes of work, which are done once termly or records of work, which are done once on a weekly basis. However, most teachers have raised concerns with regard to lesson plans which are expected to be designed daily before every lesson. Boikhutso (2010) in her study concluded that the lesson plan is a dreaded part of instruction that most teachers detest. This is because a teacher is expected to have a lesson plan for each lesson, thus, most fail to find time to write lesson plans as they consider the task to be too much work for them.

Other teachers feel the scheme of work and records of work are sufficient tools to help monitor their performance, thus they only write lesson plans when supervisors ask for them which in most cases is done after the lesson has already been conducted defeating the very purpose of lesson planning. Submission of lesson plans for checking to the heads of departments is hardly done before lessons are conducted, which affects effective teaching in schools. Likewise, heads of departments have difficulties in reviewing lesson plans prior to the lessons being conducted by the teachers with most acknowledging that it is not feasible to do so for all the teachers in the department as they also have their own classes to teach as well as carrying out other administrative duties. As a result it is imperative to get a broader perspective on the monitoring of lesson planning by school administrators in secondary schools.

1.3 Purpose of the study:

The purpose of this study was to examine the monitoring of lesson planning by school administrators in government secondary schools.

1.4 Study Objectives:

The objectives of the study were as follows:

- (i) To assess the teachers' perceptions on lesson plans, in selected government secondary schools in Mansa District.
- (ii) To examine the process of lesson planning in secondary schools.
- (iii) To examine how school administrators monitor lesson planning in secondary schools.

1.5 Research Questions:

The following were the research questions:

- (i) What are the teachers' perceptions towards lesson planning in selected government secondary schools of Mansa District?
- (ii) How is the process of lesson planning in secondary schools?
- (iii) How do school administrators monitor lesson planning in secondary schools?

1.6 Significance of the Study

The study is important because it investigated one of the core business of a teacher, which is that of lesson planning. Thus, the study revealed the perceptions that teachers have towards lesson planning and how the process of lesson planning was done in secondary schools. The study further examined the monitoring of lesson planning by school administrators. This will help in finding ways of modifying lesson planning in order to make it more efficient for teachers and supervisors; as such, this will aid in the improvement of teacher monitoring and evaluation.

1.7 Limitation of the Study

The study was confined to selected secondary schools in Mansa district. Therefore, the findings of this study cannot be generalised to other districts in Zambia. However, the findings provide valuable information about the likely situation prevailing in other districts.

1.8 Delimitation of the Study

The study was limited to the Secondary Schools teachers and Head of Departments in Mansa district. The other schools in the province were not covered.

1.9 Theoretical Framework

This study was based on two theories; one is that of cognitive dissonance and the other theory is the Scientific Management theory which falls under the Classical theories.

1.9.1 Cognitive Dissonance Theory

This is a theory which was developed in 1957 by Leon Festinger. Cognitive dissonance refers to any inconsistency that a person perceives between two or more of one's attitudes or between one's behaviour and attitudes. Festinger (1957) stated that there is a tendency for individuals to seek consistency among their cognitions (that is beliefs, opinions). When there is an

inconsistency between attitudes or behaviour (dissonance), something must change to eliminate the dissonance. In the case of a discrepancy between attitudes and behaviour, it is most likely that the attitude will change to accommodate the behaviour. Two factors affect the strength of the dissonance: the number of dissonant beliefs, and the importance attached to each belief. There are three ways to eliminate dissonance: (1) reduce the importance of the dissonant beliefs, (2) add more consonant beliefs that outweigh the dissonant beliefs, or (3) change the dissonant beliefs so that they are no longer inconsistent (Culatta, 2015).

In this case, the inconsistencies that exist among the teachers opinions and beliefs concerning the different processes and guidelines in carrying out their day to day duties of writing lesson plans has an effect on the individual performance as well as the overall institutional performance, thereby affecting the teachers' ability to adhere to the set guidelines and operational frameworks. The perception that teacher have towards lesson planning will either make them write or not write the lesson plan, hence, the cognitive dissonance theory is suitable to be applied in this study.

1.9.2 Scientific Management Theory

The other theory which was used falls under the classical theories, which is scientific management developed by Fredrick. W. Taylor. This theory looks at management and sets guidelines aimed at improving production resulting in prosperity for both the workers and management.

The most prominent element in modern scientific management is the task idea. The work of every workman is fully planned out by the management at least one day in advance, and each man receives in most cases complete written instructions, describing in detail the task which he is to accomplish, as well as the means to be used in doing the work. The work planned in advance in this way constitutes a task which is to be solved, as explained above, not by the workman alone, but in almost all cases by the joint effort of the workman and the management. This task specifies not only what is to be done but how it is to be done and the exact time allowed for doing it. These tasks are carefully planned, so that both good and careful work is called for in their performance. The task is always so regulated that the man who is well suited to his job will thrive while working at this rate during a long term of years and grow happier and

more prosperous, instead of being over-worked. Scientific management consists very largely in preparing for and carrying out these tasks (Taylor, 1910).

The scientific management theory can be applied to this study because as part of the monitoring and evaluation process, education authorities have developed a number of tools which are aimed at improving the teaching and learning outcomes in schools. The use of tools such as lesson plans should be able to improve the performance of the teacher as well as overall performance of the school when the results of learners are evaluated. A teacher is expected to plan for his or her lesson at least a day before the lesson is conducted to enable the teacher teach effectively as well as stick to the time allocated at each stage of the lesson. Thereby enabling the teacher achieve the lesson outcomes of the lesson plan and thus improving pupil performance.

Further, the monitoring role of the school administrators such as head of departments is to ensure a teacher carries out their work diligently in order to have effective teachers and teaching in schools which will result in high pupil academic performance. Therefore, a teacher's performance is highly dependent on the role the school management plays in ensuring that teachers carry out the stipulated work assigned to them, which includes that of lesson planning.

1.10 Conceptual Framework

In this study, the conceptual framework showed the relationship between the independent and the dependent variables as illustrated in the figure below.

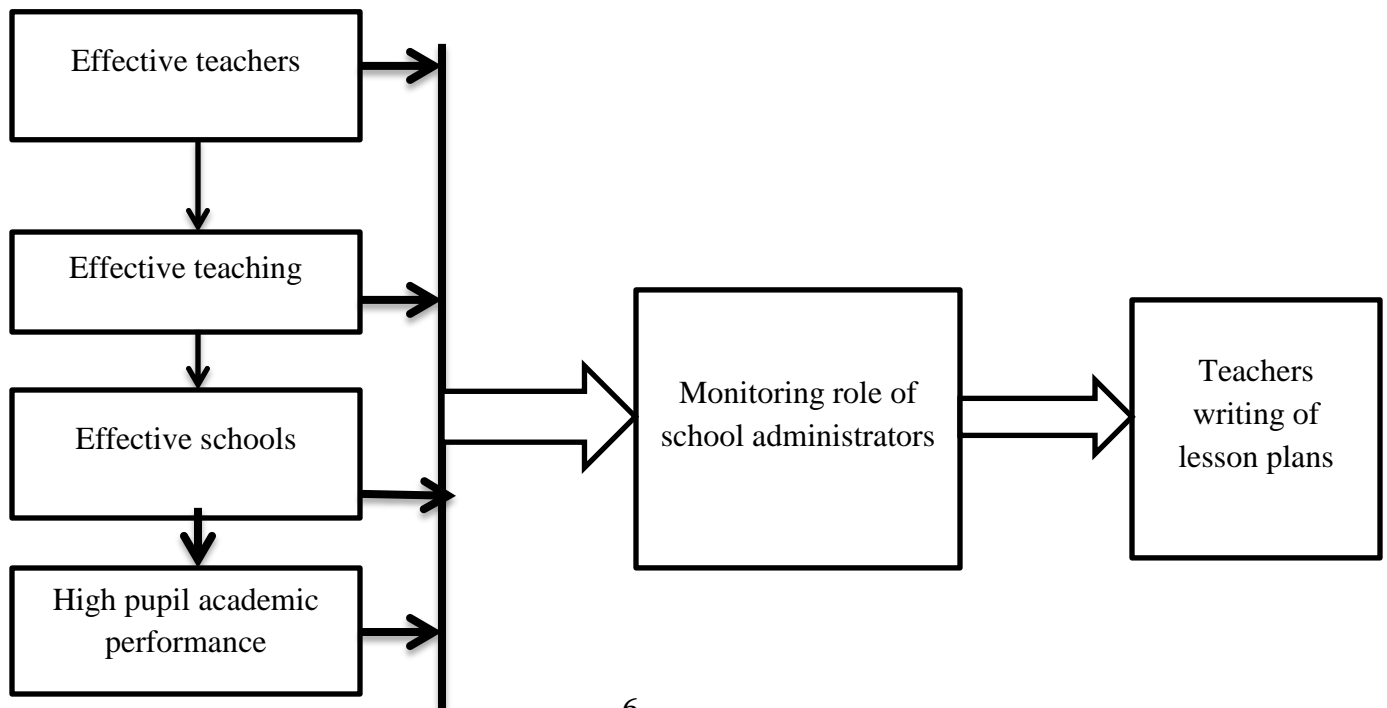


Figure 1: monitoring of lesson planning by school administrators in government secondary schools

The conceptual framework above shows the relationship between the independent and the dependent variables of this study. The monitoring role of school administrators is the independent variable which has an influence on the teachers' writing of lesson plans which is the dependent variable. Thus, the researcher is of the opinion that if the school administrators carry effective monitoring of the teachers' lesson planning, this will lead to effective teachers, which will make them teach effectively, thereby make the school more effective. This will eventually lead to high pupil academic performance in the school.

1.11 Operational Definitions

Effective: refers to the extent to which the set goals or objectives of a school can be achieved with regards to lesson planning.

Head of department: refers to a person in charge of a particular department in the school.

Perception: refers to positive or negative experience or attitude by teachers towards lesson plans

Rural school: refers to a school that is found in the outskirts of a town.

School Administrator: refers to a person who is part of the school management, e.g. head of department.

Teacher: refers to a person who provides education for pupils.

Urban area: refers to a school that is found within the proximity of a town.

1.12. Organisation of the Study

This study is organized into six chapters. Chapter one presents the background to the study, statement of the problem, purpose of the study, research objectives, research questions, significance of the study, delimitations of the study, limitations of the study and operational definitions of terms used in the dissertation. The chapter also presents the theoretical and conceptual framework which guided the study. Chapter two focuses on the review of literature, it provides a review of relevant literature to the problem under study that is the monitoring of lesson planning by school administrators in government secondary schools. Chapter three provides an in-depth look into the research methodology employed in the collection and analysis of data. The chapter deals with the research design, study population, sample size, sampling

techniques, data collection procedure, data collection instruments and data analysis. Chapter four presents the research findings, all the research questions have been addressed in this chapter. Chapter five is a discussion of the findings of the research; the findings are discussed under the themes and headings drawn from the research objectives. Chapter six provides the concluding remarks and of the study and also makes recommendations based on the major findings of the study.

1. 13. Summary

This chapter presented an introduction to the study outlining the salient features. These are; background to the study, statement of the problem, purpose of the study, objectives of the study, research questions, significance of the study, delimitation of the study, limitations of the study and operational definitions of terms. The chapter that follows provides a review of relevant literature related to the study.

CHAPTER TWO

LITERATURE REVIEW

2.0 Overview

The previous chapter dealt with the introduction of the study. This chapter reviews studies and other related literature on the topic of the study. The discussion of literature has been done under two main headings: lesson planning and monitoring.

2.1 Lesson Planning

There are a number of studies that have been conducted in the domain of lesson planning. Thus, under this heading, lesson planning will be discussed under the following sub headings: defining lesson planning, importance of lesson planning, the teacher and lesson planning.

2.1.1 Defining Lesson Planning

Nesari and Heridari (2014), define a lesson plan as a written description of the education process in which it is shown what, when, where and with which method learners should learn and how they should be assessed; it is one of the key factors in the educational process. Another definition is that given by Farrell (2002) who described a lesson plan as “a unit in which it is a sequence of correlated lessons around a particular theme or it can be specified as a systematic record of a teacher’s thoughts about what will be covered during a lesson. He further adds that a daily lesson plan is a written description of how students will move towards obtaining specific objectives. It describes teaching behavior that will result in the students’ learning.

Additionally, Harmer (2001) sees lesson planning as the art of combining a number of different elements into a coherent whole, so that the lesson has an identity which students can recognize, work with and react to. This is to say that any lesson plan should encompass numeral fundamentals ranging from the time allocated, the student’s level, the material used finishing up with the objectives and the homework.

Having established that, one can state that lesson planning is an important activity which each teacher should carry out before going to teach as it enables them deliver the lesson adequately and helps a teacher achieve their objectives for the planned lesson. Furthermore, a lesson plan

will help a teacher gain confidence from the learners as these will see the teacher to be organized, looking at the way the teacher delivers the lesson.

2.1.2 Importance of Lesson Planning

Lesson planning is said to be an important activity which each teacher should always engage in before going to teach. Thus, different scholars have brought out the importance of lesson planning.

Kibret (2016) whose study centered on “Lesson planning and Students performance Feedback Data Use” asserts that lesson planning is the most important part of teaching, and of improving students learning. This is because it provides teachers with opportunities to plan instructional activities to more effectively meet students’ learning needs and/or to differentiate instruction to enable all students to benefit from instruction. Through planning, the teacher organizes and structures instructional activities to stimulate the cognitive activation of students. He goes on further and adds that lesson planning is an essential part of teaching and learning where the teacher integrates their experience of students learning, learning theories, theories of instructional design, and best practices outlined by research to satisfy students learning needs. When viewed from these points, the planning teacher integrates theory, research, and practice to plan a meaningful learning experience for students.

Another scholar, Abebe (2002), who looked at Lesson Planning in English teaching postulated that lesson plan forces consideration of objectives, the selection of subject matter, the selection of procedure, the planning of activities and the preparation of tests of progress. It keeps the teacher on the track; ensures steady progress and a definite outcome of teaching and learning procedures. He further stated that a lesson plan is essential for effective teaching and requires the teacher to look ahead and plan a series of such activities and progressively modify children’s attitudes, habits, information and abilities in desirable directions. It prevents waste; it helps the teacher to be systematic and orderly; it encourages good organization of subject matter and activities; it prevents haphazard teaching. It gives the teacher greater confidence and therefore greater freedom in teaching. It can ensure that the teacher does not ‘dry up’ or forget a vital point. It can remind him/her of the telling phrase, the apt quotation or the effective simile or illustration at the moment in the lesson.

In addition, Nesari and Heridari (2014) have stated that lesson plan preparation is one of the appropriate ways for promotion of education quality; it can help the lecturers in teaching as guidance. It is the main foundation of educational structure and the core of education. Lesson planning is an important process in teacher trainees' gaining experience since it forces them to reflect on what to teach, how to teach and how to evaluate

In addition, on pointing out the importance of lesson plans, Abebe (2002) argued that planning is a vital element in teaching. Systematic planning almost always yields better results in teaching and good teachers are the ones who plan their teaching. He associated planning with familiarizing oneself with textbooks, resource materials and innovations in one's field. In the process of planning the teacher gets the chance to make a good glance at the textbooks and other resource materials in order to present a fruitful lesson.

2.1.3 The Teacher and Lesson Planning

A lesson plan plays an important role in the classroom as it leads to effective teachers who teach effectively. A major assumption in education is that the teacher's lesson plan is an accurate reflection of what occurs in the classroom and that there is a link between teacher planning and student outcomes, (Ferrell, 1992). Despite this, a number of studies have been carried out which have proven that teachers usually face a number of challenges when it comes to writing lesson plans and thus have different attitudes and views about them. For instance, Nesari and Herida (2014) who in their study investigated "the important role of lesson plan on educational achievement of Iranian EFL teachers' attitudes", made the following conclusion; developing a lesson plan can be difficult to do and requires effort, energy, and time to accomplish.

Likewise, Jones (ND) also had the same views as Nesari and Herida as she postulated that, lesson planning is too often dismissed as a chore, even an irrelevance for which busy teachers have little time. This therefore shows that writing lesson plans takes up a lot of the teacher's time and energy. Other lesson planning challenges had been brought out by Chuunga (2013) in his study which centered on the Teacher's Practices in the Teaching of Reading and Writing discovered evidence showing that teachers lesson planning was at times affected by the challenges of over enrollment, teacher-pupil ratio and lack of teaching and learning materials.

Writing of lesson plans at times goes hand in hand with the teaching experience that a teacher has. For instance, Iranian scholars such as, Moradana and Pourasadollah (2014) who investigated “What Teachers Thought About their Teaching” discovered that the majority of older, experienced and less-educated teachers did not usually use lesson plans and they did not need previewing lessons before class. However younger and novice teachers felt it useful for them to write and use lesson plans, as it gave them much confidence in class. On the other hand, higher educated teachers agreed that lesson plans were important factors although they did not usually use them.

In addition, Jones (ND) in her study established that, there are experienced teachers that do not write lesson plans; but rather draw on their mental computerized bank of lesson units, a store of wisdom held in the memory on account of familiarity and regular usage. These views are related to Gafoor and Farooque (2010) who concluded that many experienced teachers often reduced lesson plans to a mental map or short outline. Jones (ND) further goes on to state that lesson planning ought not to be the special responsibility of trainee teachers but, rather, a hallmark of the professionalism of all teachers. This shows that lesson planning is mostly done by trainee or student teachers, whilst experienced ones are not so much in the activity of writing down their plans.

The perceptions that teachers have towards lesson plans might affect their writing of the lesson plan. Boikhutso (2010) who in his study investigated the challenges that student teachers faced when preparing lesson plans observed that, most student-teachers had a negative perception towards the use of lesson plans. He added that, student teachers on school placements tended to view lesson plans as a daily routine that was meant to satisfy University of Botswana Teaching Practice requirements for obtaining a Postgraduate Diploma in Education.

Another related study is that of Manyarara (2015), whose study title was “Lesson Planning for Teacher Effectiveness”, conducted from the University of Zimbabwe observed that students in the Graduate Diploma in Education program had negative perceptions on lesson planning. The findings of Manyarara (2015) were almost similar to those of Boikhutso (2010). His findings were that of the forty-three student teachers he observed, eleven of them appeared to place very little value on the task. The worst of them taught for about four weeks without drawing a single

plan. The others neglected the task to varying degrees as if to suggest that they were merely going through the motions of studying for a teaching qualification.

Both studies done by Manyarara (2015) and Boikhutso (2010) showed that student teachers had negative perceptions of lesson planning and merely worked on them for purposes of obtaining qualifications at the end of the study program. Manyarara (2015) further noted several other inconsistencies that the respondents had when carrying out professional duties of writing lesson plans. One inconsistency was that of having several lesson plans with no dates. These may well have been for display rather than tools for enhancing teacher effectiveness. Another inconsistency noted from this group was that one teacher even failed to produce a plan for the lesson he was observed in. There were also instances of rehashed lessons as evidenced by the learners' work books and altered dates on the lesson plans. All these inconsistencies simply show that the respondents did not value lesson planning and merely did it for purposes of obtaining a qualification at the end of the day.

Sifuniso (2015) whose study focused on the Implementation of Reflective Teaching Methodologies in Zambia observed the following from her research: Though most of her respondents indicated that they used written outlines, the data collected using observation checklists found the opposite. The study found that to a greater extent, novice teachers appeared to use lesson plans in reflective teaching than their more experienced counterparts who relied on mental outlines.

This shows that the findings of Sifuniso (2015) are similar to those of Jones (ND), Gafoor and Farooque (2010) who discovered that most experienced teachers did not write lesson plans but relied on mental outlines. Further, Sifuniso (2015)'s findings showed that some teachers, despite responding positively when asked if they write lesson plans, the researcher found that when it came to actual delivery of lessons, most respondents that were observed did not have lesson plans.

2.2 Monitoring

There are a number of studies that have been conducted on monitoring in education. Thus, under this heading, the discussion will be done under the following subheadings: defining monitoring, importance of monitoring in schools, monitoring roles of school administrators.

2.2.1 Defining Monitoring

According to Ndungu et al (2015), the aim of the monitoring system is to gather information about how teachers in a given jurisdiction and training as compared to other jurisdictions. Additionally, monitoring aims to assess whether the achievement of learning outcome in these jurisdictions is changing over time, determine whether there are in equalities in achievements among learners with different social economic backgrounds. Thus, Ndungu et al (2015) have defined Monitoring as an activity that involves continuous and systematic checking and observing of a program or a project.

Omogbehin (2013) defined Monitoring as the process of systematic, purposeful observation, gathering and recording information about a program or project with the intent of using that data to refine the learning process. It involves giving feedback about the progress of the participants to stakeholders. Omogbehin (2013) further stated that effective monitoring relies upon a comprehensive, formative feedback system that provides timely feedback on student performance to staff at any given school.

2.2.2 Importance of Monitoring in Schools

O'Neil (2014) alluded to the fact that monitoring ensures that both leaders and teachers remain informed and have an evidence base from which to make decisions about curriculum design.

Therefore, monitoring helps teachers teach effectively which aids in pupils' academic performance. In his study, Chuunga (2013) linked the effective teaching of teachers to the close supervision by supervisors, who checked lesson plans before and after the delivery of the lesson. He stated that, checking of teachers' planned work helps supervisors to see what and how the teachers are teaching. The benefits of this will eventually trickle down to the learners as they may be taught effectively. Unsupervised teachers may become relaxed and do shoddy work especially in environments that have all sorts of challenges.

Likewise, a study done by Kambunga and Cheyeka (ND) which investigated monitoring standards in high schools showed that majority of the teachers were of the view that the inspection was good as it brought about professionalism in teaching and they also benefited from the monitoring process through professional advice and had access to latest learning and teaching materials.

Another study conducted by Kabeta et al (2013) indicated that when instructional leaders monitor and provide feedback on the teaching and learning process, there were increases in teacher reflection and reflectively informed instructional behaviors, a rise in implementation on new ideas, greater variety in teaching strategies, more response to student diversity, lessons were prepared and planned more carefully, teachers were more likely to take risks and had more focus on the instructional process, and teachers used professional discretion to make changes in the classroom. Teachers also indicated positive effects on motivation, satisfaction, confidence, and sense of security.

These all show the importance of conducting monitoring in schools, be it by internal or external monitors.

2.2.3 Monitoring Roles of School Administrators

Medina (2008) stressed that school principals should have the ability to work with teachers and strengthen their skills and professional development. At the same time, they must collect, analyze and use data in ways that fuel excellence, and drive decision-making processes. School leaders are also expected to promote shared leadership among educators, community partners and residents; and they must demonstrated commitment to the conviction that all children will learn at high levels; and they must be able to inspire others inside and outside the school building with this vision.

Therefore, there are heads of departments and heads of subjects who also have a role in monitoring and evaluation of the teaching and learning process in schools. They report their findings every fortnight. There are various activities that are monitored and evaluated in the day to day teaching and learning process. These include, teacher's preparation documents the physical attendance of classes by teachers and students, students and teachers reporting time. The learner's reaction is also used to determine if the students enjoyed the lesson therefore leading to conclusion as to whether learning has taken place or not (Ndungu et al: 2015).

This study concentrated on three of the activities involved in the monitoring roles of school administrators. These include; teachers' records, class observations and syllabus coverage.

2.2.3.1 Checking of Teacher's Records

Studies done by Wambui (2015) and Umoh (2013) both show that record keeping is an important component in the academic performance of a school. Both scholars agreed that teachers are required to make and retain records such as schemes of work, lesson plan, records of work, mark book, progress record book and attendant register.

Ngipuo (2015) observed that the conditions by which head teachers might benefit from checking records are identified as: A teacher culture of collaboration, in which formal and informal professional dialogue is the norm, including challenge and debate; enquiry into pupils' perspectives on their own learning; provision of multiple opportunities for teacher mentoring, coaching of school development; explicit efforts to manage professional knowledge in the school through audits of teacher strengths, skills and needs. Other factors also identified include school management, leadership, availability of facilities, teacher qualifications and motivation among others.

2.2.3.2 Class Observations

Wambui (2015) disclosed that physical observation of lesson presentation is the only way a head teacher can gain an insight into the quality of teaching and learning in the school. Through this visit the supervisor can have an insight into quality benchmarks and performance. Supervision of instruction through classroom visits include, walk through, informal classrooms observations. Wambui (2015) defines a walk-through as an observation interlude lasting a minute or two which provides a quick look at teacher performance and environmental factors in the classroom. This is a more appropriate method since it is impromptu unlike the formal and informal which are planned and scheduled for by the supervisor and the teacher.

Whilst Ngipuo (2015) argues that classroom visits is one of the most common forms of teacher evaluation, classroom visits involves observation of a teacher and analyzing his or her class practices, the teaching learning process, teacher's personality, student-teacher interactions, lesson note and lesson presentation. However, the format of classroom observation varies in schools. For instance, a head teacher evaluation can consist of a formal observation using a validated instrument, conducted at a predetermined time, coupled with pre-interviews and post interviews with teachers and used for both formative and summative purposes.

In addition, Umoh (2013) further added that, the aim of classroom visit is to encourage teachers to be keen on their work and by being able to detect problems in the course of supervision teachers are motivated to develop problem-solving skills. He asserted that head teachers need to observe their teachers formally on a regular basis, make notes in the classroom and work with a clear commitment to discuss their observations with teachers promptly in order to provide for in-school professional development.

However, school administrators need to be careful on the supervisory style they use in class observation as some teachers may have a negative attitude towards this form of monitoring. For instance, a study conducted by Sibanda et al (2011) titled “Teachers Perceptions of Lesson Observations by School Head Teachers in Zimbabwean Primary Schools” made the following conclusions: The teachers sampled had a negative perception towards lesson observation by head teachers. This seemed to emanate from the supervisory styles adopted by school heads that failed to make them adequately perform their role as instructional leaders.

2.2.3.3 Syllabus Coverage

Wambui (2015) sees syllabus coverage as the monitoring of the Pupils’ exercise books and lesson notes as these reflect the work load covered in class by teachers. He further postulates that, it is the head teacher’s role to regularly inspect on the pupil’s exercise book/lesson notes to ensure that the school syllabus is covered appropriately and assignments are marked.

However, not much study has been done on how school administrators in secondary schools monitor lesson planning of their teachers; thus, the essence of this study is to add information to the knowledge gap.

2.3 Summary

This chapter has reviewed different literature pertaining to Lesson planning and Monitoring. From the literature cited above, there was no clear evidence and information to show how school administrators monitor lesson planning in secondary schools. Thus, this study therefore sought to add more information to the already existing knowledge.

The subsequent chapter discusses the Methodology used for this study.

CHAPTER THREE

METHODOLOGY

3.0 Overview

This chapter presents the methodology that was used in this study to achieve the purpose and objectives stated in sections 1.3 and 1.4 of chapter 1. Kothari (2004) defines methodology as a way to systematically solve the research problem. It is a science of studying how research is done scientifically and how the various steps that are generally adopted by a researcher in studying his research problem along with the logic behind them. Henceforth, the chapter is discussed under the following subheadings: research design, the population of the study, sample size and sampling techniques, data collection methods and instruments, data collection procedures, ethical considerations, and data analysis as well as validity of the study. It ends with a summary.

3.1 Research Design

According to Kothari (2004) a research design is a pre-plan of the methods that are to be used for the data collection. Therefore, this study employed a qualitative approach. Mack et al (2011) have postulated that qualitative research seeks to understand a given research problem or topic from the perspectives of the local population it involves. It is especially effective in obtaining culturally specific information about the values, opinions, behaviors, and social contexts of particular populations. Thus, the study utilised a cross-sectional sample survey design as the study involved the analysis of participants across a wide spectrum, a cross-sectional survey design acted as the best design to decipher the required study findings and also use of qualitative methods helped yield more information. The study involved one on one interview sessions with the participants.

3.2 Study Population

In the context of this study the term “population of the study” was defined by Bell (2010), as all members of any well-defined class of people, events, or objects which have been designated as being the focus of an investigation. It is also known as a universe. It is called special universe in order to distinguish it from the general universe or population to which the study’s findings can be generalized. Whereas, population is defined as all individuals of interest to the researcher

(Marczyk, et al, 2005).The target population for this study included all government secondary schools in Mansa District of Luapula Province of Zambia. Respondents were drawn from Heads of Departments and Subject Teachers in these schools. Mansa District was selected for the study because it is the provincial district in Luapula province and therefore it offers a suitable information linkage to other districts within Luapula region.

3.3 Sample Size

According to Cohen et al (2000) Sample size is determined to some extent by the style of the research, for example, in qualitative style of research, it is more likely that the sample size will be small. Therefore, since the study was of a qualitative nature, a small number of sample size sufficed. Kombo and Tromp (2006) pointed out that determining adequate sample size in qualitative research is ultimately a matter of judgment and experience on the part of the researcher, and researchers need to evaluate the quality of the information collected in light of the uses to which it will be put.

Thus, a total of 4 schools were sampled, 2 schools from the urban area and the other 2 schools from the rural area. 4 teachers and 1 administrator (HOD) were interviewed in each school. Of the 4 teachers, gender balance was considered as well as years of experience in service. Hence, 2 teachers representing the newly deployed teachers with under 5years experience according to gender were sampled and the other 2 teachers with over 5 years teaching experience. Meaning a total of 5 participants was interviewed per school giving a total of 20 participants for the whole study.

3.4 Sampling Procedure

Stratified random sampling was employed in this study. According to Kothari (2004) stratified random sampling is used if the population from which a sample is to be drawn does not constitute a homogeneous group, then a stratified sampling technique is applied so as to obtain a representative sample. Creswell (2009) further asserted that stratification means that specific characteristics of individuals (e.g., both females and males) are represented in the sample and the sample reflects the true proportion in the population of individuals with certain characteristics.

Hence, in this technique, the population was stratified into a number of non-overlapping sub-populations or strata and sample items were selected from each stratum. In this case the non-overlapping strata identified were the location of the school in the district which could either be

urban or rural schools and years of teaching experience which were set to either under 5 years teaching experience or over 5 years teaching experience.

3.5 Data Collection Procedure

The researcher obtained an introductory letter from the University of Zambia's Institute of Distance Education to provide formal authenticity of the study. Permission was then sort from the District Education Board Secretary (DEBS) in Mansa district where the research was carried out to provide access to the sampled schools. Further permission was granted from the sampled school head teachers, to ensure confidentiality, names and the participants' identity information was not required. The researcher further made it clear to the participants that they had the right to withdraw from the study any time they felt like doing so. This procedure was followed in order to conform to the field work ethical considerations.

Due to the nature of the study, the researcher used interviews and observations study; these methods provided adequate information to address the research questions. The methods of data collection for this study included semi structured face to face interviews and observations study of participants facial expressions. The use of multiple methods or triangulation in social research has been recommended by various researchers as it helps to overcome flaws inherent in the use of one method.

The researcher conducted one on one interviews with both teachers and administrators. Mack et al (2011) have elucidated that, Interviews are useful for learning about the perspectives of individuals as they carry an effective qualitative method for getting people to talk about their personal feelings, opinions, and experiences. They are also an opportunity for the researcher to gain insight into how people interpret and order the world and a researcher accomplishes this by being attentive to the causal explanations participants provide for what they have experienced and believe and by actively probing them about the connections and relationships they see between particular events, phenomena, and beliefs. Likewise, Kombo and Tromp (2006) argue that "the use of interview allows the researcher to get more information from the informants on the issue being researched on. A tape recorder was used to record all interviews conducted.

Furthermore, more data was collected through use of an observation checklist. Observation checklists provide a relevant criterion for observing a phenomenon against anticipated results or

changes in the phenomenon. In this case, an observation checklist was used to observe the school environment in order to see how administrators conduct their monitoring in the school. Also the researcher used this method to check for consistency and inconsistency from the participants' facial expressions as they responded to interview questions. The teachers' teaching files were also used to collect data in order to check the teachers' lesson plans and if they were consistent with the responses they gave.

3.6 Data Analysis

Data analysis involves the categorizing, ordering and summarising the data as well as describing it in meaningful terms. Thus, after the completion of the interview sessions, the audio-taped data was transcribed into Microsoft Word format. Data was then coded and analyzed repeatedly which involved re-reading the interview transcripts to identify themes emerging from the participants answers. Thematic analysis was employed using Microsoft Word to reveal recurring themes from the data. As alluded by Kombo and Tromp 2006, a theme captures something important about the data in relation to the research question, and represents some level of patterned response or meaning within the data set. The data was categorized into three (3) codes, namely: teacher perceptions on lesson planning, the process of lesson planning in secondary schools and monitoring of lesson planning by school administrators in secondary schools. Afterwards, the coded data was analyzed using a quick impressionist summary as well as a thematic technique corresponding to the emerging codes and research questions of the study.

3.7 Validity and Reliability of Research Instrument

Cohen et al (2000) asserted that in qualitative data, validity might be addressed through the honesty, depth, richness and scope of the data achieved, the participants approached, the extent of triangulation and the disinterestedness or objectivity of the researcher. Hence, in this study, the researcher developed structured interview guides which were given to experts who are my supervisors from the University of Zambia for content and face validity. The supervisors duly considered their appropriateness and relevance to the problem of the study.

Kothari (2004) sees reliability to be the degree of accuracy or agreement between two independently derived sets of scores and the extent to which independent administrators of the instruments yielded the same or similar under comparable conditions. In this study, reliability was observed by ensuring that transcription of the recorded data was transcribed accurately.

3.8 Ethical Considerations

Ethics involves following a set guideline. Creswell (2009) explains that, researchers need to protect their research participants: develop a trust with them; promote the integrity of research; guard against misconduct and impropriety that might reflect on their organizations or institutions: and cope with new challenging problems.

Hence, before undertaking this study, the researcher sought consent from the relevant authorities at District and School levels as well as from individual participants to participate in this work process. The researcher was also responsible for the ethical standards to which the study adheres. The researcher further assured the participants that their responses will be used purely for academic purposes and nothing else and confidentiality will be observed. Finally, there was informed consent by the participants to participate willingly in the research and exercise their right to be part of this research. The participants were further assured that they were free to withdraw from the study anytime they felt like doing so.

3.9 Summary

This chapter has presented the methodological aspects of the study with regards to research procedures and techniques that were used in order to provide answers to the research questions raised in chapter one. The following chapter presents the research findings.

CHAPTER FOUR

PRESENTATION OF FINDINGS

4.0 Overview

This chapter presents the findings of the study. It details background information on the participants, emerging themes from the study which include: teacher perceptions on lesson planning, process of lesson planning in secondary schools as well monitoring of lesson planning by school administrators in secondary schools.

4.1 Background of Respondents

This section presents background information on the respondents who were involved in the study. Additionally, there is some background information on the environment of the schools which served as research sites. This information is important and helpful in fully understanding the emerging issues and findings presented below.

Four head of department teachers from Languages, Natural Sciences, Social Sciences and Mathematics departments participated in the study, of which three were male and one was female. All the four HODs had over ten years teaching experience and more than two years administrative experience in their position implying that, they have vast knowledge and experience when it comes to the writing of lesson plans by the teachers.

Sixteen (16) teachers from Languages, Natural Sciences, Social Sciences and Mathematics departments participated in the study of which eight (8) were male and eight (8) were female. Eight of the respondents had over five years teaching experience while the other eight had less than five years teaching experience.

All the four schools that were sampled in this research are government schools found in urban and rural parts of Mansa district. The schools' real names were not used. School A and School B are found in the urban area, while School C and School D are found in the rural area. All the four Schools run from grades 8 to 12. School A has an enrolment of about 1400 learners and a total number of 69 teaching staff. Additionally, School B has an enrolment of about 442 and a teaching staff of 32. Further, School C has an enrolment of about 400 learners and a total number

of 45 teaching staff. Finally, School D has an enrolment of about 560 pupils and a total number of 48 teaching staff.

4.2 Themes

The themes and headings used in presenting the data below are in line with both the objectives of the study and research questions.

4.2.1 Teacher Perceptions on Lesson Planning in Secondary Schools

It was found that HODs and teachers that were sampled in this study held various perceptions on lesson planning. The tables below show the responses teachers and HODs gave when they were asked how often they wrote lesson plans. These have been outlined according to responses given by individual teachers and HODs in the four schools.

4.2.1.1 How often do you write lesson plans?

Table 1: Responses from teachers at School A

Frequency of writing lesson plans	Teachers with more than 5years experience		Teachers with less than 5years experience	
	Male	Female	Male	Female
Always		X		
Frequently			X	X
Occasionally	X			
Never				

From School A, the female teacher with over five years teaching experience indicated that she always wrote her lesson plans, while her male colleague indicated that he wrote occasionally. Both the male and female teachers with less than five years teaching experience indicated that they wrote frequently. None of the participants from School A indicated that they never wrote lesson plans.

Table 2: Responses from teachers at School B

Frequency of writing lesson plans	Teachers with more than 5years experience		Teachers with less than 5years experience	
	Male	Female	Male	Female
Always			X	X
Frequently	X			
Occasionally		X		
Never				

From School B, the male teacher with over five years teaching experience indicated that he frequently wrote lesson plans and his female counterpart indicated that she occasionally carried out the activity. While the male and female teachers with fewer teaching experience indicated that they always wrote their lesson plans. None of the teachers indicated that they never wrote lesson plans.

Table 3: Responses from teachers at School C

Frequency of writing lesson plans	Teachers with more than 5years experience		Teachers with less than 5years experience	
	Male	Female	Male	Female
Always				X
Frequently		X		
Occasionally	X		X	
Never				

From School C, the more experienced female teacher indicated that she wrote her plans frequently and her male colleague indicated he wrote occasionally. While the female teacher with fewer years in service indicated she always wrote her lesson plans and her male counterpart indicated he occasionally wrote. None of the teachers indicated that they never wrote lesson plans.

Table 4: Responses from teachers at School D

Frequency of writing lesson plans	Teachers with more than 5years experience		Teachers with less than 5years experience	
	Male	Female	Male	Female
Always		X		X
Frequently				
Occasionally	X		X	
Never				

From School D, the female teacher with more years in service indicated she always wrote her plans while her male colleague indicated he wrote occasionally. The female teacher with fewer years in service indicated she always wrote lesson plans and her male colleague indicated he did the activity occasionally. None of the participants indicated that they never wrote lesson plans.

Therefore, figure 2 below shows the frequency of teachers writing lesson plans.

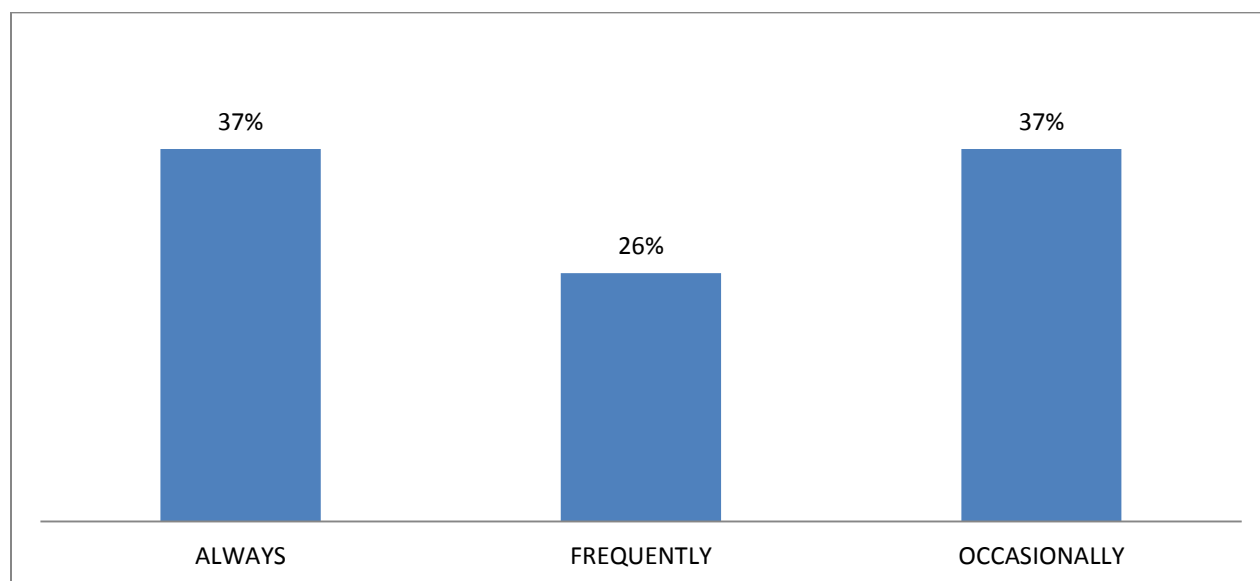


Figure 2: Frequency of teachers writing lesson plans

Therefore, as indicated in Figure 2; six teachers out of the sixteen interviewed representing 37% stated that they always wrote lesson plans, four teachers representing 26% stated they wrote

frequently and the other six with a percentage of 37% stated they wrote occasionally, whilst 0 teachers representing 0% stated that they never wrote lesson plans.

Of the six that stated that they always wrote, four had less than five years teaching experience whilst the two had more than five years teaching experience. While the four that said they wrote frequently, two had more than five years teaching experience and the other two had less than five years teaching experience. Lastly, of the six that stated that they occasionally wrote their plans, four had more years in service and two had less than five years in service. This shows that writing of lesson plans was mostly done by those with fewer years in service than their more experienced colleagues.

According to gender, of the six that said they always wrote, five were female and one male. While the four that said they wrote frequently, two were female and the other two male. As for the six that said they wrote occasionally, five were male and one was female. This illustrates that female teachers are more consistent with the writing of lesson plans than their male counterparts.

However, these findings from the teachers were different from those of the HODs as shown in the figure below.

Table 5: Responses from Heads of Departments

School	Frequency of teachers writing lesson plans
School A	Occasionally
School B	Frequently
School C	Frequently
School D	Occasionally

The HODs from School A and School D said the teachers in their departments wrote lesson plans occasionally, while the HODs from School B and School C said the teachers in their departments wrote their plans frequently. None of the HODs said the teachers always wrote their lesson plans or never wrote lesson plans.

It can be concluded that teachers in all the four schools wrote lesson plans; however, the only difference is the frequency of writing lesson plans, with those with more experience doing less of

the writing than their less experienced colleagues. The researcher found that the frequency of writing lesson plans amongst the teachers was similar in all four schools despite the locality of the school. This information was confirmed with the responses from the HODs.

One teacher from School A which is in the urban area was honest enough to say that he rarely wrote lesson plans and wrote only for the sake of accountability.

I only write lesson plans occasionally and when I do write, it is just for the sake of accountability in case internal or external supervisors may request to check my teaching file.

Another teacher from School C found in the rural part of Mansa district concurred with his colleague from School A as he said.

I write lesson plans occasionally because I have over twenty years of teaching experience so I do not need to write a lesson plan as I have all the information I need in my head.

However, for the teachers that responded that they always wrote their lesson plans, a closer observation of their teaching files showed that some lesson plans were missing in the teaching files. Further, one of the teachers who had said that they always wrote their lesson plans was seen going to class without a lesson plan. This shows inconsistency in the responses of the teachers as some were not truthful in giving of information. Further inconsistency was seen in the expressions of certain participants with how they gave their responses and also confirmation came from the HODs as none of them said teachers always wrote lesson plans.

The heads of departments from all four schools complained that the teachers in their departments were not consistent with the writing of lesson plans. One HOD from School D had this to say.

Teachers in my department are not consistent with writing lesson plans, I always try to encourage them to write, sometimes even use threats of charging them but some teachers are just difficult.

When asked why they write lesson plans, all participants sampled in the study, that is the teachers and HODs shared similar responses ranging from; a lesson plan being a guide for the teacher to use in class; a lesson plan helps make the lesson interesting; keeping one focused and a lesson

plan being part of their job description as well as writing lesson plans because of monitoring purposes they undergo from time to time.

In all the four schools, all the HODs and twelve of the teachers accounting for 80% of the participants shared similar positive perceptions on the effect and impact that a lesson plan has on teaching. They all stated that a lesson plan guides the lesson well, helps one recall important points during the course of the lesson, helps learners grasp points easily as it helps a teacher present the lesson in an orderly manner, helps a teacher teach effectively and it helps a teacher achieve lesson plan objectives.

However, four of the teachers accounting for 20% had different views of the effect and impact that lesson planning has on teaching. The researcher discovered that the four teachers with the negative perception are those with over five years teaching experience who had stated that they wrote their lesson plans occasionally. One of the teachers had this to say when asked the effect and impact a lesson plan has on teaching.

A lesson plan has no effect on teaching because experience of the teacher is what matters, I teach just fine even without a lesson plan. I see lesson planning to have a negative impact on teaching because a teacher wastes a lot of time writing lesson plans. You find that some teachers even delay going to class late because they are busy writing lesson plans instead of going to teach the pupils and these same teachers even fail to deliver in class.

In summary, the researcher discovered that locality of the school does not matter when it comes to writing of lesson plans by the teachers. Most teachers have positive perceptions of a lesson plan despite them not writing them always before going to class.

4.2.2 Process of Lesson Planning in Secondary Schools

All the four HODs pointed out that a better teacher is one who always writes lesson plans because it shows they have adequately prepared for the lesson they are going to deliver. When the teachers were asked if they performed better when they had written a lesson plan before going to class, ten out of sixteen teachers with a percentage of 62% agreed in the affirmative whilst the remaining six with a percentage of 37% disagreed. From the teachers who indicated that they taught better when they had written a lesson plan, one of them had this to say.

As a novice teacher I have noticed that I teach better when I have written a lesson plan than when I have not. This is because my teaching changes with a lesson plan as I have more confidence to deliver the lesson and it helps me to keep focused and not jumble up points.

On the other hand, the six teachers said their teaching performance was just fine and does not change whether they have written a lesson plan or not.

The researcher found that of the ten that said they performed better, six had served for less than five years while the other two had served for more than five years. As for the group of six who said their performance was not affected by the lesson plan two had less years in service than the other four who had over five years teaching experience. These findings were similar across the four schools regardless of the location.

Different views were given when the participants were asked if a lesson plan has an impact on pupil performance. Two of the HODs and six teachers representing 40% agreed in the affirmative and gave responses ranging from: a teacher will fail to deliver without a lesson plan making pupils fail to grasp points, it helps a teacher know the strength and weakness of his learners and know the next step to take with learners.

However, two HODs and ten teachers representing 60% argued that a lesson plan has no impact on pupil performance because delivery of the lesson is what matters. One HOD had this to say.

A lesson plan has no impact on pupil performance because some teachers prepare very good lesson plans but they fail to deliver when they enter the classroom. Some of the teachers write lesson plans for formality only but they do not even go class to teach.

One teacher also shared the following

Lesson planning has no impact on pupil performance because the lesson plan is just for the teacher to use and not the learners. I can write a very good lesson plan but fail to deliver when I go to teach, so teacher performance is what has an impact on pupil performance and not a lesson plan.

Of the two HODs that agreed that the lesson plan had an impact on pupil performance, one was from an urban school while the colleague was from a rural school. Likewise, the two HODs that

indicated it had no impact on pupil performance; one was from a rural school and the other from an urban school. As for the teachers, in the group of ten that indicated lesson plan had an impact, six were from urban schools and four from rural schools, whilst in the group of six that said it had no impact, two were from urban schools and four from the rural schools. This meant that, amongst the teachers those in urban schools had a better positive view of the impact that a lesson plan had on teaching than their colleagues in rural schools. While the HODs shared similar views in spite of being in rural and urban schools.

The HODs and teachers shared a number of challenges which teachers face when it comes to writing lesson plans; these have been shown in the tables below.

4.2.2.1 Challenges teachers face with lesson planning

Table 6: Responses from teachers on challenges faced when lesson planning

School A	School B	School C	School D
-heavy teaching load -lack of reference Materials -format of the lesson plan -Time consuming	-format of the lesson plan(rationale part) -lack of reference materials	-heavy teaching load -time consuming	-lack of reference materials -time consuming

The table above shows the challenges teacher indicated they faced when it comes to writing lesson plans. It can be concluded that lack of reference materials in three of the schools seems to be a major contributing factor in challenges teachers face when it comes to writing lesson plans. Departments do not have reference books to help guide the teacher when writing lesson plans. Some of the teachers stated that they face problems with the format of the lesson plan as it confuses them. Whilst others saw the whole activity of writing lesson plans as being time consuming because they have other important responsibilities to do in School. On this, one teacher had this to say

One major challenge I face when it comes to writing lesson plans is that it consumes much of my time. I have to teach, give exercises to my classes and find time to mark the exercise books. At

the same time, attend to other responsibilities that I have in school. On top of that my supervisors require me to write lesson plans. I just can't find time to sit and write lesson plans because of all these other activities I have to do.

Table 7: Responses from HODS on challenges faced when lesson planning

School A	School B	School C	School D
-lack of reference materials -heavy teaching load -extra responsibilities in school for some teachers - lesson plan format	-heavy teaching load -extra curricular Activities	-heavy teaching load -subject combination	-lack of reference materials

The table above shows the responses that the HODs gave on the challenges that the teachers faced when it came to lesson planning. As can be seen, the responses of the teachers matched with those of their HODs, the HODs accepted that teachers faced challenges when it came to writing of lesson plans. On the challenges, one HOD shared the following with the researcher:

One major challenge that I think teachers face when it comes to writing of lesson plans is lack of reference materials. The ministry has introduced a new curriculum but some schools do not have books to go with this new curriculum. This makes it difficult for teachers to prepare for lessons effectively as they do not have reference guides. The other challenge is that some teachers have big teaching loads and others have extra responsibilities in school, such as, stores officers, boarding teachers and planning officers. Such teachers do not have time to write lesson plans because of their busy schedules.

Another HOD from the Languages department also shared similar sentiments

I understand sometimes when some of the teachers in my department fail to write lesson plans because work in my department can be demanding. Teachers have to teach, give exercises with each lesson they teach, mark exercise books and give remedial work for those pupils who did not

understand the lesson. On top of that, you find these teachers are overloaded with periods. So writing lesson plans is not a primary issue with such teachers. And I understand when I find some lesson plans missing in their teaching file.

This shows that the HODs in their supervisory role to the teachers accepted that teachers failed to have all the lesson plans in their teaching file because they were hindered by the challenges that are outlined above.

The researcher was also able to check and observe the teaching load of some of the teachers sampled and it was discovered in one school a teacher had about 40 periods because he was the only one offering a certain subject in the school, on top of that, the said teacher was also the school's stores officer. This meant that the teacher had no time to write lesson plans as he was busy throughout the day with teaching and attending to his other responsibility in school.

In another school, the researcher discovered that the Social Science department had no reference material for Social Studies and teachers were using the old books for Geography, Civics and History to teach Social Studies. Thus, this made it difficult for teachers in the department to prepare lesson plans adequately.

The researcher discovered that the responses participants gave on the challenges faced in their schools were similar both in the urban and rural schools. Hence, teachers did face serious challenges when it came to writing lesson plans as was shown from the responses of the teachers and their HODs and through the observations carried out by the researcher.

Therefore, when the HODs were asked if it was possible for teachers to write a lesson plan for each lesson they teach. They all indicated that this was not possible but only possible for a teacher who has fewer classes and less or no responsibility in the school. Thus, the fewer classes and responsibilities a teacher had in school the more the likelihood of them writing all the needed lesson plans for the lessons taught.

The participants were further asked to give their views on the format of a lesson plan that they were required to use in their school. The teachers and the HODs gave various perceptions on this. Some responses from the teachers included the following:

At School A, all the teachers interviewed stated that the format was too detailed as a result it took long for them to write just one lesson plan. One teacher complained that it was difficult to keep abreast with the changes because the school kept changing formats. Whilst another complained that they were still trying to get used to the format of the lesson plan as it has just been changed.

The views were similar in the other three schools; for instance, at School B, the teachers interviewed stated that they did not know what information to write on the rationale part of the lesson plan format. Another stated that a teacher did not need to be spending a lot of time writing lesson plans as was happening because of the many details that was needed to be included.

A newly deployed teacher at School D with less than one year of teaching experience shared the following:

I find it hard to use the format I have found at this school because I am used to the one I learnt whilst at college. This one here is too detailed and it takes me long to finish writing lesson plans because some of the parts are confusing me. If only I can be allowed to use the one I learnt at college, it will make writing lesson plans easier for me.

The researcher was privileged to check the lesson plan format that was used at School A which teachers had complained about. Closer observation showed the plan to be too detailed. The researcher also observed that some teachers did not include all the details they were supposed to on the format, when asked why they did not include all details, the participants responded that they felt they were not necessary.

On the other hand, all the four HODs in the four schools indicated the format of the lesson plan was good and they saw no problems with it. One HOD from School C said the format they were using was adequate as it had all the general information concerning the class and school.

These findings were similar in all the four schools; furthermore, both the experienced and less experienced teachers shared the same views on the format of the lesson plan.

The teachers and their HODs were thereafter asked if they are some changes they would propose to the format of the lesson plan. Proposed changes that were made have been shown in the tables below.

4.2.2.2 Proposed changes to the format of a lesson plan

Table 8: Responses from teachers on proposed changes to lesson plan format

School A	School B	School C	School D
-format should be simplified. -Need to remove certain aspects(Rationale and Cognitive approach)	-Format should be simplified. -Need to remove the rationale part.	-format should be simplified.	-format should be simplified. -need to remove rationale part.

From the information given in the table, it can be concluded that teachers in all four schools were facing difficulties with the lesson plan instrument used in their schools because of the many details that they needed to fill in. They all shared similar views that the format was too detailed and thus needed to be simplified. Further, almost all the teachers were of the view that the rationale part on the lesson plan format should be removed as most did not know what information to include there. One teacher shared the following with the researcher.

I think the rationale and cognitive closure should be removed from the format of the lesson plan because they confuse me and I end up spending a lot of time thinking what I will write on the rationale.

Another teacher also had this to say.

A teacher is always busy, so when I sit down to write a lesson plan. I should find it an easy activity to do and should not spend a lot of time thinking what information to include in the rationale. So this rationale needs to be removed from the lesson plan format.

Table 9: Responses from HODs on proposed changes to format of lesson plans

School A	School B	School C	School D
None	None	None	None

Responses from the teachers differed with those of the HODs as they all shared similar sentiments that the format was just fine the way it was and did not need any changes to be made to the format.

Thus, whilst all the teachers complained that the format was too detailed and needed to be simplified with certain details being removed from the format altogether. The HODs were of the view that the format was fine the way it was. This shows that the teachers and their supervisors are not in agreement with how the instrument should be like.

In summary, 40% of the participants agreed that the lesson plan had an impact on pupil performance while 60% argued that the performance of the teacher in class is what has an impact on pupil performance and not a lesson plan. Further, the challenges the teachers faced with lesson planning were found to be the same in all four schools despite location and it can be the reason why some teachers fail to write their lesson plans. In addition, all teachers in the four schools had problems with the format of the lesson plan which they complained of being too detailed and proposed the format to be simplified. However, all HODs interviewed saw nothing wrong with the format of the plan and did not propose any change to it.

4.2.3 Monitoring of Lesson Planning by School Administrators in Secondary Schools

When asked how often teachers were supposed to submit their lesson plans to the HOD's office, all the four HODs stated that according to education standards, teachers were supposed to submit their lesson plans for the HOD to check every time before they go to class and conduct their lesson. However, this was not the case in all the four sampled schools.

One HOD from School A complained that

Teachers are supposed to always submit their lesson plans before going to class to teach, however, this is rarely done. Most submit after two weeks together with the records of work and you find some of the lesson plans missing despite the records of work showing that those lessons have been taught already.

Another HOD from School B further lamented that

Some teachers in my department submit their lesson plans just once or twice in a term. I have some teachers who fail to submit even one lesson plan the whole term.

The teachers on the other hand gave various responses when they were asked how often they submitted their lesson plans to their HODs for checking before conducting their lessons. The tables below show the responses given by each teacher in the four sampled schools.

4.2.3.1 Frequency of Lesson Plan Submission by Teachers to HODs

Table 10: Responses from School A

Frequency of Submission	Teachers with more than 5years experience		Teachers with less than 5years experience	
	Male	Female	Male	Female
Always				
Frequently				
Occasionally		X	X	X
Never	X			

As shown in the Table above, from School A, one male teacher with more than five years in service stated that he never submitted his lesson plans to the HOD before going to teach, whilst his female counterpart said she occasionally submitted her lesson plans to the HOD for checking before going to teach. Both the female and male teachers with lesser years in service said they occasionally submitted their lesson plans for checking before going to teach. None of the participants said they always or frequently submitted their lesson plans to the HOD for checking.

Table 11: Responses from School B

Frequency of Submission	Teachers with more than 5years experience		Teachers with less than 5years experience	
	Male	Female	Male	Female
Always				
Frequently		X		
Occasionally	X		X	
Never				X

From School B, the female teacher with more years in service said she frequently submitted and her male colleague said he occasionally submitted lesson plans to the HOD. Whilst the male teacher with lesser years in service said he occasionally submitted and his female colleague said she never submitted lesson plans. None of the participants from School B said they always submitted their lesson plans to the HOD for checking before going to teach.

Table 12: Responses from School C

Frequency of Submission	Teachers with more than 5years experience		Teachers with less than 5years experience	
	Male	Female	Male	Female
Always				
Frequently				X
Occasionally				
Never	X	X	X	

As shown in Table 12, three teachers from School C, that is the two with more than five years teaching service and the male teacher with lesser years in service responded that they never submitted their lesson plans. Whilst the female teacher with lesser years in service said she frequently submitted her plans to the HOD for checking before conducting her lesson. None of the participants in School C said they always or occasionally submitted their lesson plans for checking to the HOD.

Table 13: Responses from School D

Frequency of Submission	Teachers with more than 5years experience		Teachers with less than 5years experience	
	Male	Female	Male	Female
Always				
Frequently		X		
Occasionally			X	X
Never	X			

From School D, one male teacher with more years in service said he never submitted his lesson plans for checking before going to teach, whilst his female counterpart said she frequently submitted hers. Their colleagues with lesser years in service said they both occasionally submitted their lesson plans to the HOD for checking before conducting their lessons. None of the teachers from School D said they always submitted their lesson plans to the HOD before going to teach.

Thus, information from the Tables shows that according to gender, three female teachers said they frequently submitted their lesson plans, whilst none of the male teachers frequently submitted their lesson plans. Furthermore, four male teachers said they occasionally submitted, while three female teachers said the same. Four male teachers said they never submitted their lesson plans with only two female teachers stating the same. This shows that female teachers were more consistent with submission than their male colleagues as none of the male teachers said they frequently submitted their lesson plans to the HOD.

According to years in teaching service, two teachers with more years in service responded that they frequently submitted their lesson plans, whilst only one teacher with lesser years in service said the same. However, only two teachers with more experience said they occasionally submitted while five with lesser teaching years said the same. Finally, four teachers with more experience said they never submitted their lesson plans while two of their colleagues with lesser years in service shared the same views. In addition, the researcher found that the location of the school was not a factor when it came to submission of lesson plans for checking to the HOD before commencement of the lesson by the teacher. This is because the teachers in both urban and rural schools had similar responses.

Therefore, three teachers representing 18% indicated they frequently submitted their lesson plans, while seven teachers accounting for 43% indicated they occasionally submitted their lesson plans and six teachers with a percentage of 37% stated that they never submitted their lesson plans.

The HODs were further asked if it was possible for them to check each lesson plan for each teacher in their department before the teachers conducted their lessons. All the four HODs replied that it was not possible.

One HOD from School B had this to say:

It is not possible for me to check each teacher’s lesson plan in my department before they can go to teach because I also have classes that I need to prepare and plan for as well. Apart from that, my department is one of the biggest in the school which makes it impossible for me to do that as they are a number of teachers offering different subjects.

The HOD from School D concurred with the colleague from School B and added that

In my department I only manage to check lesson plans for the teachers who come on teaching practice. As for my teachers, I only check fortnightly when they submit together with the records of work.

Thereafter, the HODs were asked if they faced any challenges when it comes to monitoring teachers lesson plans. To this, the HODs shared a number of challenges which are in the table below.

Table 14: Challenges Faced by HODs in Monitoring Lesson Plans

School A	School B	School C	School D
-Inconsistent submission, undated lesson plans, older teachers not willing to submit lesson plans.	Inconsistent submission, teachers lesson plan not matching with pupils work,	Inconsistent submission, undated lesson plans, pupils complaining of not being taught meanwhile teacher has all the lesson plans in the file.	Use of different lesson plan formats especially novice teachers, Inconsistent submission, undated lesson plans.

The challenges that HODs faced with monitoring teachers’ lesson planning seemed to be similar in all four schools despite the location of the school. All the four HODs complained that teachers were inconsistent in their submission of lesson plans. Another common challenge was the submission of undated lesson plans which made it difficult for the HODs to know when the

lesson was conducted or if the lesson plan was written before or after the lesson had already been delivered to the pupils.

The participants were finally asked to state whether the lesson plan was an efficient tool for supervisors to use in monitoring and evaluation of teachers' work to which the teachers and HODs gave various responses.

Therefore, Figure 3 below shows the responses that the participants gave in relation to the efficiency of a lesson plan as a monitoring tool.

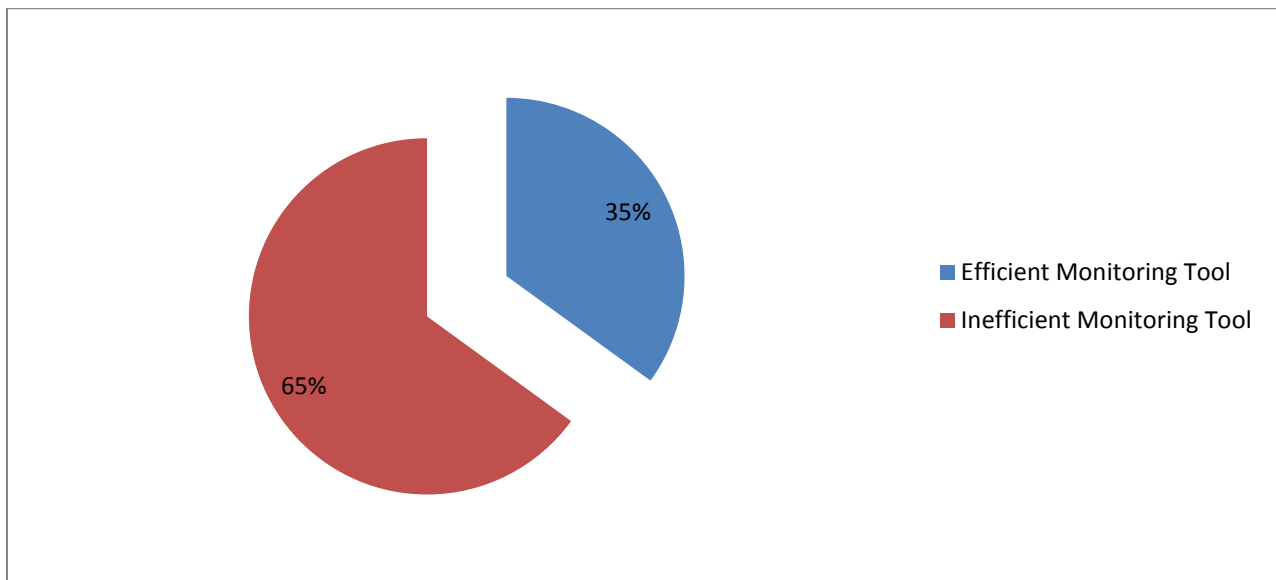


Figure 3: Frequency of Lesson Plan Submission

From Figure 3 above, two HODs and five teachers representing 35%, agreed that it was an efficient tool whilst two HODs and eleven teachers accounting for 65% disagreed that it was not an efficient tool.

Those who agreed shared the following answers with the researcher: the lesson plan will show how far a teacher has gone in terms of syllabus coverage, it is a true reflection of a teacher's work and shows the supervisor that a teacher has taught the lesson. One teacher from School B pointed out that.

A lesson plan is the only form of evidence the supervisor has that a teacher went to class and taught.

An HOD from School D concurred with the teacher and added that

A lesson plan is an efficient monitoring and evaluation tool because it can easily show which area teachers in my department go wrong and those who may omit content in the lesson.

However, some of the teachers and HODs stated that a lesson plan is not an efficient monitoring and evaluation tool. One teacher from School A had this to share.

Some teachers are very good at writing lesson plans and will have up to date lesson plans in their files meanwhile they rarely go to class and teach. Monitors are easily fooled by such teachers who have up to date lesson plans thinking they are hard working.

The HODs from School A and School B shared the same perceptions on the efficiency of lesson plan in monitoring and evaluation respectively.

A teacher may write a very good lesson plan but fail to deliver in class. The tool to use is the pupils' results.

A teacher may write a lesson plan but fail to deliver in class, so the best instrument to use is the pupil and not the lesson plan.

Those who disagreed that a lesson plan was not an efficient tool in monitoring and evaluation all stated that delivery of the lesson by the teacher is what counts because that is what can make a pupil fail or pass.

These findings show that on the efficiency of a lesson plan as a monitoring and evaluation tool of a teachers' work, the two HODs from urban schools shared similar views while their counterparts from the rural schools also shared similar views different from them. As for the teachers, responses from them did not differ much, from the group of five that agreed with the perception; two were from urban schools and three from rural schools. Similarly, from the group of eleven that disagreed with the perception, six were from urban schools and five from rural schools.

In addition, all the five teachers that agreed with the notion were those with less than five years teaching experience, meaning that, all the eight teachers with more than five years teaching experience shared similar view that the lesson plan is not an efficient tool to use in monitoring and evaluation of their work. Meanwhile, only three teachers with lesser years in service shared similar view with their more experienced counterparts. Furthermore, the findings show that female teachers were more in agreement with the notion than their male colleagues as four out of the five teachers who said the lesson plan was an efficient monitoring tool was found to be female.

In conclusion the findings showed that teachers in both rural and urban schools had positive perceptions about lesson planning, most of the respondents interviewed brought out the benefits of the influence a well prepared lesson plan has in the hands of the teacher; however, a lesson plan goes hand in hand with the delivery of the lesson by the teacher. Further, the process of lesson planning in secondary schools is hampered with a number of challenges which even supervisors are well aware of and these challenges hinder teachers from writing lesson plans at times needs to be simplified to enable teachers work on their plans in the soonest possible time. Also, lesson plan submission was inconsistent as HODs rarely checked teachers' lesson plans before they conducted their lessons. The HODs also faced a number of challenges when it came to monitoring teacher's lesson plans. Finally, a lesson plan is not an efficient tool to be used in the monitoring and evaluation of a teachers' work. Supervisors should concentrate more on the performance of the teacher as the pupils' results would determine whether the teacher is hard working or not.

4.3 Summary

This chapter presented research findings from the four selected secondary schools. The presentation of findings was guided by the research questions as presented in chapter 1. The subsequent chapter discusses the research findings in relation to literature.

CHAPTER FIVE

DISCUSSIONS OF THE FINDINGS

5.0 Overview

The research findings are discussed in this chapter as guided by the objectives of the study that are stated in chapter one. The objectives were: to assess the teachers' perceptions on lesson plans, in selected government secondary schools in Mansa District, to examine the process of lesson planning in secondary schools and to examine how school administrators monitor lesson planning in secondary schools.

5.1 Perceptions of Teachers

In this study all the sixteen teacher participants sampled in the research said they wrote lesson plans, however, the frequency of writing lesson plans differed among the teachers. Some reported that they always wrote their lesson plans, others wrote frequently and some said they wrote occasionally. Those who wrote occasionally purported that they wrote merely for the sake of supervision purposes. Othmane (2015) in his study "The Role of Lesson Planning in Improving Effective Classroom Management" agreed with this as he asserted that indeed teachers report that they rarely write down their plans, except when they are required for administrators or needed for substitutes.

Furthermore, Singh (2007) stated many advantages of lesson planning which are; making the teacher systematic and ordered, facilitating the task of the teacher to set aims and objectives, giving the teacher confidence and self-reliance and encouraging the continuity in the teaching process. Similarly, most of the participants sampled in this research shared similar views as those of Singh (2007) as they stated that a lesson plan is a guide for the teacher to use in class; it helps drive the lesson and keeps one focused during the lesson.

The findings from the current research revealed that most experienced teachers did not always write lesson plans because they believed that a lesson plan did not help them deliver since they were already experienced. Othmane (2015) in his study showed that the nature of lesson planning and the kind of information included could vary greatly, experienced teachers felt they

could teach from their mental plans rather than a detailed lesson plan. This implies that some teachers with experience seemed to have an ability to think on their feet, which allowed them to believe that they do not need to plan their lessons.

However, Abebe (2002) in his study “An Analysis of Lesson Plans: The Case of English Teaching in Kafa Zone” disagreed with this notion as he argued that lesson planning was essential for effective teaching. It requires the teacher to look ahead and plan a series of such activities and progressively modify children’s attitudes, habits, information and abilities in desirable directions. He further added that, the importance of lesson plans showed that lesson plans should be prepared by all teachers. It is true that the experienced teacher has a good knowledge of the subject he/she teaches. This does not mean knowledge remains static. This does not mean the feeling about a given reality remains the same through time. Moreover, we may not encounter pupils of the same characteristics year after year; our method and materials may vary accordingly.

The views of Abebe (2002) are similar with those of the HODs and some of the teachers sampled in this research as they all agreed that a lesson plan has an impact and effect on teaching as it enables a teacher deliver lesson well and achieve his lesson objectives thus should be prepared by all teachers in the teaching fraternity.

Therefore, the findings in this research showed that the majority of the teachers basically had positive perception when it came to writing of lesson plans, with only a few having negative perceptions. Further, those with negative perceptions were mostly experienced teachers who had been in service longer than five years than newly deployed teachers who have served for less than five years; these experienced teachers opted to rely on their mental abilities to deliver their lessons. Despite having this positive perception towards lesson planning, the frequency of writing lesson plans amongst all the teachers sampled in this study was discouraging as this researcher concluded that lesson planning in all the four sampled schools was an activity which was rarely done by the teachers. The findings further showed that, perceptions of lesson planning were similar in all the four schools despite the location of the school, in both urban and rural schools, negative and positive perceptions were found to exist amongst all the teachers.

5.2 Process of Lesson Planning

The study revealed that a teacher who writes lesson plans is better than the one who does not write, however, writing of lesson plans should go hand in hand with good delivery strategies that should be employed by the teacher. In that, a teacher should not just concentrate on the production of records but must ensure that lessons are delivered well to the pupils. Some teachers and HODs complained that there were teachers who wrote very good lesson plans but failed to deliver when they went to teach while some just planned lessons when they hardly even taught pupils. Hence, the best planned lesson is worthless if a teacher fails to employ interesting delivery procedures to capture pupils' attention. Similarly, findings also showed that lesson planning has no impact on pupil performance but delivery of the lesson is what has an impact on pupil performance. All these findings are in line with Wanjala and Wanjala (2017) whose study centered on "Level of Teachers' Efficiency in Work Performance in Public Secondary Schools in Wajir North District, Kenya" these postulate that, the teacher will be deemed efficient if lesson preparation enhances quality teaching and maximum learning achievement.

All respondents in this study agreed that they were a number of challenges which hindered them from effectively writing lesson plans. The teachers and HODs pointed to lack of reference materials, heavy teaching load, extra responsibilities in school, lesson plan format and to lesson planning being time consuming to be among the challenges which affected teachers with lesson planning. These challenges were common in all the four schools under the study and are some of the reasons which made teachers fail to write lesson plans.

These findings are similar with those of Chuunga (2013) whose study centered on the teacher's practices in the teaching of reading and writing, Chuunga discovered evidence showing that teachers lesson planning was at times affected by the challenges of over enrollment, teacher-pupil ratio and lack of teaching and learning materials. In addition, Manyarara (2015)'s study which looked at "Lesson Planning for teacher effectiveness" showed that the teachers in her study failed to write lesson plans at times due to their involvement in sports and extra-curricular activities. Jones (ND) also alluded that lesson planning is too often dismissed as a chore, even an irrelevance for which busy teachers have little time.

This illustrates that teachers faced a number of challenges when it came to writing of lesson plans. The study also revealed that the supervisors were aware of these challenges as they all

stated that it was not possible for a teacher to write or have all the needed lesson plans, unless that teacher is not affected with any of these challenges. However, they further pointed out that a teacher could still manage to write all lesson plans especially if the teacher has fewer classes and less responsibility in school.

It was further established in this study that all sixteen teachers found in all the four sampled schools have a problem with the format of the lesson plan used in their respective school, they lamented that the format was too detailed as it had too many components which was taking up a lot of their time just to finish writing their lesson plans. According to Haynes (2010) a lesson plan should have five basic components, these are: "aims, content, methods, resources and assessment. The lesson plan does not have to be a detailed description of each possible classroom event. Nor does it have to predict all students' response or question during the class session. It is rather a general outline of the teaching goals, learning objectives, and means to realize them. It is a reminder of what the teacher wants to do and how he wants to do it. In line with the views of Haynes (2010), the lesson plan format that teachers use in the sampled schools has too many details unlike having just the basic components outlined by Haynes. This meant that, the format consumes a lot of time of a busy teacher, which results in some teachers leaving other components blank or altogether not writing the lesson plan.

Therefore, the lesson plan format used in the sampled schools was too detailed making it impossible for teachers to plan their lessons in ample time. Further, other teachers opted to leave certain components blank on the format as they saw no need to fill in, whilst some opted not to write lesson plans at all because of the format they are made to use. Therefore, lesson plan format needs to be simplified to enable teachers write their plans in shortest possible time without any struggles. Othmane (2015) in his study concluded that teachers' lesson plans are not supposed to be an exhaustive description of every single procedure, but they should be SMART (Specific, Measurable, Achievable, Relevant, Time-bound).

On the other hand, all the four HODs in their capacity as the teachers' supervisors found no problem with the format used as they all stated that the lesson plan format used in their school was good and had all the necessary and important details for teachers to fill in. The difference in the views of the HODs and the teachers could be attributed to the supervisory role the HODs play in the school. As part of the school administration, HODs play a role in formulation of

lesson plan format used in their respective departments; hence, they cannot really speak against something they helped formulate.

The study further revealed that the teachers in all the four sampled schools proposed a number of changes to the format of the lesson plan. The teachers called for the lesson plan format to be simplified by removing some components of the lesson plan format such as the rationale part, which they said was confusing them. However, their supervisors, the HODs since they had already said the lesson plan format was fine the way it was proposed no changes to the format.

In summary, the process of lesson planning in Secondary Schools is affected by a number of challenges; these challenges hinder teachers from effectively planning of their lessons. Moreover, lesson planning alone is not enough to impact pupil performance in secondary schools; lesson planning has to move hand in hand with lesson delivery by the teacher. Teachers should not only concentrate on writing lesson plans only but should endeavor to have good delivery techniques for their lessons. The lesson plan format as well needs to be simplified and have just the necessary basic information on it.

5.3 Monitoring of Lesson Planning

It was also established in this study that there was inconsistency when it came to the submission of lesson plans by teachers to the office of the HODs, both teachers and the HODs agreed that teachers rarely submit their lesson plans to the HOD for checking and monitoring before they conduct their lesson. With most teachers opting to submit fortnightly together with records of work, some HODs also encouraged the same system. The HODs opted to use this method because of lack of time to carry out the monitoring activity. The researcher is of the view that, the HODs can use delegation method by assigning heads of sections to monitor lesson plans on their behalf in cases where they are busy with other administrative responsibilities.

The Heads of Departments further said it was impossible for them to monitor each teacher's lesson plan before lesson delivery in their departments as they have a number of other roles to play in the school. A study done by Jaca (2013) which looked at the Leadership Role of the Head of Department in the Teaching of Mathematics showed that HODs experienced challenges such as lack of time to do their jobs, heavy teaching and administration loads and too many

responsibilities. Hence, this showed that HODs had busy schedules; this therefore made it impossible to always monitor each teacher's lesson plan before they conduct their lessons.

The researcher further established that there were challenges that the heads of departments faced when it came to monitoring of lesson plans. The four sampled HODs brought out a number of challenges which they faced in their execution of duties. These ranged from; inconsistent lesson plan submission, handing in of undated lesson plans, use of different formats by the teachers in one department, lesson plans not matching with pupils' book content as well as older teachers not willing to submit lesson plans. According to Jaca (2013), the frustrations of subject leaders involve lack of time for monitoring and development of colleagues. There is also an issue of lack of cooperation from colleagues which posed difficulties for subject leaders in terms of developing their roles.

In this study, the researcher discovered that the lesson plan as a tool on its own cannot be used by supervisors in the effective monitoring and evaluation of the teachers work. As stated by most respondents who said that some teachers are just good at paper production but fail to deliver once they are in the classroom. Therefore, supervisors should use pupils' performance in monitoring and evaluation of a teachers' work and not the lesson plan. According to Darling-Hammond et al (1983), Evaluation involves collecting and using information to judge the worth of something. It is an activity that teachers themselves engage in, though often informally. The evaluation of teaching collecting and using information to judge worth will vary depending on one's conception of teaching work.

In line with the definition of evaluation given by Darling-Hammond et al (1983), it is easy to see that the lesson plan is not an efficient tool on its own to be used in the monitoring and evaluation of a teacher's work. Supervisors should use other tools as well such as lesson observation, pupil's performance and assessment to ascertain teacher's effectiveness in the school. Some of the respondents had shared that some supervisors just look at a teacher's lesson plans and make their conclusions from there. This should not be the case in; the supervisors should use the lesson plan as just one of the tools in monitoring and evaluation but let them use other tools as well before making an informed decision with regards to monitoring and evaluation of the teacher. Tesema (2014), in his study "the practices and challenges of school-based supervision in government secondary schools" has postulated that, in order to bring effective education through

the improved teaching learning process, school-based supervision should be democratic and cooperative and should get serious attention in the school. He goes on to argue that, the overall objective of effective school based supervision is to enable the individual teacher to become implementer of effective teaching.

In summary, the monitoring of lesson planning by school administrators (HODs) can be said to be quite unsuccessful in its execution by the HODs, this because of the inconsistent submission of lessons plans by the teachers, who fail submit before they teach. The HODs as well fail to monitor lesson plans for all teachers in their departments before they teach due to heavy workload of teaching and other administrative duties they have. In addition to this, monitoring and evaluation of teachers is very cardinal in schools as it shows the effectiveness of each individual teacher, however, a lesson plan on its own should not be used as a monitoring and evaluation tool by supervisors. Apart from the lesson plan supervisors should use other tools such as lesson observations and checking of pupils' performance to monitor and evaluate teachers' work.

5.4 Summary

The forgoing chapter discussed the research findings and was guided by the research objectives as stated in chapter 1. The subsequent chapter will state the final conclusions and recommendations of the study.

CHAPTER SIX

CONCLUSIONS AND RECOMMENDATIONS

6.0 Overview

This chapter concludes and gives recommendations of the study. The conclusion will be made in line with the research objectives and theoretical framework as presented in chapter 1. Recommendations will be divided into general recommendations and recommendations for future research emanating from the gaps identified during this study.

6.1 Conclusion

On the first objective, the study established that the teachers in all the four sampled schools had positive perceptions with regards to lesson planning; however, the only problem is the frequency of writing lesson plans. Further, the few with negative perceptions were mostly those with over five years teaching experience. The perceptions of lesson planning were found to be similar despite the location of the school and gender of the respondent. Additionally, majority of the respondents agreed that a lesson plan had an effect and impact on teaching with only a few with negative perceptions disagreeing with the notion.

With regards to the second objective, the process of lesson planning in secondary schools was not being efficiently done due to the fact that the teachers in the sampled schools faced a number of challenges which hindered them from either writing lesson plans or when they wrote, the lesson plan was not effectively done. The challenges were similar in all the four schools showing that teachers despite locality face similar problems when it comes to lesson planning. Furthermore, respondents generally stated that the lesson plan has no impact on pupil performance but delivery of the lesson is what matters and has an impact on the performance of the pupil. These responses were also found to be similar in all the four schools despite the schools being classified as rural and urban. The sampled teachers in all four schools also proposed a number of changes to the format of the lesson plan because they complained that it was too detailed and certain components on the format were confusing them. The complaints and changes were found to be similar in all the four schools despite being in rural and urban areas.

On the other hand, the HODs saw no problem with the format and thus opted not to have any changes made to the format.

With regards to the third objective, the study established that the monitoring role of lesson plans by school administrators was challenging which made it difficult for them to monitor each teacher's lesson plan before they conducted lessons. In addition, there was also inconsistency with regards to the submission of lesson plans by teachers to the HODs for checking before conducting their lessons.

In line with the theoretical framework of cognitive dissonance, the teachers' perceptions of lesson planning makes them write or not write lesson plans. Teachers who have positive perceptions of the importance of lesson planning usually carry out the activity of writing them whilst those with negative perceptions do not carry out the activity.

6.2 RECOMMENDATIONS

Based on the findings, the following recommendations are made.

1. Continuous Professional Development CPD meetings should be held at least every term where CPD school coordinators and administrators must emphasis on the importance of lesson plans to the teachers.
2. The MoGE should ensure that schools across the country have all the needed teaching and learning materials in schools to enable teachers plan effectively for their lessons as well as ensure effective teaching in schools.
3. The School administrators should work on simplifying the lesson plan format so that teachers do not spend a lot of time writing lesson plans.
4. School administrators should be consistent with the monitoring of teachers' lesson plans.
5. In cases where HODs fail to monitor teachers' lesson plans; they should delegate the responsibility to the section heads in their departments.

6.3 Recommendations for Future Research

1. A similar research should be carried out in Primary Schools so as to compare the Monitoring of Lesson Planning by School Administrators in Secondary Schools with those in Primary schools.

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APPENDICES

1. RESEARCH INSTRUMENTS

A. INTERVIEW GUIDE FOR THE TEACHERS

1. How long have you been in service as a teacher?
2. How often do you write lesson plans?
3. Why do you write lesson plans?
4. Do you think lesson plans are important for effective teaching? Explain
5. Do you think lesson plans have an impact on teaching? Explain
6. Does your teaching performance change when you have written a lesson plan? Explain
7. Do you think writing lesson plans has an impact on the performance of pupils? Explain
8. Is it necessary to have a lesson plan for each lesson you teach? Explain
9. Do you face any challenges when it comes to writing lesson plans? Explain
10. What is your view on the format and process of lesson planning?
11. What changes would you propose to the format of a lesson plan?
12. How often do you submit your lesson plans for checking to the HOD before conducting your lesson?
13. Are lesson plans an efficient tool for supervisors to use in the monitoring and evaluation of a teacher's work? Explain

B. INTERVIEW GUIDE FOR ADMINISTRATORS

1. How long have you been in service in your current position as Head of Department?
2. How often do the teachers in your department write lesson plans?
3. Why do teachers write lesson plans?
4. Do you think lesson plans are important for effective teaching? Explain
5. Do you think lesson plans have an impact on teaching? Explain
6. How would you compare teachers who write lesson plans for each lesson and those who do not write lesson plans?
7. Does writing of lesson plans have an impact on pupil performance? Explain
8. Who do you think is a better teacher, one who always writes lesson plans and one who writes them periodically? Explain
9. Do you think it is possible for a teacher to write a lesson plan for each lesson they teach? Explain
10. Do you think teachers face any challenges when it comes to writing lesson plans? Explain
11. What is your view on the format and process of lesson planning?
12. What changes would you propose to the format of a lesson plan?
13. How often do teachers in your department submit their lesson plans before they teach?
14. Is it possible to check each teacher's lesson plan in your department before they conduct lessons for the day? Explain
15. Do you face any challenges when it comes to monitoring of teachers' lesson plans?
16. Do you think lesson plans are an efficient monitoring and evaluation tool? Explain

C. OBSERVATION CHECKLIST

1. TEACHING FILES

- 1.1 Check the number of lesson plans
- 1.2 Check for the dates when they were reviewed by the supervisor
- 1.3 Check for feedback given by supervisors
- 1.4 Formats and guidelines for lesson plans

2. INTERVIEW

- 2.1 Observe consistence in responses
- 2.2 Probe for more information when inconsistencies are noticed
- 2.3 Check for expressions of respondents as they answer the questions