

International Journal for Asian Contemporary Research (IJACR)

Research
Article

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Towards Making an Effective Classroom Management: Investigating The Impacts of Lesson Plan

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Article info

Received: 22 March, 2021

Accepted: 25 April, 2021

Published: 28 April, 2021

Available in online: 29 April, 2021

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Link to this article:

<https://www.ijacr.net/upload/ijacr/2021-11-1002.pdf>

Abstract

The current study investigates the impacts of lesson plan on effective classroom management. A lesson plan is regarded as one of the significant factors that promote effective classroom management. Determining lesson plan prior to joining the lesson is enormously crucial in the sense that it allows teachers to have more control over in the classroom setting what is important to teach effectively. Hence, it is very essential to organize a lesson plan for teachers to produce a learning-friendly atmosphere. Having taken this in account, the study shed light on investigate whether a lesson plan helps to turn into the classroom more active and participatory. The study also focused on how a lesson plan improves and promotes a splendid learning atmosphere. What is more, the study highlights the fact that the lesson plan facilitates reflective learners to attain content knowledge even without memorizing.

Keywords: Classroom management, lesson plan, learning environment and learning plan.

Introduction

Teaching has long been deemed as an art and science of developing the students intellectually and emotionally. It has always been recognized as the tremendously demanding cognitive practice (Perkins, 1994). Nevertheless, it requires thoughtful interaction between teacher and student with the intention of having desired outcomes. The intellectual interaction between students and teacher allows both parties attaining insightful minds. For the most part, when it comes to instructive dealings in a classroom atmosphere, teachers extensively need systematic arrangement in order to make it effective to the fullest.

However, teaching does not promote merely controlling learners' that produces a terrible ambiance for both learners and tutors (R. C., 2015). To some extent, it signifies a process where both teachers and pupils work together to gain knowledge with enthusiasm. Furthermore, students' eagerness towards lesson largely depends upon the lesson plans. Indeed, a lesson plan is a great strategy to facilitate the teachers to manage the classroom effectively. More to the point, the lesson plan directs the teachers to get the classroom activity done with huge confidence.

The objective of the Study

The current research aims at finding the role of a lesson plan on effective and efficient classroom

management. The broad objective of the research is to have the outcome of preparing lesson before taking the class. The specific objectives of the research are given under:

- 1) To scrutinize the effects of a lesson plan on making the classroom active
- 2) To know whether a lesson plan facilitates the students to be a reflective learner
- 3) To explore whether the lesson improves the learning environment
- 4) To examine the role of a lesson plan on classroom management

The Methodology of the Study

To conduct the study, a specific research methodology has to determine. With no exception, a specific methodology has been used in this current study. Here, I will be carried out the study qualitatively with a questionnaire to test the hypothesis. In this study, I have used the descriptive method with the purpose of elucidating the influences of a lesson plan for effective classroom management. Moreover, secondary sources of data have been applied in the study. Secondary sources of data include-magazine, books, journal articles, report and newspaper articles, etc.

Sample of the study

I have made a resolution to pick 4th-year students of the Department of Political science, M.C. College, Sylhet, Bangladesh. Among the population of 300 students of the Political Science, randomly 50 students will be represented my sample and they will share their views with regards to influences of a lesson plan on teachers' effective classroom management.

Review of the relevant literature

Role of a lesson plan

A substantial number of studies have been carried out with reference to the role of a lesson plan on Teachers' classroom management. By the way, it is noticed with the infinite disappointments that no research has been conducted yet with regards to the influence of a lesson plan on Teachers' classroom management in the context of Bangladesh. As a consequence, it is near about impossible to find a factual perception of the effects of a lesson on efficient classroom management. Having taken these factors into active consideration, the present highlights on the consequences of the lesson plan in the Bangladesh perspective. To be

noted, a number of researches have been conducted globally regarding the effects of a lesson plan on efficient classroom management. Therefore, the current study will shed light on some of the pertinent summary reviews.

Ritu Chandra (2015) carried a study entitled "Classroom Management for Effective Teaching". The study aims at investigating issues which are the impediments for Effective classroom management. The study also offers the pragmatic suggestion to sort out the barriers of making effective teaching. More to the point, the research suggests that lessons should be well-planned with the objective that the class time packed with the learning activity.

Singh (2005) offers plenty of advantages to a lesson plan. He focused on determining the objectives of the class so that teachers can teach the students in an organized and ordered and systematic way. Singh remarked that lesson plan facilitates the teachers to be self-reliance and boost up their confidence as they defined the road map of the class.

Borich (2007) noted that a lesson plan is a pivotal component in the process of maintaining the standard quality of the lesson. Creating a lesson plan helps the learners to understand what they are going to learn which is imperative for getting themselves ready to move forward with the plan.

Cicek and Tok (2012) conducted a study entitled "Effective Use of Lesson Plans to Enhance Education in the U.S. and Turkish Kindergarten thru 12th Grade Public School". The study revealed that the teacher is the single most important factor in making the classroom active and participatory. The study also found that teaching with a proper lesson plan gives the additional encouragements to the pupils. Through the systematic planning of the lesson, a teacher turns out to be an effective teacher. Making lesson plan not only help the teacher to instruct the students properly, but it also assists the students to be engaged with the lesson content keenly.

VanDerveer (1989) explained that planning and effective management is profoundly associated with the absence of discipline issues in the classroom. He also elucidated that the definitive way of avoiding discipline problems in the classroom is to practice a lesson plan in the classroom. VanDerveer illustrates that lesson plan helps to keep the learners engaged as well as motivated all the way through the class time.

Bauer (2001) noted that a well-organized classroom environment is the product of teachers' road-map about the lesson and potential reactions of the students

to the lesson. Bauer explains that it allows the teacher to control the students' behavior. More to the point, students' psychological as well as intellectual strength and state should be measured by the teacher.

Brigham, Renfro, and Brigham (1994) revealed the complex association between lesson plans and effective classroom management. The authors explained that apart from making a proper lesson plan, a deep understanding of the lesson also important for establishing effective learning. Brophy (2006) mentioned that discovering the behavior and the scholastic reaction of a good student motivates the teachers to work with much enthusiasm that allows the management system to be most effective

Caple and Whitehead (2015) pointed out that for the effective classroom management and making the student participatory in the classroom a teacher should concern about the learners' expectation. Therefore, while making a lesson plan it is important to remember the students' knowledge level.

Classroom management

Classroom management is regarded as one of the key responsibilities of a teacher. The more appropriately one teacher can manage the classroom, the more successful the class would be. What is more, classroom management define the teacher whether he or she is successful in organizing the classroom. As the triumph of classroom management predominantly depends upon the certain teacher, a teacher should flow all the possible strategies to create a learner-friendly as well as the teacher-friendly environment. In this regard, the lesson plan would be an important determinant of effective classroom management. It aids magnificently to decrease the untoward and strange behavior of students in the classroom. Hattie(2003) conducted a research about the influences of teachers on learners' success. The study reveals that the influence of teachers is 30% on the success of students.

Kounin(1970) noted couples of aspects with the intention that it helps learners' to be mindful in the classroom. For instance: attention, overlapping, close contact with less meritorious students, etc. Sometime teachers should talk to the disrupting students with the reason that they can solve the problem. Keeping the students absolutely mindful in the classroom is one of the key responsibilities of a proficient teacher.

The lesson plan is the direction for the teaching process for the teachers. It guides the teachers to conduct the class in accordance with pre-planned plan.

This plan is tremendously significant for classroom management. Neeraja (2003) noted that designing a lesson plan is the very core strategy for the tutors by which they apply their knowledge as well as ability in the classroom.

Teaching requires immense experience to be experts in managing the class resourcefully. There is a deep association between effective classroom management and well-organized and planned lessons. Preparing lessons plan makes the teachers move forward with the purpose.

A congenial atmosphere is mandatory for effective teaching and learning. Effective teaching and learning depend on some components i.e. teachers' content knowledge, capacity to manage the students, students' earnestness and inquisitiveness to attain knowledge and most of all sense of respect for the teachers. Padget (2013) pointed out that a stimulating learning environment is the product of learners' inquisitiveness as well as earnestness.

Making lesson plan

Creating a lesson plan plays a significant part to turn the learning process into an entertaining and engaging. A teacher can find out the predicaments of the students on the basis of his or her prior perception of the students. This pre-perception as regards to the learners determine the success of the classroom. By considering the learners' capacity and the eagerness on a certain topic, a teacher get the additional advantage to determine what sorts of learning styles would be the best fit for the student (Aimah, S., Ifadah, M. &Anggani, D., 2016).

With the reflection of the above literature review, it is well-convinced with the fact that a good deal of research has been done globally about the effects of a lesson on classroom management. It is a matter misfortune that no visible research had been carried regarding this on the Bangladesh perspective.

Having taken this issue into consideration, I presume that there is a research gap with regards to the effects of using the lesson plan on classroom management in the context of Bangladesh. I wholeheartedly believe that the current research will add a new dimension in the arena of lesson planning. I do hope that the current research will make the issue of lesson planning more significant.

How Lesson Plan works

Planning lesson is one of the vital components for creating a congenial atmosphere in the classroom. It guides the teachers on how to communicate with the learners. Interestingly enough, the lesson plan allows the teacher to predict the potential issues of the students to understand the lesson. Once the teachers foresee the possible issues of the learners’ regarding the understanding of content knowledge, they can investigate the fitted learning styles for the students. Therefore, making a comprehensive before going to the classroom is very essential for every teacher. Lesson plan a road map for teachers that assist them to know how to interact with the learners efficiently as well as straightforwardly. In accordance with Lakchmi and Bhaskara (2004) lesson planning the teachers’ technique to signify their expertise competently. Taking an ideal preparation before going to the classroom is very important for every teacher in the sense that it helps to avoid distraction in the classroom. According to Mohan (2007), the lesson plan is the sketch of the total lesson which principally designated by the teacher for the students. Savage (2014) defined the lesson plan “as the process of thinking through and writing down a plan for the teaching of, and learning within a lesson that I will be teaching to a specific group of students, in a specific place at a specific time”. The lesson plan varies on the basis of place, time and the students. It is indeed an artistic skill of a teacher that assists him or her to be executing the plan perfectly. Mishra (2008) pointed out that a lesson plan is a creative quality that enables the tutors to apply the action plan rightly.

Data Presentation and Analysis

Student’s questionnaire

Student’s questionnaire predominantly designated with the intention of having students’ perception regarding lesson plan and classroom management.

Explanation of the questionnaire

In order to get find the students’ view, I prepared 11 questions in two sections. Majority of the questions are closed ended so that students can tick the answer the think. The chief purpose of designing the questionnaire is to find out the students’ perception about the effects of lesson plan on efficient classroom management.

Section-1:

Section-1 is comprised of one question. This section designated to investigate the respondents’ gender.

Section-2

Section two consists of 10 questions. Here, I tried to have the comprehensive perception with regards to the lesson and effective classroom management.

Findings of the Study

Table-1 and designated to predominantly to know the male and female percentage of informants. It indicates that among the students answered the question, 60% of respondents are male and the rest 40% of respondents are female. (Table 1)

Table 1. Students’ gender status (N=50) of field Survey at MC College, Sylhet during January-February, 2019.

Respondents	Frequency	Percentage
Male	30	60%
Female	20	40%
Total	50	100%

Table 2 represents students’ opinion if a teacher their teacher construct lesson plans. Among the total population of 50 respondents, 20% said that their teachers make a lesson plan and 30% of respondents opined that their teachers don’t make lesson plans for their class. On the other hand, 50% of respondents said that their teacher prepares a lesson plan some time. (Table 2)

Table 2. Students’ opinion if teacher construct their lesson plans before coming to the class (N=50).

Respondents’ View	Frequency	Percentage
Yes	10	20
No	15	30
Sometimes	25	50
Total	50	100

Source: Field Survey at MC College, Sylhet during January-February, 2019

Table 3 indicates students’ views regarding the competency of teachers to manage the classroom effectively. And the result shows that 48% of respondents agreed with the fact that teachers are competent enough to manage your classroom effectively. On the contrary, 52% of respondents

opined that teachers are not competent enough to manage the classroom effectively (Table 3).

Table 3. Students’ views regarding the competency of teachers to management classroom effectively

Respondents’ View	Frequency	Percentage
Yes	24	48
No	26	52
Total	50	100

Source: Field Survey at MC College, Sylhet during January-February, 2019

Table 4 deals with respondents’ attitude towards the environment of the classroom. From Table-4 it is clear that 24% of respondents replied in the positive and said that their class is engaging and enjoyable as well. On the other hand, 60% of respondents opined that their classroom is not engaging and entertaining. On top of that, 16% of students do not know whether their classroom is entertaining and engaging (Table 4).

Table 4. Students’ attitude towards the environment of the classroom (N=50).

Respondents’ View	Frequency	Percentage
Yes	12	24
No	30	60
Don’t know	8	16
Total	50	100

Source: Field Survey at MC College, Sylhet during January-February, 2019

Table 5 depicts the respondents’ opinion if a lesson plan helps to make the classroom engaging. Among the total 50 populations, 92% respondents’ said that lesson plan helps the classroom engaging and rest 8% of respondents’ do not think that making lesson plan make any differences (Table-5).

Table 6 demonstrates respondents’ attitude on whether lesson plan helps to improve the learning environment. In accordance with Table-6, 96% respondents’ said that lesson plan helps improve the learning environment the classroom engaging and rest 4% of respondents answered that the lesson plan does not help to improve the learning environment (Table 6).

Table-7 depicts respondents’ attitude on whether teachers make the lesson plan in an organized way.

Table 5. Students’ opinion if a lesson plan helps making the classroom engaging (N=50).

Respondents’ View	Frequency	Percentage
Yes	46	92
No	4	8
Total	50	100

Source: Field Survey at MC College, Sylhet during January-February, 2019

Among the total 50 populations, 30% of respondents’ think that the teachers prepare the lesson plan in an organized way and 20% of respondents’ think that the lesson plans of their teacher are not organized. On the contrary, the rest 50% of respondents’ said that sometimes teachers prepare a lesson in an organized way (Table 7).

Table-6: Students’ opinion whether lesson plan helps improving the learning environment (N=50).

Respondents’ View	Frequency	Percentage
Yes	48	96
No	2	4
Total	50	100

Source: Field Survey at MC College, Sylhet during January-February, 2019

It seems from Table-8 that 60% of respondents’ think that a lesson plan promotes effective teaching and 10% respondents believe that the lesson plans don’t a lesson plan promotes effective teaching. In contrast, the rest 30% of respondents ‘said that sometimes it promotes effective teaching (Table 8).

Table 7. Students views if teachers make the lesson plan in an organized way (N=5).

Respondents’ View	Frequency	Percentage
Yes	15	30
No	10	20
Sometimes	25	50
Total	50	100

Source: Field Survey at MC College, Sylhet during January-February, 2019

From Table 9, we can easily notice that the table predominantly designated to know whether it is imperative to integrate lesson plan and classroom management to reduce the discipline problems. 74%

of respondents said that integration between integrate lesson plan and classroom management is imperative. And 14% of respondents don't think so. In contrast, 12% of respondents have no idea about the integration of lesson plan and classroom management. (Table 9).

Table 8. Students thoughts on whether a lesson plan prevents over- reliance on textbooks (N=50).

Respondents' View	Frequency	Percentage
Yes	30	60
No	5	10
Sometimes	15	30

Source: Field Survey at MC College, Sylhet during January-February, 2019

Table-10 demonstrates whether lesson plans facilitate the teacher to be more confident in the classroom. If we see the table, we can find that 80% of respondents said that lesson plans assist the teachers to be more confident in the classroom. And 10% of respondents do not believe that it helps the teacher to be more confident. Conversely, 10% of respondents think that sometimes lesson plans make the teachers more confidence (Table-10).

Table 9. Students' attitude towards discipline issues (N=50).

Respondents' View	Frequency	Percentage
Yes	37	74
No	7	14
Do not Know	6	12
Total	50	100

Source: Field Survey at MC College, Sylhet during January-February, 2019

Discussion of the Findings

In the teaching-learning process, lesson planning is regarded as one of the important elements. A lesson plan is a comprehensive guide for the teachers by which they teach the students with great proficiency. Moreover, teaching requires more planning so that the mentors do not leave the central topic. It gives a crystal clear structure so that learners' find the classroom worthy enough. It is important to note that a handful number of teachers in Bangladesh construct lesson before going the classroom. Most of the teachers even do not have a clear perception about the lesson planning and effective classroom management.

Table 10. Students' attitude towards teachers' confidence (N=50).

Respondents' View	Frequency	Percentage
Yes	40	80
No	5	10
Do not Know	5	10
Total	50	100

Source: Field Survey at MC College, Sylhet during January-February, 2019

To be noted, there are a few teachers in Bangladesh those create lesson plan before taking the class. But there is no authority to motivate the system. More to the point, the role of students is also very important on the successful application of lesson planning in the classroom. But it is a matter of great regrets that students' are apathy towards lesson plan. It is found in the study that among the 50 students from the Department of Political Science, M.C. College, 16% students do have any idea regarding environment of the classroom. They literally have no say whether the class is participatory or not. Having taken the issue into account, it is imperative to aware the students about the importance of lesson planning. It seems that lack of proper knowledge about the ideal classroom is the consequence of their untoward views regarding the classroom environment.

The study suggests that majority of the students found that when teacher make a step by step plan for the lesson, the teacher seem more boost up and confident enough. The reverse thing also noticed when teachers have no guides of pan for the lesson. They deliver the lecture with general conversation. No pivotal facts or phenomena found while delivering the lecture. Interestingly enough, the study discovers that 80% of respondents believe that comprehensive lesson plan make the teacher more confident and dynamic in the classroom. What is more, taking sound lesson plan before joining the classroom allows the teachers to management the classroom effectively.

Recommendations with Closing Notes

Teaching is the joint-action between tutors and learners who take part in the insightful interaction with the intention of serving their purposes. However, the ultimate accomplishment of the interaction between teachers and students basically depends upon the classroom management which predominantly goes to the shoulder of teachers. The following

recommendations can be applied with the aim of ensuring an effective classroom management.

Firstly, with the purpose of helping the teaching-learning process, lesson should be prepared by the teachers. Secondly, the lesson plan of teachers should be made in order to ensure an organized and systematic classroom. Thirdly, as the creation of lesson plan before going to the classroom facilitate the teacher to be more confident as well as organized. Therefore, teacher should prepare a well-organized lesson plan to teach the student with adequate confidence. Fourth, the ultimate responsibility of making the classroom environment more participatory, engaging and most of entertaining should lies on the teacher so that they can be more serious and sincere about generating lesson plan. Fifth, Learners' demand as well as requirement should be identified by the teachers so that they can serve the pupil accordingly. Sixth, appropriate training should be given to the teachers as regards to lesson plan. They should be taught about how to prepare an effective and fitted lesson plan. Seventh, the issue of discipline is one of the key factors of making the classroom more enjoyable and that should be considered while preparing the lesson plan. Eighth, Lesson plan should be organized two or three days before going to the classroom. Ninth, Lesson should be functional as well as realist. It should be prepared on the basis of students' intellectual depth. Tenth, another important recommendation with regards to lesson is that teacher should time conscious while preparing the lesson. Moreover, teachers need to be conscious about the learning styles of students before making the lesson plan.

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