

# Evaluation of the Impact of Lesson Plan Implementation on Pupils' Learning Outcomes in Iringa Municipality Public Primary Schools

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## ABSTRACT

This study evaluated the impact of lesson plan implementation on pupils' learning outcomes in Iringa Municipality public primary schools. The study adopted a mixed research approach with a descriptive research design. Data were collected from a sample size of 56 respondents where simple random and purposive sampling techniques were adopted to select the respondents of the study from 5 selected public primary schools in Iringa Municipality. Qualitative data were analyzed thematically, while quantitative data was analyzed by using statistical package for social science (SPSS) 29.0 version. The findings of the study revealed that effective lesson plan implementation had positive impacts on pupils' learning outcomes. Those included enhancement of pupils' lesson understanding, helping teachers to manage class time effectively, enhancing pupils' academic performance, leading to pupils' active participation in the lesson, helping in reducing learning difficulties among pupils, enabling teachers to meet diverse learning needs and motivating pupils. From the findings of the study it concluded that the implementation of lesson plans plays a critical role in supporting effective teaching and learning within public primary schools. Through systematic planning, teachers are able to organize their lessons in a logical sequence, ensuring that each part of the lesson aligns with curriculum objectives and responds to the needs of their pupils. Lesson plans help teachers manage classroom time effectively, enabling them to cover content thoroughly while providing opportunities for pupils to engage actively in the learning process. The study recommended that education authorities and school management should organize regular in-service training and workshops focusing on effective lesson planning and implementation. This will enhance teachers' skills in aligning lesson plans with curriculum objectives, using varied instructional methods, and managing classroom time efficiently. For further studies the study recommended that future studies could investigate the impact of lesson plan implementation on teaching and learning outcomes in specific subjects such as Mathematics, Science, or English to determine subject-specific challenges and best practices.

**Keywords:** Lesson plan, pupils' learning, learning outcomes, implementation

## BACKGROUND TO THE STUDY

Education is widely regarded as the most powerful tool for transforming societies and empowering individuals. However, the extent to which education achieves its purpose largely depends on how effectively teaching and learning processes are organised at the classroom level (Nguyen, 2019). One of the most critical elements in ensuring effective teaching is the lesson plan, which acts as a roadmap guiding the teacher on what to teach, how to teach, what resources to use, and how to assess pupils' learning progress (Kishimba, 2020). A well-designed and well-implemented lesson plan ensures that instructional time is used effectively and that learning objectives are met, ultimately improving pupils' academic performance (Sahlberg, 2011).

Lesson plan implementation involves the execution of the prepared lesson plan in the classroom. It goes beyond having a document on paper to actively following the plan, adapting it to pupils' needs, and delivering instruction systematically (Moyo, 2022). Effective implementation includes clearly communicating learning objectives, engaging pupils in appropriate learning activities, using relevant teaching aids, conducting assessments, and providing feedback (Johnson, 2022). When teachers implement their lesson plans faithfully, they create

structured learning experiences that promote understanding, engagement, and retention of knowledge among pupils (Rodríguez-Segura & Mbiti, 2022).

Lesson plan implementation is closely linked to pupils' learning outcomes. Pupils' learning outcomes refer to the measurable knowledge, skills, attitudes and values that learners acquire as a result of instruction (Adedeji, 2021). These include literacy and numeracy competencies, critical thinking, problem-solving skills, creativity, and positive attitudes towards learning. Studies have consistently shown that effective lesson planning and implementation contribute to better learning outcomes by ensuring that teaching is aligned with curriculum goals, instructional resources are used efficiently, and assessments provide timely feedback for improvement (Johnson, 2022). Conversely, poor implementation such as skipping planned activities, failing to use learning materials, or neglecting assessment often leads to disengagement and low academic performance among pupils (Gerges, 2022).

Globally, there are established trends linking lesson plan implementation to improved pupil outcomes. In Singapore, lesson planning is regarded as a professional responsibility and is systematically integrated into teacher training and school practice. Teachers are trained to develop lesson plans with clear objectives, student-centred activities, and assessment for learning, contributing to consistently high achievement in international assessments such as PISA. In Finland, teachers are granted significant autonomy to design and implement their own lesson plans. This flexibility allows teachers to adapt lessons to pupils' contexts while ensuring that national curriculum competencies are met. Finnish classrooms emphasise problem-based learning and continuous feedback, which has been associated with equitable and high-quality learning outcomes (Sahlberg, 2011).

In India, the National Education Policy (NEP) 2020 emphasises learner-centred pedagogy, integration of formative assessment into lesson plans and the promotion of conceptual understanding over rote memorisation (Ministry of Education, 2020). Evidence shows that where teachers receive proper support in planning and implementing lessons, pupils' literacy and numeracy outcomes improve significantly (Adhikari et al., 2022). In Nigeria, despite challenges such as teacher shortages and large class sizes, studies have shown that where lesson plan implementation is strong particularly in terms of setting clear objectives and using active learning strategies pupils perform better in core subjects such as English and mathematics (Kibret, 2016).

In Kenya, the Teachers Service Commission and Ministry of Education emphasise structured lesson planning and regular supervision. Empirical studies in counties such as Kisumu indicate that proper implementation of lesson plans improves syllabus coverage, classroom organisation, and pupil test scores (Ochwada, 2023). Nonetheless, many schools face challenges such as inadequate resources and insufficient teacher supervision, which hinder full implementation (Ochwada, 2023). In Tanzania, government initiatives such as the 3Rs programme have focused on strengthening lesson planning and providing teaching and learning materials to improve foundational literacy and numeracy. However, research indicates that some teachers still struggle with key components of lesson planning, such as developing measurable objectives, selecting appropriate instructional strategies, and conducting effective assessments, which negatively affect pupils' learning outcomes (Abich et al., 2024; Rodríguez-Segura & Mbiti, 2022).

Despite this global and regional evidence, gaps remain in understanding how effective implementation of lesson plan directly impacts pupils' learning outcomes. There is limited empirical data on which components of lesson plan implementation such as objectives, instructional methods, resources and assessments are most critical in improving pupils' performance in this specific context (Lee, 2021). These gaps provide a strong justification for the present study, which seeks to evaluate the impacts of lesson plan implementation on pupils' learning outcomes in public primary schools in Iringa Municipality.

### **Theoretical Framework Underpinning the study**

This study was guided by Mwashe's Adaptive Competence Development Theory (MACDT), which was developed by Dr. Melickius Mwashe in 2024. Mwashe is a Tanzanian educator with a Doctorate of Philosophy (PhD) specializing in Social Sciences. Mwashe is a founder of Non-employed graduate organization. The theory emphasizes the development of adaptive competencies that enable individuals to effectively respond to challenges and thrive in dynamic environments. Mwashe's theory recognizes that both individuals and

communities need to cultivate specific skills, strategies and behaviours that enhance their ability to adjust and perform effectively in ever-changing contexts such as education, society and the workplace.

The key assumptions of MACDT form the foundation of this theoretical framework. The theory assumes that human beings are inherently capable of adaptation, but their capacity to adapt depends on the availability of knowledge, resources and supportive environments. It posits that adaptive competence is not a fixed or innate ability; rather, it can be nurtured and developed over time through continuous learning and exposure to meaningful experiences. Another key assumption is that environmental and societal changes are constant, requiring individuals to possess adaptive skills that enable them to navigate evolving circumstances effectively. The theory further assumes that adaptive competence is multi-dimensional, encompassing both cognitive and emotional components. It involves intellectual abilities such as problem-solving and decision-making, alongside emotional intelligence aspects like resilience, empathy, and self-regulation. Moreover, MACDT acknowledges that cultural and contextual factors significantly influence the development of adaptive competence. The environment in which one lives shaped by cultural norms, social expectations and community support plays a crucial role in shaping adaptive abilities. Lastly, the theory assumes that learning and development are lifelong processes, suggesting that individuals continuously acquire and refine adaptive competencies throughout different stages of life.

The relevance of Mvoshe's Adaptive Competence Development Theory to this study lies in its focus on adaptability and continuous development within educational contexts. The implementation of lesson plans in public primary schools requires teachers to apply adaptive competencies in organizing, delivering and assessing lessons that meet the diverse learning needs of pupils. Through the lens of MACDT, effective lesson planning is viewed as a process that nurtures both teachers' and pupils' adaptive abilities. Teachers who design and implement lesson plans effectively demonstrate cognitive adaptability by aligning instructional methods with pupils' learning capacities and environmental conditions. At the same time, pupils develop adaptive learning behaviours that enhance their engagement, understanding and academic performance. The theory's emphasis on the role of contextual and environmental factors also aligns with the realities of teaching in public primary schools, where resources, cultural influences and classroom dynamics shape learning outcomes. Therefore, Mvoshe's Adaptive Competence Development Theory provides a relevant and comprehensive foundation for examining how lesson plan implementation contributes to improving pupils' learning outcomes by fostering adaptability, problem-solving and continuous growth among both teachers and learners.

## **MATERIALS AND METHODS**

### **Research Approach and Design**

In evaluating the impact of lesson plan implementation on pupils' learning outcomes in Iringa Municipality public primary schools, a mixed research approach was particularly fitting because the study aimed to capture the broad trends and measurable outcomes associated with lesson plan implementation. Also, the use of a mixed research approach was appropriate for this study because it allowed the triangulation of data, providing both in-depth insights into teachers' experiences and perceptions (qualitative) as well as measurable data that quantified the relationship between lesson plan implementation and teaching outcomes (quantitative).

The descriptive research design was also employed with the aim to obtain complementary perspectives on the research problem, allowing the strengths of both quantitative and qualitative approaches to provide a comprehensive understanding. Also, descriptive research design was suitable for providing a detailed and accurate account of the current state of lesson plan development and implementation in public primary schools in Iringa Municipality. A descriptive research design was effective for gathering information about the characteristics of a particular phenomenon without influencing it (Creswell, 2014). In this case, the study aimed to describe how teachers develop and implement lesson plans, the impact of these plans on teaching and learning outcomes and the challenges faced during the process. The research design involved both qualitative and quantitative data collection methods, aligned with the mixed methods approach mentioned earlier.

## **Participants**

In the study, the target population was 129 respondents which included teachers and head teachers from the selected public primary schools within Iringa Municipality. A total sample size of 56 respondents was determined, consisting of 51 teachers and 5 head teachers. This group provided a well-rounded perspective on the lesson planning and implementation process from both the classroom and leadership viewpoints.

To select the sample, the study employed two distinct sampling techniques: purposive sampling and simple random sampling technique. Purposive sampling was used in selecting head teachers. This technique was appropriate because head teachers are key figures in the management and oversight of lesson planning and teaching processes in schools. They have the authority and insight into how lesson plans are implemented, as well as the challenges teachers face in executing them. Since the study aimed to explore the role of school leadership in supporting or hindering lesson planning and its impact on teaching, it was essential to specifically select head teachers who are involved in these processes. When using purposive sampling, the study focused on individuals with direct knowledge and experience related to the research questions, ensuring that the data gathered was relevant and informative.

Also, simple random sampling was employed in selecting teachers. This technique was suitable as it allowed for the selection of a representative sample of teachers from the target population without bias. Simple random sampling ensured that each teacher within the selected schools had an equal chance of being chosen, thereby increasing the likelihood that the sample accurately reflected the diversity of experiences and perspectives within the larger group. This approach was particularly beneficial in ensuring fairness and objectivity in the selection process, which was essential for drawing generalizable conclusions about the challenges and practices related to lesson plan development and implementation.

## **Data Collection Methods**

This study employed questionnaires to collect quantitative data, employing a Likert scale to measure respondents' attitudes and perceptions on lesson plan implementation affected pupils' learning outcome. Questionnaires were used to collect data from teachers distributed in person, allowing for a structured and systematic data collection process. This method facilitated statistical analysis to assess patterns related to lesson plan implementation. Also, semi-structured interviews were used to collect qualitative data, providing in-depth insights into participants' experiences and perceptions regarding lesson plan implementation and the extent to which the implementation affected pupils' learning outcomes. This method allowed for flexibility in exploring emerging themes and understanding the reasons behind quantitative trends. Interviews were conducted with head teachers, lasting 30 to 45 minutes each. Data were recorded using a notebook and phone recorder to ensure accuracy. This approach captured rich contextual information, enhancing the understanding of the implementation of lesson plan and its impact on pupils learning outcome.

## **Data Analysis and Ethical Considerations**

The study employed both quantitative and qualitative data analysis techniques, consistent with the mixed-methods approach. The analysis was conducted in two phases, corresponding to the sequential nature of the research design. In the quantitative phase, Statistical Package for Social science (SPSS) 29<sup>th</sup> version was used for data analysis. SPSS was used to analyze data collected through questionnaires. Descriptive statistics such as percentages and frequencies summarized the data, providing an overview of key variables.

In the qualitative phase, data from semi-structured interviews were analyzed using thematic analysis. The qualitative data were transcribed, coded and categorized into themes that align with the study's objectives and the findings from the quantitative phase. This process provided deeper insights into stakeholders' experiences, perceptions related to lesson plan implementation and its impacts on pupils' learning outcome. The integration of the two data sets occurred during the interpretation phase, where qualitative findings were used to explain or expand on the quantitative results. This triangulation enhanced the validity and depth of the study, providing a more comprehensive understanding.

Also, adherence to ethical considerations was paramount throughout the research process. Prior to data collection, an introductory letter was obtained from the office of the Director of Postgraduate Studies. This letter served as formal recognition, allowing the researcher to approach regional and municipal authorities with credibility. It facilitated access to the selected schools, ensuring that the study was conducted within a framework of institutional support and respect for local governance. During the data collection process, ethical issues were carefully addressed to protect the rights and well-being of the participants. Informed consent was sought from all respondents, ensuring that they fully understood the purpose of the study, their role in it, and their right to withdraw at any time. This transparency was crucial in fostering trust and promoting a respectful research environment. Furthermore, confidentiality was rigorously maintained; respondents were assured that their identities and responses would be kept anonymous, which is essential for encouraging open and honest communication.

Ethical considerations continued during the data analysis phase, where the researcher was committed to relying solely on the findings derived from the collected data rather than imposing personal biases or interpretations. Through focusing on the evidence gathered from interviews, the analysis aimed to faithfully represent the perspectives and experiences of the participants. This commitment to ethical integrity ensured that the study's conclusions were grounded in the reality of the participants' experiences, contributing to the credibility and reliability of the research outcomes. Overall, these ethical practices not only safeguarded the respondents but also enhanced the overall quality and legitimacy of the study, ensuring that it was conducted with respect and responsibility towards all stakeholders involved.

## FINDINGS AND DISCUSSION

The study aimed to evaluate the impact of lesson plan implementation on pupils' learning outcomes. In evaluating the impact of lesson plan implementation on pupils' learning outcomes, teachers and head teachers were involved during data collection. Questionnaires, interviews and various documents were used. The findings of the study revealed that lesson plan implementation positively affected pupils' learning outcomes by ensuring that teaching is organized, goal-oriented and aligned with learners' needs. When a teacher followed the planned content and activities, pupils received lessons in a logical and consistent manner, which supports better understanding and retention. Also, the implementation of lesson plans in public primary schools enabled the use of varied teaching strategies and assessments, promoting active participation and inclusivity. This led to improved academic performance, motivation and overall classroom engagement. The responses were analyzed and tabulated (See Table 1).

Table 1: Teachers' Responses on the impact of lesson plan implementation on pupils' learning outcomes (N=51)

Statement	Disagree	Agree
Implementation of lesson plans helps teachers to manage class time effectively	2 (3.9%)	49 (96.1%)
The implementation of lesson plan enhances pupils' academic performance	4 (7.8%)	47(92.2%)
The structured lesson plans lead to active pupils' participation in the lessons	4 (7.8%)	47 (92.2%)
Implementation of lesson plans help in reducing learning difficulties among pupils	8 (15.6%)	43 (84.4%)
Implementation of lesson plans enable teachers to meet diverse learning needs	4 (7.8%)	47 (92.2%)
Following a clear lesson plan motivates pupils	4 (7.8%)	47 (92.2%)

Source: Field data (2025)

### Implementation of lesson plans helps teachers to manage class time effectively

When teachers follow their prepared lesson plans during teaching, they are able to use the available lesson time wisely and efficiently.

The lesson plan guides the teacher on how much time to spend on each part of the lesson such as introduction, presentation, activities and conclusion, preventing unnecessary delays or spending too much time on one section while neglecting others. When managing class time effectively through lesson plan implementation, teachers ensure that all important content is covered within the lesson period, pupils remain engaged throughout and there is time for questions and clarification where needed. It also reduces classroom confusion and helps maintain a smooth flow of teaching, creating an organized learning environment that supports pupils in achieving the lesson objectives within the available time.

The findings indicated the impact of lesson plan implementation on pupils' learning outcomes. Those included enhancement of pupils' lesson understanding, helping teachers to manage class time effectively, enhancing pupils' academic performance, leading to pupils' active participation in the lesson, helping in reducing learning difficulties among pupils, enabling teachers to meet diverse learning needs and motivating pupils. Table 1 indicates that 2(3.9%) disagreed with the statement that the implementation of lesson plans helps teachers to manage class time effectively, while 49(96.1%) agreed with the statement. This implies that 96.1% of respondents stroked that the implementation of lesson plans helps teachers to manage class time effectively.

Likewise, the findings from the interview revealed that the implementation of lesson plans assists teachers in managing class time effectively in public primary schools in Iringa Municipality. During interviews, head teachers reported that when teachers use their prepared lesson plans during teaching, they are able to allocate and use the available lesson time efficiently. One head teacher stated:

*"When teachers follow their lesson plans, they know what to teach at each stage of the lesson and avoid wasting time on unnecessary issues."* (Interview with Head Teacher from SD held on 22<sup>nd</sup> May, 2025). Another head teacher explained: *"Using lesson plans helps teachers manage time because the plan shows the time for introduction, presentation, and conclusion, so the teacher is guided to use the period well."* (Interview with Head Teacher from SA held on 13<sup>th</sup> May, 2025). These statements reflect that head teachers observe a clear link between using lesson plans during teaching and effective time management in classrooms.

Head teachers also noted that the structured guidance from lesson plans prevents teachers from spending too much time on one part of the lesson while neglecting others, ensuring that all planned activities and key content are covered within the allocated period. They shared that effective time management contributes to maintaining pupils' attention, as lessons flow systematically without unnecessary delays, making it easier for pupils to follow and engage with the lesson.

These findings align with Kibret, (2016), who highlights that structured lesson plans assist teachers in pacing lessons effectively, ensuring all planned content is covered within the available period while maintaining systematic flow. Similarly, Thapanya (2018) emphasizes that lesson plans provide a time framework for teachers, reducing the likelihood of spending excessive time on one part of a lesson and neglecting others, supporting complete and organized instruction.

Head teachers also noted that effective time management through lesson plan implementation keeps lessons systematic, maintaining pupils' attention and enabling participation without unnecessary delays. This is consistent with Raza et al. (2020), who found that proper time allocation in lesson plans enhances classroom management and pupil engagement, contributing to better learning outcomes. The findings reflect that structured use of time during lessons enables teachers to cover syllabus requirements effectively, while also allowing room for pupil questions and participation, which are essential for deepening understanding and addressing learning needs, as noted by Nguyen (2019).

### **The implementation of lesson plan enhances pupils' academic performance**

When teachers use their prepared lesson plans consistently during teaching, it helps pupils learn more effectively, leading to better results in their tests and assessments. This is because a well-implemented lesson plan ensures that the teacher teaches according to clear objectives, covers the required content systematically, uses appropriate teaching methods, and involves pupils in meaningful learning activities that support understanding. When pupils are taught in a well-organized and engaging way, they are more likely to understand and remember what they

learn, participate actively in class, and develop confidence in the subject being taught. Over time, this contributes to improved academic performance as pupils can apply what they have learned in examinations and practical tasks. Additionally, the implementation of the lesson plan helps teachers identify and address learning difficulties early, providing support to pupils, which further strengthens their academic achievement. Table 1 indicates that 4(7.8%) disagreed with the statement that the implementation of lesson plans enhances pupils' academic performance, while 47(92.2%) agreed with the statement. This implies that 92.2% of respondents concluded that the implementation of lesson plans enhances pupils' academic performance.

During interviews, head teachers reported that teachers who consistently implement their lesson plans tend to produce pupils with better academic outcomes. One head teacher explained: *"When teachers use lesson plans properly, pupils understand lessons better, and this is reflected in their test and examination results."* (Interview with Head Teacher from SB held on 15<sup>th</sup> May, 2025). Another head teacher stated: *"We have noticed that classes where teachers follow their lesson plans consistently perform well because lessons are taught in an organized manner."* (Interview with Head Teacher from SC held on 18<sup>th</sup> May, 2025). These statements indicate that head teachers perceive a clear connection between structured lesson delivery and improved pupil performance in academic assessments. These findings align with Ochieng's (2017), who emphasizes that structured lesson delivery enables systematic coverage of content, supporting pupils' comprehension and retention of concepts necessary for academic success. Similarly, Siziba's (2021) asserts that lesson plan implementation ensures alignment with syllabus objectives and assessment standards, exposing pupils to examinable content systematically.

Documentary review of pupils' examination results supported these interview findings. In schools where teachers were reported to implement their lesson plans effectively, pupils' examination records showed consistent performance and higher pass rates across core subjects such as Mathematics, Science and English. The reviewed results demonstrated that pupils in these classes were able to achieve lesson objectives and perform well in topic-based assessments, indicating that systematic and planned lesson delivery contributed to their academic success.

The findings suggest that implementing lesson plans helps teachers deliver content in a clear, organized, and logical manner, which enhances pupils' understanding and retention of concepts. This, in turn, supports pupils in performing better in assessments since they are well-prepared and can recall and apply what they have learned during examinations. Additionally, the implementation of lesson plans allows teachers to align their teaching with syllabus objectives and assessment standards, ensuring that pupils are exposed to examinable content in a structured way.

This mirrors Korpela (2019) who noted that planned and structured teaching enhances pupils' preparedness for assessments, leading to improved academic achievement. The findings also reflect that the consistent use of lesson plans encourages teachers to apply varied instructional methods and appropriate pacing, addressing diverse learning needs and enhancing participation and motivation among pupils, which are critical for academic improvement, as highlighted by Thompson, (2022). Furthermore, the consistent implementation of lesson plans encourages the use of varied instructional methods and appropriate pacing during lessons, which helps address the diverse learning needs of pupils. This contributes to better participation, motivation and preparedness among pupils, resulting in improved academic performance.

### **The structured lesson plans lead to active pupils' participation in the lessons**

When a lesson is carefully organized with clear steps, varied activities and planned opportunities for interaction, it encourages pupils to engage actively during the class. A well-structured plan includes moments for asking questions, group work, discussions, hands-on activities, or other interactive methods that invite pupils to take part rather than just listen passively. This structure helps pupils stay focused and interested because they know what to expect and are given chances to contribute their ideas and practice new skills. Active participation not only makes learning more enjoyable but also helps pupils understand the lesson better and retain information longer. Therefore, a thoughtfully arranged lesson plan creates an environment where pupils are motivated to be involved and learn through interaction and collaboration. Table 1 indicates that 4(7.8%) disagreed with the statement that the structured lesson plans lead to active pupils' participation in the lessons, while 47(92.2%)

agreed with the statement. This implies that 92.2% of respondents concluded that the structured lesson plans lead to active pupils' participation in the lessons.

During interviews, head teachers reported that when teachers prepare and follow structured lesson plans, pupils are more engaged and participate actively in the learning process. One head teacher explained: *"Structured lesson plans guide teachers to use activities that involve pupils, and this keeps them active during the lesson."* (Interview with Head Teacher from SB held on 15<sup>th</sup> May, 2025).

Another head teacher said: *"We have seen that when teachers follow well-organized plans, pupils are more attentive and respond to questions and participate in discussions."* (Interview with Head Teacher from SC held on 18<sup>th</sup> May, 2025). Head teachers noted that structured plans guide teachers to include interactive activities aligned with lesson objectives, keeping pupils attentive and encouraging them to participate actively, consistent with Singh (2017), who argues that clear lesson structures create opportunities for meaningful pupil involvement. Similarly, Namubiru (2018), highlights that structured lessons encourage systematic inclusion of discussions, questioning, and group work, which are essential for engaging learners.

Classroom observations supported these findings, showing that in classes where teachers followed structured lesson plans, pupils were engaged in planned activities, asked and answered questions, participated in group discussions, and took part in demonstrations, reflecting active participation and attentiveness throughout the lessons. These findings align with Thompson, (2022), which emphasizes that pupil participation enhances learning outcomes, and structured lesson delivery enables teachers to manage activities that support interaction and participation. Additionally, Mwangola (2022) observed that structured lessons maintain learners' interest and encourage them to engage confidently, supporting improved understanding and retention of lesson content. The findings suggest that structured lesson plans help teachers to organize their lessons in a way that creates opportunities for pupil interaction, discussion, and hands-on learning. This active participation is essential for enhancing pupils' understanding, maintaining their interest in learning, and building their confidence to engage during lessons. Moreover, structured lesson delivery helps teachers manage classroom activities effectively, allowing for systematic inclusion of participation opportunities in line with lesson objectives.

### **Implementation of lesson plans help in reducing learning difficulties among pupils**

When teachers follow a well-prepared lesson plan during teaching, they are better able to present the content clearly, use appropriate teaching methods, and provide structured activities that address different learning needs. This careful planning and execution allow teachers to identify areas where pupils struggle and provide timely explanations, examples, or extra support. When implementing the lesson plan effectively, teachers create a learning environment that supports pupils' understanding and reduces confusion or gaps in knowledge. This helps prevent pupils from falling behind and makes it easier for them to grasp difficult concepts, thereby minimizing learning difficulties and promoting better academic progress. Table 1 indicates that 8(15.6%) disagreed with the statement that the implementation of lesson plan helps in reducing learning difficulties among pupils, while 43(84.4%) agreed with the statement. This implies that 84.4% of respondents concluded that the implementation of lesson plans helps in reducing learning difficulties among pupils.

During interviews, head teachers reported that when teachers implement their lesson plans effectively, pupils find it easier to understand lessons, which helps to reduce learning challenges. One head teacher had this to say: *"Teachers who follow their lesson plans teach systematically, and this helps pupils understand step by step, reducing confusion and difficulties."* (Interview with Head Teacher from SD held on 22<sup>nd</sup> May, 2025). Another head teacher stated: *"Lesson plans guide teachers to use methods and examples that match pupils' levels, and this helps pupils who usually struggle to catch up with others."* (Interview with Head Teacher from SA held on 13<sup>th</sup> May, 2025). Head teachers highlighted that lesson plans guide teachers to use methods and examples suited to pupils' levels, enabling learners to catch up and comprehend lesson content, consistent with Miller (2018), who notes that structured teaching reduces barriers to learning by simplifying content delivery and ensuring clarity. Similarly, Nguyen (2020) argues that well-planned lessons incorporate varied teaching methods and practical activities that address diverse learning needs, reducing difficulties among pupils.

Head teachers also noted that lesson plans support teachers in including remedial strategies, appropriate teaching aids, and continuous assessment opportunities during lessons, enabling teachers to identify and address learning difficulties promptly, which aligns with Ndayisaba (2018), who emphasizes the importance of structured lessons in providing targeted support to learners. The findings suggest that effective implementation of lesson plans contributes to organized and systematic teaching, making it easier for pupils to grasp complex concepts and reducing challenges in learning. Additionally, it allows teachers to monitor pupils' understanding throughout the lesson and adjust instructional strategies where needed, ensuring that learners who face difficulties receive timely support, as highlighted by Mwangola (2022).

### **Implementation of lesson plans enable teachers to meet diverse learning needs**

When teachers follow a carefully prepared lesson plan, they use different teaching methods, activities and materials designed to address the various ways pupils learn. Since learners have different abilities, interests, and learning styles, a well-implemented lesson plan allows teachers to adapt their instruction to include visual aids, group work, hands-on activities, or individual support as planned. This flexibility helps ensure that all pupils, whether they learn quickly or need extra help, can understand the lesson and participate meaningfully. When meeting diverse learning needs through the lesson plan, teachers create an inclusive classroom environment where every pupil has a better chance to succeed and engage actively in learning. Table 1 indicates that 4(7.8%) disagreed with the statement that the implementation of lesson plan helps in reducing learning difficulties among pupils, while 47(92.2%) agreed with the statement. This implies that 92.2% of respondents said that the implementation of lesson plans helps in reducing learning difficulties among pupils.

Likewise, the findings from the interview with head teachers revealed that teachers who follow their lesson plans during teaching are better able to address the different abilities and learning styles present in their classrooms. One head teacher stated: *"Lesson plans help teachers to prepare different activities that can accommodate pupils with different understanding levels."* (Interview with Head Teacher from SB held on 15<sup>th</sup> May, 2025). Another head teacher explained: *"When teachers implement their lesson plans, they can use various teaching methods and examples that help slow learners and fast learners to learn according to their levels."* (Interview with Head Teacher from SA held on 13<sup>th</sup> May, 2025). These statements reflect the head teachers' views that structured lesson implementation is essential for inclusive teaching. This aligns with Thapanya (2018) and Makungu, (2020) who argues that structured lesson planning allows teachers to integrate diverse strategies, promoting inclusive teaching that responds to the needs of all learners. Similarly, Raza et al. (2020), emphasize that lesson plans guide teachers in selecting varied teaching methods and examples, enhancing learning for pupils with different learning preferences.

Head teachers also noted that lesson plan implementation facilitates the use of differentiated instructional strategies, including questioning, group work, demonstrations, and teaching aids, ensuring that lessons are accessible to all learners. Lesson plans allow teachers to plan for remedial activities for pupils requiring additional support and enrichment activities for advanced learners, reflecting UNESCO (2023), which underscores the role of structured lessons in promoting equity and participation in the learning process. These findings indicate that effective lesson plan implementation contributes to a responsive and inclusive learning environment, enabling teachers to adapt their teaching while maintaining lesson structure. It supports systematic delivery while ensuring that no pupil is left behind, as highlighted by Ochieng's (2017), who notes that structured, flexible planning is essential in addressing diverse learning needs in classrooms.

### **Following a clear lesson plan motivates pupils**

When teachers teach according to a well-organized and easy-to-understand plan, pupils are more likely to stay interested and eager to learn. A clear lesson plan helps the teacher present lessons in a logical and engaging way, with activities and explanations that make sense and connect well to what pupils already know.

This clarity reduces confusion and frustration, making pupils feel more confident and encouraged to participate. When lessons flow smoothly and pupils understand the goals and what is expected of them, they become more motivated to pay attention, ask questions, and put effort into their learning. In this way, a clear lesson plan creates a positive and supportive learning environment that inspires pupils to be active and enthusiastic learners. Table

1 indicates that 4(7.8%) disagreed with the statement that following a clear lesson plan motivates pupils, while 47(92.2%) agreed with the statement. This implies that 92.2% of respondents scoured that following a clear lesson plan motivates pupils.

Likewise, the findings from the interview with head teachers reported that when teachers follow well-structured lesson plans, pupils show interest and active engagement during lessons, indicating increased motivation to learn. One head teacher stated: *“When teachers follow a clear plan, the lesson becomes systematic, and pupils enjoy learning because they can follow what is being taught.”* (Interview with Head Teacher from SC held on 18<sup>th</sup> May, 2025). Another head teacher explained: *“A well-organized lesson captures pupils’ attention and keeps them interested, which helps them to participate and learn actively.”* (Interview with Head Teacher from SD held on 22<sup>nd</sup> May, 2025). These statements reflect that head teachers recognize the role of clear, structured lesson plans in creating an environment that encourages pupils to engage positively with learning. Head teachers emphasized during interviews that when teachers adhere to well-structured lesson plans, lessons become systematic and enjoyable for pupils, increasing their interest and participation. These insights align with Siziba (2021), who argues that organized lesson delivery supports learner motivation by providing clarity and structure, allowing pupils to anticipate and engage meaningfully during lessons.

Classroom observations reinforced these views. In classrooms where teachers followed clear lesson plans, pupils were seen actively participating in discussions, responding to questions, asking questions, and engaging enthusiastically in group work and activities as planned. Lessons flowed logically, with smooth transitions between activities, maintaining pupils’ attention and interest throughout. Conversely, in lessons lacking clear structure, pupils were observed to lose focus and become disengaged, suggesting that the absence of systematic delivery can negatively affect pupil motivation. This finding is supported by Korpela (2019), who notes that systematic and well-paced lessons foster an environment where pupils feel confident to engage, and by UNESCO (2023), which emphasizes structured lessons as essential for sustaining learners’ interest.

## CONCLUSION

From the findings of the study, it is concluded that the implementation of lesson plans plays a critical role in supporting effective teaching and learning within public primary schools. Through systematic planning, teachers are able to organize their lessons in a logical sequence, ensuring that each part of the lesson aligns with curriculum objectives and responds to the needs of their pupils. Lesson plans help teachers manage classroom time effectively, enabling them to cover content thoroughly while providing opportunities for pupils to engage actively in the learning process. Effective lesson planning also allows teachers to select and apply appropriate instructional methods, making lessons interactive, clear, and relevant to the pupils’ levels of understanding. When structuring their teaching in advance, teachers create a predictable and purposeful learning environment that encourages pupil participation, supports understanding of concepts, and enhances retention of knowledge. This systematic delivery contributes to the development of pupils’ academic abilities and nurtures a positive attitude toward learning.

## RECOMMENDATIONS

For the action to be taken, the study recommends that education authorities and school management should organize regular in-service training and workshops focusing on effective lesson planning and implementation. This will enhance teachers’ skills in aligning lesson plans with curriculum objectives, using varied instructional methods, and managing classroom time efficiently. Also, head teachers and ward education officers should conduct supportive and constructive supervision to ensure that teachers prepare and implement lesson plans consistently. Feedback provided should guide teachers in improving the clarity, relevance, and structure of their plans. Additionally, teachers should be encouraged and supported to prepare lesson plans that accommodate the diverse learning needs and abilities of pupils. This may include planning for remedial sessions and using differentiated instructional strategies to ensure that all pupils benefit from the lessons. Furthermore, schools should promote peer collaboration and mentorship programs to enable teachers to share ideas and strategies for effective lesson planning and implementation, especially in handling complex topics in the syllabus.

Also, for further studies the study recommended that future researchers should conduct comparative studies on the implementation of lesson plans in different regions of Tanzania to assess whether similar practices and challenges are experienced, thereby providing a broader national perspective. Further studies could investigate the impact of lesson plan implementation on teaching and learning outcomes in specific subjects such as Mathematics, Science, or English to determine subject-specific challenges and best practices. Also, future research should explore how pupils' feedback can be systematically incorporated into lesson planning and how this affects the effectiveness of lesson delivery and pupil participation. Additionally, studies can be conducted on the integration of digital tools in lesson planning and how these tools enhance the efficiency and effectiveness of lesson preparation and delivery in primary schools.

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