

## INVESTIGATION OF THE RELEVANCE OF PREPARATION OF WEEKLY FORECAST, SCHEME OF WORK, AND LESSON PLAN TO TEACHING AND LEARNING IN SECOND CYCLE SCHOOLS IN SUNYANI MUNICIPALITY

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**Abstract:** *This study's major goal was to find out how relevant teacher-prepared lesson plans, work schemes, and weekly predictions are to teaching and learning at senior high schools in the Bono Region of Ghana's Sunyani Municipality. The study's research design was a descriptive survey. The municipality's public senior high school teachers make up the targeted population. A convenient selection method and basic random sampling by replacement were employed to choose 140 senior high school teachers within the municipality. The teachers' responses to a closed-ended questionnaire were gathered, and the data was analysed using descriptive statistics. It was discovered that creating the lesson plan, scheme of work, and weekly prediction is paramount. Inspection of these artifacts was not as critical as monitoring classroom instruction, though. The creation of a lesson plan, a scheme of work, and a weekly forecast were shown to be pertinent to teaching and learning. Among other things, it was suggested that the Ghana Education Service and the Management of Schools hold frequent workshops to inform teachers about the significance of creating and utilizing these documents. Teachers must be informed on the latest procedures for creating the necessary paperwork.*

**Keywords:** *lesson plan, learner, scheme of work, senior high school, teacher, teaching and learning, weekly forecast.*

**Unique contribution:** *It is recommended that supervision of classroom teaching be more paramount than supervision of classroom artefacts such as the weekly forecast, scheme of work, and lesson plan.*

### I. Introduction

The educational process is not complete without teaching and learning. Education, according to [1], is the process of passing along knowledge—that is, experiences, ideas, skills, practices, and values—from one individual or generation to the next. It entails gaining information, abilities, attitudes, moral principles, and moral conduct from other people and the surroundings. It is commonly accepted that education is the cornerstone of civilization and progress.

People can acquire information, skills, competencies, and values through teaching. According to [2], teaching is the setting up of reinforcing contingencies that allow students to learn. Teachers set up specific circumstances that speed up learning by accelerating the appearance of behaviours that would otherwise be acquired slowly or creating scenarios for behaviours that otherwise never arise. However, students learn without being taught in their natural environment. According to [3], teaching is an interpersonal influence act that tries to alter the behaviour that other people can or will exhibit.

According to [4], learning is the process of gaining information or abilities through study, training, or experience. The process of learning is experience-based and results in enduring behavioural changes in the learner. According to [5], learning is also the process of picking up new behaviours or using experience to enhance or weaken existing ones. Consciously or unintentionally, learning can happen. Learning causes

information and abilities to be picked up through transmission, self-discovery, and emergence, which modifies behaviour in humans and animals in a way that is largely permanent.

The teacher is the most crucial element accountable for successful and efficient teaching and learning processes, even though the learner is the centre of the processes. A competent teacher organizes their lessons around the right curriculum, instructional strategy, and instructional materials to best meet the needs of their students. A good teacher gives their students chances and encourages group communication.

However, as they are fundamental to formal education, teaching and learning must be planned for and prepared for in advance. According to [6], the right choice and organization of the teaching objects or resources are necessary for a successful formal teaching and learning process. Planning and preparation include choosing the right teaching strategies, tactics, and abilities in addition to choosing and organizing the instructional resources.

According to [7], teachers must plan out every step of the curricular materials' implementation before the pupils genuinely use them with their help. It entails preparing the lessons by implementing a work schedule and lesson plan, determining the learning objectives, instructional aids, and evaluation tools, and employing the proper teaching techniques.

As a result, before a lesson, teachers are obliged to write these formal documents, like the lesson plan, scheme of work, and weekly forecast. However, there are differing opinions among teachers in Ghana over how these documents should be prepared, both in offices and in classrooms. According to the researchers' observations and experience, portfolio supervision—which entails examining these lesson planning documents—rather than classroom observation or supervision—is the more common form of instructional supervision in Ghana.

During their visits to schools, officers in the Ghana Education Service Directorates—including Circuit Supervisors—inspect these records and use them as a benchmark for assessing teachers' performance. The Ghana Education Service uses these documents as a benchmark or criterion for choosing teachers to receive the National Best Teacher Awards.

A local FM radio station interviewed a female teacher from one of the basic schools in Kumasi Sub-Metropolitan Assembly on October 5, 2018, Teachers' Day, to discuss the significance of the day for teachers. In response to one of the questions, the female teacher bemoaned the suffering and anxiety she has when creating lesson plans and urged the Ghana Education Service to come up with practical and efficient ways to evaluate teachers' work.

Coincidentally, the Ghana Education Service, via the Bono Regional Directorate of Education at the time, increased the scrutiny of lesson plans, teacher evaluations, and work plans at senior high schools within the region. The discussion among instructors in Sunyani Municipality and the surrounding area about the necessity of preparing these documents has been reignited by this inspection activity.

The majority of teachers in the region, including those at St. James Seminary Senior High School, were not mentioned when preparing these documents, particularly lesson plans. Despite this, the school has been ranked first in Ghana for the last six years. Nevertheless, it has also ranked first in West Africa for about three times in the last decade.

These discussions and worries have compelled the researchers to look at the applicability of creating lesson plans, schemes of work, and weekly forecasts to teaching and learning in the Sunyani Municipality Senior High Schools.

The study sought to address the following research questions:

1. Is the preparation of a weekly forecast relevant to teaching and learning in SeniorHighSchools in the Sunyani Municipality?
2. Is the preparation of a scheme of work relevant to teaching and learning in SeniorHighSchools in the Sunyani Municipality?
3. Is the preparation of lesson plan relevant to teaching and learning in SeniorHighSchools in Sunyani Municipality?

## II. Methodology

This part highlights the methodological structure of the study. Thus, it addresses the research design, population, sampling steps, instrument used for the collection of data, and data analysis.

## III. Research Type and Design

For the study, the researchers employed a quantitative research methodology. Research that uses numbers to describe or explain events is known as quantitative research [8].

To gather information on the instructors' opinions regarding the applicability of the lesson plan, scheme of work, and weekly forecast, a descriptive survey methodology was used. Given that a questionnaire served as the primary data collection tool, this design was thought to be the most suitable. The study also made use of a

survey because of its generalizability and large, randomly selected sample size. A survey is a way to collect information on issues impacting a population from a sample of people [8]. Its main focus is on collecting data to validate the existing status of phenomena and test theories or provide answers to queries.

#### **IV. Population**

Teachers at the four (4) public senior high schools in the Sunyani Municipality in Ghana's Bono Region made up the study's target group. The Ghana Education Service is directly in charge of these institutions, which is why they were selected. St. James Seminary Senior High School, Sunyani Senior High School, Twene-Amanfo Senior High/Technical School, and SDA Senior High School are the four (4) public senior high schools in the municipality that are part of the study. With the headmasters and associate headmasters/headmistresses included, there are roughly 350 teachers employed by these four schools.

#### **V. Sample and Sampling Techniques**

Forty instructors from St. James Seminary Senior High School, fifty teachers from Sunyani Senior High School, forty teachers from Twene-Amanfo Senior High/Technical School, and ten teachers from SDA Senior High School were chosen using a convenience and basic random selection technique by replacement. To ensure that every participant had an equal chance of being chosen, a straightforward random sampling procedure was employed. Because the sample size accounts for 40% of the available population, statistically sound data on the target group is provided. A representative sample is defined as one that comprises at least 10 percent to 30 percent of the population of interest by [9].

#### **VI. Data Collection Instrument**

The primary tool utilized in the study to collect data was a questionnaire. The respondents were asked pertinent questions and asked to complete a self-made, closed-ended questionnaire. The study's research questions are covered in the questionnaire, and the respondents' answers provide pertinent information to meet the study's goals. According to [9] Mugenda & Mugenda (2003), a questionnaire is frequently used to gather crucial data about a population and each question on the questionnaire focuses on a certain study goal. The questionnaire gave the researchers the ability to quickly collect data from a sizable sample size. Before answering, it allowed the respondents some time to consider the questions [8].

#### **VII. Validity and Reliability of Instrument**

The validity and reliability of the instrument were strong. A test must be valid in order for it to be dependable [10]. The degree to which an instrument measures what it is supposed to measure is known as its validity. After the questionnaire's content validity was confirmed by a few well-known and seasoned researchers in the municipality, 30 teachers from Odumaseman Senior High School in the Sunyani West District pre-tested it. It was made sure that the questionnaire's items were sufficient and addressed the study's goals and research concerns. The content has undergone the requisite revisions and alterations to guarantee its validity. The consistency of the findings derived from data collected by a research instrument is referred to as reliability. The degree to which a measurement of a phenomenon yields a consistent and stable result is known as reliability [11]. The Cronbach's alpha coefficient is the internal consistency metric that is most frequently utilized. The instrument's Cronbach alpha coefficient value was calculated, and the questionnaire's value came out to be 0.75. While there are no hard and fast guidelines for internal consistency, most people feel that a minimum internal consistency coefficient of 0.70 is necessary [12]. This suggests that the items in the questionnaire were trustworthy.

#### **VIII. Data Collection Procedure and Analysis**

The researchers offered the questionnaire items directly to the respondents, providing them with the chance to ask questions about any questions that sprang up in order to better grasp the material. Descriptive statistics were used to analyze the data that was collected. Descriptive statistics offer widely-used metrics for transforming unprocessed data into easily interpretable dimensions. Frequency counts and percentages were generated from the data obtained from the questionnaire. Tables were used to display these. The data analysis and coding of the questionnaire responses were done using Microsoft Excel 2016.

#### **IX. Ethical Issues**

Before giving the teachers' surveys, the researchers got approval from the headmasters and headmistresses of the chosen schools. The study's participants were guaranteed privacy and secrecy. They were also told that the research's sole aim is academic.

## X. Results and Discussion

This part of the study addresses the outcome of the statistical analysis and its interpretation.

### XI. Research Question 1:

Is the preparation of a weekly forecast relevant to teaching and learning in senior high schools in Sunyani Municipality?

The purpose of the inquiry was to ascertain whether or not the creation of a weekly prediction has any influence on instruction at Sunyani Municipality senior high schools, as well as how much the forecast is utilized by the instructors. Finding out the results of creating a weekly forecast was another goal of the inquiry.

**Table 1: Preparation and Use of Weekly Forecast in Teaching**

ITEM	RESPONSE	FREQUENCY	PERCENTAGE (%)
Do you prepare weekly forecast before teaching?	Yes	120	85.7
	Sometimes	19	13.6
	No	1	0.7
<b>TOTAL</b>		<b>140</b>	<b>100</b>
Do you use weekly forecast in teaching?	Yes	89	63.6
	Sometimes	41	29.3
	No	10	7.1
<b>TOTAL</b>		<b>140</b>	<b>100</b>

From Table 1, 120 (85.7%) of the teachers responded in the affirmative that they prepare weekly forecasts; 19 (13.6%) of the teachers said they prepare it sometimes; and only 1 (0.7%) of the teachers do not prepare it. The table also showed that 89 (63.6%) of the teachers prepare and use weekly forecasts, while 41 (27.3%) of the teachers said they sometimes prepare and use weekly forecasts. However, 10 (7.1%) of the teachers do not use weekly forecasts in teaching.

Most of the teachers, representing about 86.0% of the respondents, prepared weekly forecasts, and the majority of them, about 64.0%, used the prepared weekly forecast to teach. Conversely, about 21% of the teachers prepare a weekly forecast sometimes but do not use it in teaching. This means that out of 120 teachers who prepare forecasts, 29 of them do not use the weekly forecast in their teaching. Even though the majority of teachers prepare weekly forecasts, authorities or education officers do not ensure proper and effective use of them in order to achieve the needed objectives. The prime finding is that most of the teachers prepare forecasts and use them to teach. For[7], teachers need to prepare all the stages of the implementation of curriculum documents before they are actually used by the students with their assistance.

**Table 2: Effect of Preparation of Weekly Forecast on Planning before Lesson**

ITEM	RESPONSE	FREQUENCY	PERCENTAGE (%)
Does preparation of weekly forecast ensure proper planning before teaching?	Yes	111	79.3
	Sometimes	23	16.4
	No	6	4.3
<b>TOTAL</b>		<b>140</b>	<b>100</b>

From Table 2, 111 (79.3%) of the teachers were of the view that preparation of a weekly forecast ensures proper planning before teaching, while 6 (4.3%) of the teachers disagreed. The remaining 23 (16.4%) of the teachers said it may sometimes ensure proper planning before teaching. The majority of the teachers, representing about 96.0%, believed that the preparation of weekly forecasts in one way or another ensured proper planning before teaching, though about 16.0% of the teachers included in this majority stated that it may not always ensure proper planning before teaching. Very few teachers, representing about 4.0%, were emphatic that the preparation of a weekly forecast does not ensure proper planning. The findings indicated that the preparation of a weekly forecast helps teachers plan properly and effectively before teaching.

**Table 3: Effect of the Use of Weekly Forecast on Teaching and Learning Outcomes**

ITEM	RESPONSE	FREQUENCY	PERCENTAGE (%)
Does weekly forecast contribute to effective teaching?	Yes	104	74.3
	Sometimes	31	22.1
	No	5	3.6
<b>TOTAL</b>		<b>140</b>	<b>100</b>

<b>Does weekly forecast improve outcomes?</b>	<b>Yes</b>	88	62.9
	<b>Sometimes</b>	39	27.9
	<b>No</b>	13	9.2
<b>TOTAL</b>		<b>140</b>	<b>100</b>

It is revealed from Table 4 that out of the 140 teachers sampled for the study, 104 (74.3%) of the teachers believed that weekly forecasting contributes to effective teaching, 31 (22.1%) of the teachers said it may sometimes have a positive effect on teaching, and 5 (3.6%) disagreed. On whether the use of weekly forecasts improves learning outcomes, 88 (62.9%) of the teachers responded in the affirmative, while 13 (9.2%) of the teachers said it does not. Thirty-nine (39) of the teachers, representing 27.9% of the respondents, said the use of weekly forecasts may sometimes improve learning outcomes.

Most of the teachers, representing about 74.0% of the respondents, believed the use of forecasts assisted the teacher in choosing the right strategies for effective teaching, and a majority of the respondents, representing about 63.0%, agreed that the use of forecasts improved the learners' achievement level. Even though the majority of the teachers believed that the use of forecasting contributes to effective teaching, about 11.0% of the teachers did not agree that its use improves learning outcomes. For these teachers, effective teaching does not necessarily translate to an improvement in the learning outcomes of students. It is deduced that the use of a weekly forecast helps the teachers select the right skills, techniques, and methods to teach, thereby ensuring the proper and effective delivery of lessons in the classroom. Another deduction is that the use of forecasting helps the learners understand what is being taught by the teachers, and hence a good percent of the learning objectives is achieved.

**Table 4: Preparation of Weekly Forecast is a waste of Time and Energy**

ITEM	RESPONSE	FREQUENCY	PERCENTAGE (%)
<b>Is preparation of weekly forecast a waste of time and energy?</b>	<b>Yes</b>	14	10.0
	<b>Sometimes</b>	26	18.6
	<b>No</b>	100	71.4
<b>TOTAL</b>		<b>140</b>	<b>100</b>

As shown in Table 4, 14 (10.0%) of the teachers responded that the preparation of the weekly forecast is a waste of time and energy, while 100 (71.4%) of the teachers responded that it is not a waste of time and energy. A few of the teachers, comprising 26 (18.6%) of the respondents, also believed it was sometimes a waste of time and energy. Most of the teachers, representing about 71%, disagreed that the preparation of a weekly forecast is a waste of time and energy. Few of the teachers, representing about 29.0% of the teachers, are of the view that teachers waste their time and energy preparing weekly forecasts. Out of this percentage, 10.0% were emphatic that the preparation of forecasts has no positive effect on teaching and learning activities. The finding is that the majority of the teachers asserted that the preparation of a weekly forecast is not a waste of time and energy.

## XII. Research Question 2:

Is the preparation of a scheme of work relevant to teaching and learning in senior high schools in Sunyani Municipality?

This question investigated the relevance of preparing a scheme of work and the rate at which teachers use the said scheme of work in teaching at the senior levels in Sunyani municipality. The effect of preparing the scheme of work was also not left out.

**Table 5: Preparation and Use of Scheme of Work in teaching**

ITEM	RESPONSE	FREQUENCY	PERCENTAGE (%)
<b>Do you prepare scheme of work before teaching?</b>	<b>Yes</b>	113	80.7
	<b>Sometimes</b>	25	17.9
	<b>No</b>	2	1.4
<b>TOTAL</b>		<b>140</b>	<b>100</b>
<b>Do you use scheme of work in teaching?</b>	<b>Yes</b>	88	62.9
	<b>Sometimes</b>	41	29.3
	<b>No</b>	11	7.8
<b>TOTAL</b>		<b>140</b>	<b>100</b>

Table 5 indicated that out of 140 teachers sampled for the study, 113 (80.7%) of the teachers responded in the affirmative that they prepare a scheme of work before teaching, 25 (17.9%) of the teachers said they prepare it sometimes, and only 2 (1.4%) of the teachers said that they do not prepare it. It is also shown from the table that 88 (62.9%) of the teachers use a scheme of work, while 41 (27.3%) of the teachers said they sometimes use a



scheme of work when teaching. However, 11 (7.8%) of the teachers responded that they do not use a scheme of work in teaching.

This suggests that the majority of the teachers, representing a little above 80.0% of the respondents, and about 63.0% of the respondents prepare and use a scheme of work before teaching, respectively. Again, it also implies that 18.0% and 29%, respectively, of the teachers prepare a scheme of work but do not follow it when they are teaching. This is in line with the finding of a study conducted by [7], which established that not all teachers who prepare schemes of work refer to them. She concluded that 66.6% of the teachers make schemes of work, but the majority (55.5%) never refer to them often.

**Table 6: Effect of Preparation of Scheme of Work on Planning before Lesson**

ITEM	RESPONSE	FREQUENCY	PERCENTAGE (%)
Does preparation of scheme work ensure proper planning before teaching?	Yes	101	72.1
	Sometimes	34	24.3
	No	5	3.6
<b>TOTAL</b>		<b>140</b>	<b>100</b>

From Table 6, 101 (72.1%) of the teachers were of the view that the preparation of a scheme of work ensures proper planning before teaching, 34 (24.3%) of the teachers said it may sometimes ensure proper planning, and 5 (3.6%) of the teachers disagreed.

Most of the teachers, representing about 96.4%, believed that the preparation of a scheme of work has a tendency to ensure proper planning before teaching. About 24.0% of the teachers included in this majority were not certain, supposing that preparation of a scheme of work does not always ensure planning before lessons. Very few of them, representing about 4.0% of respondents, were emphatic that the preparation of a scheme of work does not ensure proper planning before teaching. It can be concluded that the preparation of a scheme of work ensures proper planning before teaching.

**Table 7: Effect of the Use of Scheme of Work on Teaching and Learning Outcomes**

ITEM	RESPONSE	FREQUENCY	PERCENTAGE (%)
Does the use of scheme of work contribute to effective teaching?	Yes	100	71.4
	Sometimes	29	20.7
	No	11	7.9
<b>TOTAL</b>		<b>140</b>	<b>100</b>
Does the use of scheme of work improve learning outcomes?	Yes	70	50.0
	Sometimes	53	37.9
	No	17	12.1
<b>TOTAL</b>		<b>140</b>	<b>100</b>

Table 7 revealed that 100 (71.4%) of the teachers were emphatic that the use of a scheme of work contributes to effective teaching; 29 (20.7%) of the teachers were of the view that it may sometimes contribute to effective teaching; and 11 (7.9%) responded that it does not. On how the use of a scheme of work affects learning outcomes, 70 (50.0%) of the teachers affirmed that it improves learning outcomes, while 17 (12.1%) of the teachers said it does not. Some 53 (37.9%) of the respondents said the use of a scheme of work sometimes improves learning outcomes.

The majority of the teachers, representing about 71.0%, asserted that the use of a scheme of work contributes to effective and efficient teaching, while exactly 50.0% of the teachers said the use of a scheme of work improves learning outcomes. The implication is that most of the teachers believed that the use of the scheme of work assisted the teachers to organize the necessary teaching and learning resources as well as to arrange teacher and learner activities in a comprehensible order so as to teach efficiently. This means that the use of a scheme of work contributes to effective teaching and also improves the learning outcomes of students. This is in agreement with [6], who concluded that curricula, syllabi, schemes of work, and lesson plans are policies and documents necessary for effective teaching to occur at any level of the educational system.

**Table 8: Preparation of Scheme of Work is a waste of Time and Energy**

ITEM	RESPONSE	FREQUENCY	PERCENTAGE (%)
Is preparation of scheme of work a waste of time and energy?	Yes	24	17.2
	Sometimes	31	22.1
	No	85	60.7
<b>TOTAL</b>		<b>140</b>	<b>100</b>

As shown in Table 8, 24 (17.2%) of the teachers indicated that the preparation of the scheme of work is a waste of time and energy, while 85 (60.7%) of the teachers answered that it is not a waste of time and energy. Few of the teachers, comprising 31 (22.1%) of the teachers, believed it may sometimes be a waste of time and energy. This indicated that the majority of the teachers, representing about 61.0% of the respondents, were of the view that the preparation of a plan of work is not a waste of time and energy. Of the 39.0% of teachers who are of the view that teachers may waste their time and energy preparing schemes of work, only 17.0% were emphatic. In conclusion, the teachers have the belief that the preparation of a plan of work prior to a lesson is not a waste of time and energy.

### XIII. Research Question 3:

Is the preparation of lesson plans relevant to teaching and learning in senior high schools in Sunyani Municipality?

The purpose of this research question was to find out the importance of lesson plans to teaching and learning, the frequency of their usage by instructors, and possibly the effects of their preparation and usage in a Ghanaian senior high school context.

**Table 9: Preparation and Use of Lesson Plan in Teaching**

ITEM	RESPONSE	FREQUENCY	PERCENTAGE (%)
<b>Do you prepare lesson note before teaching?</b>	<b>Yes</b>	99	70.7
	<b>Sometimes</b>	28	20.0
	<b>No</b>	13	9.3
<b>TOTAL</b>		<b>140</b>	<b>100</b>
<b>Do you use lesson note in teaching?</b>	<b>Yes</b>	75	53.5
	<b>Sometimes</b>	39	27.9
	<b>No</b>	26	18.6
<b>TOTAL</b>		<b>140</b>	<b>100</b>

From Table 9, 99 (70.7%) of the teachers said that they prepare lesson plans before teaching, 28 (20.0%) of the teachers responded that they prepare them sometimes, and 13 (9.3%) of the teachers also agreed that they do not prepare them. It is also shown that 75 (53.5%) of the teachers use lesson plans they prepare in teaching, while 39 (27.9%) of the teachers said they sometimes use them. However, 26 (18.6%) of the teachers indicated that they did not use it at all.

The results indicated that most of the teachers, representing a little over 70.0% of the respondents, prepared lesson plans before teaching. The majority of the teachers, representing about 54.0% of the respondents, use lesson plans in their teaching. Out of the remaining 30.0%, about 10.0% do not prepare lesson plans at all. This can be inferred from the fact that the majority of the teachers prepare and use lesson plans in teaching.

**Table 10: Effect of Preparation of Lesson Note on Planning before Lesson**

ITEM	RESPONSE	FREQUENCY	PERCENTAGE (%)
<b>Does preparation of lesson note ensure proper planning before teaching?</b>	<b>Yes</b>	90	64.3
	<b>Sometimes</b>	32	22.9
	<b>No</b>	18	12.8
<b>TOTAL</b>		<b>140</b>	<b>100</b>

From Table 10, 90 (64.3%) of the teachers were of the view that preparation of lesson plans ensured proper planning before teaching, while 18 (12.8%) of the teachers disagreed. The remaining 32 (22.9%) of the teachers said it sometimes ensures proper planning.

Indicating this is that the majority of the teachers, representing about 87%, believed that preparation of lesson plans in one way or another ensured proper planning before teaching. About 23% of the teachers included in this majority indicated that it may not always ensure proper planning before teaching, while 13% stated that the preparation of a lesson plan does not ensure proper planning. This suggests that the preparation of a lesson plan ensures proper and effective planning before teaching. This is in line with [13], who said the lesson planning process allows teachers to evaluate their own knowledge with regards to the content to be taught. It is also consistent with the assertion of [14] that lesson planning and preparation to improve teaching competencies have long been recognized by educational institutions as an integral part of teacher preparation worldwide.

Table 11: Effect of the Use of Lesson Plan on Teaching and Learning Outcomes

ITEM	RESPONSE	FREQUENCY	PERCENTAGE (%)
Does the use of lesson plan contribute to effective teaching?	Yes	86	61.4
	Sometimes	38	27.2
	No	16	11.4
<b>TOTAL</b>		<b>140</b>	<b>100</b>
Does the use of lesson note improve learning outcomes?	Yes	68	48.6
	Sometimes	43	30.7
	No	29	20.7
<b>TOTAL</b>		<b>140</b>	<b>100</b>

Table 11 shows that 86 (61.4%) of the teachers believed that lesson plans contribute to effective teaching; 38 (27.2%) of the teachers responded that they may sometimes contribute to effective teaching; and 16 (11.4%) indicated that their use does not contribute to effective teaching. On how the use of lesson plans affects the learning outcomes of students, 68 (48.6%) of the teachers affirmed that its use improves learning outcomes, 43 (30.7%) of the teachers said its use may sometimes improve learning outcomes, and 29 (20.7%) of the teachers responded that it does not.

Approximately 61% of the teachers asserted that the use of lesson plans contributes to effective teaching. Though in the majority, less than 50.0% of the teachers believe that the use of lesson plans improves learning outcomes. Thus, most of the teachers were not convinced that the use of lesson plans improves the learning outcomes of students. The finding suggested that the use of lesson plans contributes to effective and efficient teaching but does not necessarily improve the learning outcomes of students. Even though it is generally accepted that lesson plans help teachers employ the right strategies and teaching methods for proper and efficient teaching.

Table 12: Preparation of Lesson Plan is a waste of Time and Energy

ITEM	RESPONSE	FREQUENCY	PERCENTAGE (%)
Is the preparation of lesson note a waste of time and energy?	Yes	28	20.0
	Sometime	29	20.7
	No	83	59.3
<b>TOTAL</b>		<b>140</b>	<b>100</b>

As revealed by Table 12, 28 (20.0%) of the teachers agreed that the preparation of lesson plans is a waste of time and energy; 29 (20.7%) of the teachers indicated that it may sometimes be a waste of time and energy; and the rest of the teachers showed that it is not a waste of time and energy.

The majority of the teachers, representing about 59%, did not agree that the preparation of lesson plans is a waste of time and energy. A minority of the teachers, or about 20.0% of the respondents, were of the view that teachers waste their time and energy preparing lesson plans. For the remaining 21.0%, the preparation of a lesson plan may be a waste of time and energy under certain circumstances but may be useful under other circumstances. It can be concluded that the preparation of lesson plans before lessons is not a waste of time and energy but has a positive effect on teaching and learning activities.

Table 13: Relative Importance of Portfolio Supervision of Teaching Artifacts to Classroom Observation of Teaching and Learning

ITEM	RESPONSE	FREQUENCY	PERCENTAGE (%)
Is inspection of teaching documents more important than classroom supervision of teaching and learning?	Yes	41	29.3
	No	99	70.7
<b>TOTAL</b>		<b>140</b>	<b>100</b>

Table 13 reveals that 41 (29.3%) of the teachers affirmed that portfolio supervision of the weekly forecast, scheme of work, and lesson plan is more important than classroom observation of teaching and learning, while 99 (70.7%) of the teachers were in disagreement. This means that the majority of teachers, representing about 71.0% of the respondents, were of the view that the observation of teaching and learning activities in the classroom is more vital than the mere inspection of these artifacts by education officers.

#### XIV. Conclusions and recommendations

This section of the study discusses the conclusions and recommendations of the study.



## XV. Conclusions

In an educational setting, creating and implementing a weekly forecast, a scheme of work, and lesson plans guarantees appropriate planning prior to instruction, efficient lesson delivery, and enhanced student learning results. As a result, the creation and application of these materials have bearing on senior high school instruction and learning.

Once more, creating and implementing a weekly forecast and work plan is more crucial to teaching and learning than creating and implementing a lesson plan.

Lastly, monitoring instruction in the classroom is more significant than merely looking through teaching portfolios, which are collections of artifacts including lesson plans, weekly forecasts, and schemes of work.

## XVI. Recommendations

It is recommended that:

1. To keep teachers up to date on suitable and contemporary methods of creating the weekly forecast, scheme of work, and lesson plan, as well as how to apply them effectively, school administrations regularly arrange training workshops for their teaching staff.
2. The Ghana Education Service frequently hosts workshops and seminars for teachers, particularly those who have recently been hired, to raise awareness among them about the significance of creating and utilizing these instructional materials, particularly the weekly schedule and work plan.
3. While allowing for some leeway for successful instruction, classroom teachers adhere rigorously and diligently to the planned weekly forecast, scheme of work, and lesson plan.

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