

LESSON PLAN WRITING SKILLS OF BSED GRADUATING STUDENTS OF ESSU-MAYDOLONG

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ABSTRACT

Lesson plans are meant to guide the student-teacher and teachers in the service in facilitating the teaching-learning process. It is a common misconception that student-teachers lack the necessary skills in writing the lesson due to their being uninitiated in the service. It was the aim of the study to determine the lesson plan writing skills of the BSED graduating students as an input to instruction and policy formulation for student-interns. Specifically, it was meant to evaluate the preparedness of these students in writing lesson plans and subject. The same to the evaluation of their cooperating teachers in the hope of determining the significant difference in the way the two groups evaluate the lesson plan writing skills of the graduating students. An adapted questionnaire was utilized for the 61 student-teacher respondents and 61 cooperating teacher-respondents from the six public secondary schools in the service areas of ESSU-Maydolong. Weighted mean was used to determine the student-teachers and cooperating teachers' evaluation of the writing skills of the former. T-test was conducted to find out if there is a significant difference in the way the student-teachers and the cooperating teachers evaluate the former's lesson plan writing skills. The study found out that the BSED graduating students and their cooperating teachers were unanimous in saying that the BSED graduating students always allocate time in accordance with objectives, and the exhibit congruency between objectives and subject matter writes clearly defined objectives, and are able to indicate transition procedures from one activity to the next. The study also found out that both the BSED graduating students and their cooperating teachers were one in saying that the graduating students need guidance "to exhibit coherence with objectives and teaching procedure" and "relate the subject matter to other aspects of life." The study concluded that there is no significant difference in the way the graduating students and their cooperating teachers evaluate the preparedness of the former in writing their lesson guides.

Keywords: lesson planning, writing skills, descriptive, Eastern Samar, Philippines