

PalArch's Journal of Archaeology of Egypt / Egyptology

ASSESSMENT OF KNOWLEDGE OF INSTRUCTIONAL PLANNING AND STRATEGIES OF PROSPECTIVE TEACHERS

Munawwar Ahmed¹, Choudhry Shahid², Amjad Ali³, Farhana Akmal⁴, Muhammad Arif⁵

^{1,2} Assistant Professor, Arts and Humanities Superior University Lahore

³ ESL Teacher, Atlas International School Dammam, Saudi Arabia

^{4,5} Visiting Faculty, Arts and Humanities Superior University Lahore

Email: [1munawwar.ahmed@superior.edu.pk](mailto:munawwar.ahmed@superior.edu.pk), [2chshahid.mahmood@superior.edu.pk](mailto:chshahid.mahmood@superior.edu.pk)

[3amjadali33uol@yahoo.com](mailto:amjadali33uol@yahoo.com), [4farhana.akmal.visiting@superior.edu.pk](mailto:farhana.akmal.visiting@superior.edu.pk)

[5muhhammad.arif.visiting@superior.edu.pk](mailto:muhhammad.arif.visiting@superior.edu.pk)

**Munawwar Ahmed, Choudhry Shahid, Amjad Ali, Farhana Akmal, Muhammad Arif.
Assessment Of Knowledge Of Instructional Planning And Strategies Of Prospective
Teachers-- Palarch's Journal Of Archaeology Of Egypt/Egyptology 19(4), 439-448.
ISSN 1567-214x**

ABSTRACT

The research was conducted to assess the knowledge of instructional planning and strategies of pre-service teachers. This variable was restrained through questionnaire which was entailed of 15 items. The purposive sampling technique was used to select the sample (123female 29 male=152). The data were treated for missing and aberrant values. The descriptive and inferential statistics was used to calculate, mean, standard deviation, and the independent sample t-test. Results of the study were that the desired level of perceived knowledge of instructional planning and strategies was low from optimal level. It was also concluded that the female prospective teachers had better knowledge of instructional planning and strategies as compared to male prospective teachers. This study would contribute to improve the teachers' quality by providing information about the level of achievement of knowledge of instructional planning and strategies.

INTRODUCTION

Instructional planning means “The plan of a teacher which uses standards of learning, the curriculum of school, useful tactics, helpful material, and information for meeting the requirements of all students” (Stepniak, 2019). The aim of instructional planning is to accept that instructors are completely ready to fulfil the goals of education of all learners. It includes using multiple instruments to set effective lesson planning, which could fulfil the goals of institutions related to curriculum and their people (Darling, 2006). In addition,

instructional planning includes collaboration to colleagues, managers, and other specialists for promoting and development of student, including specific attention being given to student's cognition, societal and physical characteristics. Methodologies for useful instructional planning should be entertained by following authentic practices, for creating fruitful teaching (Danielson, 2000). The instructional planning guide's teachers in perplexing situation navigated by instructional planning. Its first element puts focus on extensive instruction, which consists information of the learners which is being inculcated. It is very essential that which things are known about all the components to achieve academic success. By acknowledging the needs, activeness and unique style of learning of every student is hard to get a mastery on the subject; so, it is overbearing that educators get extensive information about their students (Harris & Hofer, 2009). The second main constituent of instructional planning appeals educators to reflect suggestions and resources from coworkers, families, and other specialists when they create instructional material to develop learning, growth, and development among students (Hixson et al., 2013).

In short, most of the studies were conducted on knowledge of instructional planning and strategies of preservice teachers. As Stepniak (2019) conducted a study in which the significance of effective instructional planning for enhancing student's learning experiences. Similarly, Khanum & Saeed (2020) examine how secondary school educators conceive and execute instructional planning. The findings showed that most teachers supported using instructional planning to ensure high-quality instruction. Rauf and Inamullah (2021) also analyze the approaches teachers have taken to lesson planning. Almost majority of respondents, according to the findings, believed the teaching strategies were sometimes made. It can be concluded from the revision of the above-mentioned research work that most of the studies pointed out weak area of the teachers regarding knowledge of instructional planning and strategies at national and international level. But unfortunately, they did not conduct a research to follow national professional standards for teachers given by NECTE to assess the instructional planning and strategies. It led to the fact that there was a need to assess the prospective teachers 'knowledge of instructional planning and strategies in Pakistan.

OBJECTIVES OF THE STUDY:

The objective of the study was to assess:

Knowledge of instructional planning and strategies of pre-service teachers

Procedure of the Study

This study was descriptive in nature. Quantitative research method was used to collect the data.

Population

All the B Ed graduates of public sector universities in Punjab were founded the population of the study.

Sample

The sample of the study was 152(123female 29 male) BEd graduates from public universities of the Punjab.

Sampling Technique

The purposive sampling technique was used to select students as sample from population.

Instrument of the study

Questionnaire was used to collect the data from respondents. It was developed from the document of national professional standards for teachers given by NECTE. Research tool was also comprised of 15 items.

Development of the Tool

To evaluate the self-instructional planning and strategies desired level of knowledge of instructional planning and strategies of BEd graduates a questionnaire was developed by the researcher on the base of statements given in the document of “National Professional Standards for Teachers in Pakistan”.

Delimitation of the Study

BEd programme of public sector universities of the Punjab (Pakistan) were the delimitation of the present research.

DATA COLLECTION

After finalizing the questionnaire, the data were collected from “The University of Punjab, University of Sargodha, University of Gujrat, and Fatimah Jinnah University for Women Rawalpindi, Bahaudin Zakriyya University Multan”.

ANALYSIS OF THE DATA

After data collection, the analysis of instrument incomplete and improper filled questionnaire were rejected by the researcher. Finally, 152 out of 200 copies complete in all respects of instrument were set for analysis. Data were statistically analysed with the help of SPSS software (version 20).

Responses on Knowledge of Instructional Planning and Strategies

Percentages of BEd graduates regarding knowledge and understanding of instructional planning and strategies were discussed in the table given below.

Table 1: Knowledge of Instructional Planning and Strategies

Statements	SA	A	SA+A	Undecided	DA	SDA	SDA+DA
1. My BEd program gave me knowledge of aims and goals of education	32.9	44.7	77.6	10.5	3.9	7.9	11.8
2. objectives of curriculum for specific subject	29.6	49.3	78.9	13.8	6.6	.7	7.3
3. importance of aims goals and objectives in instructional planning	28.9	48.7	77.6	11.8	4.6	5.9	10.5
4. availability of appropriate resources for use of instructional technology to promote student's attention	21.7	54.6	76.3	19.1	4.6	0	4.6
5. availability of appropriate resources for the use of instructional technology to promote students thinking	18.4	56.6	75.0	17.1	6.6	1.3	7.9
6. instructional strategies based on student's needs of education	18.4	55.3	73.7	15.1	9.2	2.0	11.2
7. instructional strategies based on student's prior knowledge	20.4	52.6	73.0	20.4	4.6	2.0	6.6
8. techniques for developing instructional methods to help all the students learn	24.3	48.0	72.3	17.8	7.2	2.6	9.8
9. techniques for developing materials to help all the students learn	27.6	44.7	72.3	17.1	6.6	3.3	9.9

10. techniques for developing environment to help all the students learn	28.9	45.4	74.3	15.8	9.2	.7	9.9
11. instructional approaches to promote the thinking	27.6	50.7	78.3	13.2	7.2	1.3	8.5
12. various technologies to promote understanding	23.0	52.6	75.6	12.5	9.2	2.6	11.8
13. general methods of teaching	27.0	52.0	79.0	13.8	5.9	1.3	7.2
14. general methods of classroom management	29.6	52.6	82.2	8.6	5.9	3.3	9.2
15. special methods of teaching different discipline of knowledge	37.5	42.8	80.3	11.8	7.2	.7	7.9
Overall % of (knowledge)	26.33	50.04	76.42	14.56	6.56	2.37	8.94

Table 1 showed the respondents were of the view, that their BEd gave them knowledge of instructional planning and strategies like: knowledge of aims and goals, objectives of curriculum, importance of aims goals and objectives instructional skill to help students attention, instructional technology to promote students thinking, instructional strategies based on student's needs ,instructional strategies based on student's prior knowledge, techniques for developing instructional methods, techniques for developing materials, techniques for developing environment, instructional approaches to promote the thinking, various technologies to promote understanding, general methods of classroom management and special methods of teaching.

1. Most of the respondents (77.6%) were in this favour that BEd programme gave them the knowledge of aims and goals of education, only (11.8%) were not in this favour whereas (10.5%) respondents did not comment on this statement.

2. About seventy nine percent (78.9%) were in this favour that BEd programme gave them the knowledge of importance of aims goals and objectives in instructional planning, only (7.3%) were not in this favour whereas (13.8%) respondents did not comment on this statement.

3. Seventy-seven-point six percent (77.6%) were in this favour that BEd programme gave them the knowledge of availability of appropriate resources for use of instructional technology to promote student's attention, only (10.5%)

were not in this favour whereas (11.8%) respondents did not comment on this statement.

4. Seventy-six-point three percent (76.3%) were in this favour that BEd programme gave them the knowledge of availability of appropriate resources for the use of instructional technology to promote students thinking, only (4.6%) were not in this favour whereas (19.1%) respondents did not comment on this statement.

5. Most of the respondents (75%) were in this favour that BEd programme gave them the knowledge of availability of appropriate resources for the use of instructional technology to promote students thinking, only (7.9%) were not in this favour whereas (17.1%) respondents did not comment on this statement.

6. Most of the respondents (73.7%) were in this favour that BEd programme gave them the knowledge of instructional strategies based on student's prior knowledge, only (11.2%) were not in this favour whereas (15.1%) respondents did not comment on this statement.

7. Most of the respondents (73%) were in this favour that BEd programme gave them the knowledge of techniques for developing instructional methods to help all the students learn, only (6.6%) were not in this favour whereas (20.4%) respondents did not comment on this statement.

8. Seventy-two-point three percent (72.3%) were in this favour that BEd programme gave them the knowledge of techniques for developing materials to help all the students learn, only (9.8%) were not in this favour whereas (17.8%) respondents did not comment on this statement.

9. Most of the respondents (72.3%) were in this favour that BEd programme gave them the knowledge of techniques for developing environment to help all the students learn only (9.9%) were not in this favour whereas (17.1%) respondents did not comment on this statement.

10. Seventy-four-point three percent (74.3%) were in this favour that BEd programme gave them the knowledge of instructional approaches to promote the thinking, only (9.9%) were not in this favour whereas (15.8%) respondents did not comment on this statement.

11. Most of the respondents (78.3%) were in this favour that BEd programme gave them the knowledge of various technologies to promote understanding, only (8.5%) were not in this favour whereas (13.2%) respondents did not comment on this statement.

12. Seventy-five-point six percent (75.6%) were in this favour that BEd programme gave them the knowledge of general methods of teaching, only (11.8%) were not in this favour whereas (12.5%) respondents did not comment on this statement.

13. Most of the respondents (79.00%) were in this favour that BEd programme gave them the knowledge of general methods of classroom management, only (7.2%) were not in this favour whereas (13.8%) respondents did not comment on this statement.

14. Most of the respondents (82.2%) were in this favour that BEd programme gave them the knowledge of special methods of teaching different discipline of knowledge, only (9.2%) were not in this favour whereas (8.6%) respondents did not comment on this statement.

15. Eighty-point three percent (80.3%) were in this favour that BEd programme gave them the knowledge of special methods of teaching different discipline of knowledge only (7.9%) were not of male and female BEd graduates responses on knowledge of instructional planning and strategies, t-test was used.

Table2: Comparison of Knowledge of Instructional Planning and Strategies

Gender	N	Mean	SD	df	t
Males	29	3.70	.650	150	-2.11
Females	123	3.97	.469		

$P < 0.05$

These results indicate that there was a significant difference between the self-assessed desired level of knowledge of instructional planning and strategies of male and female BEd graduates. So, the null hypothesis "There is no significant difference between male and female BEd graduates regarding self-assessed desired level of knowledge of instructional planning and strategies." is rejected. It means that female BEd graduates had higher knowledge of instructional planning and strategies of instructional planning and strategies as compare to male BEd graduates in required levels of knowledge of instructional planning and strategies.

The table 2 shows that an independent-samples t-test was calculated to compare the knowledge of instructional planning and strategies of male and female BEd graduates. There was a significant difference in mean scores of males ($M = 3.70$, $SD = 0.650$) and female ($M = 3.97$, $SD = 0.469$) B Ed graduates, $t(150) = -2.11$, $p = 0.006$ regarding knowledge of instructional planning and strategies.

H02. There is no significance difference between mean scores of males and females BEd regarding knowledge of instructional planning and strategies.

FINDINGS

- It was found that BEd graduates obtained from the programme like: comprehension about Educational purposes, goals, curricular objectives, and the significance of aims and goals, left them satisfied. Techniques for developing instructional methods, strategies for developing components, strategies for creating this same atmosphere, instructional strategies to

encourage this same thinking, technological aspects to promote understanding, instructional methodologies, educational practice to promote students' interest, educational practice to encourage students' critical thinking, educational tactics based upon the needs, teaching processes focuses on students' prior understanding. It was found that BEd graduates were satisfied from the knowledge and understanding which they gained from BEd programme such as, the Effectiveness of goals of curriculum is effective, Knowledge of objectives of curriculum is useful, Critical thinking is useful, Knowledge of pedagogy skills is necessary, Knowledge of cooperative learning is topic of interest, and Multiple problems solving technique is very valuable.

- It was discovered that BEd graduates were satisfied with their own knowledge and understanding of a BEd programme, including guidance effective to students' level of development, stage of teaching strategies, phase of strong points, stage of needs, instruction basis of knowledge, knowledge of community culture, teaching resources for concision of concepts, for precision of ideas, for helpfulness of brilliant ideas, and strategies to generate educational experiences which decided to make subjects more receptive to learning. It was found that female BEd graduates had higher instructional planning and strategies as compare to male BEd graduates.

- It was also found female BEd graduates had higher knowledge and understanding of instructional planning and strategies as compare to male BEd graduates.

CONCLUSION

It was concluded that the desired level knowledge of instructional planning as perceived by BEd graduates was below the optimal level (which is 5). In this way the desired level of perceived knowledge of instructional planning and strategies was low of BEd graduates.

DISCUSSION

The main purpose of the study was to evaluate desired level of knowledge regarding instructional planning and strategies of pre-service teachers. There are ten national professional standards given in the document. This study only focused on the 'instructional planning and strategies' (4th Professional Standard). This 4th standard of instructional planning and strategies is divided into three parts i.e. Knowledge, Dispositions and Skills of instructional planning and strategies (Orlich et al., 2012). The researcher found that the desired level of knowledge regarding instructional planning and strategies was slightly above the scale mean. There was gender-wise difference regarding required self-assessed knowledge of instructional planning and strategies. The similar study on instructional planning and strategies skills was conducted in Oman. Mainly four indicators of instructional planning and strategies (Dispositions, competence, knowledge and practices) were taken. The results of that study were similar to this study (Hussain, 2017). Aydin (2014) determined the differences in teachers' lesson planning exist between two groups of teachers worked in two different regions, United States and Turkey. The findings of the study revealed differences in the cultural perspectives of the American and Turkish teachers in planning. Ball et al., (2007) conducted a study to understand

the nature of planning and the influences on planning among intern and novice teachers in Illinois. It was found that interns differed from novices in the use of adaptation of lesson planning approaches. Further, intern teachers and novice teachers had unique influences on planning based upon their differing contexts, expectations, and teaching experiences. In contrast, another study was conducted to examine aspects of the instructional planning process that are taught to agricultural education preservice teachers. This study concluded that instructional plan requirements did not change at a number of institutions during coursework, but more expanded instructional plan was required for changes (Greiman & Bedtke, 2008). Another study looked into the perspectives and methods of preservice teachers who plan lessons. The results showed that few preservice teachers thought that a lesson plan's lesson plan constituted the more crucial element. Instead, the majority of future instructors concentrated on the instructional planning' content and order. Additionally, because students sometimes met unforeseen changes, preservice teachers preferred to use more visual types of teaching planning (such as conceptual maps, visual representations). The present study suggested that teachers should reevaluate how they structure their lesson plans (Ko, 2012). Khan et al., (2021) were also investigate instructional effectiveness of middle school instructors. The study's findings indicated that instructional materials were reasonably priced, but male respondents felt that suitable AV aids were lacking in classrooms. In the contrast, Rizwan and Masrur (2019) assessed the level of content knowledge that teachers in secondary schools possessed about instructional planning and strategies; it also established the differences in the content knowledge levels of urban & rural, male & female teachers related IPS. A comprehensive analysis showed that SSTs had varying levels of proficiency in all of the IPS content knowledge indicators, although only a small percentage of them were proficient. To determine the difference in IPS content knowledge between male and female, urban and rural SSTs, an independent sample "t-test" was used. Although there was no discernible difference in the content knowledge of urban and rural SSTs, or between male and female SSTs.

REFERENCES

- Aydin, H. (2014). A comparative study between the United States and Turkey on teachers' lesson planning effort. *Revista de Cercetare si Interventie Sociala*, 46, 99.
- Ball, A. L., Knobloch, N. A., & Hoop, S. (2007). The instructional planning experiences of beginning teachers. *Journal of Agricultural Education*, 48(2), 56-65.
- Danielson, C., & McGreal, T. L. (2000). *Teacher evaluation to enhance professional practice*. Ascd.
- Darling-Hammond, L. (2006). Assessing teacher education: The usefulness of multiple measures for assessing program outcomes. *Journal of teacher education*, 57(2), 120-138.
- Greiman, B. C., & Bedtke, M. A. (2008). Examining the Instructional Planning Process Taught in Agricultural Education Teacher Preparation Programs: Perspectives of University Faculty. *Journal of Agricultural Education*, 49(4), 47-59.
- Harris, J., & Hofer, M. (2009, March). Instructional planning activity types as vehicles for curriculum-based TPACK development. In *Society for*

- information technology & teacher education international conference (pp. 4087-4095). Association for the Advancement of Computing in Education (AACE).
- Hixson, N., Stohr, A. D., & Hammer, P. C. (2013). *Instructional Planning Time: A Review of Existing Research and Educator Practice during the 2012-2013 School Year*. West Virginia Department of Education.
- Hussain, S. S. (2017). Teaching writing to second language learners: Benchmarking strategies for classroom. *Arab World English Journal (AWEJ)* Volume, 8.
- Khan, A. A., Khan, I. U., Ghazi, S. R., & Ullah, K. (2021). Comparison of Male and Female Teachers Instructional Quality in Context of Availability of Av Aids at Middle School Level. *Elementary Education Online*, 19(3), 3348-3348.
- Khanum, B., & Saeed, M. (2020). Exploring teachers' perceptions and practices regarding instructional planning: A multiple case study. *Pakistan Social Sciences Review*, 4(III), 766-776.
- Ko, E. K. (2012). What is your Objective? Preservice Teachers' Views and Practice of Instructional Planning. *International Journal of Learning*, 18(7).
- Orlich, D. C., Harder, R. J., Callahan, R. C., Trevisan, M. S., & Brown, A. H. (2012). *Teaching strategies: A guide to effective instruction*. Cengage Learning.
- Rauf, J., & Inamullah, H. M. (2021). Analysis of Teachers Instructional Planning and Developing Skills of Social Responsibility at FGP Secondary Schools Level in KP Pakistan. *Journal of Business and Social Review in Emerging Economies*, 7(3), 629-648.
- Rizwan, S., & Masrur, R. (2019). Need assessment for the professional development of Teachers in Content Knowledge of Instructional Planning and Strategies. *Pakistan Journal of Education*, 36(1).
- Stepniak, B. M. (2019). *Instructional Planning: An Analysis of the Second Standard for Virginia's Professional Practice of Teachers*.