

# **LANGUAGE IN INDIA**

**Strength for Today and Bright Hope for Tomorrow**

**Volume 11 : 8 August 2011**

**ISSN 1930-2940**

**Managing Editor: M. S. Thirumalai, Ph.D.**

**Editors: B. Mallikarjun, Ph.D.**

**Sam Mohanlal, Ph.D.**

**B. A. Sharada, Ph.D.**

**A. R. Fatihi, Ph.D.**

**Lakhan Gusain, Ph.D.**

**Jennifer Marie Bayer, Ph.D.**

**S. M. Ravichandran, Ph.D.**

**G. Baskaran, Ph.D.**

**L. Ramamoorthy, Ph.D.**

## **Perception of Teachers about the Use of Herbert Model of Lesson Planning in Public Sector Secondary Schools in District Attock (Pakistan)**

**Sajid Rehman, Ph.D., Aijaz Ahmed Gujjar, Naemullah Bajwa, Ph.D., and Ghazala Shaheen, Ph.D.**

---

### **Abstract**

Lesson planning is the first and foremost step in teaching. A good planning for lesson results good teaching and better results. The lesson planning has its roots in the history of teaching. There are so many models available in the literature of education. The foremost model was given by German psychologist and philosopher Herbert. This study was designed to find out the perception of secondary school teachers about the Herbert model of lesson planning.

Objectives of the study were to find out the practice of using Herbert model of the lesson planning in teaching learning process and to find out the practice of using other models of lesson planning in teaching-learning process. 100 teachers from the public secondary schools were considered the sample of the study. A thirteen items questionnaire was developed and data was collected from the teachers who were considered the sample of the study.

Language in India [www.languageinindia.com](http://www.languageinindia.com)

11 : 8 August 2011

Sajid Rehman, Ph.D., Aijaz Ahmed Gujjar, Naemullah Bajwa, Ph.D., and Ghazala Shaheen, Ph.D.

Perception of Teachers about the Use of Herbert Model of Lesson Planning in Public Sector Secondary Schools in District Attock (Pakistan)

It was found that majority of the teachers were not following the Herbert model of lesson planning.

## **Introduction**

Lesson planning is the first and foremost step in teaching. A good planning for lesson results in good teaching and better student performance. The lesson planning has its roots in the history of teaching. There are so many models available in the literature of education. The foremost model was given by the German psychologist and philosopher Herbert, who is being followed in our teacher training institutions for training and educational institutions for classroom teaching and instruction. In our system these practices are not properly followed in the public sector educational institutions, due to which the teaching is not so effective and the outcomes are not up to the desired level. However, these practices are being followed by our privately managed educational institutions. But the uses of lesson planning practices are very traditional and the outcomes are not measured and evaluated in the context of the objectives. So, the evaluation of these practices is very important for improvement in the existing scenario.

Lesson planning makes the work regular, organized and more systematic. It induces confidence in teachers. It makes the teacher conscious of the objectives and of the attitude he desires to develop in the students. It saves time and helps in making correlation between the concepts with the pupils' environment. It stimulates the teacher to develop striking questions. It provides more freedom in teaching (Shahid, 1999).

## **Model Plans**

Models refer to a set of basic assumption that outline the universe of scientific inquiry specifying both the concept regarded as legitimate and the methods to be used in collecting and interpreting data.

Model of teaching have been developed to help the teachers to improve their capacity to teach children and create a richer and more diverse environment for them. A model of teaching has been defined in various ways by researchers who worked in the field of teaching. Model of teaching can be defined as instructional design which describes the process of specifying, producing particular environmental situations that cause the students' interest in such a way that a specific change occurs in their behavior.

A model of teaching serves a useful purpose of providing in specific terms what the teacher has to do. He has a comprehensive design of instruction with him through which he can achieve the objectives of the course. Teaching becomes a scientifically controlled and goal oriented activity. Thus, a model provides guidance to the teacher as well as to students to reach the goal of instruction.

Language in India [www.languageinindia.com](http://www.languageinindia.com)

11 : 8 August 2011

Sajid Rehman, Ph.D., Aijaz Ahmed Gujjar, Naeemullah Bajwa, Ph.D., and Ghazala Shaheen, Ph.D.

Perception of Teachers about the Use of Herbert Model of Lesson Planning in Public Sector Secondary Schools in District Attock (Pakistan)

A model of teaching helps in the development of curriculum as well for different classes at different levels of education. A model specifies a great instructional material which a teacher can use to bring a desirable change in the personality of a learner. It helps the teacher's learning process and increases effectiveness of teaching. (www.wikipedia.com)

### **Herbert's Model: Basic Elements**

Herbert was a great philosopher and psychologist, who developed an educational psychology based model. The original formal steps of instruction, according to Herbert were only four:

- i) Clearness
- ii) Association
- iii) Assimilation
- iv) Application

(Ahmed and Mumtaz, 2003)

Later on, Herbart's disciple, Ziller, divided the steps of clearness into two steps, namely, preparation and presentation to guide teachers in their efforts. Those who adopted Herbert's model devised a series of instructional steps that became the most widely used aspect of Herbert's teaching method. The most popular form has five steps.

- a) Preparation
- b) Presentation
- c) Association
- d) Assimilation
- e) Application

### **Application of the Sequence**

The first task of teacher in preparation was to stir up in pupil's mind the idea upon which he wished to graft the new material in his lesson. He then presented the material, clearly and attractively, and proceeded to associate. It with the ideas previously in the pupil's mind, knitting it skillfully into the existing pattern.

The most important step is to examine the fresh pattern formed out of new and old ideas which form the meaning of the new appreciation mass that has been formed. The final step is that of fixing the new material in the pupils mind by applying it in a variety of ways in tests, classroom exercise and assignments for home work.

This sequence became a standard approach in the twentieth century for many subjects of the curriculum in primary and secondary schools of many countries. It was systematic, suitable for

Language in India [www.languageinindia.com](http://www.languageinindia.com)

11 : 8 August 2011

Sajid Rehman, Ph.D., Aijaz Ahmed Gujjar, Naeemullah Bajwa, Ph.D., and Ghazala Shaheen, Ph.D.

Perception of Teachers about the Use of Herbert Model of Lesson Planning in Public Sector Secondary Schools in District Attock (Pakistan)

many different kinds of material, and was based on an easily comprehended theory of learning. In the hands of a skillful teacher it could be both thorough and intellectually exciting.

The instructional sequence is associated with the “doctrine of interest”. This method is only applicable to knowledge lesson and not for skill-oriented lesson.

Herbert emphasized more on teaching rather than learning.

In short, Herbert’s approach to lesson planning outlines the following formal steps:

- i) Introduction (or preparation)
- ii) Presentation
- iii) Association (or comparison)
- iv) Generalization
- v) Application
- vi) Recapitulation

Kochar (1992) & Amin (2005)

### Objectives of the Study

- To find out the practice of using Herbert model of lesson planning in teaching-learning process.
- To find out the practice of using other models of lesson planning in teaching-learning process.

### Methodology

All the teachers of the public sector secondary schools of District Attock were included as the population of the study. The sample was selected randomly which constituted 100 teachers (50 male and female each) from the whole district. A questionnaire was developed as the tool/instrument of the study. The data collected through the questionnaire was tabulated and analyzed by using percentages.

### Findings

**Table: Showing the analysis of the questionnaire in percentage**

S.No.	Statement	N	Yes (%)	No (%)
1	Do you prepare lesson of each period according to lesson planning?	100	22%	78%

Language in India [www.languageinindia.com](http://www.languageinindia.com)

11 : 8 August 2011

Sajid Rehman, Ph.D., Aijaz Ahmed Gujjar, Naeemullah Bajwa, Ph.D., and Ghazala Shaheen, Ph.D.

Perception of Teachers about the Use of Herbert Model of Lesson Planning in Public Sector Secondary Schools in District Attock (Pakistan)

2	Do you know that Herbert model is used for lesson planning?	100	20%	80%
3	Do you know the basis of Herbert's model?	100	18%	82%
4	There are so many models of lesson planning in educational literature, Do you know about any other model?	100	24%	76%
5	Have you over tested any other model of lesson planning?	100	16%	84%
6	Does Herbert's model fulfill all the requirements of teaching?	100	20%	80%
7	Do you start your lesson in connection with the previous knowledge?	100	8%	92%
8	Do you announce your topic first?	100	80%	20%
9	Do you make the students to apply their knowledge.	100	21%	79%
10	Do you plan your lesson for clarity in teaching	100	25%	75%
11	Do you make your lesson attractive with the help of lesson planning.	100	30%	70%
12	Do you associate present knowledge with the previous knowledge	100	36%	64%
13	Do you assimilate your lesson through planning.	100	29%	71%

Above table shows:

22% teachers prepare lesson of each period according to lesson planning,  
20% teachers know that Herbert model is used for lesson planning,  
18% teachers know the basis of Herbert's model,  
24% teachers know about any other models,  
16% teachers have tested any other model of lesson planning,  
20% teachers are in favor that Herbert's model fulfill all the requirements of teaching,  
8% teachers are of the view that they start their lessons in connection with previous knowledge,  
80% teachers are of the view that they announce their topics first,  
21% teachers make their students to apply their knowledge,  
25% plan their lessons for clarity in teaching,  
30% teachers make their lessons attractive with the help of lesson planning,  
36% teachers associate present knowledge with the previous knowledge and  
29% teachers assimilate their lesson through planning.

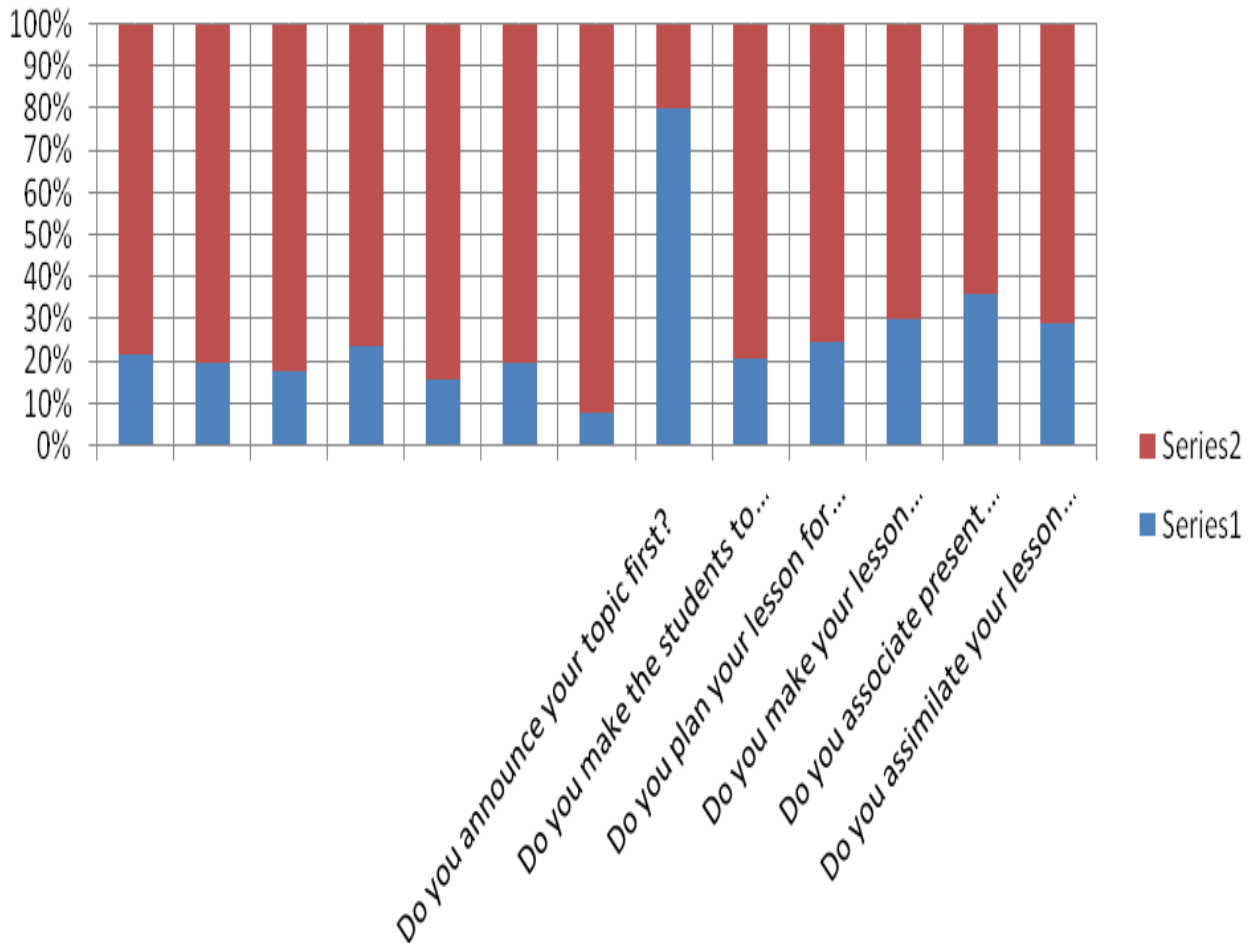
Language in India [www.languageinindia.com](http://www.languageinindia.com)

11 : 8 August 2011

Sajid Rehman, Ph.D., Aijaz Ahmed Gujjar, Naeemullah Bajwa, Ph.D., and Ghazala Shaheen, Ph.D.

Perception of Teachers about the Use of Herbert Model of Lesson Planning in Public Sector Secondary Schools in District Attock (Pakistan)

## Showing the Analysis of Questionnaire



### Conclusion

Majority of the teachers perceived that they did not prepare their lesson for each period. They did not know Herbert's model and its basis. Majority of the teachers also were not aware about other models of lesson planning. They also perceived that they did not fulfill the requirements of teaching according to Herbert's model. They did not start the lesson making connections with the previous knowledge of the students. They announced the topic of the lesson for teaching, but

Language in India [www.languageinindia.com](http://www.languageinindia.com)

11 : 8 August 2011

Sajid Rehman, Ph.D., Aijaz Ahmed Gujjar, Naeemullah Bajwa, Ph.D., and Ghazala Shaheen, Ph.D.

Perception of Teachers about the Use of Herbert Model of Lesson Planning in Public Sector Secondary Schools in District Attock (Pakistan)

they did not make their students apply their knowledge, and they did not plan their lesson clearly and attractively.

---

---

### References

Ahmad, M. and Mumtaz, K. (2003). Teaching of English for B.Ed. classes. Ch. Ghulam Rasool and Sons, Urdu Bazar, Lahore. Pp. 180-184.

Amin, I. S. (2005). Lesson Planning in Teaching of English. Majeed Book Depot, Lahore. pp.254-260.

Kochhar, S.K. (1992). Methods of Techniques of teaching, sterling publishers New Delhi.

Shahid, S.M. (1999). Teaching of English. Majeed Book Depot, Lahore. Pp. 366-372.

---

---

Sajid Rehman, Ph.D.  
Head Master Govt Boys Secondary School  
Gulzar-E-Quaid, Rawalpindi, Pakistan.  
[drsajid\\_rehman@yahoo.com](mailto:drsajid_rehman@yahoo.com)

Aijaz Ahmed Gujjar  
Lecturer (Education)  
Federal College of Education  
H-9, Islamabad, Pakistan.  
[Seek\\_to\\_learn@yahoo.com](mailto:Seek_to_learn@yahoo.com)

Naeemullah Bajwa, Ph.D.  
Assistant Professor  
NISTE, H-8, Islamaabd, Pakistan.  
[becpakistan@gmail.com](mailto:becpakistan@gmail.com)

Ghazala Shaheen, Ph.D.  
Assistant Professor  
FUUAST, Islamabad, Pakistan.  
[drghazalashaheen@fuustisb.edu.pk](mailto:drghazalashaheen@fuustisb.edu.pk)

Language in India [www.languageinindia.com](http://www.languageinindia.com)

11 : 8 August 2011

Sajid Rehman, Ph.D., Aijaz Ahmed Gujjar, Naeemullah Bajwa, Ph.D., and  
Ghazala Shaheen, Ph.D.

Perception of Teachers about the Use of Herbert Model of Lesson Planning in Public Sector  
Secondary Schools in District Attock (Pakistan)