

Influence of Teacher Planning on Students' Academic Performance in Kwale County, Kenya

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Abstract

This research examined the influence of teacher planning using professional documents on teachers' time management and secondary school students' academic performance in Kwale County, Kenya. Pareto theory was used in the study. The target population comprised of 98 principals, 960 teachers and 6,540 form four students from public secondary schools in Kwale County. Krejcie and Morgan's formula was used to calculate the sample size, and a sample of 274 instructors, 364 form four students, and 29 principals was established. Utilizing a standardized questionnaire, data were gathered. Quantitative data was analyzed descriptively and presented as percentages and regression analysis. Validity of the research instrument was established after being examined for logical content by university supervisors who were specialists in the area. Internal reliability was estimated through Cronbach's alpha in which a reliability coefficient of $\alpha = .83$ was established. The study established a statistical significance $p = 0.000$ (< 0.05 , $\alpha = 0.05$), of teacher planning on students' academic performance. Regression results indicated that teacher planning using professional documents accounted for 36.3% ($R^2 = .363$) of students' academic performance. The study found that proper planning was essential for a successful teaching and learning process. This paper makes the case for the value of lesson planning and schemes of work in instruction.

Key words: *Teacher planning, Lesson Plans, Schemes of work, Students academic performance*

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1.0 Introduction

Like in other parts of the globe, Kenya's educational system emphasizes exams. Thus, the academic achievement of secondary school students in the National School Leaving Certificate Examinations is used to evaluate the quality of education. The Kenya National Examination Council (KNEC) administers these examinations, often known as Kenya Certificate of Secondary Examinations (KCSE). Concerns over the variables affecting students' academic performance on these examinations are currently on the rise in Kwale County.

In recent years, students' academic performance in KCSE has declined in Kwale County with a very low percentage of students transiting to universities between 2016 and 2020 as follows: 2016 (1.109%), 2017 (4.884%), 2018 (6.57%), 2019 (10.346%) and 2020 (10.566%) (Ministry of Education, 2019). In his investigation on secondary school staff time management practices in Kinango District, Coast Province, Kenya, Ngowa (2011) found that most instructors prepared their schemes of work when schools opened and that most teachers showed up to class without lesson plans. This study did not look into the impact of teachers' time management on students' academic progress. To fill this void, the current study investigated how schemes of work and lesson planning influenced teachers' time management and how this affected students' academic progress in Kwale County. According to Kayode and Ayodele (2015), a good teacher must make effective use of

their time in order to have time for everything they intend to do. This is consistent with Elegonye et, al. (2020) who observed that the ability to manage one's time effectively is the most important skill a teacher should possess. The utilization of professional documents must follow the rules set out by the code of ethics since they serve as the fundamental standards for a professional instructor. Professional documents are those that teachers use in the planning, carrying out, and assessing of the process of teaching and learning (Heto & Sunu, 2020).

These include schemes of work and lesson plans. It is widely accepted in education that meticulous and thorough planning for each class is essential for effective and efficient teaching-learning processes. A scheme of work is a course's outline and content (Cai, et al. (2016) it divides a curriculum that frequently spans several years into deliverable work units. Nesari and Heidari (2014) noted that creating a lesson plan will help a teacher manage his time, effort, and resources effectively. Hence, in Kwale County, Kenya, this study explored the influence of instructor planning and utilizing professional documents on instructors' time management and secondary school students' academic accomplishment.

Statement of the Problem

Professional documents form a constitutional benchmark for a professional teacher, and their usage must be adhered to as prescribed by the code of ethics. Teachers

must understand the principles of planning and their significance in purposeful teaching and learning. Unfortunately, instructors' performance is still subpar, as there has been a drop in Kwale County students' Kenya Certificate of Secondary Examinations (KCSE) achievement in recent years. For example, out of 32,701 students who sat the examination between 2016 and 2020, only 2,517 (8%) qualified for university admission. Thus, the question is: does lesson planning make teaching and learning more effective? It was against this backdrop that the research topic on influence of lesson planning strategies on teacher's time management and its impact on secondary school students' academic performance in Kwale County, Kenya became imperative for this study.

“There exists a strong correlation between secondary school students' academic achievement and teachers' time management strategies”

Purpose of the study

The research examined the influence of teacher planning using professional documents on teacher's time management and its impact on secondary school learners' academic excellence in Kwale County, Kenya.

Research question

What is the impact of teachers' time management and the use of professional

papers on secondary school learners' academic performance in Kwale County, Kenya?

Justification

The fact that the performance was still declining implied that there was something missing and teachers time management, being a critical success factor, was considered a missing link. The findings would enhance corrective measures towards teachers who were not keen on carrying out all professional aspects of teaching including preparation of critical documents like schemes of work and lesson plans. This will guarantee that instructors emphasize professional documents in teaching, resulting in more efficient instruction in Kwale County, as well as the rest of the country.

Literature Review

The center of the educational system is viewed as being academic achievement. Mahmood (2015) defined academic performance as a student's measurable and observable behavior during a certain time period. By absorbing the byproducts of basic education and supplying entries into higher education, secondary school education acts as a bridge between the two. Relevant stakeholders, including parents, educators, school administrators, and researchers, have shown interest in studies of the factors that affect secondary school students' academic success. A lesson plan is a schedule for teaching a lesson or lessons that an instructor creates based on the curriculum to achieve particular curricular goals. It results from a study of

the scheme of work. Consequently, the lesson topics that result from breaking down the schemes of work into smaller subtopics can be utilized to create lessons (Sabetra & Aziz, 2021). Sabetra & Aziz, (2021) explains that Lesson plans are helpful because they ensure that the teacher follows proper teaching techniques, that the topic of the day's lesson is covered in one lesson and that instructional materials are properly chosen and utilized.

Sabetra & Aziz, (2021) opined a lesson plan is a strategy for managing learning in order to achieve one or more fundamental skills outlined in the Standard of Content. Sugianto, (2020) averred that "preparing a lesson before teaching is deemed crucial to teach a lesson well." Sugianto, (2020) further explains that a teacher is better equipped to manage her time, energy, and resources when she has a lesson plan so that she may carry out efficient teaching-learning activities and accomplish her lesson objectives. This corroborates Paula & Gr̄infelde, (2018) who noted that a lesson plan is a structured series of activities that include numerous components and span a period of classroom time.

Ojukwu (2021) stated that teachers should completely understand the concepts of the lesson plan and their relevance in effective teaching. Without a solid lesson plan, the instructor has trouble staying on task and risks teaching a lot yet transmitting little information. In their research on the importance of lesson preparation in the

educational performance of Iranian EFL teachers, Jamali et al. (2014) concluded that although creating a lesson plan may be challenging as it takes time, effort, and resources, the created lesson plan may be used several times without having to change and helps teachers save a lot of time in the coming years.

A scheme of work divides an often-multi-year curriculum into deliverable work units that are each much shorter in length (for example, two or three weeks) hence making it manageable in delivery. The way each topic will be taught in class and how students' understanding of the information connected to each topic, unit, and the scheme of work as a whole will be assessed are all clearly mapped out in the schemes of work beforehand. A scheme of work outlines the subject matter and educational opportunities that must be covered each term of the academic year (Okai, 2010). The instructor needs this scheme of work since it directs him in structuring the instructional unit and, in turn, the daily lessons, taking into account the amount of time allotted for each topic over the term.

Theoretical Framework

This study was underpinned by Pareto theory developed by Vilfredo Pareto an Italian economist in 1896. According to the Pareto principle, for many outcomes, around 80% of the consequences result from 20% of the causes. The principle states that persons who focus on their activity for a set amount of time will achieve 80% of a reasonable output in 20% of the time allotted. For Pareto, the 20% is the most important because it is this

20% that will produce the best outcomes. Based on the theory, excellent instructor must manage his time in order to complete assignments he intends to do. How teachers manage their time could have an influence on students' academic performance. In addition to instructing students, instructors often coach, offer advice, give assessments to gauge their progress, and do administrative tasks. It is therefore very important that

teachers set the right priorities so that tasks that have low impact on students' academic performance do not hijack their time. The principle is important in the study because it demonstrates the relevance of instructors in public secondary schools focusing on a 20%-time span that can provide an 80 percent yield. Figure 1 illustrates the principal.

Figure 1

Time Management Using the Pareto Principle

Time	Effects
20% The most crucial task →	Up to 80% Accomplishment
80% Aspects of secondary importance →	Only 20% Accomplishment

The Pareto principle allows for the best results in the quickest time possible. Therefore, teachers among public secondary schools who are interested in attaining highest grades in KCSE, that is 80% out of time management, should practice and focus on 20% of their time in class or on critical activities in delivering teaching and learning

studies on education as opined by Salihu (2017)

Sample size

Principals, teachers, and students served as important sources of information for the study. Twenty-nine (29) public secondary schools were sampled using stratified random sampling to guarantee presentation of all the school categories. Sampling of schools was indicated in Table 2.

2.0 Materials and Methods

Research Design

The study used a descriptive survey methodology. This is useful to

Table 2

Sampling of schools

	National	Extra county	County	Sub county	Total
Matuga	2	3	2	2	9
Lunga Lunga	-	1	2	3	6
Msambweni	-	2	2	2	6
Kinango	-	1	1	1	3
Samburu	-	1	2	2	5
Total					29

Table of Krejcie and Morgan sample size (Appendix 7) was used to determine the sample size for teachers and students. A sample size of 364 students was required for a target population of 6,540 students and a sample size of 274 teachers for a target population of 960 teachers. A total of 29 principals from 29 schools were sampled using purposive sampling.

Sampling design

Stratified random sampling was used to sample the schools to ensure that each type of school was represented. Teachers and students were sampled using random sampling. Principals were sampled via purposive sampling.

Research Questionnaires

Data required for the realization of the study was collected using structured questionnaires. A questionnaire is a research tool used to elicit information from respondents (McLeod, 2018). The questionnaires were mostly closed-ended and presented on a Likert scale.

Reliability and Validity of Research Instruments

The instruments were assessed for logical substance, clarity and efficacy to sample significant components of the study's goal by university supervisors who are subject-matter specialists. The researcher carried out a pilot study at four randomly chosen schools in Kilifi County to improve the research instruments content validity. By removing any ambiguities in the instrument, the piloting sought to assure that it gave the anticipated findings. Instrument reliability was established through Cronbach alpha where a reliability coefficient of $\alpha = .83$ was generated. This implies that the items were sufficiently correlated (Zohrabi, 2013).

Data Collection Procedures

Drop and pick method was used to personally deliver the questionnaires to principals, teachers and students. After being distributed, the respondents were supposed to complete them as scheduled at the right time. The researcher collected back the filled in questionnaires.

Ethical consideration

The National Commission for Science, Technology, and Innovation (NACOSTI) granted permission to conduct research as well as the Kenya Methodist University Research Regulation Board Ethical Committee for this study. The principals of the schools were asked for their approval by

the researcher.

3.0 Results and Discussion

Table 3 summarizes the findings concerning the influence of teachers' time management on students' academic performance.

Table 3

Response of teachers and principals on the effects of teacher’s time management of student’s academic performance

Opinion	Teachers		Principals	
	Frequency	Percentage	Frequency	Percentage
Very High	72	31.4	8	47.06
High	154	67.25	9	52.94
Low	2	0.87	-	-
Very Low	1	0.48	-	-
Total	229	100	17	100

Figure 2

Teacher’s response on preparation of schemes of work

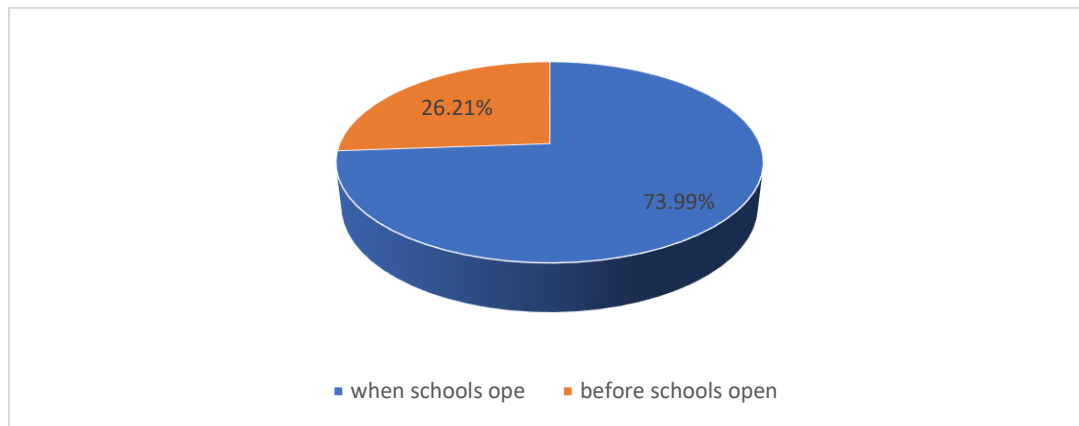
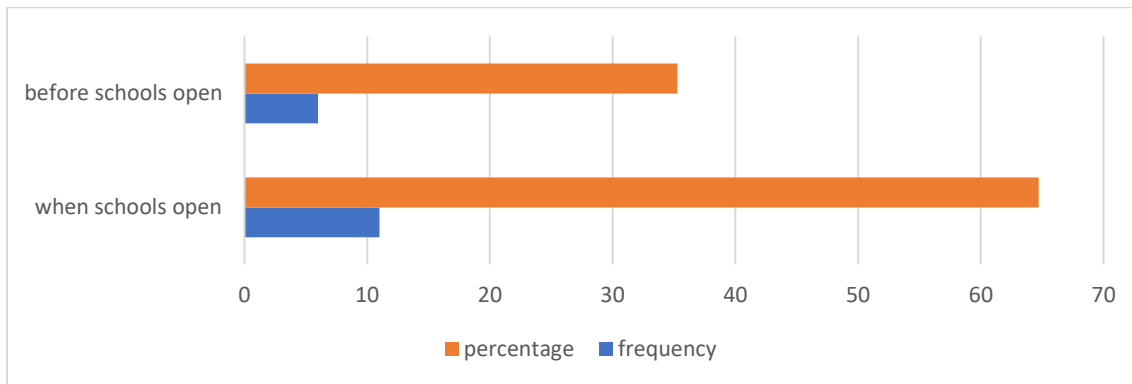


Figure 3

Principals' responses to teachers' preparation of schemes of work

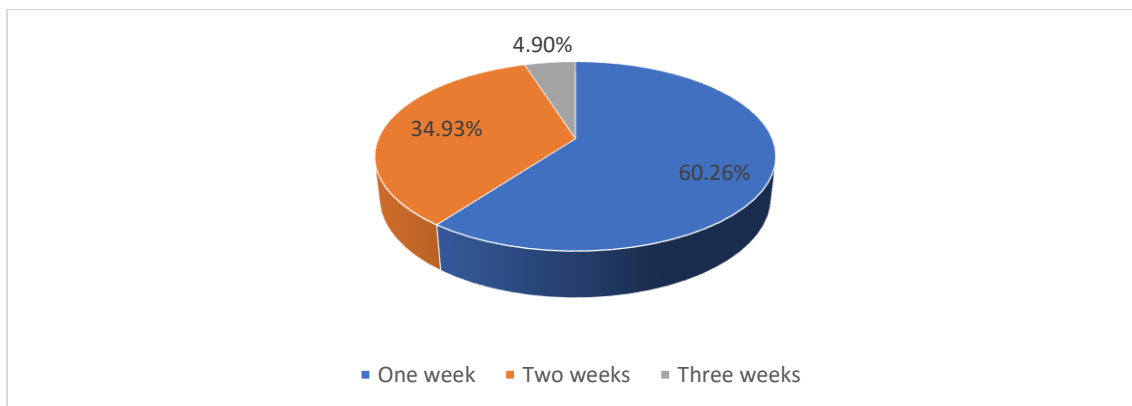


The findings in Figure 2 of the teacher's respondents indicated that the majority of teachers (73.99%) prepared schemes of work when schools opened while 26.21% prepared schemes of work before schools opened. According to the findings of the principals'

respondents in Figure 3, 64% of the teachers' prepared schemes of work when schools opened and 36% prepared them before schools opened. According to the feedback, the writing of schemes of work takes up a significant amount of teaching time.

Figure 4

Teacher's response to the time it takes to prepare schemes of work

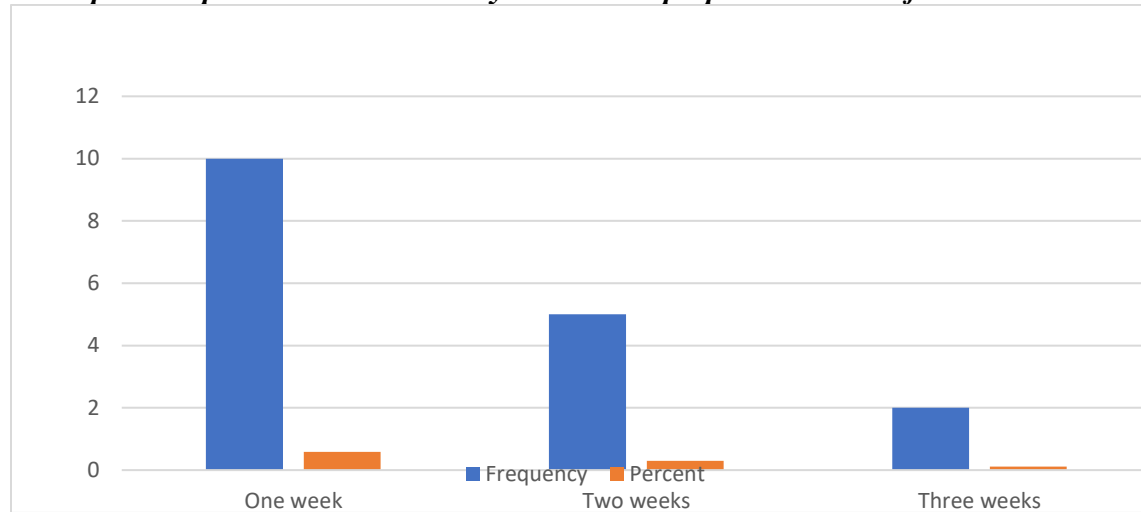


The results in Fig 4 of the teachers' respondents indicated that 60.26% of the teachers spent the first week, 34.93% of the teachers the first two weeks while 4.90%

spent up to the third week of the term preparing the schemes of work.

Figure 5

Principals’ response on time taken by teachers to prepare schemes of work



Results in Fig 5 from responses by principals indicated that 58.82% of the teachers spent the first week, 21.41% of the teachers first two weeks while 11.77% spent up to three weeks writing schemes of work. The response showed that rather than doing

meaningful teaching during the first two to three weeks of the term, schemes of work preparation were done instead. The results on whether teachers prepared and used lesson plans are presented in the Table 4.

Table 4

Response of teachers on preparation and use of lesson plans

Opinion	Principals		Teachers	
	Frequency	Percentage	Frequency	Percentage
Never	5	29.41	81	35.37
Rarely	3	17.65	19	8
Sometimes	4	23.53	72	31.44
Often	3	17.75	22	9.61
Always	2	11.76	35	15.28
	17	100	229	100

The results in Table 4 indicate that 35.37% of the teachers’ attended lessons without lesson plans. The response from principals further indicated that 29.41% of teachers did not create lesson plans ahead of time. Results

from teachers’ respondents established that 15.28% always prepared lesson plans while principals’ respondents indicated that only 11.76 % of the teachers prepared lesson plans. There were therefore discrepancies in

the perception of lesson planning from teachers and principals indicating that it was not a common practice especially given the low percentages of those that confirmed preparation and use of lesson plans. The study came to the conclusion that most

teachers did not create lesson plans. Thus, most of the time in the classroom was not adequately utilized. The effects of preparing schemes of work and lesson plans on students' academic performance are shown in Table 5.

Table: 5.
Response Teachers' Time Management Strategies

Statement	S D	D	N	A	S A
Preparation of schemes of work and lesson plans has influence on teacher's time management	0.9	5.7	31. 9	47. 1	14. 4
Lesson plan helps sequence the teaching and aid on time management	3.5	5.1	11. 4	59. 0	21. 0
Teachers make satisfactory use of schemes of work and lesson plans	5.2	6.6	20. 5	48. 5	19. 2

According to Table 5, 47.1% of respondents responded that the development of schemes of work and lesson plans had an impact on teachers' time management. Furthermore, 59.0% of the respondents agreed that lesson plans helped in sequencing the teaching. Finally, 48.5% of the respondents admitted that

instructors made satisfactory use of lesson plans and schemes of work. The same information was obtained from principals on teachers' drafting of schemes of work and lesson plans, and the findings are displayed in Table 6.

Table 6
Response of Principals on Time Management Strategies

Statement	S D	D	N	A	SA
Preparation of basic records has influence on teacher's time management	0	0	0	82.35	17.65
Lesson plan helps sequence the teaching and aiding on time management	0	0	17.65	64.70	17.65
Teachers make satisfactory use of schemes of work and lesson plans	0	35.29	11.76	29.42	23.53

Findings in Table 6 show that 82.35% agreed that preparation of professional records assisted teachers in time management, 23.53% of the principals strongly agreed that teachers made satisfactory use of professional documents while 35.29% disagreed. The majority however, at 64.7% agreed that Lesson plans helped sequence the teaching.

The results in table 4 indicated that 67.2% and 52.94% of the teachers' and of the principals' respondents respectively rated instructors time management on students' academic performance to be high while 31.4% and 47.06% of the teachers' and principals' respondents respectively rated teachers time management on students' academic performance to be very high. This implies that how instructors manage their time affects the students' academic success. These results are in agreement with Kayode and Ayodele (2015) who opined that a competent teacher must efficiently manage his time in order to complete all of his planned tasks. This corroborates Elegonye et al. (2020) who posited that the most important skill a teacher should possess is effective time management. Ibáñez, et al. (2020) averred that in order to improve students' academic results, the utilization of time for academic activities must be maximized.

Results from Table 4 and Table 5 showed that rather than doing meaningful teaching during the first two to three weeks of the term, the time was used to do schemes of work instead. These results are in agreement with findings by Ngowa, (2011) who noted that when

schools first opened, teachers frequently reported on the first day but embarked on preparation of schemes of work spending the first two weeks planning instead of actually teaching, and if it took place, then it was unplanned and ineffective. Adegbenro, (2020) opined that a scheme of work outlines the subject matter and educational opportunities that must be covered each term of the academic year. It ensures that the curriculum is finished or covered in the allotted amount of time. The instructors need this scheme of work since it directs them in structuring the instructional unit and, in turn, the daily lessons, taking into account the amount of time allotted for each topic over the term.

The results in Table 4 established that 35.37% of the instructors' attended lessons without lesson plans. The response from principals further indicated that 29.41% of the teachers did not prepare lesson plans prior to their lessons. Results from teachers' respondents established that 15.28% always prepared lesson plans while principals' respondents indicated that only 11.76% of the teachers prepared lesson plans. There were therefore discrepancies in the perception of lesson planning from teachers and principals indicating that it was not a common practice especially given the low percentages of those that confirmed preparation and use of lesson plans. The study came to the conclusion that most instructors did not create lesson plans. Thus, most of the time in the classroom was not adequately utilized for intended purposes. According to the data in Table 5, 48.5% of instructors agreed that the schemes of work

and lesson plans were used satisfactorily.

Result in Table 6 of the principal’s respondents indicated that 23.53 % of the principals strongly agreed that teachers made satisfactory use of professional documents while 35.29% disagreed. These results are in agreement with Kimosop, (2015) who observed that the majority of teachers did not organize their instruction using lesson plans and schemes of work. Despite being aware of its benefits, many instructors continued to use outdated schemes of work and did not see the need to develop lesson plans. Before the learners actually use the curricular materials with their help, teachers must prepare all of the implementation steps. It entails planning the lessons by creating a scheme of work and lesson plan after determining the learning objectives. Utilizing the right educational strategies, evaluation tools, and teaching

aids. Adegbenro, (2020) averred that lesson planning enables teachers to feel confident about their use of the curriculum. He stated that during lesson planning, teachers choose the pertinent material for the lesson to be given and arranged it in a useful way to support the attainment of the learning objectives. Sugianto, (2020) further explains that a teacher is better equipped to manage her time, energy, and resources when she has a lesson plan so that she may carry out efficient teaching-learning activities and accomplish her lesson objectives. This is in harmony with Jamali et al. (2014) who averred that although creating a lesson plan may be challenging, it takes time, effort, and resources, it is a critical teaching aid. The created lesson plan may be used several times without having to change and it helps teachers save a lot of time in the coming years.

Regression Analysis Results

Table 7

Regression analysis of associations between the variables

Variable		R ²	R ² _{adjusted}	Constant	Df	F	P value
Dependent	Planning strategies	.363	.338	2.564	1,238	100.934	.000*
Independent	Academic performance	$\beta = .546$		Regression coefficient		t= 10.047	.000*
				.304			

(* means significant at .05 alpha level)

The regression results indicated that teacher planning using professional documents accounted for 36.3% (R²=.363) of students’ academic performance. This revealed that proper planning among teachers facilitated

smooth and effective teaching and learning among secondary school students.

4.0 Conclusions

The research paper established that at the beginning of the school term, the majority of

teachers scribbled their schemes of work, and most of them entered their classroom without lesson plans. These were some of the behaviors that ostensibly contributed to ineffective time management and poor academic performance. According to the study, there was a considerable relationship between secondary school learners' academic achievement and how well teachers managed their time. This suggests that educators need to be aware of their time management. The study also found a strong correlation between secondary school students' academic achievement and teachers' time management strategies. This tends to bolster Pollard's (2006) claim that effective planning supports flexibility and gives teachers security and structure.

5.0 Recommendations

In view of the fact that instructors' time

management was vital in learners' academic success, the research recommended that school managements should ensure that teachers adhered to set deadlines on preparation of schemes of work and lesson plans and institutionalized mechanisms to ensure that these documents were put into effective use. The Teachers Service Commission (TSC) should conduct regular seminars, workshops or in-service training for teachers to familiarize themselves with the necessary competences and new innovations in lesson planning. Principals should be responsible for monitoring to ensure that teachers plan for their lessons and finally a quality assurance by the ministry of education should be improved to guarantee that schools satisfy high standards of integrity and ensure that curricula implementation and assessment were carried out through their supervisory positions.

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