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Effect of Teachers Use Scaffolding Teaching Method on the Attainment of Time on Task in Lesson Delivery in Lower Basic Classes in North-West State

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ABSTRACT

This study investigates the effects of scaffolding teaching method on teacher's instructional effectiveness and pupil's academic performance in basic classes in north-west states, Nigeria. One objective, research question and corresponding null hypothesis guided the study. A quasi experimental research design was used. The study covered nine (9) Basic Educational Zones and five Local Government Areas in north-west States. The population of the study comprised 95,711 teachers, 6,099,667 pupils, in the 13,457 public primary schools across the three north-west states basic education zones. A multistage sampling technique was employed of which (28) primary schools were selected using stratified sampling technique and random sampling technique was used to select 14 schools each as experimental and control groups, making of total (2349) intact primary two pupils, where (1205) were assigned to experimental group and control group assigned to (1144) respectively. Also, 168 primaries two teachers were cluster and stratified sampled from the (448) primary two teachers of the 3 core subjects: English Language, Mathematics, Basic Science and Technology. An item instruments on 5-point rating scale labeled as TIEORS and P2-POPT were validated and used for data collection. The research question 1 was answered using descriptive statistics of mean and standard deviation, while independent t-test and ANOVA at 0.05 level of significance were used to test the hypotheses. The study recommended among others, that teachers at the basic classes should adopt the scaffolding method in teaching and learning as one of their techniques in order to bring about re-branding effective support system and to improve the pupil's performances academically and intellectually for the betterment of their future endeavors.

Keywords: Teachers, Teaching Method, Lesson Delivery, Basic Classes, North-West States, Nigeria.

INTRODUCTION/BACKGROUND TO THE STUDY

Scaffolding, as an architecturally process, is a temporary framework of poles and plank platforms placed around newly-constructed buildings or repaired ones to provide a secured working environment and suitable heights for workers to aid the construction processes. Once a job is done, the scaffold is removed. The use of the word scaffolding has different meanings depending on which of its contexts is used. However, if one pushes the scaffold metaphor to an educational context, one must assume that a scaffolding is also a temporary framework to support learners to accomplish tasks that would ordinarily be impossible for them to learn, and is removed when no longer needed. Determining what to scaffold, when to scaffold, how to scaffold and when to fade scaffold are core questions asked to guide teaching and learning. Scaffolding highlights one of the key aspects of children's learning, namely, that it is often guided by others (Janneke & Jos, 2010).

Scaffolding strategy represents the high quality support interactions between a teacher and learners that enable the learners to learn something beyond their independent efforts. The ultimate goal of scaffolding strategy is to support and assist pupils as they extend their own learning and gradually assume the ability to independently self-regulate their own learning. As pupils build upon their own knowledge, assume more and more independence and self-regulate their own learning, their problem-solving behaviors change over time Kargar (2015).

During scaffolding in teachers-learner academic interactions, the teacher carefully monitors when enough instructional input has been provided to permit the learner to make progress toward an academic goal. Thus, the teacher provides support only when the learner needs it. If a child makes progress quickly, the teacher's responsive instruction will be less detailed than if a child experiences difficulties with a task. This teaching method provides the incentive for pupils to take a more active role in their learning. Pupils share the responsibility of teaching and learning through scaffolds that require them to move beyond their current skill and knowledge levels (Salwa, 2008). It is important to note that scaffolding teaching method also, as a concept, is initially introduced in parent child teaching relationship which explains the role parents play in providing support and assistance in problem solving in a natural framework of dialogue that occurred between mother and child, until the child begins to make progress. This also leads to gaining skills to enable a child develop independent problem solving skills in the future.

Like scaffolding used in construction, scaffolding actually is a bridge that is used to build upon what pupils already know in order to arrive at something they do not know. If scaffolding is properly administered, it certainly has the potentials to act as an enabler, not as a disabler (Al-Aila, 2015). Collectively, therefore, scaffolding can be thought of as the strategies that a teacher uses to help learners bridge a cognitive gap or process in their learning to a level they were previously unable to accomplish. These strategies evolve as the teacher evaluates the learner's initial level of ability and then through continued feedback throughout the progression of a task. Scaffolding can be in an oral face-to-face learning environment. In classrooms, scaffolding may include modeling behaviour coaching and prompting, thinking out loud, dialogue with questions and answers, planned and spontaneous discussions as well as other interactive planning or structural assistance. This can also include peer mentoring from more experienced pupils (Ugwuda, 2008).

Scaffolding as a teaching method depends heavily on the idea that pupils come to educational setting with a great deal of pre-existing knowledge. It is the process of building on what pupils already knows that makes scaffolding an effective instructional technique. Olson and

Prath, (2000), Janneke, Marzano, (2007), also observed that in instructional scaffolding method, a more knowledgeable person provides scaffolds to facilitate the learner's development, ability to build on prior knowledge and internalise new information. The activities provided in scaffolding instruction are just beyond the level of what the learner can do alone. An important aspect of scaffolding is that the scaffolds are temporary as the learner's abilities increases the scaffolding provided by the more knowledgeable person is progressively withdrawn. The learner is able to complete the tasks or master the concepts independently (Chang, Sung, &Chem, 2002).

Good practice emphasises time on task; learning tasks must be well-planned in such a way that they will provide pupils with opportunities to integrate their studies with time management (Marzono, 2007). Academically engaged time or time-on-task refers to the classroom time when pupils are actually attending to and doing the work at hand. Classrooms in which pupils are actively engaged in learning for a large proportion of the time demonstrate higher achievement in reading and writing than do classrooms in which pupils are not so engaged. The use of the scaffolding instruction approach facilitates active pupil's engagement in learning and promotes time on task. Stronge, (2002) contends that the time pupils spend engaged in the instruction contributes greatly to classroom success. A study by Anderson discovered that only about 83% of allocated time is actually devoted to instruction in a typical United States School, he also found that only about 62% of the allocated time for instruction was actually spent with the kids engaged in learning which translates to only 37 minutes of each school hour with pupils actively engaged in the learning process Stronge, (2002).

Therefore, scholars and researchers have modified the definition of time-on-task to include pupil's success rate while working productively. This concept of academic learning time, defined "as the amount of time learners spends engaged in an academic task he/she performs with high success" (Belland, 2016). A high success rate is considered to be above 80%. Allocated time for pupils' engagement and success rate is defined as academic learning time. Collectively, academic learning time occurs when a pupil has the time or opportunity to learn is actively engaged and is succeeding with the task at hand. Notwithstanding, Taylor *et al. (*2005)studied quality time and reported that effective teachers maintained pupils on task and engaged their behavior for 96% of the time, whereas pupils of less effective teachers were on task and engaged on an average of 63% of the time. The type of grouping utilised in classes also contributed to the level of pupil's engagement in instruction. Learners with the most effective teachers spent considerably more time per day in small group instruction in reading as compared with learners of the least effective teachers (48 min vs. 25 min, respectively), (Belland, 2016).

Pupils are engaged when they devote substantial time and effort to a task, when they care about the quality of their work, and when they commit themselves because the work seems to have significance beyond its personal instrumental value which has found a strong relationship between the amount of time pupils are actively engaged in learning and their achievement. In their analysis of studies of influences on achievement, Good & Brophy, (2000) noted a strong association with achievement, time and engaged learning. Chi, (2007) identified several strategies for increasing pupil's engagement, time and motivation: they included; emphasised goal setting and self-regulation; offer choices in instructional settings; foster teamwork through group learning and problem solving experiences; replace social comparisons of achievement with self-assessment and evaluation techniques; teach time-management skills; and offer self-paced instruction. When possible, time-on-task has been

shown to increase pupil's motivation and learning and can be consistently related to increased pupil learning. When pupils attend class and find varied and interesting activities there is increased motivation and learning in them.

Statement of the Problem

Right from inception and contemporary, there has been a setback in the professional development strategies in teaching and learning lead to teacher's instructional ineffectiveness and poor pupil's academic performance especially in the north-west states, Nigeria. These have been shown through many researches result conducted in the zones. In Sokoto 2014 a research result conducted by the United States Agency for International Development (USAID), in collaboration with Northern Education Initiative plus (NEI+), Rana in Kaduna (2021) and rara, jolly phones programmes in Katsina and Zamfara (2022), revealed that pupils in lower basic education classes 1 to 3 performed poorly due to teacher's ineffective delivery strategies. Pupils were not able to recognise letters, sounds of words and read them correctly.

The NEI+ noted that many teachers and head teachers in north-west states, lower basic grades neither had the opportunity nor professional development strategies in teaching and learning and those that had, did not receive explicit instructional abilities in preparing pupils to learn in the lower basic grades. Many lacked basic skills in teaching generally. Similar studies conducted in 2016 by NEI+ also reported that 65% of the teachers observed were not doing specific tasks that matched teacher's instructional effectiveness in the lower basic classes, particularly in Sokoto state. Specifically, the result of NEI+ showed that in Sokoto state 99% of pupils are non-readers, even 2% cannot recognise words, while 0% read with compression. Hence this result underscored the critical need to improve teacher's instructional effectiveness in teaching strategies to deliver (USAID-NEI plus, 2016a, c, d). Even the NEI+ evaluation of the programme in 2021 has same result about the strengthening teacher's instructional effectiveness (UBEC, 2019).

So, at this level, the current trend of teachers with persistent use of inappropriate instructional strategies in lower basic class levels may have been responsible for ineffective teaching and learning processes and pupil's poor academic performance. In this regard, this studyexamines the effects of teachers use scaffolding teaching method on the attainment of time on task in lesson delivery in primary two classes in north-west states

OBJECTIVE

The objective of the study is to:

1. Find out the effect of teachers use of scaffolding method on the attainment of time on task in lesson delivery in primary two classes in north-west states.

QUESTION

1 What is the effect of teacher's use of scaffolding method on the attainment of time on task in lesson delivery in primary two classes in north-west states?

HYPOTHESIS

The study has one hypothesis that:

1. There is no significant difference in the attainment of time on task in lesson delivery between teachers who use scaffolding method and those who use conventional method in primary two classes in north-west states.

CONCEPTUAL CLARIFICATION

The term scaffolding method, as applied to teaching and learning situations, in teacher-pupils interaction, is generally attributed to (Wood, Bruner and Ross, 1976: P.90). Built from the works of Vygotsky, who described the term scaffolding method as "a process which enables a child or a novice to solve a problem, carry out a task, or achieve a goal which would be beyond his, unassisted." In other words, "it is the process of temporarily providing support to a learner within a social context and once learners are able to complete or master the task, the scaffolding is gradually removed or fades away (Al-Aila, 2015)."In another view, Acosta & Ferri, (2011) defined scaffolding as an act of teaching that supports the immediate construction of knowledge by the learner; and provides the basis for the future independent learning of the individual. Unrwa, (2015) also described scaffolding as a bridge standing between pupil's independent and supported operating levels.

Also, in another definition of scaffolding as suggested by Sawyer (2006) posits that scaffolding method is the support given during the learning process which is tailored to the needs of the pupils with the intention of supporting the pupils to achieve his/her learning goals. The factor related to scaffolding is its temporary in nature, because it is aimed at enabling students to learn independently, teachers support is gradually withdrawn as the learners become increasingly able to complete tasks alone. In the view of Ugwuda (2008), scaffolding is a teaching strategy that was cleverly named for the practical resemblance it bears with scaffolds used at construction sites. Also it is an instructional technique where by the teacher models the desired learning task, then gradually shifts responsibility to the pupils. This teaching strategy approach is described as the strategy that focuses on raising pupil's abilities one step at a time and removing support as they progress.

This encourages and enables the pupils to be active learners in the teaching - learning process Ugwuda, (2008) posits also that scaffolding begins with materials that are just a step beyond what the learners are able to accomplish, unassisted. The teacher builds on the pupil's previous knowledge and then removes himself as the support, allowing the learners to master the content. The key to success in this teaching strategy is assessing accurately the learner's current abilities. It is also important to decrease support from the teacher at the appropriate time, neither too quickly, nor too slowly. The method can be employed in any subject matter for any class level.

Researches have been conducted in use of scaffolding method and time on task in lesson delivery. Chi (2007) investigated pupil's perception regarding the most effective scaffolding instructional strategies in Taiwan, the researcher reported that the most used strategy was offering explanation, and it provided students with confidence. Moreover, Acosta & Ferri (2011) also examined the activating background knowledge of student in reading comprehension classes in Bloemfontein, South Africa. And the use of graphic organisers, duration of time instruction, found out that most pupils perceived activating prior knowledge become a very useful strategy that helped them in thinking more about the topic, generate ideas, and promote curiosity, and that the graphic organisers were enjoyable, interesting and important. In another study, Safadi and Rababah (2012) who aimed at ascertaining the impact of scaffolding on reading comprehension skills in Jeddah, Saudi Arabia, and reported the positive effectiveness of scaffolding on the pupil's reading comprehension especially in vocabulary development.

Similarly, Attarzadeh (2011) reported positive effects of scaffolding on Iranian pupil's reading comprehension. Also, Pishghadam and Ghardiri (2011) who investigated the

effectiveness of two types of scaffolding, asymmetrical and symmetrical, in developing reading comprehension, the study showed that asymmetrical scaffolding had a more effective impact in improving reading comprehension than symmetrical. Moreover, Kargar (2015) studied the effects of scaffolding on Iranian EFL learner's reading comprehension which proved that scaffolding had a positive and significant effect on student's reading comprehension.

Finally, Song (2015) investigated the effects of scaffolding on pupils-generated questioning in improving reading comprehension, the study revealed that pupils who received scaffolding showed significant performance in test results in favour of post-test and the teacher of scaffolding group believed that scaffolding was helpful in elevating her student's level of comprehension. Thus, the research showed that scaffolding could promote leaner's metacognitive thinking. This study is related to the present study as it demonstrated the effectiveness of implementing scaffolding in teaching and learning, and including how scaffolding exerted positive impact on classroom interactions and duration of time of instruction.

Research Methodology

This study used quasi-experimental research design. Population consisted of all teachers and pupils of public primary schools in the three north-west states (Kaduna, Kano and Sokoto), Under Universal Basic Education Board, Nigeria. The total number of public primary schools is 13,457 with the total number of 95,711 teachers and enrolment population of 6,099,667 pupils spread across the nineteen (19) basic education zones with 23Local Government Areas of Kaduna, which comprise: (Kano with 15 basic education zones); (Sokoto with 4 basic education zones).

Multistage sampling techniques were used in the study, the sample of nine (9) zones, from Kano and Sokoto while, five (5) LGAs in Kaduna, out of the (19) zones and (23) LGAs for the three (3) state in the North West Zones with (28) primary schools were selected using stratified sampling techniques (consisting of five (5) zones from Kano out of (15) zones and selected (10) primary schools which is 2 schools from each zones, also four (4) zones from Sokoto and selected 8 primary schools which is 2 schools from each zones and five (5) LGAs from Kaduna out of (23) LGAs and selected (10) primary schools which is 2 schools from each LGAs, respectively all under Universal Basic Education Board in the three (3) North West State. The researcher was interested in public primary two pupils, particularly with focus on their teachers of the three core subjects: Mathematics, English and Basic Science and Technology within the three (3) north-west states Universal Basic Education Zones

The target population for this study, therefore, covered some selected Basic Education Zones and Local Government Areas. Hence, a sample of 168 P2 teachers was selected from the 448 P2 teachers of the 3 core subjects in the selected 28 primary schools in the Kaduna, Kano and Sokoto. North-west states, comprising 6 P2 teachers (2 P2 teachers each of English language, Mathematics and Basic Science and Technology) was selected from each of the 28 primary, schools across the 9 Basic Education zones and 5 LGAs in the 3 north-west states, using cluster, stratified and purposive sampling techniques. Thus, the sample consisted of 56 P2 English language teachers, 56 P2 Mathematics teachers and 56 P2 Basic Science and Technology teachers. Random sampling technique was used to selected 14 schools with 85 p2 teachers each as experimental and control groups such that in each zone/LGAs (one) school served as experimental group and the other as control group. On the other hand, intact P2 classes of the selected schools were used for collection of data.

Two instruments were used for data collection: Teachers management of instructional time on task lesson delivery (TMITT) and primary Two-Oral Pupils Performance Test (P2-OPPT) The scores obtained were analysed, using descriptive statistics of mean and standard deviation to answer the research question while independent t-test was used to test the null hypothesis.

Result

Research Question: What is the effect of teacher's use of scaffolding method on their effective attainment of time on task in lesson delivery in primary two (P2) classes in north-west, Nigeria?

To answer this above question, the pre-observation and post-observation scores of teachers' effective attainment of time on task in lesson delivery obtained from the 168 selected primary two teachers in North-west, Nigeria as measured by the classroom observation research instrument, as teachers management of instructional time on task,(TMITT) before and after treatment (using scaffolding method) were sorted and organised according experimental teachers (who used scaffolding method during treatment) and control teachers (who used conventional method throughout the study). The data was then analysed electronically using descriptive statistics of mean and standard deviation on SPSS version 20.0 and the results are presented in Tables 1 below:

Table 1: Mean and Standard Deviation for Pre-observation and Post-observation observation of Teacher's Attainment of Time on Task in Lesson Delivery between Experimental and Control Group in north-west, Nigeria.

		Pre-observation		**Post-observation**		
Group	**N**	**Mean**	**SD**	**Mean**	**SD**	**Mean Difference (Within Group)**
Experimental	84	18.14	2.63	25.83	4.83	**7.69**
Control	84	17.81	2.06	27.43	3.48	**9.62**
Mean Difference (Between groups)		**0.33**		**-1.60**		

Source: Research Fieldwork, (2023). Key: N=Number of respondents, STD=Standard Deviation

Table 1 above is a summary of pre-observation and post- observation means and standard deviations scores computed to compare teacher's attainment of time on task in lesson delivery before and after the introduction of scaffolding method among primary schools in North-west, Nigeria. Both between groups analysis (comparison between experimental and control group) and within group analysis (comparison between pre-observation and post-observation

within each group) were done to ascertain the extent of improvement (if any) in the quality of teachers' attainment of time on task in lesson delivery after the treatment.

The results of the between groups comparison of pre-observation scores of primary school teachers' level of attainment of time on task in lesson delivery between Experimental (N=84, Mean=18.14, SD=2.63) and Control group (N=84, Mean=17.81, SD=2.06) the data revealed that there was negligible amount of pre-observation mean scores difference of 0.33 at the beginning of the study (before introducing scaffolding treatment) which suggested that the groups were significantly similar before the treatment i.e. teachers in both experimental and control groups had similar level of attainment of time on task in lesson delivery at the beginning of the study in North-west, Nigeria. But the results of the between groups comparison of post- observation scores of teacher's level of attainment of time on task in lesson delivery (after the introduction of scaffolding treatment) the data, revealed that there was a very low amount post- observation of mean scores difference of -1.60 between Experimental (N=84, Mean=25.83, SD=4.83) and Control group (N=84, Mean=27.43, SD=3.48) in favour of the control group, suggesting that teachers in the control group (who used conventional method) were able to achieve higher attainment of time on task in lesson delivery than those in the experimental group exposed to the scaffolding treatment. Hence, teachers in the experimental group take much time in lesson delivery than those in the control group in north-west, Nigeria.

On the other hand, the within group comparison of pre-observation and post-observation for Control group, the data revealed that there was a very high amount of mean difference of 9.62 of teacher's attainment of time on task in lesson delivery between pre-observation scores (Mean=17.81, SD=2.06) and post-observation scores (Mean=27.43, SD=3.48) suggesting that there was improvement in the level of attainment of time on task in lesson delivery by teachers in the control group at post-observation as compared to the pre- observation. On the contrary, the within group comparison of pre-observation and post-observation for experimental group the data revealed that there was high amount of mean scores difference of 7.69 in the level of teacher's attainment of time on task in lesson delivery between pre-observation scores (Mean=18.14, SD=2.63) and post-observation scores (Mean=25.83, SD=4.83) suggesting that the scaffolding treatment after pre-observation has improved the experimental teachers' level of attainment of time on task in lesson delivery but not as much as did the conventional treatment in north-west, Nigeria.

Therefore, although the within group comparison indicated that both experimental and control teachers had gained higher level of attainment of time on task in lesson delivery at post-observation, the between groups comparison the data revealed that the control group teachers gained higher than the experimental teachers on attainment of time on task in lesson delivery in north-west, Nigeria. Hence scaffolding method was considered to be less effective as compared to the conventional method on teacher's attainment of time on task in lesson delivery among primary schools in North-west, Nigeria.

Null Hypothesis (H0): There is no significant difference in the means of attainment of time on task in lesson delivery between teachers who used scaffolding method and those who used the conventional method in primary two classes in north-west, Nigeria.

In testing this null hypothesis, the post-observation scores of the 168 selected primary school teachers in north-west, Nigeria who were measured in terms of Attainment of time on task in lesson delivery via the classroom observation research instrument as (TMITT), were collected and sorted according to control group (those who used conventional method) and

experimental group (those who used scaffolding method). The scores were then analysed electronically using independent t-test statistics on SPSS version20.0 software at 0.05 level of significance and the results are presented in Table 2 below:

Table 2: Summary of Independent t-test Comparing the Means of Teachers' Attainment of time on task in lesson delivery between Experimental and Control Group in north-west, Nigeria.

Variables	N	Mean	SD	*Df*	t-Cal	*p*-Value	Decision
Experimental	84	25.83	4.83				H_{01}
Control	84	27.43	3.48	166	-2.458	0.015	Rejected
Total	**168**						

Source: Research Fieldwork (2023). Key: N= Number of respondents, SD= Significant Difference, DF= Degree of freedom, t-Cal = t calculated, *p*-Value = Probability Value.

Table 2 is a summary of independent t-test statistics conducted to determine the significance or otherwise of the difference between the mean scores of teacher's attainment of time on task in lesson delivery of experimental (who used scaffolding method) and control teachers (who used conventional method) in teaching primary two classes in north-west, Nigeria. The analysis showed that there was statistically significant mean difference of -1.60 between attainment of time on task in lesson delivery scores of teachers in the experimental (N=84, Mean=25.83 and SD=4.83) and control (N=84, Mean=27.43 and SD=3.48) groups in favour of the control group teachers who used conventional method. Furthermore, the calculated t-Cal = -2.458 at 166 degrees of freedom, with a p-Value = 0.015 at 0.05 level of significance indicated that since the p-Value of 0.015 was significantly more than 0.05 level of significance p 0.05**,** the null hypothesis one (H_{01}) which states that "There is no significant difference in the mean of teacher's attainment of time on task in lesson delivery between teachers who used scaffolding method and those who used the conventional method in teaching core subjects in primary two classes in north-west, Nigeria was rejected. Therefore, scaffolding method had statistically significant poor effect on primary teacher's attainment of time on task in lesson delivery in the core subjects (English, Mathematics and Basic Science and Technology) in north-west, Nigeria.

Summary of Findings

This section presents the summary of the findings based on the data analysis conducted. The findings of the study as presented in Tables 1 and 2 revealed that experimental teachers exposed to scaffolding method did not do well and gained significant lower post-observation mean scores performance on attainment of time on task in lesson delivery than the controlled teachers exposed to conventional method. Hence, null hypothesis one (H_{01}) was retained. This means that teachers in the control group exposed to conventional method did even better and gained higher post-observation mean score than the experimental teachers used scaffolding method on attainment of time in lesson delivery. Hence, scaffolding method showed poor effects on primary teacher's attainment of time on task in lesson delivery in the

core subjects in north-west, Nigeria. This is because scaffolding method is time consuming that needs a lot of time practices.

Discussion of Finding

Teachers Use of Scaffolding Method on the Attainment of Time on Tasks in Lesson Delivery in Primary Two Classes

The finding revealed that experimental group teachers (who used scaffolding method) had shown moderate level of attainment of time management on tasks in lesson delivery over their control group counterpart teachers (who used conventional method). This was in line with the findings by Chi (2007), Ferr (2011), Song (2015), and Jenneke, et-al (2015) who studies carried out on the effects of scaffolding in the classroom. The study looked at duration of independent working-time of the groups in relation to student's achievements, task efforts and appreciation of support. Equally, they found that scaffolding was not unequivocally effective; its effectiveness depended, among other things, on the independent working time of the groups and student's task effort. The present study was among one of the first experimental studies on scaffolding in an authentic classroom context, including factors on attainment of time management on tasks in lesson delivery. Hence, scaffolding method was considered an effective method of improving primary school teachers' attainment of time management on tasks in lesson delivery, but with careful planning and preparation because the teacher has the learning of some specific skill or concept in mind. There must be evidence of learners successfully completing the particular task at hand, which learners are now able to go independently to deal with subsequent related tasks or problems, which is handover/takeover in north-west state, Nigeria.

Recommendations

The Universal Basic Education Commission (UBEC), at national level, should try as much as possible to formulate laws and provide a comprehensive document, on teacher's use of scaffolding method of teaching on the attainment of time management on task in lesson delivery. This highlights the critical task features and allocated time on each steps of lesson plan for teacher's attainment.

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