



Theoretical and Practical Lesson Planning Guide: Its Effect on The Lesson Planning Performance of Pre-Service Teachers

Jeremy G. Sanchez ^{1*}, Rinbeth S. Riva, Rodilyn C. Angligen

Ilocos Sur Polytechnic State College – Cervantes Campus, Philippines

* jeremy.sanchez@deped.gov.ph

Abstract. A scarcity of developmental research studies addresses the critical challenges faced by both pre-service and in-service teachers in the domain of lesson planning. Moreover, only a small subset of these studies rigorously tested their findings, leaving the efficacy of the developed outputs largely theoretical. This action research aimed to bridge this gap by evaluating the potential effectiveness of a newly created learning guide, titled "Theoretical and Practical Lesson Planning Guide," on the lesson planning performance of pre-service teachers within a selected state college or university in the Philippines. After a semester of utilizing the Guide, findings revealed its great role in successfully facilitating curricular knowledge and skill acquisition. Alongside, the study justifies the strong association of knowledge and skills in learning which instructors must carefully observe when teaching lesson planning. The guide, which is developed in the bounds of the Skill Acquisition Continuum, is recommended for use.

Keywords: Ilocos Sur Polytechnic State College, lesson planning performance, Skill Acquisition Continuum, Theoretical and Practical Lesson Planning Guide, Philippines

1 Introduction

A lesson plan guides teachers in delivering their lessons effectively. Through this, teachers could carefully devise the lesson considering the correct match of teaching-learning elements - the learners, the subject matter, methodologies, and assessment [18] [9].

Across teacher education programs, lesson plan plays a significant role for pre-service teachers. It is believed that introducing and training pre-service teachers in writing effective lesson plans may lead them to become proficient teachers thereby helping in the attainment of the Sustainable Development Goal of the United Nations which is the promotion of quality education ^{[8][19][31]}. Because of this claim, lesson planning becomes a common denominator in all the implementing policies, standards, and guidelines of all teacher education programs to ensure the effective acquisition of lesson planning competencies ^{[3][4][5][6]}.

© The Author(s) 2024

J. Handhika et al. (eds.), *Proceedings of the 4th International Conference on Education and Technology (ICETECH 2023)*, Atlantis Highlights in Social Sciences, Education and Humanities 25,

https://doi.org/10.2991/978-94-6463-554-6_18

Despite the Commission on Higher Education's initiatives of making lesson planning a prominent part of teacher education curricula, various works of literature show that lesson planning remains an issue among teachers and pre-service teachers along its concepts and development ^{[2][15][16][21][24][23]}. In particular, these issues are related to the formulation of objectives, selection of appropriate behavioral terms to use, strategies to use other than expository, time management, knowledge of lesson planning, and use of relevant and varied activities to cater to learning differences. These are likewise felt by teachers in the field ^{[27][13][8]}.

Similarly, these issues are observed and justified by the study of Sanchez ^[24] at Ilocos Sur Polytechnic State College. He found through his scientific and critical investigations that pre-service teachers across all teacher education programs of the college are experiencing difficulties in lesson planning due to a curricular gap and scarcity of relevant references which led him to develop a validated lesson planning guide titled *Theoretical and Practical Lesson Planning Guide (TPLPG)*.

Unlike other guides, the *Theoretical and Practical Lesson Planning Guide (TPLPG)* stands out for its currency and relevance. It has been thoughtfully crafted, taking into account recent directives from the Department of Education, including the Philippine Professional Standards for Teachers and the Policy guidelines on daily lesson preparation for the K–12 Basic Education Program. Furthermore, the TPLPG is not only theoretical, encompassing essential concepts crucial for skill acquisition, but also highly practical. It offers goal-oriented activities that serve as effective tools to assess the successful achievement of learning targets.

The developed guide aims to improve the level of knowledge and skills of pre-service teachers in lesson planning. It contains ten stations, namely: (1) Understanding the overview of lesson planning, (2) Understanding the kinds and formats of Lesson Plan, (3) Understanding the frameworks of the lesson plan format and the evaluation checklist, (4) Writing your lesson plans' title, (5) Writing your lesson plans' SMART learning objectives, (6) Writing your lesson plan's content and learning resources, (7) Writing your lesson plan's procedure, (8) Writing your lesson plan's evaluation, (9) Writing your lesson plan's assignment, and (10) Formatting your lesson plan. In this material, stations refer to the chapters that each learner needs to accomplish while using the guide. Each station is a stepping stone to the others. Thus, understanding and mastering the first station is required before going on to the next ^[1]. This means that pre-service teachers should learn enough about lesson planning ideas before attempting to develop lesson plans. Cognitive Learning asserts that knowledge and skills are inextricably linked components that underpin effective teaching and learning ^[17].

Several studies have delved into the obstacles faced by pre-service teachers when it comes to lesson planning. However, only a limited number of these studies have taken steps to address these challenges by creating tailored learning materials. Among these, only a small subset have rigorously tested the efficacy of such materials, such as the learning materials developed by Sanchez ^[23]. Given this gap, our study was undertaken to scientifically evaluate the effectiveness of the guide in enhancing pre-service teachers' performance in lesson planning, including their level of knowledge and specific skills. This evaluation is crucial prior to widespread implementation. Additionally, our

study sought to validate Groat's skill acquisition continuum model ^[12], which posits that knowledge serves as a foundational element for the acquisition of skills.

2 Objectives

The study aims to determine the level of effectiveness of the research-made Theoretical and Practical Lesson Planning Guide in the lesson planning performance of Bachelor of Elementary Education pre-service teachers of Ilocos Sur Polytechnic State College – Cervantes Campus.

Specifically, it sought to attain the following objectives:

1. Determine the level of knowledge of pre-service teachers before and after using the TPLPG;
 - a) Determine if there is a significant difference in the levels of knowledge of pre-service teachers on lesson planning before and after using the TPLPG;
 - b) Determine the level of effectiveness of the TPLPG in improving the knowledge of pre-service teachers on lesson planning;
2. Determine the level of skills of pre-service teachers before and after using the TPLPG;
 - a) Determine if there is a significant difference in the levels of skills of pre-service teachers in writing lesson plans before and after using the TPLPG;
 - b) Determine the level of effectiveness of the TPLPG in improving the skills of pre-service teachers in writing lesson plans;
3. Determine if significant differences exist between and among the levels of skills of pre-service teachers along:
 - a) Mother Tongue-Based Multilingual Education (MTB-MLE)
 - b) Teaching Social Studies in the Elementary Grades
 - c) Teaching Mathematics in the Primary Grades
 - d) Teaching Science in the Elementary Grades
4. Determine if a relationship exists between the level of knowledge and skills of pre-service teachers after using the TPLPG.

3 Hypotheses

1. There is no significant difference in the levels of knowledge of pre-service teachers on lesson planning before and after using the TPLPG;
2. There is no significant difference in the levels of skills of pre-service teachers in writing lesson plans before and after using the TPLPG;
3. There is no significant difference between and among the levels of skills of pre-service teachers along:

- a. Mother Tongue-Based Multilingual Education (MTB-MLE)
 - b. Teaching Social Studies in the Elementary Grades
 - c. Teaching Mathematics in the Primary Grades
 - d. Teaching Science in the Elementary Grades
4. There is no significant relationship between the level of knowledge and skills of pre-service teachers after using the TPLPG.

4 Review of Related Literature

Previous studies examined pre-service teachers' curriculum knowledge. For instance, Taskin [29] revealed in his study that pre-service teachers are knowledgeable about the significance of lesson plans but have difficulties in writing one. In contrast, Sudirman [27], who conducted content analysis and observation in his study, showed that teachers in the field are not knowledgeable on the framework of the preparation of lesson plans and are not knowledgeable on the components of a complete lesson plan.

Evidently, there have been few studies conducted examining the level of knowledge of both teachers and pre-service teachers. As such, this study aims to contribute to the academic literature on determining pre-service teachers' level of knowledge in lesson planning as baseline data for the study. Likewise, the study wishes to explore if knowledge is contributory to the lesson planning skills of pre-service teachers.

In addition to the importance of teacher knowledge, teaching, or the performance component, is equally essential. It is not enough for teachers to just know what to do, they also need to implement in the classroom the blueprint that they designed. Most teacher education and professional development programs for teachers have focused on making teachers more knowledgeable; few allow teachers to practice the skills [26].

Previous studies demonstrate the challenges related to the acquisition of lesson planning skills among pre-service teachers. For instance, Tantoy [28] found in his study that not too many pre-service teachers could write well-prepared lesson plans even at the end of their second-grade level teaching assignment. The findings of the study served as a reminder that sometimes, the expectations of Philippine Professional Standards for Teachers are not met by teacher education programs. They are expected to at least improve their lesson planning skills after completing certain courses; however, the result is the opposite. In relation, Mufidah [20] found that pre-service teachers lack time management skills in planning. As a result, they fail to undertake consultations with their supervisor which results in poorly constructed lesson plans as outputs of their courses. The issue of time management later resulted in a problem in terms of material mastery, pronunciation, and grammar accuracy. The reason behind the lack of grammar mastery is their lack of time for preparing the lesson. They focused on preparing the lesson plan but did not have enough time to learn the topic/ material comprehensively. The pronunciation problems emerged because of the same reasons. Next, the grammatical mistakes they made did not interfere with the process of teaching and learning. Some of the mistakes they made related to the subject-verb agreement or some tenses.

The literature surveyed in the preceding section shows that writing a lesson plan is a difficult task for pre-service teachers. Factors causing this difficulty include poor time management, lack of coaching or mentoring during consultation periods, and lack of knowledge of lesson planning per se. Like the level of knowledge of pre-service teachers on lesson planning, the level of pre-service teachers' lesson planning skills is not examined well by previous studies.

Moreover, previous and recent studies point out that pre-service teachers consistently face various challenges in lesson-planning endeavors. The succeeding survey of literature presents such findings.

Gafoor and Farooque^[11] found that pre-service teachers in India have difficulty writing lesson plans in terms of (1) choosing learning experiences appropriate to the learners, (2) deciding and allotting the time suitably for every lesson, (3) identifying and developing proper learning aids, (4) executing the planned lesson in the classroom, (5) psychological sequencing of the lessons, (6) bringing about necessary adaptations to the lessons according to the requirements of individual classrooms, (7) specifying the educational objectives; (8) identifying instructional objectives matching students and curriculum, (9) finding and using appropriate teaching methods, and (10) choosing life experiences and illustrations capable of creating the set and motivation in students regarding the lesson.

Taskin^[29] divulged that pre-service teachers have difficulty preparing an activity appropriate for their students' learning levels. This is attributed to their lack of knowledge of their learners, the lack of guidebooks to use, lack of understanding regarding the teaching methods and techniques, and lack of awareness of the functions and importance of a lesson plan. These factors directly influenced pre-service teachers' lesson planning capability negatively. Hill^[13] found that teachers design lesson plans that do not rely on good assessment practices. Lesson plans are not flexible enough to respond to and satisfy the needs of all categories of learners, impacting the quality of instruction and learning.

In relation, Cuñado and Aboejo^[8] revealed that English major sophomore university students enrolled in a government higher education institution in Cebu City, Philippines, have common lesson planning pitfalls like (1) limited teacher experience and access to instructional materials, poor students' interests; (2) less spontaneity in the classroom, limited freedom, teacher's struggle upon starting a lesson, and (3) assessment not matching the learning objectives which often confuses the pre-service teachers. However, they also manifested strength towards lesson planning competencies with very high capability to construct an effective lesson plan. The study also found that lesson planning competencies are highly useful for pre-service teachers in developing their potential.

Farooq, Hassan, and Wahid^[10] found that pre-service teachers have difficulty using English as the medium of writing lesson plans which were evident in their defective sentences.

The study of Polonio^[22] at the Ilocos Sur Polytechnic State College – Cervantes Campus found that College of Teacher Education students had difficulties in the formulation of learning objectives and have poor skills in aligning the lesson planning parts to the learning objectives. This is likewise found by Sanchez^[23] when he further

investigated the status of the performance of students on lesson planning in all the campuses of ISPSC as a springboard in the development of a lesson planning guide dubbed Theoretical and Practical Lesson Planning Guide which this study wants to test its level of effectiveness before its massive utilization.

The guide is a result of extensive research and field experience. Its explanations are based on inputs from curricular specialists and seasoned educators. To make the guide relevant, the following issuances were carefully considered to ensure that the contents of the guide are aligned with the practices of the Department of Education, the organization where pre-service teachers are expected to work. These include Department of Education Order Number 42, series of 2016 or the Policy Guidelines on Daily Preparation for the K to 12 Curriculum Program, DO No. 42, s. 2017, or the National Adoption and Implementation of the Philippine Professional Standards for Teachers (PPST), Republic Act 10533 or the Enhanced Basic Education Act of 2013, the guidelines of lesson planning of UNESCO ^[31], and The existing LP practices of the institution.

To assure optimum usability, the TPLPG was designed to possess the following characteristics to serve well its purpose:

- (1) Research-oriented. This material is a product of scholarly work. Its contents are based on a scientific investigation, so, this underwent validation by experts in the fields (seasoned cooperating teachers, instructors/professors teaching lesson planning, Instructional Evaluation Committee of the College and the Division of Ilocos Sur), and a test of effectiveness among pre-service teachers of the College. The references used in this book include only Department of Education mandates and various famous scholars in the field of Lesson Planning;
- (2) Learner-centered. The contents are simple and easy to understand. Examples are highly contextualized to make you relate. It also includes relevant and effective activities to enhance users' understanding of each concept of lesson planning. The activities are both tests of knowledge and skills. Since its essence is to serve as supplemental material, this allows students to do independent learning;
- (3) Designed for Outcomes-Based Education. Since the primary purpose of this TPLPG is to guide you to write a lesson plan, it is implied that output, in the end, is required of the user; and,
- (4) K to 12 Principles. This material is enveloped by Department of Education's mandates that support the implementation of the Republic Act 10533; hence, this is geared toward training pre-service teachers as facilitators of the K to 12 learners.

The Lesson Planning Guide contains ten stations, namely: (1) Understanding the overview of lesson planning, (2) Understanding the kinds and formats of Lesson Plan, (3) Understanding the frameworks of the lesson plan format and the evaluation checklist, (4) Writing your lesson plans' title, (5) Writing your lesson plans' SMART learning objectives, (6) Writing your lesson plan's content and learning resources, (7) Writing your lesson plan's procedure, (8) Writing your lesson plan's evaluation, (9) Writing your lesson plan's assignment, and (10) Formatting your lesson plan. In this material, stations refer to the chapters that each learner needs to accomplish while using the guide. Each station is a stepping stone to the others. Thus, understanding and mastering the first station is required before going on to the next. This notion is based on Aga's ^[1]

argument that pre-service teachers should learn enough about lesson planning ideas before attempting to develop lesson plans. Furthermore, the Theory of Cognitive Learning asserts that knowledge and skills are inextricably linked components that underpin effective teaching and learning [7].

The reviewed studies and works of literature imply the pressing issues on lesson planning among pre-service teachers which have continuously attracting scholars to further broaden the scientific exploration. Among these, there is only a few who ventured into developing an antidote to the pressing issue on lesson planning. This includes the study of Sanchez [23] where he developed the guide dubbed as Theoretical and Practical Lesson Planning Guide. Considering the limitations of the aforesaid study, this investigation was pursued to test the level of effectiveness of the developed guide to determine its potential as a solution to the challenges that pre-service and in-service teachers in lesson planning have been encountering.

5 Methodology

This study utilized the action research design because its noble intention is to improve the lesson planning performance of the BEED pre-service teachers through the developed TPLPG.

The study considered total enumeration. It involved all the nineteen (19) BEED II students who were enrolled in the BEED program during the Academic Year 2022 – 2023. They are taking major subjects where lesson planning is expected to be taught during the Final Term as indicated across teachers' syllabi.

After the approval of the program head and the course facilitators, the pre – test was administered. The performance test is adopted from Sanchez [23]. It underwent validation and reliability testing making itself acceptable for this endeavor. More than this, the context of the test is similar to the study. It has two parts, the knowledge test and the skill test. The skill test requires the respondents to make one lesson plan for Science, one for Mathematics, one for MTB – MLE, one for Araling Panlipunan, and one for Filipino. After the administration, the respondents were exposed to the developed guide after orienting them on how to use it. Towards the end of the semester, a similar test was administered as the posttest. The lesson plan outputs was evaluated by three equally competent instructors whose fields of specialization are relevant to the endeavor.

Frequency count and mean was used to determine the levels of knowledge and skills of the respondents.

To describe the knowledge level and skill levels of the respondents in lesson planning, the adopted scales from Sanchez [23] were used.

Table 1. Scale to determine the level of knowledge of pre – service teachers in lesson Planning

Range of Scores	Descriptive Rating	Descriptive Interpretation
0 – 7	Not knowledgeable (NK)	He/she shows poor mastery on the concepts/terms about lesson planning.

8 – 14	Slightly knowledgeable (SK)	He/she shows minimal mastery of the concepts of Lesson Planning.
15 – 21	Knowledgeable (K)	He/she shows partial mastery of the concepts of Lesson Planning.
22 – 30	Very knowledgeable (VK)	He/she shows mastery of the concepts of Lesson Planning.

Table 2. Scale to determine the skill levels of pre– service teachers in lesson Planning

Level of skill	Range of ratings	Descriptive Equivalent	Descriptive Interpretation
1	1.00 – 1.75	Not skilled	The pre–service teacher is not able to perform the indicator.
2	1.76 – 2.50	Slightly skilled	The pre–service teacher poorly performs the indicator.
3	2.51 – 3.25	Skilled	The pre–service teacher satisfactorily performs the indicator.
4	3.26 – 4.00	Very skilled	The pre–service teacher excellently performs the indicator.

To determine the level of effectiveness of the TLPG to the lesson planning performance of learners, Cohen’s D will be used and sizes will be described using Table 3.

Table 3. Scale to determine effect size

Relative Size	Coefficient, r	
	Positive	Negative
Small	0.2	-0.2
Medium	0.5	-0.5
Large	0.8	-0.8

6 Results and Discussions

Table 4 presents the level of knowledge of pre-service teachers in lesson planning before and after the utilization of the Theoretical and Practical Lesson Planning Guide (TPLPG).

Table 4. Levels of knowledge of pre – service teachers in lesson planning before and after using the TPLPG

Level of Knowledge	Range	f	
		Pre-test	Post test
Not knowledgeable	0 – 7	7 (37%)	0 (0%)
Slightly Knowledgeable	8 – 15	12 (63%)	1 (5%)
Knowledgeable	16 – 23	0 (0%)	6 (32%)
Very Knowledgeable	24 – 30	0 (0%)	12 (63%)
Mean		8.42	24.11
Descriptive Equivalent		Slightly Knowledgeable	Very Knowledgeable

As gleaned in the table, the BEED II pre-service teachers are slightly knowledgeable on the concepts of lesson planning before utilizing the TPLPG which is indicated by the mean score of 8.42. This means that pre-service teachers show minimal mastery of the concepts of Lesson Planning, unsurprisingly because, perhaps, of its newness to them. However low, this indicates that they have a little curricular knowledge upon taking their sets of major subjects. Their prior knowledge may imply that college instructors may have integrated curricular knowledge along with their discussions on their general education subjects back in their first year. Though it is low, this is a reasonably positive indicator of a good grasp of concepts.

On the other hand, the table shows that the overall level of performance of pre-service teachers in lesson planning after using the TPLPG is described as very knowledgeable as manifested by the mean score of 24.11. This means that pre-service teachers showed mastery of the concepts of Lesson Planning which implies that the material has helped the pre-service teachers in acquiring the necessary curricular knowledge for an effective lesson planning. Furthermore, the data may imply that the guide was developed in consideration of the levels of its expected users. Various examples, illustrations, tables, and glossary of terms are used in the material to further illustrate concepts. In fact, the material contains eighteen (18) relevant figures and thirty-two (32) tables as support to the discussion of concepts. With these features, it could be deduced that the material is learner – centered as it could facilitate effective acquisition of concepts.

Table 5 presents the difference between the levels of performance of pre-service teachers in lesson planning before and after utilizing the TPLPG.

Table 5. Difference on the levels of knowledge of pre-service teachers before and after using the TPLPG

	Means Of Scores	Descriptive Equivalent	T-Value	Alpha Level	Decision
Pre Test	8.42	Slightly Knowl- edgeable	2.09	0.05	Reject The Null Hypothesis
Post Test	24.11	Very Knowl- edgeable			

The computed t-value of 2.09 which is greater than the alpha of 0.05 is rejecting the null hypothesis. This means that there is a significant difference between the levels of lesson planning performance of pre-service teachers before and after utilizing the material. Simply, the result implies that the material has the potential of advancing the curricular knowledge of learners in a great extent. Hence, the material may be used as a reference material during discussion of lesson plan concepts or for self-regulated learning.

Table 6 presents the level of effectiveness of the TPLPG in the level of knowledge of pre-service teachers in lesson planning.

Table 6. Effect size

	Means Of Scores	SD	Cohen`s D	Decision
Pre Test	8.42	3.27	5.04	Large effect
Post Test	24.11	2.94		

The table shows that there is a large effect of the TPLPG in the acquisition of knowledge of pre-service teachers in lesson planning as indicated by the Cohen`s D value of 5.04. This means that the material greatly helped the learners in acquiring the curricular knowledge on lesson plan and on lesson planning. This, therefore, is recommended as an effective material to be used by both teachers and students when teaching and learning, respectively, to easily acquire the fundamental concepts of lesson planning.

Table 7 presents the level of skills of pre-service teachers in lesson planning before and after exposing them to the TPLPG.

Table 7. Levels of skills of pre-service teachers in lesson planning before and after exposing them to the TPLPG

INDICATORS	Mean	
	Pre-test	Post-test
I. FEATURES OF THE PARTS OF THE LESSON PLAN		
1. Lesson plan title	1.48	3.88
2. Learning Objectives	1.49	3.72

3. Subject Matter	1.28	3.80
4. Procedure	1.56	3.73
5. Evaluation	1.66	3.65
Category Mean	1.49	3.76
II. GENERAL INDICATORS OF THE WRITTEN LESSON PLAN		
1. excellently write a lesson plan with complete and correct parts	1.18	3.83
2. correctly observe the congruence of the ILOs to the parts	1.83	3.65
3. Appropriately employ varied assessment tasks to cater to different learning styles and multiple intelligences.	1.70	3.37
4. properly contextualize the lesson	1.62	3.39
5. correctly construct questions for the Higher Order Thinking Skills (HOTS)	1.75	3.10
6. excellently process ideas	2.08	3.24
7. appropriately integrate other disciplines into the lesson	1.75	3.69
8. excellently observe time management	1.62	3.89
9. properly consider gender – sensitivity	2.50	3.76
10. Properly reflect culture – sensitivity	2.55	3.74
Category Mean	1.86	3.56
III. GRAMMAR AND MECHANICS		
1. excellently observe the correct and proper Grammar	2.41	3.35
2. excellently observe the correct and proper writing mechanics	2.57	3.18
Category Mean	2.49	3.26
GENERAL WEIGHTED AVERAGE	1.95	3.53
Descriptive Equivalent	Slightly Skilled	Very skilled

Prior to the TPLPG utilization, it is notable that pre-service teachers are slightly skilled in lesson planning as manifested by the general weighted mean of 2.21. This means that pre-service teachers poorly performed the indicators of writing a quality lesson plan. However low, this indicates that pre-service teachers have a handful knowledge on how to write a lesson plan before taking their major subjects. This may imply that General Education instructors may have introduced them the parts of the lesson plan or may have allowed them to develop such in their first year.

On the same hand, the table shows that pre-service teachers garnered a mean score of 3.53 or Very Skilled after using the TPLPG. This means that pre-service teachers excellently performed the indicators as reflected in their evaluated outputs. This implies

that material has guided them well in writing an effective lesson plan. The guide scaffold them in excellently observing the standard features in writing the title, the subject matter, procedure, evaluation, and assignment parts. The guide likewise helped them to observe well the required characteristics of a learner-centered lesson plan such as contextualization, gender – and culture – sensitivity, higher order thinking skills, and excellent congruence of parts, among others. With all these, it could be claimed that the material could effectively scaffold self – regulated learners.

Table 8 presents the difference on the levels of skills of pre-service teachers before and after using the TPLPG.

Table 8. Difference on the levels of skills of pre-service teachers before and after using the TPLPG

	Means of scores	Descriptive Equivalent	t-value	Alpha level	Decision
Pre Test	2.21	Slightly skilled	2.11*	0.05	Reject the null hypothesis
Post Test	3.52	Very skilled			

The computed t-value of 2.11 is greater than the Alpha level of 0.05 rejecting the null hypothesis. This means that there is a significant difference on the levels of skills of pre-service teachers before and after using the TPLPG. This means that the TPLPG guided well the pre-service teachers in writing an effective lesson plan. It considerably made the learners skilled compared when they started writing one. This validates the claims of various studies on the importance of having a lesson planning guide in the skill acquisition. For instance, the University of Northern Colorado (2018) views the lesson planning guide could be an essential tool for both in-service and pre-service teachers. According to Mufidah [20], learning guides are designed to provide a complete coverage of one or more topics included in each discipline, to meet the various learning ability levels of pre-service teachers on a given age group, and to meet the diverse educational needs of pre-service teachers in this time of pandemic. Along similar lines, Taskin [29] claimed that having a guide is a helpful way to make pre-service teachers master and independently construct a lesson plan.

According to the University of BATH, guides are created to provide information, advice, or instruction to help someone complete a specific task. In writing instructional guides, the following shall be considered: (1) write concise phrases, (2) write in plain English to make your content as understandable as possible, (3) structure your content so that the most important information is at the top, (4) break content up into sections that are easy to read, (5) use headings to structure the content and help users to navigate, (6) consider breaking long sentences or paragraphs with a lot of information into bulleted lists, (7) make sure your headings follow the same principles as when writing the title, and (8) make it clear when an action is required by the user.

With the results on hand and the claims of various studies, it could be claimed that the TPLPG is a great help to pre-service teachers in writing an effective lesson plan. Hence, the paper recommends for its utilization.

Table 9 presents the level of effectiveness of the TPLPG in the level of skills of pre-service teachers in lesson planning.

Table 9. Effect size

	Means Of Scores	SD	Cohen's D	Decision
Pre Test	2.21	0.44	3.65	large effect
Post Test	3.53	0.26		

The table shows a large effect size of the TPLPG to the level of skills of pre-service teachers as indicated by the Cohen's D of 3.65. This means that the TPLPG has greatly helped the pre-service teachers in writing an effective lesson plan.

Table 10 presents the differences on the levels of skills of pre-service teachers along MTB-MLE, Science, Mathematics, and AP after using the TPLPG.

Table 10. Differences on the levels of skills of pre-service teachers along MTB-MLE, Science, Mathematics, and AP after using the TPLPG

Groups	Mean	Variance	p-value	Critical value	Decision
MTB-MLE	3.46	0.20			Accept the null hypothesis
SCIENCE	3.59	0.07	0.454	2.485	
MATHEMATICS	3.63	0.06			
AP	3.60	0.08			
FILIPINO	3.64	0.03			

The computed p-value of 0.454 is greater than the significance level of 0.05. This means that the null hypothesis is accepted or the levels of skills of pre-service teachers along the subject areas are almost equal. This means that the Guide is helpful in knowledge and skill acquisition along all the major subjects of the BEED Program. Looking closely the table, it is evident that the least mean, although very skilled, is in MTB – MLE. This may mean that among the subjects where the pre-service teachers were asked to write a lesson plan using the TPLPG, they have encountered difficulties in writing for the MTB – MLE. This may mean that the guide may have limited examples and illustrations for MTB – MLE which the author needs to consider.

Generally, the paper recommends the need for the utilization of the TPLPG across major subjects of the Bachelor of Elementary Education as a reference material for both teachers and learners.

Table 11 presents the relationship of the level of knowledge and skills of pre-service teachers.

Table 11. Relationship between the level of knowledge and level of skills of pre-service teachers in lesson planning

		MEANS OF SCORES	DESCRIPTIVE EQUIVALENT	rho-value	Remarks	Decision
Level of knowledge	of	24.11	Very knowledgeable	-1.9*	Very strong relationship	Reject the null hypothesis
Level of skills	of	3.53	Very skilled			

The table projects that the level of knowledge of pre-service teachers in lesson planning is strongly related to their level of skills as manifested by the Rho-value of -1.9 tested at a 0.05 level of significance. This means that the high level of mastery of pre-service teachers in the concepts of writing a lesson plan positively affected their skills in writing an excellent lesson plan. This only shows that, in some respect, knowledge is a prerequisite to skills.

Since the findings pointed out strong relationship between knowledge and skills, it validates the hypothesis of the study that knowledge is strongly related to skills. It should be noted that when the pre-service teachers have partial knowledge in lesson planning, they also have poor skills in writing one; when they are very knowledgeable with the concepts, they could also write an excellent one. These two variables go hand in hand because what guides the pre-service teachers in writing a lesson plan is their knowledge of the concepts and guidelines. This implies that they should always be considered as pre-requisites when teaching.

Furthermore, the earlier claims support the model of Groat [12]. He claims that there are three stages that sit along a continuum of skill learning. First is the cognitive stage. This stage is characterized as the acquisition of concepts and principles of the particular skill to learn. Failure communicated through giving constructive feedback is a part of this phase. The second phase is associative. This phase allows the learner not only to be immersed in a series of practices but also to think about the significance of the skill being acquired in one's life. In this phase, the skill being acquired becomes meaningful and perceived as relevant. The final phase is autonomous. This phase does not anymore think of the skill; it comes out naturally. This is illustrated in Figure 3.

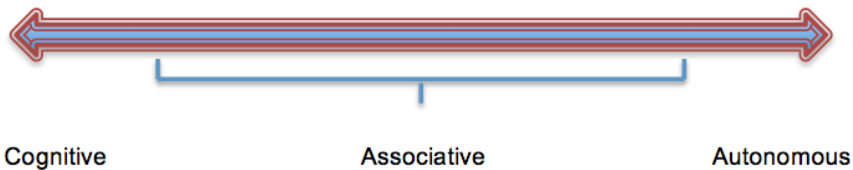


Fig. 1. Stages of Skill Acquisition Continuum

Generally, the educational implications of these findings are inclined towards instructors and professors who should always start with the introduction and mastery of concepts in lesson planning before exposing PST to a series of trainings that hone their LP skills. They should also keep in mind to associate concepts to practical situations where learners could relate to guarantee successful retention. With these, the paper forwards recommendations to teachers that before they require the pre-service teachers to write a lesson plan, they may discuss first the concepts of the activity by relating it to practical situations. After the acquisition of the concepts, instructors/professors should provide a series of meaningful lesson planning activities to pre-service teachers with a high – frequency of intermittent feedback .

7 Conclusion and Recommendations

7.1 Conclusion

In the small group of learners where the lesson planning guide dubbed as Theoretical and Practical Lesson Planning Guide was tested, it was observed its strong potential in facilitating a successful acquisition of curricular knowledge and skills on lesson planning. Alongside, the endeavor validated the concept of Skill Acquisition Continuum which emphasizes the significant roles of acquired curricular knowledge in the acquisition of lesson planning skill from which the developed material was based.

7.2 Recommendation

College instructors may utilize the Theoretical and Practical Lesson Planning Guide as one of their references in teaching subjects that cover lesson planning. To use the guide, is required to carefully consider going through each parts as this is designed after the Skill Acquisition Continuum Model. Moreover, the study recommends to determine the potential of the same output to other teacher education programs such as Bachelor of Technical Vocational Teacher Education (BTVTED), Bachelor of Technology and Livelihood Education (BTLED), and Bachelor of Secondary Education (BSED) as bases in developing the future version of the output.

Authors` Contributions

The main author conceptualized the research study. He likewise authors the lesson planning guide that was tested through the study. He administered the data gathering, analyzed the data, and discussed the findings. The co-authors helped along with the data gathering and the discussion of findings.

Acknowledgements

The authors acknowledges the Bachelor of Elementary Education students for their participation in the study. Likewise, the authors want to acknowledge the Ilocos Sur Polytechnic State College – Cervantes Campus for financing the research.

References

1. Aga, S. (2021). Prerequisite Relationships & Lesson Planning. <https://study.com/academy/lesson/prerequisite-relationships-lesson-planning-uses-examples.html>
2. Alvarez, A. (2020). Learning from the problems and challenges in blended learning: Basis for faculty development and program enhancement. *Asian Journal of Distance Education*. Retrieved from <https://files.eric.ed.gov/fulltext/EJ1285361.pdf>
3. CHED Memorandum No. 74, s. 2017. Policies, standards, and guidelines for Bachelor of Elementary Education. Retrieved from <https://ched.gov.ph/wp-content/uploads/2017/11/CMO-No.-74-s.-2017.pdf>
4. CHED Memorandum No. 75, s. 2017. Policies, standards, and guidelines for Bachelor of Secondary Education. Retrieved from <https://ched.gov.ph/wp-content/uploads/2017/11/CMO-No.-75-s.-2017.pdf>
5. CHED Memorandum No. 78, s. 2017. Policies, standards, and guidelines for Bachelor of Technology and Livelihood Education. Retrieved from <https://ched.gov.ph/wp-content/uploads/2017/11/CMO-No.-78-s.-2017.pdf>
6. CHED Memorandum No. 79, s. 2017. Policies, standards, and guidelines for Bachelor of Technical – Vocational Teacher Education. Retrieved from <https://chedol.com/wp-content/uploads/2019/07/CMO-No.-79-s.-2017.pdf>
7. Cox, J. (2019). Here's what you need to know about lesson plans. Retrieved from <https://www.thoughtco.com/what-is-a-lesson-plan-2081359>
8. Cuñado & Aboejo (2018). Lesson Planning Competency of English Major University Sophomore CTE - students. *Published Research on European Journal of Education Studies*. Retrieved from <https://oapub.org/edu/index.php/ejes/article/view/2200>
9. DepEd Order No. 42, s. 2016. Policy guidelines on daily lesson preparation for the K – 12 Basic Education Program. Retrieved from <https://www.deped.gov.ph/2016/06/17/do-42-s-2016-policy-guidelines-on-daily-lesson-preparation-for-the-k-to-12-basic-education-program/>
10. Farooq, M. S., Hassan, M., & Wahid, S. (2020). Opinion of second language learners about writing difficulties in English language. *South Asian Studies*, 27(1).
11. Gafoor K. & Farooque, Q. (2010). Ways to improve lesson planning: a student teacher perspective. *All India Association for Educational Research*. <https://files.eric.ed.gov/fulltext/ED517056.pdf>
12. Groat, B. (2016). The three-stage model of skill acquisition. The creator's path. <https://medium.com/self-starter/the-three-stage-model-of-skill-acquisition-5e9880f9a1a8>
13. Hill, J. (2021). Pre-Service Teacher Experiences during COVID 19: Exploring the Uncertainties between Clinical Practice and Distance Learning. *Journal of Practical Studies in Education*. 2(2). Retrieved from <https://doi.org/10.46809/jpse.v2i2.18>

14. Joint CHED - DEPED Memorandum Order No. 1 s, 2021. Policies and guidelines for the deployment of pre-service teachers in the New Normal. Retrieved from <https://ched.gov.ph/wp-content/uploads/Draft-Policies-and-Guidelines-for-the-Deployment-of-Pre-service-Teachers-Sept.-7-2020.pdf>
15. Konig, J., Vos, A., & Glutsch, N. (2020). General pedagogical knowledge, pedagogical adaptivity in written lesson plans, and instructional practice among preservice teachers. *Journal of Curriculum Studies*, 52(6). Retrieved from <https://doi.org/10.1080/00220272.2020.1752804>
16. Latifa, I. (2016). Proceedings of the Ninth International Conference on Applied Linguistics (CONAPLIN 9). Retrieved from <https://www.atlantispress.com/proceedings/conaplin-16/25874117>.
17. Lawless, C. (2019). Applying Cognitive Learning Theory to your corporate learning strategy. <https://www.learnupon.com/blog/cognitive-learning-theory/>
18. Levitas J. (2019). 4As Lesson Plan Sample. Retrieved from <https://study.com/academy/lesson/4as-lesson-plan-sample.html>.
19. McGill, R. (2018). Lesson Planning. *Journal of the Chartered College of Teaching*. Retrieved from <https://impact.chartered.college/article/mcgill-lesson-planning/>
20. Mufidah, N. (2019). The Development of Pre-service Teachers' Teaching Performance in the Teaching Practice Program at English Department of State Islamic University of Antasari Banjarmasin. *Dinamika Ilmu*, 19(1), 97-114.
21. Nzilano, J. (2013). Pre-service teachers' teaching competencies: the experiences of practicing teaching in secondary schools and teacher colleges. Retrieved from https://www.researchgate.net/publication/305289568_Pre-service_Teachers'_Teaching_Competence
22. Polonio, E. (2019). Problems encountered by the practice teachers of Ilocos Sur Polytechnic State College Cervantes Campus. Undergraduate thesis.
23. Sanchez, G. (2022). Knowledge and Skills of Pre-Service Teachers in Lesson Planning: Inputs to the Development of a Lesson Planning Guide (LPG). Unpublished Dissertation.
24. Sesorina, S. (2014). The analysis of teachers' lesson plan in implementing theme-based instruction for teaching English to young learners. *Journal of English and Education*. Retrieved from <https://media.neliti.com/media/publications/192273-EN-the-analysis-of-teachers-lesson-plan-in.pdf>.
25. Sherrie, A. & Mawela, A. (2021). Incorporating a Cooperative Teaching and Learning Approach in life orientation lesson planning. Retrieved from <https://media.neliti.com/media/publications/192273-EN-the-analysis-of-teachers-lesson-plan-in.pdf>.
26. Stigler J. & Miller, K. (2018). Expertise and expert performance in teaching. Retrieved from <https://uclatall.com/pdfs/Expertise%20in%20teaching.pdf>
27. Sudirman, S. (2017). Efforts to improve teacher competence in developing a lesson plan through sustainable guidance in SMKN 1 Mamuju. *Journal of Education and Practice*. <https://files.eric.ed.gov/fulltext/EJ1133109.pdf>.
28. Tantoy, O. (2019). Teaching skills of pre-service teachers: Basis for mentoring initiatives. https://www.researchgate.net/publication/336684345_Teaching_Skills_of_Pre-service_Teachers_Basis_for_Mentoring_Initiatives
29. Taskin, C. (2017). Exploring pre-service teachers' perceptions of lesson planning in primary education. *Journal of Education and Practice*. Retrieved from <https://files.eric.ed.gov/fulltext/EJ1140566.pdf>

30. Tashevskva, S. (2018). Some lesson planning problems for new teachers of English". CELTA Syllabus and Assessment Guidelines. Retrieved from www.cambridge.efl.org_teaching.
31. UNESCO. p(2019). *Teacher Policy Development Guide*. Paris: UNESCO. Retrieved from: <https://unesdoc.unesco.org/ark:/48223/pf0000370966>
32. United Nations. (2015). The 17 Goals. Retrieved from sdgs.un.org/goals

Open Access This chapter is licensed under the terms of the Creative Commons Attribution-NonCommercial 4.0 International License (<http://creativecommons.org/licenses/by-nc/4.0/>), which permits any noncommercial use, sharing, adaptation, distribution and reproduction in any medium or format, as long as you give appropriate credit to the original author(s) and the source, provide a link to the Creative Commons license and indicate if changes were made.

The images or other third party material in this chapter are included in the chapter's Creative Commons license, unless indicated otherwise in a credit line to the material. If material is not included in the chapter's Creative Commons license and your intended use is not permitted by statutory regulation or exceeds the permitted use, you will need to obtain permission directly from the copyright holder.

