Drivers for Lesson Planning in Pre-Schools in Kenya (A Case of Allen Grove School, Nairobi)

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Abstract
Achieving quality in lessons depends not only upon the teacher's ability to present material but also to analyze learning outcomes and assess the pedagogical communication. This study was guided by the following specific objectives: to assess determine the benefits of lesson planning; to analyze the factors that influence the effectiveness of lesson planning; and to evaluate the qualities of an effective lesson plan. A descriptive survey was undertaken using a representative sample of 18 pre-school teachers, who represented 67% of the total of 27 teachers of Allen Grove School. The main data collection tools were a questionnaire, interview schedules and disguised observation method. Statistical Package for Social Sciences (SPSS) was used to aid in analysis. Findings of the study indicate that the following were listed as the benefits derived from lesson planning at Allen Grove School:- Giving a sense of direction; Helping students become aware of the lesson objectives and the learning tasks they are asked to perform; classroom management purposes; Helping teachers to solve, in advance, teaching problems; and Reducing anxiety on the part of students and, especially the teacher. The factors that influence the effectiveness of lesson planning in Allen Grove School were listed as follows:- Relevant expertise; Participatory planning; Adequate time allocation; Whole package of programmes; Team work; Learners' learning experience; Flexibility and linkage between lesson plans and schemes of work; Focus on learning and teaching; Resource allocation; and Institutionalized Quality assurance systems. An effective lesson plan is characterized by the following:- having clear objectives; Pre-assessment of the lesson plan; available list of required materials; Warm-up and introduction; Presentation; Learning Activities; adequate practice (Applying What Is Learned); Evaluation; Closure; and reflection.
Keywords: Lesson Planning, Pre-schools

ABRREVIATIONS
CICECE	City Centre for Early Childhood Education
DICECE	District Centre for Early Childhood Education
ECD	Early Childhood Development
EFA	Education for All
ESSP	Education Sector Strategic Plan
FPE	Free Primary Education
GER	Gross Enrolment Ratio
GOK	Government of Kenya
KIE	Kenya Institute of Education
MICS	Multiple Indicators Cluster Survey (of UNICEF)
MOEST	Ministry of Education, Science and Technology (of Kenya)
MUCECE	Municipal Centre for Early Childhood Education
NACECE	National Centre for Early Childhood Education
NER	Net Enrolment Ratio
OECD	Organization for Economic Cooperation and Development
TSC	Teachers Service Commission
UNESCO	United Nations Educational, Scientific, and Cultural Organization
UNICEF	United Nations Children's Fund

1.0   INTRODUCTION
1.1   Background of the Study
Early childhood education is a programme, which provides a stimulating play environment for Physical, Intellectual, Language, Social and emotional development of the child. It prepares children for the primary and it focuses on the holistic development of the child. It lays the foundation for the development of reading, writing and number work. (Njoroge, M 1994). According to Aga Khan Foundation. (2002), Early Childhood Education is a programme, which encourages interaction with the environment, active participation in-group activities and enhances creativity and problem solving in children. It stresses on providing first-hand experiences to children in ways that would ensure, development of skills related to the process of learning. It also stresses on prior planning and scheduling but it is at the same time flexible to children's needs. Early childhood education is a programme, which indirectly promotes self-control and thereby inner discipline in children.

Young (2000), asserts that the importance of early childhood education is now a well recognized fact, that children need enriched environment, intellectual stimulation and plenty of opportunity for socialization of the same age group from a very early age agree are now known to a large section of people. Along with this awareness there are some economic and social factors, which are also compelling people to put their children in schools from a very early age. The fact that children coming from economically and culturally deprived homes need some readiness programme, to put a stop to huge wastage and stagnation in first few grades of primary education has been realized by the planners of universal primary education. All these factors have created a large demand for pre-school education in the country and as such the number of pre-schools and enrolment of children in pre-schools has been increased considerably. The number of teachers working in Primary School has also increased with minimal of required training. The success or failure of a Pre-school depends on the teacher who is the backbone of the Pre-primary school.

Stigler & Hiebert (1999), argue that successful teachers are invariably good planners and thinkers. They didn't get that way overnight. The road to success requires commitment and practice, especially of those skills involved in planning lessons, activities, and managing classroom behavior. Planning lessons is a fundamental skill all teachers must develop and hone, although implementation of this skill in actual teaching can, and usually does, take some time. Being able to develop an effective lesson plan format is a core skill for all who teach. So let's begin at the beginning. According to Sintoovongse (2002), well-formulated lesson plans give teachers directions to make instruction proceed smoothly. Good lesson plans allow teachers to better control the details of instruction and to monitor student progress more closely in order to ensure student success. Most importantly, however, the process of planning lessons provides teachers with an opportunity to think about what they are doing. That is, planning allows teachers to become conscious curriculum decision makers. Teachers think carefully about what happens in their classrooms, have good reasons for doing certain activities, and employ a variety of ways of teaching children.

Good planning makes good teaching possible. Some experienced teachers are able to mentally organize the objectives, procedures, and materials. However, for most teachers and for all beginning teachers written statements regarding the major elements of a lesson plan are usually necessary. (Njenga & Kabiru, 2001). This study sought to highlight the factors that influence lesson planning in pre-schools. At Allen Grove School, the teachers undertake lesson planning as a matter of routine, using laid down formats, which have been in place for over 10 years.

1.2   Statement of the problem

In the instructional process the lesson is the primary organizing structure. While developing and presenting a lesson, a pre-school classroom teacher confronts many pedagogical issues and makes choices directed toward assisting pupils to acquire knowledge, apply new information to practical activities, and construct beliefs. A contemporary lesson is viewed as a complex, dynamic system, and its development regulates and correlates interconnections and continuously improves the entire educational process. The researcher seeks to convey the idea that the totality of the lesson is greater than the sum of its parts. Achieving quality in lessons depends not only upon the teacher's ability to present material but also to analyze learning outcomes and assess the pedagogical communication.

Whereas many studies have concentrated on such issues as the effectiveness of early childhood education; effective transition from pre-schools to primary level education; and teacher preparedness, little is known about the factors that influence lesson planning in pre-schools.

1.3   Objectives of the study

The study was guided by the following specific objectives:
   (i)   To assess determine the benefits of lesson planning.
   (ii) To analyze the factors that influence the effectiveness of lesson planning.
   (iii) To evaluate the qualities of an effective lesson plan

2.0   LTERATURE REVIEW
2.1   Introduction

The millennium development goal No 2, underscores the need for governments to ensure that by 2015, everywhere, boys and girls alike will be able to complete a full course of primary schooling. The indicators include: net enrolment ratio in primary and the proportion of children starting grade one who reach grade five (Vargas and Baron, 2005). In order for children to enroll and complete primary education without drop out or repetitions, then children need to enter school ready to learn and the schools must also be ready to receive and retain the children. School readiness is perceived as the acquisition by the child of the appropriate knowledge, skills, attitudes and abilities that will help him / her to cope with the primary school curriculum and other learning demands. Those children who are ready to learn, at the time they start primary school, are more likely to

complete primary, secondary and tertiary education levels and make positive contributions to society as caring and productive citizens. Children who are not ready to learn at school entry are more likely to repeat a grade, need special education services, and dropout of school. This represents increased costs to government and society at large through: increased government spending, decreased revenue, decreased productivity and decreased ability to provide necessary societal functions. (Government of Kenya, 1999).

Children's ability to learn and acquire the right skills and attitudes depends to a large extent on their cognitive capacity and psychosocial adjustments that are determined during early years. Essentially, then, the effectiveness and efficiency of investment in primary and subsequent education depends on the children's capacity to start school ready to learn. (Janus & Offord, 2000). In pursuant of the Millennium Development Goals (MDGs), Education for All (EFA) and Universal Primary Education (UPE) many countries in Africa are considering and some have initiated, state supported ECD (pre-school) programs. This has most often been motivated by a concern to increase the schooling success and reduce drop out and repetition rates by, for example: creating a flexible transition from the informal to the formal system; ensuring that children enter formal education on the basis of readiness rather than chronological age; allowing for intervention and remediation before formal schooling is introduced; easing the task of teachers in lower primary by ensuring that they have a fairly homogeneous group to teach (Ministry of Education, Science and Technology, (MoEST) Kenya,1999).

2.2 Development of Pre-school Education in Kenya

Many socio-economic changes have taken place in Kenya, especially since independence in 1963. The traditional child-rearing patterns, characterized by the extended family, have disintegrated. Older siblings, grandparents, other members of the extended family and the community are no longer available to provide childcare support to mothers: older siblings are in school and have little time to care for younger siblings; grandparents and other family members often live too far from the young parents to assist them with childcare; and the extended family and community members are too busy with commercial activities (e.g. farming, businesses and paid employment) to help mothers with childcare. (National Center for Early Childhood Education (NCEC), 1992).

Many mothers who are forced to engage in economic activities to earn a livelihood for their families have difficulty combining work and childcare responsibilities. Consequently, pre-school education has emerged in Kenya as the best alternative to meet the needs of young children and families. The first pre-schools were established in urban areas of Kenya by the colonial government to cater for European and Asian children. The first pre-schools for African children started in the 1940s in urban areas populated by Africans, such as on tea, coffee and sugar plantations. These pre-schools catered for under fives.

In rural areas, the first pre-schools catering mainly for under fives emerged during the Mau Mau struggle for independence between 1952 and 1957. These centers were started by the colonial government to provide custodial care and security for young children while their parents were engaged in forced labor away from home. In most villages, Catholic priests and nuns provided milk, medical check-ups and care for children through these centers, which became an important vehicle for ensuring improved health and nutritional status for the many children threatened by malnutrition and various diseases, especially hygiene-related diseases (MoEST, Kenya, 2000).

After independence in 1963, Kenya witnessed a massive expansion of pre-school education. By 1972, there were 8,000 pre-schools with an enrolment of about 300,000 children under six. Most of these centers were established and managed by the communities through then President Jomo Kenyatta's *harambee philosophy* encouraging community initiatives based on joint efforts, mutual assistance, social responsibility and self-reliance (Government of Kenya, 1999). Compared to other countries at similar levels of economic development, Kenya has made considerable achievements in Early Childhood Development (ECD) provision. As highlighted earlier, the country's Gross Enrolment Ratio (GER) in pre-primary education marked a remarkable 40% in 2001, which was higher than the median of sub-Saharan African (5.8%) and developing (35%) countries. Kenya is now adopting an expanded vision of ECD, which concerns a holistic development of the cognitive, social, emotional and physical aspects of young children from birth (Ngome, 2002).

2.3 Lesson planning

Lesson planning is a teacher problem solving activity pursuing the answer to the question of how to most effectively promote and accomplish intended learning outcomes. *Lesson planning is,* then, *defined as the in advance study of the teaching process intended to implement curricular objective(s).* Lesson planning involves much more than making arbitrary decisions about "what I'm going to teach today." Many activities precede the process of designing and implementing a lesson plan. Similarly, the job of systematic lesson planning is not complete until after the instructor has assessed both the learner's attainment of the anticipated outcomes and effectiveness of the lesson in leading learners to these outcomes. (Nyamweya & Mwaura, 1996).

Mwaura (1995), assert that even teachers who develop highly structured and detailed plans rarely adhere to them in lock-step fashion. Such rigidity would probable hinder, rather than help, the teaching-learning process. The elements of a lesson plan should be thought of as *guiding principles* to be applied as aids, but not blueprints, to systematic instruction. Precise preparation must allow for flexible delivery. During actual classroom interaction, the instructor needs to make adaptations and to add artistry to each lesson plan and classroom delivery.

Principles of lesson planning

Effective lesson planning is the basis of effective teaching. A plan is a guide for the teacher as to where to go and how to get there. However - Do not let the plan dominate - be flexible in your planning so that when the opportunities arise you can go with the flow.

Aims: considering realistic goals for the lesson, not too easy but not too difficult. .... asserts that the following checklist is useful for effective lesson planning:- (1) What do the students know already?; (2) What do the students need to know?; (3) What did you do with the students in the previous class? ; (4) How well do the class work together? ; and (5) How motivated are the students?

Variety: an important way of getting and keeping the students engaged and interested.

Flexibility: expect the unexpected! Things do not always go to plan in most lessons. Experienced teachers have the ability to cope when things go wrong. It is useful when planning to build in some extra and alternative tasks and exercises. In addition, teachers need to be aware of what is happening in the classroom. Students may raise an interesting point and discussions could provide unexpected opportunities for language work and practice. In these cases, it can be appropriate to branch away from the plan.

Lesson planning procedures

The effective teacher cannot create a single extra second of the day - any more than anyone can. But the effective teacher certainly controls the way time is used. Effective teachers systematically and carefully plan for productive use of instructional time (Becker & Shimada, 1997).

According to Mukui & Mwaniki (1995), one of the primary roles that a teacher performs is that of designer and implementer of instruction. Teachers at every level prepare plans that aid in the organization and delivery of their daily lessons. These plans vary widely in the style and degree of specificity. Some instructors prefer to construct elaborate detailed and impeccably typed outlines; others rely on the briefest of notes handwritten on scratch pads or on the backs of discarded envelopes. Regardless of the format, all teachers need to make wise decisions about the strategies and methods they will employ to help students move systematically toward learner goals.

Teachers need more than a vague, or even a precise, notion of educational goals and objectives to be able to sequence these objectives or to be proficient in the skills and knowledge of a particular discipline. The effective teacher also needs to develop a plan to provide *direction* toward the attainment of the selected objectives. The more organized a teacher is, the more effective the teaching, and thus the learning, is. Writing daily lesson plans is a large part of being organized.

According to Njenga & Kabiru (2001), several lesson plan outlines have been developed in the past. A teacher begins by choosing a desirable outline and sticking fairly close to it. Planning and classroom delivery innovations usually come once a teacher is in the classroom with a set of learners, having developed her own instructional resources, and having experimented with various strategies. Although fundamental lesson planning elements tend to remain unchanged, their basic formula is always modified to suit the individual teacher's lesson preparation or style of presentation. The lesson plan is a dreaded part of instruction that most teachers detest. It nevertheless provides a guide for managing the learning environment and is essential if a substitute teacher is to be effective and efficient. Three stages of lesson planning follow:

Stage 1- Pre-Lesson Preparation: (1) Goals; (2) Content and (3) Student entry level

Stage 2: -Lesson Planning and Implementation: (1) Unit title; (2) Instructional goals; (3) Objectives; (4) Rationale; (5) Content; (6) Instructional procedures; (7) Evaluation procedures; and (8) Materials

Stage 3 - Post-Lesson Activities: Lesson evaluation and revision

Benefits of lesson planning

A lesson plan is a framework for a lesson. If you imagine a lesson is like a journey, then the lesson plan is the map. It shows you where you start, where you finish and the route to take to get there. Weeden *et al* (2002), argued that essentially the lesson plan sets out what the teacher hopes to achieve over the course of the lesson and how he or she hopes to achieve it. Usually they are in written form but they do not have to be. New or inexperienced teachers may want to or be required to produce very detailed plans - showing clearly what is happening at any particular time in the lesson. However in a realistic teaching environment it is perhaps impractical to consider this detail in planning on a daily basis. As teachers gain experience and confidence planning is just as important but teachers develop the ability to plan more quickly and very experienced teachers may be able to go into class with just a short list of notes or even with the plan in their heads.

Whatever the level of experience, it is important that all teachers take time to think through their

lessons before they enter the classroom. Lesson planning is the in advance study of the teaching process based on set and implemented objective(s). Notwithstanding the fact that it requires an investment of time and energy, lesson planning produces many valuable benefits. Papandreou, A. (2002) asserts that lessons that are well planned are more likely to help students and teachers. One of the most important reasons to plan is that the teacher needs to identify his or her aims for the lesson. Teachers need to know what it is they want their students to be able to do at the end of the lesson that they could not do before. According to Sintoovongse (2002), Lesson planning is needed for:

Giving a sense of direction: Well planned Lesson plans set a road map that ensure that the teacher and learners stay on track and finally achieve the set objective (s). A well done lesson plan can also "save" your class if for some reason you can't be there to teach. The lesson plan will provide invaluable guidance for the substitute teacher.

Helping students become aware of the lesson objectives and the learning tasks they are asked to perform: makes sure that lesson is balanced and appropriate for class

Classroom management purposes: planning is generally good practice and a sign of professionalism. Lesson plans also provide a record that allows good, reflective teachers to go back, analyze their own teaching (what went well, what didn't), and then improve on it in the future.

In addition, this record will save you time in the future. When you teach similar lessons you can refer back to your old lesson plan (kept on file) and "recycle" the successful elements (instead of starting "from scratch").

Helping teachers to solve, in advance, teaching problems: gives the teacher the opportunity to predict possible problems and therefore consider solutions. Lesson planning also allows the teacher to visualize (and, therefore, better prepare for) every step of the teaching process in advance. This visualization typically increases teacher success.

Reducing anxiety on the part of students and, especially the teacher: Gives both teacher and the students confidence which ensures that they avoid frustrations and unpleasant surprises.

Contents of a good lesson plan

The greater the structure of a lesson and the more precise the directions on what is to be accomplished, the higher the achievement rate. According to Ngome, C. K. (2002), a good lesson plan should include the following:

Objectives: The objectives give a description of what the student will be able to do at the end of the lesson. They also provide alignment with school and national goals. Behavioral verbs are used to describe the expected outcomes

Pre-assessment: Characteristics of learners in the class are determined; the knowledge level of the students is determined; the best learning methods are established; and modifications in instructions determined by the teacher in order to deliver effectively.

List of materials: Plan! Prepare! Have on hand! (Murphy's Law). The teachers are advised to envision their needs, list all resources, and have enough manipulatives (when needed) for groups or individuals.

Warm-up and introduction: It is advisable that the teachers grab the attention of the students by providing the interest/motivation factor and set the tone for the lesson connected to the objective. This could be accomplished through a question, a story, a saying, an activity or a discussion starter among others.

Presentation: Sets up a step-by-step plan; Provides a quick review of previous learning; Provides specific activities to assist students in developing the new knowledge; and Provides modeling of a new skill. It is worth noting that a picture is worth a thousand words.

Learning Activities: These include the following among others: - Graphic organizers; Creative play; Peer presenting; Performances; Role playing; Debates; Game making; Projects; Cooperative groups; Inquiry learning; Direct instruction; Differentiation; and Direct Instruction

Practice (Applying What Is Learned) - Provide multiple learning activities; Guided practice (teacher controlled); Use a variety of questioning strategies to determine the level of understanding (Journaling, conferencing); Independent practice (Practice may be differentiated); and build on success

Evaluation: Assess the learning; Teacher made test; In-class or homework assignment; Project to apply the learning in real-life situation; Recitations and summaries; Performance assessments; and Use of rubrics, Portfolios, Journals, and Informal assessment

Closure: Lesson Wrap-up: Leave students with an imprint of what the lesson covered. Students summarize the major concepts, Teacher recaps the main points, and Teacher sets the stage for the next phase of learning

Reflection: Answers are sought to the following questions*: -* What went well in the lesson? ; What problems did I experience? Are there things I could have done differently? ; And how can I build on this lesson to make future lessons successful?

Mistakes in writing lesson plans

Successful teachers are invariably good planners and thinkers. They didn't get that way overnight. The road to success requires commitment and practice, especially of those skills involved in planning lessons, activities, and managing classroom behavior. Planning lessons is a fundamental skill all teachers must develop and hone,

although implementation of this skill in actual teaching can, and usually does, take some time. Being able to develop an effective lesson plan format is a core skill for all who teach. Stigler & Hiebert (1999), observed the following as being the six most common mistakes of writing lesson plans : -

Poorly planned objectives: The objective of the lesson may not specify what the lesson planner will actually do that can be observed. An objective is a description of what a lesson planner does that forms the basis for making an inference about learning. Poorly written objectives lead to faulty inferences.

Lack of connection between lesson assessment and objective: The lesson assessment is disconnected from the behavior indicated in the objective. An assessment in a lesson plan is simply a description of how the teacher will determine whether the objective has been accomplished. It must be based on the same behavior that is incorporated in the objective. Anything else is flawed.

The prerequisites are not specified or are inconsistent with what is actually required to succeed with the lesson. Prerequisites mean just that - a statement of what a student *needs to know or be able to do* to succeed and accomplish the lesson objective. It is not easy to determine what is required, but it is necessary.

Lack of availability of the needed teaching materials or equipment: The materials specified in the lesson are extraneous to the actual described learning activities. This means keep the list of materials in line with what you actually plan to do. Over killing with materials is not a virtue.

Instructional inefficiency: The instruction in which the teacher will engage is not efficient for the level of intended student learning. Efficiency is a measure that means getting more done with the same amount of effort or the same amount with less effort. With so much to be learned, it should be obvious that instructional efficiency is paramount.

The student activities described in the lesson plan do not contribute in a direct and effective way to the lesson objective. A teacher should not let students be engaged in activities just to keep them busy. Whatever you have your students do should contribute in a direct way to their accomplishing the lesson objective.

Consequences of Poor lesson planning

When one fails to plan lessons properly, one is likely to fall into several traps. Sintoovongse sighted the following as being some of the problems that arise from not using lesson plans or using poorly planned lesson plans: *Frustration for the teacher and the student:* Without proper lesson planning, there would be little motivation on the part of both the teacher and learner as there is nothing to aim for; *Aimless wandering:* Your teaching may wander aimlessly without ever achieving its objective and you and your students may never achieve the objectives of the course; *Unmet objectives:* The unmet objectives lead to frustration (for both the teacher and the students); *No connections to prior learnings:* Poor connection with preceding or subsequent lessons usually occur as a result of using poorly planned lessons on none at all. What the teacher delivers may not relate to what he/she taught earlier and it may not lead to what he/she will teach later; *Disorganization:* Leading to poor or reduced learning; *Lack of needed materials:* The teacher may turn up for a lesson only to find out that he/she did not bring along the necessary teaching materials or equipment; *A waste of time, effort and money:* Little is achieved in the form of learning if lessons are poorly planned, leading to waste of the time spent on learning and the resources invested in the same; and *Poor management:* management is guided by proper planning for available time and other resources. Without planning, management of the lessons would be negatively affected.

Factors that stimulate effective lesson planning

Roseshine & Stevens (1986) listed the following 10 tips for effective lesson planning: *Relevant expertise:* Allocate the delivery of the programmes to a team of teachers/assessors with the relevant vocational expertise; *Participatory planning:* Involve all staff in the planning of the programmes to make sure that units are allocated appropriately; *Adequate time allocation:* Allocate blocks of time to allow the programmes to be delivered in vocational context giving time for visits, speakers, workshops etc.; *Whole package of programmes*: Make sure that the programmes are seen as part of the 'whole' delivery in a centre and not thought of as separate courses; *Team work:* Use a team approach to design schemes of work. This will help to avoid overlap and overuse of external organizations; *Learners' learning experience:* Create an interesting and manageable student learning experience. In any given week, what different activities are students experiencing across the course? Avoid showing videos every day, or giving similar assignment deadlines; *Flexibility and linkage between lesson plans and schemes of work:* Link lesson plans to the schemes of work and keep flexibility within the planning to allow for new actions throughout the study programme; *Focus on learning and teaching*: Make sure that 'learning and teaching' is seen as the focus for delivering the units with a move away from a focus on assessment of the units. Include a variety of opportunities for theoretical content delivery within the schemes of work and lesson plans; *Resource allocation*: Provide adequate resources to enable students to research independently and *Institutionalized Quality assurance systems*: Make sure that quality assurance systems are in place to ensure that standards of delivery and implementation are checked and meet the needs of all learners.

2.4   Conclusions

Results in teaching are not the effect of chance. Results in teaching are maximized when lesson planning is applied on a daily basis. The more organized a teacher is, the more effective the teaching, and, thus, preparing lesson plans is part of being organized in teaching. Evidently, effective teachers need to prepare their lessons. A lesson plan includes data such as content, language learning objectives, instructional approaches and procedures, materials required, and criteria for constructing an assessment for the lesson. A lesson plan is like a map guiding someone to his / her destination through unknown or known paths and places.

Arends (1991:53) proposes to view lesson planning as similar to the text of a speech to be delivered to a large audience. Speakers giving a speech for the first time need to follow a set of detailed notes or perhaps even a word-for-word text. As they gain experience, or as their speeches are gradually committed to memory from repeated presentations, they find less and less need for notes and can proceed more extemporaneously. This does not mean that the lesson plan is useless after a period of time. Actually, a lesson plan, of some length (at least one line, preferably more), is needed for every lesson taught by an effective teacher.

In summary, lesson planning is needed for (i) giving a sense of direction; (ii) helping students become aware of the lesson objectives and the learning tasks they are asked to perform; (iii) managing a classroom; (iv) helping teachers to solve, in advance, teaching problems; and (iv)   reducing anxiety on the part of students and, especially, the teacher.

3.0   METHODS
3.1   Introduction

This chapter gives a detailed procedure of methods to be used for the study. It provides information on the data one intends to use and highlight the following: The chapter gives insight into how the research was conducted. Specifically, the researcher discussed the research design, study population, types and sources of data, target population, sampling design, sampling method, sampling technique, sampling procedures, data collection, data collection method and technique, data collection instruments, data collection procedure, data analysis and reporting.

3.2   Research design

A descriptive survey was undertaken. Descriptive designs result in a description of the data, whether in words, pictures, charts, or tables, and whether the data analysis shows statistical relationships or is merely descriptive. Surveys based on a carefully selected representative sample can produce results that are broad, credible and generalisable to the whole population; the researcher preferred to draw findings from the analysis of numerical data, in which case a survey became handy. The researcher preferred the survey because of financial constraints; and Surveys focus on data rather than theory. In this case, it was possible for the researcher to administer the data collection tools to the respondents in their workstations, which was relatively easy, and played a great role in increasing the response rate.

3.3   Target population

The participants in this study were pre-school teachers of Allen Grove School. The school has a teacher population of 27, 9 being male and 18 females and pupil population of 360, with an annual enrolment of 120 pupils.

3.4   Sampling technique and sample size

Sampling technique: Stratified random sampling was used to arrive at what was considered a representative sample. The strata were class taught by the teacher in the pre-school level, the 3 levels being baby class; nursery; and pre-unit. The gender at the school was represented while each teacher not only had an equal chance of being included in the study sample, but the method also ensured that all characteristics of the respondents were representative of the whole population of study.

Sample size: The sample size was 67% of the population of teachers at the pre-school level, computed as follows:

Table 3.1: Sample design

Level of teaching - stratum	Establishment	Sample size (67% of establishment)
Baby class	6	4
Nursery	9	6
Pre-unit	12	8
Total	**27**	**18**

3.5   Data Collection instruments and procedure

Both secondary and primary data was collected. Desk study was undertaken, in which a review of the relevant literature was carried out. Information pertaining to lesson planning was critically reviewed. The sources of

information included various websites, books, magazines, Journals and available reports from organizations. The desk study enabled this research to be grounded in the current literature relating to lesson planning in pre-schools. This development ensured that the research did not duplicate other studies, and instead contributed significant and relevant knowledge toward the subject of study. In addition, primary data was collected. Primary data is that data which is collected at the source.

Data Collection Instruments: The questionnaire, which was the main data collection instrument, enabled the researcher to gather in-depth information on phenomena under investigation. The questionnaire consisted of two sections, Section I and section II. Section I consisted of items pertaining to profile of the respondents while section II consisted of items pertaining to the area of study. The researcher also used interview schedules, which had open questions, aimed at meeting the objectives of the study. In addition, observation method was used in confirming the questionnaire responses.

Data Collection procedure: A desk study was undertaken, in which a review of the relevant literature was carried out. The sources of information included various websites, books, magazines and Journals. Primary data was collected from the respondents with the aid of the following sets of tools: Questionnaires, Interview schedules, and Observations. The sets of questionnaires and interview guides were pre-tested on selected respondents from various categories of respondents to necessitate adjustments in order to make them more suitable and minimize bias in responses. The procedure that was used in collecting data was through distribution of the questionnaires that is, dropping and picking questionnaires from respondents at their most convenient time that was agreeable to both parties. Personal interviews were conducted with 10 of the respondents selected at random, aided by an interview schedule. In this case the researcher was able to obtain additional information to corroborate findings from the questionnaire. The researcher further conducted observations to establish the mode of lesson development in the school from existing records. The data was compiled in a master table, which formed the basis of the data analysis.

4.0   DATA ANALISYS AND PRESENTATION
4.1   Introduction
The study utilized a combination of both quantitative and qualitative techniques in the collection of data. The study covered all the teachers at Allen Grove School. All the questionnaires that were distributed were returned completed (Response rate of 100%). The major tool of data analysis was descriptive statistics. In order to analyze and present information related to profile of the respondents, graphs, charts, percentages and frequencies were used. In order to meet objectives of the study, analysis was done using mean scores and standard deviations presented in table format. Statistical Package for Social Sciences (SPSS) was used to aid in analysis. Computation of frequencies in tables, charts and bar graphs was used in data presentation. In addition, the researcher used standard deviations and mean scores to present information pertaining to the study objectives. The information is presented and discussed as per the objectives and research questions of the study.

4.2   Findings profile of respondents
A summary of the responses related to profile of the respondents and their respective organizations is presented in table 4.1 below.

Profile of respondents	Percentage
Gender distribution	
Male	30
Female	70
Age distribution of respondents (years)	
18 – 27	17
28 - 37	28
38 - 45	44
46 - 55	11
Highest level of education attained by respondents	
Primary school education	0
Secondary school education	0
Tertiary college	30
University degree	70
Period respondents had been in the teaching profession (years)	
Less than 1 year	10
1 to 5 years	25
6 to 10 years	40
11 to 15 years	20
16 years and above	5
Period respondents had worked at Allen Grove School	
Less than 1 year	25
1 to 5 years	45
6 to 10 years	20
11 to 15 years	15
16 years and above	5
Teaching level of respondents	
Baby class	20
Nursery	30
Pre-school	50
N= 18	

4.3   The factors that influence lesson planning in pre-schools
Benefits of lesson planning in Allen Grove School
In order to meet the first objective of the study, "To assess determine the benefits of lesson planning in Allen Grove School", the respondents were asked to indicate the extent to which Allen Grove School enjoyed listed benefits derived from lesson planning, by ticking as appropriate along a five-point scale. *Where:* Very much = (5); Much = (4); Somehow = (3); Neutral = (2); Not at all = (1). The responses are summarized and presented in table 4.1 below.

Table 4.1: Benefits of lesson planning in Allen Grove School

Benefits of lesson planning in Allen Grove School	Mean	Standard deviation	Ranking
Reducing anxiety on the part of students and, especially the teacher: Gives both teacher and the students confidence which ensures that they avoid frustrations and unpleasant surprises.	0.620	1.240	5
Helping teachers to solve, in advance, teaching problems: gives the teacher the opportunity to predict possible problems and therefore consider solutions.	0.780	1.560	4
Helping students become aware of the lesson objectives and the learning tasks they are asked to perform: makes sure that lesson is balanced and appropriate for class	0.820	1.640	3
Classroom management purposes: planning is generally good practice and a sign of professionalism. Lesson plans also provide a record that allows good, reflective teachers to go back, analyze their own teaching (what went well, what didn't), and then improve on it in the future.	0.910	1.820	2
Giving a sense of direction: Well planned Lesson plans set a road map that ensures that the teacher and learners stay on track and finally achieve the set objective (s). In addition, the lesson plan will provide invaluable guidance for the substitute teacher.	0.982	1.960	1
N = 18			

Factors that influence effectiveness of lesson planning in Allen Grove School

In order to meet the second objective of the study, "To analyze the factors that influence the effectiveness of lesson planning in Allen Grove School", the factors that influenced effectiveness of lesson planning in pre-schools were listed and respondents asked to indicate the extent to which they influenced effectiveness of lesson planning in Allen Grove School, by ticking as appropriate along a five-point scale. *Where:* Strongly agree = (5); Agree = (4); Somehow agree = (3); Disagree = (2); Strongly disagree = (1). The responses are summarized and presented in table 4.2 below.

Table 4.2: Factors that influence effectiveness of lesson planning in Allen Grove School

Factors that influence effectiveness of lesson planning in Allen Grove School	Mean	Standard deviation	Ranking
Team work: - Use a team approach to design schemes of work. This will help to avoid overlap and overuse of external organizations.	0.555	1.110	10
Participatory planning: Involve all staff in the planning of the programmes to make sure that units are allocated appropriately.	0.580	1.160	9
Relevant expertise: Allocate the delivery of the programmes to a team of teachers/assessors with the relevant vocational expertise.	0.735	1.470	5
Whole package of programmes: Make sure that the programmes are seen as part of the 'whole' delivery in a centre and not thought of as separate courses.	0.605	1.210	8
Adequate time allocation: Allocate blocks of time to allow the programmes to be delivered in vocational context giving time for visits, speakers, workshops etc.	0.690	1.380	6
Focus on learning and teaching: Make sure that 'learning and teaching' is seen as the focus for delivering the units with a move away from a focus on assessment of the units.	0.655	1.310	7
Flexibility and linkage between lesson plans and schemes of work: Link lesson plans to the schemes of work and keep flexibility within the planning to allow for new actions throughout the study programme.	0.760	1.520	4
Learners' learning experience: Create an interesting and manageable student learning experience.	0.820	1.640	3
*Resource allocation:*Provide adequate resources to enable students to research independently.	0.860	1.720	2
Institutionalized Quality assurance systems: Make sure that quality assurance systems are in place to ensure that standards of delivery and implementation are checked and meet the needs of all learners.	0.880	1.760	1
N = 18			

Qualities of an effective lesson plan

In order to meet the third objective of the study, "to evaluate the qualities of an effective lesson plan", the respondents were asked to list at least three qualities of an effective lesson plan and give a brief explanation of each. Though the wording differed from respondent to respondent, table 4.3 below presents a summary of the findings as pertains contents of an effective lesson plan:

Table 4.3: Qualities of an effective lesson plan

Qualities of an effective lesson plan	Brief explanation
Clear objectives	The objectives give a description of what the student will be able to do at the end of the lesson. They also provide alignment with school and national goals. Behavioral verbs are used to describe the expected outcomes
Pre-assessment of the lesson plan	Characteristics of learners in the class are determined; the knowledge level of the students is determined; the best learning methods are established; and modifications in instructions determined by the teacher in order to deliver effectively.
List of required materials	The teachers are advised to envision their needs, list all resources, and have enough manipulatives (when needed) for groups or individuals.
Warm-up and introduction	It is advisable that the teachers grab the attention of the students by providing the interest/motivation factor and set the tone for the lesson connected to the objective.
Presentation	Sets up a step-by-step plan; Provides a quick review of previous learning; Provides specific activities to assist students in developing the new knowledge; and Provides modeling of a new skill. It is worth noting that a picture is worth a thousand words.
Learning Activities	These include the following among others: - Graphic organizers; Creative play; Peer presenting; Performances; Role playing; Debates; Game making; Projects; Cooperative groups; Inquiry learning; Direct instruction; Differentiation; and Direct Instruction
Practice (Applying What Is Learned) -	Provide multiple learning activities; Guided practice (teacher controlled); Use a variety of questioning strategies to determine the level of understanding (Journaling, conferencing); Independent practice (Practice may be differentiated); and build on success
Evaluation-	Assess the learning; Teacher made test; In-class or homework assignment; Project to apply the learning in real-life situation; Recitations and summaries; Performance assessments; and Use of rubrics, Portfolios, Journals, and Informal assessment
Closure	Lesson Wrap-up: Leave students with an imprint of what the lesson covered. Students summarize the major concepts, Teacher recaps the main points, and Teacher sets the stage for the next phase of learning
Reflection	Answers are sought to the following questions: - What went well in the lesson? ; What problems did I experience? Are there things I could have done differently? ; And how can I build on this lesson to make future lessons successful?

N = 18

5.0 SUMMARY, CONCLUSIONS AND RECOMMENDATIONS
5.1 Summary
The following were the listed as the benefits derived from lesson planning at Allen Grove School: Giving a sense of direction; Helping students become aware of the lesson objectives and the learning tasks they are asked to perform; classroom management purposes; Helping teachers to solve, in advance, teaching problems; and Reducing anxiety on the part of students and, especially the teacher.

The factors that influence the effectiveness of lesson planning in Allen Grove School were listed as follows: *Relevant expertise; Participatory planning; Adequate time allocation; Whole package of programmes; Team work; Learners' learning experience; Flexibility and linkage between lesson plans and schemes of work; Focus on learning and teaching; Resource allocation; and Institutionalized Quality assurance systems.*
Results in teaching are not the effect of chance. Results in teaching are maximized when lesson planning is applied on a daily basis. The more organized a teacher is, the more effective the teaching, and, thus, preparing lesson plans is part of being organized in teaching. Evidently, effective teachers need to prepare their lessons. A lesson plan includes data such as content, language learning objectives, instructional approaches and procedures, materials required, and criteria for constructing an assessment for the lesson. A lesson plan is like a map guiding someone to his / her destination through unknown or known paths and places. In summary, lesson planning is needed for (1) giving a sense of direction; (2) helping students become aware of the lesson objectives and the learning tasks they are asked to perform; (3) managing a classroom; (4) helping teachers to solve, in advance, teaching problems; and (5) reducing anxiety on the part of students and, especially, the teacher.

5.2 Conclusions
Allen Grove School, which is a replica of many other schools, has within its establishment, youthful staff, who

are energetic, well educated and experienced. All they require is continuous appropriate training in lesson planning so as to enhance effectiveness of the practice at the school. The findings further indicate that majority of the teachers had been in the profession long enough to understand the importance and pre-requisites for effective lesson planning, hence high likelihood for successful implementation of the same at Allen Grove School.

An effective lesson plan is characterized by the following: having clear objectives; *Pre-assessment of the lesson plan; available list of required materials; Warm-up and introduction; Presentation; Learning Activities; adequate practice (Applying What Is Learned); Evaluation; Closure; and reflection.*

Effective lesson planning is the basis of effective teaching. A plan is a guide for the teacher as to where to go and how to get there. Lesson planning involves much more than making arbitrary decisions about "what I'm going to teach today." Many activities precede the process of designing and implementing a lesson plan. Similarly, the job of systematic lesson planning is not complete until after the instructor has assessed both the learner's attainment of the anticipated outcomes and effectiveness of the lesson in leading learners to these outcomes. Even teachers who develop highly structured and detailed plans rarely adhere to them in lock-step fashion. Such rigidity would probable hinder, rather than help, the teaching-learning process. The elements of a lesson plan should be thought of as *guiding principles* to be applied as aids, but not blueprints, to systematic instruction. Precise preparation must allow for flexible delivery. During actual classroom interaction, the instructor needs to make adaptations and to add artistry to each lesson plan and classroom delivery.

Planning and classroom delivery innovations usually come once a teacher is in the classroom with a set of learners, having developed her own instructional resources, and having experimented with various strategies. Although fundamental lesson planning elements tend to remain unchanged, their basic formula is always modified to suit the individual teacher's lesson preparation or style of presentation. The lesson plan provides a guide for managing the learning environment and is essential if a substitute teacher is to be effective and efficient.

Successful teachers are invariably good planners and thinkers. They didn't get that way overnight. The road to success requires commitment and practice, especially of those skills involved in planning lessons, activities, and managing classroom behavior. Planning lessons is a fundamental skill all teachers must develop and hone, although implementation of this skill in actual teaching can, and usually does, take some time. Being able to develop an effective lesson plan format is a core skill for all who teach.

5.3   Recommendations

In order to achieve effectiveness of lesson planning in pre-schools, there is need to address the following issues:
Lesson planning should be regarded as a process that encompasses many activities, which have to be undertaken systematically. Lesson planning involves much more than making arbitrary decisions about "what I'm going to teach today." Many activities precede the process of designing and implementing a lesson plan. Similarly, the job of systematic lesson planning is not complete until after the instructor has assessed both the learner's attainment of the anticipated outcomes and effectiveness of the lesson in leading learners to these outcomes.

Even teachers who develop highly structured and detailed plans rarely adhere to them in lock-step fashion. Such rigidity would probable hinder, rather than help, the teaching-learning process. The elements of a lesson plan should be thought of as *guiding principles* to be applied as aids, but not blueprints, to systematic instruction. Precise preparation must allow for flexible delivery. During actual classroom interaction, the instructor needs to make adaptations and to add artistry to each lesson plan and classroom delivery.

Effective lesson planning is the basis of effective teaching. A plan is a guide for the teacher as to where to go and how to get there. However, lesson planners should not let the plan dominate- they should be flexible in their planning so that when the opportunities arise they can go with the flow.

Lesson planners should exercise flexibility in the development and implementation of lesson plans. Things may not always go to plan in most lessons. Teachers should have the ability to cope when things go wrong. It is useful when planning to build in some extra and alternative tasks and exercises. In addition, teachers need to be aware of what is happening in the classroom.

Whatever the level of experience, it is important that all teachers take time to think through their lessons before they enter the classroom.

Successful teachers are invariably good planners and thinkers. They didn't get that way overnight. The road to success requires commitment and practice, especially of those skills involved in planning lessons, activities, and managing classroom behavior. Planning lessons is a fundamental skill all teachers must develop and hone, although implementation of this skill in actual teaching can, and usually does, take some time.

In order to come up with effective lesson plans, the following ought to be embraced by the planners:- the need to have in place the relevant expertise; the lesson planning exercise should be participatory; the exercise requires adequate time allocation; there is need to ensure that the programmes are seen as part of the 'whole' delivery in a centre and not thought of as separate courses; teamwork is very important in lesson planning to

ensure effective outcomes are achieved; creation of an interesting and manageable student learning experience; *flexibility and linkage between lesson plans and schemes of work;* ensuring 'learning and teaching' is seen as the focus for delivering the units with a move away from a focus on assessment of the units; adequate resource allocation to the exercise; and ensuring that quality assurance systems are in place to ensure that standards of delivery and implementation are checked and meet the needs of all learners.

5.3 Suggested areas of further research

Other researchers and scholars could carry on as follows:

Replicate the study to other Private Kindergartens and public schools to measure consistency of findings.

Critically examine the strategic interventions being employed by the Ministry of Education in addressing issues related to lesson planning in pre-schools in Kenya.

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