

## **Assessment of Systematic Approach to Instructional Planning: A tool for Enhancing Classroom Instructional Delivery among Students of Junior Secondary Schools in Kebbi State**

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**Abstract:** *The main thrust of this paper is to identify the principal components necessary for effective planning for teaching and learning to take place. These include the goals, Learning activities, physical environment, and evidence to judge the extent to which these goals are achieved. The approach uses a model of seven components namely: objectives of contents, individualized learning experiences, teaching learning format, physical facilities, personal roles, materials and equipment, evaluation and improvement of plan. In this model, the student is central to planning of teaching. This systematic approach should be used by school teachers, because of the ability of the model in enhancing effective instructional delivery.*

**Key Words:** *Systematic approach, instructional planning model and classroom instructional delivery.*

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### **Introduction**

Learning via the media is popular today. In fact, we are rapidly approaching the stage where some might claim that a new law of learning is impossible without media resources. Certainly there appears to be a widespread belief which suggests that innovation in teaching can be equated with quantity and complexity of audio - visual equipment. Teachers often believe that when they buy and use overhead projector, tape recorders, Slides and Movies they are benefitting from, and contributing to, technological advancement; if they lack those machines they are missing out on technological progress, unfortunately, there is little evidence to suggest that massive intervention of this nature will provide the panacea for classroom ills.

A more optimistic view could be justified if the classroom experience began to approximate the ideal expressed in this definition of instructional planning, namely 'a system approach to the teaching- learning process centering around the optimal design, implementation and evaluation of teaching and learning. In other words, a situation in which instructional planning model assisted teachers in helping students to select goals people learn and, as consequence, provided a systematic basis for designing experiences and selecting learning materials that gave individuals a better chance of realizing their maximum potential.

### **Importance of instructional Planning**

Instructional planning provides many benefits to the education process, including better access to information, more opportunities for collaboration, and better, capabilities for meeting the learners' needs. It is a precise procedure of outlining, creating, accessing and dealing with the whole instructional procedure to guarantee successful and proficient learning.

### **Characteristics of Instructional Planning**

Instructional planning has the following characteristics:

- Ongoing learning according to the ability of the learner, thereby enabling him/her to learn at his or her own rate.
- Laying special emphasis on providing reinforcement for the correct responses
- Dividing contents into different elements at presenting element independently.

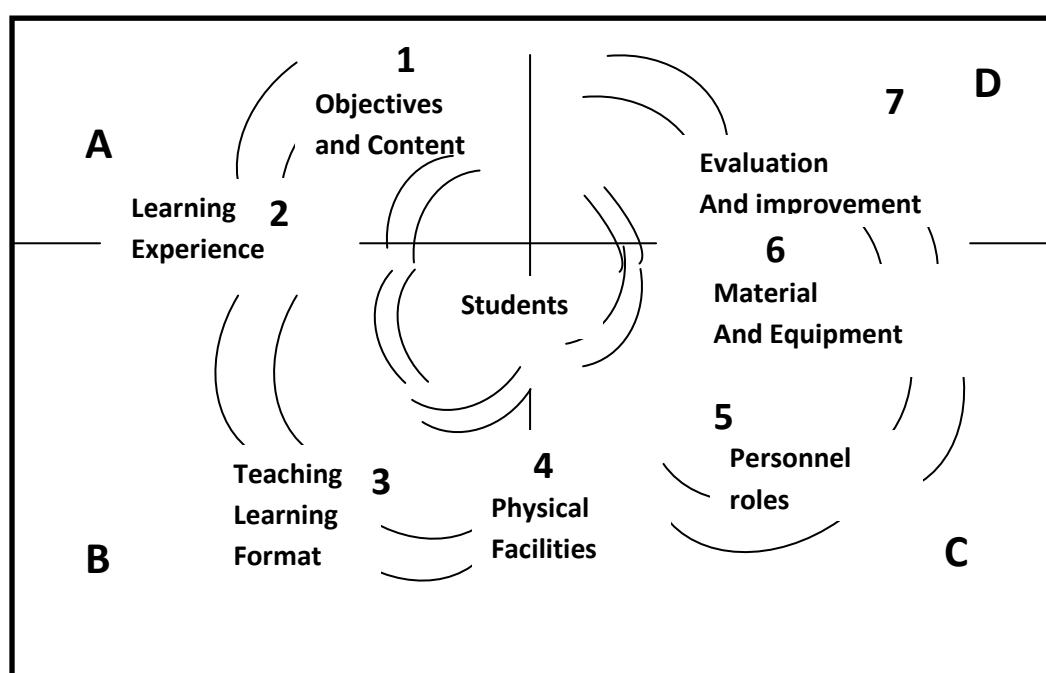
## SYSTEMATIC APPROACH TO INSTRUCTIONAL PLANNING

The systematic approach to instructional planning is a model that has four basic compartments (goals of the learner, learning activities, physical environment and evaluation). To these divisions or compartments, four basic questions are pertinent and must be answered if schools have to continue existing.

These questions are:-

- (a) What goals should the schools help learners achieve?
- (b) What learning activities should students undertake in order to reach those goals?
- (c) In what physical environments should those activities be undertaken? What resources (personnel, facilities, materials, and equipment) should be employed?
- (d) What evidence should be gathered (and through what means) to aid in judging the extent to which learners actually reach goals?

Diagram of Systematic Approach to instructional planning



### Key

- A. Represent the Goals of the learner to be achieved.
- B. Learning activities by students
- C. Physical environment
- D. Evidence for achieving set Goals (Evaluation)

Seven other points from the diagram drawn are crucial to the use of this approach. This will be fully outlined and discussed below.

1. Objectives and content
2. Individualized learning experience
3. Teaching-learning format
4. Physical facilities
5. Personnel roles
6. Materials and equipment
7. Evaluation and improvement of the plan.

## **Objective and Content**

Determining the objectives is in a way taking into consideration what is to be done or selected for an instructional purpose. In the use of systematic instructional planning model, Blooms (1956) taxonomy of educational objectives will help the teacher determine his objectives. These can be classified into the followings.

- (1) Knowledge and information or cognitive
- (2) Attitudes and appreciation or affective
- (3) Skills and performance or psychomotor

In addition to these classifications, answers to these questions will help make clearer the teachers task of setting objectives

- (a) What will your students be doing when they are demonstrating the proficiency you describe in your objectives?
- (b) Under what condition will these behaviors occur?
- (c) In each case, what is to be the level of acceptance performance?

One should avoid using terms like, "to really appreciate" "to grasp the significance of" for terms that clearly state the teachers intention. Terms like "to write", "to name", "to count" could be used.

### **1. Individualized learning experience**

A teacher from among unlimited number of alternative learning experiences, must or should choose those offering best promise for the achievement of his instructional purpose, particularly as such relate to the students learning experiences. It is also important under this point for the teacher to learn about his students as individuals.

The students' characteristics that are particularly important for the teacher to know are intelligence, readability, socio-economic, background, emotional maturity, past experiences, study habits, special interests, and level of motivation, selecting the best learning experience for a student make the difference between success or failure for him. To individualize instruction is a most important goal.

### **2. Teaching-learning formats**

Planning a teaching-learning format in the instructional approach has to do with selecting and or arranging the learning experience for the achievement of the objectives set. Questions that should stir the mind of the instructor are:

- (a) Will the learning experience be as affective in a large group (of perhaps 100 or more students) as in small or medium group (from 5 to 30 students)
- (b) Will it be offered best as independent study (with one student working more or less on his own in accordance with his own plan)?

### **3. Physical Facilities**

In a lecture room, laboratory or classroom where learning activities, are carried on smoothly i.e. students and teachers work together, use materials, operate equipment discuss, read, listen, paint, draw, and engage in innumerable activities – often with only minimum confusion and delay: such smooth-running activities do not just happen. Rather, it is a situation that reflects applications of careful planning, team-work, organization, financial support, professional insight, and a physical environment that leads itself to a wide variety of learning activities. The learning environment affects the performance of students and teachers in many different ways. Fixed spaces and immovable furniture and walls, for example, often freeze teaching methods and curriculum goals in undesirable, unsatisfying ways. On the other hand, functionally varied, modifiable, well-equipped spaces will free thinking and activity and encourage the highly prized flexibility that much of modern teaching requires.

Ideally, the physical facilities you finally select will offer a congenial and functional environment for learning activities to be undertaken.

### **4. Personnel roles**

Systematic planning requires that responsibilities and activities be specified for all personnel who are to be involved in teaching and learning. Not only the roles of teachers and students but also those of the support personnel and the paraprofessionals are to be specified.

The teachers' role is quite broad and can be termed an expert arranger of learning experiences. In this role, the teacher will draw upon his professional insights and skills, including his students, and also be alert to the many options the students will have in choosing media resources and experiences.

## **5. Materials and equipment**

The selection of materials and equipment involves paying attention to the following significant variables.

- (a) The variety of intellectual capacities and divergent background of the learners in your class.
- (b) The number and variety of learning objectives stated or implied, which you expect will be achieved.
- (c) The suitability to your purposes of particular media types or specific media production activities.
- (d) The number and types of alternative learning experience appropriate to the objectives you have in mind.
- (e) Materials and equipment available to you.
- (f) Physical facilities available in which to carry out the program.

It is appropriate to note, that the resources you use and the ways you use them should be determined by what you want your students to know, how you want them to behave, and what levels of accomplishment you wish them to achieve.

## **6. Evaluation and improvement of the plan**

Evaluation procedures are used continually in the systematic approach to education. As each element of instruction is completed, evaluation is needed to reveal the extent to which students have achieved previously stated objectives and are ready for next steps. When the entire program is complete, a final evaluation of both student success and that of the program will be necessary. Evaluation of students performance provide essential information about

- (1) Faults in the instructional plan
- (2) The readiness of students to undertake instruction and
- (3) The adequacy of objectives or of the instruments used to measure students achievement.

## **Discussion**

The systematic approach to instructional planning model is versatile instructional component capable of enhancing classroom instructional delivery. On objectives and contents, also what the students themselves should be demonstrating in the proficiency described in the objectives. It is also important to note that objectives should be measurable and achievable.

On individual learning experiences, the teacher is expected to choose the best parameters which are significant to the teacher. When the best learning experiences is selected, it provides adequate opportunity for students to make differences between success and failure in learning.

Another important factor in this model, is the teaching learning formats. Here the teacher has to select and arrange appropriately the learning experiences in order to ensure the objective set is achieved (Zanden, 2000). Questions that will triggered the mind of the instructor is whether the learning experiences will be effectively delivered in a larger group or vice – versa.

The physical facilities you finally select, will offer a congenial and functional environment for learning activities to be undertaken.

The specification of personal role in an instructional setting ensures effective instructional delivery in classroom management. The roles of the teacher and students were normally known. Other stake holders should have their roles identified and specified. It is important to note that the resources you use and the way use them is determined by what exactly you wants your students to achieved, the behavior you want them to established and the level of accomplishment you want them to attained (Dika, 1981)

The evaluation segment is set to reveal the extent to which the students have achieved the identified objectives. Each component of the instruction is evaluated before moving into the next step. After the completion of the program, evaluations will provides mistakes in the instructional planning; students level of readiness and whether the adequacy of the objectives

## **Conclusion**

In this model, the student is central for teaching, as well as teaching itself should be student-centered. It ascertain how student learn and how teachers teaches. It provides ways of planning of instruction and detects mistakes at whatever level for possible instructional improvement.

## **Recommendations**

From the study, the following recommendations were provided:

- 1. Teachers should endeavor to utilize this instructional planning model for effective instructional delivery.

2. In this model, teacher should not forget to choose individual learning experiences that relate significantly to the achievement of the instructional objectives.
3. When the program is completed, evaluation procedure follows in order to detect faults from the instructional plan for possible improvement.

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