

# ENHANCING PURPOSEFUL CLASSROOM PROCESS THROUGH ACTUAL SUPERVISION OF THE IMPLEMENTATION OF LESSON PLAN

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## **Abstract**

There is no gainsaying that preparation for lesson is a very crucial aspect of the teaching task. Understanding the "how" of the "how of planning" has been a major problem among stakeholders in education, who view lesson planning differently. The paper pointed out these "view points, and highlighted that teachers should endeavour to devote much time to lesson planning, and its implementation in the classroom. It pointed out such activities related to what teachers do to enable students meet short-range and long-range goals. It also identified the flaws in non-supervision of actual professional teaching in the classrooms, and recommends that inspection of lesson plans should be followed by actual supervision of its implementation by administrators.

## **Introduction**

In recent times, much argument has ensued with regards to the unfortunate problem about the lesson plan. The lingering problem is the how of planning and not the why (Delaney, in Short and Marconnit, 1970). What seems to be a major problem in this debate is how "the how of planning" is viewed and understood by stakeholders in education.

Teachers and administrators have developed their own view points. These schools of thought exist to serve two distinct fundamental purposes. There also exist two distinct perspectives on the way experienced teachers and inexperienced teachers perceive planning for teaching.

From the teachers' view point, lesson plans are a course upon which he can steer his classroom activities, his unit goals, and his instructional methods to daily fulfillment (Delaney, in Short and Marconnit, 1970). This is the import of the lesson note, which in the present, is used interchangeably as the lesson plan. The aim of which is to achieve a periodic encounter between the teacher and the students in a classroom process. The purpose behind planning of this sort is to bring about change in students understanding of subject matter. This is why it is important to note that the success or failure of any given class period solely depends on the lesson plan represented in the lesson note.

The way administrators see the lesson plan is somewhat different. They see it as an overall plan of what the teachers are supposed to do for a given period, usually lasting for one to two weeks. This view point regards the lesson plan as a means to evaluate the teacher's professional performance and as a guide for substitute teachers in emergencies (Delaney, in Short and Marconnit, 1970). Seemingly, this is the reason why most administrators (principals and headmasters) in Nigeria demand that advance lesson plans be presented by teachers in their institutions. Many teaching practice supervision visits have revealed student teachers complain that principals and headmasters often 'ask for the lesson plan depicting a weekly plan of their lessons. Often times, these administrators or supervisors hardly visit teachers in the actual classroom process after checking their lesson plans/notes.

In a study of secondary school teachers, Lacy (1977) points to the same conclusion that the principals and headmasters are more distant from teachers than experienced colleagues in terms of instructional advice and help. Too often lesson plans of this sort never accomplish the main purposes behind any lesson planning.

On their own part, experienced teachers and inexperienced teachers vary in the way they view planning for lesson. Experienced teachers plan actions that are related directly to what they want their students to achieve and how they want their students to meet both short-range and long-range goals (Houser and Griffey, 1985). On the other hand, inexperienced teachers focus only on expressive objectives-verbal instruction to be used. The novice teachers just go into the classroom to teach without recourse to any guide or format.

In what follows, the paper will highlight the how of planning, with a view of elaborating on the teacher's perspective of lesson planning. Emphasis will be placed on the idea behind the classroom endeavour's that are related directly with what teachers expect their students to meet as both short-range and long-range goals. This is necessary because, the purpose behind any teaching or lesson, directs the teaching-learning activities.

### **Implementing the Lesson Plan: A Rationale**

Essentially, achieving the purpose of teaching demands that teachers should devote much time for planning their lessons, planning decisions are crucial for developing effective lessons, because they give structure to lesson planning (Borich, 2004).

The aim of planning for a lesson is to ensure that what is presented to students during classroom activities possesses some measure of unity. Well planned lessons, are therefore basic to good teaching. Lesson plan prepared as guide notes for teachers is an outline of what is to be taught, motivational techniques to be used, specific steps and activities for students, needed material and evaluation processes. The amounts of details vary according to the teaching method used.

The above denotes the teacher's perspective of lesson planning, which in the present is interchangeably used as the lesson note, since both invariably serves the same purpose of steering his classroom activities, his unit goals, and his instructional methods to daily fulfillment. It therefore follows that the success or failure of any given period of lesson depends on the effective implementation of the lesson plan.

On the other hand, the administrator's perspective of the lesson plan, is the emphasis of the supervisor, often on an evidence of the plan; the actual implementation of the plan notwithstanding.

The lingering question therefore is; is the evaluation of the lesson plan valid and tenable when the headmasters or principals has not seen the same lesson plan executed in a classroom situation? There is just a simple answer to this question, which is not affirmative. It is one function to know the how of planning and another function to know how to dispense the planning in its sequence.

At this juncture, it is therefore, necessary to emphasize that efforts should be made to promote the teacher's perspective of lesson planning. Implementing the lesson plan remains the most ultimate function of a classroom teacher if his teaching is to be adjudged as being successful or otherwise.

After the crucial question of how will I deliver or teach them, lesson so as to achieve behavioural objectives to optimum level?, is all the important aspect of presentation of the lesson, This is the actual implementation of the lesson plan in the classroom. This is the stage of purposeful interaction between the materials/subject matter, the learner and the teacher (Obanya, 1980). This phase is during the instruction proper. It deals with presenting, questioning, assisting, providing for practice, making transitions, managing and disciplining.

The classroom interaction phase has four major stages as follows:

- (i) The revision phase,
- (ii) The introduction phase,
- (iii) The development phase,
- (iv) The evaluation phase,

To consolidate our understanding of the instructional process, it will suffice to briefly discuss each of the phases as follows:

#### **The Revision Phase**

This is usually at the beginning of the lesson. This aspect deals with recall and revision of prerequisites. Simply put, it serves as review of the previous lesson or any student's background before entering the lesson that will aid comprehension of the new lesson. This is accomplished by the use of questions by the teacher.

#### **The Introduction Phase**

This may be referred to as set induction. This phase link the entry behaviour to the new lesson. At this stage the teacher tell the students about the day's topic and use questions to find out what they know about the topic in order to stimulate their interest.

### **The Development Phase**

This is the stage that the main substance of the lesson is given. It describes the activities of both the teacher and the learners from the beginning of the lesson to the end. This stage actually leads the students to attainment of the pre-stated behavioural objectives. Various teaching methods as may be suitable to the given topic are used to provide students with information in steps depending on the stated behavioural objectives.

In the course of developing the lesson the teacher determines when to ask questions, when to illustrate with instructional materials, and when to expect responses or questions from students. The teacher can modify the procedure depending on the performance of the students as the lesson progresses.

### **Evaluation/Summary Phase**

At this phase the teacher finds out if the students have attained set behavioural objectives of the entire lesson, and to what extent? The correct responses elicited through the evaluation questions are then modified by the teacher and written down for the students as chalkboard summary.

In the last, the teacher gives assignment to the students to do at home, either to consolidate on the gains made in the lesson, or to prepare for the lesson to come.

The above emphasis serves as guide to teachers generally, and particularly to novice teachers, who are duty bound to implement instruction effectively in the classroom. The claim that formally written lesson plan is a guide for teachers, and more importantly for novice and substitute teachers, is a very good consideration when only its implementation is ensured in the classroom. This is the reason why it is important for the supervision of the actual professional teaching in our classrooms.

Preparation of a lesson, as in an adequate Lesson plan alone, is not enough unless it is sequentially implemented in the classroom. The reason is that, so many inexperienced or novice teachers attempt to give extempore lessons, or if they use notes (at all) these are mostly notes of subject matter, often in unsuitable forms which are no guide during a lesson (Savory, 1957). It is therefore, necessary for teacher to be helped to prepare and present lessons. This is in agreement with the aphorism which states that no thinking educator can deny the fact that there is only one real acid test for a lesson plan, and that test is the effectiveness of the plan in developing and facilitating classroom instruction. For if

anyone is a hearer of the word and not a doer he is like a man observing his natural face in a mirror (James, 1:23).

### **Conclusion and Recommendations**

Dispensing instruction without adequate planning is definitely extinct in modern pedagogy. Teachers should realize that preparing for lesson is a very crucial aspect of the teaching task.

Teachers should endeavor to plan lessons and follow it by its effective implementation in the classroom. This will ensure an effective understanding of the students in the teaching-learning process.

There is also the need for administrators to devote much time for not only checking the lesson notes, but for supervising of the actual implementation of the lesson plan in the classrooms. This is to ensure quality in the level of instruction.

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