



CLUSTER INNOVATION CENTRE
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EXPLORING PRE-SERVICE AND IN-SERVICE TEACHER'S PERSPECTIVES IN LESSON PLANNING OF MATHEMATICS

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Abstract

This research study aims to investigate the perspectives of pre-service and in-service teachers regarding their approaches to lesson planning in the field of mathematics education. The study focuses on understanding the factors that influence their lesson-planning practices, the challenges they encounter, and the strategies they employ to design effective math lessons. To achieve this, a qualitative research design was employed, involving interviews as a data collection method. The participants consisted of pre-service teachers currently enrolled in a teacher education program and in-service teachers with varying years of teaching experience. Data analysis followed an item-wise and objective-wise analysis approach to identify patterns within the participants' responses. Moreover, the samples of lesson plans were collected to see the writing pattern for both in-service and pre-service teachers. The findings reveal that both pre-service and in-service teachers perceive lesson planning as a critical component of effective mathematics instruction. They emphasized the importance of aligning lesson objectives with curricular standards, considering students' prior knowledge, and employing appropriate instructional strategies. However, in the case of in-service teachers, a lot of constraints like time management, and syllabus completion overpowered their child-centered planning, and rather their lesson plans were made majorly for the purpose of documentation and from the teacher-centric point of view so that she has a collection and flow of what all questions have to be done. The implications of this study suggest the need for targeted support and professional development opportunities for both pre-service and in-service teachers to enhance their lesson-planning skills in mathematics education. Furthermore, it emphasizes the importance of promoting collaboration and providing adequate resources to address the identified challenges.

by

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