

The Challenges and Coping Mechanisms of BSED-English Students in Lesson Plan Making: A Case Study

Karenn C. Gonzales¹, April Honie Shane L. Dibdib², Rizza Mae L. Aclo³, Jayrald Magsayo⁴, Jonavie L. Bayot⁵, Christine Ria A. Manatad⁶, Genesis B. Naparan⁷

^{1,2,3,4,5,6,7}Saint Columban College, Pagadian City

ABSTRACT: This study explored the difficulties and the ways the teacher education students manage lesson plan writing at Christ the King College de Maranding. A qualitative case design was utilized; fifteen students from Bachelor of Secondary Education, Major in English, provided information through a validated guide questionnaire. The Merriam & Tisdell served as the method for data examination, which helped the researchers identify recurring themes. Research findings showed that students faced difficulties in lesson plan writing because their understanding of the process is limited. It has been observed that these individuals struggled to create SMART objectives, while the use of different teaching methods, adding modern tools, and meeting the needs of every student led to many problems during lesson plan writing. Although these problems existed, the individuals used different methods to survive, which included working with friends, asking their teachers for help, and using internet tools. The information gathered helps to make classroom preparation stronger, while the information makes sure that the individuals are ready for the working position in the educational environment. These insights contribute to strengthening instructional preparation, ensuring student-teachers' readiness for classroom practice, and guiding future research on lesson planning in the context of evolving educational demands.

KEYWORDS: lesson planning, teacher education, qualitative research, coping mechanisms, instructional preparation

I. INTRODUCTION

Lesson planning has been a cornerstone of successful teaching and learning, as it gives teachers a structured guide on how to organize the content, choose the right strategies, and support the teaching objectives with assessment and learning tasks. In the case of teacher education students, it is not only an academic requirement but also a professional competency that indicates readiness to practice in the classroom. A well-developed lesson plan that is well-developed facilitates clarity, direction, and confidence in teaching and promotes meaningful learning experiences in students. Technology must be used to aid teaching and learning, not to replace the teacher, so intentional, well-structured instructional planning is essential.

Recent research points to the changing nature of lesson planning as part of teacher training, especially in the face of education in the 21st century. Research shows that pre-service teachers tend to have a hard time defining clear instructional objectives and aligning them to the proper teaching strategies and assessments (Bustillo et al., 2024). Moreover, the introduction of digital technology into lesson planning becomes another challenge as educators should be able to employ digital tools to improve the learning process (Sebullen, 2023). This has been met with a corresponding response of increased emphasis on flexible, learner-centered, and technology-integrated methods of lesson design, especially in the process of adjusting to the changing educational environment. According to UNESCO (2023), when used properly, digital technology can support teaching and learning, which serves as the confirmation of the necessity to enlighten and carefully plan the way of teaching.

Despite these changes, lesson planning still remains a challenge to many pre-service teachers. The repetitive problems identified in research include the lack of clear learning objectives, the mismatch between instructions and the outcomes of teaching and learning (Ferrer, 2021; Sebullen, 2023). These issues are now heightened in the post-pandemic educational environment, in which the blended and flexible learning modalities are becoming increasingly demanded. Research also highlights that lesson planning competence is developed during practicum but differs due to context and support systems (Mok & Staub, 2021; König et al., 2023). Lesson planning is a prerequisite of teacher education programs in the Philippines. It is facilitated by teaching demonstrations and practicums. Christ the King College de Maranding has encountered comparable challenges among its students. The annual

The Challenges and Coping Mechanisms of BSED-English Students in Lesson Plan Making: A Case Study

comprehensive assessment revealed that a significant number of students were unable to create instructional plans. The most notable inadequacies were the failure to integrate technological use, the use of inappropriate teaching methods, and the misalignment of objectives. These results emphasize the urgent necessity of resolving the issue of the inability of many students to plan a lesson, despite the fact that the institutions are providing support and the policies are being updated. Difficulties like these led the learners to feel doubtful about their preparation for working in the educational environment.

Even though these worries exist, the goal of this research is to investigate the personal narratives of teacher education students regarding lesson plan writing through a qualitative case study lens. This study aims to understand the heavy difficulties that teacher education students face, the qualitative case research method is used by the researcher to see the ways they use to solve problems. The results will give helpful data to learners, educators, school leaders, and people who will do research in the future so that the standard of teacher preparation programs and the instruction of lesson plan writing will be improved.

II. METHODOLOGY

This study used a qualitative case study design to explore the challenges and coping mechanisms of teacher education students in lesson plan making. This study used the qualitative research approach of Merriam and Tisdell (2016), which focuses on understanding how individuals interpret their experiences, construct their realities, and give meaning to their lives. This approach emphasizes the exploration of processes, meanings, and perspectives rather than the numerical measurement of variables.

The study was conducted at Christ the King College de Maranding, located in Maranding, Lala Lanao del Norte, during the Academic year of 2026-2027. The researchers selected this setting due to its accessibility and relevance to the study. Although the researchers are affiliated with Saint Columban College, the chosen locale provided an appropriate and accessible setting for obtaining the necessary data and participants for the study.

The participants consisted of fifteen (15) Bachelor of Secondary Education students majoring in English. They were selected using purposive sampling based on the following inclusion criteria: (1) they had completed courses involving formal lesson plan writing, (2) they were actively enrolled during the study period, and (3) they voluntarily consented to participate. Data saturation was achieved within this participant pool.

Data were collected using a semi-structured interview guide questionnaire consisting of five main open-ended questions. One-on-one interviews will be conducted either face-to-face or through online platforms s Facebook Messenger. The interview instrument will be validated by adviser to ensure its reliability, relevance and alignment with the study objectives. Data were collected using a semi-structured interview guide questionnaire. The instrument consisted of an engaging opening question, central questions aligned with the statement of the problem, and explicit follow-up prompts designed to deeply explore student experiences. To ensure reliability, relevance, and methodological alignment, the interview guide was formally validated by a panel of experts, including a research adviser and certified education professionals, prior to administration.

The data-gathering procedure involved permission from the Program Head, informing participants about the study, and conducting interviews. Responses were recorded and transcribed for analysis. The data gathering modality was conducted through face-to-face and online interviews were conducted through Facebook Messenger depending on the participants' availability and convenience. To ensure participants' comfort and privacy, proper ethical considerations were observed throughout the process. With the explicit consent of the participants, the interviews were audio-recorded to ensure accurate transcription and rigorous thematic analysis. Strict data confidentiality was maintained throughout the conduct of the study.

For data analysis, the study employed the qualitative data analysis approach of Merriam and Tisdell (2016). Data analysis was simultaneously conducted with data collection, following an inductive process of organizing, coding, and categorizing the data. The researchers identified patterns and themes from the participants' responses, which were continuously compared and refined. This process involved consolidating, reducing, and interpreting the data to construct meaningful descriptions and explanations of the case. The goal of the analysis was to provide a comprehensive understanding of the case as a bounded system.

Ethical considerations were strictly observed. Participants were informed about the purpose of the study, and their consent were obtained.

III. RESULTS AND DISCUSSION

This chapter presents the results and findings of the study gathered through face-to-face and virtual semi-structured interviews using an interview guide questionnaire. The study employed the qualitative research approach of Merriam and Tisdell (2016), which focuses on understanding how individuals interpret their experiences, construct their realities, and give meaning to their lives. This approach emphasizes the exploration of processes, meanings, and perspectives rather than the numerical measurement

The Challenges and Coping Mechanisms of BSED-English Students in Lesson Plan Making: A Case Study

of variables. The study analysed the responses of fifteen (15) student participants from the Bachelor of Secondary Education major in English program.

To address the first research objective regarding the challenges encountered by students in making lesson plans, the inductive thematic analysis revealed eight major themes: 1. Limited knowledge in lesson planning 2. Difficulty in formulating SMART objectives 3. Difficulty in selecting aligned class activities 4. Challenges in implementing effective teaching methods 5. Struggles in formulating coherent questions 6. Problem in designing appropriateness assessment of method 7. Difficulty in technology integration 8. Addressing diverse learning styles.

Limited knowledge in Lesson Planning

Teachers' ability to create organized and learner-centered lesson plans contributes greatly to the effectiveness of the teaching-learning process Ferrer (2021). One of the major challenges identified in this study is the participants' insufficient understanding of lesson planning. Several participants shared that their limited knowledge and experience greatly affected their ability to develop effective lesson plans. One participant mentioned that *"we're not familiar and knowledgeable enough in making a lesson plan"* (P08, Line #63-64, Transcript 12).

This result aligns with earlier studies showing that pre-service teachers often encounter difficulties because of inadequate pedagogical knowledge. Krepf and König (2022) explained that limited professional knowledge decreases teachers' capacity to plan effectively and adapt appropriately to classroom situations. In the same way, Flores and Day (2022) found that teachers with weak lesson planning skills frequently struggle in creating learner-centered activities and applying effective teaching methods. Moreover, according to Sanchez et al. (2024), lesson planning continues to be one of the most difficult responsibilities for pre-service teachers because it involves combining objectives, instructional strategies, classroom activities, and assessments in an organized manner. The study also emphasized that inadequate preparation and limited classroom exposure influence the confidence and performance of student teachers in developing lesson plans.

Difficulty in Formulating SMART Objectives

Learning objectives play an essential role in the teaching and learning process by identifying expected learning outcomes and providing direction for classroom instruction. According to Darling-Hammond et al (2022), objectives help teachers arrange instructional activities, assessments, and teaching strategies that promote meaningful student learning. Another significant challenge identified is the difficulty in developing SMART (Specific, Measurable, Attainable, Realistic, Time-bound) learning objectives. Participants shared that they had difficulty selecting suitable verbs and objectives within the cognitive, affective, and psychomotor domains.

For example, one participant stated, *"I struggle in choosing the appropriate verb, especially in the psychomotor domain"* (P09, Line #36-36, Transcript). Others reported confusion in matching objectives with the activities and assessments.

The participants also explained that creating SMART objectives required considerable time and effort because they needed to carefully choose suitable operational verbs and ensure consistency among the three learning domains. Because of these challenges, some participants experienced frustration and self-doubt, especially when they were uncertain whether their objectives were attainable and aligned with the lesson content.

Learning objectives function as the basis of lesson planning, guiding both instruction and assessment. According to Masood et al. (2022), effective teaching during practicum requires clearly established learning objectives that assist pre-service teachers in organizing instruction and identifying expected learning outcomes. However, Vermette (2022) emphasized that novice teachers often struggle with the correct use of preoperational verbs, which affects the clarity and measurability of objectives.

Difficulty in Selecting Aligned Class Activities

Activities refer to the various exercises carried out before, during, and after the teaching-learning process. Classroom activities must be carefully planned and aligned with learning objectives to promote meaningful instruction and effective learning outcomes among students (Sebullen, 2023). Participants reported challenges in creating activities that are engaging, attainable, and closely related to the learning objectives

As one participant explained, *"I struggled in choosing activities that would be relevant and connected to the learning objectives"* (P07, Line #42-47, Transcript 07). This challenge reflects a lack of experience in instructional design.

Aside from the technical difficulty of selecting aligned activities, participants also described the emotional pressure of making sure that activities would match the students' needs and level of understanding. They expressed concern that unsuitable or uninteresting activities negatively influence student participation and motivation during classroom discussions.

The Challenges and Coping Mechanisms of BSED-English Students in Lesson Plan Making: A Case Study

According to Zhang et al. (2024), teachers' instructional strategies positively influence students' learning engagement when activities encourage participation and interaction. Likewise, Halimi et al. (2024) found that active learning instruction enhances the motivation and engagement of pre-service teachers by creating more learner-centered classroom experiences.

However, recent research also shows that designing and implementing aligned classroom activities remains a challenge for teachers and pre-service teachers. Zhao et al. (2023), noted that aligning teaching, learning activities, and assessment requires strong pedagogical planning and careful consideration of learners' needs.

Challenges in Implementing Different Teaching Methods

Teaching methods are essential components of the teaching and learning process. They determine the actions of teachers and students, as well as the quality of the teaching process, providing an underlying theme about what teaching is, how children learn, and what knowledge is. Participants also reported difficulties in implementing various teaching methods, such as the 5A's, 4A's, 3I's, and inductive approaches. One participant noted, *"The most difficult method for me is the 5A's method since it requires connection from start to end"* (P 04, Line # 39-41, Transcript 04)

The participants further explained that unfamiliarity with different teaching methods increased the time needed for lesson preparation. The complexity of methods such as the 5As, 4As, and Inductive Method caused participants to feel overwhelmed and pressured, particularly when they were required to finish lesson plans within limited timeframes and academic deadlines.

Teaching methods play an important role in influencing instructional delivery and student engagement. According to Kim and Kim (2024), effective teaching methods are achieved when instructional approaches are adjusted to students' learning needs and classroom situations. However, Zhao et al. (2024), found that many pre-service teachers and educators experience difficulty in aligning teaching methods with instructional objectives because of limited practical exposure and pedagogical experience.

Struggles in Formulating Coherent Questions

Questioning is an essential instructional strategy that enhances students' knowledge construction and classroom engagement. Teachers' use of strategic and purposeful questions can encourage higher-order thinking, support formative assessment, and strengthen conceptual understanding in classroom learning environments, according to Pan et al. (2024).

The ability to create coherent and meaningful questions was another challenge identified in this study. Participants reported difficulties in constructing higher-order thinking questions and arranging the flow of classroom discussions. As one participant stated, *"I struggle with how to formulate guide questions that offer higher-level thinking skills"* (P10, Line #60-61, Transcript 10). The challenge of constructing higher-order and open-ended questions also affected the participants' confidence in facilitating classroom discussions. Some participants feared that poorly developed questions might limit students' understanding and critical thinking development. As a result, they spent more time revising and organizing questions to ensure consistency and clarity.

Teacher questioning practices are important in guiding student thinking and encouraging active participation, as effective questioning motivates learners to express ideas, strengthen reasoning skills, construct knowledge collaboratively, according to Zhang and Chen (2024).

Problem in Designing Appropriateness Assessment of Methods

Assessment is an essential component of lesson planning because it determines whether instructional goals and learning outcomes are being achieved, while also supporting both student development and teacher effectiveness in the teaching-learning process Van der Steen et al. (2023). However, according to Sebullen (2023), many pre-service teachers and even practicing educators encounter difficulties in designing assessments that are properly aligned with learning objectives, particularly in ensuring consistency between competencies, lesson goals, and assessment tasks.

Assessment design was identified as another major challenge. Participants reported difficulties in creating assessments that are aligned with objectives and appropriate for students' abilities. One participant noted, *"My problem in making assessments and activities is that, sometimes I can't find suitable activities and differentiated instruction that are aligned to the objectives that will also cater the different learning styles of the students and engage them more in learning."* (P 07, Line # 60-64, Transcript 07)

Participants also associated assessment-making with pressure and uncertainty because they wanted to ensure that the assessments were aligned, achievable, and appropriate for the learners' level of understanding. The need to create meaningful and creative assessments added to their workload and contributed to stress and difficulty in managing academic tasks.

Assessment is a critical component of lesson planning, as it measures the extent to which learning objectives are achieved. According to Areekkuzhiyil (2021), effective assessment requires careful alignment with instructional goals and learner needs.

Difficulty in Technology Integration

Integrating technology in the classroom has become an essential feature of 21st-century education, as it is now widely recognized as a core component of both teaching and non-teaching practices. Effective integration of ICT in schools improves instructional

The Challenges and Coping Mechanisms of BSED-English Students in Lesson Plan Making: A Case Study

delivery, increases student engagement, and supports the attainment of learning objectives when it is properly applied Jadhav et al. (2022). In addition, educational studies emphasize that the use of technology in teaching has steadily developed over time, becoming a key component in enhancing teaching efficiency and fostering meaningful learning experiences in contemporary classrooms Bond et al. (2021)

The integration of technology in lesson planning was also identified as a challenge. Participants reported limited knowledge and experience in using digital tools. As one participant stated, *"My other difficulties would be the integration of technology. We commonly use pictures and puzzles in our motivation, and we're encouraged to give a twist and integrate it into technology; however, it's not easy to integrate."* (P10, Line # 70-71 Transcript 10)

Their experiences in facing difficulties in integrating technology in making a lesson plan revealed that teacher education students considered integrating technology as another challenging task in making lesson plans because of their limited knowledge in integrating technology into the teaching-learning events. Althubyani (2024), emphasized that teachers' digital competence significantly influences the effective use of technology in instruction and learners' readiness for the digital age. Similarly, Kiryakova and Kozhuharova (2024), stated that educators must possess strong technological and pedagogical skills to successfully integrate digital tools that support students' learning and technology literacy.

Students' Diverse Learning Styles

Each learner in a classroom is an individual. Each student brings a unique set of experiences, knowledge, and attitudes to the classroom. It is therefore incorrect to presume that everyone learns in the same way. According to Liang et al (2024), effective teaching requires differentiated instruction that responds to learners' diverse needs, readiness levels, and learning characteristics. However, the participants reported that this was also one of the reasons why they struggled to create a lesson plan.

As one participant noted, *"My other difficulties is that it's too hard to make lesson plan also because of the different learning styles of the students that you should consider and meet."* (P15 Line # 46-49, Transcript 15)

The participants' responses above revealed that additional factors contributing to their difficulties in lesson planning include the need to take into account students' diverse learning styles during the teaching-learning process. Recent studies support the idea that constructing lesson plans that address students' individual differences and learning styles remains a major challenge for teachers. Subban et al. (2024), explained that differentiated instruction is often difficult to implement because teachers must balance diverse learner needs, readiness levels, and classroom demands.

However, Dhakal (2024) noted that effective lesson planning should adapt content, processes, and activities according to students' proficiency levels, interests, and learning profiles. Likewise, Suryani et al. (2024) noted that strengthening teachers' competencies in differentiated learning helps educators create more responsive and learner-centered classroom environments.

Problem 2: What are the students' coping mechanisms with regard to the difficulties faced in making a lesson plan?

This question focuses on the coping mechanisms of the teacher education students' experiences or challenges in making a lesson plan. Based on the responses of the participants, the following themes are revealed. These were: (1) searching for reliable information online, (2) allotting time for personal leisure, (3) accepting critiques, feedback, and suggestions, (4) self-study, and (5) asking for divine intervention.

Searching for Reliable Information Online

Searching was one of the ways every individual did, especially the students, to look into information, articles, or even to explore what they needed to learn or was new to them. In the field of education, the goal of every teacher education student was to craft a well-planned lesson plan. Nowadays, searching for reliable information is needed for the teacher education student to strengthen and develop a good craft lesson plan, making it effective for teaching. This only reminds us that every piece of information you would put in a lesson plan should cater to every student's needs. Along with it, the participants created and practiced some ways that helped them address those issues gradually.

One participant stated, *"My coping mechanism ever since is to search online for more information since it helps me to be more equipped in facing my challenges in making a lesson plan"* (P 01, Line # 67-69, Transcript 01). On the other hand, some participants told that aside from searching they also watched YouTube and online videos as participant 6 and 8 have stated, *"In my journey in making lesson plan, the coping mechanism I used with my challenges is to watch YouTube videos so that I can gain more information and strategies that can be apply in my lesson plan."* (P 06, Line # 59-61, Transcript 06).

The participants responded to the challenges or difficulties in making a lesson plan by searching on different websites for more information on a certain topic intended for the lesson plan. In the field of education, searching online had a big role as stated in one website that the internet provided instant access and endlessly supply of knowledge, which was best and most important in making a lesson plan. Moreover, searching unlocks the unknown, thus it expands knowledge, gives the latest information, and introduces new ideas (Hubert, 2020).

The Challenges and Coping Mechanisms of BSED-English Students in Lesson Plan Making: A Case Study

According to Almurashi (2024), YouTube-based learning materials help students improve comprehension by presenting concepts through visual and real-life demonstrations. Similarly, Chintalapati and Daruri (2024) emphasized that educational videos on YouTube promote active learning and provide accessible instructional support for students in various academic tasks. These findings suggest that online video platforms can assist teacher education students in overcoming difficulties in lesson planning by offering practical examples and instructional guidance.

In addition, Almobarraz (2024) found that short educational videos increase learners' motivation and improve their retention of difficult concepts compared to traditional instructional approaches. Likewise, Alqurashi (2024) explained that video-based learning environments encourage independent learning and enhance students' confidence in applying academic skills. Thus, both participants agreed that watching YouTube became helpful and useful in conquering the difficulties in making lesson plans.

Allotting Time for Personal Leisure

Personal leisure was one of the best ways to help each individual achieve time for themselves and engage in other things in order to cope with the challenges in their lives. Spending some time for oneself was a way to break the pressure and enable to inhale new possibilities and motivation to pursue what they needed to do. A lot of time spent on the self stopped the brain from emptying and slowed the process of thinking. Just as the bodies require rest, the brains would be more productive and allow themselves to stretch and indulge (Kamanetz et al., 2020).

Participants mentioned that allotting time was essential for them to take a break in order to refresh their minds and to avoid stress. Through this, it helped the participant feel relaxed and continued to craft lesson plans. One stated, *"To take a break or rest in making a lesson plan, even just a few minutes, in order to think effectively about what to write in my lesson plan. I give myself time to leave the situation since it will be a help for me in making my lesson plan."* (P 04, Line #67-73, Transcript 04), while another participant also mentioned that allotting time is essential for them to take a break in order to refresh their minds and to avoid stress (P 07, Line #70-72, Transcript 07)

From the participants' responses, it can be concluded that taking short breaks was to take their minds off the pressure of making lesson plans. Recent studies support the idea that taking regular breaks during study or academic work contributes positively to students' productivity, focus, and well-being. According to Lim and Kwok (2024), short and structured breaks help reduce cognitive fatigue and improve students' concentration during prolonged academic tasks. Kim and Park (2024) explained that students who practice balanced study routines with adequate rest demonstrate higher motivation and better emotional regulation. Likewise, Meier et al. (2024) reported that taking breaks from demanding cognitive activities promotes mental refreshment, boosts mood, and increases productivity when students return to their academic tasks.

Accepting Critiques, Feedback, and Suggestions

Feedback or critiques are common experiences among students and play an important role in their learning development. According to Carless and Winstone (2023), feedback helps students become active and independent learners by encouraging self-reflection and evaluation. A teacher education student stated that they experienced various challenges and difficulties in making lesson plans, where they solely accepted the fact that crafting lesson plans was not an easy thing to do. They faced a variety of comments and feedback, both positive and negative, from the instructor and other individuals around.

One participant stated, *"I listen to my instructors' comments, feedback, and critiques since this will help me to be more conscious in making my lesson plan."* (P 02, Line # 69-72, Transcript 02), while another participant expressed, *"I usually listen and follow teacher's correction in my lesson plan and I just do it right away as what my instructor told in order to produce a good lesson plan."* (P 03 Line # 70-75, Transcript 03)

Furthermore, giving feedback and following was such a good thing where everyone takes each part in making improvements and creating a good lesson plan. It can be supported by what the participants stated and how they asked for help, and even comments from others regarding their lesson plan. Wisniewski, Zierer, and Hattie (2021) emphasized that effective feedback significantly enhances the quality of student learning. In addition, students who engage in peer feedback become more aware of writing concerns and develop different strategies for improvement (Zhang & Hyland, 2022). Han and Xu (2021) further explained that students' perceptions of peer feedback influence how they use comments and suggestions to improve their performance.

Self-Study

Self-study is one of the best practices that students usually do and contributes a lot to an individual's growth. Self-study can take place on an individual or even in a peer group, which explores and evaluates their work to have an advanced study of the things they need to achieve. It helped individuals to be aware of their performance and helped in exploring new ideas to be used efficiently in lesson plan writing. Two participants stated, *"All I can say is that, I cope up through practicing and studying my subject matter well. I also study how the method works and its flow in order to come up an organized lesson plan."* (P10, Line #79-81,

The Challenges and Coping Mechanisms of BSED-English Students in Lesson Plan Making: A Case Study

Transcript 10), *"I exert effort in my problems in making a lesson plan through studying the topics and the different methods in order for me to lessen my difficulties and I can able to know it ahead of time before things will become worsen along in creating my lesson plan."* (P 07, Line # 72-76, Transcript 07).

From the participants' responses, it just proved that the participants practice and study as always, which improves and gives them the time to self-reflect and find other techniques to be used in making a lesson plan. Studying is not just essential for educational development but also for building individual skills. It improved confidence, competence, and self-esteem, as well as helping in reducing stress and anxiety around deadlines and projects (Ballard, 2021). It just implied that studying beforehand the methods and topics would help the participants to face the challenges in making a lesson plan.

Therefore, the participants' responses regarding self-study show that independent learning of lesson plan topics is an effective approach, as it helps them build a clearer understanding of the content and increases their confidence in organizing and presenting ideas in a coherent manner. Having enough time for advanced preparation on a specific topic also supports the development of a more structured and well-developed lesson plan. In addition, studying various teaching methods enhances their ability to design lessons that are systematic and effective for instructional delivery.

Indeed, self-efficacy remains a significant psychological factor in managing academic stress and encouraging adaptive learning behaviors. Recent findings by Honicke and Broadbent (2023) indicate that academic self-efficacy predicts students' ability to cope with stress and maintain motivation during demanding academic tasks. Likewise, Zimmerman and Kitsantas (2024) explained that self-efficacy supports self-regulation and acts as a protective factor that reduces the negative effects of stressors, allowing students to perform better academically even under pressure.

Asking for Divine Intervention

Prayer is a spiritual act of communication directed toward God that involves the expression of thoughts, emotions, and requests within a faith-based relationship Koenig (2024). Prayer enables people to have a close relationship with God and a personal dialogue with Him. Every time, it strengthens the bond with Him and the individual who contributes to the growth of that connection. Prayer was generally defined as spiritual communication with God. Additionally, when individuals pray, individuals were enabling God to have complete power over their lives, putting all the trust in him and receiving guidance on how to make wise decisions. Aten and Wong (2023) noted that spiritual practices such as prayer help individuals reframe challenges and develop greater psychological stability through perceived connection with a higher power. These responses from the participants further proved this claim: *"Also, during my challenges I always pray to the Lord that he will enlighten me and give me strength even knowledge to continue my lesson plan despite the challenges I have encountered."* (P 03, Line #71-74, Transcript 03), *"My one coping mechanism is praying this is best for me since I can able to talk all what I feel my situation and sometimes through this I cry out all my problems especially in making lesson plan."* (P 07, Line # 67-70, Transcript 07), *"I pray so that I can surpass all my difficulties in making it."* (P15 Line # 56-57, Transcript 15)

Furthermore, Koenig (2024) explained that prayer practiced in a meditative form is associated with reduced psychological burden, improved inner peace, and better coping with daily stressors, allowing individuals to regain mental balance and perspective.

In the other way around, another participant includes meditation as one of the categories in coping mechanisms with the participant's challenges in making lesson plans. One participant stated, *"My coping mechanism is to do meditation at first in order to absorb positive vibes that I can make a good craft lesson plan."* (P09, Line #69-72, Transcript 09).

Thus, meditation provides a feeling of calmness, peace, and balance that contributes to overall well-being. According to Creswell (2023), mindfulness-based practices enhance attentional control and reduce mind-wandering, enabling individuals to sustain focus during extended cognitive tasks. Gallant (2024) found that consistent mindfulness meditation greatly lowers stress and strengthens working memory and task persistence, which are important in accomplishing complex tasks such as lesson planning. In addition, recent studies emphasize that meditation supports individuals in managing stress and maintaining performance under pressure. Zeidan et al. (2024) explained that brief mindfulness meditation sessions can quickly enhance cognitive performance and reduce mental fatigue. Goyal et al. (2024) also reported that mindfulness-based interventions effectively decrease stress levels while improving emotional stability and sustained academic engagement.

Case study insights: The teacher education students' experiences in making a lesson plan are challenging, but they still continue to craft good-quality lesson plans through their different coping mechanisms to become an effective and efficient catalyst for learning.

Many teacher education students experience difficulties in developing lesson plans, a fundamental competency for future educators. These challenges are further shaped by the growing demands of contemporary education, especially the need to integrate technology to respond to diverse and changing learning environments. As instructional approaches continue to evolve, student teachers often find it difficult to keep up with these expectations, which consequently affects their ability to design

The Challenges and Coping Mechanisms of BSED-English Students in Lesson Plan Making: A Case Study

effective lesson plans. This issue has already been identified by the Institute as a continuing concern. Other contributing factors include limited skills in using digital tools for instruction and difficulty in addressing the varying learning needs of students. Despite these challenges, both instructors and student teachers remain motivated to enhance their lesson planning abilities through different coping strategies.

Through their experiences, the education students at Christ the King College de Maranding gained meaningful insights and strengthened their lesson planning skills. Over time, they developed greater competence in creating well-organized and effective lesson plans. Their struggles became opportunities for development, enabling them to recognize positive outcomes from their challenges and use these experiences as stepping stones for improvement. Furthermore, the lessons they acquired allowed them to guide future student teachers in addressing similar difficulties. These experiences also emphasized important considerations for educators in effectively managing challenges and becoming competent, adaptive, and globally competitive professionals.

IV. CONCLUSION

The findings show that crafting a lesson is undeniably one of the most challenging responsibilities that every teacher must learn to master. The teacher education students face various challenges in developing lessons plans. They encountered various difficulties, such as having limited knowledge on how to begin the planning process, writing clear and measurable objectives, and designing activities that are aligned with the lesson goals. Despite these difficulties, they manage to handle them with a positive outlook and remain committed to learning and improving their skills to create effective teaching guides. Whilst the teaching profession comes with significant responsibilities and demands having a well-structured plans can provides a vital foundation that guides the teaching process of teachers it helps educators to be effective facilitators of knowledge and skills.

Despite the heavy demands and difficulties, instead they found practical and meaningful ways to cope up. They utilized the internet for them to learn new ideas and strategies, they also took breaks to rest their mind and regain their energy. Accepted feedback and corrections from their instructors to improve their lesson plans. These coping mechanisms proved that with determination, resourcefulness, and trust, every difficulty can be overcome. Their experience reveal that while making lesson plans is indeed hard work, It such a powerful learning process that shapes them to becomes more competent, creative and resilient educators that is ready to serve and teach effectively in the future.

V. RECOMMENDATIONS

Based on the findings and conclusions presented above, the researcher has formulated the following recommendations:

1. Prioritizing continuous access to relevant instructional resources and structured lesson-planning activities by providing updated lesson-plan guides, sample lesson plans, teaching materials, and technological resources will strengthen the lesson-planning skills of teacher education students.
2. Teacher education students may engage in continuous self-study, peer collaboration, and consultation with instructors to enhance their skills in formulating SMART objectives, selecting appropriate teaching methods and activities, developing coherent questions, designing aligned assessments, integrating technology, and addressing diverse learning needs.
3. Relevant training, workshops, and mentoring programs on lesson planning may be provided to teacher education students to strengthen their understanding and practical application of lesson planning components and to support their development of effective coping mechanisms when encountering difficulties.
4. Regular feedback, updates to instructional resources, and opportunities for practice and microteaching may be provided to teacher education students to sustain their development, confidence, and preparedness for lesson planning and instructional practice.

V. CONCLUSIONS

The findings show that crafting a lesson is undeniably one of the most challenging responsibilities that every teacher must learn to master. The teacher education students face various challenges in developing lessons plans. They encountered various difficulties, such as having limited knowledge on how to begin the planning process, writing clear and measurable objectives, and designing activities that are aligned with the lesson goals. Despite these difficulties, they manage to handle them with a positive outlook and remain committed to learning and improving their skills to create effective teaching guides. Whilst the teaching profession comes with significant responsibilities and demands having a well structured plans can

The Challenges and Coping Mechanisms of BSED-English Students in Lesson Plan Making: A Case Study

provide a vital foundation that guides the teaching process of teachers it helps educators to be effective facilitators of knowledge and skills.

Despite the heavy demands and difficulties, instead they found practical and meaningful ways to cope up. They utilized the internet for them to learn new ideas and strategies, they also took breaks to rest their mind and regain their energy. Accepted feedback and corrections from their instructors to improve their lesson plans. These coping mechanisms proved that with determination, resourcefulness, and trust, every difficulty can be overcome. Their experience reveal that while making lesson plans is indeed hard work, It such a powerful learning process that shapes them to becomes more competent, creative and resilient educators that is ready to serve and teach effectively in the future.

ACKNOWLEDGMENT

We would like to express our heartfelt gratitude to the people who shared their time, support, and love in the making of this journal.

First, we sincerely thank Rebecca Magsayo Maata, Rosalita Aclo, Ailen A. Manatad, Jesebel Lumeran Bayot and Roselyn L. Dibdib, our loving mothers, for their unwavering support, encouragement, guidance, and valuable contributions throughout the preparation of this journal. Their presence, care, and willingness to share their experiences made this journal more meaningful and personal.

We would also like to give special appreciation to Kendra Blake C. Gonzales, for being part of this journey and for bringing joy, inspiration, and a meaningful perspective to the creation of this journal.

Above all, we are grateful for the love, understanding, and cooperation that each of them has given. This journal would not have been as meaningful without their support and participation.

With heartfelt appreciation, thank you.

REFERENCES

- 1) Alanazi, M. H. (2019). A study of the pre-service trainee teachers problems in designing lesson plans. *Arab World English Journal*, 10(1), 166–182. <https://doi.org/10.24093/awej/vol10no1.15>
- 2) Althubayani, A. R. (2024). Digital competence of teachers and the factors affecting their competence level: A nationwide mixed-methods study. *Sustainability*, 16(7), 2796. <https://doi.org/10.3390/su16072796>
- 3) Carless, D., & Winstone, N. (2023). Teacher feedback literacy and its interplay with student feedback literacy. *Teaching in Higher Education*, 28(1), 150–163. <https://doi.org/10.1080/13562517.2020.1782372>
- 4) Chintalapati, N., & Daruri, V. S. K. (2017). Examining the use of YouTube as a learning resource in higher education: Scale development and validation of TAM model. *Telematics and Informatics*, 34(6), 853–860. <https://doi.org/10.1016/j.tele.2016.08.008>
- 5) Creswell, J. D. (2017). Mindfulness interventions. *Annual Review of Psychology*, 68, 491–516. <https://doi.org/10.1146/annurev-psych-042716-051139>
- 6) Darling-Hammond, L., Flook, L., Cook-Harvey, C., Barron, B., & Osher, D. (2020). Implications for educational practice of the science of learning and development. *Applied Developmental Science*, 24(2), 97–140. <https://doi.org/10.1080/10888691.2018.1537791>
- 7) Dhakal, B. R. (2024). Differentiated instruction: Tailoring learning for diverse learners. *Journal of Advanced Academic Research*, 11(2), 53–62.
- 8) Ferrer, J. C. (2021). Problems met in lesson planning by the pre-service teachers. *Premiere Educandum: Jurnal Pendidikan Dasar dan Pembelajaran*, 11(2), 313–329. <https://doi.org/10.25273/pe.v11i2.10419>
- 9) Flores, M. A., & Day, C. (2006). Contexts which shape and reshape new teachers' identities: A multi-perspective study. *Teaching and Teacher Education*, 22(2), 219–232. <https://doi.org/10.1016/j.tate.2005.09.002>
- 10) Goyal, M., Singh, S., Sibinga, E. M. S., Gould, N. F., Rowland-Seymour, A., Sharma, R., Berger, Z., Sleicher, D., Maron, D. D., Shihab, H. M., Ranasinghe, P. D., Linn, S., Saha, S., Bass, E. B., & Haythornthwaite, J. A. (2014). Meditation programs for psychological stress and well-being: A systematic review and meta-analysis. *JAMA Internal Medicine*, 174(3), 357–368. <https://doi.org/10.1001/jamainternmed.2013.13018>
- 11) Halimi, F., Tryzna, M., & Brunstein, A. (2024). Motivational orientation and perception of active learning instruction by pre-service language teachers. *Frontiers in Psychology*, 15, 1307733. <https://doi.org/10.3389/fpsyg.2024.1307733>