



# CHALLENGES AND COPING MECHANISMS OF SENIOR HIGH SCHOOL TEACHERS IN PLANNING A LESSON: CONDUCTING LESSON PLANNING SKILLS WORKSHOP

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## **Challenges and Coping Mechanisms of Senior High School Teachers in Planning a Lesson: Conducting Lesson Planning Skills Workshop**

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### **Abstract**

The drive of the study examined how Learning Action Cell (LAC) sessions lessen the challenges encountered by senior high school teachers through focus group discussion (FGD). The study's outcome serves as the basis for the school LAC session's activities in lesson planning and the development of an intervention plan. The results of the open-response questionnaire and interview through focus group discussion to 27 Senior High School teachers for School Year 2021-2022 revealed that all respondents have difficulties in designing lesson plans since most are not degree holders in education, additionally, almost in the matter of determining assessment to objectives, the application of lesson plan itself (delivering the lesson) and determining learning objectives, loads of paper works, and the need to assess teaching methods. Five (5) significant themes emerged from the responses on how the teachers cope with the challenges: attending training, mentoring, becoming resourceful, establishing passion towards teaching, and observing colleagues through classroom observation. Based on the findings of the study, the researchers recommend that the department address the teachers' need to enhance their ability to craft a well-written and well-planned lesson. It also suggests that they should undergo training/seminars on how to formulate objectives and deliver the lesson with incorporated teaching pedagogies that cater to different learners' attributes. The training workshop helped enhance the teachers' skills in lesson planning. Moreover, an intervention plan is necessary to guide the teachers in their career path and help them grow professionally.

**Keywords:** *Challenges; Coping mechanisms; Lesson planning; Senior High School teachers*

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-The Researchers

## **Context and Rationale**

The overarching objective of the educational system is to enable learners to comprehend and apply knowledge and skills to real-life scenarios, effectively preparing them for adulthood, citizenship, and the workforce. However, difficulties arise, especially for those who are novices in teaching. These difficulties are immediately evident in teachers' lesson plans in their learning teaching portfolios (Valdez and Dominado 2020, 1). For many inexperienced teachers, creating engaging lesson plans is a significant difficulty.

The lesson plan highlights how crucial the step of lesson planning is to the teaching process (Srihidayanti, Desi and Khainur 2015, 256-265). It provides direction for a class session, maps out the path (activities for each lesson stage), and determines the destination (the lesson's aim). It is a tool for teachers of all experience levels (Farrel 2002, 30-39).

Young (2013, 101-118) argues that academic disciplines are recontextualized as classroom subjects. They offer continuity in schooling in this way. Despite being streamlined for the classroom, subjects are recognizable components of a larger discipline that students can access (as cited in Hidson 2018). Accordingly, Boikhutso (2010, 205-220) agrees that it has long been recognized that lesson planning and preparation with an emphasis on enhancing teaching competencies are essential elements of teacher preparation by educational institutions globally (Kizlik 2008; McBer 2000, 49-63) and thought to play an important part in the practice of teaching (Neill, Fisher, and Dingle 2010; Roche et al. 2014, 853-870).

Knowing what to teach and how to teach it is the focus of preparation and planning. In contrast, the practice involves organizational elements such as material acquisition and design (Roche et al. 2014, 853-870).

Lesson planning is a difficult skill for teachers to master, with many problematic outcomes (Mutton, Hagger, and Burn 2011, 399-416; Steketee, and McNaught 2007, 671-677). For example, John (2006, 483-498) discovered that once novice teachers begin to plan independently, their responses can be anything from imaginative to perplexed and nervous. Concurrent thought is more likely to be included in the planning of more experienced teachers (Bailey 2015, 1).

Educators encounter what is considered to be an almost insurmountable task considering the varied demands placed on them. The challenges faced by educators are illustrated by inquiry readings: (a) support and promote opportunities to collaborate with institution staff; (b) curriculum limits; classroom management and discipline; and (c) learner and parental apathy (Goodwin 2012, 84-85).

According to Marei and Mustafa (2009), newly hired teachers also faced challenges in the area of classroom management. Among the most important factors and requirements in the educational process were the classroom illustrations. As part of the management of basic education in the Philippines (Republic Act 9155, s. 2001), the head of the school must invigorate and enhance staff development. As they bear the primary responsibility for the welfare of their colleagues, this section continues to be vital in supporting the instructors. Therefore, it is important to understand that the first two or three lengthy teaching sessions are introductory in terms of developing teachers' competencies. According to Estrera (2019), teachers shouldn't be left on their own to fail at what they do. The study made an effort to examine the difficulties senior high school teachers have when creating lesson plans. The researchers analyzed those phenomena, particularly the teachers' preparation before conducting instruction and their challenges during the process. The drive of the study examined how LAC sessions lessen the challenges encountered by senior high school teachers. The study's outcome serves as the basis for the school LAC session's activities in lesson planning.

## **Innovation, Intervention, and Strategy**

The researchers designed and implemented an intervention to enhance the lesson-planning skills of senior high school teachers. Everyone was considered in the study because of their interest in joining the training program. Also, researchers formulated a

developmental plan based on the researchers' findings, conclusions, and recommendations. Providing the intervention was done during Learning Action Cell (LAC) session, which served as a training and workshop for the identified teachers. The intervention, as mentioned above, assisted the senior high school teachers in planning their lessons anchored to the expected output, which was used as their lesson plans for classroom observation. The researchers selected one (1) season teacher that served as a resource speaker at the school level.

### **Action Research Questions**

The research attempted to scrutinize the challenges and coping mechanisms reinforced by identified senior high school teachers in terms of lesson planning.

Specifically, it aims to answer the following research questions:

1. What are the challenges encountered by senior high school teachers in lesson planning?
2. How do teachers cope with the challenges in lesson planning?
3. Based on the data gathered, what intervention activity/ies can be designed to address the challenges of senior high school teachers in lesson planning?
4. What can a developmental plan be formulated based on the findings?

### **Action Research Method**

#### **Research Design**

Researchers employed the use of the qualitative- phenomenological approach in the tradition of Edmund Husserl. Specifically, the transcendental (descriptive) method of qualitative research.

A qualitative research approach called phenomenology concentrates on the traits that a group's lived experiences have in common. Finding a description of the nature of the occurrence in question is the main goal of the technique (Creswell 2014). A number of persons having first-hand knowledge of a subject, event, or experience are interviewed. Using this approach significantly facilitates finding the challenges encountered and coping mechanisms of senior high school teachers in lesson planning.

#### **Participants and/or other Sources of Data and Information**

The study was conducted on Zamboanga del Sur National senior high school teachers. The research instrument used in identifying the respondents is through the open-ended survey questionnaires. Out of the said school's 50 senior high school teachers, only 27 senior high teachers from ZSNHS-SHS of S.Y. 2021-2022 have responded to the actual data gathering due to the Alternative Work Arrangement (AWA), where the school followed a week-shifting scheme.

#### **Research Instruments**

This study employed purposive sampling as the sampling technique in choosing the participants in the survey where the involved teachers are particularly senior high and hired in the mentioned school. Crossman (2019, 190) stated that selecting a non-probability sample based on the characteristics of a population and the study's objective is known as a purposive sample. The researchers formulated several questions relevant to the purpose of the interview in gathering data.

#### **Data Gathering Procedure**

The researchers did the data gathering sometime in October- December 2021 after accomplishing the preliminaries, such as seeking endorsement from the Division Superintendent of DepEd Pagadian City and asking consent from the teachers as research participants. In accumulating the necessary data, researchers asked the respective groups of individuals using the self-made formulated several questions

relevant to the purpose of the interview to help the teachers acknowledge challenges in lesson planning.

The participating teachers who were purposely selected for the interview were given a consent form to confirm the request for the interview. They were oriented to answer the self-made questions for the interview (as preliminary data gathering), including the meaning of some unfamiliar words. Focus Group Discussion (FGD) was then employed on the respondents. This was done by batch to ensure the observance of social distancing and other safety protocols developed by the Inter-Agency Task Force (IATF). The researchers informed the teachers about the interview procedures, including the audio recorder. To easily facilitate the recording of information, the interviewer jotted down the interviewee's answers.

As part of the ethical considerations, the rights and welfare of the participants were protected by the researchers. No participants were forced and harmed in the conduct of the interview. The researchers hid the participants' identities to keep their information confidential.

### Data Analysis

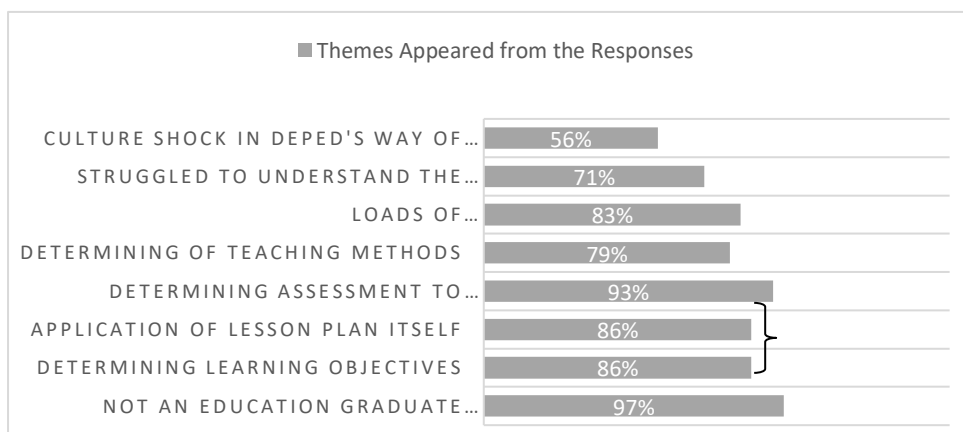
Data were acquired and then analyzed and interpreted. The steps of data analysis (i.e., description, categorical aggregation, establishing patterns, and naturalistic generalizations) outlined by Stake (1995, 2005) combined with the editorial analysis approach described by Addison (1999, 145-161). The investigators believed that Addison's methodology aligned with Stake's constructivist perspective. According to Addison, the process of data collecting is the first step in the editorial or hermeneutic style of analysis. Consistent with this explanation, in order to analyze all data sources, the researchers first questioned individuals using Focus Group Discussion (FGD), researchers' impressions, and made observations of the artifacts and documents.

### Results and Discussion

The data collection techniques reveal teachers' lesson planning and coping mechanisms challenges. The 27 senior high school teachers who responded to the study were assigned codes in response to the thematic codal ways of analysis and the confidentiality of their answers.

**Challenges Encountered by Senior High School Teachers in Lesson Planning.** Based on the data gathered, the respondents shared their experiences in lesson planning and delivered the challenges accompanied by it. Using the thematic analysis from the open response questionnaire and interview results revealed seven (7) challenges encountered in designing a lesson plan. The following are arranged according to its most numbered percentage: (1) not a degree holder in education; additionally, almost in the matter of (2) determining assessment to objectives; (3) the application of lesson plan itself (delivering the lesson) and determining learning objectives; (4) loads of paper works, (5) the need to determine teaching methods; (6) struggled to understand the new format; and (7) shocked in DepEd's way of lesson planning.

**Figure 1: Challenges Encountered by the Teachers**



**Theme 1: Not a Bachelor's Degree in education graduate.** The participants disclosed that since they are not education graduates during their Bachelor's Degree, it was difficult for them to plan a lesson though they have enrolled in education units. However, they have expressed that it is far different from education graduates. Creating a lesson plan is a struggle to them, as some participants have shared:

"...I am not an education graduate. I took up computer science in my college and taught students in college. This is the reason why I have a hard time making lesson plans since, in college, we do not use lesson plans, but rather, syllabus." – *SHST 8*

"Since I only took up units in education in one of the schools here in Pagadian City, I am not truly immersed in what lesson plan is all about. When I got hired in DepEd, I admit that I did not know where to start in lesson planning, even until now." – *SHST 25*

"...me too. I m not an education graduate. I am an accountancy graduate, have worked as an accountant after college, and decided to pursue teaching, but still in college. However, since I wanted a more stable job, I enrolled myself in taking up education units for one (1) semester just like my other colleagues here, reviewed for licensure, took up the exam, and luckily, passed it. Tried my luck in DepEd. Fortunately, it was mass hiring for Senior High School Teachers during our time. I do not have any idea regarding lesson planning. Do not even know its format..." – *SHST 1*

It appears that teacher identity develops over teachers' time both in the classroom and at the teacher education college. They continue to prosper after they begin their careers as certified instructors. But an increasing number of people are entering the teaching field without going via the traditional path (Heineke, Mazza, and Tichnor-Wagner, 2014). It is possible to find subject-matter experts, hire them as instructors, and then provide them with a quick orientation or training course. In this instance, it seems that when they go into a school, their teaching persona comes to light. In places like universities, where instructors have a great deal of liberty in choosing their own teaching strategies, this process may be more difficult (Heineke et al. 2014). On the other hand, nothing is known about how this non-conventional teacher group's teacher identity develops among a community of instructors.

Research findings indicated that traditionally, in order to become registered instructors, teachers had to complete training at a teacher education college, complete periods of supervised teaching practice, and pass the necessary exams.

**Theme 2: Determining assessment to objectives.** As stipulated from the participants' responses, another theme that appears difficult for them in determining the alignment of the assessment formulated to the objectives. The claims of some of them support this:

"...formulating the objectives itself is hard. What makes it harder is determining the proper assessment to be formulated. I struggle with this a lot, even until now. I consume much of my time thinking if it is correct or not.." – *SHST 16*

"...although I am an education graduate, I have a hard time understanding the lesson planning, particularly on the part of identifying the correct assessment. I did not know that it should be aligned with the objectives." – *SHST 23*

According to the lesson plan element, determining assessment based on acceptable core competency, basic competence, and indication is a challenge for certain teachers. The leading cause of this difficulty has been revealed. Because the SHS teacher didn't understand much of the assessment, it felt torturous. This finding is consistent with Jasmi's (2014, 189-191) results, who discovered that determining evaluation is difficult for a teacher, mainly determining students' attitudes.

**Theme 3: Determining learning objectives and delivery of the lesson.** Data collection results show that some teachers have difficulty determining objective learning demands. As revealed by the participants:

“...though we are guided with learning competencies, however, we still need to do the unpacking of the MELC, especially if the competency is too general. In determining the accurate learning objectives for our lesson plan to be used in classroom observation, this part for me is one of the hardest.” – *SHST 19*

“... (agreeing to the person who spoke before this participant) I agree to *\*censored name\**. Thinking of the right learning objectives gives me a headache. We need to consider the three domains such as the cognitive, affective, and psychomotor objectives.” – *SHST 7*

Teachers, in particular, found it challenging to assess learning objectives that should cover attitude competence, knowledge competence, and skill competence and be written using observable and quantifiable operational verbs in accordance with fundamental competence. Creating learning objectives that address the three aforementioned competencies is difficult. A teacher added that it can be difficult to create learning objectives that are coherent in terms of attitude, knowledge, and skills. An additional educator observed that it was challenging for her to incorporate fundamental proficiency as a learning goal in the curriculum. The difficulties educators have in formulating learning objectives align with earlier studies conducted by Badriah (2013) and Utari (2014).

Also, it can be challenging to implement the lesson plan's instructions for the learning activities into the classroom; sometimes, it can be difficult to carry out the teachers' written instructions.

"There is learning about lesson planning, but it is challenging to apply. In my experience, I forgot the sequence of the lesson plan I have made." — *SHST 18*

“...actually, the delivery of the lesson itself is hard.” – *SHST 2*

The ability to try a few lessons on the spur of the moment (without a written plan) and student teachers may become aware of the advantages of methodical planning by comparing the outcomes to the activities that were intended. They must be flexible in allowing daily random variations in formats of choosing a topic of their choice and thinking about problems and approaches that differ from those recommended in the teacher resource book. This will lessen the likelihood of process artificiality and a sense of repetition and subsequent boredom (Gafoor and Allocation, 2015).

These difficulties in creating clear learning objectives during lesson planning were also visible in the hands-on workshops with concepts unrelated to the lesson's main idea. The elements of a well-designed lesson, for example, are aligned. The process of constructive alignment can help guide the alignment of instructional components. Whether in the design or evaluation stages of instructional creation, constructive alignment is a useful tool to make sure that the instructional components line up. Ensuring coherence between the assessment items, teaching methodologies, and learning objectives is at the heart of constructive alignment (Biggs, Tang and Kennedy 2011).

**Theme 4: Loads of paper works/ overlapping activities.** Being a teacher is also equated to doing paperwork. This was seconded by the participants in this study as they have shared,

“...at times, we get so confused on what to do first, either checking of modules, sorting, attending virtual meetings, calling the students' attention for those who are at risk. So much paper works to accomplish. In short, makalibog kaayo (*in short, very confusing*).”  
– *SHST 22*



"...the activities are overlapping. There were multiple times when I got exhausted from performing like an octopus. This pandemic thing is getting all my energy." – *SHST 26*

Having two or more activities in a month was considered overlapping. However, Floro and Miles (2001) argue that time use is an essential aspect that has previously hardly got much notice in cost-effective research. Previous studies have only looked at main activities, ignoring that people frequently perform two or more activities simultaneously. The investigation of those activities is valuing time use, which is now receiving attention in economic, social, and policy analyses (Aldevera, Alenton, and Gantuangco 2019).

The Department of Education also has numerous activities, some of which overlap. One of the respondents stated that it is challenging to manage all competencies due to the overlapping movements.

**Theme 5: Determining teaching method.** According to the findings, senior high school teachers found it challenging to decide on a teaching method during lesson planning—difficulty selecting appropriate teaching techniques and strategies for learning materials and basic competence.

"It is challenging for me to look for a teaching method appropriate for my lesson... gives me a headache sometimes." – *SHST 1 & 20*

"Difficult to think of the teaching strategies that will cater to the students' needs and align to the objective of the topic. It is nerve-wracking." – *SHST 21*

In the lesson plan, they have stated their problem in choosing an appropriate method. The Ministry of Education and Culture (2013) supports this issue, saying that teachers should design a learning process using their teaching approaches so that students can acquire fundamental skills that match their characteristics. Furthermore, the teachers' challenges in coming up with a lesson plan align with Mulyani's findings. (2013).

**Theme 6: Struggled to understand the new lesson plan format.** Responses revealed that senior high teachers were working to understand the new structure of the lesson plan. This is one of the challenges encountered by teachers who have been comforted with the traditional method.

"I left DepEd last 2012 and went to work abroad. I came back last 2019 and was hired again. Back then, I had to adjust to the new teaching methods, which has evolved over the years. I struggled deeply with lesson planning as I was used in the traditional method; however, this time, really different and I have to cope up." – *SHST 26*

"I am used to traditional teaching at my age, more so with lesson planning. That is why I find it hard to understand the different and new formats of lesson planning." – *SHST 11*

Lesson planning is a method for teachers to attain their objectives, precisely student competencies (Vdovina and Gaibisso 2013, 54-68). Every educator possesses a unique approach; however, the principles of systematic writing must adhere to the rules that have been established as a typical point of reference. The findings of He and Cooper's (2011, 97-116) study, "Struggles and Strategies in Teaching," revealed that the majority of educators and instructors themselves would concur that becoming a teacher is not always an easy journey. New educators bring their unique perspectives and worldviews (Beijaard, Meijer, and Verloop 2004, 107-128; He & Levin 2008, 37-55; Lortie 2008, 513-523).

The difficulty of teachers in understanding the lesson plan format is consistent with Badriah (2013), who disclosed that senior high school instructors believed lesson planning was ineffective since they relied too much on using their imaginations or following textbooks when instructing students.

Teacher-preparation programs spent a significant amount of time teaching beginners how to create thorough lesson plans. Indeed, the core of teacher education programs is instruction through practice lessons. (Abernathy, Forsyth and Mitchell 2001, 109-119; Furlong & Maynard 2012). However, those involved in teacher training are aware that regarding how to carry out this crucial component of pre-service teacher preparation, there is no consensus.

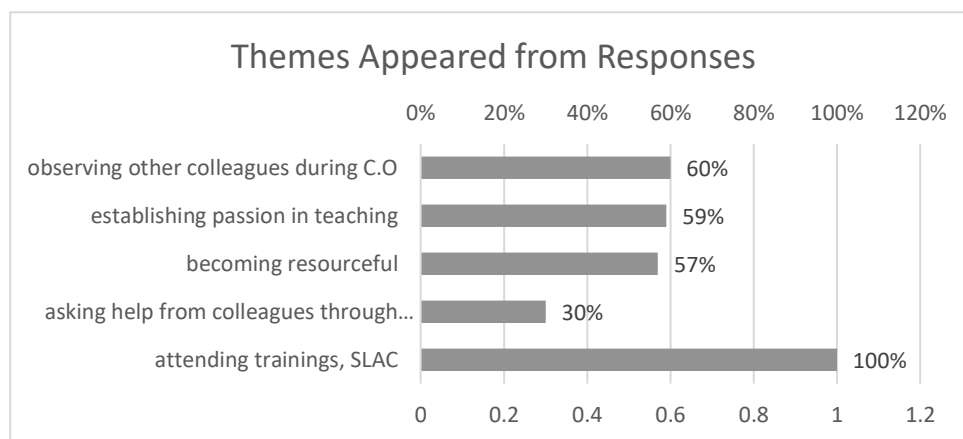
**Theme 7: Culture-shocked in DepEd's way of lesson planning.** The findings of the responses may not be generalizable in terms of the exact extent of the incidence of the challenges due to the small sample size; however, they are valuable indicators of the type and relative severity of the challenges that senior high school teachers face in lessons planning. One of which is being culture-shocked in the system's lesson planning. As revealed,

"As a newly hired in DepEd, there is so much to adjust. One of which is the way DepEd is very particular with lesson planning. My experiences in lesson planning are far different in DepEd's way." – *SHST 10*

According to Nurtanto et al. (2021, 345-354), the secret to high-quality education is not changing the curriculum; rather, it's about teachers being ready and understanding the material (Tuncel & Tuncel 2019; Ujir et al. 2020, 221-227). However, no good curriculum can be meaningful if the instructor's perspective is not altered (Wacker and Olson 2019, 30; Lynch and Smith 2011, 49-58). Furthermore, the characteristics of teachers and practitioners who are involved in the curriculum and have a strong awareness of increasing the quality of learning, as does the duration of time teachers affect the curriculum.

**Coping mechanisms of SHS Teachers in lesson planning.** The responses to the question "how do you deal with challenges in lesson planning?" were analyzed and classified. The five (5) significant themes that emerged from senior high school teachers' responses were attending training, mentoring, being resourceful, establishing passion, and observing. In both cases, the five themes were connected to the essential elements of lesson design.

**Figure 2: Coping Mechanisms of the Teachers**



**Theme 1: Attending Training, SLAC, etc.** Senior high school teachers' responses to the challenges they faced in lesson planning also paved the way to know how they have coped with such experiences. Thus, some respondents say,

"...it helps to attend training regarding lesson planning." – *SHST 1-SHST 27*

"Since it is pandemic, it would be helpful if there is actual training especially on the various teaching strategies." – *SHST 12 & 26*

"Attending sessions in SLAC help us as we are being refreshed with the lesson planning and also learn new ways in teaching methods." – *SHST 6*

"It was everybody's first time to attend Virtual INSET spearheaded by the national office. In the virtual training, I learned a lot, especially on the different educational technologies that I can use for my C.O." – *SHST 5*

Being resourceful in gaining knowledge in lesson planning, such as watching videos on YouTube and other educational platforms that teach how to write an effective lesson plan; Through mentoring with colleagues who are more experienced in the field and have a greater understanding of lesson planning; and Training, seminars/webinars, workshops, learning action cells, and other similar activities improve one's ability to make lesson plans that adhere to the Department of Education's standards.

Robert Bullough and his colleagues set out to change the fact that instructors are not always guided longitudinally over extended periods of time, despite the fact that they ought to be. (Bullough & Baughman, 1997; Bullough, Knowles, & Crow 1989, 209-233) wrote several case studies about first-year teachers' professional development. Bullough, Knowles, and Crow (1989, 209-233) sought to explain factors that influence their growth. Research indicates that concepts helped anticipate the success or intricacy of new instructors' transition to the classroom.

**Theme 2: Observing other Colleagues during Classroom Observation.** One of the results in coping mechanisms revealed is observing their colleagues during a classroom observation to survive the challenges in lesson planning. Respondents shared their thoughts like:

"...being an audience itself in a classroom observation during this pandemic with the other teachers also help us to gain more learnings aside from attending training." – *SHST 3*

"I am not an education graduate myself, but I am truly amazed at my colleagues during their classroom observation. I learned new things and also learned a lot especially on the integration of the planned lesson." – *SHST 15*

There are several reasons why designing lesson plans is essential. Accordingly, lesson plans are very useful in assisting teachers in specifying their planning and preventing classroom problems when they become confused in giving an explanation. It also helps the teachers to observe their colleagues during an actual demonstration to gain insights and highlight the strengths during the observation.

Then, Harmer (2008) describes how a lesson plan gives teachers a guideline for the overall design of the lesson and provides proper confidence in the teacher. Furthermore, Gafoor and Farooque (2010) believe that lesson planning can assist novice educators in setting up procedures, resources, and content. The instructor has to make sure that the outcome, content, process, and assessment standards are consistent. As a result, one of the essential factors that teachers should consider achieving successful learning is the lesson plan.

**Theme 3: Establishing passion in teaching.** The respondents deeply thought that everything else follows if they love what they are doing. Therefore, establishing their passion for teaching makes them feel fulfilled in the teaching profession. As the respondent has shared:

"Teaching for me is not just a profession, and I also feel the need to make it a passion for easing the burden. That way, I believe I can counter the challenges brought by lesson planning such as appropriately choosing the kind of pedagogy, the alignment of the objectives, and even catering the needs of the students for them to learn." – *SHST 27*

The idea that "it is through planning that teachers can learn about teaching" (Mutton, Hagger & Burn, 2011, 399–416) and the significance of planning for classroom activities (Roche et al. 2014, 853–870-) make it plausible that the senior high teachers' understanding of meeting the needs of every student in her class could have been

improved by participating in more planning and investigating alternative models of planning, like the one suggested by John (2006, 483–498).

**Theme 4: Being resourceful.** The respondents believed that being resourceful in learning how to plan their lessons and incorporate teaching methods properly is also one way of acquiring knowledge and learning from the pre-existing and accessible lesson plans from the internet. Some of the beginning teacher-respondents revealed that:

"Aside from seeking help with the colleagues, it is also important for me to do my research such as watching videos from youtube and exploring different platforms where I can incorporate them in my lesson plan. When I think that I can understand, that is the time I draft my lesson plan. It helps me as a beginning and learning teacher." – *SHST 2 & 24*

"Being new in the Department of Education, more so with being a teacher, I make sure to find time searching in google for several pre-existing lesson plans related to my topic for observation. After which, I tried to modify something from what I have downloaded and have it check with my colleagues." – *SHST 14*

Another crucial component of learning to plan is developing the ability to create pre-existing plans and schemes for teaching "on one's own" (Mutton, Hagger, and Burn 2011, 399–416), and it seems that the respondents may need assistance in honing this ability. It appears that some new instructors, at least, need longer-term, more specialised coaching in order to get the knowledge and skills necessary to prepare, which includes setting clear learning objectives. The results of Desimone, Hochberg, Porter, Polikoff, Schwartz, and Johnson (2014, 88–110) are in line with this. Rather than just offering tools, they stressed the significance of helping new instructors get a better grasp of the teaching process.

**Theme 5: Asking help from colleagues.** The respondents considered that learning from their co-teachers helped them to understand the process of lesson planning. Seemingly, it is also better for them to ask for help from colleagues who know about lesson planning. Thus, building collaboration among the teachers will help each other enhance their performance in teaching. As expressed by the participants:

"With my crafted lesson plan, I am not that confident if I was able to make it the way it should be. To ensure, I ask one of my friends here in senior high to proofread my lesson plan and ask for her suggestions." – *SHST 17*

"It is constructive to ask help from a teacher who knows lesson planning." – *SHST 12*

There is no denying that the COVID-19 pandemic has posed serious challenges for education. Instructors are asked how to create lessons for the new standard of education. According to Johnson (2015, 117-126), Meaningful information regarding the difficulties instructors face, the issues that baffle them, and the knowledge they may impart to their peers is restricted by the classroom when teachers are arranged like egg crates. Collaborating with other educators can facilitate the identification and resolution of student progress issues, the sharing of student data across grade levels, and the development of coherent and uniform curricula and teaching methodologies across subject areas and stages.

Development Plan (For Professional Growth and Development of Teachers)

Areas of Concerns	Objectives	Strategies	Persons Involved	Time Frame	Expected Outcome
Educational Attainment	Professional Growth	Encourage to continue post-graduate studies	Teachers, School Head	3-6 years	Master Teachers
Teaching Experience	Have sufficient techniques in understanding individual differences among learners	Provides equal opportunities to attend training/ workshops and seminars	Teachers, School Head	1 week for every training/ workshop	Understanding and flexible teachers
Relevant training/seminars	In-depth knowledge of professional education	Requires to attend seminars/webinars/workshops/ training related to their field	Teachers, School Head	1 week for every training/ workshop	More knowledgeable on Specialized field
Planning a Lesson	Writing an effective lesson plan (formulating objectives, teaching methods, differentiated activities, delivery of lesson)	Requires to submit crafted lesson plan following the format presented	Teachers, School Head	During SLAC session, Quarterly	Carefully planned and written lesson plan with a high percentage of mastery level.
Teaching Strategies	Upgrade on various 21 <sup>st</sup> -century teaching strategies with the integration of technology	Requires to attend seminars/webinars/workshops/ training	Teachers, School Head	1 week for every training/ workshop	Equipped with the latest teaching strategies Students

### Action Plan

The table below shows the research work plan and timelines before, during, and after implementing this action research.

Activities	Target Date	Persons Involved
<b>A. Before the Implementation</b>		
Drafting of the proposal	March-April 2021	Researchers
Finalizing the Proposal	April 19-20, 2021	Researchers
Submission of the proposal for approval	September 2021	Researchers
<b>B. During the Implementation</b>		
Preliminary Submission of Lesson Plan in Google Drive	October 4-13, 2021	Researchers Senior High Teachers
Matching of the Research Participants according to Classroom Observation Performance	October-November 2021	Researchers
Conduct of the Learning Action Cell with the participants on Lesson Planning	November 2021	Researchers
Improving Lesson Plan utilizing the 4As or 7Es Inquiry-based Approach in Learning implementing the three (3) indicators to be observed	November 2021	Senior High Teachers
Checking of the Lesson Plan as the participants' output	November 2021	Researchers
Conduct the one-on-one interview and focus group discussion (FGD) with the research participants	November 2021	Researchers
Tabulation of the data	November 2021	
<b>C. After the Implementation</b>		
Formulation of Discussion of Results and Reflection	December 2021	Researchers
Creation of Lesson Plan implementing the 4As and 7Es structure learned from SLAC	December 2021	Teachers

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### Financial Report

The table below shows the total cost that was expended before, during, and after the conduct of this action research.

<b>General Descriptions</b>	<b>Quantity</b>	<b>Unit</b>	<b>Unit Price</b>	<b>Total Estimated Costs</b>
Long Bond paper (sub 20)	1	ream	₱ 280.00	₱ 280.00
Ink for printer	4	bottle	₱ 450.00	₱ 1800.00
Printing	c/o office printer			
Ballpen	50	piece	₱ 10.00	₱ 500.00
Envelope	50	piece	₱ 5.00	₱ 250.00
Snacks (50 teachers)	50	teacher	₱ 100.00	₱ 5000.00
<b>Total</b>				<b>₱ 7830.00</b>

## Appendix A

### LESSON PLANNING V2.0

#### TRAINING PROPOSAL

<b>TITLE OF THE TRAINING</b>	<b>LESSON PLANNING V2.0</b>				
<b>PROPOSED DATE</b>	Nov. 05, 2021	<b>FUNDING SOURCE</b>	NONE	<b>VENUE</b>	ZSNHS (virtual)
<b>TARGET PARTICIPANTS</b>					<b>NUMBER OF PARTICIPANTS</b>
<b>SHS Teachers</b>					<b>52</b>
<b>City Paid Teachers</b>					<b>2</b>
<b>School Heads</b>					<b>2</b>
<b>PROPONENT(S)</b>				<b>TOTAL NO. OF PAX</b>	<b>56</b>
<b>RATIONALE</b>	<p>The characterization of MELCs aims to provide instructional space among field partners/implementers in order to deliver quality instruction despite limited learning modalities and a shorter school year. Similarly, the release of the MELCs does not limit teachers' ability to navigate the complexities of learning landscapes. Teachers are strongly encouraged, as they were in the pre-COVID years, to unpack curriculum standards into learning objectives via MELCs in order to systematize learning activities and effectively address the varying needs of learners and the challenges of instructional delivery.</p> <p>Seemingly, teachers appear to face an almost impossible challenge given the various responsibilities to which they must respond. However, the level of experience of a teacher is only one factor influencing a teacher's planning. Lesson plans emphasize the significance of the lesson planning stage in teaching and serve as a road map for a class session. It identifies the destination (the lesson's goal) and maps out the route (activities for each stage of the lesson). It is beneficial to all teachers.</p>				
<b>OBJECTIVES</b>	<p>The following are the objectives of this proposal:</p> <ol style="list-style-type: none"> <li>1. Review on the 4As structure of lesson plan; and</li> <li>2. Write a lesson plan based on the unpacked MELC integrating the use of ICT aligned with the modalities adapted.</li> </ol>				
<b>EXPECTED OUTPUTS</b>	<b>Teachers' Lesson Plan Incorporating the Unpacked MELC</b>				

#### LIST OF TRAINERS

<b>Name of Trainers/Resource Speakers</b>	<b>Relevant Qualifications/</b>	<b>Topic Assigned</b>	<b>Session Mode (Lecture/Work shop)</b>
REA CHRISTYMAE A. DURAN	Teacher III	Lesson Planning based on Unpacked MELC	Virtual Lecture

<b>TRAINING CONTENT and METHODOLOGIES (Matrix – Flow of Activities)</b>			
<b>November 05, 2021</b>			
<b>Time</b>	<b>Duration</b>	<b>Activity</b>	<b>Person-In-Charge</b>
1:00-1:30	30 min.	Registration and Attendance	Secretariat/ TWG with ICT Coordinator Edilmer Balbutin c/o Adonis Pilongo
1:30-2:00	30 min.	Opening Program	TWG and Program Committee
2:00-2:30	30 min.	Session 1 – Review on 4As	REA CHRISTYMAE A. DURAN
2:30 - 3:30	60 min.	Session 2 – Writing Lesson Plan based on Unpacked MELC	
3:30 – 4:30	60 min.	Writeshop Session	JERYL M. CASILAO, EdD NONA J. ONG Teachers

<b>LIST OF IDENTIFIED PARTICIPANTS</b>		
<b>Name</b>	<b>Position</b>	<b>Remarks</b>
1.		
2.		

<b>MANAGEMENT STRUCTURES</b>	
<b>COMMITTEES</b>	<b>FOCAL PERSON</b>
<b>RESOURCE PACKAGE/S</b>	A. Session Guides B. Presentation Materials (Slide decks, videos) C. Other support materials

<b>BUDGETARY REQUIREMENTS</b>				
<b>UNIT</b>	<b>Item Description</b>	<b>Quantity</b>	<b>Unit Cost</b>	<b>Total Cost</b>
NONE	NONE	NONE	NONE	NONE
<b>Total Training Materials</b>				
<b>Total Meals and Snacks</b>				
<b>GRAND TOTAL</b>				

## **Appendix B**

### INTERVIEW PROTOCOL AND QUESTIONS

#### Protocol

1. Introduces oneself
2. Discusses the purposes of the study
3. Provides informed consent
4. Asks if the participant has any question
5. Tests the audio recorder
6. Ensures participant feels comfortable

#### Opening Questions

1. How are you as a teacher?
2. Do you still find teaching a fulfilling profession?
3. What can say about lesson planning?

#### Core Questions


1. What are the challenges you have encountered as senior high school teacher in lesson planning?
2. How do you cope with the challenges in lesson planning?
3. Based on the data gathered, what intervention activity/ies can be designed to address the challenges of senior high school teachers in lesson planning?
4. What developmental plan can be formulated based from the findings?

#### Closing Statement


Thank the participant for the valuable time spared and ask if he or she has additional information bearing on this topic. Tell him or her to feel free to call and ask if he or she wants to see a copy of the results.

## Appendix C

### SAMPLE OF INFORMED CONSENT LETTER



Republic of the Philippines  
 Department of Education  
**DIVISION OF PAGADIAN CITY**  
**ZAMBOANGA DELSUR NATIONAL HIGH SCHOOL**  
 SENIOR HIGH SCHOOL  
 Roxas St., Sta. Maria, Pagadian City



**INFORMED CONSENT LETTER**  
Adapted from Rebecca Paulson Stone (2012)

I volunteer to participate in this study and understand that:

1. I will participate in the survey/interview/Focus Group Discussion conducted by researchers JERYL M. CASILAO, EdD, NONA J. ONG, and REA CHRISTYMAE A. DURAN for their research titled "Challenges and Coping Mechanism of Senior High School Teachers in Planning a Lesson: Basis for Lesson Planning Skills Workshop".
2. I will be asked regarding the following:
  - a. The challenges encountered as Senior High School teacher in lesson planning; and
  - b. how I overcome the challenges in lesson planning.
3. The results of the research will be presented as the researchers' action research.
4. I understand that I may give my consent for my name to be used in the research study or I may also choose to remain anonymous and the researchers will respect this position. If I choose to remain anonymous, the researchers will use a pseudonym to protect my identity.
5. I may withdraw from part or all of this study at any time.
6. I understand that the results from this research may be included in the researchers' study and may also be included in manuscripts submitted to professional journals for publication.
7. I am free to participate or not to participate without prejudice.