

The Impacts of Lesson Plan Implementation on Student Engagement, Academic Achievement,
and Classroom Dynamics in Primary Grades of Dhaka

By

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A thesis submitted to the Department of English and Humanities in partial fulfilment of
the requirements for the degree of Bachelor of Arts in English and Humanities

Department of English and Humanities
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May, 2025

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Declaration

I hereby declare that.

The thesis submitted is my own original work while completing a degree at Brac University. The thesis does not contain material previously published or written by a third party, except where this is appropriately cited through full and accurate referencing. The thesis does not contain material that has been accepted, or submitted, for any other degree or diploma at a university or other institution. I have acknowledged all main sources of help.

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The thesis titled “The Impacts of Lesson Plan Implementation on Student Engagement, Academic Achievement, and Classroom Dynamics in Primary Grades of Dhaka” submitted by Ananna Das Pinky (20203017) has been accepted as satisfactory in partial fulfilment of the requirement for the degree of Bachelor of Arts in English on 7th May, 2025.

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Ethics Statement

The work of this study is original; the ideas mentioned in other journals and articles are cited duly. I have used information from credible sources only. Ethical guidelines were followed strictly to gather information from the participants. More details are provided in the methodology chapter.

Dedication

To my beloved parents and family members for their unconditional support throughout my entire journey at BRAC University. To my father, for providing me with a better educational platform and allowing me to pursue my honours in English. To my mother, who always encouraged me as a daughter and supported me in every happy and sad moment. Both of them are my strengths in doing work.

Acknowledgment

This is my last undergraduate research paper as a student of BRACU. Thanks to those people who are the main reason I am here today. I do not know how to express my 4-year journey, complete with all love and support, in just a few words. However, for this long journey, my parents are one of the reasons I have been able to reach the end of a beautiful journey. Their endless support, encouragement, patience, and understanding made it possible for me to pursue this research. I have learned so many valuable lessons from this journey.

I would like to express my sincere gratitude to my faculty members of the ENH department, especially my supervisor, Dr Syeda Farzana Sultana, for her invaluable guidance and insightful comments. I could not have finished this study without the unwavering support of my friend.

Finally, the dreamy nights are coming to an end. BRAC provides me with numerous new experiences that I will always cherish. I am not skilled at expressing myself in just a few words, but I will never forget these beautiful days.

Abstract

The lesson plan plays a crucial role in organising the classroom for educational purposes across various grade levels. However, lesson plans in particular primary schools were explored, as this is the beginning level of a student's institutional progress. This study investigates the influence of a lesson plan implementation on the students' engagement purpose, academic performance and classroom dynamics in primary grades of Dhaka. This study was influenced by the curriculum of 2023, where there was no proper educational track, and the instructor was lost and lacked structured lesson plan guidance. This study aimed to investigate how a structured lesson plan can enhance and bring changes in the educational experiences of students and teachers. Using a qualitative research method with eight participants, the study employed semi-structured interviews to gather their opinions. The data of all participants were collected from different primary schools in Dhaka city. Participants revealed the use of structured lesson plans to improve the academic performance of the students and classroom behaviour, enhance the confidence of the teachers and promote increased attentiveness between the students in the classroom. This study also highlighted the necessity of teachers' training regarding lesson plans and organisational limitations. By acknowledging these challenges, institutions can better support teachers in designing properly structured lesson plans with well-developed activities.

Keywords: Lesson plan, primary schools, qualitative research, guidance, teachers, Dhaka.

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Chapter: 1 Introduction

A lesson plan is a teacher's daily guide for what students need to learn, how it will be taught, and how learning will be measured (Hummel, 2024). With the help of lesson plans, teachers can effectively take classes with a detailed outline to follow each class period. A lesson plan is a comprehensive instructional document that outlines the objectives, teaching strategies and assessment methods that a teacher will use to facilitate student learning regularly. By offering an extensive framework for each class time, lesson plans assist teachers in becoming more productive in the classroom (Fink, 2005). The importance and necessity of a lesson plan is similar to a building plan. Just as a construction engineer designs a plan before building a repair, the teacher should also design an educational plan in which the content of education, teaching method, media and educational aids are predicted and taught according to this plan (Farhang, Hashemi, & Ghorianfar, 2023).

Lesson plan effectiveness is a critical factor in determining student learning outcomes, academic achievement, teacher confidence and classroom interactions in Bangladesh's primary education. In our country, every school lesson plan is designed by the school's teacher. With the help of this lesson plan, teachers guide their students for the whole semester. Every year, teachers create a new lesson plan for their new students and new class. In those lesson plans for an effective classroom, every chapter is divided into a title name, and the designer also added which chapter should be read first and along with the chapter and topic, they added many activities and depending on the class test, midterm, or final, the teachers finish their topic. The lesson plan is a written description of the education process, in which it is shown what, by what method, at what time and place should be learned and how the students will be evaluated. It should be known that the human learning capacity is limited, and no one can acquire all skills

and knowledge. Thus, the teacher must plan their teaching process and design it in a codified and documented plan, so that by using this plan, they can turn the teaching-learning flow into a practical way (Farhang, Hashemi, & Ghorianfar, 2023).

The role of a lesson plan is significant in shaping the particular side of the students' educational experience, especially in the primary levels, as this primary level is the beginning stage of a child's educational system. In Bangladesh, where educational hurdles continue in the form of large classes, inadequate resources and a range of student skills, lesson plans are the key to producing meaningful learning outcomes. Descriptive lesson plans not only create a clear strategy on how to present the objective, methods and information but also improve students' interest, performance, and the overall atmosphere of the classroom. By implementing well-structured and engaging lesson plans, educators can optimise teaching and learning experiences, leading to improved educational outcomes. The importance of incorporating comprehensive lesson planning strategies in curriculum design and instructional practices (Khan et al., 2024). Through arranging the instructional activities, defining the goals of the lesson and choosing the appropriate methods of evaluation, the lesson plan contributes to the development of effective learning conditions.

My main motive for working on this topic is to discover how innovative and purposeful lesson plans are implemented in Dhaka's primary grades and how these plans enhance student learning outcomes and improve academic performance. Along with that, this topic will also focus on how it increases the confidence of the teachers and how it effectively encourages the progress of classroom interactions. The thoughts behind working on this lesson plan are due to the new curriculum system in Bangladesh. A new curriculum was provided in the year of 2023 by the Ministry of Education. The new curriculum was based on students who just needed to do

the exercises in books or complete some of the tasks as a group. The exam system and, importantly, the lesson plan weren't present in this curriculum. However, there were no proper guidelines for the teachers. So, it was challenging for the teachers to adapt to the new curriculum. Even though they couldn't complete the books before finals, this situation made me wonder whether there is a need for lesson plans for classroom teachers and students, as both students and teachers were perplexed about which chapter they needed to complete first. So, I wanted to find out how this lesson plan influenced the implementation of student engagement, academic achievement and classroom dynamics in the primary grades of Dhaka. Lesson plans comprehensively cover all curriculum-related topics and effectively balance the educational fields. This structured experience improves primary students' ability to acquire fundamental principles and achieve better assessment grades.

However, regular evaluation and feedback are essential parts of a well-designed lesson plan, and they also help in identifying the particular needs of students. With the help of effective feedback, it improves both the performance of learners and teachers (Arustamyan, 2018). Many articles about this lesson plan were written by researchers who talk about the importance of lesson plans, why lesson plans are needed for the classroom and how teachers' attitudes towards the effects of lesson plans on classroom management. However, in terms of Dhaka, there are no articles about why students need this lesson plan, how it is helpful to the teacher, or how to manage a classroom. Some key points that were missing in those articles were how, in Dhaka, students enhance learning outcomes and how it improves academic performance, and how it increases teacher confidence and fosters dynamic classroom interactions. Through this research, I wanted to find gaps in other researchers' articles. From the outcomes, it might potentially influence policy on education by enhancing educational materials and classroom methods for

students in Dhaka. This research can offer an opportunity to improve teacher training programs by identifying effective strategies for developing and delivering classes that promote student engagement in learning. This study will provide valuable insights into the lesson plans used in primary education in Dhaka. It will additionally offer useful suggestions on how to help students learn more, do better in school, enhance teachers' confidence and make classroom conversations more interesting. The study results may help educational administrators, school administrators, and teachers develop more effective lesson plans for primary school students.

This research topic is chosen as a well-planned class has a big impact on learning outcomes overall, academic achievement and student engagement. By undertaking research in this area, teachers can identify best practices that support an environment conducive to learning, benefiting primary school pupils. Teachers can create more effective teaching methods by gaining a deeper understanding of how lesson plans impact classroom management. There is a connection between lesson planning and classroom management (Ainabor, 2024).

My research findings will help structure classes, manage the classroom environment, and address students' behavioural issues. I believe they will ultimately result in better teaching methods. In this study, information will be collected using a qualitative method. It will focus on the grade level of primary school students. Primary school teachers from different schools in Dhaka will be surveyed and interviewed to learn more about their existing methods, difficulties they have encountered and attitudes towards lesson planning. Observations of classrooms will also be conducted to evaluate the use of creative lesson plans and their impact on student involvement and academic achievement. This research will be on the Bangla medium curriculum. This study will benefit primary school teachers, training teachers, and educational administrators.

Rationale for Research

The lesson plan is crucial in determining the quality and effectiveness of the teaching process. It also helps maintain the learning process. While much research demonstrates the benefits of a lesson plan in the classroom, understanding what a lesson plan is and how it works within this context is a notable gap in its impact, particularly in the context of primary schools. Most of the studies have emphasised that on many parts, like teaching strategies or the design parts of the plans, but there is a lack of research on how lesson plans affect student engagement, academic performance, and classroom behaviour. This study aimed to fill the gap by examining the impact of implementing a structured lesson plan on key aspects of classroom dynamics. The findings of this study are expected to inform educational practices, specific policies, teacher training, and instructional planning strategies aimed at developing the country's education system. Here, “The Influence of Lesson Plan Implementation on Student Engagement, Academic Achievement and Classroom Dynamics in Primary Grades of Dhaka” will look into the impacts of lesson plans on student engagement and academic success, along with a distinctive focus on how well-implemented lesson plans will improve classroom interaction and also overall learning outcomes in the context of Dhaka.

Research Questions

1. To what extent does the use of structured lesson plans improve student engagement and classroom behaviour in the primary grades of Dhaka?
2. How can the innovative and purposeful implementation of lesson plans in primary grades in Dhaka enhance student learning outcomes, improve academic performance, increase teacher confidence and foster dynamic classroom interactions?

Research Objectives

To investigate the influence of a structured lesson plan implementation in the classroom, specifically on student engagement, academic achievement and classroom dynamics, has yet to be done in the primary grade level of Dhaka. The objective of this study is to study how organised lesson plans help teachers in terms of managing the larger number of students in classrooms, how they enhance the confidence of the teacher and how they improve the quality of classroom behaviour and interactions. Sometimes, the absence of well-planned lesson plan guidelines might create challenges for the teachers, which can lead to confusion and inefficiency in lesson delivery in the classroom in front of students. The objective is to gain an in-depth understanding of how a structured plan can create engaging and academically friendly learning environments. For better investigation into how it works, some of the primary teachers' experiences were noted to get a better understanding of the scenario.

Thus, this study consists of six key chapters that present the development of ideas in a concise and organised manner. The organisation of this study will be chapter-based. Each chapter will explain each part of this study. The first chapter, “Introduction”, covers the research problem, motive of the study, research gap and research objectives so that it can create a position for the main paper. The second chapter, “Literature Review”, summarises the existing studies. Where it talks about the approaches and practices in lesson plan implementations, teacher perspectives, challenges & evaluations and lastly challenges and innovations in lesson plan implementation. The next chapter, “Methodology”, outlines the qualitative approach, including the research participants, research design, research instruments, data collection, and data analysis procedures. The “Findings” chapter presents the key themes that emerged during the interviews. Then, the “Discussion” chapter, which aims to draw connections between the study’s results and

broader interpretations, emerges from the findings. Lastly, the “Conclusion” chapter summarises the main findings and offers recommendations for institutions and future research.

Chapter 2: Literature Review

In this chapter, I have reviewed existing literature, lesson plans and their implementation. My current research primarily focuses on the limited studies available on this topic for primary-grade students in Bangladesh. However, I identified several valuable literature reviews and individual studies relevant to my research. This chapter begins with a concise overview of the main findings from my examination of existing research on the effect of implementing lesson plans on students in the classroom. Following this, it presents the results obtained from my literature analysis concerning its influence on academic achievement. I analyse the research on the impact of lesson plan implementation on classroom dynamics. Since scholars have explored these elements from various perspectives, I discuss the authors' views and the methodologies they employed. Researchers often approach the concepts of student engagement, academic achievement, and classroom dynamics with different levels of nuance, which I will highlight where appropriate. To conclude this chapter, I discuss the implications of this literature review for my own research on the primary grades in Bangladesh.

Approaches and Practices in Lesson Plan Implementations

Effective lesson plan implementation is a cornerstone of successful teaching, turning a well-designed lesson from a theoretical document into a dynamic and impactful learning experience. It is a crucial bridge between pedagogical theory and classroom practice. The following key points highlight key approaches and practices that form the basis of effective lesson plan implementation.

Farhang, Hashemi and Ghorianfar (2023) talk about the importance of a lesson plan for the student, that a lesson plan provides a good, structured, organization and clarity-based process where activities, effectiveness and interactions in the classroom ensure teaching.

This study outlines different types of lesson plans. Specifically, it discusses both annual and daily lesson plans. Detailed planning was also highlighted as a benefit for both teachers and students. This structured lesson plan also improves teaching effectiveness, engagement of the student and increases the learning outcomes. The researchers also highlighted that it empowers teachers' confidence by reducing uncertainties in the classroom and helps enhance their confidence in front of their students. When the teachers regularly prepare their lesson plans, they can manage all classroom activities, anticipate the challenges and also be able to adapt their teaching methods to meet the actual needs of the students. By using a particular plan, they can optimally use instructional time. It also improves and restrains from overlooking essential teaching content. This study suggests that when teachers plan for their students, they feel more prepared and confident during teaching. Teachers are enabled to manage their classroom activities productively and anticipate more capable challenges.

They noted that when designing lessons, teachers who create detailed lesson plans can handle students' questions and classroom discussions with ease. As they know what to do and how to maintain the class. To boost the confidence of the teachers, a sample plan was presented in this study, which shows only for the first four months of the academic year (p. 5909). To prepare an effective daily lesson plan, the researchers highlighted twelve steps. And using those twelve steps, they present two examples of daily lesson plans where it is divided into different parts, like teaching process, suggested activities and time (p. 5011).

Thus, the findings of this study show that with a proper curriculum it helps all teachers to get ready for teaching and plan their lessons according to the preparedness of the students. A lesson plan helps build up the confidence of teachers in front of their students.

In a different study, an article by Noor, Sari, and Jubaedah (2019) talks about lesson planning, which is the beginning stages before entering the learning process. The lesson plan helps and gives the teachers ideas about how to organise the lesson process properly. A good and organised lesson plan helps the teacher to become more confident while teaching, and a lesson plan is declared as one of the important stages which should be done before teaching the students by the teacher. For an effective lesson, it should be done through careful planning so that the learning process will be more structured. However, while talking about the components of an effective lesson plan, it says lesson plans include material needed, detailed objectives, instructional activities and assessment methods. Depending on the students' needs, it also incorporates strategies for managing classroom dynamics and addressing the students' diversity.

When preparing lesson plans, a teacher should dedicate specific time and effort to creating the lesson plan. Along with that, they should consider different factors, for example, the abilities of the students and the requirements for a curriculum. This involves not only an outline of the content but also proper planning on how to engage students and simplify their learning. This article talks about the implementation of a lesson plan. Here, implementing the lesson plan in an effective way requires flexibility and adaptability. Depending on the classroom realities and students' responses, teachers need to be prepared so that they can adjust their plan in the classroom. Establishing successful implementation includes the use of proper communication, effective exploitation of teaching methods and regular evaluation of student progress.

However, through this research, they found that in lesson planning, teachers study and plan from core and basic competencies from the syllabi, learn resources and media, decide on content, decide on learning-teaching methods, and define performance indicators and objectives. A typical structure of the teaching lesson plan is generally shared among teachers and offered by the Ministry of National Education, and it includes the components of school identification, schedule, competencies, indicators, materials, teaching activities, and evaluation. Some teaching strategies that are usually outlined under a lesson plan are not carried out due to some factors, such as poor students' comprehension, time constraints, and teachers' other daily commitments, such as meetings, training, among others. Teachers also have to make transactional decisions to adapt to the observed actual classroom situation and adjust the planned activities. However, the research reveals a discrepancy between intended plans and actual practices, indicating that organisations should invest more effort in improving their alignment and adaptation approaches. Another challenge that has been noted is the absence of proper measures to deal with interruptions like meetings and training, which hinder teaching. Although teachers reported general lesson adaptation for the students' difficulties, it looks more like a response rather than the proactivity that is needed when approaching diversity.

An article written by the authors Shimmel and Columba (2016). A different article where they discussed the main aim of this study is to determine the format of a lesson plan that is used by the in-service and how these plans are correctly used during classroom instruction. This research examines the lesson plan formats that should be used to guide teachers in implementing them successfully and more practically. However, according to this research, there should be some essential elements for a lesson plan. Those are objectives, questions for students, materials and warm-up activities. All of these elements share a common theme about the practicality of it,

along with that it is crucial for effective classroom instruction. Objectives are a critical step in the lesson plan process (Shimmel & Columba, 2016). It is often emphasised in the training of the teachers, but not always utilised in an effective way in practice. If the lesson plan is well constructed, then it gives numerous kinds of benefits. Where it includes good management in the classroom, and a poor structure plan hampers the learning. Importantly, this article talks about pre-service teachers. Where it says, most of the time, the pre-service teachers are required to submit their detailed lesson plan for each of the classes they are planning to teach. While it can be one of the challenging parts when implementing it, as in almost every part, all researchers suggest that before implementing any kind of lesson for the students at first, they need to observe them. The researcher tries to unfold those types of lesson plans that are used by the teachers during class time. It provides information about the most useful plan and its process, a well-organised format, along with district mandates for lesson plans. The findings from the research are, the usages of lesson planning have a low quality. Most of the teachers do not like to use a physical lesson plan. Rather, they use it primarily to check the sequence of the activities. Teachers look at their lesson plan zero to one time per class period. So, the study shows the need for a practical and concise plan, which mainly focuses on the essential elements, for example, objectives and procedures. It shows a clear discrepancy between the theoretical practices that are taught by the teachers in training and the actual practices with the in-service teachers.

Here, it talks about the gap in current research about the understanding of teachers' use of lesson plans in the classroom setting. There is recent research on the pre-service teachers' use of lesson plans. But there is no research on the in-service teachers about their use of lesson plans. This takes into account recent educational trends, for example, Common Core standards, universal design, and inquiry-based learning. They do not include the information about the

practical use of lesson plans and the process of lesson planning (Shimmel & Columba, 2016). This research explores some criteria, like the types of information or elements used by the in-service teachers and included in their lesson plans. In which way do these in-service teachers use these lesson plans during class? Depending on research, the lesson plan process includes a multitude of complex steps. In which each day of the teaching requires multiple lesson plans. More time is needed for planning before teaching. This research says, a lesson plan should be more practically useful if it takes less time than teaching the lesson.

Ornstein (19) focuses on effective teaching practices and how teachers plan lessons. The author says that all teachers are engaged by the five levels of planning. Those are daily, weekly, unit, term and yearly. In daily, weekly and unit planning designed by the teachers. In a daily lesson plan, they outline the classes in detail along with the activities, objectives and assessments. Mainly, the main motive of this daily plan is to focus on the present instructional goals and classroom management. It is influenced by daily events. However, in a weekly lesson plan there they break down all unit plans in those weekly sections. It included short-term assessment and objectives. However, it is influenced by the schedule, like interruptions, district curriculum guides, also the textbook content. While unit planning focuses on specific chapters or maybe on the exact thematic units. All this is done within the curriculum, and it delivers detailed development of the concepts and develops good skills among the students within a specific time. It depends on the availability of the materials. Importantly, it is influenced by the student's interest along with classroom activity. In term planning, the structure of these plans is divided into semesters or trimesters, and it is organised by using the school's academic calendar. This mainly helps the teachers to partition the academic year in a manageable way for detailed planning. By using it, the teachers ensure that the key concepts are covered in an adequate

manner within this term. It also includes the order of the units and the major projects, so that the logical progression of topics and the balanced distribution of the work pressure over the term (Ornstein, 1997). However, yearly planning is connected with the curriculum of the state or the district guidelines. The main motive of this is to ensure that instructional content meets the educational requirements. These guidelines give the framework for what should be taught and the expected outcomes for the students. The goal of this is to ensure that the students achieve a comprehensive understanding of the subject matter so that they are prepared for subsequent levels of education. The author also talks about the influence of planning. This influence depends on the level of planning. For the yearly plan and also the term plan, this includes the past successes and failures. It follows the students' interest, district curriculum guidelines, textbook, classroom management, school calendar and earlier experience. In the daily, weekly, and unit plans, these influences added the availability of the materials, schedule barrier and also in the classroom activity sequence. However, at one point, the author also mentioned that almost 85% of the instructional activities are routine. Which means the procedure or practices in the classroom are performed automatically. Both the teachers and students performed that, and it also created a predictable and the stability of the learning environment. Teachers also make or establish a routine for maintaining the management of the class and giving instructions. They include the questioning part, monitoring part, as the teachers think that establishing a consistent method for asking the questions will help them or ensure that all students are engaged with the environment and have a strong opportunity for the participants. Monitoring the students' progress and understanding the process of implementation will help the teachers clarify and locate the learning barriers. The author also talks about a unique point (Ornstein, 1997). Where teachers need to use motivational strategies, like intrinsic and extrinsic. This Intrinsic strategy

includes the activities which maintain and also increase the students' existing interest in a topic. The extrinsic strategy includes external rewards and incentives to encourage students in their learning. Hence, the author also added some of the components that are effective for lesson plans. It includes appropriate motivation for students, specific objectives, better development of the content, varied methods and good use of media and materials. Importantly, summarisation of the class and logical assignments are essential elements. The gaps are that there is a lack of student-centred learning systems. Most of the lesson plan only focuses on the teacher-directed process. Here, they focus a little too much on the students' needs and their interest in something. However, teachers should take the practical feedback from the students so that they can reorganise their lesson plan and apply better strategies. Observation and feedback are not emphasised enough in the current practice.

Shen, Poppink, Cui, and Fan (2007) Shen et. al. focus on the aspect of lesson planning regarding the development of teachers. The study focuses on the processes of lesson planning in China as being cooperative and more reflective compared to the comparatively independent and less formal methods in the United States. However, this study of China's lesson planning procedure is detailed and incorporates the input of many involved parties. Originally, teachers involved themselves in detailed planning, sharing of lesson plans with colleagues, and revising the plans as necessary in a process termed as open lessons. As part of class preparation, Chinese teachers spend much of their time with planning and reflection activities, a situation facilitated by the structure of the school (Shen et al., 2007). This encompasses working with other people in the development of solutions in official and casual settings. In China, lesson planning is a comprehensive and collaborative process that involves teachers at various stages, including preparation, peer review, and iterative refinement (Shen et al., 2007). First of all, the teachers

attempt to review and analyse the curriculum and textbooks, figuring out the essential ideas for the students, the curiosities and difficulties for the clients, and the possible issues that might be found in the curriculum. Chinese teachers spend much time in lesson planning and in reflection, which is enabled by the school organisation. This pertains not only to professional cooperation with other teachers but also to other people in one's life. However, American teachers find themselves with little time for lesson planning due to a packed schedule of instructions. Planning of lessons is usually a solitary task that entails minimal interaction and collaboration with the other stakeholders. The idea that the U. S structures with virtually no supportive framework for lesson planning is its weakness, as it hinders the use of the tool for professional development. Along with the lesson planning in groups and structure in China ends up creating well-forged lessons that also enhance students' learning. Increased chances of coping with students' heterogeneity and other Teaching difficulties. The present research indicates that introducing the same co-operative and self-study practices in the United States will improve the quality and teachers' training in teaching. Although this study points to the effectiveness of collaborative lesson planning, it does not delve into the features of the functioning of such practices in various school systems, especially in the United States. The study might have been enriched by elaborating on the teachers' stake in the general and specific potential issues involved with various lesson planning approaches (Shen et al., 2007). Engaging the teachers in the study could help in the interpretation procedure by offering more realistic insight into the real-life applicability of the findings. As a result, future research can promote a better picture of the lessons planning effectiveness and its influence on the teaching quality and professional growth in various contexts of education.

Teacher Perspectives, Challenges and Evaluations

In the modern educational landscape, the role of a teacher extends far beyond delivering content. They are mentors, managers and lifelong learners who are constantly adapting their methods to meet the needs of their students. The following ideas explore the viewpoints from the teacher's perspective.

Mugoya and Nalukwago (2023) explore the influence of lesson plans on students' academic performance. Highlight the importance of structured lesson planning designed by the teachers, used as a tool to guide classroom activities, improve teaching effectiveness, and ensure the achievement of educational objectives. In this study, it is emphasised that effective lesson planning by the teacher significantly influences the performance of the students' academic achievement. As in the lesson plan, with the help of clear objectives and its sectional works, the teacher establishes an organised instructional method. With that, they can systematically deliver the expected lessons and ensure that all instructional activities are aligned with the particular educational goals. A lesson plan provides a way to assess the student to make better progress clearly and also helps avoid disorganised teaching processes (p. 124). This study emphasises that teachers who are able to use lesson plans regularly can effectively manage their classroom activities. They know how to organise the activities with objectives and know how to maintain teaching continuity and how to deliver all content. Structured planning helps teachers to anticipate their classroom needs and helps deliver lessons in a systematic way (p. 131). This research identifies important things regarding the teachers' planning towards their lessons. It reveals that many teachers did not frequently prepare detailed lesson plans in the studied schools. They mostly did not prepare comprehensive schemes of work (Mugoya & Nalukwago, 2023). This irregularity undermined classroom effectiveness, and as a part of the result, it decreased the

student academic achievement. This indicates that almost 50% prepared lesson plans regularly (p. 133). The research claimed that lesson plans work as a form of teaching schedules, and based on that, the curriculum works to achieve the educational goals. As lesson plans help to ensure the teacher follows the proper teaching techniques. It makes sure that the topic for the day's lesson is covered properly in one lesson or maybe in two days, and instructional materials need to be chosen and utilised in proper manners (Mugoya & Nalukwago, 2023).

Thus, a lesson plan qualifies the teacher to know about the types of teaching procedures and to prepare for the tests of progress and to judge the outcomes of the given instructions.

An article written by Mehdi Moradi (2019) who investigates the impact Another viewpoints highlighted by Moradi (2019) about lesson planning on classroom management. The main purpose of this research is to explore the importance of lesson plans in effective classroom management. It aims to specify the effects of lesson planning on classroom dynamics and teacher effectiveness in the classroom. Here it talks about lesson plans extensively and mainly focuses on the role and the importance in classroom management. The author also analyses and finds that lesson plans are the most important thing for teachers. Teachers should prepare adequately before joining their classes. The author also mentioned that this preparation, or before planning, helps the teachers to gain knowledge about how to interact with the students simply. However, the primary technique of teaching is lesson planning. Here, the teacher's ability and knowledge appear during class. "Lesson planning is the teacher's role in the class to represent his or her experience effectively" (Moradi, 2019). Lesson planning helps develop skills. It is highlighted as the most suitable skill to create a successful classroom environment. Preparation and planning are portrayed as crucial activities for teachers. It suggests that these practices must lead to better classroom management. However, lesson plans are considered the necessary elements for

developing an organised learning environment. A good lesson plan helps decrease the problem of classroom management, and a well-structured plan can prevent any kinds of issues before they arise. It contributes to a more conducive learning environment. Another study reveals that teachers are still facing difficulties, as the lack of qualified teachers becomes the reason that causes the majority of school teachers to have the least knowledge in pedagogical content. They use poor teaching methods. An organised lesson plan is important, as if a lesson plan is not prepared, it may cause low-quality teaching. In many schools, the teachers design lesson plans, but there are problems when it comes to implementing them. In some of the areas, the teachers are unaware of how to design lesson plans correctly. It ensures that all kinds of essential topics are covered within that period of time. However, effective time management helps prevent this idle time and reduces the opportunities for disruptive behaviour. Hence, from this study, the findings are that a lesson plan is one of the most effective skills for teachers as a detailed outline to teach others. But the main problems come while making this, and also when they are going to use this lesson plan for class. As they do not have any proper training for these particular things. It recommends that a teacher training program should incorporate the extensive modules into the design whole lesson plan. Along with that, they should add how to design a plan depending on the number of students in class. These training programs should focus on developing teachers' skills while creating detailed and effective lesson plans (Moradi, 2019). As it includes all settings like clear objectives, organising content and importantly, anticipating classroom challenges. However, this article included that the feedback session should be emphasised by the teachers in lesson planning. A proper trainee teacher will be beneficial for formative assessment and feedback. Lastly, the use of technology is essential as this can be used as one of the aids while designing, as well as in organising lesson plans.

Alanazi (2019) discusses several key aspects which are related to pre-service trainee teachers and also the challenges the trainee faces while designing lesson plans. This article also discusses the facts about training before designing lesson plans, and before making an effective lesson plan at the beginning they need to become an effective teacher. Here they show the importance of designing your(teacher) lesson plan rather than using others' design plan as they(instructors) are the ones who know well about their children's needs. This research gives some general information about trainee teachers' thoughts on lesson plans before joining in class. This article talks about understanding any kind of situation; before that, everyone needs to understand the 3S. Those 3S stand for subject matter, self-learning and social learning for the lesson planning process. Teachers need to know about the students' requirements. To become an effective teacher, at first, they need to understand the priorities of the students and incorporate those into lesson plans. They should think about - What are the interests of the students, which kinds of tasks they like and how to make them more attentive while in class time (Alanazi, 2019). His article argues that teachers should be aware of their students' background knowledge because, by doing so, they can outline what should be taught in the next level. Teachers should know about their development in the social context. It is not easy to find the answer to the questions about 'how to design an effective lesson'; rather, it is all about how the designer experiences it. While teaching, planning for the classroom is one of the significant skills which pre-service teachers need to gain during their training period. So that they can be more comfortable while teaching in a school. This article claims that lesson planning is one of the important skills for the trainees to gain experience as it forces them to reflect on matters like what to teach, how to teach and how to evaluate. As this plan is a systematic process that decides what and how students should learn while learning. This is the key responsibility of the

instructors. However, this research finds that almost 80% of the trainee teachers like to use ready-made lesson plans for teaching. Out of 50 trainees, almost 14% of them prefer both. Which means those 14% people do not bother with whether they are getting others designed material or their own lesson plan. Hence, 6% of them prefer to use their own designed plan. Those trainee teachers believe that using their own written lesson plan will help them teach the classes easily. It will be better and more effective as they wanted to add depending on their students. They prefer those works which will be more interactive with students. From those trainees, many of the students also prefer to use some of the external resources or ready-made teaching kits to design their lesson plan, as they felt that it was indeed helpful for them. From this research, it is found that trainee teachers who participated in this research stated that during their practice class, they planned some of the things before entering. But they faced some difficulties while planning it on their own. While designing it was difficult for them to find out the appropriate activities depending on the students' requirements. They do not know what to choose or how to choose the activities. They felt confused while finalising the appropriate activities for the students. Since they are confused, they prefer to use those ready-made plans. Where there are no authentic activities, tasks or capacities about the needs of the students. Researchers found that some of them used a broad selection of information channels and resources in designing lesson plans. But few trainees are actively seeking the information sources, and here the problem is that they take those resources from web sources. Which is the foremost objectionable feature among the trainees? As this information, taken from external sources, cannot give accurate or complete information about a particular lesson that they wanted to teach, as web sources do not know about the environment of the class, students' attitude, etc. Along with that, the more interesting thing is that, out of laziness or personal problems, trainees are likely to use ready-made

materials. Even though this is kind of funny, it is true for all. Eventually, they will be unable to deliver those teaching tasks effectively and will lose their confidence. So, it is important to say that those who are in their stage as trainee teachers should focus on their creativity skills, as most of them were good while preparing and arranging a sample plan (Alanazi, 2019).

Ozogul, Olina, and Sullivan (2008) determine the impact of three types of evaluation: teacher, self, and peer, on the preservice teachers' performance, Course objective Knowledge and Attitude regarding technological integration in lesson plans. In this article, it talks about the preservice teachers who were allocated by random to one of the three assessment groups. The teachers had been taught for three class periods on writing lesson plans, and then the teachers wrote draft lesson plans, which were assessed by the assigned assessors. The results suggested that the resultant lesson plan quality improvement through teacher evaluation was significantly higher than that obtained through the use of self- and peer evaluation. This study also presents the relation between self-evaluation and peer-evaluation and the possible modifications to the two systems. The analysis of the results revealed the fact of a significant improvement in the quality of the lesson plan in all groups, in both stages, and independent of the type of evaluation used. This suggests that going through the process of evaluation, by teachers, peers, and or students, positively affects the development and fine-tuning of lesson plans. This finding suggests that teacher-evaluation and self-evaluation formats as tools were better than peer-evaluation in promoting the preservice teachers' knowledge. This may be since teacher and self-assessments are more reflective and structured, which may have helped the participants gain a better understanding and recall of the aspects of lesson planning than the other groups. However, the study did not incorporate an element of training the students on how best to use the evaluation rubric while assessing their own and their fellow students' work; this could have

impacted the quality of the self and peer evaluation results. There was evidence of teacher feedback as not being sufficiently descriptive as to be preferred by students; moreover so there is room for expansion and implementation of comprehensive methods of feedback provision. In terms of Self and Peer evaluation credibility, there were issues raised on the validity and accuracy of peer and self-assessments, hence the need for capacity and possibly anonymous assessments to improve on the prejudices (Ozogul et al., 2008). There is a limited scope as the study involved preservice teachers, and all the studies were conducted in a controlled academic setting; thus, there is a possibility that the findings cannot be applied to other teaching scenarios or with other groups of teachers, especially the experienced ones. Lastly, the findings of the study demonstrate the positive impact of teacher evaluations on the quality of lesson plan and students' knowledge and their advantages and limitations referring to the self and peer evaluations(Ozogul et al., 2008). More studies and advancements in the training of self and peer evaluators can thus increase the efficiency of the self and peer evaluations in educational institutions.

Challenges and Innovations in Lesson Plan Implementation

Implementation is fraught with challenges, ranging from student engagement issues to time constraints and a lack of resources. Many authors talk about the obstacles and pedagogical innovation which lead to the adoption of new strategies and technologies. The following authors' ideas are about the challenges and the creative and innovative approaches that transform lesson plan implementation.

Obaydullah (2021) looks into the observed practices and issues concerning the present use of lesson plans in primary educational institutions of Bangladesh. However, it outlines a range of conditions that hamper the efficient delivery of lesson plans, including high student-

teacher ratios, teacher scarcity, lack of motivation and supervision. The research discovered that lesson plans implemented in Bangladeshi primary schools are substandard, mainly due to a high T: S ratio, a scarce number of teachers, and inadequate supervision and support. Teachers reported many challenges in creating and implementing lesson plans. These included inadequate knowledge in the subject matter, time and teaching resources. In the study, areas which seemed to require improvement specifically for teachers include teaching practices and particularly lesson development, a sufficient supply of teaching aids and optimum teacher-student ratio (Obaydullah, 2021). The successful application of lesson planning was associated with the gains in teaching quality, suggestions for improvements in teachers' training and in the supervision of lesson planning processes. Although this research has contributed to the understanding of lesson planning practices in primary schools of Bangladesh, some limitations could affect the utilisation of the findings and the generalizability of the research. This research primarily focuses on a specific area or domain in Bangladesh. These justifications restrict the study subject and might reduce the applicability of the findings to other locations or learning environments. While the study lays emphasis on the training of teachers on the matters of lesson planning, the authors do not provide a detailed description of the effective strategies or frameworks for the implementation of the training programs. It thus becomes difficult to decipher how such recommendations could be implemented and sustained within practice. However, the study does not use appropriate statistics to support the conclusions that are made in the study. Lack of such tools as correlation coefficients or effect sizes also reduces the study's reliability and the strength of the conclusions made. The inclusion of these methods could have given a better analysis of the findings and a better assurance of the validity.

Nurfitri, Regina and Ryani Yulian (2020). Other authors investigate challenges in English teachers' experience while trying to create lesson plans that meet the requirements of the 2013 Curriculum in Indonesia. The data for this qualitative case study were collected using observation, interviews, and documents from an English teacher at SMP Negeri X Singkawang. The study reveals certain challenges that arise before the process of lesson planning, during and after that. It provides suggestions on enhancing teachers' professional qualifications and performance. However, in this article, in the pre-design stage, a number of challenges were noted in developing and especially the formulation and design of lesson plans, including inadequate time and challenges posed by the New 2013 Curriculum. Attitudes, knowledge, values, and character comprised the major focus of the curriculum, making the task even more challenging than what was faced under the earlier curricula. In the whole-design stage, the process of implementing lesson-structured plans in the classroom was somewhat challenging due to the scientific approach that came with the implementation of the 2013 Curriculum. One of the major obstacles that teachers faced was a lack of ability to develop indicators and to choose proper operation verbs for the assessment. Cognitive, affective and psychomotor authentic assessment was defined as particularly tough as it has a relatively large degree of detail and time consumption. In the post-design stage, some of the challenges teachers encountered were. This included students' non-interactive and non-cooperative behaviours during the questioning stage. Lack of time was a major reason why intended activities were rarely completed as planned. This caused teachers to focus on specific content over others. But this is a single-case study of a particular zone in Indonesia, thus restricting the possibility of similar results in other regions or educational practices. The study could further gain from an analysis of the lessons as planned by the teachers and from the accounts of the students. Direct feedback from the students could also

be incorporated in order to get further understanding of the impact made by the performed lesson plans. Thus, the consideration of these gaps will help future studies to contribute to a better understanding of the problems and possible solutions connected with the organisation of lessons in accordance with the 2013 Indonesian Curriculum.

This research paper was written by Brockunier (2016), focuses on the desire of researchers to determine the effects of student-led lesson planning on creativity, engagement and academic performance of third graders. The research seeks to know the effectiveness of students' participation in lesson planning on their creativity, motivation, and performance. This research revealed that when the students participated in lesson planning, there was an enhancement in creativity and attentiveness. Self-regulated learners claim to learn more when they are involved in designing their lessons than when lessons are delivered to them by the instructor (Brockunier, 2016). The findings suggested an enhancement of the students' performance on the academic tasks. Studies revealed that students who were involved in the planning of lessons received better results in terms of comprehending general ideas/ main ideas and main messages. Surveys and informal questionnaires conducted at the end of each day showed that the students enjoyed the ability to showcase their creativity and seemed to be more engaged in their studies. It allowed for the giving of feedback instantaneously, which was used for the further lessons, thus making the teaching process more vitalised and flexible. This Student-Led lesson planning where students contribute to the lesson content, the activities to be included in the lesson, and the way most of the learning was going to be delivered. They also contributed their ideas on what they wished to be taught and in which mode of delivery they preferred. However, the study clearly indicated that student-led lesson planning gives a positive result but this study did not elaborate on the procedural strategies regarding the framework of students' lead to bring about lesson planning in

an educational setting at large. Since the study was conducted in a single classroom and among a particular group of students, there is a limit on the generalisation of these findings to other teaching or different student populations. The study did not assess the impact of student-led lesson planning at more than one time point, which means that it could not determine whether the effects of the study's intervention were lasting. Although the study had positive effects on creativity, student interest, and achievements during the one-week experimental period, the outcomes may have different effects in months or years (Brockunier, 2016). This research was conducted over one week; Thus, it is relatively time-constrained. This is because the study's duration does not extend beyond the immediate time, and thus, it cannot observe any long-term results of the intervention. Thus, further and more extensive research is required to support the results of using student-led lesson planning and to develop effective strategies for its application.

Gap in the Literature

The majority of current studies target lesson planning in general, but few delve deeply into its influence in the specific situation of Dhaka's primary schools. Along with that, look for the part of larger numbers of students to teachers' proportions, shortages of resources and insufficiency in teachers' training are also significant, for evaluating how these individual elements affect the effectiveness of lesson plans in the classroom of Dhaka. This particular thesis will consider how these contextual domains impact the students' engagement, academic achievement and classroom dynamics in the primary grades. It will fill the gap by observing how these plans form the interaction between students, behaviour in class and also how it offers insights into the larger implications of clearly constructed lessons on sparking a more vibrant and inclusive learning atmosphere. Educators in Dhaka are adapting their teaching practices to

capture students' interest and maintain classroom order, sharing their views on the legitimacy of adaptable teaching methods.

Chapter 3: Methodology

This chapter presented the methodology part of the thesis, which was conducted for this research, incorporating the participants, research design, data collection, analysis procedure and instruments. The method of analysis was chosen to investigate two key aspects: structured lesson plans improve student engagement and classroom behaviour, and the innovative and purposeful implementation of lesson plans.

Research Design

This study aimed to analyse the elements that provide structured lesson plans to improve student engagement and classroom behaviour, and also the innovative and purposeful implementation of lesson plans. For this study, a qualitative approach was chosen, as it allowed the in-depth exploration of the circumstances of the teachers through interviews (Appendix B). This method allowed for an in-depth understanding of the teachers' personal experiences, children's responses and also the contextual factors influencing the engagement. It helped to capture the perspective of the teachers, classroom dynamics, implementation strategies, engagement and behavioural changes. In contrast to the quantitative method, the qualitative method did not present any numerical data. Rather, this study allowed a thorough analysis of the factors identified by the teachers of the primary educational institutions. Patton (2002) claimed that Qualitative methods typically produce a wealth of detailed data about a much smaller number of people and cases. Thus, questions

1. To what extent does the use of structured lesson plans improve student engagement and classroom behaviour in the primary grades of Dhaka?

2. How can the innovative and purposeful implementation of lesson plans in primary grades in Dhaka enhance student learning outcomes, improve academic performance, increase teacher confidence and foster dynamic classroom interactions?

Research Participants

In this study, a group of teachers from different primary schools was sampled. The total number of teachers was, comprising female teachers and male teachers. Their positions in school are junior teachers, senior teachers and assistant teachers. Newly joined during the interview, some participants also revealed the training regarding lesson plans. One Participant has a Bachelor of Education (B.Ed.) before joining the teaching profession.

Some participants received general teaching training after entering the teaching profession. 3 participants did internships before joining the primary school. However, all participants were chosen from Dhaka city to make the interviews easier. The participants are relatively small, which aligns with the qualitative approach of the study and highly prioritises in-depth exploration. Research by Perry and Bigelow (2020) talks about participants interviewed in qualitative research. The interview process for research is more beneficial for participants. Provides the participants with an opportunity to share their own experiences and stories, or any particular suggestions they might want to add. With the help of an interview, they can share their feelings in a supportive environment (Perry & Bigelow, 2020).

Teachers from different schools share their experiences with the lesson plan. All teachers were actively engaged in designing the lesson plan and executing those plans structurally. This study included teachers of different years as they provided various perspectives on lesson planning. All participants provided a good, detailed perspective of their methods of classroom engagement, teaching strategies, techniques of lesson planning and also shared their valuable

thoughts on how to avoid disruptions, and what they did to make the class more interesting.

Participants discussed their challenges in setting the lesson plan and the benefits of a structured approach.

They emphasised how it boosts their confidence in class, particularly in front of their students. Some participants highlighted the use of strategies in teaching. Some of them discussed the importance of digital tools and visual aids in enhancing students' learning abilities. These studies also included classroom behaviour and the process of changing participation using lesson planning. The details of the participants are given below (pseudonyms are used for the participants and schools):

Name	Subject	Gender	Experience	School and Position
Zerin Tasnim	Math, Science	Female	1 year	Orange School Dhaka (junior teacher)
Sweetey	Religious studies	Female	10 years	Trust High School (Senior teacher)
Asifa S.	Bangla, English	Female	2 years	Trust High School (junior teacher)
Md. Rafiqul Islam	English	Male	5 years	Little Flower School (senior teacher)
Tanha	Religious studies	Female	7 years	Little Flower School (assistant teacher)
Hasan	Science	Male	6 years	Sunflower School (assistant teacher)
Ruponti	Science	Female	8 years	Kindness School (assistant teacher)
Yusuf	English	Male	2 years	Learning School (junior teacher)

Table 1: List of teachers who participated in the research

Research Instruments

In this qualitative study the data collection process involved semi-structured interviews, conducted using the Zoom application and in person. The in-person interviews were conducted before the July movement. However, after the movement, teachers felt uncomfortable doing the interviews in person. The researcher arranged an online interview. The online interview. As some respondents were selected from different schools, the interview was conducted online for their benefit. Choosing an online platform was a decision that made it a burden for the participants. All of the online interview sessions. Prioritising inclusivity is crucial when designing online platforms and conducting online interviews, ensuring the privacy of participants and maintaining rapport (Carter et al., 2021). Participants' privacy and confidentiality were maintained while doing interviews. During the interview, their camera was turned off to maintain confidentiality.

The participants received an email requesting their information along with the consent form (Appendix A). After that, the invitation for the “Zoom” to them to join the interview session. The participants were asked questions about student engagement, academic achievement and classroom dynamics. Some clarifications were given before the interview and during the interview, if they did not understand or hear the questions correctly. A semi-structured interview allowed the researcher to establish a strong connection with the participants and engage effectively during the interview.

Data Collection

The researcher contacted them through email. Initially, they were invited to participate in an in-person interview at a location of their choice. However, their time and place were not well-suited for the researcher, and some of them had limited time availability. Hence, out of 8

participants, three were able to do the interview in person, and the others had to attend the online meeting process. All online interviews took place through live video calls on Zoom. Before participating in any interviews, the participants received the Informed Consent Form (Appendix A) and an invitation link to the Zoom meeting. The interviews were conducted in English. All interviewees were asked the same set of questions. So that the researcher can evaluate their varying experiences. All participants' interviews were recorded and transcribed by the researcher. The longer interview time was about 1 hour and 20 minutes. The duration of the interviews mainly depended on the participants' answers. Different participants talk for various durations. All transcripts gathered from the recording were stored on Google Docs in individual files. Those transcripts were analysed for relevant codes, and from those codes, themes were developed in the findings section.

During the interview process, all participants were asked the same set of questions, allowing the researchers to track the emerging themes. However, as the interviews were semi-structured, based on the participants' answers, some questions were asked by the researcher to ensure an accurate understanding of the answers. The participants were willing to answer the questions, as they had diverse experiences related to the lesson plan.

Data Analysis

The coding gathered from the transcripts allowed the researcher to identify the key themes for a thematic analysis. All transcripts were reviewed in detail multiple times. To ensure the validity and understanding of the data, the researcher can do this. The code encompasses the ideas, patterns, and concepts derived from the various interviews. Then, the codes from the transcripts were labelled and categorised so that the essential aspects of the data were taken into consideration. Later, these codes were grouped into different categories to identify the themes

that carry the key concepts. These themes revealed the parts related to the research questions. The interviewees share their thoughts on the use of structured lesson plans to improve student engagement and classroom behaviour, and also the innovative and purposeful implementation of lesson plans in primary grades in Dhaka enhances student learning outcomes, improves academic performance, increases teacher confidence and fosters dynamic classroom interactions.

All transcripts were categorised into different codes, and subsequently, the themes were organised according to these codes. These themes help the researcher to maintain the order of the research questions. All themes were the primary causes of implementation on student engagement, academic achievement and classroom dynamics. The variety of themes provides a detailed understanding of the interview participants. It gives an extensive response to the research questions. In the findings section, the headings and subheadings were arranged serially.

Ethical Considerations

The researcher confirmed the confidentiality of the participants. The participants signed an informed consent form (Appendix A) before the interview. They were assured of their privacy and capability, and if they wanted, they could withdraw from the interview at any time. During the online interviews, the participants were told to keep their cameras off. Their personal information was maintained. To ensure the privacy of the participants in this study, aliases are used instead of their real names. The researcher did not modify all the collected data from the interviewee to ensure integrity.

Chapter 4: Findings

This chapter presents the key findings of the study, which explores the external factors contributing to the use of structured lesson plans to improve student engagement and classroom behaviour and the innovative and purposeful implementation of lesson plans to enhance student learning outcomes, improve academic performance, increase teacher confidence and foster dynamic classroom interactions. These findings are organised into two distinct sections and are aligned with the research questions. Initially, structured lesson plans enhance student engagement and classroom behaviour, highlighting the importance of lesson plans in promoting engagement and classroom behaviour. This encompasses strategies to sustain student engagement in the classroom and monitor student participation. In the second section, innovative and purposeful implementation of lesson plans involves enhancing academic learning and performance, boosting the confidence of teachers and lastly, limitations of teachers' training on lesson planning.

This study explores how a structured lesson plan plays an important role in managing the detailed guide. Using that outline helps the teachers or instructors to deliver lessons in every particular subject in a proper manner for the students. This structured lesson plan provides a distinct roadmap about what will be taught, how it will be taught and how students' learning will be evaluated.

Significance of Lesson Plan: Engagement, Classroom Behaviour

Participants emphasise that the use of lesson plans is essential for guiding their students effectively. Zerine Tasnim and Sweetie mentioned that interactive activities and tailored assistance in structured lessons are used each day to ensure that students get what they need. Zerine Tasnim added that in front of their students, they need to be confident enough so that the

students can believe them. For that, a structured or prepared lesson plan before every class needs to be planned by the teacher. She said,

In front of our students, we need to be confident enough so that they can believe us. As a teacher, before every class, we set learning objectives so that after entering the classroom, we won't feel lost. These plans provide us with structure and help to set clear learning goals. (Zerin Tasnim)

This primarily reflects how a lesson plan serves as proper guidance for the teacher to manage the students in the classroom. Using lesson plans not only guides them (teachers) but also builds confidence among the instructors. In lesson plans, teachers use learning objectives to make it more organised, and it gives flexibility to the teachers, where they can adapt to the students' needs. However, it can be noted that the absence of a well-organised lesson plan can create an environment of feelings of 'lost' inside the classroom in front of students. This may directly affect the inefficiencies in classroom management. However, this demonstrates that well-prepared lesson plans encourage teachers to lead a better learning environment and also reduce disruptions in the classroom.

However, another assistant teacher at a primary school shares that "as a primary school teacher, we need to make a plan before the class starts." Importantly, to minimise disruptions and improve classroom engagement, the participant employs various strategies. For managing all this, they need a proper, structured lesson plan as it helps them to maintain their students' attention, especially with the younger students. The participant acknowledged that "managing the attention levels of the primary grade students is challenging. However, with the help of lesson plans, it is possible to incorporate strategies for engaging activities. Asifa S. said,

In 40-minute classes, I try to add not only reading and practice questions but also warm-up activities, greetings, discussion, fun tasks, and give them a short break to keep them focused. I always start my class with a positive tone. While reading in class, I try to give some fun examples using their name, so it makes them feel happy. To minimise their disruptions, I always try to call someone's name and ask, "Did you get it?" so others become attentive as they think teachers might ask them also.

To maintain the attentiveness of the students, the instructor uses some wonderful methods. To minimise disruptions, the use of calling any student's name makes the students attend the class with more importance. Including these activities in lesson plans qualifies the teachers to establish a systematic, however make adjustable teaching place. Thoughtfully designed lesson plans assist not only in enhancing instructional delivery but also in developing a more productive and interactive atmosphere.

Many participants have reported that to uphold the engagement and classroom behaviour, they set a specific number of students in a certain section. He is a class teacher of grade 2 in a primary school, and he expresses, "Addressing the priority of the students within the class is the duty of the teachers." 4 out of 8 participants have addressed that to maintain the behavioural environment, the students matter in the classroom. One of the participants, Md. Rafiqul Islam said,

In grade 4, I have 30 students in each section. In grade 3, I have 20 students. Since they are children right now as an instructor, we try to take care of every student. In class, we need to pay attention to whether they are doing homework or classwork properly and also if they are understanding the class that we have taken. So, it was decided that in the

elementary classes, there will be a maximum of 30 students. So that we can take care of every student's situation. (Md. Rafiqul Islam)

As the participant mentioned, the maximum number of students will be 30 in the class, and it was intentionally determined to ensure the attention of individuals. This manageable class size will ensure that we actively monitor the students' participation, individual behaviour and also the progress. For example, the participants also added "in class it is mandatory to give the individual task, group task in the classroom and check about monitoring the homework and classwork every day in the classroom". With the smaller number of students in the classroom, the teacher will be able to devote their time in class to all students when they need to. By doing so, they can take the class without being overwhelmed. It shows the connection of balanced class size to maintain a structured lesson plan, as it enhances the engagement of the students and the classroom is created with well-behaved students that are effectively managed by the teachers.

However, two participants talk about the larger class size and how it affects them to not be able to give proper attention to all students. One of the participants discusses that,

In each class, we have almost 40-50 students. In class 5, we have sections A and B, and in both sections, we have 80 in total. However, in class 2, it has only one section, so for that reason, there are almost 45 students. (Sweety)

The number of students in the classroom affects the student-teacher ratio. This creates a huge problem in the quality of education, management of the classroom and mainly the behaviour of the students. Most of the teachers struggle to implement their structured lesson plans due to overcrowded classrooms. They face barriers in connecting with the students.

Strategies Used for Students to Sustain Engagement in the Classroom

The collected data reveal that teachers use various strategies to maintain engagement in the classroom for their students. To ensure active participation in the classroom, teachers use multiple strategies which not only help the students maintain their focused minds but also build a methodical learning atmosphere.

Interactive Teaching Methods

The participants talk about the different interactive and engaging activities for teaching methods that they use in their lesson plans. While talking about the ways of structuring their plans to maintain the engagement of students and to minimise disruptions, one of the strategies followed by the assistant teacher of Little Flower School is to ‘make or create a fun classroom environment’. However, she said,

We start with our prayers in class, then begin with warm-up activities, for example, asking short questions from the previous class. In my class, while doing these warm-up tasks, I set a rule for the children, which is that before answering any question’ answer they need to raise their hand first. So, to answer the questions, they become more prepared before answering the questions. (Tanha)

By setting distinct rules during class, such as requiring students to raise their hands before answering any questions, the teacher maintains an inclusive environment where every student can contribute equally during class time. These approaches will encourage the students to be active performers. It will make them not only active performers but also the introvert students who feel hesitant to talk in front of others, and it will give them opportunities to be engaged. The participants say the young learners have ‘less attention spans’ in class, but when the warm-up activities, review questions, and question-answer session are added in a lesson plan, it captures

students' attention and interest, which helps maintain the engagement. By doing this, it allows the students to reinforce all previous lessons.

However, while Tanha discusses these interactive activities, other participants, Hasan and Ruponti, both stated that “not all students respond well to these traditional techniques” as they think that this way might increase the anxiety level for the students who are slower in their thoughts and thinking. This can result in reduced participation for those students who need additional time or may need alternative methods to manifest their understanding. Both Hasan and Ruponti shared that sometimes the methods can be lecture-based, but it can happen that they might not understand the lecture method. In science class, they show them some real-world works, to see if the students understand better in this experimental way. Rather than drawing about plants on a whiteboard, if they show them a real plant and explain it, students understand it better. They always prioritised whether their students were showing their interest in the lesson or not, and thumbs-up or thumbs-down were used to see if they understood right away.

Not all students have the same tendency to grasp traditional ways. So, as an instructor, the teachers try to innovate different ways in their lesson plans when they see that any process is not working for the students. Hasan added in his interview,

Sometimes, children do not like the same food they ate yesterday. So, what their parents do is make some different food with the same ingredients. As teachers, we do the same with their studies. Students want some variety, and we try to add various strategies to maintain their attention in studies. (Hasan)

To ensure the students' activeness in the classroom, teachers do their best to create varied strategies in the lesson plans.

Visual and Digital Teaching Methods

Three out of the eight participants talked about the support of digital tools while taking the class. They believe it enhances understanding and helps them memorise concepts more effectively. Participants acknowledge that “the younger students might feel lost and struggle with the memorisation concepts”. For instance,, Sweety , a teacher of religious studies, says,

I adjust my plans according to the demand and also the children's understanding. For example, in these subjects (religious studies), we have lots of verses or prayers....

Importantly, sometimes I add animations or videos if they are needed and play them in class. (Sweety)

Use of posters, animation, especially for the young learners when they find it challenging to memorise, and also the use of written prayers with the picture of the person is incorporated by the teacher to make the lesson more interesting, interactive and engaging. This type of technology may be an effective tool for students to simplify the learning process. With the help of this, they can take the complex one a simplify it. Helping the students to visualise the ideas and making them think of it as their own real-life experiences is also an excellent way to approach the multi-sensory. As it might help the students to grasp the material more effectively, and may lead them to better retention and strengthen the root of understanding. For example, science teacher Ruponti said,

Whatever we plan to do in the class might not work for all students. If the strategy was not effective at that time, I would try to use an alternative strategy to assist the students in understanding better.... By doing it in class with other students, they might remember the points easily.

It highlights how visual aids are used by teachers to implement effective teaching strategies. These strategies are particularly designed for students, especially those who struggle with memorisation and feel uneasy grasping complex ideas.

Monitoring the Participation of the Students

While the findings highlight the importance of a structured lesson plan and its various strategies, some participants noted that monitoring children's participation is also crucial for maintaining a structured lesson plan. As it helps the teachers identify those students who mainly struggle to engage. If the students are not able to become comfortable in the class, their behaviour changes towards those particular classes. And, if any organised plan is not successful for that class, the teachers make adjustments to maximise the class participation.

Pair Work and Group Work

Yusuf talks about pair work and group work, which is highly effective in monitoring the students' engagement and their behaviour towards others. He thinks that “peer work and group work encourage the children to interact socially and will develop the skills of teamwork or leadership”. Yusuf said,

I monitor all students' participation by observing their progress in the planned activities. I try to make adjustments as needed. I am always encouraged to do some collaborative activities, like doing pair work or maybe group tasks. I walk around the classroom to see how actively my students are participating. But if I notice any of the students are not engaged or feeling confused with their own work, then from the next work, I try to involve them by pairing them with a more active classmate.

The participant emphasised the value of collaborative learning in reaching passive learners. While talking about monitoring, the teacher talks about close observation, and if any of

the students are not engaged or feeling confused with their own work, then from the next work, the teacher tries to involve them by pairing them with a more active classmate, which is a thoughtful idea or concept applied by the teacher in his lesson plan.

Measuring Learning Process

Md. Rafiqul Islam talks about “real-time insights of students’ comprehension”. This process helps the teachers to get the immediate gathering and analysis of student data to understand how well students are learning and grasping concepts during a lesson. This process also allows the educators to move beyond the traditional systems. Md. Rafiqul Islam said,

Day by day, I am learning new things about my students, and depending on that, I try to meet the diverse needs of my students. Each day, classes are different, and each of them learns at a varying pace. So, I keep that in my mind and modify my approaches accordingly to ensure that every student can learn effectively.... I assign simpler exercises to build confidence in the students.

This monitoring helps him (class teacher) to observe the writing skills and individual strengths and also weaknesses. To identify the challenges faced by the students, the teacher provides one-on-one guidance during this task. As an English teacher, he can provide his students with personalized instruction.

Innovative and Purposeful Implementation of Lesson Plans

To start an effective teaching process, a lesson plan is a fundamental element for the teacher. It is particularly required for primary education, as a young learner, they need guidance to cultivate foundational skills. An innovative and purposeful implementation of lesson plans plays an important role in enhancing student learning outcomes, improving academic

performance, increasing teacher confidence and fostering dynamic classroom interactions. Use of lesson plans helps empower the class teachers by providing a proper framework for teaching.

Enhances Academic Learning and Performance

A well-structured lesson plan before every class helps all teachers to deliver their lessons effectively and also ensures that students grasp all concepts so that they can show a good performance in academic areas.

Ensures Clarity and Structure

With clear learning goals, the teachers try to ensure that their students understand the concepts of what they are learning in their everyday sessions. Tanha added that, “By applying different kinds of activities, we try to maintain the logical progressions of the main topics.” She also added that,

With a proper structural lesson plan, I am always able to prepare time activities effectively and anticipate some challenges. It gives me a good sense of direction about ensuring that I cover all kinds of topics which are necessary for my students while keeping them engaged. (Tanha)

With the help of an organised plan, they can create a well-defined class that directly involves a good setting with clear objectives. It ensures that the clarity and structure of the class are maintained. Zerin Tasnim mentioned,

Normally, I create my lesson plan a week in advance, to ensure that everything is structured well and organised in a good manner. Like, if I’m teaching my students a new topic on the upcoming Monday, then I must try to make sure to finalise my lesson plan by the previous Sunday. (Zerin Tasnim)

They try to incorporate easy-to-understand activities with the complicated topic, ensuring consistency. So that all concepts and instructions, or maybe the class task, can be easily followed and implemented by the teachers. Another participant added to their conversation that, “along with the lesson plan, I added some pictures of those specific objectives so that if I’m absent for next class, the other proxy teacher can catch the objectives easily” (Md. Rafiqul). The use of step-by-step instructions also helps them to be on track and not to be hopeless in the classroom in front of the 30-40 students. Five participants reported that this type of instruction enhances students’ academic learning.

Encourages the Students

Encouraging the participants is also important while developing academic performance. As it makes them feel motivated and confident, since they are at their starting level of academic oncoming. Asifa S. said, to make them feel encouraged in their studies, she used a bunch of approaches and adjusted them depending on the students’ preferences. She said,

I set rules from the group task: if one of the groups does their work before everyone, then each member from that particular group will be rewarded with 1+, and those groups will come second will get 0.5+ points. Later, these marks were added to their class work marks. Group tasks are divided into 5 groups, and in each group, the members will be 5 members.... That's how I try to make changes, and my students most of the time love this strategy. (Asifa S.)

The use of extra marking for these young students will be a beneficial encouragement for them. This encouragement helps the students build their self-confidence. Along with self-confidence, it makes them (students) more confident and willing to engage with the more

difficult tasks and attempt discussions. About the encouragement for the students, which helps them to improve their academic performance, Ruponti says,

After finishing one chapter, we usually take a class test. But if any students didn't do well in classwork or tests, then we give them some work for practice in class. We have a parent-teacher meeting where we contact all parents and provide them with instructions to help them focus more on that particular subject at home. Since they were children, we have not put much pressure, but we give their parents some instructions about what they can do to achieve better results in that particular subject.

Encouragement has a positive effect on academic performance. It helps children promote a growth mindset. This shows that the way students receive support, positive motivation, and their eagerness to learn proactively will build more. This leads to improved academic achievements.

Boosts the Confidence of Teachers

When teachers enter a classroom with solid strategies, they experience greater control over the teaching process which reduces their stress and the uncertainty. This preparedness qualified them to adjust various institutional components and foster the children's interactions.

Impact on Students' Control

One of the main ways teachers boost their confidence is by entering a classroom fully prepared. They must be well-equipped to handle any situation. As the participants highlight in their interviews, they do not want to feel lost in this vast ocean. As teachers can organise their sessions efficiently and allocate class time effectively, it has a positive impact on the students.

One of the participant , said in the interview,

In 40-minute classes, I try to add not only reading and practice, questions, but also warm-up activities, greetings, discussion, fun tasks, etc. Importantly, I give them a short break to keep them focused and engaged with the classwork. I always start my class with a positive tone, which makes my students happier. (Asifa S.)

If she is not prepared for her class, then managing the start will create a burden for her. She uses warm-up, discussions and activities and also uses a short break to make them focused. By doing this, she can take control of a class. Some participants mentioned that, “when we make use of lesson plans in a class and add more activities, we can anticipate the potential challenges and depending on that, we use different strategies”. From that, one of the participant said,

The story, verse, or myth, you cannot change much. So, if the strategy which I used in the previous week is not successful for this week, then for next week, at first, I will try to understand which part did not work for them, then I will make changes.... This activity also encouraged the shy students to participate in front of the class in a smaller group setting. For creativity, I ask them to draw or write about any specific moment where they practised honesty in their lives. (Sweety)

The process of holding story sessions when an activity doesn't work in a particular class is a wonderful way to foster creativity in the classroom. By doing this, teachers can effectively manage their classes daily.

Reducing Uncertainty in the Classroom

When a teacher enters a classroom with confidence, it boosts their confidence and leads to a better classroom with good management. Confident teachers will set clear rules and also some expectations for the students. The teaching profession is not only about delivering lessons but also about spreading knowledge, promoting management, and instilling etiquette and

manners. However, in the classroom, uncertainty may disrupt learning. This may impact both teachers and students. From the interview, participants stated that “Confidence works as positive reinforcement to minimise disruptions”. When teachers take proactive steps, it helps them reduce uncertainty in the classroom. Zerin Tasnim, while taking the math class, observed that some students were facing problems and struggling with multiplication. She said,

At first, we observe our students in the first class, and then we try to design and adjust those plans with the observations we have. While teaching the classes to third-grade students about multiplication, I saw that some students had a hard time comprehending what for through a theoretical approach. I switched up the lesson by doing an activity where they utilised small objectives, such as buttons to sort and count. This, in a way, enabled the students to relate to the concept of multiplication as a number, as multiplication makes it easier and enjoyable for the students to learn. (Zerin Tasnim)

She uses activity-based learning and changes the theoretical approach. With the theoretical approach, the students were facing uncertain moments. However, with the teacher's confidence, try to overcome the problem or situation. This use of buttons for multiplication made the concepts more relatable and enjoyable. It primarily demonstrates how confidence enables her to navigate challenges and reduce uncertainty in the classroom.

Limitations of Teachers' Training on Lesson Planning

The findings revealed that some of the participating teachers feel that their schools are not providing adequate support for managing their lesson plans. However, participants had agreed that they received some teacher training before joining the schools. However, most of them faced problems while taking the classes, as they received no training on the lesson plan process. One of the participants mentioned that it is rare in Bangladesh for teachers to receive

training in lesson plans. As we can see, after the Bangladeshi educational curriculum changed, the authority arranged a training program in January or February. But the schools resumed in January, so it was difficult for them to cope in the beginning of the school year without the training (Ruponti).

However, the participant was getting less time for the lesson plan. So, before getting any kind of training, the instructors only try to use the text from the books and give practice from the books. In their school, they do not do that many activities at that time, as they do not have proper knowledge of how they start their classes. Most of the teachers join at the start of the year, so it becomes tough for them to continue the classes as well. Some participants note that late training and inadequate instruction on lesson plans often lead them to adopt activity ideas from YouTube or other social media platforms. As they want to engage in creative work in the class, they require a robust training system to ensure they complete their tasks correctly. Another participant said,

There is a lot of training regarding teachers' training and also professional development initiatives. In those professional development trainings for primary school teachers, the lesson plan sessions are included. But I have not done it yet. I had only completed a program under the Bachelor of Education (B.Ed.). I will do training in 2025, maybe in January - February. But for now, most of the time I use YouTube, Google, or some teaching techniques books while using lessons. It would be helpful if I had the opportunity to explore lesson plans and unique ideas for more engaging or interactive activities. It might be helpful for the new teachers. (Yusuf)

They were getting training regarding teaching, where many topics are included. However, insufficient training was provided for the lesson plan system. So, to continue the class process,

they use another process for their children so that they do not feel active in the class. While talking about this system, a participant highlighted that,

All training sessions for the teachers are arranged by the government or the educational authorities. However, these training sessions are usually short and mainly focus on the general guidelines or ideas on lesson plans.... Continuous support and follow-up sessions and feedback opportunities would help the teachers to feel more confident and better organised to create lesson plans which will be more beneficial to their students. (Md. Rafiqul Islam)

If students learn their behaviours, time management, and maintenance skills from a young age, then after transitioning to secondary school or college, they will maintain those habits. So, the teachers want them to teach those in their classes, and for that reason, they (teachers) want to invent new activities or class management processes to engage the class students.

Thus, all findings are based on interviews with the participants. They share their thoughts on the lesson plan. These thoughts help to find out how the structured lesson plans improve student engagement and classroom behaviour, and also the Innovative and purposeful implementation of lesson plans.

Chapter 5: Discussion

This chapter will explore the findings by comparing them with existing research to provide a comprehensive analysis of the structured lesson plans and their effectiveness in the primary educational process. The findings underscore the crucial role of a structured lesson plan in promoting student engagement, improving learning outcomes, bolstering teacher confidence, and cultivating a dynamic classroom environment. However, while the structured lesson plan has some clear benefits, this study identified some challenges in implementing the plans in the classroom. To implement the lesson plan without any obstacles, the process of educational reforms and policy improvements needs to be amended.

The Role of Lesson Plans in Driving Participation

The findings reveal that the use of interactive strategies incorporated within structured lesson plans significantly helps sustain student engagement. The participants noted that the use of structured lesson plans provided teachers with clear guidelines on how to incorporate engaging activities, such as warm-up exercises, hands-on tasks, group discussions, and question-and-answer sessions. These interactive strategies were developed by the teachers to create an active learning environment that encourages students to be more attentive and motivated. One of the participants, Hasan, also emphasised the importance of tailoring fun activities to the students in the classroom and incorporating short breaks for the children to maintain their focus. The participants also highlighted the importance of teaching. Asifa S. noted that while teaching, integrating different kinds of activities and providing breaks throughout extended periods of lessons prevented the children from becoming overwhelmed.

The use of interactive strategies helps the students regain their attention properly. Similarly, Zerine Tasnim and Tanha highlighted that structured lesson plans facilitate teachers in

planning interactive activities. These strategies ensure that students continue the class appropriately and remain engaged throughout. She stated that without a well-organised lesson plan, teachers often feel lost in a vast sea of information. Students might be distracted if the teachers feel lost in the classroom, and it will be more challenging to manage the classroom. This finding, as claimed by the participants, is crucial to understanding how lesson plans provide a critical roadmap for teachers, enabling them to maintain both student interest and attention. The participants develop approaches to make the learning process more student-centred for the students. The approach is hands-on activities and the use of digital tools in the classroom. All these approaches were claimed to be effective in keeping the children engaged in class. Participants mentioned the use of visual aids and animation to make the class more manageable for the teachers. These findings align with the study by Shimmel and Columba (2016), who stated in their study that there should be some essential elements for a lesson plan. Those are objectives, questions for students, materials, and warm-up activities. All of these elements essentially share a common theme regarding their practicality, which is crucial for effective classroom instruction. A well-constructed lesson plan provides numerous benefits. Where it includes good management in the classroom, and a poor structure plan hampers the learning. An effective lesson plan primarily fosters student engagement by providing a well-organised framework. This also integrates various instructional strategies (Shimmel & Columba, 2016).

The Role of the Lesson Plan in Designing a Discipline

The findings of this study concern the structured lesson plans that contribute to improving classroom management and maintaining student behaviour. Maintaining classroom behaviour is crucial for both the learning environment and students' success. At the school, managing the students is challenging, especially in the primary educational system, since they

are at a young age. Their attention spans vary, as classroom disruptions are a common problem. The participants talk about the size of the classroom, engagement strategies and lesson plan adjustments for students to help them influence the behavioural process. One of the participants, Asifa S. claimed, “To minimize their disruptions, I always try to call someone's name and ask, 'Did you get it?' so others become attentive as they think teachers might ask them also”. A key finding from this study, as discussed by the participant, is that teachers incorporate unique techniques into structured lesson plans, as it mainly can effectively reduce the possibility of disruptive behaviour in the classroom. The participant, Asifa S. , highlighted her approach to integrating specific methods into her lesson planning to maintain students’ attentiveness and minimise distractions. For that, she shared that the most effective technique is to periodically call out the names of the students to keep them focused and engaged in the learning process.

A study by Ornstein (1997) suggests that teachers with clear guidelines and effective instructional strategies play a crucial role in shaping students' behaviour. The use of lesson plans by teachers helps create routines and establish a stable classroom environment. However, it also ensures a smooth instructional flow, which reduces classroom disruptions and promotes positive behaviour among children (Ornstein, 1997).

However, this study also found that class size is a crucial factor in shaping student behaviour. As mentioned by Md. Rafiqul Islam , the maximum number of students was about 30 in the class, and it was intentionally determined by the authority to ensure the attention of individuals, as a smaller number of students helps create a manageable class size and also ensures that the teacher actively monitors the students’ participation, individual behaviour and also the progress. This finding is consistent with the study of Obaydullah (2021). Who demonstrated that sustaining a student-teacher ratio improves classroom management and lesson

plan effectiveness (Obaydullah, 2021). Maintaining a student-teacher ratio will help the teacher keep track of the students' behaviour in class. Md. Rafiqul Islam discusses the classroom management system, noting that there should be a smaller number of students in a classroom.

However, another participant, Sweety, talks about her classroom process, where she claims that in each class, they have 40-50 students. In Class 5, there are sections A and B, and in both sections, the total number of students is 80. In Class 2, there is only one section, which is why there are almost 45 students, and she faces challenges making connections with them. The problem she faces as a teacher is the overcrowded classroom, as it often leads to reduced participation of the students, increases the disruptions in the classroom and creates difficulties in maintaining discipline in the school. When a teacher is responsible for too many students in one section, he/she face many challenges in managing time effectively. One of the major problems is tracking student progress properly, and for that reason, the teacher wasn't able to offer personalised feedback, which can lead to decreased outcomes that the teacher is expecting from the learning. Importantly, it can lower the student's motivation. However, maintaining an optimal student-teacher ratio enables educators to utilise interactive methods, monitor classroom dynamics, and foster an inclusive learning environment. In the context of Dhaka's primary educational system, high student-teacher ratios are identified as one of the primary barriers to the successful process of effective lesson planning and student engagement (Obaydullah, 2021). The institution needs to prioritise smaller student-teacher ratios so that it can adapt its lesson plans, engage students effectively, and address behavioural challenges more strongly.

The Role of the Lesson Plan in Unlocking Better Grades

The findings from this study align with structured lesson plans, which enhance the students' learning outcomes and improve their academic performance. A lesson plan provides

clarity about the systematic framework for delivering lessons in the classroom. So, prepare a well-organised plan where all objectives will be included and include input of class work along with homework for later help to improve performance. The teachers emphasised that preparing a detailed lesson plan would help them later when teaching classes. It helps structure the instructional strategies effectively for the children, fulfills the diverse needs of the students and helps establish a good logical flow among their teaching sessions. However, the participants also discussed the use of lesson plans to enhance the academic performance of the students. One of the participants, Tanha , highlighted that using structured plans helps teachers have a good sense of direction in ensuring that they cover all necessary topics for students. The use of step-by-step instructions in a lesson plan also helps students stay on track and avoid feeling hopeless in the classroom.

Some participants claimed that this type of instruction helps improve students' academic learning. The participant also claimed that encouragement was included in the same boat as improving academic performance. Aligning with this information is the research conducted by Mugoya and Nalukwago (2023), who discuss how a structured lesson plan enhances academic performance and promotes academic growth. It helps by enabling the class teachers to organise the teaching content systematically. It ensures effective management of classroom activities and maintains instructional clarity. The research claimed that lesson plans serve as a framework for teaching schedules, and based on this, the curriculum works to achieve educational goals. As lesson plans help to ensure the teacher follows the proper teaching techniques. It ensures that the topic for the day's lesson is appropriately covered in one lesson or possibly in two days, and that instructional materials are chosen and utilised appropriately (Mugoya & Nalukwago, 2023). The use of lesson plans for students contributes to their success by helping teachers sequence

activities logically, assess student progress, and ensure that all learning objectives are met. The participants mentioned the learning objectives they use in organising the lesson plan and also discussed how, after completing the specific learning objectives, they administer the class test to assess the students' understanding level. If any students receive a low score or perform poorly on the test, the teacher attempts to arrange extra work for in-class practice. However, they have parent-teacher meetings where the teacher provides brief instructions to the parents so that the students can also focus on that particular objective at home for improvement. A lesson plan enables the teacher to understand various teaching procedures, prepare for progress tests, and evaluate the outcomes of the given instructions (Mugoya & Nalukwago, 2023). In class, if teachers can use lesson plans effectively, they can monitor their students' learning progress more efficiently and also adapt their methods of improvement to enhance academic achievement.

The Role of a Lesson Plan in Self-Assurance

The study found that a well-structured lesson plan helps increase the teacher's confidence and also reduces the number of uncertainties in classroom management. Managing students at the primary level requires teachers to plan. However, those who entered the classroom with their pre-planned or well-prepared lesson plan shared their feelings. Teachers feel more control over their students, are capable of handling their student interactions and also feel confident while delivering the particular lessons effectively. They feel competent enough to join a classroom filled with 30-40 students. Teachers claimed that they try to make organised plans so that they feel capable of handling various aspects of teaching, which include all elements like discipline management in the classroom, student engagement in activities and also instructional effectiveness. They noted that confidence serves as positive reinforcement to minimise disruptions for children. Sweetey , highlights how a structured lesson plan allows a teacher to

adjust their teaching methods based on student responses, if any problems they face. The teachers strive to make their classroom experience dynamic and responsive, rather than rigid and monotonous.

She recognises that having a well-planned lesson helps her remain adaptable and enables her to refine her approaches to maintain the learning objectives while teaching classes. Using the lesson plan, class teachers take steps every day to become more confident and face classroom obstacles. Aligning this is a study by Farhang, Hashemi, and Ghorianfar (2023), who also discuss “Lesson Plan and Its Importance in Teaching Process” in their research. In their paper, they discuss lesson plans that not only organise the teaching process but also enhance teachers' confidence in handling classroom challenges (Farhang, Hashemi, & Ghorianfar, 2023). This study suggests that when teachers plan for their students, they feel more prepared and confident while teaching. Teachers are enabled to manage their classroom activities productively and anticipate more capable challenges.

They noted that when designing lessons, teachers who create detailed lesson plans can handle students' questions and classroom discussions with ease, as they know what to do and how to maintain the class. However, a participant, Asifa S., talks about how she uses warm-up, discussions and activities and also uses a short break to make them focused. By doing this, she can take control of a class. Some participants mentioned that when they make use of lesson plans in a class and add more activities, they can anticipate the potential challenges and depending on that, they use different strategies. The teaching profession is not only about delivering lessons but also about spreading knowledge, management, etiquette and manners. In the classroom, uncertainty can disrupt the learning process, affecting both teachers and students. Thus, teachers strive to be prepared with their unique techniques in lesson plans to mitigate the negative impact.

Implications

The findings of this study provide insight into the contributions of lesson plans in the classroom. It has been found that Lesson plans play a crucial role in enhancing student engagement, impacting the students' behaviour, improving academic performance and, importantly, boosting the confidence of the teachers. The findings have various important meanings and can also be helpful to teachers, schools and policymakers to create better support systems and more personalised solutions. The data highlights that by using lesson plans, teachers maintain engagement and behaviour in the classroom, control the class by overcoming the uncertainty and improve performance in the school. All they can do is plan a lesson before entering the classroom. To make the classroom more engaging and improve academic performance, the use of lesson plans and the lesson planning process needs to be strengthened. For this reason, teachers have declared that to maintain all paths, they need new methods and strategies.

Teachers' Training for Lesson Plan

A significant challenge indicated by all participants was the lack of sufficient teacher training on the particular aspect of 'lesson planning'. However, many teachers claim that general teacher training programs exist to help teachers navigate the teaching process. However, there are limited workshops or tailored training sessions that focus on developing lesson plans. Teachers sometimes face organised lesson plans that outline the kinds of strategies they will use and how to manage the children. In-service and pre-service teacher training are essential. Without proper training in lesson planning, teachers often rely on external resources, such as YouTube and Google, to develop their lesson plans. As they need more interactive activities,

they use other resources. More importantly, schools and policymakers need to ensure that teachers get adequate instruction regarding lesson plans.

Organizational limitations

Furthermore, another challenge faced by the teachers while implementing the lesson plan appropriately. Teachers highlighted that institutional constraints were one of the problems preventing proper cooperation with the plans. A large student-teacher ratio and limited support for lesson plans are among the problems. They indicated that a larger amount of student-teacher ratio undermined attempts to provide individualised attention or proceed with structured, activity-based plans. In the overcrowded classrooms, it has become more challenging to monitor group work or peer work, observe progress or adjust teaching approaches to fit diverse learning needs. Some essential components of an effective lesson plan. Schools should reduce the student-teacher ratio as it will help teachers provide a stress-free classroom environment, allowing them to monitor their students' behaviour and engage in movement. Schools may not always need to provide the resources or support required for the effective utilisation of detailed lesson plans. This mainly includes insufficient planning time, limited access to teaching aids or materials, and also there needs to be a supportive environment where all teachers can share their ideas on the particular planning and teaching methods with each other.

Chapter 6: Conclusion

This study identified and analysed the impact of well-structured lesson plans in elevating student engagement, academic achievement and classroom dynamics in primary grades in Dhaka. This study aimed to explore the areas of the use of structured lesson plans to improve student engagement and classroom behaviour in primary grades of Dhaka and the innovative and purposeful implementation of lesson plans in enhancing the student learning outcomes, improving academic performance, increasing teacher confidence and fostering dynamic classroom interactions. In this study, a qualitative methodology was employed, involving semi-structured interviews to gain an understanding of the diverse experiences of teachers regarding lesson plan outcomes. The findings also emphasised a strong correlation between a well-structured lesson plan and improved student engagement. It talks about the teachers who use a structured lesson plan are better prepared for their classroom, confident and capable of handling or managing the classroom. It also highlighted that the use of lesson plans improves academic performance, as using a plan helps deliver better content, helps organise the instructional goals and provides a proper way to give feedback. In the classroom, all students are involved with different interactive activities like peer work, group work, visual aids, etc. However, various challenges were identified by the teachers while doing this study. The challenges arose from inadequate teacher training, larger class sizes, and insufficient resources for teachers. These are some of the reasons why teachers are sometimes confined to a boundary and hindered when implementing lesson plans in a well-structured manner. Future studies could conduct a comparative analysis of the use of lesson plans in primary schools and secondary schools to highlight the importance of lesson plans in enhancing student engagement in the classroom and improving academic outcomes and student behaviour.

Recommendations

Based on the findings of my study, I would like to make a few recommendations to improve the use of lesson plans:

1. Education administrators need to prioritise the process of reducing class sizes to encourage learner-centred approaches. It will help create an effective classroom management system.
2. Comprehensive professional development programs should be implemented to support lesson plans, focusing on teachers' training in innovative and practical techniques of lesson planning.
3. Institutions should be prepared with essential teaching resources, which might include technological aids and real-life aids to enhance the delivery of the content.
4. Every day, a monitoring system and evaluation process should be established to ensure that structured lesson plans are regularly used in the classroom for students.

Limitations of the Study

Though this study gained some valuable information, it is limited by its relatively small sample size. This study was conducted with a modest sample size. It was limited to a particular number of primary schools, which might not cover all aspects of the educational landscape of Dhaka. The data collection process was qualitative and semi-structured, based on observations of the teachers and the classroom. Hence, it may not represent the perspectives of all teachers. Due to time constraints and limited resources, this research did not incorporate the long-term data process to examine how structured lesson planning affects students over time. Furthermore, this study was conducted over a short period, so it may not capture the full extent of the use of structured lesson plans or their experience over various periods or other time frames.

Scope for Future Research

Further research can explore the long-term impact of a structured lesson plan across different levels or grades of students' learning journey, examining how it works in various educational stages within institutions. In the future, it can also investigate the importance of different aids or resources in lesson plans used by the teachers. Lesson plan effectiveness is observed in both rural and urban school areas. It can also explore students' perspectives on structured lesson plans in the classroom and how they influence the learning process to motivate and change academic behaviour. Lastly, it can examine how lesson planning methods have evolved, which can provide insights into their long-term effectiveness and their impact on the teaching and learning process.

Concluding Thoughts

In conclusion, this study contributes to exploring structured lesson planning and its role in overall teaching in different primary schools in Dhaka. The effect of structured lesson plans on student engagement is evident. By doing this research, I was able to understand the thoughts of the teachers and what they think about their students, which helped make the lesson plans. I was excited when I was able to take their interviews online. It was a wonderful experience for me as a researcher, as the way the interviewee helped me throughout the interview session, I was truly blessed. As I am not so good at expressing my thoughts so sometimes I faced some difficulties while doing all the chapters, but somehow I managed to do it. Now I think I can finish all of these.

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Appendix A

Consent Form

Title of the Research: The Impacts of Lesson Plan Implementation on Student Engagement, Academic Achievement, and Classroom Dynamics in Primary Grades of Dhaka.

Principal Investigator: Ananna Das Pinky

Information and Purpose: The interview in which you are being asked to participate is a part of a research study that is focused on investigating how a structured lesson plan can enhance and bring changes in the educational experiences of the students and teachers. The study will explore the use of structured lesson plans to improve the academic performance of the students and classroom behaviour, enhance the confidence of the teachers and promote increasing attentiveness between the students in the classroom.

Your Participation: Your participation in this study will consist of an interview, where you will be asked a series of questions related to your personal experiences with burnout, the factors that influence your educational experiences in the particular school and changes that happened with the use of a structured lesson plan. Your participation is entirely voluntary, and you are free to discontinue or withdraw from the study at any time without any penalty.

Confidentiality: The interview will be recorded; however, your name and personal identifying details will be removed. The researcher will store the collected data securely and will not share your responses with anyone other than the research supervisor.

If you have any questions or concerns regarding the interview, please do not hesitate to contact the researcher.

By signing below, I hereby consent to participate in the interview and allow the researcher to use the collected data for the study. I acknowledge that my interview will be recorded for research purposes, and I can discontinue my participation at any time.

Participant's Signature:

Email:

Date:

Researcher's Signature:

Email:

Date:

Appendix B

Interview Questions

1. Can you please introduce yourself and your current position (name of the school, your position)?
2. Can you share your current experience as a Primary school teacher?
3. Did you receive any teacher training before/after starting your teaching career? If yes, what type of training did you participate in?
4. Have you previously taught at any other school as a teacher?
5. Which grade levels/classes do you teach?
6. Please specify the students in your classroom.
7. Is there a specific reason for having this number of students in one class?
8. For guiding your students, do you use lesson plans? In what ways do you adjust your lesson plans based on your students' needs? Please provide an example of it.
9. How do you monitor your students' participation in class?
10. What changes would you have made if the strategy you planned hadn't been successful at that time? Please give an example of it.
11. Does your lesson plan help organise classroom management? How does it work?
12. Do you face any challenges while designing or organising these plans?
13. How do you assess student understanding after teaching each topic, and what steps do you take if a student struggles with classwork or maybe any tests?
14. How many days ago did you create the lesson plan for the school, and in what way?
15. Is there an effective system for teacher training on lesson plans in Bangladesh?

16. How important do you think the lesson plan is viewed in our Bengali medium Education?