

EVALUATION OF SOCIAL STUDIES TEACHERS IN TERMS OF THEIR ABILITY TO MAKE DAILY LESSON PLANS

AVALIAÇÃO DE PROFESSORES DE ESTUDOS SOCIAIS EM RELAÇÃO À SUA CAPACIDADE DE ELABORAR PLANOS DE AULA DIÁRIOS

EVALUACIÓN DE LOS MAESTROS DE ESTUDIOS SOCIALES EN CUANTO A SU CAPACIDAD PARA ELABORAR PLANES DE LECCIÓN DIARIOS



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ABSTRACT: This study evaluates the competence of Social Studies teachers in preparing daily lesson plans. Grounded in discussions on instructional planning as a core dimension of teaching practice, the research used qualitative document analysis. Daily lesson plans prepared by 25 Social Studies teachers working in a metropolitan province in Eastern Anatolia, Turkey, were examined through content and descriptive analysis with the support of the Social Studies Daily Lesson Plan Evaluation Form. The findings indicate that teachers generally included basic components such as course title, learning outcomes, instructional activities, materials, and assessment. However, values and skills, curriculum alignment, methodological diversity, visual materials, feedback, and end-of-lesson evaluation were insufficiently addressed. The study concludes that, although teachers are familiar with the general structure of lesson plans, further professional development is needed to strengthen coherence, pedagogical detail, and the functional use of planning in classroom practice.

KEYWORDS: Social Studies. Teacher skills. Daily lesson plan. Sufficiency.

RESUMO: Este estudo avalia a competência dos professores de Estudos Sociais na elaboração de planos de aula diários. Com base em discussões sobre o planejamento instrucional como dimensão central da prática docente, a pesquisa utilizou a análise qualitativa de documentos. Os planos de aula diários elaborados por 25 professores de Estudos Sociais que atuam em uma província metropolitana na Anatólia Oriental, na Turquia, foram examinados por meio de análise de conteúdo e análise descritiva, com o auxílio do Formulário de Avaliação do Plano de Aula Diário de Estudos Sociais. Os resultados indicam que os professores geralmente incluíram componentes básicos, como título da aula, resultados de aprendizagem, atividades didáticas, materiais e avaliação. No entanto, valores e habilidades, alinhamento com o currículo, diversidade metodológica, materiais visuais, feedback e avaliação ao final da aula não foram abordados de forma adequada. O estudo conclui que, embora os professores estejam familiarizados com a estrutura geral dos planos de aula, é necessário um maior desenvolvimento profissional para fortalecer a coerência, os detalhes pedagógicos e o uso funcional do planejamento na prática em sala de aula.

PALAVRAS-CHAVE: Estudos Sociais. Competências do professor. Plano de aula diário. Suficiência.

RESUMEN: Este estudio evalúa la competencia de los maestros de Estudios Sociales en la preparación de planes de clase diarios. Basándose en debates sobre la planificación didáctica como una dimensión fundamental de la práctica docente, la investigación utilizó un análisis cualitativo de documentos. Se examinaron los planes de clase diarios preparados por 25 maestros de Estudios Sociales que trabajan en una provincia metropolitana de Anatolia Oriental, Turquía, mediante un análisis de contenido y descriptivo con el apoyo del Formulario de Evaluación del Plan de Clase Diario de Estudios Sociales. Los resultados indican que, en general, los docentes incluyeron componentes básicos como el título del curso, los resultados de aprendizaje, las actividades didácticas, los materiales y la evaluación. Sin embargo, no se abordaron de manera suficiente los valores y las habilidades, la alineación con el plan de estudios, la diversidad metodológica, los materiales visuales, la retroalimentación y la evaluación al final de la clase. El estudio concluye que, aunque los docentes están familiarizados con la estructura general de los planes de clase, se necesita un mayor desarrollo profesional para fortalecer la coherencia, los detalles pedagógicos y el uso funcional de la planificación en la práctica en el aula.

PALABRAS CLAVE: Estudios sociales. Competencias docentes. Plan de clase diario. Suficiencia.

INTRODUCTION

The main purpose of the education system of many societies around the world is to raise qualified manpower within the framework of their own cultural fabric and to provide their citizens with a good citizenship education. For this purpose, societies try to shape their own educational philosophy and the human model they want to raise by creating their own educational policies. Education is the process of imparting all the knowledge, skills, and attitudes necessary for an individual to reveal his/her potential and to realize himself/herself in a planned or unplanned (ordinary) way. Education is an active process that continues at every stage of life (age, conditions, etc.).

Due to the changes and transformations taking place in the field of education around the world, the educational policies prepared by the governments have revitalized teachers' interest in instructional planning in order to both understand and construct students' learning outcomes (Bremholm & Skott, 2019). Teachers' lesson planning is the foundation of the teaching profession (Morris & Hiebert, 2011). Planning a lesson involves a serious pedagogical reasoning process (Klafki, 1995; Penso & Shoham, 2003). Lesson planning can be defined as "an effort to structure learning opportunities" (Pang, 2016, p. 445). The lesson plan is a plan prepared by teachers to realize effective and successful learning in students (Aghazadeh, 2014). In other words, a lesson plan is a guide for teachers, a regular and organized framework for educational activities (Shaabani, 2011, p. 247). Lesson plans are the planned activities that teachers carry out in order to help students reach the goals of the teaching process. Moreover, the act of preparing a lesson plan is an important professional competence for a teacher in order to realize the targeted learning for students effectively. In addition, considering the fact that the teaching process consists of planning, implementation, and evaluation stages in the relevant literature, we come across the fact that planning is a prerequisite for the implementation of teaching. This result brings up the issue of teachers' competencies in planning their lessons (Yıldırım & Yıldırım, 2020).

The lesson plan, forming the basis of education, is in fact a training plan and plays an important role in the way learning takes place. A lesson plan can be likened to a construction plan. Just as any civil engineer designs a plan before making a repair or building a building, any teacher should design an educational plan in which the educational content is determined, the teaching method to be used is selected, and predictions are made about the media and educational tools, and the lesson should be taught according to this plan (Farhang et al., 2023).

Good lesson planning is the key to successful teaching. Otherwise, filling in the details in the template given under certain headings is not lesson planning (Alanazi, 2019). Effective teaching is a multifaceted process that requires meticulous planning, preparation, and attention. In addition, teachers need to know the necessary needs of students. Understanding students' priorities and incorporating them into the lesson plan helps a teacher be an effective teacher. The teacher should be aware of students' background knowledge, their development in social contexts, subject matter knowledge, curriculum goals, and instruction (Darling-Hammond, 2006). Senemoğlu (2013) states that the successful outcome of the teaching process is largely related to the qualified planning of teaching. Teachers' reflecting on their professional knowledge of lesson plans is also a serious step toward a significant transformation in terms of teaching practice (Stender et al., 2017). This is because the continuous use of professional knowledge in repetitive teaching cycles (lesson planning, implementation, reflection, etc.) can lead to the transformation of conceptual knowledge about successful lesson plans into automated teaching routines (Zaragoza et al., 2023).

Ideal teaching results from strong connections between the objectives of the course and the ways in which students learn and teach. Teaching is an interactive process in which teacher and student are mutually influenced by each other. The lesson plan, which organizes this process, is a written guide to the educational process that shows what will be taught, by which method, how long and where, and how students and what they have learned should be assessed. Therefore, considering the fact that the learning capacity of human beings is limited and no one can acquire all the knowledge and skills (Farhang et al., 2023) it can be stated that lesson plans are an important component that has a serious importance in achieving the purpose of the educational process. Planning the teaching process contributes significantly in terms of increasing the efficiency of the teacher, increasing the interest, desire, and motivation of the students, shaping the students according to their own skills, gaining the habit of working together and in harmony, and obtaining reliable and valid results in the evaluation of the education and training process (Aykaç, 2014).

Result an answer to the question of how an effective lesson plan should be designed and realizing it is not an easy task. Being innovative, knowing classroom dynamics, identifying students' needs, etc. are the criteria that should be taken into consideration to be a qualified teacher when designing lesson plans (Holm & Horn, 2003). However, a successful lesson plan is expected to be outcome-based, student-centered, coherent and applicable; to establish connections with other lessons and ensure continuity; to take instructional time and individual

differences into consideration; to include diversity in methods and techniques; to be appropriate to students' level; to observe the principle of flexibility; and to involve parents in the process (Kuran, 2011; Tanrıseven, 2015).

Any teacher who does not have a deep knowledge of how to design a lesson plan using the basic theories of curriculum, learning, assessment, and related concepts is treated in the classroom like a sailor in a rudderless boat (Iqbal et al., 2021). The main reason for the problems that teachers have experienced or will experience in preparing lesson plans and implementing these plans may stem from their competencies in lesson planning. Therefore, determining teachers' competencies in lesson planning and determining which characteristics of teachers stem from these competencies is important in terms of preventing both the current problems and the problems that may arise in the future when evaluated in terms of the educational process (Yıldırım & Yıldırım, 2020).

In this context, preparing a lesson plan should not be understood as a simple administrative task or as the mechanical completion of a template. It is a pedagogical process shaped by curriculum knowledge, awareness of students' needs, methodological choices, assessment procedures, classroom conditions, and teachers' professional experience. However, the relevant literature shows that studies directly examining the daily lesson-planning competencies of Social Studies teachers in Türkiye remain limited. This gap is important because the planning dimension is one of the fundamental components of teaching, yet it often remains less visible than classroom implementation and student outcomes. Therefore, this study aims to provide an evidence-based description of Social Studies teachers' competencies in preparing daily lesson plans by analyzing plans produced directly by teachers. By focusing on practice-based documents rather than only on self-reported opinions, the study is expected to contribute to teacher education programs, needs-oriented in-service training, and future research on planning as a core element of Social Studies education.

METHODOLOGY

Research design

This study, which aims to examine Social Studies teachers' daily lesson planning competencies, employed document analysis, one of the qualitative research methods. Document analysis involves the systematic examination of written materials that contain information about the phenomenon under investigation (Yıldırım & Şimşek, 2013). Such documents may consist

of various sources, including scientific journals, diaries, letters, official documents, autobiographies, and biographies (Creswell, 2013). In this context, document analysis can be defined as a method of deriving information from printed and other written materials produced for research purposes, as well as from personal documents and visual materials used in daily life (Merriam, 2013).

Participants and Sampling

In the process of determining the participants, convenience sampling and maximum variation sampling models were preferred among purposive sampling methods. In the study, convenience sampling was preferred in order to collect the data quickly, in accordance with the purpose of the study, and the maximum variation sampling model was preferred depending on criteria such as having different professional experiences (years), gender, and the type of school (secondary school and Imam Hatip Secondary School) in line with the purpose of the study. In addition, voluntary participation in the study was taken into consideration and teachers were informed about the research process (purpose and content). For this purpose, a preliminary interview was conducted with the teachers before the study and the study was conducted with volunteer teachers.

Table 1.
Demographic Information of Participants

Participant	Gender	Age	Professional Seniority	Education Status	Type of School
K1	Male	28	2	Undergraduate	Middle School
K2	Male	32	3	Undergraduate	Imam Hatip Middle School
K3	Female	44	8	Undergraduate	Middle School
K4	Male	47	13	Undergraduate	Imam Hatip Middle School
K5	Female	28	2	Undergraduate	Middle School
K6	Female	50	25	Undergraduate	Middle School
K7	Female	41	11	Master's Degree	Middle School
K8	Male	58	30	Undergraduate	Imam Hatip Middle School
K9	Female	33	5	Undergraduate	Middle School
K10	Male	35	5	Undergraduate	Middle School
K11	Male	35	4	Master's Degree	Middle School
K12	Female	30	3	Undergraduate	Imam Hatip Middle School
K13	Male	34	6	Undergraduate	Middle School
K14	Female	29	2	Undergraduate	Middle School
K15	Male	28	2	Undergraduate	Middle School

K16	Male	32	3	Undergraduate	Imam Hatip Middle School
K17	Female	44	8	Undergraduate	Middle School
K18	Male	47	13	Undergraduate	Imam Hatip Middle School
K19	Female	28	2	Undergraduate	Middle School
K20	Female	50	25	Undergraduate	Middle School
K21	Female	41	11	Master's Degree	Middle School
K22	Male	58	30	Undergraduate	Imam Hatip Middle School
K23	Female	33	5	Undergraduate	Middle School
K24	Male	35	5	Undergraduate	Middle School
K25	Male	35	4	Master's Degree	Middle School

Note. The Author.

When Table 1 is examined, fifteen ($n = 15$) of the 25 teachers participating in the study were male teachers and the rest ($n = 10$) were female teachers. In addition, it is seen that the age range of the participant teachers varies between 28 and 60; their professional seniority varies between 2 and 35 years; three of the teachers ($n = 3$) have master's degrees, twenty-two ($n = 22$) have bachelor's degrees; seven of the teachers ($n = 7$) work in İmam Hatip Secondary Schools, and the remaining majority ($n = 18$) work in secondary schools.

Data Collection Tools

The documents (personal information form, A4 papers, social studies curriculum, pencil, etc.) prepared and made available by the researcher were used as data collection tools in the study. Documents produced by a researcher or researchers related to a research topic are documents created to obtain more and more detailed information about the person, situation or events to be investigated (Merriam, 2023). For the data collection tools to be used in the research, expert opinions were obtained from two faculty members who have expertise in the field of "Educational Programs" and who work in this field (2 Associate Professors). Subsequently, a pilot study was conducted with two teachers, and their views were sought regarding the duration and content of the implementation.

Data Collection

The data for this study were collected from 25 Social Studies teachers working in a metropolitan city in the Eastern Anatolia Region of Turkey. The data were collected in a face-to-face interview setting. First, a personal information form was given to the teachers to obtain personal information (gender, age, professional seniority, education level, type of school they

work in). Then, the teachers were given the social studies curriculum, three A4 sheets of paper and a pencil by the researcher. The researcher asked the teachers to prepare a daily lesson plan for any grade level (5-6-7) and for any topic of their choice. The researcher did not set any time limit for this and told the teachers that the time they needed for the daily lesson plan would be determined by them. In order not to distract the teachers and make them feel under pressure, it was stated that the teachers should start when they felt ready and the teachers in the same environment were quietly observed by the researcher from a distance and no intervention was made. It was determined that the teachers created their daily plans in an average of 45 minutes in line with their professional knowledge and experience. Examples of lesson plans prepared by the participants are given below (Figure 1).

Figure 1.

Daily Lesson Plan Example (Participant 2-13-24)

The figure displays three pages of a handwritten daily lesson plan for Social Studies, Grade 5, Lesson 13. The plan is written in Turkish and includes a title, objectives, materials, and a detailed lesson flow. The first page contains the title 'Sosyal Bilgiler Dersi' and the lesson number '13'. The second page contains the lesson objectives and the main content of the lesson. The third page contains the conclusion and the teacher's signature.

Note. The Author.

Data Analysis

In the data collection phase of the study, Social Studies teachers were asked to prepare daily plans and these daily plans prepared by the teachers were gathered together and documents were created from them. These documents were analyzed according to the document analysis method. In addition to content analysis and descriptive analysis, techniques such as discourse analysis and document analysis are also used to analyze the data (Yıldırım & Şimşek, 2016). Although the document analysis method is seen as a complementary service in terms of other research methods, it can actually be used as an independent method in studies (Bowen, 2009;

Saldana, 2011). The stages of document analysis have been handled in different ways by different researchers (O’Leary, 2017; Forster, 1994; Merriam, 2009). In this study, the analysis steps proposed by Merriam (2009) were accepted as criteria and these steps were carried out as given below (Table 2).

Table 2.

Data Analysis Steps

Analysis Stages	Applications
Availability of appropriate documents	Teacher-prepared daily lesson plans were selected because they directly addressed the research aim.
Ensuring document authenticity	Plans were produced face-to-face by volunteer teachers, in the presence of the researcher and without intervention.
Examining and coding documents	Plans were reviewed and coded deductively through the SB-GDPDF criteria.
Interpreting and reporting data	Results were organized through descriptive/content analysis and checked through independent expert evaluations.

Note. The Author.

The form prepared by the researcher to evaluate the daily lesson plan prepared by the teachers for the Social Studies course was named SB-GDPDF (Social Studies – Daily Lesson Plan Evaluation Form) and a detailed literature review was conducted to include all the titles and features that should be included in the daily lesson plan while preparing this form. The draft evaluation form was submitted to the opinion of faculty members (two associate professors) who have expertise in the field of “Curriculum” and who work in this field, and expert opinions were taken and the evaluation form was finalized by making the necessary corrections as a result of the feedback received.

The evaluation form consists of four sections: “Basic – Mandatory Section”; “Formal / Stylistic Section”; “General Adaptation Section” and “Functionality / Processing Section”. The answers of the participants in the “Basic – Mandatory Section”, which constitutes the first stage of the evaluation form, were formed in such a way that they could be evaluated in accordance with the checklist created in the form of yes/no. “Formal / Stylistic Section”, “General Adaptation Section” and “Functionality / Processing Section” were formed in accordance with the criteria options created as Adequate/Partially Adequate/Inadequate. The analysis of the data obtained was analyzed within the framework of the deductive approach according to the criteria determined in the SB-GDPDF. Although inductive and deductive approaches are used in the analysis of qualitative data (Merriam, 2023), researchers first create a guideline when analyzing

qualitative data within the framework of these approaches and then perform the analysis in line with this guideline (Azungah, 2018).

The data obtained from the participants were sent to three faculty members who work in the field of Social Studies Education in three different universities in three different regions of Turkey, and who completed their undergraduate, graduate, and doctoral education in the field of Social Studies Education. These three faculty members to whom the data were sent were also required to have conducted teaching practice courses. The daily plans were evaluated independently by the three faculty members and the consistency of the evaluations was calculated according to Miles and Huberman's (1994) reliability coefficient model. As a result of the calculation, the reliability coefficient of the study was calculated as .86. The shapes of some of the themes (Basic/Compulsory Section) obtained were created through the MAXODA software.

Arastaman et al. (2018) state that there are four criteria for credibility. These criteria can be listed as: credibility, transferability, dependability and confirmability (Shenton, 2004). In this study, the process given below was followed by taking these four criteria into account in order to ensure trustworthiness.

Credibility

In order to ensure credibility in this study, the research data were collected face-to-face in an environment where the researcher and the participants were together. Data were collected after a mutual sense of trust was established in a sincere chat environment with the teachers. No time limit was imposed on the teachers during the creation of the daily plan and they were instructed to create a plan whenever they felt comfortable and ready. The fact that expert opinions were consulted during the preparation of the data collection tool and the analysis of the data are other important issues that increase the credibility of the research. The selection of experts based on certain criteria (undergraduate and graduate education in the field of Social Studies Education, course experience in teaching practice) can be put forward as important factors that increase the credibility of the study.

Transferability

Regarding the transferability aspect of this study, the fact that the sampling of the study was done by using convenience sampling and maximum diversity (professional seniority, type

of school, gender) sampling methods and that demographic information about the participants was given in detail can be shown as evidence.

Reliability

Data-driven and researcher triangulation methods were used to ensure the reliability of this study. In terms of data-driven triangulation, the reliability of the research was ensured by using the daily plans prepared by teachers who differed in terms of professional seniority, type of school and gender, while researcher triangulation can be shown as evidence of the use of expert opinions consisting of different people in the collection, analysis and evaluation of data. In addition, the consistency of the evaluation results of different evaluators was calculated using the Miles and Huberman (1994) formula, which can be shown as evidence of reliability.

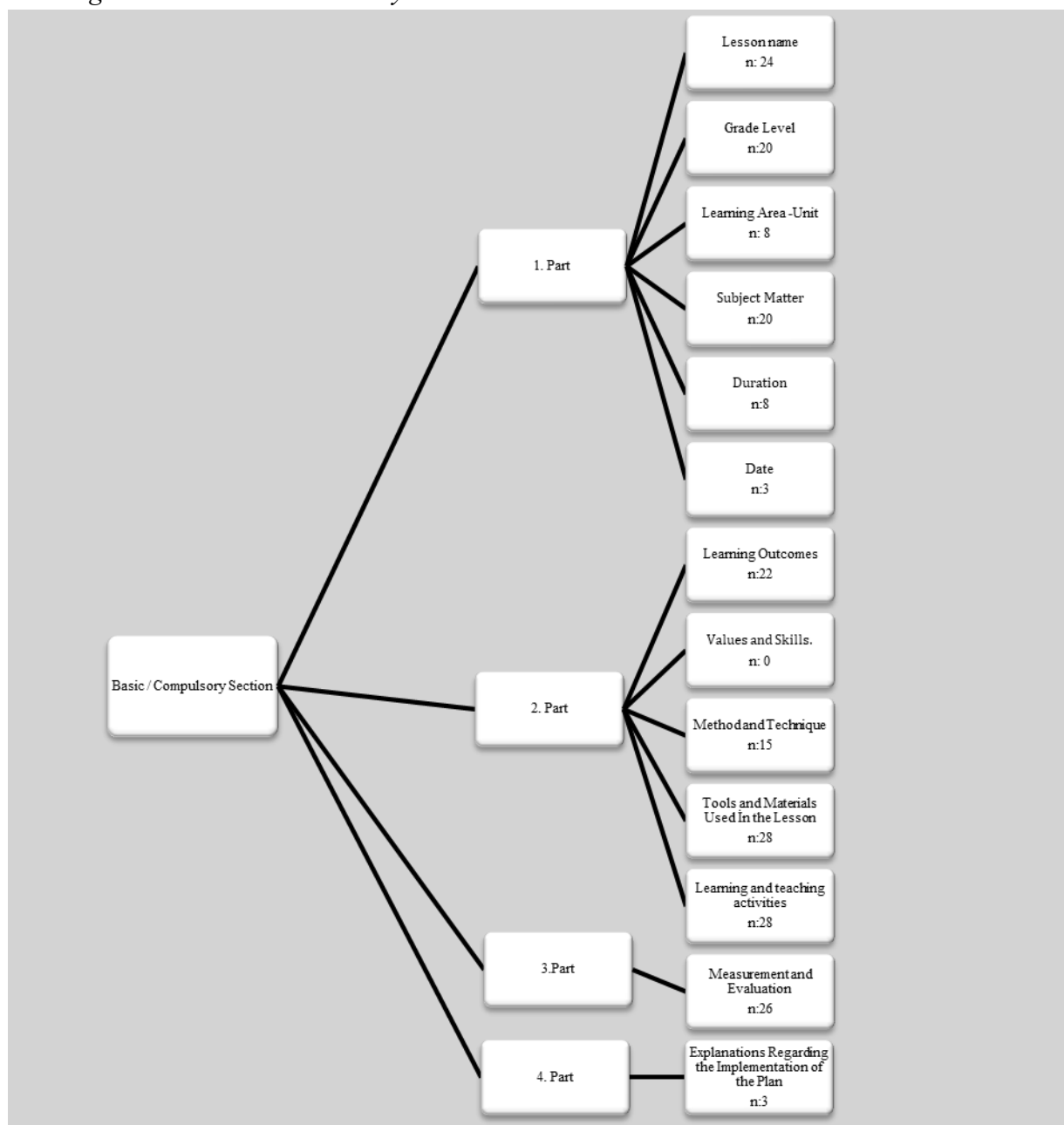
Confirmability

For the confirmability of this study, the data were obtained from the participant teachers through face-to-face interviews and the personal information of the participant teachers was carefully noted by the researcher. In terms of the accuracy of the data, all data were confirmed by presenting them to the participants for approval after they were recorded. In addition, the daily plans prepared by the teachers in the same environment with the researcher were kept as raw data to be analyzed later. However, the fact that it was clearly stated how and from whom the expert opinion was obtained during the process of creating the GDPDF (Daily Lesson Plan Evaluation Form) used in analyzing the data can be shown as evidence in terms of verifiability.

FINDINGS

Findings Related to the First Sub-Problem: To what extent do teachers incorporate the components of the Basic/Mandatory Section into their daily lesson plans?

Figure 2.
Headings in the Basic – Mandatory Section



Note. The Author.

According to Figure 2, the evaluation is made according to a total of 13 titles in the 4 sub-sections of the “Basic/Compulsory Section” category of the GDPDF (Daily Lesson Plan Evaluation Form). The majority of the Social Studies teachers prepared daily lesson plans that included the name of the lesson (n = 24), grade level (n = 20), subject matter (n = 20), learning outcomes (n = 22), tools and materials used in the lesson (n = 28), learning and teaching activities (n = 28), and measurement and evaluation (n = 26). It was also observed that a very

small number of participant teachers included learning area/unit ($n = 8$), duration ($n = 8$), and date ($n = 3$) in their daily lesson plans.

However, it was determined that none of the participant teachers ($n = 0$) included the title of values and skills. These findings suggest that the vast majority of participating teachers place considerable emphasis on specifying learning outcomes and learning–teaching activities in their lesson plans and that they possess the basic planning infrastructure required to achieve these aims. Nevertheless, the fact that none of the participating teachers included headings related to values and skills indicates that these dimensions are not explicitly addressed in the planning process. This situation may be associated with teachers' limited pedagogical knowledge regarding how to integrate values and skills into daily lesson plans.

Findings Related to the Second Sub-Problem: To what extent do teachers incorporate the elements of the Formal/Stylistic Section into their daily lesson plans?

Figure 3.

Items in the Formal / Stylistic Section

Sufficient	Partially Sufficient	Insufficient
•Including Introduction, Development and Conclusion Sections	•The plan should be clear, concise and understandable. •Preparation of the plan in a certain order and sequence	•Use of Images •The Prepared Plans Have Sufficient Details

Note. The Author.

Figure 3 shows that the daily lesson plans were adequate in one formal aspect: they generally contained introduction, development, and conclusion sections. However, they were only partially adequate in terms of clarity, concision, comprehensibility, and sequential organization. The plans were insufficient in the use of images and in the level of detail provided. This result suggests that, although teachers tend to follow the basic structure of a lesson plan, they do not always elaborate the plan enough to make it a detailed pedagogical guide for classroom practice. The limited use of visual elements may also indicate a predominance of more traditional, teacher-centred planning practices rather than visually enriched and student-oriented learning environments.

Findings Related to the Third Sub-Problem: To what extent do teachers address the requirements of the General Adaptation Section in their daily lesson plans?

Figure 4.

Items in the General Adaptation Section

Sufficient	Partially Sufficient	Insufficient
•Determining content appropriate for grade level •Harmony of content and activities •The suitability of the tools and equipment used for the class/student level •Ability to process the subject content within the specified time •Choosing the appropriate method for the subject content •Appropriateness of the activities carried out to the student level	•Providing sufficient number of achievements •Choosing a method appropriate for the gains •Compatibility of the methods and techniques used with the content •Adequacy of the specified period for achievements •Compliance of the activities used with the achievements •Preparation of course materials (written and visual) appropriate to the method used	•Using the curriculum in determining the outcomes •Appropriateness of the number of gains •Use of educational games •Use of sufficient number of events •Diversity in the tools and equipment used in relation to the course (appropriate to the outcomes) •Evaluation in accordance with the achievements •Use of sufficient time for evaluation

Note. The Author.

Figure 4 indicates that the plans were sufficient in relation to some aspects of general alignment, such as selecting grade-appropriate content, relating activities to the content, choosing materials suitable for the students' level, managing the planned content within the available time, selecting methods appropriate to the subject matter, and proposing activities compatible with the students' level. Nevertheless, the plans were only partially sufficient in the number of learning outcomes, the alignment between outcomes and methods, the compatibility between methods, techniques, content and activities, the time allocated to the outcomes, and the preparation of written and visual materials. The weakest points were the explicit use of the curriculum to determine learning outcomes, the appropriateness of the number of outcomes, the inclusion of educational games, the diversity and number of activities and tools, and the alignment between assessment and learning outcomes. These findings show that the plans had a basic instructional structure, but they lacked stronger internal coherence between curriculum, objectives, methods, activities, materials, and assessment.

Findings Related to the Fourth Sub-Problem: To what extent do teachers meet the criteria of the Functionality/Processing Section in their daily lesson plans?

The daily lesson plans prepared by the teachers were evaluated according to 18 criteria/items in the “Functionality/Processing Section” category; however, these evaluations were analyzed under three different headings: Introduction, Progress and Conclusion.

Figure 5.

Functionality/Processing Section Items in the “Introduction” Section of the Category

Sufficient	Partially Sufficient	Insufficient
• Proper use of time	• Notification of the issue • Notify about the target • Warming	• Motivation • Attract Attention

Note. The Author.

Figure 5 shows that, in the introduction stage of the lesson, the plans were adequate only in the appropriate use of time. They were partially adequate in informing students about the subject, presenting the objective, and including warm-up activities. However, they were insufficient in the criteria of motivation and attention-getting. This means that the opening stage of the lesson was usually planned in a procedural way, but not always as a pedagogical moment designed to create interest, activate prior knowledge, and establish students’ engagement with the topic.

Figure 6.

Functionality/Processing Section Items in the “Development” Section of the Category

Sufficient	Partially Sufficient	Insufficient
• Proper use of time	• Creating a scenario appropriate to the method used • The way the activities used are organized in terms of students' development	• Task/role sharing between teachers and students • Appropriate use of feedback correction and reinforcement • Variety in method use • Number of activities used

Note. The Author.

Figure 6 shows that, in the development stage of the lesson, the plans were adequate only in the appropriate use of time. They were partially adequate in creating scenarios compatible with the selected method and in organizing activities according to students’

development. However, they were insufficient in defining teacher and student roles, using feedback, correction and reinforcement, diversifying methods, and providing an adequate number of activities. These results suggest that teachers may know how to allocate time to the main part of the lesson, but they still need to strengthen the pedagogical articulation between method, activity design, student participation, feedback, and learning support.

Figure 7.

Functionality/Processing Section Items in the “Conclusion” Section of the Category

Insufficient
• Proper use of time • Summarizing the topic • Assigning homework to students • Informing students about the content of the topic to be covered in the next lesson • Evaluation of students' performance/learning on the subject covered in the course

Note. The Author.

Figure 7 shows that the conclusion stage was the weakest part of the daily lesson plans. The plans were insufficient in all five criteria analyzed: appropriate use of time, summarizing the topic, assigning homework, informing students about the next lesson, and evaluating students' performance or learning. This result indicates that the closing phase was not systematically used to consolidate learning, check understanding, connect the current lesson to subsequent content, or generate evidence for instructional decision-making.

DISCUSSION

In this study, in which the competencies of Social Studies teachers to make daily lesson plans were examined, the daily lesson plans created by the teachers were evaluated according to the criteria of the Social Studies – Daily Lesson Plan Evaluation Form (SB-GDPDF) created by the researcher. The following results were obtained in the study.

An examination of the “Basic/Mandatory” section revealed that the vast majority of social studies teachers included the course name, grade level, subject, objectives, tools and equipment, teaching activities, and measurement and evaluation in their daily lesson plans, whereas learning area/unit, duration, and date were only rarely specified. Furthermore, none of the participating teachers included the heading “values and skills” in their plans. In light of

these findings, it can be argued that the participating teachers had significant shortcomings in their competence regarding the preparation of daily lesson plans and the systematic monitoring of this process.

In the study conducted by Gezer & Oruç (2020) with Social Studies teachers working in 20 different schools—some of which (10) are public sector and some (10) are private sector—as a result of the evaluation of the lesson plans prepared in accordance with the 5E Model, it was determined that the adequacy level of the lesson plans prepared by the teachers working in the private sector was higher. As a result of the experimental study conducted by Nesusin et al. (2014), it was seen that the majority of students (over 80%) passed the achievement test with a high average score of 81.95% and the average student satisfaction score ($X = 4.56$) was high. On the other hand, the fact that the majority of the teachers included the titles of the course name, subject, duration, outcomes, tools, methods, measurement and evaluation in the programs they prepared can be interpreted as that they are familiar with the standard titles and that they are familiar with the general framework/template of the daily lesson plan.

A review of the literature showed that the results of recent studies conducted by Feu et al. (2019) and Güneş et al. (2022) support the results of this study. From another point of view, although it was stated that the participants were not restricted in time and that they could benefit from the social studies curriculum, the fact that none of the prepared plans included values and skills may lead to the random progression of learning and teaching environments without a specific program and this may lead to a decrease in the quality of education and training environments and turn into an organization of aimless practices.

An examination of the “Formal/Stylistic” section of the study revealed that the participating social studies teachers adequately included the introduction, development, and conclusion sections in their daily lesson plans; however, the plans were only partially adequate in terms of clarity and organization. In addition, the use of visual elements and the overall level of detail in the plans were found to be insufficient. These findings can be interpreted as a deficiency that may prevent daily lesson plans from sufficiently guiding teachers and from contributing positively to classroom practices. Furthermore, they may indicate that the participating teachers tended to avoid preparing highly detailed lesson plans.

Similar studies conducted by Placek (1984) and Stanescu (2013) overlapped with the results of this study and found that teachers avoided making detailed plans. Similar studies conducted in different areas in Turkey also found that teachers did not show sufficient care in preparing daily plans and avoided elaboration (Placek, 1984; Uğraş et al., 2017; Yıldırım &

Öztürk, 2002). However, Social Studies is a theoretical course that emphasizes knowledge. Accordingly, students' attention and interest in the lesson can be easily distracted. Therefore, elaborating the introduction, development and conclusion sections of the lesson with rich content and different activities and reinforcing them with visuals will contribute to achieving the aim of this lesson by keeping the attention and interest of the students for a long time.

An examination of the "General Adaptation" section of the study revealed that the daily lesson plans prepared by social studies teachers were sufficient in terms of grade-level appropriate content, activities, and use of materials. However, they were only partially adequate with regard to the number of objectives, method selection, the relevance of activities to the objectives, and material preparation. In addition, the incorporation of learning outcomes from the curriculum was found to be inadequate in terms of activity diversity, inclusion of educational games, and the use of instructional tools. Furthermore, the participating teachers' feedback and evaluation practices were not at the desired level. These findings can be interpreted as indicating that teachers not only failed to utilize the Social Studies curriculum sufficiently when determining learning outcomes, but also were unable to ensure full alignment between the elements of the lesson plan and the intended learning outcomes.

When the related literature was examined, it was found that there were studies in different areas that were similar to the results of this study. For example, in the study conducted by Güneş et al. (2022), it was found that the acquisitions in different behavioral areas such as cognitive, affective and psychomotor were not reflected in the curriculum. In the study conducted by Şirinkan and Gündoğdu (2011), it was found that teachers rarely comply with the curriculum while preparing plans, whereas in the study conducted by Uğraş et al. (2017), it was found that teachers obtained plans from the Web instead of preparing plans themselves. In Uğraş's (2018) study, it was found that teachers did not consider themselves sufficient regarding the plans prepared, while in the study conducted by Özcan and Mirzeoğlu (2014), it was found that teachers had difficulty in understanding the renewed programs. Sağın and Karabulut (2020) found that teachers had problems in the dimension of planning and implementing teaching.

An examination of the "Functionality/Processing" section of the study revealed that the daily lesson plans prepared by Social Studies teachers were sufficient in terms of time allocation in the introduction section, but only partially adequate in terms of informing students about the topic and objectives and including warm-up activities. However, the plans were found to be inadequate with regard to motivation and attention-grabbing. These results may be interpreted as indicating that teachers either relied on their prior experience and therefore chose not to

provide detailed planning for this section, or that they lacked sufficient knowledge about how to implement this phase of the lesson effectively. The results of the studies conducted by Özcan and Mirzeoğlu (2014), Sağın and Karabulut,(2020), Uğraş,(2018) and Güneş et al. (2022) in different areas support the results of this study. Teachers may need to design this first part of the social studies lessons, which attracts students' interest and attention to the lesson, well and put forward different strategies at this stage in order to motivate students towards the lesson. Because the way to an enjoyable, pleasant and successful lesson where interest, attention and attention are gathered at a single point can only be possible with a well-organized introduction (Aşçı & Erturan İlker, 2018; Yli-Piipari et al., 2009). Again, in the study conducted by Vakkasoğlu and Tekerek (2023) with pre-service science teachers, it was determined that in the process of preparing a lesson plan based on Context-Based Learning (CBL), they prepared a plan suitable for student level and CBL in the introduction part of the plan; however, they generally had problems in the exploration, explanation, deepening and evaluation parts and could not reach the desired level.

An examination of the second categorical heading, "Development," revealed that while the time allocated in the daily lesson plans prepared by social studies teachers was deemed sufficient, the activities were only partially adequate in terms of their appropriateness to the scenario and the organization of the chosen activities according to students' developmental levels. On the other hand, the relevant headings were found to be inadequate in terms of task allocation, provision and use of feedback and reinforcement, diversity in the methods employed, and the number of activities.

These findings suggest that teachers experience difficulties particularly in selecting appropriate methods and techniques and in designing activities consistent with these methods. However, it is clear that this phase is critical for the achievement of the intended learning outcomes. For example, one of the teachers stated that he would use the opinion development method, but the method he chose was not suitable for the subject he wanted to adapt, and there was no information or result on how the teacher and student should behave during the process.

When the related literature is examined, the results of the studies conducted by Özcan and Mirzeoğlu (2014), Sağın and Karabulut (2020), Uğraş (2018), Oğuz (1994), Yıldırım (2015) and Güneş et al. (2022) in different areas overlap with the results of this study to a great extent. On the other hand, Farhang et al. (2023) revealed that the curriculum and the plan created accordingly help the teacher to formulate the lesson activities in the teaching process according to the students' level of readiness by making the teacher ready for the teaching action. The study

conducted by Bieda et al. (2020) also shed light on the factors affecting lesson planning practices.

Finally, the “Conclusion” section, which constitutes the third categorical heading, was evaluated according to five criteria, and it was determined that the daily lesson plans prepared by social studies teachers were inadequate in terms of time management, summarizing the topic, assigning homework, preparing students for the next lesson, and assessing students’ learning outcomes. These findings can be interpreted as indicating that the participating teachers neglected the essential components of the conclusion phase of the lesson. However, this phase of daily lesson plans is critical for determining whether the lesson objectives have been achieved and whether students have attained the intended learning outcomes. In the literature review, Iqbal et al. (2021) in Bangladesh found that lesson plans are very important for each teacher to improve teaching quality and assessment techniques. However, similar studies conducted by Oğuz (2009) and Güneş et al. (2022) in different areas were in parallel with the results of this study and found that teachers neglected to design the measurement and evaluation process while preparing daily lesson plans. A recent study conducted by Geçici (2023) on prospective teachers revealed that the candidates could not show sufficient success in the planned writing and evaluation of the lesson processing process.

The results of this study are also similar to the results of studies conducted by Pepin et al. (2025), which examined the effect of daily lesson plans on the planning of mathematics lessons by prospective teachers, as well as Cevikbas et al. (2024), which examined 20 experimental studies on the challenges teachers face in preparing lesson plans and successful lesson planning design and implementation. And Guo et al. (2025), which investigated the development and monitoring of the professional development of prospective teachers through collaborative lesson planning. König et al. (2024) found that lesson plans influence teachers in terms of professional development and provide learning opportunities. Krepf and König (2023) developed a standardized method for analyzing lesson plans, and Haslip and Terry (2023) conducted a study in the Northeast region of the United States and found that individualized and coherent lesson plans are associated with successful social and emotional outcomes.

Furthermore, the results of the study conducted by Özyıldırım Gümüş (2022) with prospective primary school Mathematics teachers, which examined the skills of prospective teachers regarding lesson planning and implementation, and the study conducted by Tataroğlu Taşdan et al. (2022), which examined the argumentation-based lesson plans of prospective teachers and their observations during planning, are consistent with the results of this study.

Melville and Corey (2021) examined the daily planning practices of Japanese Mathematics teachers and found that the practice called *Kyouzaikenkyuu* (translated as educational materials research), which is defined as the planning part of a research lesson, is actually the name of the method used by Japanese teachers to solve teaching problems to improve their lessons and teaching skills, and that it is an equivalent practice to daily plans, but also draws attention with its conformity to Japanese ideals.

In the study conducted by Yıldırım and Yıldırım (2020), the perceptions of teachers in terms of their competence to prepare lesson plans were high and they did not perceive preparing lesson plans as an additional burden; Alanazi (2019) in a study conducted with pre-service teachers in the Kingdom of Saudi Arabia, found that pre-service teachers were aware of lesson planning and its importance, but they faced some problems in the lesson planning process. In a study conducted by Janssen & Lazonder (2016) with pre-service Biology teachers, it was found that technology-supported daily plans were more successful, but pre-service teachers needed additional guidance to fully integrate technological, pedagogical and content knowledge during lesson planning.

FINAL CONSIDERATIONS

Overall, this study concludes that the participating Social Studies teachers were familiar with the formal structure of daily lesson plans, but their plans did not consistently function as coherent pedagogical instruments. The strongest elements were the inclusion of basic headings, the identification of learning outcomes, and the organization of some instructional activities. The main weaknesses concerned the explicit integration of values and skills, the use of the curriculum as a basis for outcomes, methodological and material diversity, feedback, assessment aligned with outcomes, and the systematic closure of the lesson.

These results suggest that teachers' lesson-planning competence should be supported not only through templates, but through professional development focused on the relationship between curriculum, objectives, teaching strategies, classroom interaction, and assessment. In this sense, the study responds to its central problem by showing that the teachers analyzed were not fully insufficient in lesson planning, but that their planning tended to remain generic and incomplete in the dimensions that most directly connect written planning to effective classroom practice.

The study also has limitations. First, it analyzed written lesson plans and did not observe whether or how those plans were implemented in the classroom. Therefore, differences may exist between what teachers write in a plan and what they actually do in teaching practice. This limitation is particularly relevant because flexible adaptation to students' needs, classroom context, and unexpected situations may lead teachers to use more generic plans while still achieving satisfactory student outcomes. Second, the study was conducted with a limited group of teachers from one region, which restricts the generalization of the findings. Third, possible differences between teachers working in public and private schools were mentioned in the literature, but were not examined in depth in the present dataset.

Future studies should compare written plans with classroom observations, student learning evidence, and teacher interviews in order to understand how planning operates in practice. Further research may also examine institutional conditions that affect planning quality, including workload, access to teaching materials, school culture, professional support, and technological infrastructure. In addition, the emergence of artificial intelligence tools creates new possibilities and risks for lesson planning. Future investigations should analyze whether such tools help teachers produce more coherent, inclusive, and context-sensitive plans, or whether they reinforce generic planning disconnected from classroom realities.

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