

A Study of Middle School Teachers' Perceptions towards Lesson Planning

Moh Khet Khet Oo¹ and Thee Thee Thant Thant Tun²

Abstract

The main purpose of this study is to investigate the perceptions of middle school teachers towards lesson planning. The descriptive research design was used. For this study, 387 middle school teachers from Botahtaung District of Yangon Region were selected by using the cluster sampling method. A questionnaire with 32 items was used as an instrument linked to a five-point Likert scale. Concerning the perceptions towards lesson planning, the highest mean score was choosing objectives 33.31. Teachers usually consider setting the appropriate objectives in lesson planning. For the relationship between the dimensions of middle school teachers' perceptions towards lesson planning, Pearson product-moment correlation was used. If teachers have higher perceptions towards lesson planning, they are also likely to make progress towards other stages and get the achievement in teaching. Therefore, lesson plans are crucial because they enable teachers to engage with students in a way that facilitates the teaching-learning process.

Keywords: Lesson Plan, Instructional Planning, Instructional Objectives, Intended Learning Targets, Perception.

1. Lecturer, Dr., Department of Curriculum and Methodology, Yangon University of Education
2. Senior Assistant Teacher, Basic Education High School (1) Dalla, Dalla, Yangon Region