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Influence of Lesson Planning on Successful Implementation of Lower Secondary School Curriculum in Secondary Schools in Bulamagi Subcounty, Iganga District

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Abstract: *The study established the implications of lesson planning for the implementation of the lower secondary school curriculum in Bulamagi Sub County, Iganga District. Objectives were to establish the knowledge of teachers regarding the key learning outcomes of the lower secondary school curriculum and to identify ways in which lesson planning eases implementation of the lower secondary school curriculum. We tested the null hypothesis: "Lesson planning has no significant statistical effect on the implementation of lower secondary school curriculum in secondary schools in Bulamagi Sub County." This study adopted a cross-sectional survey research design, which involved collecting data from many different individuals at a single point in time on a sample size of 212 respondents, including students, teachers, and headteachers of four selected secondary schools. Data was presented both descriptively and through regression analysis. According to the findings, the model summary shows that lesson planning is a significant predictor of the outcome variable, with an R-squared value of .366. The standardized coefficient of .605 indicates that for every unit increase in lesson planning, there is a corresponding increase of .605 in the implementation of the curriculum. This relationship is statistically significant with a t-value of 11.018 and a p-value of .000. In conclusion, lesson planning significantly contributes to the successful implementation of the lower secondary school curriculum. Schools should prioritize training and support for teachers in effective lesson planning strategies to enhance the implementation of the curriculum.*

Keywords: *Lower secondary school curriculum, Lesson Planning, Bulamagi Sub- County.*

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1. Introduction

The Ministry of Education and Sports (MoES) of Uganda, in conjunction with the National Curriculum Development Centre (NCDC), restructured and executed a new competency-based curriculum for Senior One pupil in January 2020. The assessment was based on the Education Sector Strategic Plan (ESSP, 2009 – 2018), which included strategies to improve the quality and relevance of secondary education. The ESSP's sub-objective 2.2 sought to ensure that "post-primary students are prepared to enter the workforce and pursue higher education." This is consistent with the current strategic plan for 2017-2020. To achieve this objective, one of the ministry's strategies was to revise the curriculum and improve education and assessment by addressing the shortcomings in the current curriculum.

The assessment highlighted the need of producing secondary school graduates with 21st-century skills, promoting values and attitudes, and enabling effective learning and skill acquisition to reduce graduate

unemployment. The assessment aimed to reduce material overload and classroom contact hours to allow for research and project work, talent development and creativity, the integration of emerging fields of knowledge across all subjects, and the removal of outdated information. It was essential to address the social and economic needs of the nation, encompassing the mining sector, tourism, service delivery, and the progression of science and technology, while executing a comprehensive career guidance program to acquaint learners with pertinent courses (Museveni et al., 2019).

The program emphasizes understanding, execution, and behavioral change. It is based on a unique set of ideals that would be imparted to students during the educational experience. Fundamental talents underpin every discipline, enabling the transformation into lifelong learners. Furthermore, interdisciplinary themes are used throughout the curricula to enhance learners' understanding of the relationships between disciplines and the intricacies of life (By Curriculum Foundation, 2021).

The research conducted by Iqbal et al. (2021) demonstrates that a teacher resembles a rudderless sailor in the classroom when devoid of a deep comprehension in developing lesson plans based on essential principles and concepts of curriculum, learning, and assessment. A teacher in the classroom cannot maintain concentration and adequately communicate the learning objectives of a lesson without a lesson plan. The lack of a lesson plan for a teacher leads to aimless wandering in the classroom, irrelevant conversations, inconsistencies between previous and current lectures, and an absence of effective, enduring learning.

In Uganda, there is a lack of factual data about discussions on the implementation of the new Business Subjects curriculum. Niwagaba (2018) conducted research in Kanungu district, demonstrating that teachers' competence and readiness to utilize computer resources affect curriculum implementation in Ugandan secondary schools. As a result, there is a lack of empirical data and literature about teachers' preparedness and the implementation of the new Business Subjects curriculum in Kabale and Ugandan secondary schools (including secondary schools in Bulamagi Sub County).

1.1 Main Objective of the Study

The study established the implications of lesson planning on the implementation of lower secondary school curriculum in Bulamagi Sub County, Iganga District.

1.2 Specific Objectives

a) To establish the knowledge of teachers regarding the key learning outcomes of the lower secondary school curriculum in Bulamagi Sub County, Iganga District.
b) To identify ways in which lesson planning eases implementation of lower secondary school curriculum in Bulamagi Sub County, Iganga District

1.3 Hypothesis

The Null hypothesis *"Lesson Planning has no Significant Statistical Effect on the Implementation of Lower secondary school curriculum in secondary schools in Bulamagi Sub County"* was tested.

2. Literature Review

2.1 Knowledge of teachers regarding the key learning outcomes of the lower secondary school curriculum

According to Taroum (2023), self-assured individuals demonstrate self-motivation, self-management, and self-esteem; possess awareness of their preferences, strengths, and limitations; appropriately adapt their behavior and language to different social contexts; and interact effectively with various personality types.

Lifelong learners, as demonstrated by the research of Nguyen et al. (2023), are those who can strategize, reflect on, and regulate their own learning while actively seeking opportunities for personal and professional development.

Responsible and patriotic citizens uphold the ideas outlined in the curriculum; Tan et al. (2017) assert that this can promote fairness, the growth of indigenous cultures and languages, and an awareness for cultural diversity. They incorporate environmental and health awareness into their personal and communal decision-making, exhibit confidence in their unique identities and global citizenship, and strive to enhance the well-being of themselves, their community, and the nation.

González-Salamanca et al. (2020) says that people who are good for society have and can use general skills; know and understand how society and the economy are changing needs; know how to design, make, and evaluate critically products and processes that meet these needs; and understand the physical, biological, and technological domains. This lets them make smart decisions about sustainable development and what it means for people and the environment.

2.2 Ways in which lesson planning eases implementation of lower secondary school curriculum

Provide a detailed strategy for instructors to follow: Preparing for pre-reading, during-reading, and post-reading equips the instructor with a systematic framework to follow. Leveraging existing discussions and initiatives on recycling might assist the educator. A

lesson plan must be thorough and exact, with each component painstakingly detailed. This lesson plan includes presentations, assignments/worksheets, both informal and formal assessments, the introduction of new grammatical concepts, reinforcement of prior themes, and requisite resources. We tailor the assignments and assessments to facilitate customized learning. If all these pieces are organized and available, one only needs to comply with them or execute essential adjustments. With thorough preparation, modifications will be few and controllable (Akilandeswari, 2024).

The use of rigorously aligned assessments with standards and curriculum ensures adherence to educational standards, enabling educators to comprehend the progress of student learning (Karanja & Malone, 2020). Assessments, akin to curricula, must align with topic- and grade-specific standards to determine if a student has attained the knowledge, skills, and competences specified in those standards. When we link the curriculum and assessments with standards, we must ensure that all assessments, including large-scale summative evaluations, classroom formative procedures, and supplementary assessments, align with the curriculum (CSAI, 2024).

Foster an engaging and dynamic educational atmosphere; participatory activities are crucial for student comprehension. They encourage students to engage actively in the learning process rather than be passive recipients of knowledge (Chen et al., 2019). Interactive activities foster critical thinking, collaboration, creativity, and problem-solving abilities by immersing students in experience learning, dialogue, and teamwork (Sasson et al., 2018). Various age groups require specific interaction activities to meet their developmental needs and learning preferences. For elementary children, participation in games, riddles, and practical experiments significantly improves the pleasure and retention of knowledge. Middle school students benefit from activities that require critical thinking, dialogue, and project-based learning (Francisco, 2023).

Mills et al. (2019) argue that the 'backward design' planning approach promotes uniformity and logical progression throughout lessons. The preparation begins with a focus on learning objectives, resulting in a deep understanding of the material provided. According to scholars, preparation programs should consistently reflect a unified vision of teaching and learning within and among courses, in the relationship between courses and student teaching experiences, and among course instructors, program administrators, university supervisors, and cooperating teachers (Herro, n.d.; Cavanna et al., 2020). Studies demonstrate that heightened coherence in teacher preparation programs is associated with improved learning opportunities for teaching candidates, stronger instructional practices, and a greater possibility of candidates remaining in the teaching profession over time (Cavanna et al., 2020).

Enables the efficient measurement and evaluation of student progress: Degirmenci (2021) contends that evaluation is essential to the educational process, allowing instructors to evaluate students' understanding and progress. It provides valuable insights into developmental areas and helps tailor educational methods to meet individual learning needs. Establishing effective assessment techniques is essential for accurately assessing student progress and the effectiveness of classes. Jantos (2024) established that educators may utilize techniques such as rubrics, self-assessments, peer evaluations, and project-based assessments to gather substantial data on student learning outcomes. In contrast, Chen et al. (2022) illustrates that regular monitoring of student progress is essential for identifying areas of difficulty and evaluating overall improvement.

3. Methodology

3.1 Research design

This study adopted a cross-sectional survey research design and this involved collecting data from many different individuals at a single point in time. The quantitative approach measured the descriptive results for the study objectives.

3.2 Study population and Sample Size

The population of schools indicates that there are four secondary schools that implement the new secondary school curriculum in the Bulamagi Sub County, Iganga District labelled as; school A, School B, school C and School D.

Table 1: Sample Size Determination

School	Category	Population size (N)	Sample size (n)	Sampling Technique	Instrument
A	Head teachers	1	1	Census	Questionnaire
	Heads of Department	10	5	Census	Questionnaire
	Teachers	30	28	Simple Random	Questionnaire
	Students	20	19	Simple random	Questionnaire
B	Head teachers	1	1	Census	Questionnaire
	Heads of Department	10	5	Census	Questionnaire
	Teachers	30	28	Simple Random	Questionnaire
	Students	20	19	Simple random	Questionnaire
C	Head teachers	1	1	Census	Questionnaire
	Heads of Department	10	5	Census	Questionnaire
	Teachers	30	28	Simple Random	Questionnaire
	Students	20	19	Simple random	Questionnaire
D	Head teachers	1	1	Census	Questionnaire
	Heads of Department	10	5	Census	Questionnaire
	Teachers	30	28	Simple Random	Questionnaire
	Students	20	19	Simple random	Questionnaire
Total		244	212		

Source; Krejcie and Morgan (1970) for sample size, and the researcher for techniques of sampling.

3.3 Instruments of Data Collection

Self-Administered Questionnaire (SAQ). The researcher prepared a set of structured questions for respondents in the secondary schools. The questionnaire was structured into sections: Section A contained questions about respondents' social demographic characteristics, including age, gender, working experience, subject taught and the period they have worked in the current secondary school. Section B for the dependent variable (content of the lower secondary school curriculum), sections D contains items on the independent variable (lesson planning). The composition of the questionnaire was in such a way that each of the questions about the main study variables were rated on a Linkert scale running from 1-Strongly Disagree, 2-Disagree, 3-Not sure, 4-Agree and 5-Strongly Agree.

3.4 Validity and Reliability Tests

Validity refers to how a test measures what it is purported to measure. A pilot study was conducted and findings subjected to tests. For quantitative data, the researcher conducted an assessment of the items using a panel of five experts (university lecturers) who were required to give their views concerning appropriateness of each item. From the results obtained, some of them modified a few statements and many of the statements remained still.

On the other hand, questionnaires were piloted in schools other than those of the study to test respondents' understanding of questions in the questionnaire. Tested questionnaires were rated. The researcher used Cronbach Alpha (α) coefficients to determine the reliability of the instrument. According to Cronbach, for an instrument to be reliable, its Alpha value was at least from .70 and above. Cronbach Alpha's scale of measuring reliability indicates that any scores less than .60 is an unacceptably low reliability, 0.60-0.69 defines marginally reliable results, 0.70-0.79 describes reliable results, 0.80-0.90 scale describes highly reliable results and >0.90 is a scale for very highly reliable. The results for reliability were as indicated in Tables below.

Table 2: Reliability of Findings

Variable	No. of Items	Cronbach Alpha	Cronbach Alpha on standardized items
1. Contents of lower secondary school curriculum	12	0.822	0.823
2. Elements of Lesson planning	5	0.840	0.837

The reliability results for the study variables were such that the Cronbach alpha score for the 12 items that measure Contents of lower secondary school curriculum was 0.822 and alpha on standardized items at 0.823. On the other hand, the Cronbach Alpha scores for the 5 items of elements of Lesson planning was 0.840 and Cronbach alpha on standardized items was 0.837.

3.5 Data Presentation and Analysis

Quantitative data were entered into statistical package for social sciences (SPSS) to generate inferential statistics with guidance from an experienced statistician. Items were rated using mean and standard deviations. Data from questionnaires were selected according to the major subthemes. Findings from demographic characteristics were entered into computer using the statistical package for social sciences spreadsheet version 22 and automatically generate frequencies and line percentages. Results were presented in summary tables to show the frequency and score rates in ascending order. In some instances, graphs were used to present percentage rating of findings. Presentation of results of the study were also strengthened by use of mean and standard deviation. The interpretation scale was as per Amal (2016) whereby mean scores: From 1 to 1.80 represents (strongly disagree), from 1.81 until 2.60 represents (do not agree), from 2.61 until 3.40 represents (true to some extent), from 3:41 until 4:20 represents (agree), and from 4:21 until 5:00 represents (strongly agree).

The confidence interval of results was used to analyze the findings and determine the level of certainty in the data. This statistical measure provided a range of values within which the true population parameter was likely to fall. By considering the confidence interval, the researcher was able to assess the precision and reliability of the study's results, making them more confident in the conclusions drawn from the data.

3.6 Ethical Considerations

Participation in the study was voluntary and if for any reason the participants wanted to withdraw, they could do so. Anonymity was maintained by not asking the responds not to write their names on the questionnaires. There was no known physical or psychological harm to the respondents by participating in this study. Respect and dignity were put into consideration when setting the questionnaires. All respondents and participants were accorded equal treatment to enable each of them participating willingly without bias and unrealistic expectations.

In addition, all researchers, and scholars whose work is referred to in this study were quoted/acknowledged and cited accordingly. The researcher ensured that findings are reported in exactness to avoid fabrication of information through presentation of fraudulent results. Each participant or respondent were allowed to withdraw from the exercise at any level, in case they wish to.

Right from the beginning of the data collection process, the researcher continuously sought the consent of the participants and respondents by establishing rapport with them and declaring the intentions of the research project. It was also important to seek permission of the respondents and participants to make recordings, photography, or video coverage.

4. Results and Discussion

4.1 Demographic Characteristics of respondents

Table 3: ***Age-group of Respondents***

Age-group categories		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	less than 18Years	76	35.8	35.8	35.8
	18-39 Years	52	24.5	24.5	60.4
	40-50 Years	65	30.7	30.7	91.0
	>50 years	19	9.0	9.0	100.0
	Total	212	100.0	100.0	

The data in Table 3 shows the distribution of respondents by age group. The majority of respondents, 35.8%, were under the age of 18. Following this, 24.5% were between the ages of 18-39, 30.7% were between 40-50, and 9.0% were over 50 years old. With a total of 212 respondents, this data provides insight into the age demographics of the sample population.

Table 4: G*ender of Respondents*

Gender of Respondents		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	116	54.7	54.7	54.7
	Female	96	45.3	45.3	100.0
	Total	212	100.0	100.0	

These results indicate that the survey had a fairly even distribution of male and female respondents, with slightly more males participating. This balance suggests that the data collected can be considered representative of both genders. Additionally, the total number of

respondents was 212, providing a significant sample size for analysis and drawing conclusions.

4.2 The knowledge of teachers regarding the key learning outcomes of the lower secondary school curriculum in Bulamagi Sub County, Iganga District

The knowledge of teachers regarding the lower secondary school curriculum was established using thirteen items in four categories of self-assured individuals (4 items), lifelong learners (2 items), responsible and patriotic citizens (3 items), and general skills (3 items).

Table 5: Items for Implementation of lower secondary school curriculum

Categorical items	N	Min	Max	Mean	SD
Self-assured individuals					
1. Self-motivation, self-management, and self-esteem	212	1.00	5.00	3.70	1.01
2. Possess awareness of their preferences, strengths, and limitations	212	1.00	5.00	3.41	1.10
3. Appropriately adapt their behavior and language to different social contexts	212	1.00	5.00	3.58	1.06
4. Interact effectively with various personality types	212	1.00	5.00	3.89	0.86
Lifelong learners					
1. Strategize, reflect on, and regulate their own learning	212	1.00	5.00	3.72	0.96
2. Actively seek opportunities for personal and professional development	212	1.00	5.00	3.92	0.83
Responsible and patriotic citizens					
1. Incorporate environmental and health awareness into their personal and communal decision-making	212	1.00	5.00	3.75	0.96
2. Exhibit confidence in their unique identities and global citizenship	212	1.00	5.00	3.52	1.18
3. Strive to enhance the well-being of themselves, their community, and the nation	212	1.00	5.00	3.40	1.20
General skills					
1. Know and understand how society and the economy are changing needs	212	1.00	5.00	3.67	1.14
2. Know how to design, make, and evaluate critically products and processes that meet these needs	212	1.00	5.00	3.71	1.02
3. Understand the physical, biological, and technological domains	212	1.00	5.00	3.63	0.98

4.2.1 Self-assured individuals

The respondents' understanding of the belief that the lower secondary school curriculum aims to develop self-assured individuals varied depending on the items they answered. The respondents rated the concept of self-motivation, self-management, and self-esteem with a mean score of 3.70 and a standard deviation of 1.01. Additionally, the new curriculum, designed to help students become aware of their preferences, strengths, and limitations, received a positive rating with a mean score of 3.41 and a standard deviation of 1.10.. agreeable results. This suggests that the respondents had a thorough understanding of the concept. The secondary curriculum, which aims to help students appropriately adapt their behavior and language to different social contexts, received a mean rating of 3.58 and a standard deviation of 1.06, indicating that the results were satisfactory. This indicates that the respondents were well-informed. Finally, the respondents understood that the new curriculum targets self-assured individuals who interact effectively with various personality types, as indicated by the mean score of 3.89 and the standard deviation of 0.86. Overall, the results bode well with Taroum (2023), who indicates that self-assured individuals demonstrate self-motivation, self-management, and self-esteem;

possess awareness of their preferences, strengths, and limitations; appropriately adapt their behavior and language to different social contexts; and interact effectively with various personality types.

4.2.2 Lifelong Learners

The findings regarding the respondents' knowledge about lifelong learning as a goal of the lower secondary school curriculum also showed variation. The idea that lifelong learning involves the intent to strategize, reflect on, and regulate one's own learning received a mean rating of 3.72 and a standard deviation of 0.96, indicating satisfactory results. This indicates that the respondents were well-informed about this concept. In addition, with a mean score of 3.92 and standard deviation of 0.83, respondents demonstrated awareness of the idea that lifelong learning as an aspect of the lower secondary school curriculum involves actively seeking opportunities for personal and professional development. Relatedly, lifelong learners, as demonstrated by the research of Nguyen et al. (2023), are those who can strategize, reflect on, and regulate their own learning while actively seeking opportunities for personal and professional development.

4.2.3 Responsible and patriotic citizens

With a mean score of 3.75 and a standard deviation of 0.96, findings of the study reveal that respondents are knowledgeable that for students to be responsible and patriotic citizens, they must be prepared to incorporate environmental and health awareness into their personal and communal decision-making as part of the new lower secondary school curriculum. In addition, with a mean score of 3.52 and a standard deviation of 1.18, the findings of the study reveal that respondents are knowledgeable that, for students to be responsible and patriotic citizens, they should be prepared to exhibit confidence in their unique identities and global citizenship as part of the new lower secondary school curriculum. On the other hand, the study's findings, with a mean score of 3.40 and a standard deviation of 1.20, indicate that respondents possess limited knowledge about the notion that, as part of the new lower secondary school curriculum, students should strive to enhance the well-being of themselves, their community, and the nation. Responsible and patriotic citizens uphold the ideas outlined in the curriculum; Tan et al. (2017) assert that this can promote fairness, the growth of indigenous cultures and languages, and an awareness for cultural diversity.

4.2.4 General skills

According to the results, the mean of 3.67 and standard deviation of 1.14 reveal that respondents acknowledge the idea that for students to develop general skills, they must be prepared to know and understand how society and the economy are changing needs as part of the lower secondary school curriculum. In addition, the findings with the mean of 3.71 and standard deviation of 1.02 reveal that respondents acknowledge the idea that for students to develop general skills, they must be prepared to know how to design, make, and evaluate critically products and processes that meet these needs as part of the lower secondary school curriculum. Further, the findings with the mean of 3.63 and standard deviation of 0.98 reveal that respondents acknowledge the idea that for students to develop general skills, they must be prepared to understand the physical, biological, and technological domains as part of the lower secondary school curriculum. González-Salamanca et al. (2020) also indicates that people who are good for society have and can use general skills; know and understand how society and the economy are changing needs; know how to design, make, and evaluate critically products and processes that meet these needs; and understand the physical, biological, and technological domains.

4.3 Ways in which lesson planning eases implementation of lower secondary school curriculum in Bulamagi Sub County, Iganga District

This was the second objective and descriptive results were as indicated in Table 6.

Table 6: Items for lesson planning and Implementation of lower sec. sch. curriculum

Lesson planning:	N	Min	Max	Mean	SD
1. Provides a detailed strategy for instructors to follow	212	1.00	5.00	3.58	1.00
2. Ensures adherence to educational standards	212	1.00	5.00	3.53	1.05
3. Fosters an engaging and dynamic educational atmosphere	212	1.00	5.00	3.78	0.98
4. Promotes uniformity and logical progression throughout lessons	212	1.00	5.00	3.51	1.18
5. Enables the efficient measurement and evaluation of student progress	212	1.00	5.00	3.65	1.06

The findings indicate that the view that lesson planning provides detailed strategies for instructors to follow received a mean rating of 3.58 and a standard deviation of 1.00. This implies that there was general awareness among respondents concerning this specific item of lesson planning. Akilandeswari's (2024) perspective mirrors these results, suggesting that a lesson plan encompasses presentations, assignments/worksheets, informal and formal assessments, the introduction of new grammatical concepts, the reinforcement of prior themes, and necessary resources. We tailor the assignments and assessments to facilitate customized learning. If all these pieces are organized and available, one only needs to comply with them or execute essential adjustments. With thorough preparation, modifications will be few and controllable.

Furthermore, respondents, with a mean score of 3.53 and a standard deviation of 1.05, concurred that lesson planning guarantees adherence to educational standards. In other words, teachers who make and follow lesson plans end up adhering to educational standards. They encourage students to engage actively in the learning process rather than be passive recipients of knowledge (M. A. Chen et al., 2019). Interactive activities foster critical thinking, collaboration, creativity, and problem-solving abilities by immersing students in experiential learning, dialogue, and teamwork (Sasson et al., 2018). Various age groups require specific interaction activities to meet their developmental needs and learning preferences.

Further, with a mean score of 3.78 and a standard deviation of 0.98, respondents agreed that lesson planning fosters an engaging and dynamic educational atmosphere. In other words, teachers who create and adhere to lesson plans create an engaging and dynamic educational atmosphere. Mills et al. (2019) argue that the 'backward design' planning approach promotes uniformity and logical progression throughout lessons. The preparation begins with a focus on learning objectives, resulting in a deep understanding of the material provided. According to scholars, preparation programs should consistently reflect a unified vision of teaching and learning within and among courses, in the relationship between courses and student teaching experiences, and among course instructors, program administrators, university supervisors, and cooperating teachers. Degirmenci (2021) contends that evaluation is essential to the educational process, allowing instructors to evaluate students' understanding and progress. It provides valuable insights into developmental areas and helps tailor educational methods to meet individual learning needs. Establishing effective assessment techniques is essential for accurately assessing student progress and the effectiveness of classes.

Further, with a mean score of 3.51 and a standard deviation of 1.18, respondents agreed that lesson planning promotes uniformity and logical progression throughout lessons. In other words, teachers who make and follow lesson plans enhance uniformity and logical progression throughout lessons. Finally, with a mean score of 3.65 and a standard deviation of 1.06, respondents agreed that lesson planning enables the efficient measurement and evaluation of student progress. In other words, teachers who make and follow lesson plans enhance efficient measurement and evaluation of student progress. Jantos (2024) established that educators may utilize techniques such as rubrics, self-assessments, peer evaluations, and project-based assessments to gather substantial data on student learning outcomes. In contrast, Chen et al. (2022) illustrates that regular monitoring of student progress is essential for identifying areas of difficulty and evaluating overall improvement.

4.4 Hypothesis "Lesson Planning has no significant statistical effect on the implementation of lower secondary school curriculum in secondary schools in Bulamagi Sub County"

These were as indicated in Tables 7, 8 and 9.

Table 7: Model Summary for lesson planning and Implementation of lower sec. sch. curriculum

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.605[a]	.366	.363	.46552

a. Predictors: (Constant), Lesson Planning

The model summary shows that Lesson Planning is a significant predictor of the outcome variable, with an R Square value of .366. This means that Lesson Planning explains 36.6% of the variance in the outcome variable. The adjusted R Square value accounts for the number of predictors in the model, giving a more accurate representation of the model's predictive power. Additionally, the standard error of the estimate indicates the average distance that the observed values fall from the regression line.

Table 8: ANOVA for lesson planning and Implementation of lower sec. sch. curriculum

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	26.306	1	26.306	121.387	.000[b]
	Residual	45.509	210	.217		
	Total	71.815	211			

a. Dependent Variable: Implementation of Lower secondary school curriculum

b. Predictors: (Constant), Lesson Planning

The ANOVA results indicate that there is a significant relationship between Lesson Planning and the Implementation of Lower secondary school curriculum. The regression model accounts for 26.306 units of variation in the dependent variable, Implementation of Lower secondary school curriculum. The F statistic of 121.387 suggests that the regression model is a good fit for the data, with a p-value of .000, indicating that the relationship is statistically significant.

Table 9: Coefficients for lesson planning and Implementation of lower sec. sch. curriculum

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.118	.143		14.776	.000
	Lesson Planning	.426	.039	.605	11.018	.000

a. Dependent Variable: Implementation of Lower secondary school curriculum

The results of the regression analysis show that lesson planning has a significant impact on the implementation of the lower secondary school curriculum. The standardized coefficient of .605 indicates that for every unit increase in lesson planning, there is a corresponding increase of .605 in the implementation of the curriculum. This relationship is statistically significant with a t-value of 11.018 and a p-value of .000. Overall, the findings suggest that effective lesson planning plays a crucial role in the successful implementation of the lower secondary school curriculum. The results rejected the hypothesis that lesson planning had no significant statistical impact on the implementation of the lower secondary school curriculum in secondary schools in Bulamagi Sub County.

5. Conclusion and Recommendations

5.1 Conclusion

The results of the regression analysis show that lesson planning has a significant impact on the implementation of the lower secondary school curriculum. The standardized coefficient of .605 (p = .000) indicates that for every unit increase in lesson planning, there is a corresponding increase of .605 in the implementation of the curriculum.

5.2 Recommendations

It is recommended that schools prioritize training and support for teachers in effective lesson planning strategies in order to improve the implementation of the curriculum. Additionally, further research should be conducted to examine the specific components of lesson planning that have the greatest impact on curriculum implementation, allowing for more targeted interventions and support. Overall, these findings highlight the importance of thorough and thoughtful lesson planning in ensuring successful curriculum delivery in lower secondary schools.

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