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Assessing the Lesson Planning Knowledge of Pre-Service Teachers in one College of a Philippine State University

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Abstract

The study investigated the level of knowledge of pre-service teachers in lesson planning using a descriptive-correlational research design. Stratified random sampling was employed, resulting in 128 participants from Cagayan State University-Aparri. A survey questionnaire was utilized to gather their profile, alongside a researcher-made level of knowledge questionnaire. The assessments and assignments dimension scored the highest, while writing lesson plans was the lowest. Findings indicate that although pre-service teachers understand theoretical aspects, they struggle with the practical preparation of successful lesson plans. Effective planning depends on understanding core principles, revealing that high knowledge does not fully guarantee successful implementation. Regardless of age, sex, and time spent, transferring knowledge into practice remains challenging. While their lesson planning knowledge is "very high," actual effectiveness in teaching requires experience and practice. This study suggests the need for enhanced practical training and mentorship programs to bridge the gap between theoretical knowledge and practical application in lesson planning. Educational institutions such as CSU should continue to focus on experiential learning opportunities to better prepare pre-service teachers for real-world teaching challenges.

Keywords: Lesson Planning, Level of Knowledge, Pre-service Teachers, Philippine State University

Introduction

In the field of teacher education, the work-based learning experience known as a "teaching internship" is commonly used in certain countries or termed as "teaching practice" (Huu et al., 2019). Pre-service teachers get the opportunity to put their academic knowledge to use and hone their practical teaching skills in an actual classroom setting during their teaching internship. Following their training in a traditional institution, preservice teachers should be immersed in authentic teaching scenarios, utilize the acquired

pedagogical expertise, establish connections with experienced educators, and investigate avenues for professional growth.

Despite the college's best efforts, the pre-service teachers still feel unprepared for the more difficult stage of their training—pre-service teaching—and are unable to complete their allotted assignments. This is evident from their suggestion that in order for pre-service teachers to assist their cooperating teachers, they should receive additional training in creating daily lesson plans and school forms. The respondents reaffirmed that additional training

ought to be taken into account in light of the most commonly reported challenges for each support area (Napanoy et al., 2021).

Various research studies examined the pre-service teachers in lesson planning but limited to perceptions, experiences, awareness and investigations. Little information is provided to their knowledge, it should highlight the connection vis-à-vis lesson planning and competence of pre-service teachers as it will be the foundation of effective and efficient implementation. This research study tends to focus on the level of knowledge pre-service teachers in lesson planning. The output of the study strongly contributes to the alignment and adjustment of the needs and lacking for pre-service teachers, training and practices to provide necessary changes for overcoming if not to mitigate and reduce the challenges encountered by the pre-service teachers particularly in preparation, knowledge and practices before deployment. The probable solution to address the weaknesses and lacking during their observation which targets lesson planning is the output of this study. Hence, to figure out whether the pre-service teachers are fully prepared for their works, the researcher was prompted to investigate the level of knowledge of Pre-service teachers in lesson planning of Cagayan State University Aparri. The findings of this study can be utilized to develop precise recommendations on how to improve lesson planning skills of pre-service teachers and how teacher education institutions improve training and practices as well as policy to ensure quality instruction.

From the aforementioned background of the study, the researcher delved into the investigation of the level of knowledge of pre-service teachers of CagSU Aparri in lesson planning. Specifically, it sought answers to the following queries.:

1. What is the profile of the pre-service teachers in terms of age, sex, and hours spent in preparing lesson and learning habits in preparing lessons?
2. What is the level of knowledge of Pre-service teachers in Lesson Planning along the following dimensions:
 - a. Purpose of lesson planning
 - b. Writing a lesson plan
 - c. Crafting lesson objectives
 - d. Competencies required to write a lesson plan
 - e. Assessments and Assignment
 - f. Process of evaluating a lesson plan
3. Is there a significant relationship between the level of knowledge of pre-service teachers in lesson planning if grouped according to profile?

Literature Review

1. Lesson Planning

Ferrer (2021) stated that the process of lesson planning begins with the creation of objectives. It is crucial that these objectives adhere to the "SMART" acronym and are appropriate for the subject matter. Additionally, the choice of materials to be utilized in implementing the plan is also important. Sinaga (2022) revealed that students who received instruction with the use of instructional materials achieved higher academic performance compared to students who did not receive such instruction.

Sural (2019) asserted pre-service teachers tend to view themselves as proficient in theoretical aspects of lesson planning. While the pre-service teachers are capable of theoretically constructing a lesson plan when needed, they may fail to properly implement it in

practical teaching circumstances. Most pre-service teachers claimed that creating a lesson plan aided their time management, activity preparation, and organization. Pre-service teachers benefit from lesson planning by being more structured and proficient in teaching-learning. Lesson plans are a valuable tool for assessing curricula and the teaching-learning process. The pre-service teacher's presentation of lesson plans demonstrates her lack of knowledge and ignorance of their significance.

Iqbal et al., (2021) findings underscore the significance of prioritizing the understanding of pertinent planning theories to enhance teaching and learning. Constructivism, Gagne's nine events of learning, and blended lesson plan incorporating formative assessment principles are deemed essential for creating a grounded and effective lesson plan. Konig et al. (2021) mentioned that lesson planning demands substantial mental effort from teachers before they can effectively teach and connect with students.

2. Competencies, Objectives and Procedures in Preparing LP

Özüdoğru (2021) argued that educators should take into account the relevance of their lessons, as this helps to boost motivation and academic engagement, both of which support cognitive presence. To ensure that the material covered in class has real-world application and helps students understand how the material relates to their lives outside of the classroom, enable teachers to create and deliver engaging online learning experiences that are tailored to each student's individual objectives and include practical examples and applications. The ultimate purpose of using instructor training to enhance student learning engagement may be organized in light of the study's finding that instructors play a significant role in the effectiveness of distance education courses.

Johnson (2019) emphasized how important it is to align class objectives with broader educational goals. Effective lesson preparation requires a thorough comprehension of the bigger curricular objectives in order to guarantee that each session adds persuasively to students' overall learning results. Addressing students' attitudes, values, and emotions requires the inclusion of emotional objectives.

The research highlighted inclusive teaching strategies, as publications by Tomlinson (2014) attest to. All students should be able to access lessons by designing objectives that consider their diverse learning styles. This means that while setting goals, it is necessary to consider various learning styles, skill levels, and cultural settings. Learning objectives need to be flexible and adaptable. Teachers should encourage a flexible and student-centered approach to lesson planning by being prepared to adjust goals in response to students' progress and ongoing formative evaluations.

Rogayan & Reusia (2021) stated that the pre-service teachers admit that the knowledge they acquired in the classroom is insufficient, therefore participating in a practicum could help them advance their pedagogical understanding and teaching tactics. By using the metaphor of the friendly conflict, one can prepare themselves to be well-rounded individuals. Designing effective learning activities and sequences is made possible for educators by their understanding of learning theories like constructivism and Gagne's nine events of teaching (Iqbal et al., 2021). However, in order for integration to be successful, procedures must be set up to deal with any technological challenges and guarantee each student has equitable access.

3. Assessment and Assignment

The process of evaluating a task at several stages is called assessment. It provides a methodical foundation for the development of concepts, presumptions, conclusions, and knowledge pertaining to the learning process. According to Iqbal et al. (2021), it comes in a variety of formats, including formative, summative, objective, subjective, quantitative, authentic performance, direct, indirect, criteria, and norm-referenced. Formative assessment has so many benefits over other assessment methods, it is the best evaluation technique. Additionally, a teacher can modify their teaching methods to better instruct students, they can also watch and evaluate students' emotional domain, particularly their social and personal behavior, attitude, and values. With this evaluation method, a teacher can quickly examine a student's speaking, listening, and reading comprehension and provide them with some constructive criticism (Terblanche, 2017).

Iqbal (2021) stated that teachers can better meet the requirements of their students by using formative assessment to discover students' strengths and shortcomings and offer remedial input. These realizations help educators create engaging and adaptable lessons. Studies have examined the use of digital tools for evaluation since technology has been integrated into education. This includes online assessments, interactive simulations, and adaptive learning platforms designed to track student development and provide customized feedback.

Özüdoğru (2021) asserts that strong instructor assistance is necessary to ensure that pre-service teachers receive effective instruction. This support can be achieved through the use of well-crafted courses, positive assignment comments, frequent faculty-pre-service teacher interactions, and timely and appropriate responses to pre-service teachers' questions regarding resources and coursework. It is suggested that integrating varied possibilities that are in line with instructional goals is necessary to support student autonomy and improve the authenticity and personal relevance of learning.

Methodology

This study employed descriptive-correlational research design in determining the relationship of the profile variables and level of knowledge of the respondents. It was conducted at Cagayan State University- Aparri campus, one of the eight Campuses of the University. College of Teacher Education is one of the eight programs of CagSU Aparri. The respondents were the pre-service teachers of Cagayan State University at Aparri Campus academic year 2022-2023 and 2023-2024 from Bachelor of Elementary Education and Bachelor of Secondary Education major in English, Math and Science. Stratified Random Sampling was used to determine the participants of the study with a total of 128. The instrument used in gathering the data was divided into two: demographic profile; and the researcher made survey questionnaire focuses of their knowledge in lesson planning with five-point Likert scale –strongly agree (5), agree (4), undecided (3), disagree (2), and strongly disagree (1). Frequencies, percentages, means and standard deviations were used to describe the profile of the respondents. The level of knowledge described using weighted means with the following interpretations:

Scale	Statistical Limit	Descriptive Value	Level of Knowledge
5	4.50-5.00	Strongly Agree	Very High Knowledgeable

4	3.50-4.49	Agree	Very Knowledgeable
3	2.50-3.49	Undecided	Moderately Knowledgeable
2	1.50-2.49	Disagree	Limitedly knowledgeable
1	1.00-1.49	Strongly Disagree	Not Knowledgeable

The t-test for independent samples used to determine all of which was tested at a significance level of 0.05.

Discussion of Findings

1. Profile of the Respondents

Table 1a shows the distribution of the respondents in terms of their demographic profile. In terms of age, 88 or 68.8 percent of the respondents belong to the age range 22 to 23 years old as the highest. As to sex, it is evident that 30 or 23.4 percent are male while 98 or 76.6 percent are female.

Along with the time spent for lesson plan preparation (in hours), majority of the respondents consume 4 to 5 hours with 73 or 57.0 percent. The overall mean is 4.15 hours and 1.6 standard deviation. This data indicates that pre-service teachers utilize their time productively in crafting lessons as mentioned by Sural (2019) that pre-service teachers tend to view themselves as proficient in theoretical aspects of lesson planning. It can be noted that the time utilized in crafting lesson plan indicates their preparation and mastery of lesson planning, pre-service teachers are believed to be knowledgeable and execute techniques effectively.

Along their learning habits in preparing lessons watching videos with a frequency of 116 and rank number 1. It is evident in this result that with the exposure of the pre-service teachers to technology became an advantage as it is incorporated with their knowledge and competence in lesson planning. Watching video lessons is one of their learning practices specially during online class. Indeed, pre-service teachers utilized technology extensively (Ponce et al. 2023).

Table 1a. Distribution of respondents in terms of their profile

Variables	Frequency (n=128)	Percentage
Age (in years)		
20 to 21	26	20.3
22 to 23	88	68.8
24 to 25	6	4.7
26 or above	8	6.3
	<i>Mean=22.49 years old</i>	<i>SD=1.52</i>
Sex		
Male	30	23.4
Female	98	76.6
Time spent for LP preparation (in hours)		

2 to 3	43	33.6
4 to 5	73	57.0
6 to 7	7	5.5
8 or more	5	3.9
	<i>Mean=4.15 hours</i>	<i>SD=1.63</i>
Learning habits in preparing lessons		
Watching videos	116	1
Reading online materials	100	2
Outlining your own notes	65	3
Reading books	26	4

2. Level of Knowledge in Lesson Planning

Purpose of Lesson Plan

Table 2a displays the level of knowledge of pre-service teachers along its purpose with 4.46 overall weighted mean or a "very high" descriptive value. The highest weighted mean is 4.58 with the statement "I understand the purpose and different components of lesson plan (4A's, 5E's, 7E's etc.)". Most pre-service teachers claimed that creating a lesson plan aided their time management, activity preparation, and organization. This implies that pre-service teachers understood the purpose and different components needed to create a lesson plan. This benefit from lesson planning by being more structured and proficient in teaching-learning. Lesson planning is a cornerstone of effective teaching (Setyono, 2016). It provides a framework for instruction, ensuring clarity in learning objectives, activities, and assessment. By understanding components, pre-service teachers gain the tools to design engaging and well-structured lessons.

The lowest weighted mean is 4.27 with the statement of "I effectively manage the time allotted for the different parts of the lesson plan". It is true that pre-service teachers understood the purpose and components of lesson plan, but they struggle in time management of the implementation. The result highly recommends among pre-service teachers to develop time on task skill. Pre-service teachers should master or be familiarized with their lesson to manage the implementation with the given time and finish all the activities included in the lesson plan. The allotted time for every part of the lesson plan should follow strictly by organizing each part to target the objectives and implement all the activities included. Paddillo et al. (2021) stated that effective lesson planning enables them to manage less and teach more. This will guarantee a more successful delivery of the lesson and ensure efficient time management.

Table 2a. Level of knowledge of the pre-service teachers in lesson planning along its purpose

Statements	Weighted Mean	Descriptive Value
I understand the purpose and different components of lesson plan (4A's, 5E's, 7E's etc.)	4.58	Very high
I effectively manage the time	4.27	Very high

allotted for the different parts of the lesson plan.		
I can facilitate student learning and engagement.	4.48	Very high
I can organize instructional materials and activities align with the lesson.	4.52	Very high
I can assess student progress effectively throughout the lesson.	4.43	Very high
I can integrate the importance of my lesson to other subjects or discipline.	4.47	Very high
Overall weighted mean	4.46	Very high

Writing a lesson plan

Table 2b displays the level of knowledge of the pre-service teachers in lesson planning along writing it with 4.42 overall weighted mean or a "very high" descriptive value. The highest mean weighted mean is 4.52 with the statement "I ensure to adapt lesson plan to cater the different learning styles and needs of the students" this implies that pre-service teachers are aware of the importance of ensuring the lesson plan to cater the different learning styles and needs of the students. Pre-service teachers' awareness of differentiated instruction is a positive step towards meeting student needs and fostering successful learning environment. Eggen & Kauchak (2018) showed a significant increase in their knowledge and confidence in using differentiated instruction strategies where pre-service teachers participated in workshops on learning styles and differentiated instruction.

The lowest weighted mean is 4.37 with the statements "I know how to effectively sequence learning activities in a lesson plan" and "I have the skills to create or device clear and concise instructions for students". The data implies that pre-service teachers encountered problems on their effectivity and skills necessary in writing lesson plan. This highlights the importance of lesson planning as a critical skill that pre-service teachers should develop as part of their preparation for the classroom implementation. Choosing engaging activities that align with student learning styles can be challenging for pre-service teachers. It is evident that they lack experience regarding planning and managing teaching activities (Alanazi, 2019).

Table 2b. Level of knowledge of the pre-service teachers in lesson planning along writing it

Statements	Weighted Mean	Descriptive Value
I understand the purpose and different components of lesson plan (4A's, 5E's, 7E's etc.)	4.58	Very high
I effectively manage the time allotted for the different parts of the lesson plan.	4.27	Very high

I can facilitate student learning and engagement.	4.48	Very high
I can organize instructional materials and activities align with the lesson.	4.52	Very high
I can assess student progress effectively throughout the lesson.	4.43	Very high
I can integrate the importance of my lesson to other subjects or discipline.	4.47	Very high
Overall weighted mean	4.46	Very high

Crafting lesson objectives

Table 2c displays the level of knowledge of the pre-service teachers along crafting lesson objectives with 4.53 weighted mean or a "very high" descriptive value. The highest weighted mean is 4.61 with the statement "I can assure that lesson objectives are in line with the competencies". This implies that pre-service teachers provide lesson objectives that match with the competencies. This evidence also indicates that pre-service teachers are aware with the competencies for each grade level and quarterly lessons, they are well-aware with the updated Most Essential Learning Competencies (MELCs) which utilized by their cooperating schools. Pre-service teachers' awareness and knowledge about grade-level and quarterly competencies essential in crafting aligned lesson objectives. Zepeda et al. (2017) Mentioned that pre-service teachers with

The lowest weighted mean is 4.41 with the statement "I can integrate various activities such as SGDA or target multiple intelligences of students in my objectives". The result implies that pre-service teachers need to integrate differentiated activities that cater the different skills, interests and abilities. Students express themselves in their full potential if it is suited to their learning style. Teachers should encourage a flexible and student-centered approach to lesson planning by being prepared to adjust goals in response to students' progress and ongoing formative evaluations that measure their learnings. Johnson (2019) emphasized how important it is to align class objectives with broader educational goals.

One suggestion to improve the skills of pre-service teachers in crafting activities that cater the different skills and varied intelligences of students is to integrate technology in line with the availability and exposures of learners. This can aid the student-centered approach in developing student activities and performances. By integrating specific instructional strategies while maintaining alignment between objectives and activities, pre-service teachers can further strengthen their skills in crafting effective lesson objectives. This will enable them to create lessons that not only target specific learning goals but also cater diverse learning styles and foster deeper student engagement.

Table 2c. Level of knowledge of the pre-service teachers in lesson planning along crafting lesson objectives

Statements	Weighted Mean	Descriptive Value
I can use SMART (specific, measurable, achievable, relevant and time bound) parameter of the learning objectives.	4.56	Very high
I can provide objectives that target the cognitive, psycho motor and attitude of the students.	4.55	Very high
I can develop objectives in line with the competencies of the lesson.	4.58	Very high
I can target the multiple intelligence and individual differences of students.	4.41	Very high
I can assure that lesson objectives are in line with the competencies.	4.61	Very high
I can integrate various activities such as SGDA or target multiple intelligences of students in my objectives.	4.48	Very high
Overall weighted mean	4.53	Very high

Competencies required to write a lesson plan

Table 2d displays the level of knowledge of the pre-service teachers along competencies required to write a lesson plan with 4.51 overall weighted mean or a "very high" descriptive value. The highest mean is 4.65 with the statement "I ensure the alignment of curriculum standards", this implies that pre-service teachers understand the established curriculum standards and alignment to the content of the lesson. Moreover, the level of familiarity with specific content outlined in the curriculum standards of the pre-service teachers is relevant to the grade level and subject area. Providing in-depth training on curriculum standards engaging pre-service teachers in activities where they analyze curriculum materials, practice aligning standards with lesson components, and develop strategies to integrate them effectively.

The lowest weighted mean is 4.42 with the statement "I am able to design assessments that accurately measure student learning across different levels", this data presents lesser opportunity given to pre-service teachers on the lesson plan preparation to which assessments should be aligned to the level and skills of the students. There is a tendency where it cannot be achieved because the assessments designed and utilized are not accurate to the student's level, it can be too hard or too easy for them. Studies emphasized how important it is for teachers to engage in lifelong learning and stay up to date on innovative teaching methods, technology integration, and evolving pedagogical approaches. Teacher education teachers can further strengthen their training in designing effective assessments. This will equip pre-service teachers with the skills to accurately measure student learning across different levels and ensure their assessments align with learning objectives and cater to diverse learners. It emphasizes the need for objectives to be student-centered and focused on observable behaviors.

Table 2d. Level of knowledge of the pre-service teachers in lesson planning along competencies required to write a lesson plan

Statements	Weighted Mean	Descriptive Value
I ensure the alignment of curriculum standards.	4.65	Very high
I am confident in creating engaging and diverse activities to keep students interested and involved.	4.56	Very high
I can create diverse learning objectives that cater to different learning styles.	4.43	Very high
I am able to design assessments that accurately measure student learning across different levels.	4.42	Very high
I can reflect on the effectiveness of the lesson and using feedback to improve future plans.	4.54	Very high
I can design assessments that accurately measure student learning across different levels.	4.45	Very high
Overall weighted mean	4.51	Very high

Assessments and Assignment

Table 2e displays the level of knowledge of the pre-service teachers along assessments and assignment with overall weighted mean 4.54 or a "very high" descriptive value. The highest weighted mean is 4.64 with the statement, "I can provide follow-up assignment". This implicates that pre-service teacher are well-aware it should be noted that "follow-up assignment" is not simply providing any task after the lesson make sure its connection to learning goals and objectives. It is also valuable for pre-service teachers to analyze and determine the follow-up assignment to create. They should also include advance assignment that help students to have advance study with the next lesson, but it is important to provide guide questions.

The lowest weighted mean is 4.48 with the statements "I can introduce the next lesson by giving advance reading and research" and "I can plan formative assessment necessary for feedback on the student's learning". This result implies that advance reading and research works are less given importance and formative assessments are necessary to determine the progress and learning of students through feedbacking. Teachers can further improve support by providing students with choices in learning tasks and

assignments, a variety of assessment alternatives, flexible deadlines, and the option to participate in synchronous or asynchronous parts (Özüdoğru, 2021). Furthermore, integrating varied possibilities that are in line with instructional goals is necessary to support student autonomy and improve the authenticity and personal relevance of learning. Iqbal (2021) stated that teachers can better meet the requirements of their students by using formative assessment. Pre-service teachers should engage more in designing assessment tools to track student development and provide customized feedback that can be utilized to evaluate and document their students learning progress.

Table 2e. Level of knowledge of the pre-service teachers in lesson planning along assessments and assignment

Statements	Weighted Mean	Descriptive Value
I can check the student's understanding using questions in discussions.	4.50	Very high
I can make activities engaging and creative.	4.56	Very high
I can introduce the next lesson by giving advance reading and research.	4.48	Very high
I can integrate questions that guide learning and understanding of the students in giving assignment.	4.55	Very high
I can plan formative assessment necessary for feedback on the student's learning.	4.48	Very high
I can provide follow-up assignment.	4.64	Very high
Overall weighted mean	4.54	Very high

Process of evaluating a lesson plan

Table 2f displays the level of knowledge of the pre-service teachers along the process of evaluating it with 4.52 overall weighted mean or a "very high" descriptive value. The highest weighted mean is 4.67 with the statement "I can determine the effectiveness of the various assessment methods used in the lesson plan". This indicates that pre-service teachers are confident in their ability to choose and utilize effective assessment tools. Different assessment tools tap into different skills and knowledge. By using a variety of methods, pre-service teachers can get a more complete picture of how well their students are learning. Students learn in different ways. Using a variety of assessment tools allows pre-service teachers to cater to these diverse learning styles and ensure all students have a chance to demonstrate their understanding.

The lowest weighted mean is 4.47 with the statement "I can determine the effectiveness of the various assessment methods used in the lesson ". This indicates that pre-service teachers should design and utilize activities that measure the learning progress of the students and provide concrete evidence of their learning. Ahn (2017) emphasized the importance of developing pre-service teachers' skills in selecting, designing, and utilizing various assessment methods to effectively evaluate student learning. Pre-service teachers might benefit from learning how to choose the most appropriate assessment method for a specific learning objective. Effectiveness in lesson planning is typically regarded as a key factor in determining how well a teacher executes a lesson.

Table 2f. Level of knowledge of the pre-service teachers in lesson planning along the process of evaluating it

Statements	Weighted Mean	Descriptive Value
I understand the criteria used to evaluate a lesson plan.	4.67	Very high
I utilize clear and measurable learning objectives for lesson plan.	4.56	Very high
I can assess if the instructional activities are appropriate for achieving the learning objectives.	4.48	Very high
I can determine the effectiveness of the various assessment methods used in the lesson plan.	4.45	Very high
I am aware of strategies to evaluate how the integration of technology is appropriate, meaningful and suitable to the lesson and students' ability.	4.49	Very high
I can determine if the allotted time for the different parts of the lesson is realistic and well-managed.	4.47	Very high
Overall weighted mean	4.52	Very high

Summary

Table 2e reveals the level of knowledge of the pre-service teachers in lesson planning with 4.49 or a "very high" descriptive value.

Along the dimensions, assessments and assignment has the highest overall weighted mean of 4.54 with a descriptive value of "very high". Pre-service teachers are fully prepared along with assessments and assignment, they are very knowledgeable on how to check student's understanding using questions in discussions, making activities engaging and creative, introducing next lesson by giving advance reading and research, integrating questions that guide learning and understanding of the students in giving assignment, plan and design formative assessments necessary for feedback and on the student's learning and how to provide follow-up questions. However, pre-service teachers show that along the dimensions, writing a lesson plan needs to be given much effort to fully prepared themselves in lesson planning. Writing effectively the different components of lesson plan (4A's, 5E's, 7E's etc.), how do effectively sequence learning activities in a lesson plan, identifying the living objectives and align them with the appropriate content standards, choosing appropriate teaching

records resources align with learning objectives, assessing the skills to create and device clear and concise instructions for students and ensuring to adapt lesson plan to cater the different learning styles and needs of the students.

The pre-service teachers knowledge in lesson planning in the dimension writing a lesson plan has the lowest overall weighted mean of 4.42. This result implies that pre-service teachers are struggling in writing a lesson plan. Although pre-service teachers may understand the theoretical aspects of lesson planning, they may find it difficult to apply this information to the preparation of a coherent and successful lesson plan. A strong emphasis on the significance of components such as objectives, activities, and assessments are highlighted. Pre-service teachers may be familiar with each of these elements separately, they may not have the experience to combine them into a coherent whole. There may not be many opportunities for pre-service teachers to write entire lesson plans. It is challenging to put theoretical information and use in real-world situations. Pre-service teachers possess the necessary abilities to create engaging and organized lesson plans for actual classroom environments in addition to being able to comprehend the fundamentals of lesson planning.

Table 2e. Level of knowledge of the pre-service teachers in lesson planning

Dimensions	Overall WM	Overall DV
Purpose of lesson planning	4.46	Very high
Writing a lesson plan	4.42	Very high
Crafting lesson objectives	4.53	Very high
Competencies required to write a lesson plan	4.51	Very high
Assessments and Assignment	4.54	Very high
Process of evaluating a lesson plan	4.52	Very high
Composite Mean	4.49	Very high

3. Differences on the Level of Knowledge in Lesson Planning of the Pre- Service Teachers by Profile

Table 3 indicates the results of the test of comparison by profile of the pre-service teachers on their level of knowledge in lesson planning. It is evident that age, sex, course and time spent in preparing lesson plan don't significantly affect the pre-service teachers level of knowledge in lesson planning.

While life experiences contributed to knowledge of pre-service teachers, the goal of education is to have foundational understanding of lesson planning regardless of age. Melnick et al. (2016) found that age did not significantly predict pre-service teachers' pedagogical content knowledge (PCK), a key component of effective lesson planning. Research did not show a clear link between sex and lesson planning skills. Pennington et al. (2019) found no significant differences in lesson planning self-efficacy between male and female pre-service teachers. Men and women can develop strong abilities necessary for their education. Simply spending a lot of time on a lesson plan doesn't guarantee the quality of the output. Effective planning involves focused effort and understanding core principles, not just time invested. The importance of focusing on the "what" and "why" of learning

objectives during lesson planning, not just filling time with activities.

Table 3. Results of the test of comparison by profile of the pre-service teachers on their level of knowledge in lesson planning

Variables	F- or t-value	Probability	Statistical Inference
Knowledge in Lesson Planning			
Profile			
Age	2.425	0.0696e	Not significant
Sex	0.517	0.606	Not significant
Time spent in preparing LP	0.414	0.743	Not significant

**tested at 0.05 level of significance*

Conclusion

The findings revealed that pre-service teachers established very high level of knowledge in lesson planning. There is no significant relationship between the level of knowledge in lesson planning and with their profile, it can be noted that there is no direct factor to put into consideration on the level of knowledge of pre-service teachers in lesson planning. The assessment has focused on theoretical knowledge of lesson planning and this study revealed that even though the pre-service teachers are very knowledgeable on lesson planning, it cannot fully guarantee the implementation of the lesson. The ability to transfer that knowledge into practice on the performance of the pre-service teachers in lesson implementation is not affected. Their lesson planning knowledge might be sufficient, but transferring the knowledge into effective classroom competence takes teaching experiences and practices. Their level of knowledge is not affected with their age, sex and time spent in lesson planning.

Recommendations

Pre-service teachers can practice time management- “time on task” skill in lesson planning along with familiarizing the content of lesson plan. Determine the target or goal of the lesson to effectively sequence the learning activities. Instructions can be easily understood by students if you focus on specific outcome in each activity included. Know your students’ backgrounds (e.g. skills, talents, interests etc.), it will help you to integrate effective and interesting activities. Application can be small grouped differentiated activities or target multiple intelligences. Feedback may be given after activity or discussion for effective classroom management.

Instructors may improve the lesson planning knowledge of pre-service teachers through immediate feedback for improvement of their output. Conduct more intensive seminar or workshop if necessary. The result of the study can be utilized as a basis of the necessary factors to focus and include in their lesson planning assessment. Future research may conduct another investigation on the level of knowledge of pre-service teachers in lesson planning using interview or assessments by instructors to strengthen the data which conducted using survey questionnaire.

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