

# **LANGUAGE IN INDIA**

**Strength for Today and Bright Hope for Tomorrow**

**Volume 11 : 10 October 2011**

**ISSN 1930-2940**

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## **Evaluation of Present Practices of Lesson Planning in Public Sector Secondary Schools of Punjab (Pakistan)**

**Aijaz Ahmed Gujjar, Naeemullah Bajwa, Ph.D.,  
Ghazala Shaheen, Ph.D., and Sajid Rehman, Ph.D.**

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### **Abstract**

Lesson planning is the first and foremost step in teaching. A good planning for lesson results good teaching and better results. The lesson planning has its roots in the history of teaching. Objectives of this study include the following: To evaluate the present practices of the lesson planning in the public sector secondary schools of District Attock, to investigate the motivation for lesson planning by the heads of institutions, to enquire about proper training of lesson planning.

100 teachers from the public secondary schools were considered the sample of the study. A fifteen items questionnaire was developed and data was collected from the teachers who were considered the sample of the study. The study found that Majority of the teachers held that they did not plan their lesson regularly and daily, Majority of the teachers perceived that they did not get proper training of lesson planning during in-service training, They perceived that lesson could be presented in a sequence with the help of lesson planning.

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## Introduction

The effective teaching always demands proper planning. The planning phase of the teaching is termed as lesson planning. Without planning and setting out objectives we can not achieve the desired outcomes. In the literature of education and teaching the planning for teaching is very much emphasized being the foremost component of the teaching process. Unfortunately in our educational institutions the practices of lesson planning are few and far. So it is very important to evaluate these practices. Furthermore, in the institutions where these practices exist are very traditional and just for the formality. A research study in this regard was a dire need of the time to properly evaluate these practices and suggest some measures for improvements. The present study was conducted to evaluate the present practices of lesson planning in public secondary schools of district Attock.

According to the Dictionary of Education by Mehandiratta (n.d), lesson planning is a teacher's outline of significant points to be covered in a class session and, in addition, including learning objectives, methods and material to be used, assignments, and evaluation steps.

In a classroom situation you are sure to find some students who are not as able as others. They need special attention. You do try to pay attention to them, but sometimes due to other pressing demands you find that they have not had the individual attention. This individual attention is very important for their personal development. In order to stream line the individual attention for such students the remedial teaching is the ideal thing to do (Dunkin, 1998, p.89).

Teaching is one of the helping professions. It requires many personal contacts with young people in the classrooms. Certain independent relationship skills are part of the repertoire of all successful teachers. Indeed some have seen the interpersonal relations or counseling function of teaching as all but inseparable from the instructional function some understanding of the emotional condition of youngsters is essential before the instructional program can be designed in such a way that learning takes place (Gustafson's 1977, pp.123-124).

Good teaching cannot be carried out method careful planning. It is the foundation on which the building of effective teaching is built right from the first day of teaching to the last day. According to Kochhar (1992) lesson planning caters to certain specific functions. These include:

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1. It forces contemplation of goals and objectives, the section of the subject matter, the choice of procedure, the planning and activities and preparation of tests of progress.
2. It helps the teacher to remain focused. It ensures steady progress and a definite outcome of teaching and learning process.
3. It is essential for effective teaching. It requires the teacher to look ahead and plan a series of such activities, and progressively modifies children's attitudes, habits, knowledge and abilities in desirable direction.
4. It helps the teachers to be systematic and orderly. It encourages good organization or subject matter/ activities and prevents haphazard teaching.
5. It helps the teacher to delimit the teaching field. It gives her an immediate impetus to realize the aims and objectives.
6. It encourages proper consideration of the learning process and the choice of appropriate learning procedures. She employs the best technique to judge the outcomes of instructions.
7. It serves as check on un-planned curriculum. It provides sensible frame work to help the work, directing along the lines of syllabus at a suitable rate. The hierarchy of lesson planning becomes well knit and inter connected. Continuity is assured in the education process. Needless repetition is avoided.
8. It gives the teacher great confidence and, therefore, greater freedom in teaching. It can remind him of the telling phrase, the apt quotation or the effective simile or illustration at the moment in the lesson. The teacher can enter the classroom without nervousness read to embark with self assurance, upon a job she understands and equipped to carry it to conclusion. (Amin, 2005)

### **Objectives of the Study**

- To evaluate the present practices of the lesson planning in the public sector secondary schools of District Attock.
- To investigate the motivation for lesson planning by the heads of institutions.
- To enquire about proper training of lesson planning.

### **Methodology**

All the teachers of the public sector secondary schools of District Attock were included the population of the study. The sample was selected randomly which constituted 100 teachers from the whole district. A questionnaire was developed as the tool/instrument of the study. The data collected through the questionnaire was tabulated and analyzed by using percentages.

### **Analysis and Interpretation of Data**

**Table: 1 Showing the regularity in preparing lesson plans**

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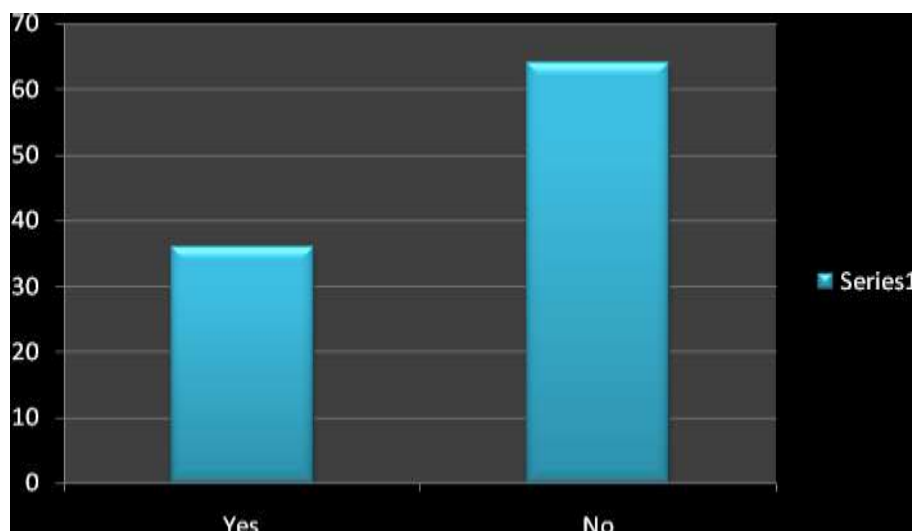
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Statement	Yes	No
Do our teachers plan their lesson regularly?	36%	64%

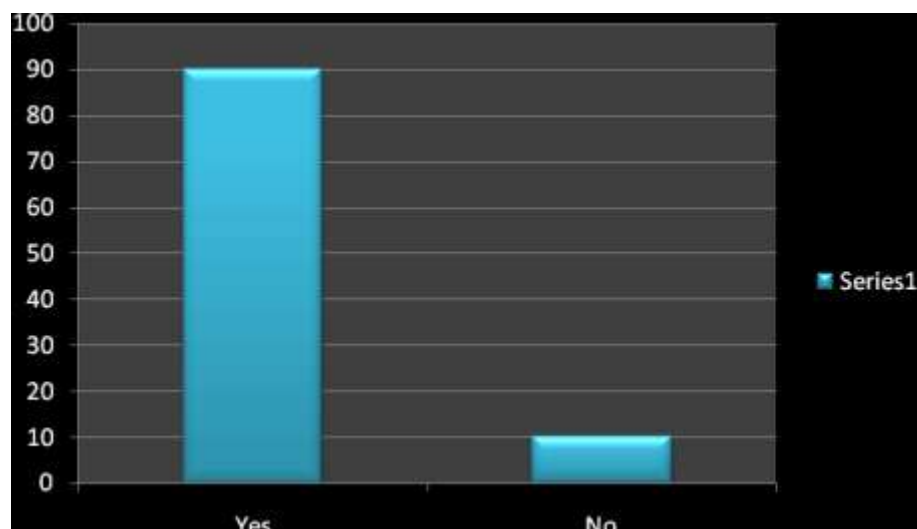
From table: 1 it is depicted that 64% teachers are of the view that our teachers plan their lesson regularly and 36% replied positively, so it is concluded that majority of the teachers do not plan their lesson regularly.



**Table: 2 Showing the necessity of lesson plans**

Statement	Yes	No
Is it necessary to plan lesson for teaching?	90%	10%

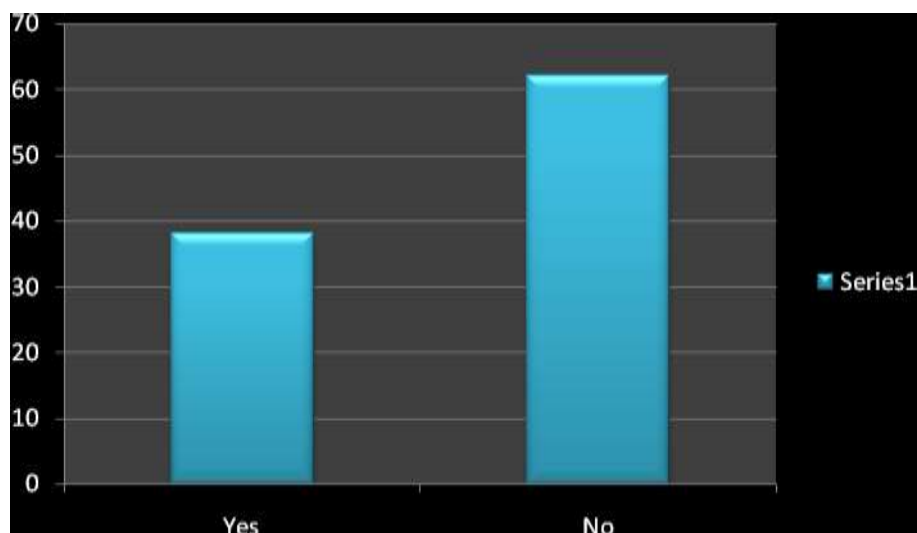
Table: 2 show that 90% respondents responded in yes and 10% in no regarding the necessity of the lesson plans. So, it is included that majority of the respondents is of the view that lesson plans are necessary for teaching.



**Table: 3 Showing the knowledge about the basic elements of lesson planning**

Statement	Yes	No
Do you know about the basic elements of lesson planning?	38%	62%

From table: 3 it is clear that 38% respondents responded in yes and 62% in No. It is concluded that majority of the respondents do not know about the basic elements of lesson planning.



**Table: 4 Showing about the proper lesson planning training**

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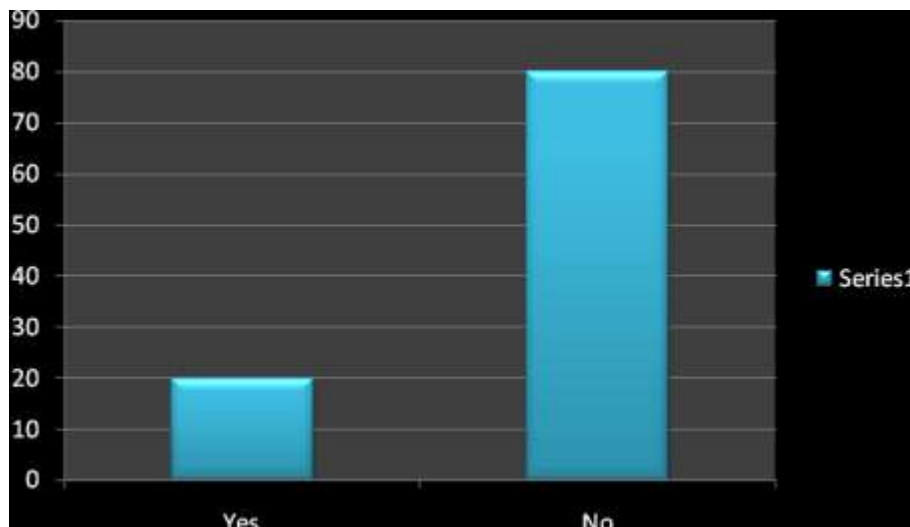
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Statement	Yes	No
Did you get proper training to lesson planning during in-service training?	20%	80%

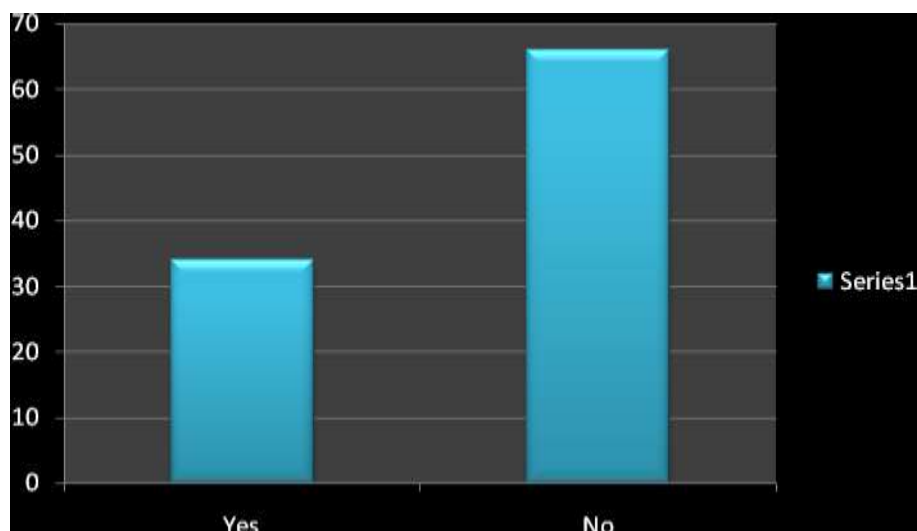
Above table shows that 20% respondents responded that they got proper training during in-service training and 80% responded in no. So, it is concluded that majority of the respondents did not get training regarding lesson planning during in-service training.



**Table: 5 Showing the testing of training while teaching**

Statement	Yes	No
Do you test your training of lesson planning practical while teaching	34%	66%

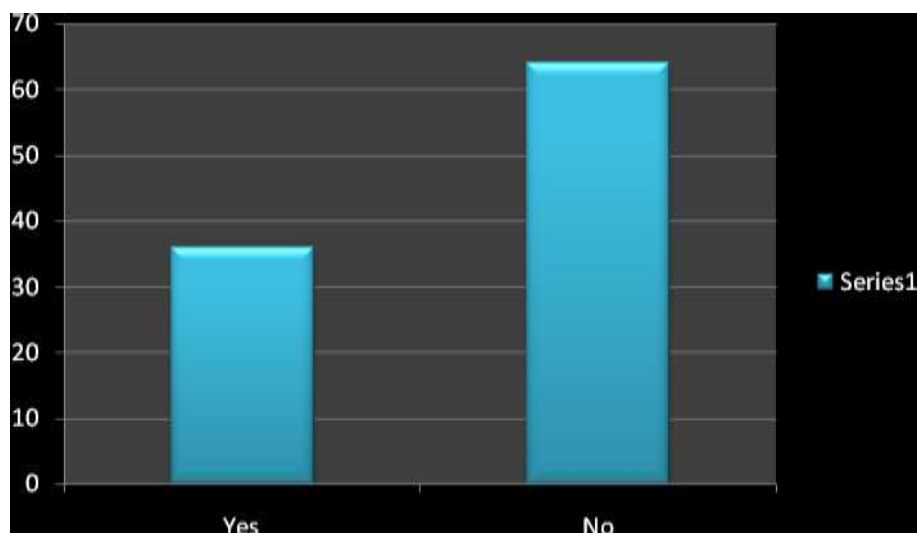
From table: 5 it can be depicted that 66% respondents do not test their training while teaching and 34% are testing it. So, it is concluded that majority of the respondents do not test their training while teaching.



**Table: 6 Showing the teaching in class according to lesson planning**

Statement	Yes	No
Do you teach according to lesson planning for 40 minutes period?	36%	64%

It is quite clear from above table that 36% respondents teach according to lesson planning and 64% do not. It is concluded that majority of the respondents do not teach according to lesson planning.



**Table: 7 Showing the number of teachers planning their lessons**

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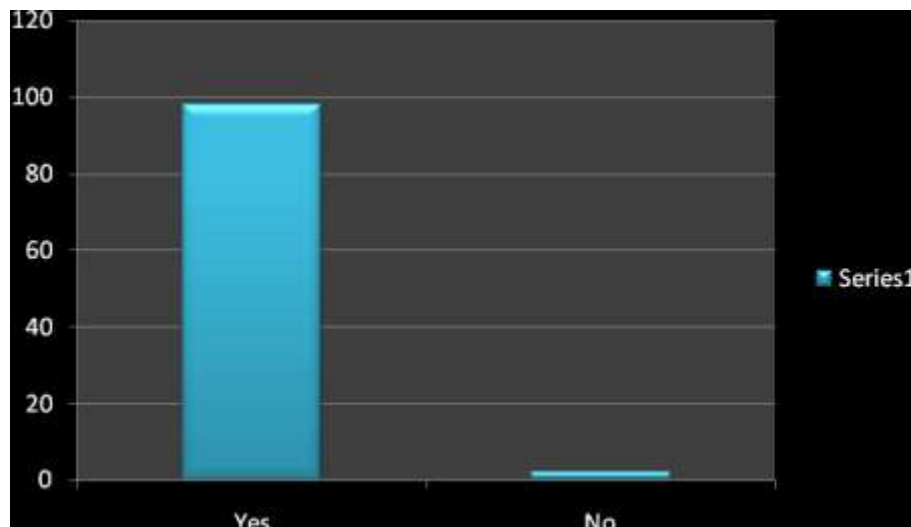
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Statement	Yes	No
Most of the teachers do not plan their lesson, do you agree?	98%	02%

Table:7 shows that 98% respondents are of the view that the teachers do not plan their lesson and only 02% responded that they plan it. It is concluded that majority of the teachers do not their lessons.

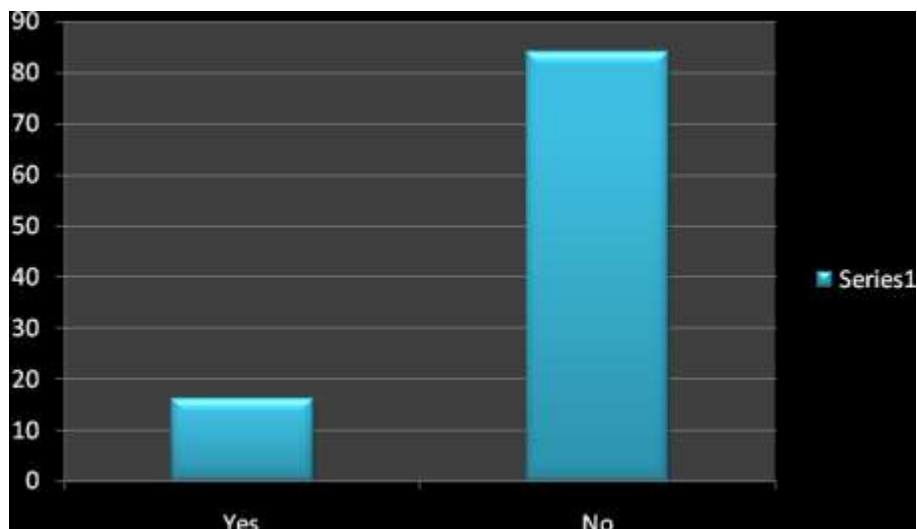


**Table: 8 Showing the noting of lesson plans in diary**

Statement	Yes	No
Do you note your lesson plans in the diary regularly	16%	84%

It is quite clear from the above table that 16% of the respondents note lessons plan in the diary regularly and 84% do not do it. So, it is concluded that majority of the respondents do not note lessons plans in the diary regularly.

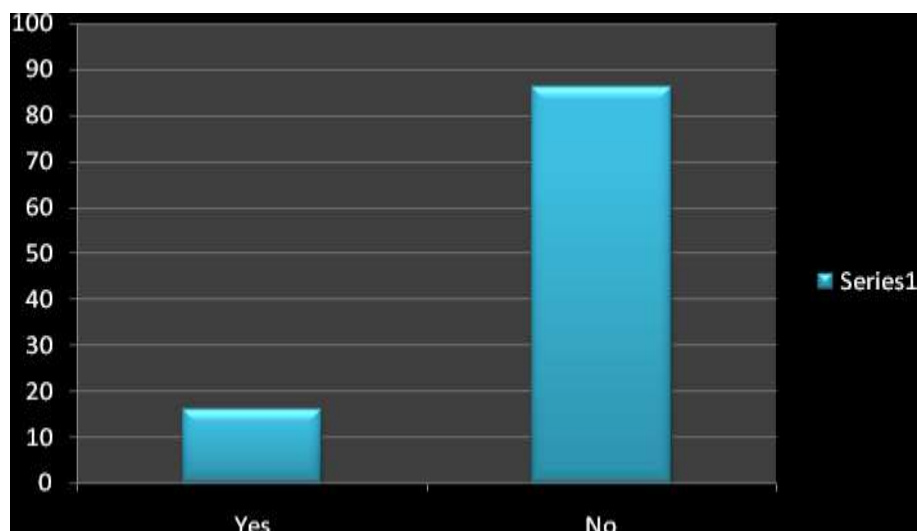




**Table: 9 Showing the checking of notes/diaries by Head of institutions**

Statement	Yes	No
Are your notes/diaries are checked by head of the department	14%	86%

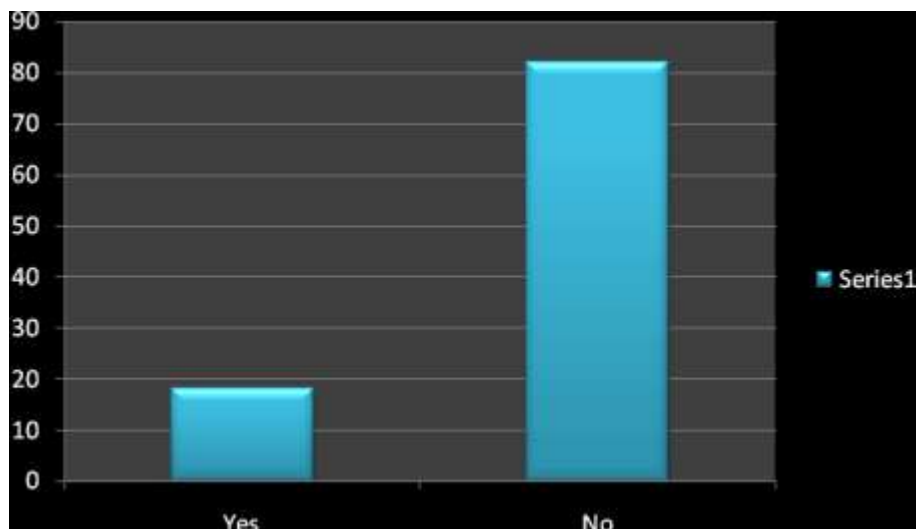
Table: 9 shows that 14% respondents are of the view that their note/diaries are checked by head and 86% are of the view that it is not done by their heads. So, it is concluded that majority of the heads do not check the diaries of the teachers.



**Table: 10 Showing helpfulness of lesson planning for teachers**

Statement	Yes	No
Is there lesson planning not helpful for teachers practically	18%	82%

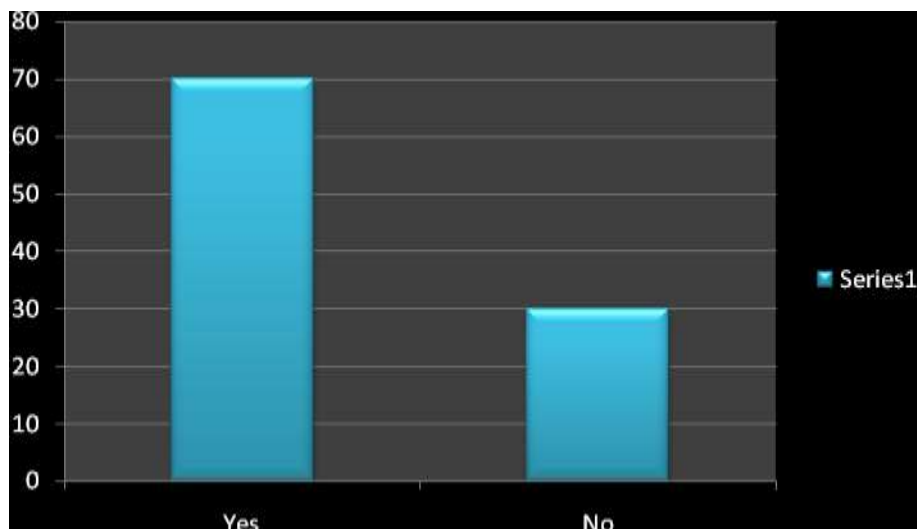
It is depicted from table: 10 that 18% respondents are of the view that lesson planning is not helpful for teachers practically and 82% are of the view that it is helpful. So. It is concluded that majority of the respondents are of the view that lesson planning is helpful for teachers practically.



**Table: 11 Showing the easiness of lessons by lesson planning**

Statement	Yes	No
Do you think that lesson planning makes your lesson easier	70%	30%

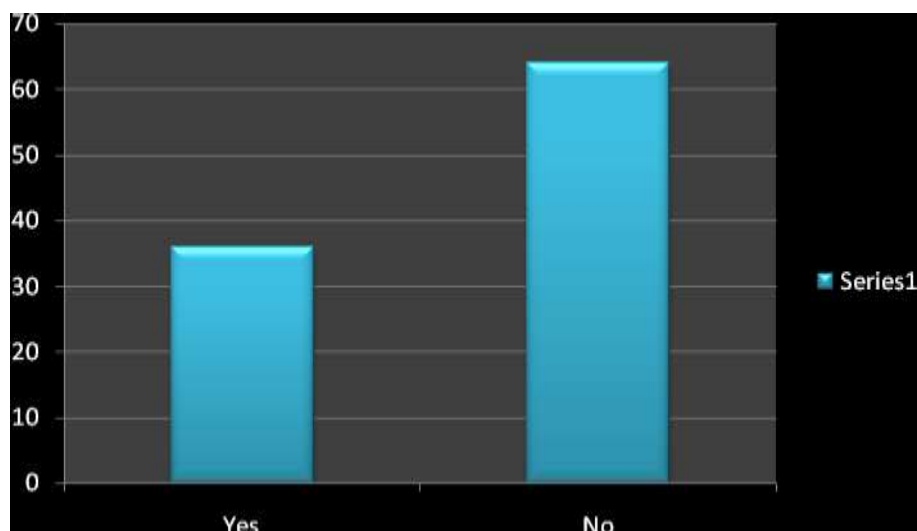
Table: 11 shows that 70% respondents are of the view that lesson planning makes their lesson easier and 30% are of the negative view. So, it is included that majority of the respondents admitted that lesson planning make their lesson easier.



**Table: 12 Showing the guidance by head regarding lesson planning**

Statement	Yes	No
Do your head guide you regarding lesson planning?	36%	64%

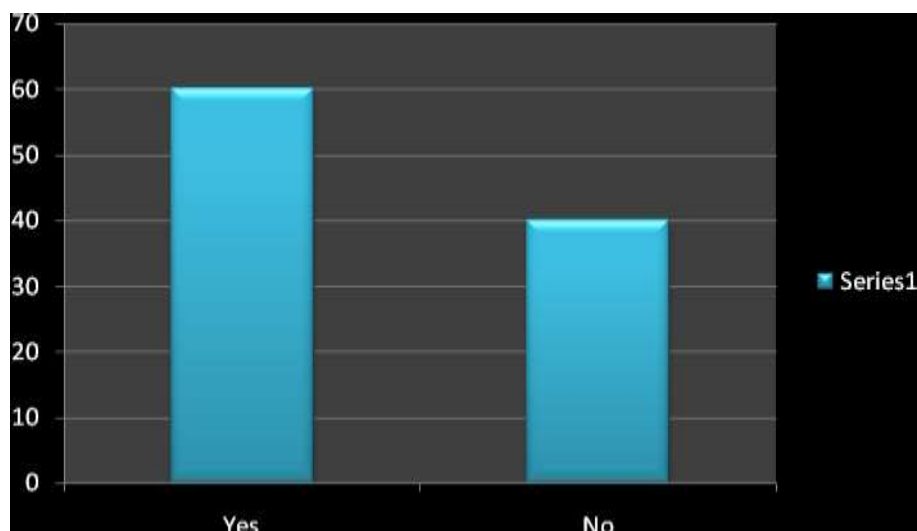
From table: 12 it is quite clear that 36% respondents are of the view that their head guide them regarding lesson planning and 64% respondents responded in negative, it is concluded that majority of the respondents do not get guidance from their heads.



**Table: 13 Showing lesson planning is effective for better teaching**

Statement	Yes	No
Do you think that lesson planning is effective for better teaching?	60%	40%

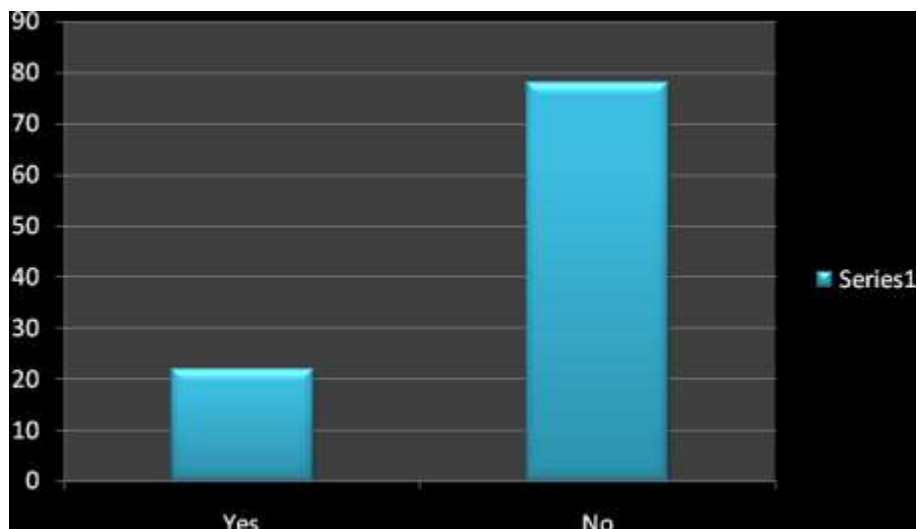
From table:13 it is quite clear that 60% respondents responded that lesson planning is effective for better teaching and 40% responded in negative. It is concluded that majority of the respondents is of the view that lesson planning is effective for better teaching.



**Table: 14 Showing lesson planning is effective for better teaching**

Statement	Yes	No
Is lesson planning is just wastage of time?	22%	78%

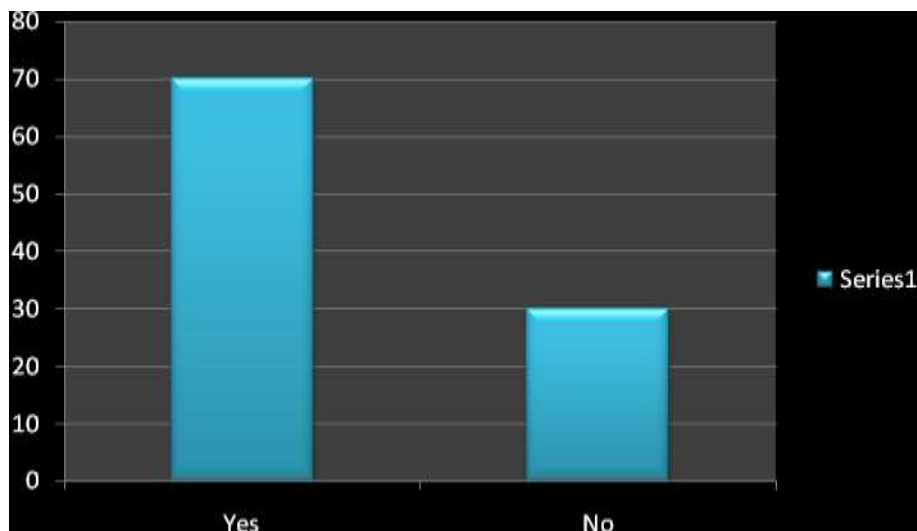
Table: 14 shows that 22% respondents are of the view that lesson planning is wastage of time and on the other hand 78% are of the view that it is not wastage of time. So, it is concluded that majority of the respondents are of the view that lesson planning is not wastage of time.



**Table: 15 Showing the effectiveness of lesson planning on teaching and students**

Statement	Yes	No
Effectiveness of lesson planning on teaching and students	70%	30%

Table: 15 shows that 70% respondents responded that lesson planning is effective on teaching and students while 30% respondents responded in negative. So, It is concluded that majority of the respondents admit the effectiveness of lesson planning on teaching and students.



## Conclusions

Majority of the teachers held that they did not plan their lesson regularly and daily. Most of the teachers did not plan their lesson; they did not maintain their lesson planning in the diary while head did not check these diaries. Majority of the teachers perceived that they did not get proper training of lesson planning during in-service training. Their head also did not help them to prepare a lesson plan; teachers did not test their training of lesson planning during their teaching. Majority of the teachers perceived that lesson planning made their lesson easier. They also perceived that lesson planning affected positively during the lesson both teachers and students. Teachers had objectives in their mind before starting their lesson and allowed students to ask questions. They perceived that lesson could be presented in a sequence with the help of lesson planning.

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