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APPLICATION OF TABA'S MODEL IN EFFECTIVE LESSON PLANNING AT THE PRIVATE PRIMARY SCHOOLS OF KARACHI

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Abstract
Implementation of Taba's Model through lesson planning is crucial in primary education, especially in private schools in Karachi. It emphasizes teacher facilitation and student engagement in learning. Instead of individual reforms, schools should work together to ensure equal lesson planning and curriculum drafting for all students, benefiting both educationists and curriculum reformers. Karachi. A sample of 60 primary school teachers was drawn through stratified random sampling design. Quantitative research design was used. The data was collected through questionnaire and was analyzed through regression analysis. It was found that moderate consideration for different learning styles among respondents, with low variability and slight rightward skewness. 100% believe feedback creates awareness and improves preferences, while respondents don't believe in awareness or preference implications. The study found moderate learning styles consideration, strong association between feedback awareness and improved preferences, and positive correlation between Taba's model application and self-reflection feedback in effective lesson planning.

Keywords
Taba's Model, lesson planning, learning style consideration, feedback, teaching strategies, primary schools, Karachi

Introduction
The use of Taba's Model for successful lesson planning is an important feature of primary education, particularly in private schools in Karachi. Hilda Taba's model is a comprehensive approach to curriculum creation and lesson preparation that stresses the role of the teacher as a facilitator and students' active engagement in the learning process. Instead of collective reforms in educational planning and strategies, it has been observed that schools in Karachi, mostly performs according to their own needs and requirements. If schools are collectively implement their efforts to bring lesson planning and curriculum drafting at same level for all students in the city will have far reaching results. Taba's model is a light in the darkness that can bring every educationist and curriculum reformer side by side. Taba's methodology is distinct and more grounded in reality since it places a greater emphasis on the accountability of teachers rather than administrators. These days, a lot of school curriculums use the ideas of the Hilda Taba curriculum development model. Karachi, Sindh's metropolis, is home to several private educational institutions and has the greatest enrolment in private primary schools when compared to other districts in Sindh. The number of schools in Karachi's districts are as follows: Central has 621 schools, East 285, Korangi 432, Malir 745, South 354 and west Karachi have 599 schools as per Statistics Department of Bureau of Sindh (2018–19 School Education Statistics, Government of Sindh). These schools attempt to provide high-quality education, with a concentration on English, Mathematics, Science, Society and the Environment, Health and Physical Education, Information Communication, Technology, and the Arts. However, the efficacy of lesson preparation and curriculum development in these institutions needs more investigation. This study uses Taba's Model to enhance educational quality in Karachi's private

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primary schools. The Inductive Method, a logical, sequential approach, involves assessing learners' needs, formulating objectives, organizing information, selecting experiences, structuring activities, and evaluating outcomes.

Literature Review

The schools are a reflection of the society. The leadership, school culture, teacher's expertise, sound curriculum, advanced pedagogies of lesson planning and student's achievements etc. are the main domains that make a school an effective source of learning. Application of Taba's model in lesson planning has been a topic discussed several times in the literary pieces of academia. The main aim of Taba's model is to inculcate thinking process in students. The development of critical thinking in students creates conceptualization and diversity of learning modes. Lesson planning and its techniques can definitely play the role to create critical thinkers. From the beginning of the Greek era to the present, the curriculum has evolved to lesson plan (Raifadilah & Mukhidin, 2017), as the curriculum and lesson plan are both based on objectives, content, methods and evaluation. The research work of Vermunt et al (2019) shows that if a teacher is oriented towards meaning of application, the lesson study would have many positive effects on his/her teaching. According to Hilda Taba, 1962, "a curriculum is a plan for learning, therefore what is known about the learning process and the development of individual has bearing on the shaping of the curriculum." Hilda Taba, an Estonian-American curriculum theorist, reformer, and a teacher who described this theory in 1962 for use of teachers in a classroom setup. The book Curriculum Development: Theory and Practice. It follows a Grassroots or Down-Top approach and promotes a major role for teachers and facilitators who believe in teacher driven curricula and lesson plans. According to Uphoff (1982), the curriculum can also be defined as an accumulation of information, learning experiences in diverse learning environments with a variety of cognitive content, instructional plans, and technological tools. The Hilda Taba curriculum development model is referred to as Taba's inverted model. The curriculum creation process is the main emphasis of the Taba model, which emphasizes curriculum improvement and refinement. Taking a bottom up approach, she thinks that instructors may create the curriculum instead of just following orders from above (Osmi et al, 2021). Curriculum makers can use this Taba Model as a guide or point of comparison when creating a curriculum. Lesson planning is a road map or framework used to plan and conduct every class from first meeting to final exam. Lesson plans also guarantee that you have developed a rational, methodical learning process, which is crucial to ensuring that your students learn the most in the shortest amount of time. (Hady & Abdul Safi, 2018). Thus, this is important to know the key features of an effective lesson plan by Hady & Abdul Safi, 2018:

- Teaching objectives: Setting of teaching objectives for a lesson implicitly is essential for good teaching and ideal lesson plan.
- Warming up Activity: Dixon (2016) defines a warming up activity as "a little activity that activates students' prior knowledge, piques their interest, and provides them with access to their entire knowledge base."
- Techniques and Procedures: Teachers employ techniques and procedures to carry out specific tasks in their lessons.
- Assessment: Assessing students involves tools, techniques, and procedures for determining what learners know and can do in relation to a particular knowledge domain as stated by Nunan (2015). The lesson plan includes objectives, introduction, content, methods, procedures, closure, resources, materials, and evaluation procedure (Jacobson, Eggen and

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Kauchak, 1989) and all the stated steps of lesson plan format by Jacobson et al (1989) are closer to the steps presented by Taba. The steps by Taba (Osmi et al, 2021) are as follows:

- Step 1: Diagnose needs
- Step 2: Formulation of the main points
- Step 3: Content selection
- Step 4: Organization of contents
- Step 5: Selection of learning experiences
- Step 6: Organization of learning experiences
- Step 7: deciding what to evaluate and how to do it.

Taba's Inductive model is a model which is divided into seven structured steps. The primary goal of this approach is for students to fully grasp the material covered while also developing their critical thinking abilities. The Taba model is process-focused. Lesson planning according to Taba's model looks up to the different learning styles of students. Diagnosis of needs by teachers, before lesson planning make sure that a teacher is taking care of all the necessary requirements of the lesson. Genetic coding, personality development, and environmental adaptations are all reflected in students' learning styles. Multiple researches have indicated that when teachers and students have similar learning styles, pupils learn more, retain more information, and perform better (Chetty et al, 2019). The term "learning styles" describes a learner's favoured method of acquiring knowledge, which encompasses the steps of receiving, gathering, processing, and interpreting information (Chetty et al, 2019). It was also found out that if teaching style and student's learning styles are matching, it will leave long lasting impact on student's learning and achievements. In general, teaching styles refer to the ways in which educators convey knowledge to their pupils in the classroom. Taba believed that rather than being imposed by higher levels, the curriculum ought to be created by its actual practitioners. Taba promoted a micro-level curriculum, in which teachers begin with the design of particular learning, teaching units and work their way up to a more comprehensive design, as opposed to developing a macro-level curriculum (Aydin et. Al. 2017). Clear and constructive feedbacks plays an inevitable role in students' achievement levels and teacher–student relationship. It increases cognitive changes, behavioral changes, and challenges of the use of the feedback model (Pangastuti, 2022). The feedback works as valuable as well as invaluable. The matter is how far the feedbacks are clear and constructive for a student and how they perform in accelerating student's learning graph. Taba when stating "Diagnosis of need" as the initial step in the model, reflects that student's need are totally relied on how a teacher wanted to cater them. Formative feedbacks constructs the achievement level of students and build their inner peace that they are capable of performing well. A teacher needs to know the learning style and need of creative feedback to enhance the learning grid of the students. The statement can work vice versa too. Five domains (Pangastuti, 2022) mentioned are the actual feedback guide to students like problem conceptualization and knowledge construction process, participation and teamwork, communication and interpersonal skills, time management and leadership, and self-peer evaluation make up the feedback guide for the facilitator. These domains are where feedback can be directed. The feedback approach offered details on content, distribution strategies, and time management. As per the responders, the content of the comments can differ based on their personal expertise rather than the discussion materials. The feedbacks can be challenging too as well as commendable but are a valid source of self-reflection. In the light of teacher's feedback, student's achievement and learning can be enhanced. Feedbacks should be focused,

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descriptive and should promote reflective inquiry. The type of feedback combined with reflective practices may increase the chance for teachers to promote self-directedness and in student's self-motivation (Feeney, 2007)

Hilda Taba, a student of John Dewy, planned some teaching strategies (Trezise, 1965) to help young learners to think more and critically and effectively. Although theorists have presented multiple conceptual schemas about "how one thinks", still it is a challenging task. Taba was a theorizer but also a well participant of converting theory into practice. Taba's teaching strategies, according to Trezise (1965), help them to formulate data into conceptual patterns, to make generalizations on the basis of investigation and making inferences from data. Taba is a belief that teachers are known to the needs of the students, hence developing lesson plan is easier. Taba's model encourages high order thinking in which as per Bloom analyzing, evaluating and creating is a part of each lesson plan. Taba promotes collaborative learning (Jain, 2023) where students work together in groups. Interdisciplinary approach (Jain, 2023) is encouraged in learning where students are able to make connections among other subjects and contents. Taba's model builds comprehension skills like summarizations, synthesis and inference. According to Taba, students cooperate in groups to develop their capacity for regular listening and speaking. This approach enhances the constructive conversation both before and after making generalization. This helps in adapting critical thinking and reflective skills in students as Taba's model's jist. In addition to urging teachers to employ a variety of engaging and motivating teaching strategies, Taba's model highlights the value of student's participation in the learning process. The lesson then maybe adjusted to the needs and interests of students. A more conducive and welcoming environment may result from the promotion of Taba's model for collaboration of teacher, student and community. It could be challenging for students to manage the model's open endedness. Teachers may find it hard to plan and execute the lesson if there is no clear instructions for pupils. The model might become more difficult to be used. For teachers, the Taba model necessitate a holistic preparation following each step presented by Taba. This collaborative effort certainly take time in building effective lesson plan. Extra resources and instructions might be needed in implementation but certainly not all schools may get a chance to avail. Thus it deviates from conventional methods so it is mandatory for teachers to getting agreeing to the model first before internalizing it into student's life. This skill creates more skillfulness in students as they read and generalize stories. The students' responses and reflection will help them build cognitive mode of application. Sukmadinata (2012) uses a grassroots approach to describe the following benefits and drawbacks of the teacher role in Taba's model as stated by Osmi et al (2021):

The curriculum is based on the educational environment's demands and advancements, requiring teachers to be prepared and prepared for implementation. It encourages healthy competition, creativity, and freedom of choice. However, it lacks uniformity and unity, making it challenging for teachers to adopt assessment procedures based on student needs. This can be problematic when students are transferred to different states or locations.

In context of application of Taba's model in lesson planning at primary level, very few research papers can be found. Teachers in primary level at Pakistan, need to move from transmission to transaction and to a transformative mode while delivering lesson plan in schools (Vazir, 2003). Lesson planning is an organization of new learning, which turns out to be a tool for learners. If the approach is child centered than it will allow teachers to have self-regulated teaching strategies. These strategies enhances the confidence in learners and make them demand feedback which again proved to be helpful in their academic growth. Dewy and others called curriculum

as "experience" (Vazir, 2003) and as we perceive learner's experience gaining through the recommended and applied strategies within classroom environment, played a vital role in building student's learning needs and outcomes.

Research Design

Quantitative research design was adopted. Quantitative data facilitates numerical comparison between groups, conditions, or variables. This is essential for drawing conclusions about the effectiveness of interventions or the impact of variables on an outcome. The population was comprised of sixty teachers of primary level of private schools in Karachi. The population of the study was comprised of all primary school teachers in Karachi. The overall sample was sixty primary school teachers drawn from stratified random sampling design. Owing to time constraints, data was gathered via a Google Forms questionnaire. There were a total of two sections in the questionnaire. The respondents provided through demographic data in the first section, and the second section had three quantifiable scores based on lesson planning, feedback and teaching strategies. Google forms and In-person visits were used to administer and collect data. To have a complete understanding of Taba's approach and its implications for lesson preparation, data was gathered from level teachers in primary schools of private sector in Karachi who held a B.Ed. degree as a professional degree. Untrained teachers needed more specific information on Taba model's conceptual foundations. Purpose of the research study was described to all the respondents on how to implement lesson plan. A sample lesson plan was also shared with the teachers so that they may have an idea on how to implement lesson in their classes effectively. Respondents were initially explained through a brief write up about the requirement of the stated measurable components (lesson planning, feedback & teaching strategies) through questionnaire. The data from a questionnaire and personal visits was analyzed using descriptive statistics like mean, standard deviation, frequency, and percentage to summarize teachers' responses to Taba's model, indicating their agreement or disagreement with each statement. The questionnaire data can be analyzed to compare teachers' views on Taba's model, using cross-tabulation tables, correlation matrix, and regression analysis to determine similarities and differences, as well as the relationship between variables like knowledge level and lesson planning quality.

The correlation analysis was used as a quantitative test to examine the relationship between variables like feedback and teaching strategies and lesson planning quality, and to show how each variable explains or predicts the other. Efforts were made to describe and practical use of the Taba's model to all the respondents. Prior consents of the respondents were taken. Efforts were made to keep the data confidential.

Data Analysis

H^o - Providing clear and constructive feedback to students does not promote self-reflection and does not lead to improvements in their understanding and application of the learned material.

The study investigates the relationship between clear and constructive feedback and students' self-reflection and understanding of learned material, with data collected on two variables: feedback provision and improvement in self-reflection and understanding/application.

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)

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Pearson Chi-Square	10.897[a]	4	.028
Likelihood Ratio	12.903	4	.012
Linear-by-Linear Association	1.210	1	.271
N of Valid Cases	60		

a. 6 cells (60.0%) have expected count less than 5. The minimum expected count is .60.

Fig 1: Chi Square Test to prove the hypotheses

It is stated in fig 1 that for the Pearson Chi-Square test, the p-value is 0.28, Likelihood Ratio test, also yields a p-value of 0.012 and Linear-by-Linear Association test with a p-value of 0.271, and all reject the null hypothesis, indicating a significant relationship between feedback and self-reflection. Clear and constructive feedback promotes self-reflection and improves students' understanding and application of learned material, rejecting the null hypothesis.

RQ1. How does the development of a structured lesson plan that considers the different learning styles of students impact their engagement and academic performance in the classroom?

Descriptive Statistics

N	Min	Max	Mean	Std. Deviation	Skewness		Kurtosis	
Statistics	Statistics	Statistics	Statistic	Statistics	Statistic	Std. Error	Statistic	Std. Error
60	2	3	2.35	.481	.645	.309	-1.640	.608
Valid N (list wise)	60							

Fig 2: Descriptive Analysis

It is clear from fig 2 that there is moderate consideration of various learning styles by respondents, with an average frequency of 2.35 and a low standard deviation of 0.481, indicating regular examination.

RQ2. What is the effect of providing clear and constructive feedback on promoting self-reflection among students?

*3. Do you think feedback creates awareness among students? * 4. Implications of feedback results in improvised preferences on part of students? Crosstabulation*

Q4. Implications of feedback results in improvised preferences on part of students?

		1		3		4		5		Total	
		N	%	N	%	N	%	N	%	N	%
Q3. 1		1	100.0%	2	28.6%	25	86.2%	23	100.0%	51	85.0%
3		0	0.0%	5	71.4%	4	13.8%	0	0.0%	9	15.0%
Total		1	100.0%	7	100.0%	29	100.0%	23	100.0%	60	100.0%

Fig 3: Crosstabulation between Q3 & Q4

The table shows responses to questions 3 and 4 in fig 3 about feedback's impact on student awareness and preferences. The highest percentage (100%) believe feedback creates awareness and results in improvised preferences when selecting option "4." However, some respondents do not believe feedback creates awareness or results in improvised preferences.

RQ3. How does adjusting teaching strategies and activities based on student's learning needs and feedback influence their learning outcomes?

Model Summary

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Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.344a	.118	.087	.173	2.195

Fig 4: Model Summary after Regression Analysis

Figure 4 clearly shows that the correlation coefficient (R) is 0.344. This indicates the strength and direction of the linear relationship between the predictors or independent variable (1. How often do you consider the different learning styles of your students when planning your lessons? 2. Have you ever adjusted your teaching strategy based on student feedback?) and the dependent variable (2. Do you provide feedback to promote self-reflection among your students?) In this case, it suggests a weak positive correlation. The coefficient of determination (R^2) is 0.118. This represents the proportion of the variance in the dependent variable that can be explained by the independent variables. In this case, approximately 11.8% of the variance in the dependent variable is explained by the predictors. The adjusted R^2 takes into account the number of predictors in the model and adjusts the R^2 accordingly. In this model, the adjusted R^2 is 0.087. The overall model, as indicated by the R^2 value, explains a small proportion of the variance in the dependent variable "Do you provide feedback to promote self-reflection among your students?" (Question 2). The predictors included in the model do not account for a large portion of the variability in the dependent variable, based on the R^2 and adjusted R^2 values. The correlation coefficient (R) of 0.344 suggests a weak positive relationship between the predictors and the dependent variable. The Durbin-Watson statistic of 2.195 indicates little evidence of autocorrelation in the residuals.

Findings

The study shows a moderate level of consideration for different learning styles among respondents, with low variability and a slight rightward skewness. 100% of respondents believe feedback creates awareness and results in improvised preferences. Respondents don't believe in awareness or preference implications. The regression model predicts self-reflection feedback provision, explaining 11.8% of variance. The model's explanatory power is modest, with a weak positive correlation and little autocorrelation in residuals.

Conclusion

The study found a moderate consideration for learning styles among respondents, with a strong association between feedback creating awareness and improvised preferences. The regression model for predicting feedback provision had limited explanatory power, but the absence of significant autocorrelation in residuals enhanced its reliability. The study enable teachers to use the proposed steps of Taba's model in lesson planning as Taba had showed a great significance towards diagnosis of student's needs. If the lessons are planned according to the needs and requirements of not only the students but also the environment from where their learning experiences are made. The study concluded that there is a positive correlation between Taba's model application in effective lesson planning and feedback for self-reflection.

Recommendations

Consider longitudinal studies to track changes in beliefs and behaviors over time. Investigate the potential influence of feedback and teaching strategies in lesson planning according to the steps of Taba's model. These recommendations aim to create awareness on how to inculcate model of Taba in primary school lesson planning so that it deepens the understanding of the observed patterns and provide actionable insights for educators and researchers in the field of teaching and learning. The effortful research by Tyler's student, Hilda Taba behind presenting this model cannot be denied. Implementation of Taba's model is recommended as per the steps, diagnosis of student's needs and extending formative feedback to improve self-reflections, to implement

teaching strategies through appropriate selection and organization of learning experiences and evaluating the ways as per needed in our schools in order to improve learning and teaching procedures. I also recommend school managements to promote Taba's model in lesson planning through consecutive trainings although the data was collected from professional degree holders i.e. B.Ed. but true implementation is recommended to have the bars high.

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