PROSPECTIVE TEACHERS' VIEWS ON A TABULAR FORMAT LESSON PLAN IN TEACHING PRACTICE EXERCISE IN KWARA STATE

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Abstract

This research examined prospective teachers' views on a tabular format lesson plan in teaching practice exercise in Kwara State. Specifically, this study examined the prospective teachers' views, extent of use, challenges and ways to improve tabular format lesson plan. The population of the study comprised 400l students in the Faculty of Education, University of Ilorin. The sample for this study comprised 240 respondents selected using simple random sampling technique. Descriptive survey design was employed and a questionnaire titled "Prospective Teachers' Views on a Tabular Format Lesson Plan Questionnaire (PTVTFLPQ)" was used for data collection. Four research questions were raised and answered. The findings of the study revealed that tabular format lesson plan served as a blueprint/guideline to prospective teachers in teaching practice exercise. The findings of the study showed that the teachers frequently used tabular format lesson plan. The findings also revealed that challenges associated with using tabular format lesson plan were problem of allocating time to different stages of activities on the lesson plan and inability of the teachers to predict students' activities before class. The findings of the study also identified the ways to improve the use of tabular format lesson plan. Based on the findings, it was recommended that prospective teachers should be more encouraged in the use of tabular format lesson plan as it enhance effective teaching and behavioral objectives should cover all the domains of learning such as the cognitive, affective and the psychomotor domains of learning when writing a lesson plan.

Key word: *Prospective teachers, Views, Tabular format lesson plan, Teaching practice*

Introduction

Education is a process that involve acquisition of knowledge and facilitation learning, skills, values, beliefs, and good habits that will develop in individual good personality and enable them making positive contribution to the development of the society. It is a process that inculcates social, moral and spiritual values in children. The real concept of education is a synthesis of some processes. This process would make the child grow in accordance with his natural instincts, with a focus on the simultaneous growth of society. Such an education will develop both the child and the community to higher positions of glory and cultural prominence. In a traditional educational setting, the elders of society work to accomplish the predetermined goals and objectives within a defined time frame by teaching children pre-structured information using pre- determined teaching methods. The aim is to help grow their minds. Jekayinfa, Yahaya, Yusuf, Ajibade, Oniye, Oniyangi, and Ibrahim (2012) described education as a systematic attempt to improve and cultivate our inherent abilities and values in individuals purposely to be responsible and contribute to the development of the society. The goals of education in the society are to learn how to live according to the norms and values as well as to learn about other countries' traditions, religion and social life.

Education is an inevitable tool for sustainable development and advancement of a society. Since no method of education can be qualitatively higher than competence and dedication of its teachers, the efficacy of any educational system is heavily dependent on the teacher's educational attainment. There can be no significant socio-economic or political growth in any country without effective teaching and learning both depend on the teachers. As the teacher ensures that policies are into action and principle into practice in their interaction with their student (Jekayinfa, et al., 2012). In fact, the most important aspects of the educational process are the students and what they learn. One of the important elements of education is learning. Learning is about transition and transformation brought about by developing a new skill, comprehension of a scientific law, changing an attitude as well as understanding of the society. The transition is not just coincidental or inevitable. Learning is a long term changes that is typically brought about on purpose. Attending a course, search through a book, or read a discussion paper, making a research all these are process of learning. Generally, in learning, there is an element within that make learners remember and understand why something happens and to do it better next time. Teaching is a sequence of activities, event and actions that are meant to facilitate the internal learning process. Learning is a

motive as well as an action but the behaviour is visible. Learning is internal, performance is external. Teaching is one of the major professions in the society as the work of a teacher in the society cannot be under estimated (Sequeira 2012). Teachers' preparation and presentation of lesson facilitate and enhance effective learning in schools.

The quality of teacher and its efficiency depend on the adequate training and retraining program for those about to teach and those already in the teaching respectively. Teacher education is a professional practice of teaching towards attainment of knowledge, right attitudes, values, skills as well as morals that a society considered as desirable practices that enable learners to act in accordance with the need of the society. Adewuyi and Ogunwuyi (2002) stressed that teacher education is a foundational education that provide specialized training for prospective teachers purposely to prepare them to develop and nurture the young ones into responsible and productive citizens. Teacher education is a policy and procedure designed to equip teacher trainees towards the attainment of the objectives of education as teaching and learning depends on teacher.

The central thrust of reforms in the teacher education program is to produce teachers who can impart knowledge adequately and meet the present day challenges in education system. Teaching practice is an essential aspect of the teacher preparatory program at the teacher training institutions such as in Nigerian universities' faculties of education. It provides prospective teachers with an opportunity to learn about the realities of teaching and professional practices in the field of education. Every profession has its own practical side; for instance, lawyers, physicians, engineers and other professionals all receive training and make adequate preparation for practical work which forms a fundamental part of the skills of the professions, hence the teaching practice is the practical aspect of the component of teaching profession. A standard professional preparation required advance teaching profession and teaching practice is an integral and a mandatory aspect of processes involved in effective preparation of teachers (Okobia, Augustine & Osagie 2014).

Teaching practice is an avenue for prospective teachers to interact with trained and qualified teachers on real practice of teaching. The teachers also expose the trainees to teaching materials and resources that enhance and facilitate effective teaching. It is a mandatory for prospective teachers to face the demands, obstacles, excitement and the realities of the profession. It is a practice where teacher trainees put into actions all the principles and theories learned in the classroom while teaching. Ogonor and Badmus (2006) stressed that the aim of the exercise is to

provide the teacher trainees with some kind of teaching skills that will make them expose to realities of teaching and performing professional activities as well as use different teaching methods, strategies and techniques in actual classrooms under the guidance and supervision of trained and experienced teachers.

The practice is 6-12 weeks' program in a cooperative school involving both student-teachers in teaching practice station and supervisors. It is a mandatory course for students at both the penultimate and final levels of the bachelor of education programme. It is the equivalent of industrial training in Engineering, Sciences and other professions. For curriculum students, it is 4 credit units while professional course students offered it has 2 credit units. Curriculum students are undergraduates study teaching subjects in basic or senior secondary schools. Subjects for instance, English, Mathematics, Social Studies, Basic Science and Technology, Business Studies among others are teaching subjects while profession courses are undergraduate programmes offered by students to make them professional and experts in the field of education. These professional courses include Education Management, Counselor Education, Human Kinetics Education among others. Teaching practice enables prospective teachers to apply pedagogical skills in specific subjects. The theoretical dimension is concerned with the development of the theoretical knowledge in the classroom, while the functional or practical dimension encompasses all aspects of pre-service interaction with the act of teaching in the classroom.

Education programmes emphasize the links between theory and practice so that students could form strong professional relations between the universities and the secondary schools where they practise teaching. Idowu (2016) stated that the learned knowledge and skills acquired are demonstrated in front of supervisor who provide feedbacks so as to improve their practice after teaching in the school. As student-teachers begin their teaching practice exercise, they are filled with a mixture of excitement, anxiety and apprehension. Teaching practice, according to Adesina, Daramola, and Talabi (2004) is exciting and demanding. The most significant obstacle that student teachers faced during the exercise is how to prepare a lesson plan. Lesson plan is a written description for a teaching process; where the materials, the method, the time and the place of lesson presentation as well as methods for evaluating the students are described in detail. A lesson plan is a blueprint or a guideline to teaching. Coppola, et al. (2004) affirmed that lesson plan is the fundamental aspect of practice teaching and core of education. Teachers should teach in class with a lesson plan as it is required for an effective teaching. There

are two formats of lesson plan preparation; the tabular which is the most common format and uses columns to indicate the various components of the lesson plan and also the Prose format whereby sub-headings are used to indicate the essentials of the lesson plan. Prose format lesson plan is different from tabular with way the elements of lesson plan are paraphrased and not in table. Both formats contain the following essential components that a teacher should consider while planning lesson; subject, class, topic, period, duration, behaviour objectives, entry behaviour, instruction materials, references, introduction, presentation, clarification, evaluation, conclusion and assignment among others.

Tabular Lesson Plan

Date:
Duration:
Subject:
Class:
Topic:
Reference Materials:
Instructional Materials:
Entry Behaviour:
Behavioural Objectives:

Table 1: Sample of Tabular Format Lesson Plan

STAGE	TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	DURATION	Remark
Introduction				
Presentation Step I				
Step II				
Step III				
Evaluation				
Conclusion				
Assignment				

Source: Olokooba, 2019

Tabular lesson plan is unique among the other format as it is easy and convenient to prepare. It also helps to avoid the problem of omission of important concept as it is systematic, and all concepts are carefully organized and arranged. It is designed based on five sub-headings in columns after the description of teacher, subject, topic, materials and other components of

lesson plan. The sub-headings are stages, teacher's activities, students' activities, duration and remark. It is under the stage that introduction, presentation, clarification, evaluation, conclusion and assignment are described and discussed. Teacher's activities provide detail information about instructional objectives prepared for the class by a teacher. It describes how teacher guides learners to achieve predetermined objectives. Students' activities are the prediction of learners' role while lesson is going on in the class. Students play important role in every stage of lesson presentation in the class. They response to teacher's questions, contribute to topic discussed, and may also ask question on where they do not understand. Duration indicates time assumption that a teacher intends to spend on every stage of presentation. Remark column is meant for supervisor and trained teachers who guide the student-teachers in the schools.

Despite its uniqueness there has been some argument that some student-teachers still find it difficult to prepare, many prospective teachers complain on the misconception and inadequacy of time allocation for different steps in writing tabular format lesson plan. In spite of its relevance and importance, there are a lot of challenges in which the student teachers encounter during the exercise. Studies have shown that student-teachers face a lot of challenges during the teaching practice exercise. Some challenges faced by the student teachers during the exercise.

One of the challenges student teachers encounter during teaching practice is the problem of preparing a good lesson plan. Using of lesson plan during lesson preparation has brought about a lot of confusion as there are three main stages in lesson presentation. These are introduction, clarification and evaluation of lesson. Emphasis is made on the tabular format lesson plan to be used by the student trainees during the exercise. In writing a tabular format lesson plan, student teachers encounter various difficulties according to Okobia, Augustine and Osagie (2014) are problem of stating a clear and precise behavioural objectives, the inability of the student teachers to provide the appropriate teaching and learning instructional materials, allocating time into the different stages of activities on the lesson plan. Another problem a lot of student teachers face is on entry behaviour which is also important component of a lesson plan. Also the inability of the student teachers to predict the student reaction before the class. Akpede (2011) revealed some challenges faced during the practice by the teacher trainees which include lack of accommodation, lack of cooperation from the school based teachers, lack of instructional materials and many more. Furthermore, Nwanekezi, Okoli and Mezieobi (2011) carried out a study at university of Portharcourt and identified some problems which were

lack of necessary equipment and materials for student-teachers, ineffective preparation of lesson plan and poor learning environment in the practicing school. In order to minimise the challenges facing by prospective teachers in teaching practice exercise and improve on effective use of tabular format of lesson plan, this study therefore, investigated the prospective teachers' views on writing the tabular format lesson plan in teaching practices exercise. This study examined prospective teachers' views, extent of using, challenges associated with lesson plan and ways of improving usage of tabular format of lesson plan.

Purpose of the Study

The main purpose of the study was to investigate prospective teachers' views on a tabular lesson plan format in teaching practice exercise in Kwara State. Specifically, the study examined:

1. Prospective teachers' views on a tabular format lesson plan in teaching practice exercise.
2. Extent to which prospective teachers use tabular format lesson plan in teaching practice exercise.
3. Challenges associated with using tabular format lesson plan in teaching practice exercise.
4. Ways of improving use of tabular format lesson plan for effective teaching in schools.

Research Questions

To guide the study, the following research questions were raised.

1. What are the prospective teachers' views on a tabular format lesson plan in teaching practice?
2. To what extent is tabular format lesson plan used by prospective teachers in teaching practice exercise?
3. What are the challenges associated with using tabular format lesson plan in teaching practice exercise?
4. What are the ways of improving use of tabular format lesson plan for effective teaching in schools?

Method

This study adopted the descriptive survey design. Descriptive survey was used as it was the most suitable way of addressing the research. It also enables the researcher obtained information that describes existing phenomena by asking student teachers about their views and opinions. This design is considered appropriate because it enabled the researcher to generate data through the standard collection procedure based on highly structured research instrument and well defined study concept and related variables.

The population of the study consisted of all prospective undergraduate

teachers in University of Ilorin, Ilorin, Kwara State. The target population of the study was all 400 level prospective teachers who had experienced peer teaching and teaching practice exercise. There are nine (9) departments and twenty-seven (27) programmes in the Faculty of Education, University of Ilorin. The total number of 400 level students in the faculty for 2020/2021 academic session was two thousand, two hundred and forty-eight (2,248). Using simple random sampling techniques, two hundred and forty (240) prospective teachers were selected and participated in the study.

The instrument for collecting information was a research-designed questionnaire titled "Prospective Teachers Views on a Tabular Format Lesson Plan Questionnaire" (PTVTFLPQ). The questionnaire was divided into section A and B. Section A was specially structured to obtain information about respondents while the section B comprised items aim to seek the views of the respondents on a tabular lesson plan format in teaching practice. It was divided into four sub-sections. The items on the questionnaire was drawn to be as simple and precise as possible so that each respondent was required to indicate his or her views and be able to tick appropriate answers according to their choice on response options. The first subsection consisted items on prospective teachers' views with four points likert-scale of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD). The second subsection elicited information on extent of using tabular format lesson plan by prospective teachers with three points likert-scale of Frequently (3), Sometimes (2) and Not At All (1). The third subsection comprised items on challenges associated with using tabular format lesson plan with four point's likert-scale of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD). The last subsection elicited information on ways of improving use of tabular format lesson plan with four points likert-scale of Strongly Agree(SA), Agree(A), Disagree(D) and Strongly Disagree(SD). Construct validity of the instrument was used for this research questionnaire. The questionnaire was presented to two experts in text construction, measurement and evaluation who went through it and made relevant corrections, modifications and suggestions which were incorporated into the final version before the administering of the questionnaire to the respondents. Reliability of an instrument refers to the degree to which an instrument consistently examines what it was purported to measure at different number of times. It is also the consistency, accuracy, stability of a measuring instrument and score obtained. Reliability of the instrument was determined using test re-test technique. The research made use of forty 400 level students who were not part of the sample for the study. The

questionnaire was administered twice with the interval of three to the same set of 400 level students. The results were correlated using Pearson Product Moment Correlation Coefficient. The reliability index was 0.87 coefficient. The questionnaire was administered to the respondents. On spot, collection of the questionnaire was made to achieve high retrieval rate. Responses from the questionnaire was analyzed using the descriptive statistic and percentage to answer the four research questions.

Results

The data collected for the study were analysed using mean, standard deviation and rank order for research questions one, three and four while the research question two was answered employed percentage.

Research Question One: What are the prospective teachers' views on a tabular format lesson plan in teaching practice?

Table 2: Views of Prospective Teachers on the Use of Tabular Format Lesson Plan

Views of Prospective Teachers on Use of Tabular Format Lesson Plan	Mean	Standard deviation	Ranking
Tabular format lesson plan is easy to prepare	3.40	.719	3rd
The use of tabular format lesson plan serves as a blueprint / guideline to student teachers in classroom	3.45	.618	1st
The use of tabular format lesson plan leads to effective teaching in the classroom	3.41	.720	2nd
Tabular format lesson plan takes more time to prepare	3.36	2.667	5th
Concept and step are systematic organized and arranged when writing a tabular lesson plan format	3.38	.697	4th
Benchmark = 3.40			

Table 2 showed the views of student teachers on the use of tabular format lesson plan in teaching. The benchmark of 3.40 of the instrument was used in determining the views of undergraduate teacher trainees. It revealed that, tabular format lesson plan serves as a blueprint/guideline to the teachers in classroom with a mean of 3.45 was ranked first, tabular format lesson plan leads to effective teaching with a mean of 3.41 was ranked second, while ease of preparation was ranked third. The teachers had negative views on the "concept and step are systematic organized and arranged when writing a tabular lesson plan format" and "tabular format lesson plan takes more time to prepare". This therefore implies that, the views of prospective teachers on the use of tabular format lesson plan in teaching practice is positive.

Research Question Two: To what extent is tabular format lesson plan used by prospective teachers in teaching practice exercise?

Table 3: Extent of Use Tabular Format Lesson Plan by Prospective Teachers

Extent of Lesson Plan Format Usage	FREQUENTLY	SOMETIMES	NOT AT ALL
During teaching practice exercise	164(68.3)	68(28.3)	8(3.4)
During peer teaching	114(47.5)	112(46.7)	14(5.8)
In my daily lesson presentation in the school.	146(60.8)	80(33.3)	14(5.9)

Table 3 showed the extent of use tabular format lesson plan by prospective teachers. It revealed that 68.3% of the student teachers use tabular format during teaching practice exercise, 60.8% use it in their daily lesson presentation in school, while, 47.5% use it during teaching practice. There is significant record of none usage from the respondents. This therefore implies that the prospective teachers frequently use tabular format of lesson plan.

Research Question Three: What are the challenges associated with using tabular format lesson plan in teaching practice exercise?

Table 4: Challenges associated with using Tabular Format Lesson Plan

Challenges associated with using Tabular Format Lesson Plan	Mean	Standard Deviation	Ranking
Problem of allocating time to different stages of activities on the lesson plan	3.08	.827	1st
Inability of the student teachers to predict students activities before the class	3.01	.808	2nd
Inability of the student teachers to use instructional materials as stated in the format	2.91	.937	4th
Problem of stating a clear and precise behavioural objectives	2.95	.881	3rd
Benchmark = 2.99			

Table 4 showed the challenges associated with using tabular format lesson plan by prospective teachers. The items were rated based on how they fall above or below the benchmark of 2.99. It revealed that, problem of allocating

time to different stages of activities on the lesson plan with a mean of 3.08 was ranked first, next to it was inability of the teachers to predict students' activities before the class with a mean of 3.01 ranked second. Problem of stating a clear and precise behavioral objectives and inability of the student teachers to use instructional materials as stated in the format fell below the benchmark. This therefore implies that, challenges associated with using tabular format lesson plan by the teachers were problem of allocating time to different stages of activities on the lesson plan as well as inability of the teachers to predict students' activities on the lesson plan format before the class.

Research Question Four: What are the ways of improving use of tabular format lesson plan for effective teaching in schools?

Table 5: Ways of improving Tabular Format Lesson Plan

Table 5 showed the ways to improve using of tabular format lesson plan used by the

Ways of improving a Tabular Format Lesson Plan	Mean	Standard Deviation	Ranking
The tabular format lesson plan should be flexible and easy to amend	3.51	.640	1st
Behavioral objectives should cover all the domains of learning when preparing a tabular format lesson plan	3.44	.631	3rd
Effective allocation of time to different stages of activities Benchmark =3.47	3.48	.633	2nd

teachers. At a benchmark of 3.47, it shows that tabular format lesson plan should be flexible and easy to amend with a mean of 3.51 was ranked first. Effective allocation of time to different stages of activities with a mean of 3.48 was ranked second while ensuring behavioral objectives should cover all the domains of learning when preparing a tabular format lesson plan fell below the benchmark. Therefore, the ways to improve use of tabular format lesson plan among the teachers were the tabular format lesson plan should be flexible and easy to amend, and effective allocation of time to different stages of activities must be ensured.

Discussion

The study examined prospective teachers' views on the use of tabular format lesson plan in teaching practice exercise. The findings of study revealed that the prospective teachers' views on the use of tabular lesson plan in Kwara State were positive. This implies that student –teachers make use of tabular

lesson plan form as it serves as a guideline to teaching in the classroom which lead to an effective teaching. The findings of the study supported the finding of Okobia, Augustine and Osagie (2014) who discovered that teaching practice is an integral and a mandatory aspect of processes involved in effective preparation of teachers and Miller (2014) who studied teachers' perspectives of effective lesson planning, her study showed that teachers perception was similar when comes to the impact and usage of element of lesson plan. The consistence of the finding might be on the account of importance and contributions lesson plan to effective learning and teaching in the classrooms.

The finding of the study showed that tabular format lesson plan is frequently used in teaching practice by the prospective teachers. The finding is consistent with the finding of Miller (2014) showed that 75% of the teachers used tabular lesson plan during lesson delivery. It is also in line with findings of Ogonor and Badmus (2006) who reported that teacher trainees expose to realities of teaching and performing professional activities as well as use different teaching methods, strategies and techniques in actual classrooms under the guidance and supervision of trained and experienced teachers. This shows how important lesson plan is to effective teaching. It should be noted that a student teacher that fails to prepare his lesson plan is bound to be a failure.

In the study, the finding further revealed the challenges associated with using tabular format lesson plan used by prospective teachers were problem of allocating time to different stages of activities on lesson plan as well as inability of the teachers to predict students' activities on the lesson plan before class. The finding supported the findings of Okobia, Augustine and Osagie (2014) who study analysis of the perceived challenges faced by student-teachers during teaching practice exercise included problem of stating a clear and precise behavioural objectives, the inability of the student teachers to provide the appropriate teaching and learning instructional materials.

Finding of the study also revealed ways to improve the use of lesson plan among prospective teachers were tabular format lesson plan should be flexible and easy to amend. Also there should be effective allocation of time to different stages of activities. This finding is consistent with the findings of Jekayinfa, et al. (2012) who reported that it is necessary to improve on clear understanding of best practice in different stages of lesson presentation to meet students' learning needs and classroom management skills with appropriate time allocation to the activities involved in the preparation and presentation of lesson plan. This implies that simplicity and flexibility of lesson plan and its time allocation are

important factors that could improve its standard and quality.

Conclusion

Based on the finding and discussion, it was concluded that prospective teachers had positive views on the use of tabular format lesson plan in teaching practices due to its important as it serve as a bueprint teaching. Also, tabular format lesson plan was frequently used as it is easy to prepare. The various challenges students-teachers encountered by the teachers with writing a tabular format lesson plan and also ways to improve tabular format lesson plan were identified.

Recommendations

Based on the findings of the study, the following were recommended. In the tabular format lesson plan, emphasis should be placed on the use of instructional materials; They are valuable materials that can make lesson more effective and interesting. Real objects are mostly preferred, also method of teaching to be used by the teachers should be methods that the teachers wrote on lesson plan. Prospective teachers should be more encouraged in the use of tabular formal lesson plan as it enhance effective teaching. Behavioral objectives should cover all the domains of learning such as the cognitive, affective and the psychomotor domains of learning when writing a lesson plan.

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