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COMPONENTS IN LESSON PLANNING FOR SECONDARY SCHOOL TEACHERS IN TANZANIA: IMPLICATIONS FOR SUPERVISION AND TEACHERS' TRAINING

КОМПОНЕНТИ ПЛАНУВАННЯ УРОКІВ ДЛЯ ВЧИТЕЛІВ СЕРЕДНЬОЇ ШКОЛИ В ТАНЗАНІЇ: ПІДСУМКИ ДЛЯ КОНТРОЛЮ ТА ПІДГОТОВКИ ВЧИТЕЛІВ

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ABSTRACT

Purpose. The purpose of the study was to identify specific components of a lesson plan that teachers struggle to design.

Methodology. The study used a qualitative research approach and an exploratory case study design. The criterion-purposeful sampling technique was employed to select eighteen (18) participants from six public secondary schools in the Kilimanjaro region of Tanzania. The study participants comprised six heads of secondary schools, six internal school quality assurance officers, and six teachers. Through semi-structured interviews and document reviews, data on specific components of the lesson plan that teachers find challenging to design was collected. The reviewed documents included school performance evaluation reports (SPERs) and lesson plans. The researchers employed thematic analysis methods. The study also followed all necessary principles of research ethics, including obtaining participants' consent and employing pseudonyms.

Results. The study found that teachers were struggling in formulating a coherent statement of specific lesson objectives, teaching and learning materials, and teaching and learning activities. The study also demonstrated that teachers faced difficulties in selecting effective teaching and learning approach, establishing assessment criteria, and conducting proper lesson evaluation.

Conclusion. We conclude that inadequate design of one component of the lesson plan negatively affects the overall quality of the lesson plan, the delivery of lessons in the classroom, and the quality of education. Therefore, instructional supervisors and teacher trainers must take immediate action to assist teachers in developing lesson planning skills. This endeavour will not only result in improved lesson planning and delivery by teachers, but it will also contribute to an overall improvement in student learning and educational quality.

Keywords: lesson plan, lesson plan components, lesson planning difficulties, lesson evaluation, lesson objectives, teachers' support.

Мета. Метою дослідження було виявлення конкретних компонентів планів уроків, які розробляють вчителі.

Методологія. У дослідженні використовувався якісний дослідницький підхід і пошукова розробка тематичного дослідження. Для відбору вісімнадцяти (18) учасників із шести державних середніх шкіл у регіоні Кіліманджаро в Танзанії було використано методику цілеспрямованої вибірки. Учасниками дослідження стали шість директорів загальноосвітніх шкіл, шість фахівців із забезпечення якості освіти та шість вчителів шкіл. За допомогою напівструктурованих інтерв'ю та аналізу документів було зібрано дані про конкретні компоненти плану уроку, які вчителі вважають складним для розробки. Переглянуті документи включали звіти про оцінку ефективності шкіл (SPER) і плани уроків. Дослідники використовували методи тематичного аналізу. Дослідження також дотримувалося всіх необхідних принципів дослідницької етики, включаючи отримання згоди учасників і використання псевдонімів.

Результати. Дослідження показало, що вчителям важко сформулювати зв'язне формулювання конкретних цілей уроку, вчительських і навчальних матеріалів, а також вчительської і навчальної діяльності. Дослідження також показало, що вчителі стикаються з труднощами у виборі ефективного підходу до викладання та навчання, встановлення критеріїв оцінювання та проведення належного оцінювання уроку.

Висновок. Ми дійшли висновку, що неналежна розробка одного з компонентів плану уроку негативно впливає на загальну якість плану уроку, проведення уроків у класі та якість освіти. Таким чином, всі, хто займаються підготовкою вчителів, мають вжити негайних заходів, щоб допомогти вчителям розвинути навички планування уроків. Ці зусилля не тільки приведуть до покращення планування та проведення уроків учителями, але й сприятимуть загальному покращенню навчання учнів та якості освіти.

Ключові слова: план уроку, компоненти плану уроку, труднощі планування уроку, оцінювання уроку, цілі уроку, підтримка вчителів.

INTRODUCTION

A written lesson plan is a framework that shows a series of activities that guide the teaching and learning process in the classroom (Farr, 2010). A well-written lesson plan regulates the teaching and learning process, ensuring learning occurs as intended and motivates the teacher to get prepared for the lesson (Fathil et al., 2021; Stronge et al., 2004). Thus, completing lesson planning prior to classroom instruction is essential for effective teaching as it determines the teacher's preparedness for the lesson (Hussain, 2021; Stronge, 2018).

A good lesson plan should have specific lesson objectives. These objectives should be guided by the ABCCD principles, which stand for audience, behavior, conditions, content, and degree of performance (Moore, 2015; Nombo et al., 2024). Additionally, you can assess the effectiveness of a lesson objective by using the "SMART" criteria, which stands for specific, measurable, attainable, realistic, and time-bound (Mauliate et al., 2019). An effective lesson plan should also include well-prepared teaching and learning activities for the students, as well as assessment criteria to measure the quality and success of the learners' performance.

It is important to incorporate a variety of teaching and learning techniques to encourage active participation from the learners (König et al., 2020; Wiggins & McTighe, 2011). Furthermore, a well-written lesson plan should feature a lesson evaluation that reflects the teacher's final assessment of the entire lesson based on specific learning objectives, activities, and assessment criteria. In essence, all components of the lesson plan should have a logical relationship with each other (Kenya Institute of Curriculum Development [KICD], 2017; Fautley & Savage, 2008).

Although lesson plans are an important tool for effective teaching for all teachers of all subjects, many teachers around the world struggle to prepare them (Cevikbas et al., 2023). Cuñado & Abocejo (2018) found that pre-service teachers in the Philippines struggle with effective lesson planning because of a lack of experience, interest, and materials. Ndiokubwayo et al. (2022) found that Rwandan teachers encountered difficulties in effectively planning lessons, which resulted in ineffective teaching. Cevikbas et al. (2023) found that teachers' lack of lesson planning skills resulted in poorly designed mathematics lesson plans. Sudirman (2017) also revealed that most teachers in West Sulawesi Province did not know the components of a complete lesson plan because there was no standard framework for lesson planning.

In Tanzania, the situation with lesson planning is much worse. For example, Nombo et al. (2024) revealed that teachers did not follow Bloom's taxonomy guidelines when planning lessons. Researchers attributed this to the lack of regular in-service training, large class sizes, and a heavy teaching workload. Mohamedi et al. (2022) found that lesson planning was ineffective because a big number of teachers lacked lesson planning skills. Mabagala & Shukia (2019) also found that pre-primary teachers produced unsatisfactory lesson planning because of inadequate lesson planning knowledge, a lack of an early childhood education curriculum, and a limited educational background in early childhood education. Komba & Mwandanji (2015) found that many teachers lacked competence-based lesson planning skills.

Despite the fact that numerous studies, including Nombo et al. (2024), Mabagala & Shukia (2019), and Mohamedi et al. (2022), have demonstrated that lesson planning

challenges exist in Tanzanian schools, it is unclear which components are particularly difficult to design.

Given this context, the **purpose** of this study is to identify specific components of the lesson plan that teachers struggle to design. The central question of this paper was: What specific components of the lesson plan do teachers struggle with? The identification of components in a lesson plan that are difficult for teachers to design is very important, as it will help to create suitable professional support programs for teachers in addressing those issues.

METHODOLOGY

The study used a qualitative research approach and an exploratory case study design. According to Yin (2018), an exploratory case study design is more effective in answering the research question of “what.” The use of an exploratory case study design was essential for investigating the challenging components of a lesson plan.

The study employed the criterion-purposeful sampling technique to select eighteen (18) participants. The sample size was determined through saturation. This study specifically identified and selected six (06) internal school quality assurance officers (ISQAOs), six (06) heads of schools (HoSs), and six (06) teachers from six public secondary schools in the Kilimanjaro region of Tanzania. HoSs and ISQAOs were required to have at least two years of experience in supervising lesson planning at the same school. Similarly, teachers were required to have at least two years of experience planning and teaching lessons in the same school.

The collection of data involved reviewing documents and conducting interviews. More specifically, the study employed semi-structured interviews to facilitate participants’ open discussion about the challenges they encountered in designing certain components of the lesson plan (Given, 2008). Moreover, the study assessed the school performance evaluation reports provided by the Zonal School Assurance Office. The aim was to collect data regarding various aspects of a lesson plan recommended for potential improvements. The study also reviewed twelve lesson plans to identify the key components of the lesson plan with challenges.

In this study, the researchers employed thematic analysis methods. It entailed segmenting, grouping, and reconstructing data to capture meaningful concepts and patterns within the qualitative data set (Given, 2008). Furthermore, the study’s design and conduct followed all applicable ethical principles. For example, the institutional research review committee (IRRC) of the University of Dodoma approved this research. We also sought participants’ consent by explaining the purpose of this study, and those who voluntarily agreed to participate signed the consent form. In addition, pseudonyms were used to conceal the identities of all participants and their institutions in order to avoid any negative consequences resulting from their views.

RESULTS

The objective of this study was to identify specific components of the lesson plan that teachers struggle to design. Findings indicate that many teachers face difficulties in correctly stating the specific lesson objectives, teaching and learning materials, teaching and learning activities, teaching and learning approach, assessment criteria, and lesson evaluation.

– **Specific Lesson Objectives**

The findings indicated that many teachers struggle to design effective specific lesson objectives. The findings revealed that many specific learning objectives of each lesson plan, evaluated using ABCCD and SMART criteria, did not encompass all the necessary components. For example, an extract from a lesson plan for a Form One Geography subject reads: *Within 80 minutes, each student of the “MWENGE” class should be able to understand the continents.*

From the statement, the term “understand” is ambiguous, and is more of a general objective, and thus fails to specify the observable behaviour or action verb that students of the “MWENGE” class are supposed to demonstrate in order to show understanding of “the continents.”

Moreover, the author did not specify the conditions necessary for effective learning of “the continents,” such as the use of a globe or world map. Again, the content that needs to be learned, “the continents,” appears unspecific and unattainable within 80 minutes, leaving readers to speculate on whether the teacher intended to teach the meaning, distribution, size, or major features of the continents.

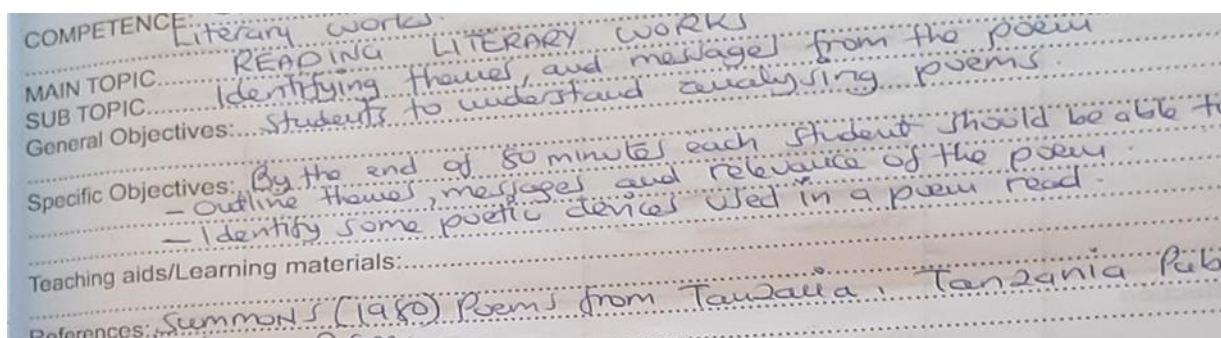
Another excerpt of a specific learning objective from the lesson plan for a Form Three English subject reads: *At the end of the lesson, student should be able to know the meaning of difficult terms used in a text.* The term “know” is not an action verb, and thus does not specify behaviour.

This suggests that the lesson objective failed to include a degree of acceptable performance, so it is not measurable because it does not require the student to demonstrate observable behaviours that may serve as evidence of mastering lesson content, such as “listing and explaining at least five terms used in a text.” Similarly, the term “student” does not specify the exact class, form or stream (e.g. Form One “A”) to which the audience or student belongs. Moreover, the statement “at the end of the lesson” lacks time boundaries, and suggests that learning would only happen at the end of the lesson.

Another extract reads “... student should be able to relate text/passage with our real-life situation.” This suggests that some teachers were not including content to be learned in the specific lesson objectives. In Figure 1, it seems that the specific objectives may not be attainable when the lesson is taught using a learner-centred approach. It is difficult to teach “themes, messages, relevance of the poem, and poetic devices” effectively in an 80 minute-lesson. The problem that arises from not a specific audience is also evident as the teacher simply wrote “each student should...”

Figure 1

An extract from the English language lesson plan



The findings from SPERs also confirmed what the lesson plans revealed: that is, many teachers do not write specific learning objectives well. The excerpt from SPERs for school “B” states:

The quality of lesson preparations is not satisfactory as statements of specific objectives are not SMART. This affects negatively the assessment process as well as the whole teaching and learning process.

Based on the above findings, it is evident that many teachers do not effectively state specific lesson objectives in their lesson plans because they overlook many important features. This suggests that many teachers need support in order to write good specific lesson objectives.

– **Teaching and learning materials**

The study found many teachers had difficulty designing teaching and learning materials clearly. The lesson plans reviewed indicated that the space designated for writing teaching and learning aids in the lesson plans was either left blank (see Figure 1) or contained incomplete sentences. Some teachers were simply indicating teaching and learning materials without considering how they would aid students to achieve a more in-depth understanding of the topic (see Figure 2).

During the interview, participants agreed that designing, and using teaching and learning materials in the lesson is difficult for many teachers because of heavy teaching load which keep them busy, and prevent them from engaging effectively in lesson preparation.

Figure 2

An extract from the bookkeeping lesson plan

Teaching / Learning Materials... Chalk, duster, and blackboard.

References... Book - keeping for Sec. School Book one (C.F. 142) by K. Sikalwanda.

LESSON DEVELOPMENT				
STAGE	TIME	TEACHING ACTIVITIES	LEARNING ACTIVITIES	ASSESSMENT
INTRODUCTION	5 min	The introduction of the lesson	Listening what is introduced.	Monitoring the class.
DEVELOPMENT OF NEW KNOWLEDGE	30 min	To guide the students on discussing methods used for preparing BRS.	Listening the presented materials - observing - Taking short notes	Monitoring the class.

The findings from SPERs also provided support for the components of the lesson plans that teachers face difficulty in planning, as found through interviews, and the review of lesson plans. The excerpt from SPER for school B stated:

In-door seminars should be conducted to empower teachers with the capacity to be familiar with a competence-based approach in the teaching and learning process, the preparation and use of teaching and learning aids, and how to prepare and use academic documents.

– **Teaching and learning activities**

The study found that the lesson development has five stages, namely introduction, new knowledge, reinforcement, reflection, and consolidation, and that each stage has teaching and learning activities. Findings further indicated that many teachers faced difficulty in designing clear teaching and learning activities for all stages of the lesson. During the interviews, one of the ISQAOs from school “B” clarified the difficulty in the design of teaching and learning activities:

What are we doing in the new knowledge phase? Are we teaching or what are we doing? What relevant activity should we do to help the learners for reinforcement? We usually simply write these things in our lesson plans because I know in the introduction part, I will simply ask questions for five minutes for brainstorming. But what are we actually brainstorming, a new or previous concept?

Findings from the lesson plan reviews indicated a lack of specific activity in the introduction stage. The lesson plan reviewed indicated the lack of a clear task or activity in the introduction stage when the teacher simply stated that they would introduce the lesson (see Figure 2) or brainstorm on the previous lesson (see Table 1) without providing evidence of a question. Again, learning activities seem to require students to “respond to questions” yet there is no obvious question to respond to (see Table 1).

Table 1

Lesson introduction stage

Stage	Teaching activities	Learning activities	Assessment criteria	Source
Introduction	To brainstorm the previous lessons.	To revise the previous lesson.	Oral questions.	Geography lesson plan.
	Introduce the lesson by asking oral questions based on the previous lesson.	Students respond to questions based on the previous lesson.	Observe if students can respond to questions based on the previous lesson.	English Language lesson plan.

It was also found that teaching and learning activities in other stages of the lesson were posing difficulty. The teacher from school “A” pointed out difficulty with designing the reflection stage:

In the lesson plans, what matters is the reflection phase which I have not understood till now. I usually find myself troubled as to what I should do. I end up saying I will ask questions. I wish I knew what I am supposed to do on that item, which I have not mastered...what troubles me is that reflection makes me think of what I should write in that section.

Participants also identified the reinforcement phase of the lesson plan as one of the lesson plan components they are not conversant with. One of the teachers from school “B” said:

What I can remember in the lesson plan is the reinforcement section which, as our educational experts say, should reinforce knowledge. One of them said that we

should reinforce knowledge by asking questions; the other one said that we should reinforce knowledge by giving more examples to students. So, I am confused about what to write in that stage.

The study also found that many teachers face difficulties in designing appropriate teaching and learning activities in the consolidation stage of the lesson plan. Findings indicated that some teachers planned note-taking while others planned questions and answers (see Table 2). This suggests that many teachers do not have a clear understanding of the appropriate activity for the closing phase of the lesson.

Table 2

Lesson consolidation stage

Stage	Teaching activities	Learning activities	Assessment criteria	Source
Consolidation	To give students time to ask questions.	They will ask the teacher questions on today's lesson.	Teacher to answer questions from the students.	Civics lesson plan.
	Give a brief summary of the lesson, and give students an exercise to do.	Doing the work given by the teacher.	Marking students' exercises.	English Language lesson plan.
	Writing notes on the blackboard.	Students copying notes in their exercise books.	Checking notes, copying.	Civics lesson plan.

– **Teaching and learning approach**

The study found that many teachers face difficulties in planning learner-centered activities. For instance, statements in the learning activities column like students copying notes (see Table 2); listening, observing, and taking short notes (see Figure 2), among others, suggest that many teachers need assistance in designing a learner-centered lesson plan.

Findings from SPERs also supported the above data indicating that teachers faced difficulties in designing learner-centred lesson plans. For instance, an excerpt from SPERs for school “B” reads:

Majority of teachers are not familiar with the application of competence-based techniques in the teaching and learning process as they fail to plan a series of activities that involve students. Hence, most students do not participate effectively during the teaching and learning process.

The above findings indicate that teachers have difficulty planning learner-centred lessons. This suggests that teachers require assistance in designing lessons that promote the learners’ active participation in the lesson.

– **Assessment criteria**

The study found that many teachers have difficulty designing assessment criteria that clearly indicate the performance standards for determining the accuracy of students’

performance in the learning tasks. During the interview, the head of school "A" commented:

Some teachers write "to check if students are able to brainstorm." Don't you see it is the same old thing? Ok. You should write: 'are the students able to brainstorm?' Maybe another teacher will write 'monitoring the students.' Do you see how this sounds? There is still a challenge here.

Teachers also mentioned that they are not conversant in designing the assessment column of the lesson plan. During interviews, one of the teachers from school "F" said:

In the assessment part, why should we write this, and why should we write, perhaps by using questions, 'is the student able?' Another expert will tell you that you simply write that you used questions or a quiz. There is a contradiction here.

From the above findings, it is apparent that there is a lack of clear understanding among teachers on how to write assessment criteria. Findings from reviewed lesson plans also supported the findings from interviews. For instance, answering questions from students seems like an inappropriate criterion for evaluating the accuracy and appropriateness of learners' responses to learning activities (see Table 2).

It was also found that each teacher has a unique way of designing assessment criteria. As a result, the study found the existence of various writing assessment criteria. For instance, oral questions, observe... (see Table 1), monitor the class (see Figure 2), and answer questions (see Table 2), among others. This implies that the design of assessment criteria is a challenge for many teachers.

– Lesson evaluation

The findings indicated that many teachers struggle to write appropriate statements about lesson evaluations. Most of the lesson plans reviewed indicated statements of the lesson evaluations that were neither related to specific lesson objectives nor the assessment tasks.

For example, an excerpt of lesson evaluation from a Geography lesson plan reads: *"The lesson was well understood because 90% of students were able to answer the questions asked by the teacher and fellow students. 10% will be provided with remedial class."* This statement suggests that the objective of the lesson was "to answer questions" and that it was well achieved. However, the excerpt of the specific lesson objective reads: *"By the end of the lesson each student should be able to explain the meaning and importance of forests."*

Many lesson plans, including English Language and Bookkeeping, contained excerpts of lesson evaluation that did not consider the specific objective of the lesson. For example, the lesson evaluation in the English Language stated that *"94% of the students understood well as they were able to participate well,"* and in Bookkeeping, it mentioned that *"Most of the students understood the lesson."*

The findings also indicated discrepancies in the way lesson evaluations were stated, with some teachers using quantitative terminologies and others using qualitative terminologies. During interviews, the teacher from school "D" explained why he prefers quantitative terminologies for stating lesson evaluation:

What I know is that we were told to focus on percentages. For example, 80% of these students understood the lesson. For example, if you perhaps write 'most of the students,' this is not needed because it will be too general.

The ISQAO from school "C" had a conflicting opinion on how to formulate the statement for the lesson evaluation:

Our experts do differ when it comes to evaluation. Initially, they were expressing it as a percentage. But later they advised us that we should change that. They argued that, if you evaluate in terms of a percentage, how do you quantify that? How do you know that it is ninety percent?

On the same issue, one of the heads of school from school "F" said:

The teacher says 99% of the students understood the lesson. This kind of evaluation gives me some kind of trouble. Sometimes these evaluations rely on oral assessments. Therefore, it is good that you make the evaluation qualitatively. It may make sense for example, if you say the majority of students...

The findings from SPERs provided further evidence that supported the findings derived from interviews and reviewed lesson plans on lesson evaluation statements. One of the excerpts from SPERs for school B reads:

Most teachers face the challenge of writing proper statements for assessment and students' evaluation in the lesson plan. This negatively affects the assessment process as well as the whole teaching and learning process.

The above findings indicate that a significant number of teachers lack the necessary skills to create effective lesson evaluation.

DISCUSSION

The objective of this study was to identify specific components of the lesson plan that teachers struggle to design. The study found that many teachers face difficulties in designing key components of the lesson plans, including specific lesson objectives, teaching and learning materials, teaching and learning activities, the teaching and learning approach, assessment criteria, and lesson evaluation.

These findings are consistent with previous research conducted in Rwanda (Ndiokubwayo et al., 2022), the Philippines (Moscaya & Magbanua, 2021), and the USA (Straessle, 2014), among other countries. These studies also highlight the difficulties that both pre-service and in-service teachers face in developing an effective lesson plan.

The current study findings indicated that one of the components of the lesson plan teachers struggled to develop was specific lesson objectives. This suggests that many teachers lack a clear comprehension of the objectives they want their students to attain in their lessons.

This is inconsistent with the findings of Mauliate et al. (2019) and Jones et al. (2011), who emphasize the importance of clearly describing specific lesson objectives that indicate the knowledge and skills students should acquire and demonstrate. The logic is that well written specific lesson objectives help the teacher to lead a focused lesson while avoiding purposeless coverage of the topics.

The study also found that teachers had difficulty describing teaching and learning materials in their lesson plans. However, an effective lesson plan should include how teachers intend to use various instructional materials to improve students' engagement, memory, understanding, and sense of the reality of the topic (Bukoye, 2019). Therefore, instructional supervisors should support teachers in planning relevant materials for effective teaching and learning.

It was also found that many teachers faced difficulty designing clear teaching and learning activities. This suggests that teachers need help to design teaching and learning activities that are coherent to deliver effective lessons. This is because teaching and learning activities are the central components of lesson planning that reveal teachers' pedagogical competence (König et al., 2020). Teachers must recognize the importance of creating clear teaching and learning activities.

These activities not only help achieve specific lesson objectives, they also play a vital role in encouraging active participation and discussion in the classroom (Savage & Fautley, 2013). According to Wiggins and McTighe (2011), effective teachers not only design clear lesson activities, but also design clear assessment criteria for each learning activity to facilitate the assessment of students' success in performing the task and progress in achieving the desired level of competency.

A finding revealed that a significant number of teachers faced challenges in composing suitable statements for lesson evaluations, resulting in a lack of connection with other components of the lessons, including the lesson objectives. The literature emphasizes that teachers should describe how well they achieved the learning objectives by providing substantial evidence to support their declaration of a lesson as either successful or unsuccessful (KICD, 2017; Fautley & Savage, 2008).

Teachers can effectively evaluate a lesson by answering these questions: Were the lesson objectives achieved? Did every student meet the lesson objectives? Who did not or did meet the lesson objectives? What specific activities have students excelled at or struggled with? (Savage & Fautley, 2013). The implication here is that effective teachers establish the connection between lesson evaluation, lesson activities, and lesson objectives as well as provide evidence to support their judgment of the overall lesson as understood or not understood.

CONCLUSION

The study has presented empirical evidence demonstrating that teachers encounter challenges in formulating specific lesson objectives, designing teaching and learning materials, creating teaching and learning activities, selecting effective pedagogical approaches, establishing assessment criteria, and conducting lesson evaluation. Inadequate design of one component of the lesson plan negatively affects the overall quality of the lesson plan, the delivery of lessons in the classroom, and the quality of education. The implications of these findings are that instructional supervision and teacher training programs have not effectively enhanced many teachers' abilities in lesson planning.

In consideration of the circumstances detailed above, it is essential for instructional supervisors and teacher trainers to undertake initiatives to support teachers in developing appropriate lesson planning competencies. Initiatives such as regular

assessment of the quality of the lesson plan, in-service training on principles of effective lesson planning, among others, will contribute greatly to improvements not just in lesson planning and delivery, but also in student learning and educational quality.

CONFLICT OF INTERESTS

The authors declare that there are no conflicts of interest regarding the publication of this paper.

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ABSTRACT / MUHTASARI [in Swahili]:

Kusudi. Madhumuni ya utafiti yalikuwa kubainisha vipengele mahususi vya andalio la somo ambavyo ni ngumu kwa walimu kuandaa.

Mbinu. Utafiti ulitumia mbinu ya utafiti wa ubora. Mbinu ya uchukuaji sampuli kwa kufuata vigezo maalum ilitumika kuchagua washiriki kumi na wanane (18) kutoka mkoa wa Kilimanjaro, Tanzania wakiwemo wakuu wa shule, wadhibiti ubora wa ndani ya shule, na walimu. Taarifa zilikusanywa kwa njia ya mahojiano na mapitio ya nyaraka mbalimbali ikiwemo ripoti za tathmini ya shule na mandalio ya somo. Utafiti pia ulifuata kanuni zote muhimu za maadili ya utafiti.

Matokeo. Utafiti uligundua kuwa walimu walikuwa wakipata shida katika kuandika vipengele vingi muhimu vya andalio la somo. Vipengele hivyo ni lengo mahususi la somo, nyenzo za kufundishia na kujifunzia, shughuli ufundishaji na ujifunzaji. Utafiti pia umeonyesha kuwa walimu walikabiliwa na changamoto katika kuchagua mbinu bora ya ufundishaji na ujifunzaji, kuweka vigezo vya upimaji, na kufanya tathmini ifaayo ya somo.

Hitimisho. Utafiti huu unahitimisha kuwa muundo duni wa kipengele kimoja huathiri pia ubora wote wa andalio la somo, ufundishaji darasani, na ubora wa elimu. Hivyo basi, wasimamizi wa taaluma na wakufunzi wa walimu lazima wachukue hatua ya haraka ili kuwasaidia walimu katika kukuza stadi za kuandaa somo. Juhudi hizi hazitasaidia tu walimu katika kuboreshwa maadalizi na ufundishaji wa somo, lakini pia zitachangia katika uboreshwaji wa jumla wa ujifunzaji wa wanafunzi na ubora wa elimu.

Maneno muhimu: Andalio la somo, vipengele vya andalio la somo, matatizo ya kuandaa somo, tathmini ya somo, malengo ya somo, usaidizi wa walimu.