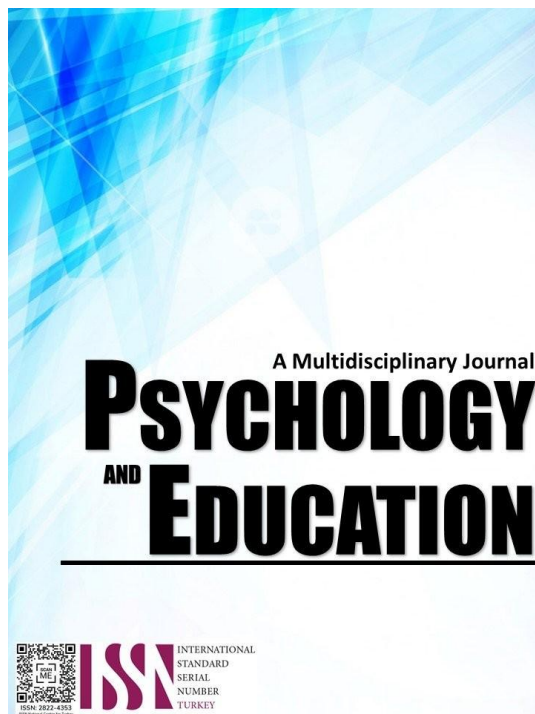


# ASSESSING THE LESSON PLANNING KNOWLEDGE OF BSED ENGLISH STUDENTS: A CONVERGENT PARALLEL STUDY



## PSYCHOLOGY AND EDUCATION: A MULTIDISCIPLINARY JOURNAL

Volume: 43

Issue 9

Pages: 1216-1247

Document ID: 2025PEMJ4226

DOI: 10.70838/pemj.430910

Manuscript Accepted: 06-15-2025

## Assessing the Lesson Planning Knowledge of BSED English Students: A Convergent Parallel Study

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### Abstract

The study aimed to explore the lesson planning knowledge of English major students and describe their lived experiences in planning lessons. It also sought to identify areas of difficulty and recommend possible interventions. A mixed-methods design using a parallel convergent approach was employed. The participants were English major students from various year levels. A total of 161 students were selected through stratified random sampling for the quantitative phase, while 14 students were purposively chosen for in-depth interviews and focus group discussions in the qualitative phase. Results from the quantitative data revealed a high level of lesson planning knowledge, although students scored lowest in the area of writing lesson plans, particularly in aligning with curriculum standards and designing engaging activities. The qualitative findings supported these results and highlighted key themes such as essential foundation of an effective lesson plan, fostering inclusive and adaptive learning environments, balancing time management and instructional effectiveness, refining lesson planning through feedback and student-centered strategies, and strengthening lesson planning through structure and practice. The findings from both phases converged and validated each other, emphasizing that while students have foundational knowledge, they need further support in practical application. Based on the study's findings, a workshop intervention method was recommended to enhance lesson planning skills and provide structured training aligned with curriculum goals.

**Keywords:** *lesson planning knowledge, mixed methods, English major students, Philippines*

### Introduction

Lesson planning knowledge is defined as the teacher's ability to develop and organize a lesson plan that effectively achieves learning goals. This refers to the ways in which teachers integrate the curriculum goals with pedagogy and knowledge in their instruction, as well as their ability to set explicit goals, choose suitable materials, and design activities that captivate students during the class. However, student teachers frequently encounter difficulties in their ability to create comprehensive lesson plans due to their lack of knowledge. It is undeniable that the transition from students to student teachers is an extremely challenging task. Consequently, student teachers face several types of challenges when developing lesson plans, particularly struggling to select effective teaching methods, manage their time effectively, and create engaging learning materials. This lack of knowledge is further exacerbated by insufficient instruction in lesson planning during teacher preparation program (Gendroyono, 2019).

In the global setting, especially in Germany, researchers found out that student teachers face challenges when it comes to lesson planning. Student teachers exhibit limited content knowledge, as most of them have difficulties in lesson planning. For instance, a study established that most of the geography student teachers focused on pedagogical thoughts rather than content knowledge as they responded to teaching scenarios. Therefore, this study suggests that preservice teachers need to enhance their content knowledge and integrate it with their pedagogical skills and professional identity to improve their lesson planning capabilities (Scholten and Doll, 2024).

In the Philippines, researchers investigated the problems in the lesson planning knowledge of English student-teachers, such as a lack of comprehension of the structure of a lesson plan, difficulties in the implementation of teaching strategies, limited pragmatic knowledge, and the pressure of educational mandates. Therefore, this study proposes a lesson plan framework as a tool to assist student. This framework guides structuring lesson plans and acts as a vocabulary resource to help in putting together an effective lesson plan in teaching (Pramoolsook and Magday, 2019).

This study needs research attention considering that students lesson planning knowledge is crucial for the future of the students and teachers as it plays a great role in teaching and learning. Due to the fact that the having knowledge of lesson planning is a blueprint that helps for student engagement, showcasing clear learning objectives and diverse activities that cater to various needs, therefore it is great importance to investigate the impact of lesson planning knowledge of student teachers especially the BSED English students. Moreover, this study aims to determine the level of knowledge of student teachers as a way to improve their teaching effectiveness to facilitating learning through using mixed methods research approach. This study holds social relevance considering the results of this study could provide valuable insights for school institutions that are seeking to enhance their educational programs through implementing effective learning strategies and highly skilled student teachers. However, this study is different to the studies that have mentioned as this study specifically investigated the level of lesson planning knowledge of student teachers in a local college in Barangay Maniki, Kapalong, Davao del Norte using a mixed methods research approach.

Lastly, the researcher has observed that there are lot of studies have been conducted that is focusing on assessing the lesson planning knowledge of student teachers. However, most of these studies have been conducted in global and national setting and only few studies have been conducted in the local setting. To cite some, the study of Rusznyak and Walton (2011) entitled "Lesson Planning Guidelines

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## Research Questions

In this study, convergent parallel mixed method research is employed to broadly analyze the professional development of teachers. Specifically, it sought to answer the following questions:

1. What is the level of the lesson planning knowledge of BSED-English students?
2. What is the significant difference of the level within group according to sex and year level?
3. What are the lived experiences and insights of the BSED English with regards to their level of skill and knowledge in writing effective lesson plans?
4. How do the quantitative data corroborate with the qualitative data?
5. On the basis of the findings of the study, what intervention plan can be proposed?

## Methodology

### Research Design

This study employed a mixed methods design, which combined both qualitative and quantitative research approaches to provide a more complete understanding of the research problem. The mixing of qualitative and quantitative components was vital to the rigor of mixed methods research, as it allowed for a more in-depth exploration of the research problem and a more nuanced interpretation of the findings (Creswell and Plano, 2011).

In this study, by integrating the two methods, it aimed to generate a comprehensive analysis of level of lesson planning knowledge of preservice English teachers. The qualitative component of the study involved interviews with students to gain insights into their experiences and perceptions, while the quantitative component utilized a survey questionnaire to gather numerical data on student knowledge in lesson planning. The mixing of these two approaches provided a more robust and accurate picture of the phenomenon under investigation. By combining the findings of various methods, researchers can gain a deeper understanding of the phenomenon being investigated, potentially uncovering new insights that may have been missed with a single method approach.

To gain an in-depth understanding of the topic, this study has been carried out using the convergent parallel design. The research process can be symbolized as qualitative and quantitative. A convergent parallel design entailed that the researcher concurrently conducted the quantitative and qualitative elements in the same phase of the research process, weighed the methods equally, analyzed the two components independently, and interpreted the results together. With the purpose of corroboration and validation, the researcher aimed to triangulate the methods by directly comparing the quantitative statistical results and qualitative findings. In the research process, two datasets were obtained, analyzed separately, and compared (Demir and Pismek, 2018).

In the context of this study, a convergent parallel design used qualitative data through classroom observation, interview, audio, transcription, and quantitative data through a survey questionnaire will be collected and analyzed. For the qualitative phase, a discourse and thematic analysis were used to analyze the emerging themes and core ideas from the shared experiences of the respondents based on the research questions inquiring about their lesson planning knowledge. For the quantitative data, statistical analysis was employed to get the results on the difference of the status of lesson planning knowledge of student teachers and the extent how which qualitative data corroborated the qualitative data.

This study also followed the phenomenological approach of qualitative research. From the definition, it was an approach of qualitative research that emphasized the commonality of a lived experience within a specific group. The main objective of this approach was to generate themes and outcomes that provided a comprehensive elaboration of the phenomenon being studied (Creswell, 2013).

In the context of this study, the phenomenological approach was used since the researcher studied a phenomenon which was the experiences of the student's teachers regarding their lesson planning knowledge. In this case, since the phenomenological approach was used, the study primarily highlighted the experience of the participants. This is to provide detailed and comprehensive details and information about the phenomenon being studied.

The selected research design of this study was a convergent parallel mixed method. In this design, both types of data were collected concurrently and prioritized equally. As to order, survey was collected first then follow by focus group or one-on-one interview. Then, these two data sets were analyzed separately. After which, the results were merge and the combined results were interpreted. Additionally, the design was appropriate in the study as it aimed to look for convergence, divergence, contradictions or relationships of two sources of data.

## Respondents

This study explored the lesson planning knowledge of second-year to fourth-year students in board program of Kapalong College of Agriculture, Sciences, and Technology during the second semester of the academic year 2024-2025. A total of 161 respondents (e.g., Bachelor of Secondary Education Major in English), were selected using stratified random sampling. Additionally, fourteen (14) participants, were selected through purposive sampling, engaged in in-depth interviews and focus group discussion.

## Quantitative Phase

The respondents of this study were English major student from second-year to fourth-year in Kapalong College Agriculture, Sciences and Technology during the second semester of S.Y. 2024-2025. They were chosen as the respondents because the study is about lesson planning knowledge among English major students in a local college. The inclusion criteria guaranteed representation from enrolled students in Bachelor of Secondary Education major in English Program who maintained regular student status, were enrolled in the first semester of the academic year 2024–2025, and were enrolled in their respective courses, which was open to participants of any gender who demonstrated a willingness to participate. Conversely, the irregular students of the said program on the first semester of the academic year 2024–2025 was the exclusion criterion due from their hectic schedule inside the campus. Specifically, one-hundred sixty-one (161) second-year to fourth-year, thirty-six (36) fourth-year students, fifty-nine (59) third-year students and sixty-six (66) second-year students were selected across all year levels of English major students, totaling one-hundred sixty-one (161) participants for the first semester of the academic year 2023-2024. Since, the study purports to involves students who are in the English major program in a local college, it would be fitting and valid to include English major students in Kapalong College of Agriculture Sciences and Technology.

Further, the respondents were determined through sampling, specifically, stratified random sampling to establish randomness and maintain scientific rigor in the study. This method involves dividing population into smaller groups, or “strata”, and randomly selecting a sample from each stratum. The per-stratum samples were combined to create an overall stratified random sample. An alternative to simple random sampling, stratified random sampling ensures that each stratum is represented in the sample and can provide more accurate results when analyzing subgroups within the population (Nguyen et al., 2020)

Lastly, the researcher wrote a formal request letter to the college registrar to obtain access to the total population of English major education students from all year levels. The researcher gathered the data from the population of English major education students to compute the sample. After obtaining the data, the researcher sent the information to his statistician for computation of the study sample.

## Qualitative Phase

Consequently, in the selection of the research participants, purposive sampling was used. Participants were selected who could best inform the research questions and enhance understanding of the phenomenon under study (Kuper et al., 2008). In the study, there were seven (7) participants for the In-Depth Interview and another seven (7) for the Focus Group Discussion. In addition, in selecting the qualified participants of the study, the following inclusion criteria were followed: (1) must be an enrolled Secondary Education major in English student; (2) could be chosen from second-year to fourth-year level sophomore, junior, or senior; (3) must be a regular student and not probationary nor irregular; (4) could be male or female; (5) must have the willingness to join and participate in the study.

Additionally, the following exclusion criteria were observed: (1) students from other majors or academic programs; (2) first-year students; (3) students on academic probation or holding irregular enrollment status; and (4) those who declined or were unwilling to participate in the study.

## Instrument

### Quantitative Phase

The researcher utilized an adapted questionnaire for the variable that was appropriate for the study's environment. The set of questions

assessed student's lesson planning knowledge in terms of its indicators in terms such as purpose of lesson planning, writing a lesson plan, crafting lesson objectives, competencies required to write a lesson plan, assessments and assignment, and process of evaluating a lesson plan. The final version of the scale with a total of 24 items had a Cronbach's alpha of .898 which represented an excellent reliability level (Fowler, 2018). The 5-point Likert scale was utilized to determine the frequency of the indicators. The scale ranges from 5 with (always) to 1 with (never). The survey questionnaire was designed to corroborate the results which is gathered in the recorded interview. After the formulation, the instrument underwent validation from the experts.

### ***Qualitative Phase***

For the qualitative phase, specific devices such as a voice recorder were used. These devices served as important instruments in establishing concrete evidence of the conduct of the study, most notably in recording the respondents' answers in the interview conforming to the guide questions validated by experts.

The voice recorder also provides substantial support to the conduct of the study although it did not capture stationary or moving pictures as the previous devices do, it offered a clear voice record, which was essential for accurate data collection

All of the above-stated instruments were utilized in the conduct of the study. They were positioned at the back of the interviewee, facing the interviewer. Interview notes is prepared and used during the interview to jot down essential ideas/information shared by the informants.

### **Procedure**

The following procedures is followed during the conduct of the study:

**Validation.** The researcher developed the survey questionnaire and interview guide questions specifically for this study. To ensure content validity and relevance, these instruments were submitted to three experts in the field of education for review and validation. Their feedback was incorporated to refine the tools before data collection.

**Permission.** Prior to conducting the study, the researcher prepared and submitted a formal letter of request to the school administrator of Kapalong College of Agriculture, Sciences, and Technology. The letter sought approval to carry out the research within the institution, with acknowledgment and support from the research adviser. The data collection process followed the procedures aligned with the convergent parallel mixed-method design, utilizing both quantitative and qualitative instruments as recommended by the approach.

### ***Quantitative Phase***

**Orientation.** Upon approval, the participants and individuals were oriented about the conduct of the study, its significance, its purpose, and its objectives. Therefore, each item on the survey questionnaire and the corresponding individual scale was explained thoroughly to the participants. More so, the participants were asked to sign a consent form specifying their voluntary participation in the study. Next, because the researcher, it was important to tell the participants about the protection of their confidentiality. Hence, the information gathered was used just for the study. A schedule was set for the administration of the survey questionnaire.

**Survey Questionnaire.** Within the quantitative phase, a survey questionnaire was going to be employed. Part I of the survey questionnaire was a 6-item checklist divided into 6 (6) domains, with each domain containing statements that describe the amount of level of knowledge in lesson planning. A 5-point Likert scale was utilized to see the extent and, therefore, the lesson planning knowledge. The size ranged from 5 with always to 1 with never. It was administered to the students of Kapalong College of Agriculture, Sciences and Technology. Results were tallied, computed, and analyzed to corroborate the results of the qualitative data. The qualitative and quantitative phases of the study were done simultaneously.

### ***Qualitative Phase***

**Orientation.** Upon approval, the participants and individuals were oriented about the conduct of the study, its significance, its purpose, and its objectives. Each question on the interview guide question was translated into any language that the participants understood best. Furthermore, the questions could be answer in any language the participant was most comfortable with. More so, the participants were asked to sign an Informed Consent Form specifying their voluntary participation in the study. Next, as the researcher, it was important to inform the participants about the protection of their confidentiality. Hence, the data gathered was used only for the study. A schedule was set to conduct in- depth interviews and focus group discussions.

To start the interview, the researcher first introduced herself to the participants. Thanked them for their time and willingness to share their views. Then, presented the purpose and scope of the study and informed the participants that the interview was voice recorded. Still, it was positioned at an angle hiding the participants' identity. In addition, the researcher prepared questions before the schedule for the conduct of in-depth interviews and FGD, and these questions were validated by the experts. Moreover, the researcher started with an important question, followed by supplementary questions and probing questions. The researcher may proceed from one question to the other once the question had been answered to her satisfaction. Each question on the interview guide was translated to any language that the participants understood best. Furthermore, the questions could be answer in any language the participant was most



comfortable with. She encouraged and elicited responses with non-committal body language, such as nodding or murmuring "uh-huh," and so on. The researcher ended the interview by thanking the participants.

**In-Depth Interview (IDI).** In-depth interviewing was a qualitative research technique that aims to collect detailed information beyond initial surface-level answers or intensive individual interviews with a small number of respondents to explore their perspectives on a particular idea, program, or situation, and these interviews were often quite long (Macfarlan, 2020).

In the qualitative phase, a one-on-one interview was conducted with the fourteen (14) participants to gather information on the lived experiences of the college students about level of knowledge of lesson planning. Each interview was conducted only once. Interview notes were cross-validated using the voice-recorded interview. The final transcript was verified by the interviewee for accuracy. The recorded interview and transcript were kept.

**Focus Group Discussion.** A focus group discussion involved gathering people from similar backgrounds or experiences to discuss a specific topic of interest. It was a form of qualitative research where questions were asked about their perceptions, attitudes, beliefs, opinions, or ideas (Twinn, 2000). In a focus group, discussion participants were free to talk with other group members; unlike other research methods, it encourages discussions with other participants. In this study, a group of students was interviewed. FGD was utilized to validate the gathered data in the IDI. Also, it was used to dig more about and confirm if results in IDI and FGD had similarities.

### **Data Analysis**

Immediately after gathering all the pertinent data necessary, the tabulation and analysis of data was done after all the relevant data had been collected. In analyzing the qualitative data, the researcher used discourse and thematic analyses. For the quantitative phase, certain statistical tools were used to analyze the data.

#### ***Quantitative Data Analysis***

In the quantitative data analysis, descriptive statistics, such as the mean, were utilized to assess the average responses of the participants. Once collected, the survey data served as the basis for in-depth analysis. After retrieving the questionnaires, the data were tallied and processed accordingly. The survey data were then analyzed using the Statistical Package for the Social Sciences (SPSS) for both descriptive and inferential statistics. These statistical treatments were applied to ascertain the status of lesson planning knowledge among pre-service teachers.

#### ***Qualitative Data Analysis***

Thematic analysis, in this study, I probed for patterns and themes generated in the utterances or statements of the participants/informants during the one-on-one interview. The themes were framed to analyze students' experiences regarding their level of knowledge in lesson planning in Kapalong, particularly those studying at Kapalong College of Agriculture, Sciences and Technology. In analyzing the qualitative data, the use of thematic analysis was applied.

### **Ethical Considerations**

To maintain the trust of the English teacher education students at KCAST, this study placed paramount importance on their safety, anonymity, full protection, and confidentiality. Steps were meticulously taken to address these ethical considerations with the aim of upholding the participants' trust throughout the duration of the research.

The researcher scrupulously adhered to ethical principles, encompassing respect for individuals, beneficence, justice, securing informed consent, and preserving confidentiality, to guarantee the observance of ethical standards. These principles steered the execution of the study in a conscientious and considerate manner, with a focus on safeguarding the rights and welfare of the participants (Mack et al., 2005).

Respect for persons is a fundamental ethical principle that underscores the significance of treating research participants with politeness and consideration, while recognizing their independence in deciding their involvement in a study (Munhall, 2012 & Scott, 2013).

This principle requires furnishing participants with comprehensive information about the study, ensuring their clear comprehension of the research, as well as any potential risks or benefits involved. Obtaining informed consent constitutes a pivotal component of abiding by this principle, signifying a voluntary agreement grounded in an informed comprehension. By upholding the principle of respect for persons, the researcher can guarantee that the study is conducted ethically and in a manner that respects the rights and autonomy of the participants.

Prior to conducting the interviews, the researcher secured the participants' consent and prearranged the interview schedule to prevent any conflicts with their academic commitments or other responsibilities. This proactive approach aimed to minimize any disruptions to the participants' schedules caused by the researcher's presence and to mitigate the necessity of rescheduling or canceling the interviews.

Throughout the course of the study, the researcher fostered a considerate and polite rapport with the participants, seeking their consent before recording conversations. If they did not allow recording, the researcher truthfully respected their decision. Likewise, the

researcher encouraged participants to pose questions whenever they wished and upheld the confidentiality of both the in-depth interviews and the focus group discussions. Moreover, participants retained the prerogative and the free will to decline responding to sensitive inquiries about the study. If they wished to withdraw and terminate participation in the study, they had all the freedom to do so without any other explanation or risks imposed or involved. By cultivating a positive relationship and adhering to courteous conduct, the study was conducted in an ethical and respectful manner.

Consent constitutes a pivotal element of research ethics, serving to demonstrate respect for research participants. Through the learning of informed consent, participants are comprehensively apprised of the aims and rationale of the research in which they are invited to engage. Written consent will be diligently procured from each participant, affirming their willingness to partake in the in-depth interviews and focus group discussions. Additionally, participants received detailed information about the study's outcomes and discoveries, thereby upholding transparency and ensuring that they remained well-informed throughout the research process (Creswell, 2012).

To uphold the ethical standards of the study, participants were furnished with permission and consent letters that comprehensively delineated the study's particulars, including its methods, design, procedures, benefits, and risks. These letters were designed to facilitate participants' comprehension of the study's nature and empower them to make informed decisions regarding their participation. Those who chose not to participate were free to do so without any obligation to provide explanations, and they received assurances that their data would be held in strict confidence. Furthermore, participants were informed of their right to receive the study's results. By adhering to these ethical guidelines, the study was conducted responsibly and respectfully.

Beneficence, as an ethical principle, underscores the dedication to mitigating risks and optimizing the welfare of research participants. In this study, measures were taken to safeguard and shield the well-being of the participants. The confidentiality of the interviewees was meticulously preserved to avert any potential threats to their privacy. Additionally, all data files were securely stored and never left unattended or inadequately protected (Bricki and Green, 2007).

To align with the principle of beneficence, measures were implemented to preserve the anonymity and confidentiality of participants' responses and personal information. Participants and respondents involved were informed of the findings to help them improve and enhance their lessso planning knowledge as one of the benefits of the study. They were also given tokens of appreciation to show respect and generosity for their time given in the study. To mitigate and avoid potential risks, remote communication through a social media platform was opted for, avoiding face-to-face interactions with the participants. These precautions were undertaken to safeguard the participants' well-being and interests, underscoring the dedication to ethical research standards.

Additionally, the data gathered during this research study was exclusively utilized for the specified research objectives. However, the study's outcomes may also have been disseminated through various means, including presentations within the institution, publication in scientific forums or journals, and presentations at conferences, whether on a local, national, or international scale. The researcher's intent in sharing the study's findings was to contribute to the broader body of knowledge within their field of study.

Confidentiality was upheld through various techniques to protect the data, results, and findings, as well as to ensure the safety of participants. This encompassed concealing all personal identities of the participants and refraining from disclosing them. Furthermore, all materials, including audio records, encoded transcripts, notes, soft and hard copies of data, and other related documents, were disposed of immediately after the data analysis was concluded (Maree & Westhuizen, 2007).

To protect the identity of the participants and ensure compliance with the Data Privacy Act of 2012, discrete coding was used to denote each participant's responses. This measure involved carefully phrasing any information that could potentially identify the participants in terms of their name, gender, ethnicity, or employment/location to avoid violating their anonymity. By using proper coding and other measures, the participants' identity was protected, and their privacy was respected.

Justice in the conduct of this study, it was upheld by ensuring that the rights of the participants who identified themselves as English teacher education students were respected. Given that the study aimed to investigate the lesson planning knowledge of teacher education students, no rights of minor students were violated. To ensure fairness and equal opportunity for participation, the researcher utilized random sampling and purposive sampling techniques. English major teacher education students were not coerced into participating and were given the freedom to decline if they chose. In recognition of their contribution, they were duly credited for their involvement in the research, contributing to the overall success of the study. Additionally, justice was ensured by including only relevant utterances of the participants related to the research objectives and accurately transcribing them (Munhall, 2012; Scott, 2013).

## Results and Discussion

This section presents the results of data in both quantitative and qualitative phase. The first phase deals with the quantitative part in which it displays the status of lesson planning knowledge of English students. The second phase deals with the qualitative part in which it was being presented thru a matrix form. The matrix shows the responses of the participants on their lived experiences regarding their lesson planning knowledge. Also, the matrix contains the issues probed, core ideas, codes or categories, essential themes and the supporting theoretical perspectives. Further, another matrix shows the data integration of the salient quantitative and qualitative findings.

## Lesson Planning Knowledge

Table 1 presents the lesson planning knowledge of secondary English teacher education students in Kapalong College of Agriculture Sciences and Technology. It obtained an overall mean score of 3.55 with a descriptive equivalent of High. This means that the English major students manifested oftentimes their lesson planning knowledge. The variable of the study which is the lesson planning knowledge of which has six indicators namely: purpose of lesson planning, writing a lesson plan, crafting lesson objectives competence required to write a lesson plan assessment and assignment process of evaluating lesson plan.

Table 1. *Lesson Planning Knowledge*

<i>Indicators</i>	<i>Mean</i>	<i>Description</i>
<b>A. Purpose of Lesson Planning</b>		
1. Understanding the purpose and different components of lesson plan (4a's, 5e's, 7E's etc.).	3.86	High
2. Effectively managing the time allotted for the different parts of the lesson plan.	3.63	High
3. Facilitating student learning and engagement.	3.66	High
4. Organizing instructional materials and activities align with the lesson.	3.61	High
5. Assessing student progress effectively throughout the lesson.	3.53	High
Category Mean	3.66	High
<b>B. Writing a Lesson Plan</b>	Mean	Description
1. Writing an effective lesson plan (4a's, 5e's, ..7E's etc.).	3.55	High
2. Effectively allocating the time for each part ..when writing the lesson plan	3.50	High
3. Writing a lesson plan that support students vlearning and engagement.	3.67	High
4. Arranging materials and activities to fit the lesson when writing a lesson plan.	3.60	High
5. Integrating the importance of my lesson to other subjects or discipline	3.55	High
Category Mean	3.57	High
<b>C. Crafting Lesson Objectives</b>	Mean	Description
1. Using SMART (specific, measurable, achievable, relevant and time bound) parameter of the learning objectives	3.63	High
2. Providing objectives that target the cognitive, psycho motor and attitude of the students.	3.61	High
3. Developing objectives in line with the competencies of the lesson.	3.63	High
4. Targeting the multiple intelligence and individual differences of students	3.54	High
5. Assuring that lesson objectives are in line with the competencies.	3.52	High
Category Mean	3.59	High
<b>D. Competence required to write a Lesson Plan</b>	Mean	Description
1. Ensuring the alignment of curriculum standards.	3.58	Very High
2. Confident in creating engaging and diverse activities to keep students interested and involved	3.50	High
3. Creating diverse learning objectives that cater to different learning styles.	3.52	High
4. Able to design assessments that accurately measure student learning across different levels.	3.61	High
5. Reflecting on the effectiveness of the lesson and using feedback to improve future plans.	3.55	Very High
Category Mean	3.55	High
<b>E. Assessment and Assignment</b>	Mean	Description
1. Checking the student's understanding using questions in discussions	3.78	High
2. Making activities engaging and creative.	3.59	High
3. Introducing the next lesson by giving advance reading and research.	3.59	High
4. Integrating questions that guide learning and understanding of the students in giving assignment	3.61	High
5. Planning formative assessment necessary for feedback on the student's learning	3.66	High
Category Mean	3.65	High
<b>F. Process of Evaluating Lesson Plan</b>	Mean	Description
1. Understanding the criteria used to evaluate a lesson plan.	3.66	High
2. Utilizing clear and measurable learning objectives lesson plan.	3.56	High
3. Assessing if the instructional activities are appropriate for achieving the learning objectives	3.59	High
4. Aware of strategies to evaluate how the integration of technology is appropriate meaningful and suitable to the lesson and students' ability	3.55	High
5. Determining if the allotted time for the different parts of the lesson is realistic and well-manage.	3.52	High
Category Mean	3.58	High
Overall Mean	3.55	High



**Purpose of Lesson Planning.** Regarding the purpose of lesson planning, the category mean is 3.66, which is described as high. This means that the purpose of lesson planning is observed oftentimes. Among the items under this indicator, understanding the purpose and different components of a lesson plan (4A's, 5E's, 7E's, etc.) is one of the factors that lead to the effective implementation of the lesson plan; it has the highest mean of 3.86. This means that this factor is oftentimes observed. However, the lowest item rated was assessing student progress effectively throughout the lesson, with a mean of 3.53, which is described as high. This means that it is most of the time observed.

**Writing a Lesson Plan.** The participants rated the writing a lesson plan as high, the category mean is 3.57, which is described as high. This means that the English major students' writing a lesson plan is observed oftentimes. Among the items under this indicator, writing a lesson plan that supports students learning and engagement is one of the factors that lead to the effective preparation of the lesson; it has the highest mean of 3.67.

This means that this factor is oftentimes observed. However, the lowest item rated was effectively allocating the time for each part when writing the lesson plan, with a mean of 3.50, which is described as high. This means that it is oftentimes observed by English major students.

**Crafting Lesson Objectives.** The crafting lesson objectives got a category mean of 3.59, which is high. Of the three indicators, crafting lesson objectives is observed oftentimes. The item can use SMART (specific, measurable, achievable, relevant, and time-bound) parameter of the learning objectives got the highest rating with a mean of 3.63 which is described as high.

This means that crafting lesson objectives using SMART criteria is oftentimes observed. Nevertheless, the item that assures the lesson objectives are in line with the competencies got the lowest mean, 3.52, which is described as high. This means that oftentimes observed by the English major students.

**Competence required to write a Lesson Plan.** Regarding the competence required to write a lesson plan, the category mean is 3.55, which is described as high. This means that the competence required to write a lesson plan is observed oftentimes. Among the items under this indicator, being able to design assessments that accurately measure student learning across different levels is one of the factors that lead to the effective creation of lesson plans; it has the highest mean of 3.61.

This means that the students oftentimes observe this factor. However, the lowest item rated by the students was being confident in creating engaging and diverse activities to keep students interested and involved, with a mean of 3.50, which is described as high. This means that it is oftentimes observed by the English major students.

**Assessment and Assignment.** In terms with assessment and assignment, the category mean is 3.65, which is described as high. This means that assessment and assignment practices are observed oftentimes. Among the items under this indicator, being able to check the student's understanding using questions in discussions is one of the factors that lead to effective assessment practices; it has the highest mean of 3.78. This means that the students oftentimes observe this factor.

However, the lowest items rated by the students were making activities engaging and creative and introducing the next lesson by giving advance reading and research, both with a mean of 3.59, which are described as high. This means that these are most of the time observed by the English major students.

**Process of Evaluating Lesson Plan.** Regarding the process of evaluating a lesson plan, the category mean is 3.58, which is described as high. This means that the process of evaluating a lesson plan is observed oftentimes. Among the items under this indicator, understanding the criteria used to evaluate a lesson plan is one of the factors that lead to the effective evaluation of a lesson plan; it has the highest mean of 3.66.

This means that the students oftentimes observe this factor. However, the lowest item rated by the students was determining if the allotted time for the different parts of the lesson is realistic and well-managed, with a mean of 3.52, which is described as high. This means that it is most of the time observed by the English major students.

As to the level of language competence considering its six indicators, purpose of lesson planning obtains the highest mean of 3.60 described as high which means it is oftentimes manifested by the English major students. On the other hand, competence required to write a lesson plan obtained the lowest overall mean of 3.51 described as high which means it is oftentimes manifested by the English major students. Then, second highest overall mean of 3.59 was obtained by the indicator assessment and assignment. It has a descriptive equivalent as high which is oftentimes manifested by the English major students.

Then, third highest overall mean was obtained by the indicator crafting lesson objectives and it has 3.55 describe as high which means it is oftentimes manifested by the English major students. It was followed by process of evaluating lesson plan with an overall mean of 3.54 described as high which means oftentimes manifested by the English major students. Lastly, it was followed by writing a lesson plan with an overall mean of 3.52 described as high which means oftentimes manifested by the English major students.

### Significant Difference of the Level within Group According to Sex and Year Level

Presented in Table 2 are the results of the significant difference in the level within groups according to sex and year level.

Table 2. Significant Difference of the Level within Group According to Sex and Year Level

Gender	Mean	F	T	Sig. (2-Tailed)	Decision
Male	3.62	1.410	.336	.737	H0 is Accepted
Female	3.59				
Within Groups					
Sum of Squares	df	Mean Square	F	Sig.	Decision
39.689	158	.251	27.715	.000	H0 is Rejected

Analyzing the data, the mean scores for males (3.62) and females (3.59) show a very minimal difference. However, the F-value is 1.410 and the significance level (Sig. or p-value) is 0.737, which is much higher than the common alpha level of 0.05. This indicates that the difference in mean scores between genders is not statistically significant. Therefore, the decision is to accept the null hypothesis (H0), meaning there is no significant difference in the outcome between male and female students.

On the other hand, the analysis based on year level shows a different result. The Sum of Squares is 39.689, with 158 degrees of freedom, and the Mean Square is 0.251. The F-value is much higher at 27.715, and the significance level is 0.000, which is far below the 0.05 standard. This shows that the differences within the groups are statistically important. Therefore, the null hypothesis (H0) is rejected, implying that other factors such as year level do contribute significantly to the differences observed.

These findings indicate that although gender does not affect on the level within groups, year level does, so that the variations in experience, exposure to lesson planning, or learning progress might be behind of the difference.

### Lived Experiences and Insights of the BSED-English with regards to their Level of their Lesson Planning Knowledge

Five key themes were identified from the focus group discussions and in-depth interviews with the participants under the first research question. Before the presentation of the findings from the interviews and discussions, Table 3 presents the profiles of participants for the qualitative data collection. This table details the participants' profiles, who were selected purposively based on the inclusion criteria: he or she must be a 2nd year, 3rd year, or 4th year English major education student in KCAST. Based on the table, the profiles are divided into participants' sex and year level.

Further, Table 3 deals on the lived experiences and insights of the English major students regarding on their level of their lesson planning knowledge. The essential themes which emerged from the transcriptions of the participants' responses for the research question number one consisted of overarching themes which are summarized in the said table.

Table 3. The Lived Experiences and Insights of the BSED-English with regards to their Level of their Lesson Planning Knowledge

Issues Probed	Core Ideas	Code/ Categories	Essential Themes	Theoretical Support
The importance of clarity in lesson planning	<ul style="list-style-type: none"> <li>Showing that a well-structured lesson plan ensures effective teaching and student engagement.</li> <li>Highlighting a well-structured lesson plan ensures clarity, engagement, and inclusivity in learning.</li> <li>Emphasizing that an effective and well-structured lesson plan ensures alignment, engagement, and assessment for diverse learners.</li> <li>Expressing that clear and concise objective are the backbone of a structured and meaningful lesson</li> <li>Highlighting that clear objectives and engaging activities are key to an effective lesson plan.</li> <li>Emphasizing that learning objectives are the most important element, as they provide direction and ensure students achieve the desired outcomes</li> <li>Emphasizing that clear objectives, engaging activities, and assessments are crucial for a focused, effective, and meaningful lesson.</li> <li>Highlighting that clear, visible, and achievable objective are essential for guiding effective teaching and learn</li> <li>Saying that clear objectives, engaging activities, effective assessments, and flexibility are key to a successful lesson plan.</li> </ul>	Effective Lesson Planning Structure	Essential Foundation of Effective Lesson Plan	Constructivist Learning Theory (Piaget, 1977)
Addressing diverse	<ul style="list-style-type: none"> <li>Using differentiated instruction, inclusive strategies, and scaffolding ensures diverse student needs are met through</li> </ul>	Clear and Measurable Learning Objectives		

learning needs in the classroom	<p>varied learning approaches.</p> <ul style="list-style-type: none"> <li>• Emphasizing differentiated activities and inclusive strategies supports diverse learning styles and student needs.</li> <li>• Using varied teaching methods and differentiated activities helps meet the diverse needs of students, keeping them engaged and motivated.</li> <li>• Highlighting that differentiated instruction, multiple learning modalities, and scaffolding create an inclusive environment by addressing diverse learning styles and abilities.</li> <li>• Emphasizing that to promote inclusivity, lesson plans should integrate differentiated instruction, multimodal teaching, and adaptations for diverse student needs.</li> <li>• Incorporating differentiated instruction, multimodal strategies, and flexible assessments ensures that all students can engage with the content in ways that match their learning styles and abilities.</li> <li>• Using differentiated instruction, multimodal teaching, and flexible strategies helps create a supportive environment where all students can succeed, regardless of their individual learning styles and needs</li> <li>• Providing flexible learning options allows students to engage with the content in the way that best suits their learning preferences, whether through visual, auditory, or kinesthetic methods.</li> <li>• Implementing scaffolding techniques helps students at different learning levels by breaking down tasks and offering additional support as needed.</li> </ul>	<p>Differentiating Instruction and Teaching Strategies</p> <p>Incorporating Multimodal and Inclusive Learning Approaches</p> <p>Creating Supportive and Flexible Learning Environments</p>	<p>Fostering Inclusive and Adaptive Learning Environments</p>	<p>Pedagogical Content Knowledge (PCK) Theory (Shulman 1986)</p>
Difficulty in managing time in Lesson Planning	<ul style="list-style-type: none"> <li>• To overcome time constraints, I use templates for efficiency, while differentiated instruction helps address the diverse learning needs of students.</li> <li>• Balancing time constraints and covering learning objectives can be managed by prioritizing key concepts, using interactive activities, and adjusting based on student feedback and comprehension</li> <li>• Balancing content with time constraints can be managed by prioritizing key objectives and breaking the content into manageable sections for flexibility.</li> <li>• Effective time management and addressing diverse student needs can be achieved by focusing on essential elements and seeking peer input to ensure activities are suitable for all learners.</li> <li>• Time management and student engagement can be addressed by prioritizing key topics, incorporating interactive activities, and staying flexible to adapt as needed.</li> </ul>	<p>Managing Time Constraints in Teaching</p> <p>Integrating Differentiation and Time Efficiency</p>	<p>Balancing Time Management and Instructional Effectiveness</p>	<p>Classroom Management Theory (Kounin, 1970)</p>
Essence of student-centered lesson planning	<ul style="list-style-type: none"> <li>• Feedback from teachers and mentors is valuable for improving lesson planning, especially in areas like focusing motivational activities on engagement and adjusting teaching based on student progress.</li> <li>• The feedback on clarity of objectives, adaptability, and alignment with assessments has helped make my lesson plans more structured, student-centered, and effective for diverse learners.</li> <li>• The feedback emphasized making objectives achievable, ensuring clear instructions, and creating a student-centered lesson that promotes active participation, making discussions more engaging and effective.</li> <li>• The feedback helped in refining the lesson planning by identifying irrelevant parts, allowing to focus on what works and improve skills for future lessons.</li> <li>• The feedback highlighted the importance of using precise terms and carefully evaluating activities to ensure they are</li> </ul>	<p>Utilizing Feedback for Lesson Improvement</p>	<p>Refining Lesson Planning Through Feedback and Student-Centered Strategies</p>	<p>Gagne's Nine Events of Instruction Theory (1974).</p>

The importance of structured and effective lesson planning	realistic and effectively enhance learning.			
	<ul style="list-style-type: none"> <li>• Prioritizing student engagement over strict timelines and incorporating interactive, dynamic activities helps keep students engaged and makes learning enjoyable.</li> </ul>	Student-Centered and Engaging Instruction		
	<ul style="list-style-type: none"> <li>• Teacher feedback helps make lessons more student-centered by incorporating real-life applications and hands-on activities, making them more engaging and effective for diverse learners.</li> </ul>			
	<ul style="list-style-type: none"> <li>• Using measurable, student-centered objectives with action verbs makes learning outcomes clearer, more specific, and actionable.</li> </ul>			
	<ul style="list-style-type: none"> <li>• The feedback emphasized including all three learning domains cognitive, affective, and psychomotor while also incorporating differentiated activities to meet diverse student needs, highlighting the importance of flexibility in teaching.</li> </ul>	Strengthening Objectives and Differentiation		
	<ul style="list-style-type: none"> <li>• The feedback taught me the importance of flexibility in choosing activities that address all three learning domains (cognitive, affective, and psychomotor) and incorporate differentiation to meet diverse student needs.</li> </ul>			
	<ul style="list-style-type: none"> <li>• Emphasizing that the 4A's lesson plan model Activity, Analysis, Abstraction, and Application is recommended for its simplicity and effectiveness in engaging students, promoting active participation rather than passive learning.</li> </ul>	Utilizing the 4A's Lesson Plan Framework	Strengthening Lesson Planning Through Structure and Practice	Bloom's Taxonomy (Benjamin Bloom, 1956)
	<ul style="list-style-type: none"> <li>• Highlighting that the 4A's lesson plan is ideal for beginners due to its simplicity, structure, and effectiveness in helping students retain knowledge from the discussion.</li> </ul>			
	<ul style="list-style-type: none"> <li>• Following the 4A's format enhances lesson planning by providing a familiar, structured approach, while seeking feedback from experienced teachers helps identify areas for improvement and ensure effectiveness.</li> </ul>			
	<ul style="list-style-type: none"> <li>• Revealing that the 4A's lesson plan (Analysis, Activity, Abstraction, and Application) is highly recommended for its familiarity and easy structure, which helps organize and enhance lessons effectively</li> </ul>			
	<ul style="list-style-type: none"> <li>• Practicing lesson creation using the 4A's framework, along with seeking feedback and using diverse resources, enhances lesson planning.</li> </ul>			
	<ul style="list-style-type: none"> <li>• Practicing with real classroom scenarios, creating detailed lesson plans, and reflecting on lessons afterward help future teachers improve their lesson planning and identify areas for growth.</li> </ul>	Practicing and Refining Lesson Planning		
	<ul style="list-style-type: none"> <li>• Students can improve their lesson planning by practicing with real classroom scenarios, observing experienced teachers, and being receptive to feedback.</li> </ul>			
	<ul style="list-style-type: none"> <li>• Emphasizing that to start with clear goals, use varied activities, stay flexible, observe teachers, and continuously refine strategies based on feedback.</li> </ul>	Key Strategies for Effective Lesson Planning		
	<ul style="list-style-type: none"> <li>• Highlighting that setting a clear learning objective, design engaging activities for diverse learning styles, check student understanding, and seek feedback to improve lesson delivery.</li> </ul>			

**Essential Foundation of Effective Lesson Plan.** In the context of essential foundation of effective lesson plan, some of the experiences undergone by the students is they tend to realize that proper lesson planning, with defined goals and organized activities, improves their experience. They stress that properly planned lessons engage them, set clear expectations, and allow for meaningful assessment reinforcing learning. Their experiences show how a well-organized plan result in improved understanding and learning.

**Effective Lesson Planning Structure.** This is the first code of the first problem probed. The participants have indicated that they consider well-planned lesson plans to be clear, interesting, and participative. They value structured activities, enhanced understanding of what is expected, and evaluations that monitor progress, making learning effective and enjoyable.

Similarly, Participant 1 identified that an efficient lesson planning framework ensures to deliver clarity, interaction, and organization in learning. It makes students comprehend goals, remain actively engaged, monitor progress via evaluation, and gain from effective utilization of time and resources. This indicates an efficient lesson planning resulted in a significant and well-structured learning experience. According to Participant 1 said that:

“So, as an education student base on my experience is the most essential elements when writing a lesson plan {...}. So, this component ensure that the lesson plan is clear structured and align sya sa atoang mga educational goals. And first is the learning objectives so it guides what I want my students to achieve and the end of the lessons so while instructional strategies help me determine the best way to deliver the content effectively and para masabtan nila mas maayo {...} And lastly using appropriate resources such as text books multimedia books and hands on materials it enhances the students engagement and understanding.” (IDI-01)

(So, as an education student, based on my experience, the most essential elements when writing a lesson plan {...}. So, this component ensures that the lesson plan is clear, structured, and aligned with our educational goals. And first is the learning objectives, as they guide what I want my students to achieve at the end of the lesson, while instructional strategies help me determine the best way to deliver the content effectively so that they can understand it better. {...} And lastly, using appropriate resources such as textbooks, multimedia materials, and hands-on materials enhances student engagement and understanding.)

Additionally, Participant believes that an effective lesson plan needs to consist of objective objectives, interesting activities, evaluation, strategies for differentiating, and apt timing to enable effective and inclusive learning. This opinion identifies the participant's understanding that lesson plans need not just be about presenting content but also about involving students, evaluating their development, meeting various learning needs, and utilizing time effectively. As participant 4 stated that:

“From base sa akong experience, the most essential elements of a lesson plan include clear learning objectives, engaging activities, assessment methods, differentiation strategies, and timing. Learning objectives provide direction and clarity, ensuring students understand what they are expected to achieve. Engaging activities keep students motivated and involved in the learning process. Assessment methods help gauge understanding and progress, while differentiation strategies ensure all students, regardless of ability, can participate meaningfully. Proper timing ensures smooth transitions and maintains student focus.” (IDI-04)

(Based on my experience, the most important parts of a lesson plan are clear objectives, interactive activities, assessment techniques, adaptation strategies, and time management. Objectives give direction and help students know what they should achieve. Interactive activities keep students engaged and interested in learning. Assessments measure understanding and progress, while adaptation strategies make sure all students, regardless of ability, can participate effectively. Good time management ensures smooth transitions and keeps students focused.)

Moreover, students convey the expectation that a well-planned lesson plan must include objectives that are clear, strategies of teaching that are effective, and evaluations to enable efficient learning. They emphasize the alignment of lessons with standards but in a manner that addresses the varying needs of students. The response underscores the contribution of instructional strategies in maintaining the interest of the students and assessment in monitoring progress. In general, the student understands the necessity of structure, inclusiveness, and assessment in instruction. For Participant 4 stated that:

“So the most essential elements no of an effective lesson plan kay naga include syag clear learning objective of course and of course mag hatag pud tag mga engaging no na mga instructional strategies and after ana pagka last and of course ang atoang assessment methods. learning objectives man gud provides a clear directions for the lesson ensuring that naka align na sya sa curriculum standard and akong gemention ganina sa instructional strategy kay naga accommodate na sya sa different learning styles kay syempre sa isa ka classroom setting kay diverse man jud ang atoang mga learners and lastly katong sa last nako gi ingon ang assessment method is naga measure sya sa students understanding and guide future instruction.” (IDI-04)

(The most essential elements of an effective lesson plan, of course, include clear learning objectives, engaging instructional strategies, and assessment methods. Learning objectives provide clear direction for the lesson, ensuring they are aligned with curriculum standards. As I mentioned earlier, instructional strategies accommodate different learning styles since, in a classroom setting, our learners are naturally diverse. Lastly, the assessment method measures students' understanding and guides future instruction.)

**Clear and Measurable Learning Objectives.** This is the second code of the first explored issue. Clear and measurable learning objectives highlight the significance of presenting a structured, focused, and purposeful lesson. They inform teaching and learning by specifying what students are to accomplish at the end of the lesson. These objectives are essential since they give lessons purpose, that help assess progress, and facilitate desired outcomes. Being clear and measurable, these objectives make planning feasible, engaging activities, and evaluations, making it easy for teachers and students to be directed towards the desired objectives.

In relation, participant states that while lesson planning, clear and concise objectives are of utmost importance. They think that clearly defined objectives not only serve as the spine of the lesson but also facilitates the discussion properly, making sure that the lesson is structured and offers a valuable learning experience. As Participant 5 stated that:

“So, base on my experience I said the objectives the concise objectives in creating lesson plans since that it is the backbone or the framework of all of your lessons and if having a concise objective, you can do or you can write something or you can write information



which could into an effective discussion is because you have a concise objective” (IDI-05)

(Based on my experience the concise objectives in creating lesson plans serve as the backbone or framework of all your lessons. Having clear and concise objectives allows you to write and organize information effectively, leading to a more structured and effective discussion.)

Furthermore, the participant is of the opinion that an effective lesson plan depends on well-defined and clear objectives that reflect various learning styles to ensure that all the students are in a position to effectively master the content. Furthermore, they stress the need to have stimulating activities to sustain students' interest and stimulate active participation, which maximizes the learning process. Participant 6 stated that:

“The most essential elements when writing a lesson plan is the objectives so and objectives is dapat ma cater niya ang different learning style sa mga students dapat clear and objectives tapus when it comes to activities is dapat engaging jud sya.” (IDI-06)

(The most essential elements when writing a lesson plan are the objectives, so the objectives should cater to the different learning styles of the students. The objectives should be clear, and when it comes to activities, they should really be engaging.)

Moreover, it highlights that the most crucial aspect in designing a lesson plan is the learning objectives since they establish the reason and aim of the lesson. The objectives offer clear guidance for both the instructor and learners so that the lesson is directed and learners attain the desired learning outcomes. Generally, learning objectives contribute to developing a purposeful and effective learning experience. As Participant 9 expressed that:

“For me no ang pinaka importante na elements sa pag himog lesson plan is ang learning objectives kay mao man sya nag atong goal so mao to sya dapat ang atong dapat iabot nga kuan kanang unsa atong tumong ana nga lesson.” (FGD-02)

(For me, the most important element in creating a lesson plan is the learning objectives because they serve as our goal, so they should be what we aim to achieve in that lesson.)

In addition, participants emphasize the key elements of a lesson plan: specific learning objectives, active activities, and evaluation. Specific objectives provide students with a sense of direction and what to look forward to in the lesson. Active activities sustain student interest and participation, and evaluations enable the teacher to check for student progress and comprehension. These components function together to produce an organized and efficient lesson. As participant 11 stated that:

“for me kay the most important things are clear learning objective kung unsa ang kanang matun.an sa mga studyante and kanang engaging pud ang activities kung unsa ilang dapat tun.an and a way to check the understanding kung unsa ilang kanang natun.an ining human. So this are very important because they make sure nga ang lesson kay focus sa learning objectives unya effective pud sya.” (FGD-04)

(for me, the most important things are clear learning objectives, what the students should learn, and engaging activities, what they need to learn, and a way to check their understanding of what they have learned after. So, these are very important because they make sure that the lesson is focused on the learning objectives and that it is effective.)

Also, participant highlights that the most crucial aspect of designing a lesson plan is setting clear, visible, and attainable objectives. These objectives will act as a benchmark for teaching and learning, keeping the lesson properly organized. Having precise goals, the teacher will be able to deliver the lesson in a manner that aligns with the intended outcomes, enabling students to comprehend what they are supposed to accomplish. As Participant 13 opined that:

“So for me the most essential thing to do in crafting your lesson plan is to create a better objective that is visible and achievable.” (FGD-06)

(So, for me, the most essential thing to do in crafting your lesson plan is to create better objectives that are visible and achievable.)

Lastly, participants describe participants describe that a lesson plan must be well-planned by having clear objectives to guide the lesson, activities that are interactive in order to promote participation of students, proper assessment techniques to cater to different learning needs, and accommodating flexibility to make adjustments when needed. These features make the learning process more interactive and student-focused. As Participant 14 expressed that:

“So kanang base sakong experience is the most kanang important element of lesson plan is kanang clear objectives tapus engaging activities tapus ang pag assess nimo unsaon nimo pag assess sa students na ma meet nimo ang ilang needs ana sya and also the flexibility.” (FGD-7)

(So, based on my experience, the most important element of a lesson plan is clear objectives, engaging activities, then how you assess the students so that you can meet their needs and also the flexibility.)

Fostering Inclusive and Adaptive Learning Environments. In the context of creating inclusive and adaptive learning spaces the students reiterate the need for inclusivity, differentiated instruction, and diverse teaching methodologies to meet diverse learning requirements. They bring out the application of multimodal strategies like visual, auditory, and kinesthetic in engaging students. They also focus on

the requirement for scaffolding, flexible assessments, and accommodations to meet the needs of students of different levels, including special needs. Overall, their intention is to develop an adaptive and supportive learning environment under which all the students are able to prosper.

**Differentiating Instruction and Teaching Strategies.** This is the first code of the second probed. Participants shared statements to address the unique needs of learners, teachers need to apply differentiated instruction, inclusive strategies, and scaffolding. These strategies are served to meeting a various learning abilities and styles in order to allow all students to interact with the curriculum to fit in their own individual needs. The focus is on making use of multiple instructional procedures and activities that enhance inclusiveness while keeping students' motivation and participation.

In connection to this, the participant explains that h to better address the diverse needs of students by using various teaching strategies, including differentiated instruction and flexible activities. They integrate visual, auditory, and kinesthetic learning styles to address diverse students, utilize scaffolding to simplify complex concepts, and facilitate collaborative learning through group discussions and work. These strategies seek to develop an inclusive and engaging learning environment. As participant 1 mentioned that

“So okay to ensure that my lesson plan addresses the diverse needs of my students {...} I include a mix of visual, auditory or kinestitics activities in my lessons because naa man guy mga students na mas better sila maka learn through visual maka kita silage pictures or through auditory material. So, additionally naga employ sad ko ug scaffolding techniques bitaw na gina break nako ang complex concept into more manageable lang na mga concepts para mas dali nila ma grasp ang imohang gina pa sabot {...}.” IDI-01)

(So okay, to ensure that my lesson plan addresses the diverse needs of my students {...} I include a mix of visual, auditory, or kinesthetic activities in my lessons because there are students who learn better through visuals, by seeing pictures, or through auditory materials. So additionally, I also employ scaffolding techniques where I break down complex concepts into more manageable ones so that they can easily grasp what I am trying to explain {...}.)

Aside from that, lesson planning that integrates a range of activities to support different learning types, including auditory, visual, and kinesthetic learners. Differentiating tasks is also done in order to deliver proper support for struggling students as well as challenging advanced learners in order to maintain an inclusive yet stimulating learning environment for all learners. As Participant 2 noted that:

“So sapag himo sa lesson plan no always try my best to include variety of activities that cater to different learning styles. {...} I might include visual aid, group discussion and hands on activities to ensure inclusivity and additionally I tried to differentiate task base on my students ability because there is no such thing as one size fits all and providing more supports for those who need it while challenging more advance learners with extra task or higher order thinking questions.” (IDI-02)

(“So, in making a lesson plan, I always try my best to include a variety of activities that cater to different learning styles. {...} I might include visual aids, group discussions, and hands-on activities to ensure inclusivity. Additionally, I try to differentiate tasks based on my students' abilities because there is no such thing as one-size-fits-all, providing more support for those who need it while challenging more advanced learners with extra tasks or higher-order thinking questions.)

With regards to that, participants believe that instructional approaches must be flexible enough in order to cater to the varying needs of students, since there is no single teaching method that suits everyone. They emphasize applying mixed methods, for example, differentiated activities, in order to address students and get them interested, thus motivating them to engage actively in the learning process. As Participant 8 mentioned that:

“Knowing no na the teaching method or the teaching style of the teacher doesn't or kumbaga dili siya one size fits all so you really have to do something or employ and technique employ techniques para ma meet nimo ang diverse needs sa imohang students. So I think one of the best way to do that is to ammm.. to do or to gamiton nimo ang differentiated activities para ma capture nimo ang interest ug motivation sa imohang students na makig engage sa imohang klase.” (FGD-01)

(Knowing now that the teaching method or the teaching style of the teacher doesn't, or in other words, it's not a one-size-fits-all, so you really have to do something or employ techniques to meet the diverse needs of your students. So, I think one of the best ways to do that is to do or use differentiated activities to capture the interest and motivation of your students to engage in your class.)

**Incorporating Multimodal and Inclusive Learning Approaches.** This second code from the second issues probed. The participants emphasize that they understand the importance of utilizing the differentiated instruction, multiple learning modalities, and scaffolding in facilitating for an inclusive classroom environment. They also emphasize that lesson plans incorporate various ways of teaching, including multimodal methods, to cater to diverse students' diverse needs. Through the use of flexible assessments and strategies that tailored with different learning styles, participants enable all students to actively engage in the content in a way that suits their capacity, by facilitating an inclusive and supportive environment.

In relation, participant states that to promote inclusivity in the classroom, they apply differentiated instruction, multiple learning modalities, and scaffolding strategies. They understand that students possess different abilities and learning styles whether visual, auditory, or kinesthetic so they apply flexible grouping and offer individualized support to enable each student to succeed. This strategy ensures that all learners get the required support and opportunities to participate effectively with the content. As participant 3 stated

that:

“So para ma ensure nato ang inclusivity sa isa ka classroom setting of course naga incorporate jud ko ug differentiated instruction no multiple learning modalities and naa pud tay mga scaffolding techniques nga gina tawag so kini sya na mga kay syempre lahilahi man jud ang ability sa atuang mga bata sa isa ka classroom setting no nay maka tuon through visual, auditory so kini sya is mag create ka ug flexible grouping and maka prvide ka sa ilaha ug individualize support to help your students succeed.” (IDI-03)

(So, to ensure inclusivity in a classroom setting, of course, I really incorporate differentiated instruction, multiple learning modalities, and what we call scaffolding techniques. Because, naturally, students in a classroom have different abilities some learn through visual, some through auditory so with this, you create flexible grouping and provide them with individualized support to help your students succeed.)

To add, the participant points out that to ensure inclusivity, they prepare lesson plans incorporating differentiated instruction, multimodal instructional strategies, and accommodations to cater to the diverse needs of the students. This indicates a willingness to ensure a learning environment in which all the students, no matter their learning styles or capabilities, have an equal chance to access the content and achieve. As Participant 4 mentioned:

“For me to promote inclusivity, I ensure that my lesson plans incorporate differentiated instruction, multimodal teaching approaches, and accommodations for students with different needs.” (IDI-04)

(For me, to promote inclusivity, I make sure that my lesson plans include differentiated instruction, multimodal teaching approaches, and accommodations for students with different needs.)

Moreover, the participant reports that when developing lesson plans, they make it a point to respond to various students' needs through the use of differentiated instruction, multimodal instructional strategies, and adaptive assessments. This way, students are able to access the content in form that are responsive to their respective learning styles and capacities, leading to confidence building and their achievement.

As Participant 12 expressed that:

“For me maam when writing a lesson plan when writing a lesson plan amm it ensure lesson plan addresses diverse students needs I incorporate differentiated instruction multimodals teaching strategies and flexible assessments allowing students to engage in content in such their learning styles and abilities so that in can give them strength.” (FGD\_02)

(For me, ma'am, when writing a lesson plan, I make sure that it addresses the diverse needs of students. I incorporate differentiated instruction, multimodal teaching strategies, and flexible assessments, allowing students to engage with the content in ways that match their learning styles and abilities so that it can give them strength.)

Creating Supportive and Flexible Learning Environments. This is the third code of the second issues investigated. The respondents recognized the importance of differentiated instruction, multimodal instruction, and flexible accommodations in the creation of a supportive learning environment. They agreed that flexible learning options allow students to learn content depending on their style of learning, either visual, auditory, or kinesthetic. They also underlined the function of scaffolding strategies in task decomposition and student support at varying levels of learning. They further pointed out the necessity of the use of assistive technology and alternative resources for supporting students with special needs.

In connection, the participant responds that they respond to students' varied needs through differentiated instruction, flexible activities, and inclusive approaches. In connection, the participant responds that they respond to students' varied needs through differentiated instruction, flexible activities, and inclusive approaches. They appreciate the need to integrate visual, auditory, and kinesthetic learning to suit various learning styles. They also use scaffolding techniques to break down complicated ideas, making learning easier. They engage in collaborative learning through group work and discussion, promoting students' participation and interaction. As Participant 1 mentioned that:

“So okay to ensure that my lesson plan addresses the diverse needs of my students I often incorporate differentiated instruction flexible learning activities and inclusive teaching strategies. {...} I include a mix of visual, auditory or kinestitics activities in my lessons because naa man guy mga students na mas better sila maka learn through visual maka kita silage pictures or through auditory material. Additionally, naga employ sad ko ug scaffolding tecniques bitaw na gina break nako ang complex concept into more manageable lang na mga concepts para mas dali nila ma grasp ang imohang gina pa sabot and also I also create oppotunities for collaborative learning where students can learn from their peers in group activities or in discussions.” (IDI-01)

(So okay, to ensure that my lesson plan addresses the diverse needs of my students, I often incorporate differentiated instruction, flexible learning activities, and inclusive teaching strategies. {...} I include a mix of visual, auditory, or kinesthetic activities in my lessons because there are students who learn better through visuals, by seeing pictures, or through auditory materials. Additionally, I also employ scaffolding techniques where I break down complex concepts into more manageable ones so that they can easily grasp what I am trying to explain. I also create opportunities for collaborative learning where students can learn from their peers in group activities or discussions.)

Consequently, the respondent also emphasizes learner-centricity with the incorporation of differentiated instruction, multimodal approaches to instruction, and flexible testing. They are aware that learners differ in mode of learning, abilities, and needs to meet with diversity of instruction for greater interest. By providing several avenues with the use of various modes, for instance, visual, auditory, and kinesthetic strategies, they guarantee usability and understanding of everyone. This approach is congruent with constructivist theory, promoting a constructive environment that increases student confidence and achievement. According to Participant 12 stated that:

“For me maam when writing a lesson plan when writing a lesson plan it ensure lesson plan addresses diverse students’ needs I incorporate differentiated instruction multimodal teaching strategies and flexible assessments allowing students to engage in content in such their learning styles and abilities so that in can give them strength.” (FGD-05)

(For me, ma’am, when writing a lesson plan, it ensures that the lesson plan addresses diverse students' needs. I incorporate differentiated instruction, multimodal teaching strategies, and flexible assessments, allowing students to engage in the content in ways that suit their learning styles and abilities so that it can give them strength.)

Moreover, the participant ensures an inclusive and a student-centered through the use of differentiated instruction and scaffolding strategies. They emphasize that students learn differently visual, auditory, or kinesthetic and therefore they adjust their approaches. By using a flexible grouping and one-to-one assistance, they give each learner the support needs to excel. This fosters an adaptive supportive learning environment that enhances equity and engagement. As Participant 3 stated:

“So para ma ensure nato ang inclusivity sa isa ka classroom setting of course naga incorporate jud ko ug differentiated instruction no multiple learning modalities and naa pud tay mga scaffolding techniques nga gina tawag so kini sya na mga kay syempre lahilahi man jud ang ability sa atoang mga bata sa isa ka classroom setting no nay maka tuon through visual, auditory so kini sya is mag create ka ug flexible grouping and maka prvide ka sa ilaha ug individualize support to help your students succeed.” (IDI-03)

(So, to ensure inclusivity in a classroom setting, of course, I incorporate differentiated instruction, multiple learning modalities, and we also have scaffolding techniques. This is because, of course, the abilities of our students in a classroom setting are different, some can learn through visual, auditory methods, so with this, you create flexible grouping and provide individualized support to help your students succeed.)

Lastly, the participants prioritize the inclusivity by using multiple teaching strategies to cater the different learning capabilities and styles. They recognize that students learn differently, and they use visual aids, hands-on practice, and auditory methods to increase the participation. Through the delivery of differentiated instruction and accommodations like more time and simplified instructions, they promote equal learning opportunities. This process provides an accommodating environment where all students can achieve success. As Participant 10 stated that:

“So to ensure that my lesson plan naga promote sya ug inclusivity {...} I incorporate a variety of teaching strategies such as visual aids hands on activities and discussions naga gamit sad ko ug differentiated instruction by offering multiple ways for students to engage with the material and demonstrate their understanding {...} additionally gina consider sad nako ang students with special needs by including accommodations like extra time and simplify instructions.”(FGD-03)

(So, to ensure that my lesson plan promotes inclusivity {...} I incorporate a variety of teaching strategies such as visual aids, hands-on activities, and discussions. I also use differentiated instruction by offering multiple ways for students to engage with the material and demonstrate their understanding {...} Additionally, I consider students with special needs by including accommodations like extra time and simplified instructions.)

**Balancing Time Management and Instructional Effectiveness.** In the context of balancing time management and instructional effectiveness, some of the experiences gained by the participants are using a structured lesson with defined objectives, as it enables them to concentrate on key concepts without being overwhelmed. They appreciated interactive activities and flexible pacing, which improve engagement and accommodate different learning styles. Differentiated instruction essential to them, as it ensures that all the students receive the important support they need to achieve. In addition, they recognize the value of teacher flexibility since adjusting the lessons according to student feedbacks makes the learning more inclusive and productive.

**Managing Time Constraints in Teaching.** This is the first of the third issues probed. Students emphasize the need for a well-organized and clear lessons that prioritizes the essential concepts while maintaining the flexibility. They appreciate the use of interactive task that increase engagement and allow them to understand better. They appreciate the use of interactive task that increase engagement and allow them to understand better. They also appreciate on employing differentiated instruction since it promotes that there is adaptation to varied learning needs. Students also understand that they need flexibility in instruction, whereby the teaching is modified in accordance with their feedbacks and levels of understanding.

Additionally, students indicated the importance of having a well-planned lesson as it effectively uses time. They appreciate the use of templates, since this facilitates learning and improves focus. Differentiated instruction is valued as it accommodates the diverse learning styles and ensuring inclusivity. And also, they indicate the need of both efficiency and the adaptability in teaching. As Participant 1 mentioned that:



“So para sa akoo na isa jud sa pinaka challenge na mag buhat ug lesson plans labi na pag iemploy nani is ang time {...} to address this ang akoang gina buhat is sa internet bitaw naa may mga givin na nga lesson plan template so mao na sya akong gina gamit para dili nako mag lisud ug kanag buhat buhat pa ug template para sa lesson plan kanag diritsu nalang kag butang sa imohang unsa man imong lesson ana. Also another challenge is catering to diverse students' needs as each students has different learning abilities and preferences to overcome this I implement differentiated instruction by including activities that suits the various learning style of the students.” (IDI-01)

(So, for me, one of the biggest challenges in making lesson plans, especially when implementing them, is time {...} To address this, what I do is use readily available lesson plan templates from the internet so that I don't have to struggle with creating a template from scratch. Instead, I can directly input my lesson content. Also, another challenge is catering to diverse students' needs, as each student has different learning abilities and preferences. To overcome this, I implement differentiated instruction by including activities that suit the various learning styles of the students.)

Moreover, Students emphasize the importance of a well-structured lessons that focus on the core concepts while allowing the flexibility. They indicate the interactive activities that make learning more engaging and that helps in improving students understanding. They also value the teachers who adjust their strategies based on student feedback to better cater their learning needs. Overall, they indicate the importance to maintain a balance between time efficiency and effective teaching. As Participant 3 has stated that:

“So ang challenge no isa jud ka challenge in lesson planning is ofcourse balancing time constraints while covering all the learning objectives effectively. Kay of course sa isa ka classroom setting limited rajud ang atong time so to overcome this naga prioritize ko ug key concepts gina prioritize jud nako na sya and naga integrate ko ug interactive activities also gina gather nako ang mga feedback sa students para ma adjust nako ang approach base sa ilahang needs and comprehension levels. (IDI-03)

(So, one challenge, of course, in lesson planning is balancing time constraints while effectively covering all the learning objectives. Because, of course, in a classroom setting, our time is really limited. To overcome this, I prioritize key concepts, I really make sure to prioritize them, and I integrate interactive activities. I also gather feedback from the students so I can adjust my approach based on their needs and comprehension levels.)

Furthermore, Students indicates the importance for lessons that are concise and manageable, rather than just being loaded with material. They appreciate when the teachers prioritize the key objectives, as this allows them to concentrate on key concepts, they also value when the material is break down into smaller, digestible sections, making it simpler to absorb and connect with. As Participant 4 stated that:

“So ang challenge no isa jud ka challenge in lesson planning is ofcourse balancing time constraints while covering all the learning objectives effectively. Kay of course sa isa ka classroom setting limited rajud ang atong time so to overcome this naga prioritize ko ug key concepts gina prioritize jud nako na sya and naga integrate ko ug interactive activities also gina gather nako ang mga feedback sa students para ma adjust nako ang approach base sa ilahang needs and comprehension levels.” (IDI-03)

(So, one challenge, of course, in lesson planning is balancing time constraints while effectively covering all the learning objectives. Because, of course, in a classroom setting, our time is really limited. To overcome this, I prioritize key concepts, I really make sure to prioritize them, and I integrate interactive activities. I also gather feedback from the students so I can adjust my approach based on their needs and comprehension levels.)

Integrating Differentiation and Time Efficiency. This is the second of the third issue probed. It emphasizes the importance of lessons that balance the major concepts with the approaches to manage the individual styles of learning. They value it when the teachers focus on the important elements while incorporation activities to keep them engage in learning. The experience underscores the importance of flexibility, since adjusting lessons according to students' remarks guarantees sound learning. Finally, students welcome a balance between time management and differentiation to facilitate both learning targets and their needs.

In connection, the participant emphasizes the significance of well-structured lessons with careful time allocations for activities, discussion, and assessments. They find it enjoyable when teachers focus on main ideas, giving enough time for participation and understanding. They appreciate it when teachers consider their diverse learning needs, modifying activities to different ability and interest levels as participant 9 said that:

“So ang challenges na akong na encounter sa pag himo ug lesson plan is kanang sa time na sapag bahin bahin sa time kung pila ba ka minutes ang akoang ibutang sa activities sa discussion sa evaluation. {...} so, to overcome sa ato na mga challenges so mag first sap ag bahin sa oras mag focus ko sa kuan kung unsa nag essential na elements na dapat e achieve para ma macope to dsya nachallenge. Another one katong sa diverse students needs nga challenge akoang pama agi ato nga buhaton is mag kuan ko dili lang kay ako ako mag implement ay mag buot kung unsa na activity mangutana ko sa akoang classmates okay ra kaya ni nga activity tama ra kaha sa akoang students.” (FGD-02)

(The challenges I encountered in making a lesson plan include managing time, specifically how to allocate minutes for activities, discussions, and evaluation. {...} So, to overcome these challenges, I first focus on time management by identifying the essential elements that need to be achieved to address the issue. Another challenge is meeting the diverse needs of students, and my approach to



this is not deciding on activities by myself. Instead, I ask my classmates for their opinions to check whether the activity is appropriate and suitable for my students.)

Likewise, Students reference the importance of timely lessons and within the time provided. They like it when key subjects are given priority, as this enables them to focus on the most important ideas first. They also like participative activities, as they maintain their focus and make learning fun. In general, students emphasize flexibility, whereby teachers adapt their method according to the pace of the lesson and the needs of the students. As participant 14 stated that:

“I observe that the challenges I have encountered while writing a lesson plan is kanang the time management kung kani sya nga lesson is ma meet bani sya kana na time so it is difficult na kanang within that time mahuman nimo sya na lesson and also kanang kung unsaon nato pag engage sa students kung unsa nato pag deliver sa atoang topic na ma engage ang atoang mag studyante so to solve that so iprioritize nako ang katong mga important lang na topics and also mag include ug interactive activities and alson remain flexible to adapto of something to as plan.” (FGD-07)

(I observe that the challenges I have encountered while writing a lesson plan are related to time management whether the lesson will meet the allotted time. It is difficult to ensure that the lesson will be completed within that time. Another challenge is how to engage the students, how to deliver the topic in a way that will capture their interest. To solve that, I prioritize the important topics and include interactive activities, and also remain flexible to adapt if something in the plan needs to be adjusted.)

**Refining Lesson Planning Through Feedback and Student-Centered Strategies.** With regards to improving lesson planning through student-centered approaches and feedback, some students feel more clarity and engagement when lessons are organized with distinct objectives and flexible activities. They like it when lessons have interactive, real-life examples that involve them actively and make learning interesting. They prefer when teachers focus on all the learning domains being cognitive, affective, and psychomotor to ensure an inclusive approach to address varied needs. In general, students emphasize the significance of flexibility in lesson planning since it assists in developing a more personalized and efficient learning environment.

**Utilizing Feedback for Lesson Improvement.** This is the first of the fourth issues questioned. The response highlights the need for developing organized, student-focused lessons with clear, attainable goals. It focuses on active, engaging tasks that encourage active involvement and reinforce learning outcomes. It also accents the role of being flexible when teaching, whereby lessons are aligned with tests and respond to different student needs. Finally, the response highlights the importance of employing clear language and assessing activities to determine that they are realistic and that they add considerably to student learning.

With regards to this, the participants reveal that engagement motivational activities aid in keeping them more engaged and interested in the lesson. They prefer lessons being prepared in such a way as to actively engage them, not just expecting them to think critically but without their interaction. In this way, there is greater monitoring of how far they go since they are engaged and keen to participate. As Participant 1 mentioned to us:

“So, the feedback that I have receive from teachers and my mentors has been incredible valuable in improving my lesson planning skills. {...} ang una jud na napansin ang akoang kanang tig observe bitaw sa demo kay ana sya ang akoadaw motivational activities kay dili lagi daw motivation kay ako man gud motivation kay cross word tapus ana ana sya nga ang kato daw kay murag mag hunahuna radaw ang students ba and dapat daw sa motivational palang nag lingaw lingaw lang dapat sya na part sa klase and mao to through ato ana sya na next time daw kay dapat daw ang motivational is more on engagement lang sa students. (IDI-01)

(So, the feedback that I have received from teachers and my mentors has been incredibly valuable in improving my lesson planning skills. {...} The first thing that my observer noticed during my demo was my motivational activity. They said that my chosen motivation was not really engaging because I used a crossword puzzle. They mentioned that the activity only made students think rather than enjoy the lesson. They advised me that motivational activities should be fun and engaging for students. Because of this feedback, I realized that next time, my motivational activities should focus more on student engagement.)

Furthermore, the participants also opined that distinct goals, flexible instruction, and alignment with assessment improve their knowledge and interest. They like lessons that are properly organized and targeted at their needs, thus learning becomes relevant and accessible. The focus on flexibility indicates that they appreciate instructors who can modify the lesson according to their performance and feedback. As participant 12:

“Mostly ang gina hatag sakong teacher na feedback is the clarity my objectives adaptability instruction and alignment with assessment which naka tabang ni sa akoad sap ag refine sa akoang lesson plan na buhaton in the future para more instructed student centered and effective in meeting diverse learning needs.” (FGD-05)

(Mostly, the feedback my teacher gives me is about the clarity of my objectives, adaptability of instruction, and alignment with assessment, which has helped me refine my lesson plans for the future to be more structured, student-centered, and effective in meeting diverse learning needs.)

Moreover, students also mention that they like simple, achievable goals that are easy to understand and achieve. They enjoy instructions that are easy and allow them to engage actively in the lesson, not just listen passively. The emphasis on a student-centered approach

means that they enjoy engaging in debates and activities, which makes the learning process more interactive. As Participant 4 said that:

“The feedback that I receive when I was a second year is dapat ang akoang objective is achievable sya sa mga students nga dapat maa meet sya sa mga students dali ra sya maka kuha ang students then also ang instruction dapat clear ug also dapat more on student centered sya kay para dili lang kay ikaw mismo ang maga explain sa imong studyante but also tagaan pud nimog kanang time ang imong students mohatag ug answer then para engaging ang imohang discussion.” (FGD-07)

(The feedback that I received when I was in my second year was that my objectives should be achievable for the students, meaning they should be easily met and understood by them. Also, the instructions should be clear, and the lesson should be more student-centered so that it’s not just me explaining everything to my students but also giving them time to provide their own answers. This way, the discussion becomes more engaging and interactive.)

In addition, the participants are of the view that relevance of lessons is important for successful learning, as irrelevant content may make it more difficult to remain attentive and comprehend the content. They value feedback that enables lesson plans to be improved by retaining only what is necessary and useful. This identification of what works and what does not enable ongoing improvement in teaching methods. As Participant 5 stated that:

“The feedback that I receive about my lesson planning is some of the part of my lesson plan are not really relevant to the topic or is not relevant to my discussion. Feedbacks really help me to improve my knowledge since that I could acquire or I could learn something that I didn’t know and which can it really helps me in the future in what to do and what not to do.” (IDI-05)

(The feedback that I received about my lesson planning was that some parts of my lesson plan were not really relevant to the topic or did not align with my discussion. Feedback has been really helpful in improving my knowledge since it allows me to learn things I didn’t know before. It helps me understand what works and what doesn’t, guiding me on what to do and what to avoid in the future.)

Also, the participants realize the importance of accurate and concise language in planning lessons to attain clarity and effectiveness. They know the importance of thoroughly examining activities to make them practical, realistic, and beneficial for learning. This shows their awareness of how well-designed lesson plans and appropriate activities can improve students’ participation and understanding. As Participant 8 said that:

“One of the common feedback that I keep on getting from my mentors is that some of my activities and wording na akoang gina employ sa akong lesson plan is not realistic but it is idealistic kumbaga dili na sya makab.ot or marealize in the real scenario of the class because it is way to perfect para ma employ. So from those input I realize how important it is to be more mindful on terms that I am using in making lesson plan and also evaluating what are the activities that are going to use para ma realize and to make learning more effective”. (FGD-01)

(One of the common feedbacks that I keep receiving from my mentors is that some of the activities and wording I use in my lesson plan are not realistic but rather idealistic, meaning they cannot be fully achieved or realized in an actual classroom setting because they are too perfect to implement. From those inputs, I realized how important it is to be more mindful of the terms I use when making a lesson plan and to carefully evaluate the activities I include. This helps ensure that they are practical and applicable in real classroom scenarios. By doing so, I can make learning more effective and achievable.)

Student-Centered and Engaging Instruction. This is the second code of the fourth issues probe. the student’s participation is more essential than strictly following a fixed timeline, as the interactive and dynamic activities facilitates the learning and make it more engaging. They recognize that an experiential learning and application in a real-world context, and guided by the teacher’s feedback, make more student-centered and effective lessons. This is indicating the need for flexibility in lesson planning to address varied learning needs.

In relation, the participants attribute that the most important aspect of successful learning is participation, even more significant than strictly following a timeline. They also understand the importance of incorporating dynamic and interactive tasks in order to keep the learners motivated and alert. This conveys an acknowledgement that flexibility of teaching leads to a more pleasant and meaningful process of learning. Since Participant 2 said that:

“One piece of advice that has struck within me is to focus on students engagement rather than strictly adhering to the set timeline Ive been encourage to be more interactive and dynamic in the classroom which has made me reflect on my delivery in how I can be more engaging. Like sa atoang katong ah.. sa sa katong observer ni ingon sya nga kanang dapat daw engaging ug interactive jud ang klase and amm varied activities should be included first students to na mag enjoy.” (IDI-02)

(One piece of advice that has stuck with me is to focus on student engagement rather than strictly following the set timeline. I have been encouraged to be more interactive and dynamic in the classroom, which has made me reflect on my delivery and think about how I can be more engaging. Like what our observer mentioned, the class should be truly engaging and interactive, and varied activities should be included to ensure that students enjoy learning.)

Moreover, the participants emphasize that the use of the teacher feedback is an important aspect in improving their lesson planning by increasing the student-centered and interactive strategies. They identify the importance of incorporating the real-world applications and

hands-on experiences to foster engagement and effectiveness. This implies that they appreciate practical and experiential learning techniques to cater to the different needs of students. As Participant 3 indicated that

“So, teachers sila ang naga provide sa akua ug feedback on making my lessons more students centered and interactive permi jud nila gina encourage nga dapat student centered or learner centered jud no ang atoang iincorporate. So, they have encourage mi nga eincorporate and real life applications and more hands on activities so kani sya nga feedback this help me refine my lesson plans making them more engaging and effective for the diverse learners.” (IDI-03)

(So, teachers are the ones who provide me with feedback on making my lessons more student-centered and interactive. They always encourage me to ensure that my lessons are truly learner-centered. They have also advised me to incorporate real-life applications and more hands-on activities. This feedback has helped me refine my lesson plans, making them more engaging and effective for diverse learners.)

**Strengthening Objectives and Differentiation.** This is the third code of the fourth issues examined. Students cite that the utilization of clear, measurable, and student-centered goals with action verbs makes learning outcomes clearer and obtainable. They also highlight that all three areas of learning cognitive, affective and psychomotor must be addressed by differentiated activities. This feedback accentuates the value of flexibility when choosing activities addressing different student needs and providing an integrated learning experience.

In alignment, the participant explains that they got a suggestion to adopt measurable, student-centered goals in instruction. By incorporating action words such as "analyze" or "demonstrate," they try to make the learning results more definite and actionable. Such an approach serves to make expectations clear to students, so that the learning objectives are concrete and measurable. The participant is trying to make the learning process clearer and more aligned with what students must do. As Participant 2 mentioned that

“Sa akong experience teachers and mentors have advised me to make objectives more student-centered and measurable example using verbs like analyze or demonstrate rather than understand his has helped me focus on clear, actionable outcomes.” (IDI-04)

(In my experience, teachers and mentors have advised me to make objectives more student-centered and measurable, for example, using verbs like analyze or demonstrate rather than understand. This has helped me focus on clear, actionable outcomes.)

Furthermore, the participant points out that their teacher stressed incorporating the three learning domains cognitive, affective, and psychomotor to enhance student learning. They also received feedback on the application of differentiated activities to address students' varying needs. Through this feedback, they learned that flexibility in selecting and implementing activities is paramount to effective teaching. The learner gained the significance of adjusting to different learning styles of students for higher engagement and achievement. As Participant 9 said that:

“Feedback na akong nakuha sakong instructor na dapat dili kalimtan ang tulo ka domain sa learning objectives si cognitive affective and psychomotor para ma enhance ang overall learning sa students. Another one is differentiated activity feedback sa akua na dapat mag employ ka ana nga activity para ma address nimo ang diverse needs sa imong students. With those feedback naka learn ko na dapat flexible ka sa mga biskan unsa na activity na imohang eimploy.” (FGD-02)

(The feedback I received from my instructor was that I should not forget the three domains in learning objectives: cognitive, affective, and psychomotor, to enhance the overall learning of students. Another feedback was that I should employ differentiated activities to address the diverse needs of my students. With those feedbacks, I learned that I should be flexible in any activity that I employ.)

Moreover, the participant reports that they have learned the significance of being flexible when choosing and implementing activities. They understand the necessity of ensuring such activities cater to all three domains of learning cognitive, affective, and psychomotor and include differentiated activities to cater to the diverse needs of their students. This indicates the participant's understanding of how to develop inclusive and balanced learning experiences that are appropriate for diverse student needs. Participant 10 stated that

“So the feedback that I receive from my teachers and mentors is the advice me to make my lesson objective more specific and measurable and also they have encourage me to include more informative assessment to check for understanding throughout the lesson. Son this feedback has improve my ability to create structured goal oriented lesson plan that are both engaging and effective.” (FGD-03)

(The feedback that I received from my teachers and mentors is that they advised me to make my lesson objectives more specific and measurable, and they also encouraged me to include more informative assessments to check for understanding throughout the lesson. So, this feedback has improved my ability to create structured, goal-oriented lesson plans that are both engaging and effective.)

**Strengthening Lesson Planning Through Structure and Practice.** In the context of strengthening lesson planning through structure and practice, the participants indicate that they find the 4A's model for lesson planning to be useful for its simplicity and efficacy in the student participation. They feel that it particularly useful for the new ones as it helps in the planning of lessons and active involvement. The participants emphasize the importance of having a feedback from experienced teachers and with the use actual classroom scenarios to enhance the lesson planning. They also indicate the need for clear learning goals, varied activities.

Utilizing the 4A's Lesson Plan Framework. This is the initial code of the fifth issues interrogated. The 4A's model for lesson plan design Activity, Analysis, Abstraction, and Application focuses on simplicity, order, and interactive student participation and, therefore, it is a very effective model, particularly for starters. With a focus on engagement over passive learning, the model ensures the student retains more knowledge. With its familiar, well-ordered pattern, its lesson planning provides more clarity and consistency. Also, asking for feedback from veteran teachers enables constant improvement, making lessons more effective and impactful.

In connection, the participants take an active agent in the process of learning by participating in activities and thinking. They break down concepts to strengthen their knowledge base prior to extracting main ideas. This organized manner enables them to relate new knowledge to practical purposes. Through participation, the learner is able to retain information more efficiently than passive learning techniques. As Participant 2 remarked that:

"So as a future educator so 1 of the lesson plan that I would recommend sa akua naka tabang sya kay dali ragud sya ircraft is 4As which is the activity the analysis the abstraction and last is the appliation so this model helps me ensure that the students are fully engage in the learning process rather than just possibly receiving information." (IDI-01)

(So, as a future educator, one of the lessons plans I would recommend is the 4As model, which is easy to craft. It includes Activity, Analysis, Abstraction, and Application. This model helps me ensure that students are fully engaged in the learning process rather than just passively receiving information.)

Furthermore, the participants indicate that they find the 4A's lesson plan model to be understandable, familiar, and effective because they have used it many times since they were in their second year of college. They prefer how acquiring the structure has simplified lesson planning and made it more efficient. This implies that students prefer consistency and familiarity in instructional approaches, which enables them to plan lessons better. As Participant 8 said that:

"I can really recommend the 4A's type of lesson plan because that is the type of lesson plan that where utilizing since we are in secondyr college that plot kay personally mao ang akoang na gina master I think mas familiar sya the flow is familiar and much easier tounderstand." (FGD-01)

(I can really recommend the 4A's type of lesson plan because that is the type of lesson plan we have been utilizing since we were in second-year college. Personally, it is what I have mastered, and I think it is more familiar, with the flow being familiar and much easier to understand.)

Moreover, participants define a better-structured and focused learning process when educators utilize the 4A's model. They acquire knowledge by using brief, ordered lessons which enhance comprehension as well as remembrance. Supervision by knowledgeable instructors refines teaching delivery so much that it includes more impactful lessons. The method eventually promotes students' active participation and general academic development. Participant 9 explained that:

"To enhance the skills no in creating lesson plans so dapat subayon nimo ang 4A's nga katong format sa LP kay medyo familiar jud sya sa atoang tanan ug mao na gina gamit sa mga teachers. So aside from that so dapat mangayo tag feedback sa mas taas sa atoag level like mga experience na gyud na teacher kanang dugay na nga teacher kay." (FGD-02)

(To enhance the skills in creating lesson plans, you should follow the 4A's format in the lesson plan since it is quite familiar to all of us and is commonly used by teachers. So aside from that, we should ask for feedback from those at a higher level than us, like experienced teachers or those who have been teaching for a long time, so they can provide input or insights on whether it is correct and what needs to be improved.)

In addition, participant's response shows a high preference for the 4A's lesson plan because it is familiar and easy to use. They find it easiest to make because its organized format facilitates planning and enhancing lesson delivery. This implies that the participant prefers efficiency and simplicity in lesson planning. Also, it shows the effectiveness of the 4A's model in improving the teaching and learning process. As Participant 10 said that:

"So ang marecommend pud gyud nako ni is ang 4A's which is analysis, activity abstraction and application kay mao man gyud ang amoang naka sanayan mao pud I think ang para sa akua ang pinaka dali na buhaton kay pina agi ana na structure is ma structured nimo ug mas maayu ang imohang lesson." (FGD-03)

(So, what I can really recommend is the 4A's, which is Analysis, Activity, Abstraction, and Application, because it is what we are used to. That's why I think, for me, it is the easiest to create since, through that structure, you can organize and improve your lesson more effectively.)

Practicing and Refining Lesson Planning. This is the second code of the fifth issues probe. Improve the lesson planning skill by consistent practice, real-world usage, and feedback are needed. Future teachers gain benefit through creating precise lesson plans, reflecting on their experience, and learning from seasoned teachers. Leveraging different resources like observations, interacting with students and real classroom scenarios improve their instructional strategy. The overall point is to emphasize the need for ongoing learning and adjustment in lesson planning.



In connection with, participant's answer stresses the proactive response towards enhancing their lesson planning skills through feedback from peers and mentors. They recognize the importance of practice in determining an appropriate lesson framework, such as the 4A's. They also show willingness to experiment with various educational resources and tools in order to optimize lessons. With reference to, participant's answer stresses the proactive response towards. This indicates that students' embrace ongoing learning and flexibility in teaching approaches. Participant 13 said that:

“Sa mga students nga nag seek to enhance their lesson planning I recommend to continue to seek feedback from peers and mentor and to continue crafting lesson plan if unsa ang mas suited mas easy para sa ilaha can be the 4A's . And the use of variety of educational tools and resources. (FGD-06)

(For students who are seeking to enhance their lesson planning, I recommend continuing to seek feedback from peers and mentors and to keep crafting lesson plans to find what is more suited and easier for them, which can be the 4A's. And also, the use of a variety of educational tools and resources.)

Furthermore, the learners also suggested the worth of practical practice and real-classroom experience in improving lesson planning. They value that creating accurate lesson plans allows them to anticipate issues and schedule effective activities. They also acknowledge that reviewing lessons after they take place plays a significant role in viewing points where improvement can be achieved. This implies that students appreciate ongoing learning and self-evaluation in building their teaching competence. As participant 2 said that:

“For those students who are looking to enhance their lesson planning skills I recommend practicing with real classroom scenarios as possible that is why for me mas advantage jud if pabuhaton ta as English major students who are soon to be deploy sa OJT na mag detailed lesson plan jud para maka craft the ug maka imagine jud tag real scenario sa kong unsa jud ang possible na mahitabo sa isa ka classroom and maka himo ta ug kanang set of activities nga interesting jud kaayu and maka plano tag tarung unsaon nato pag discuss ang lesson. So to add amm.. I would also like to recommend to try ro reflect on you lessons afterwards noting what work and what could be better next time. (IDI-02)

(For those students who are looking to enhance their lesson planning skills, I recommend practicing with real classroom scenarios as much as possible. That is why, for me, it is really an advantage if we, as English major students who will soon be deployed for OJT, are required to create detailed lesson plans. This allows us to craft and imagine real scenarios of what could possibly happen inside a classroom, enabling us to design a set of activities that are truly interesting and carefully plan how to discuss the lesson effectively. So, to add, I would also like to recommend trying to reflect on your lessons afterward, noting what worked and what could be improved for next time.)

Moreover, Students specify the importance of the hands-on experience and learning from experience teachers in developing effective lesson plans. They know that practicing real classroom situations would allow them to learn about the real-world challenges in teaching. Also, they emphasize that being open to feedback is key to ongoing improvement. This indicates that students' value experiential learning, mentorship, and self-improvement in their lesson planning. As participant 6 stated that:

“Sa mga students who is planning to make a lesson plan is mag practice ug real classroom scenario or mag observe sa mga gipang buhat sa teachers and accept feedback. (IDI-06)

(For students who are planning to make a lesson plan, they should practice with real classroom scenarios or observe what teachers are doing and accept feedback.)

**Key Strategies for Effective Lesson Planning.** This is third of the fifth issues probed. The importance of defining concrete learning goals, using diverse instructional methods, and being flexible in lesson design. Observing skilled teachers and incorporating engaging activities into different learning styles help enhance lesson effectiveness. Moreover, ongoing feedback and adjustment of strategies based on student comprehension guarantee constant improvement in lesson delivery. Overall, it emphasizes the necessity of organized yet flexible teaching methods for effective learning.

In connection, the participants emphasize the importance of starting a lesson planning with setting goals and involving varied activities in order to reach students. They emphasize flexibility and receptiveness to changes according to classroom situations. They also recognize the need for learning from the experienced teachers and soliciting comments to improve continuously. This implies that the respondent prioritizes continuous learning, flexibility, and fine-tuning in lesson planning to accommodate students. Since participant 14 stated that:

“The lesson planning that I recommend is starting with clear learning goals and also using a variety of activities and being open to changes. And observing experience teacher in practicing lesson planning and getting feedback can also help to improve their skills the key is to keep learning and improving base on what works best for the students.” (FGD-07)

(The lesson planning that I recommend is starting with clear learning goals, also using a variety of activities, and being open to changes. And observing experienced teachers in practicing lesson planning and getting feedback can also help to improve their skills. The key is to keep learning and improving based on what works best for the students.)

In addition, the participant emphasizes that setting clear learning goals and designing interesting activities for diverse learning styles



is important. They indicate the importance of measuring students' understanding in order to provide effective teaching. Moreover, they also point out the significance of practice and feedback in improving the delivery of lessons. This indicates a dedication to ongoing improvement and student-focused teaching practices. As participant 11 stated that:

“The participant indicates the importance of setting clear learning objectives and designing engaging activities to accommodate different learning styles. They emphasize the need to assess student understanding to ensure effective teaching. Additionally, they highlight the value of practice and feedback in refining lesson delivery. This suggests a commitment to continuous improvement and student-centered teaching strategies.” (FGD-04)

(So, for my recommendation for others is those learning objectives, plan engaging activities that match different learning styles, and always check if our students understand the material that we will use. And also, practice and really ask for feedback after we present.)

### ***Data Integration of the Salient Quantitative and Qualitative Findings***

The current study, which investigates the level of lesson planning knowledge of BSED English major students at Kapalong College of Agriculture, Sciences and Technology, applies a mixed methods design with a convergent parallel approach. The fourth question addresses the convergence of results of the quantitative and qualitative phases. Table 5 captures the most significant findings from the two phases with the first column providing the thematic aspects of the study. The second and third columns show the quantitative and qualitative results, respectively. The quantitative results usually show indicators with the largest means, whereas the qualitative findings are the recognized responses that verify or falsify the quantitative findings. The fourth column shows the type of data integration, whereas the fifth column shows the axiological implications inferred from the data shown in the previous columns

**Table 5. Joint Display of Salient Quantitative and Qualitative Findings**

<i>Aspect Or Focal Point</i>	<i>Quantitative Findings</i>	<i>Qualitative Findings</i>	<i>Nature Of Data Integration</i>	<i>Axiological Implications</i>
Lesson Planning Knowledge	In table 1, on the Lesson Planning Knowledge in terms of the indicator writing a lesson plan, specifically in item number 1- can write an effective lesson plan (4A's, 5E's, 7E's etc.). with an overall mean of 3.55 and a descriptive equivalent of high.	In table 3 on the insights of the students with a code of Utilizing the 4A's Lesson Plan Framework specifically in the core idea 2- Highlighting that the 4A's lesson plan is ideal for beginners due to its simplicity, structure, and effectiveness in helping students retain knowledge from the discussion.	Merging-converging	The high rating for writing a lesson plan indicates that 4A's lesson plan model is highly valued for its ability to support effective teaching and student engagement and emphasizes the practical benefits for beginners
	In the same table, on the Lesson Planning Knowledge in terms of the indicator writing a lesson plan, specifically in item number 3- can write a lesson plan that support students learning and engagement. with an overall average mean of 3.67 and a descriptive equivalent of high.	In table 3, on the lived experiences of the students with a code of Creating Supportive and Flexible Learning Environments in the core idea 1- Using differentiated instruction, multimodal teaching, and flexible accommodations helps create a supportive environment where all students can succeed, regardless of their individual learning styles and needs.	Merging-converging	The high rating for writing a lesson indicates that high value of structured and flexible lesson planning in promoting student engagement and inclusivity.
	In table 1, specifically in the indicator Purpose of Lesson Planning, specifically in the item number 2- can effectively manage the time allotted for the different parts of the lesson plan with an overall average mean of 3.63 and a descriptive equivalent of high.	In table 3, under the category of Managing Time Constraints in Teaching specifically, in the core idea 3- Balancing content with time constraints can be managed by prioritizing key objectives and breaking the content into manageable sections for flexibility.	Merging-converging	The high rating for Purpose of Lesson Planning indicates that the importance of strategic time management in lesson planning, emphasizing prioritization and content structuring to balance time constraints and enhance lesson effectiveness.
	In table 1, specifically in the indicator Crafting Lesson Objectives, specifically in the item number 2- can provide	In the same table, under the category of Strengthening Objectives and Differentiation specifically,	Merging-converging	The high rating for Crafting Lesson Objectives indicates that the importance of holistic and flexible

objectives that target the cognitive, psycho motor and attitude of the students. with an overall average mean of 3.61 and a descriptive equivalent of high.

In table 1, on the Lesson Planning Knowledge of the students in terms of the indicator competence required to write a lesson plan specifically in the item number 5- can reflect on the effectiveness of the lesson and using feedback to improve future plans with an overall average mean of 3.55 and a descriptive equivalent of high. In the same table, under the indicator Assessment and Assignment, specifically in the item number 2- can make activities engaging and creative. with an overall average mean of 3.59 with a descriptive equivalent of high.

In table 1 the indicator Process of Evaluating Lesson Plan, specifically in the item number 2- utilize clear and measurable learning objectives for lesson plan. with an overall average mean of 3.56 and a descriptive equivalent of high.

In table 1, particularly the indicator Competence required to write a Lesson Plan in the item number 2- am confident in creating engaging and diverse activities to keep students interested and involved. with an overall mean of 3.50 and a description of high. In the table 1, under the indicator Competence required to write a Lesson Plan, specifically in the item number 1- ensure the alignment of curriculum standards. with an overall average of 3.58 and a descriptive equivalent of high.

in the core idea 2 -The feedback emphasized including all three learning domains—cognitive, affective, and psychomotor—while also incorporating differentiated activities to meet diverse student needs, highlighting the importance of flexibility in teaching

In table 3, under the category of Key Strategies for Effective Lesson Planning specifically, in the core idea 2- Highlighting that setting a clear learning objective, design engaging activities for diverse learning styles, check student understanding, and seek feedback to improve lesson deliver.

In table 3 under the category of Student-Centered and Engaging Instruction specifically, in the core idea 1- Prioritizing student engagement over strict timelines and incorporating interactive, dynamic activities helps keep students engaged and makes learning enjoyable.

In table 3, under the category of Clear and Measurable Learning Objectives specifically, in the core idea 4- Emphasizing that clear objectives, engaging activities, and assessments are crucial for a focused, effective, and meaningful lesson.

In table 3, under category of Differentiating Instruction and Teaching Strategies in the core idea 2- Emphasizing differentiated activities and inclusive strategies supports diverse learning styles and student needs.

In table 3, under the category of Effective Lesson Planning Structure Specifically, in the core idea 1- Showing that a well-structured lesson plan ensures effective teaching and student engagement.

Merging-  
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teaching, ensuring inclusive learning through differentiated activities that address cognitive, affective, and psychomotor domains.

The high rating for competence required to write a lesson plan indicates that seeking feedback is crucial as it ensures continuous improvement in lesson delivery, helping students teachers adapt to students' needs, refine their teaching methods, and enhance learning outcomes.

The high rating for Assessment and Assignment indicates that importance of designing engaging assessments, reinforcing the need for flexibility in teaching to prioritize meaningful learning experiences over rigid timelines.

The high rating for Process of Evaluating Lesson Plan indicates that the importance of utilizing clear objectives in guiding learning, ensuring focused, effective, and meaningful lessons keep the students engaged and support deeper understanding.

The high rating for Competence required to write a Lesson Plan indicates that the value of adaptability and student-centered teaching, fostering an environment where all learners have the opportunity to succeed.

The high rating for Competence required to write a Lesson Plan n indicates that the competence of organization and intentionality in teaching, as a well-structured lesson plan promotes effective instruction and active

In the same table, particularly on the indicator Competence required to write a Lesson Plan, specifically in the item number 5- can reflect on the effectiveness of the lesson and using feedback to improve future plans with an overall mean of 3.55 and descriptive equivalent of high.	In table 3, under the category of Utilizing Feedback for Lesson Improvement specifically in the core idea 1- Feedback from teachers and mentors is valuable for improving lesson planning, especially in areas like focusing motivational activities on engagement and adjusting teaching based on student progress.	Merging-converging	student engagement The high rating Competence required to write a Lesson Plan indicates that integrating feedback values collaboration, professional growth, and adapting teaching to meet students' needs, ultimately empowering them for success.
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Lesson Planning Knowledge. In the quantitative phase, based on the indicator of writing a lesson plan, the item in question was graded by the participants as high can write an effective lesson plan (4A's, 5E's, 7E's etc.). This outcome is related to the qualitative findings, which falls under the category of Utilizing the 4A's Lesson Plan Framework, specifically under the central concept Highlighting that the 4A's lesson plan is ideal for beginners due to its simplicity, structure, and effectiveness in helping students retain knowledge from the discussion, under the key theme of lesson planning strengthened by structure and practice. This illustrates the convergence of quantitative and qualitative results, as the findings verify the capacity to craft effective lesson plans, while the insights identify how structured models such as the 4A's maximize simplicity, organization, and retention of knowledge.

Furthermore, in the quantitative stage, under the indicator of writing a lesson plan, the particular item was graded by the participants as high can write a lesson plan that support students learning and engagement. This outcome is related to the qualitative findings, which falls under the category of creating supportive and flexible learning environments, specifically in the core idea using differentiated instruction, multimodal teaching, and flexible accommodations helps create a supportive environment where all students can succeed, regardless of their individual learning styles and needs, under the central theme of fostering inclusive and adaptive learning environments. Therefore, this demonstrates how the qualitative outcome verifies the quantitative, affirming the argument that the construction of supportive and flexible learning environments through differentiated instruction, multimodal teaching, and elastic accommodations is paramount when constructing inclusive and adaptive learning environments.

Moreover, In the quantitative phase, with regard to purpose of lesson planning, the specific item was marked as high by the participants can effectively manage the time allotted for the different parts of the lesson plan. This outcome relates to the qualitative results, and it falls under managing time constraints in teaching, specifically within the central idea of balancing content with time constraints can be managed by prioritizing key objectives and breaking the content into manageable sections for flexibility, under the central theme of balancing time management and instructional effectiveness. This demonstrates synthesis of quantitative and qualitative findings as the quantitative result indicates the efficacy of time management in lesson planning, whereas qualitative observations provide a better understanding of how this is being achieved through prioritization and flexibility, supporting the interlink between structured planning and adaptive teaching strategies.

In addition, in the quantitative phase, under the indicator of crafting lesson objectives, the specific item was rated by the participants as high can provide objectives that target the cognitive, psycho motor and attitude of the students. This result is connected with the qualitative findings, which is categorized strengthening objectives and differentiation, specifically in the core idea the feedback emphasized including all three learning domains cognitive, affective, and psychomotor while also incorporating differentiated activities to meet diverse student needs, highlighting the importance of flexibility in teaching, under the essential theme of refining lesson planning through feedback and student-centered strategies. Thus, the quantitative and qualitative findings merge, as the data confirm the effectiveness of well-rounded lesson objectives, while the insights explain how feedback and differentiation make them more inclusive and flexible.

Also, in the quantitative phase, under the indicator of competence required to write a lesson plan, the specific item was rated by the participants as high can reflect on the effectiveness of the lesson and using feedback to improve future plans. This result is connected with the qualitative findings, which is categorized as key strategies for effective lesson planning, specifically in the core idea highlighting that setting a clear learning objectives, design engaging activities for diverse learning styles, check student understanding, and seek feedback to improve lesson delivery, under the essential theme of strengthening lesson planning through structure and practice. This shows the merging of quantitative and qualitative findings, as the data confirm the importance of reflection and feedback, while the insights explain how structured planning and practice enhance lesson effectiveness.

Besides, in the quantitative phase, under the indicator of assessment and assignment, the specific item that was rated by the participants as high can make activities engaging and creative. This finding is aligned with the qualitative findings, that is, categorized student-centered and engaging Instruction, precisely in the core idea prioritizing student engagement over strict timelines and incorporating interactive, dynamic activities helps keep students engaged and makes learning enjoyable, under the essential theme refining lesson planning through feedback and student-centered strategies Thus, the quantitative and qualitative findings integrate, as the data support

the effectiveness of motivating exercises, while the conclusions emphasize how student-centered tactics and interactive measures stimulate learning.

Similarly, in the quantitative stage, under the indicator process of evaluating lesson plan, the particular item was scored by participants as high utilize clear and measurable learning objectives for lesson plan. This finding is related to the qualitative results, which falls under the category of clear and measurable learning objectives, namely in the core idea emphasizing that clear objectives, engaging activities, and assessments are crucial for a focused, effective, and meaningful lesson, under the key theme of essential foundation of effective lesson plan. So, the quantitative and qualitative results are blended, in that the results validate the implementation of clear and quantifiable targets, but the insights highlight the part they play in developing precise, effective, and meaningful lessons.

Lastly, in the quantitative stage, under the indicator of competence required to write a lesson plan, the particular item was ranked by the participants as high am confident in creating engaging and diverse activities to keep students interested and involved. This outcome is related to the qualitative findings, specifically in the core idea emphasizing differentiated activities and inclusive strategies supports diverse learning styles and student needs, under the essential theme essential of employing engaging activities to engage students. Therefore, the qualitative and quantitative results converge, as the findings affirm faith in developing stimulating activities, while the insights emphasize how differentiation and inclusive approaches facilitate diverse learning needs. Furthermore, in the quantitative stage, in the indicator of competence required to write a Lesson Plan, the given item was ranked by the participants as high ensure the alignment of curriculum standards. This finding is linked with the qualitative findings, which falls under effective lesson planning structure, specifically in the core idea showing that a well-structured lesson plan ensures effective teaching and student engagement, under the essential theme of essential foundation of effective lesson plan. Therefore, the qualitative and quantitative findings come together since the data substantiate the significance of curriculum alignment, while the insights emphasize the manner in which a well-outlined lesson plan supports teaching efficiency and student interest.

Lastly, Finally, during the quantitative stage, under the indicator competence required to write a lesson plan, the individual item was assessed by the participants as high can reflect on the effectiveness of the lesson and using feedback to improve future plans. This outcome is related with the qualitative findings, which is classified as utilizing feedback for lesson improvement, specifically feedback from teachers and mentors are valuable for improving lesson planning, especially in areas like focusing motivational activities on engagement and adjusting teaching based on student progress, under the essential them of refining lesson planning through feedback and student-centered strategies. Thus, quantitative and qualitative outcomes converge, since the data validate the significance of feedback and reflection, while insights point out the ways in which teacher and mentor feedback enlivens lesson planning and student engagement.

## Conclusions

Based on the findings of the study, the following conclusions were drawn: First, the level of lesson planning knowledge among English major student is high in terms of purpose of lesson planning, writing a lesson plan, crafting lesson objectives, competencies required to write a lesson plan, assessment and assignment and process of evaluating a lesson plan. Hence, this indicate that the indicators of lesson planning knowledge are oftentimes manifested by the English major students.

Second, the findings revealed the significant difference in the level within groups according to sex and year level. It was shown that gender had no significant effect, leading to the acceptance of the null hypothesis, while year level showed a significant difference, resulting in the rejection of the null hypothesis. Hence, year level influences the level within groups, whereas gender does not.

Third, the thematic analysis of the qualitative data was conducted based on responses obtained from in-depth interviews (IDI) and focus group discussions (FGD). This analysis provided additional insights into the lived experiences of English major students, specifically regarding how their experience to the lesson planning can enhance their knowledge and skills. Qualitatively, English major students have been experiencing different situations that contribute to their lesson planning, aiming to enhance their knowledge. The following themes were emerged: essential foundation of effective lesson plan, fostering inclusive and adaptive learning environments, balancing time management and instructional effectiveness, refining lesson planning through feedback and student-centered strategies and strengthening lesson planning through structure and practice.

Lastly, to better understand the impact of students' experience towards lesson planning, the responses were analyzed thematically to confirm the quantitative results of the study. Both the findings from the two phases are integrated based on the nature plan. The level of lesson planning knowledge based on the quantitative results show that it converged to the data gained from the qualitative phase. Both of the quantitative and qualitative results confirms that student teachers possess a high level of lesson planning knowledge but still face challenges in effectively implementing key aspects of lesson planning.

Based on the findings of the study, the following recommendations were being drawn:

The level of lesson planning knowledge reveals that among the various indicators, all items were rated high, which indicates that student teachers demonstrated strong foundational competence. However, while the rating is high, there is still a need to enhance specific areas of practice such as creating engaging and differentiated learning activities, aligning objectives with standards, and effectively utilizing time in lesson delivery. It is recommended that educators and administrators focus more on strengthening the lesson planning abilities

of pre-service teachers by providing targeted workshops and training programs. These may include sessions on differentiated instruction, multimodal learning strategies, and flexible lesson planning using models like the 4A's, 5E's, and 7E's. On the student's side, they must also allocate time to self-reflect and research best practices in lesson planning that cater to diverse learners and dynamic classroom settings.

In addition, based on the qualitative phase results on the experiences and insights of the students, it is advised that student teachers prepare themselves with flexible instructional approaches and classroom strategies before their actual deployment. Consulting with experienced mentors or senior student teachers can help them be equipped with practical techniques in lesson preparation and delivery.

Moreover, the insights given by the participants and informants on the value of differentiated instruction, student engagement, and the importance of clear objectives in planning lessons could serve as a guide for future pre-service teachers. These reflections can help them create effective strategies to improve their teaching practices and better address the learning needs of their future students. Hence, this will lessen the challenges they may encounter during practice teaching or actual classroom instruction.

Lastly, based on the student teachers' responses to their level of lesson planning knowledge through the lens of lived experiences, challenges, and quantitative results, the researcher advises an educational intervention program focusing on skill enhancement such as Teaching Training on their competence to write a lesson plan, as an intervention. This effort is intended to further prepare education students for their future roles in teaching.

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