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Evaluation of Daily Lesson Planning Competency of Physical Education and Sports Teachers*

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Abstract: This research aims to evaluate the daily lesson planning competency of physical education and sports teachers. A qualitative research method, phenomenology pattern, was used in the study. Maximum variation and convenience sampling, among the purposive sampling methods, were used to determine the participants during the study. Data of the study were obtained by examining the original daily plans of 23 volunteer physical education and sports teachers working in Istanbul, Sakarya, Duzce, and Kastamonu. Two faculty members obtained daily plans through document analysis with deductive approach using "Daily Lesson Plan Evaluation Form- Physical Education and Sports" developed by the researchers. The results have shown that teachers do not care about curriculum and achievements, focus mainly on the activities, and use various methods to practice activities. Still, they do not include sufficient detail in their plans for the context of methods while planning. Besides, it may be stated that they do not pay much attention to the assessment part and reflection. In conclusion, measures should be taken to improve the planning skill, which is thought to have an important contribution to the quality of the course.

Keywords: Physical education and sports, physical education and sports teacher, planning, daily plan, competency

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Introduction

Ensuring effectiveness in teaching-learning processes is one of the main goals of all education systems (Karakelle, 2005). In the literature, the quality of the teacher has been reported to have a significant role in ensuring the effectiveness of this process (Aimah and Purwanto, 2019; Karagoz et al., 2017). The quality of teaching is affected by the quality of teachers who manage the teaching-learning process (Aimah and Purwanto, 2019; Alkan, 2017). During this process, teachers make many decisions to realize qualified teachings, such as content, instruction method, class organization and control, measurement, and assessment (Fronske and Heath, 2015). In this direction, decisions made by the teachers during the teaching-learning process are very important for the effectiveness of the teaching environment.

The teaching environment is a complex process directly influenced by the decisions made by the teacher before, during, and after the lesson (Hall and Smith, 2006). This process is known as planning, instruction, and reflection. Yinger (1977) has indicated that there is a cyclical relationship between planning, instruction, and reflection and each planning activity may be affected by previous plans and teaching experiences. For instance, a teacher who plans to teach passes in basketball via 3x3 adapted gameplay by using the tactical game model in a physical education lesson may notice that students outside 3x3 gameplay get too bored and they may make new decisions during the lesson or may find new solutions to eliminate this situation during the next lesson. Similarly, a teacher who teaches with personalized system of instruction may recognize that a learning task is well above the level of his students and that they are unable to complete this learning task; thus, he may reduce the learning task to the level of the students during the lesson, and he can make new decisions in his next plan by considering this. These situations that may occur in the teaching process continue in a cycle and contribute to the effectiveness of the teaching-learning environment (Yinger, 1977). However, the formation of this cycle can be possible by planning. An unplanned lesson will restrict the teacher from creating a qualified lesson.

Planning may be defined as a blueprint showing what students should learn and how teaching will be realized during this period (Milkova, 2012). It is where the teacher manipulates the learning environment (Yinger, 1979). Planning lessons requires forethought. Therefore, preparing a lesson plan before teacher-student interaction seems to be highly beneficial (Chatoupis, 2016; Moore et al., 2013). Relevant studies have supported the idea that planning is necessary for teachers to exhibit effective teaching behaviors (Byra and Coulon, 1994; Chatoupis, 2016; Clark and Yinger, 1979; Griffey and Housner, 1991; Hall and Smith, 2006; Housner and Griffey, 1985; O'Sullivan and Tsangaridou, 1992; Kyrgiridis et al., 2014; Yinger, 1980). Moreover, many teachers in the field of physical education agree that having well-thought plans have many benefits and being unprepared due to inadequate planning have risky consequences (Hall and Smith, 2006). Many experts in the field of education claim that the most important teaching skill is decision-making (Shavelson,1973). The time period when the highest probability of decision-making has been stated to be planning period

(Yinger, 1980). Accordingly, planning can be considered as one of the important components of ensuring effective teaching.

A daily lesson plan generally includes six categories. Specific decisions should be made for each category. First of all, the lesson's objective should be determined (for instance; is it the improvement of any sports skill or the development of tactical awareness on a specific sports?). Then, a decision should be made on the content. The content should be partitioned as helping students reach the general goal; reaching the goal in each part should contribute to the course's overall objective. Next decision is the selection of a teaching method or model. In this decision, it is determined how the teacher and students will interact. The following step of lesson planning includes the activities to be performed and the decisions on the equipment (logistics). Then, it is necessary to consider the matters of the duration of each part or activity. Finally, assessment-evaluation and reflection should be considered (Chatoupis, 2016). Reflection will contribute to the preparation of the next plan. As any teacher who wants to teach effectively will do, physical education and sports teachers also make plans by considering environmental conditions. Physical education lessons are performed at garden/outside in many parts of the world due to the absence of an indoor space or due to the intention to benefit from fresh air and sun. While physical education lesson to be performed is planned in the garden, the teacher should plan various class management rituals due to some considerations regarding weather forecast, suitability of the playground for the lesson, elements that will threaten security due to environmental factors, and class management (difficulty of managing class outside, presence of distracting elements, etc.). Freezing the movement of students, gathering around the teacher when the whistle blows, transportation of equipment to the field and their use can be given as examples of these rituals (Moore et al., 2013). When a physical education teacher makes plans by considering all these processes, they will initiate the process for planning-teaching-reflection cycle.

The results of the studies on planning of physical education lesson have shown that practical experience improves planning capacity (Derri et al., 2014; Hall and Smith, 2006). The study by Hall and Smith (2006) has shown that undergraduate students do not recognize the worth of doing detailed planning expected from themselves at the beginning, but they notice it after practical experience following few years. Some studies have demonstrated that planning improves the quality of teaching and affects teacher-student behaviors (Byra and Coulon 1994; Twardy and Yerg,1987). Also in one study, it was found that experience led teachers to consider several elements in their plannings (for instance; considering the student's individual need, considering the student's happiness) (Housner and Griffey, 1985). Besides, the study by Stănescu (2013) reported that physical education teachers preferred annual plans instead of daily plans; experienced teachers were found to plan their lessons as short and informal in general (Placek, 1984). Other studies have shown that teachers reveal the achievements of the lesson rarely; therefore, teachers are more interested in activities than achievements (Goc-Karp and Zakrajsek, 1987; Housner and Griffey, 1985; Twardy and Yerg, 1987).

Moreover, one study indicated that candidate teachers tended to follow the traditional methodology in their plans although they were trained in various teaching methods in teaching sports (Feu et al., 2019). In the study by Ince and Hunuk (2010), teachers adopted this approach. On the other hand, some studies performed in the field of physical education in Turkey reported that physical education teachers read and understood the current curriculum, and their perception of planning and practice was found to be high as desired (Atli et al., 2021; Gulpek, 2020; Kasapoglu, 2020). The results of these studies have revealed that the curriculum literacy of physical education teachers is high, and they give importance to the planning process. However, the results of a relevant study showed that physical education teachers believed the necessity of plans such as annual plans, daily lesson plan and exercise plan; but, they acquired these plans mostly online, and they did not teach physical education lessons in line with these plans (Ugras et al., 2017). Also another study revealed similar results; and reported that teachers did not know whether they had accurate plans or not due to the lack of any audits, they felt themselves very inadequate in teaching methods, they experienced problems about how to transfer information and used teacher-centered teaching approaches (Ugras, 2018). In the study by Sirinkan and Gundogdu (2011) where they examined teachers' perception about the curricula and plans (annual and daily), it was found that teachers rarely followed curriculum and plans in performing physical education and sports courses. In the study by Sagin and Karabulut (2020), it was reported that physical education teachers experienced problems mostly in "planning and instruction". The study by Ozcan and Mirzeoglu (2014) found that physical education teachers could not understand formal curriculum very well and traditionally taught lessons.

In line with this information, it is seen that planning process is affected by many factors and there are controversial results in the literature on the planning of physical education teachers' instruction in Turkey. When literature was reviewed, no study has been found that reveals the planning competency of physical education teachers in Turkey. In this situation, the questions on the competency of physical education teachers during the planning process remain unanswered. This study aims to provide a deep understanding of the competency of physical education teachers in preparing their daily plans based on the debates in the literature that have been put forward on the role of preparing lesson plans in effective teaching. Therefore, a qualitative study design was preferred in the study in order to reveal the overall picture of how physical education teachers approach daily plans, how they prepare and how the elements, that should be in daily plans, are included in the plans of the participant teachers and to examine teachers' perspectives on this subject in depth. Research findings are considered to contribute to developing strategies for the planning process that directly affects teaching-learning environment. Together with this, it is considered that studies to improve the quality of physical education teachers' instruction will also contribute to the physical education courses promoting public health. In this context, this study aims to examine the competency of physical education and sports teachers in making daily lesson plans.

Method

This study, which examines planning competency of physical education teachers, is a qualitative study using phenomenology design. Phenomenology studies are used to reveal the meaning of experiences with an event or a subject (Creswell, 1998) or to find an answer to the question by asking about the source and structure of phenomena investigated for the individuals included in the study (Patton, 1990). The main reason for using phenomenology design in this study was to reveal an in-depth perspective on the competency of physical education teachers in preparing plans and for the issues and categories which they considered while planning based on the debates in the literature which have been put forward on the role of preparing lesson plan in effective teaching

Participants

Maximum variation and convenience sampling, among the purposive sampling methods, were used to determine the participants included in the study. Since it is possible to include various experiences of the teachers of different gender in several school types in the study, maximum variation sampling was used to examine the daily planning process in more detail. In this context, variables of gender (female/male) and working school type (secondary school/high school) were considered when determining the participant group in the study. Convenience sampling was preferred to provide speed and practicality and is more economical; the teachers, who were working in the easy-to-access cities for the researchers, were reached. Moreover, a preliminary interview was carried out with the teachers before the study, they were informed about the aim of the study, and the study was conducted with volunteer teachers who were approved to participate. Data regarding the participants included in the study are given in Table 1.

Table 1.

Demographic Data of the Participants

Participant	Gender	Age	Education status	Seniority	Working city	Working school type
1	Female	46	Undergraduate	23	Kastamonu	High
2	Female	35	Undergraduate	8	Duzce	High
3	Male	25	Master degree	1	Kastamonu	High
4	Female	51	Undergraduate	25	Duzce	High
5	Male	45	Master degree	17	Duzce	High
6	Male	51	Undergraduate	26	Duzce	High
7	Female	33	Undergraduate	10	Duzce	High
8	Female	43	Undergraduate	18	Duzce	High
9	Male	30	Master degree	5	Kastamonu	High
10	Male	28	Undergraduate	1	Kastamonu	High
11	Female	48	Undergraduate	26	Istanbul	High
12	Male	32	Undergraduate	8	Istanbul	Secondary

13	Male	45	Undergraduate	22	Istanbul	Secondary
14	Male	29	Undergraduate	8	Istanbul	Secondary
15	Male	35	Undergraduate	10	Istanbul	Secondary
16	Female	36	Master degree	7	Istanbul	Secondary
17	Female	31	Undergraduate	8	Istanbul	Secondary
18	Female	35	Undergraduate	11	Istanbul	Secondary
19	Male	31	Undergraduate	8	Istanbul	Secondary
20	Female	46	Undergraduate	8	Istanbul	Secondary
21	Female	33	Undergraduate	5	Sakarya	Secondary
22	Male	48	Undergraduate	24	Sakarya	Secondary
23	Female	28	Undergraduate	6	Sakarya	Secondary

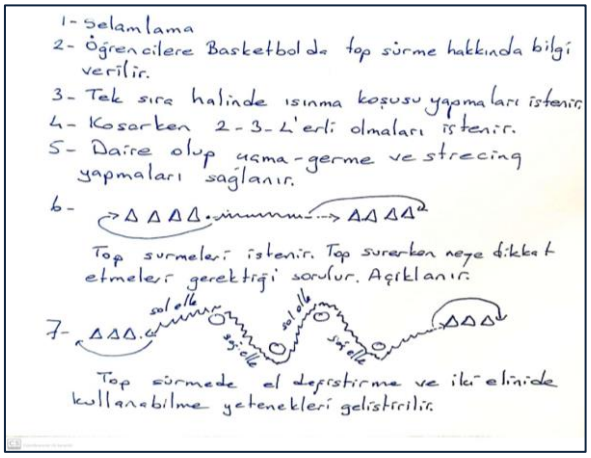
When Table 1 was examined, it was found that among 23 physical education teachers, 12 were females and 11 were males; and 10 were working in Istanbul, 6 were working in Duzce, 4 were working in Kastamonu and 3 were working in Sakarya. Participant teachers were aged between 25 and 51 years old; and had professional experience between 1-26 years. 4 teachers had a master's degree and the others had an undergraduate degrees. Based on working school type, it was found that 12 were working at a secondary school, and 11 were working at a high school.

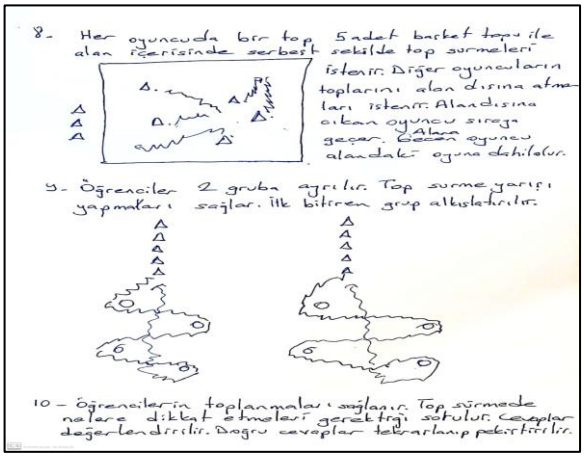
Data Collection

Data of the study were collected from physical education teachers who were working in Kastamonu, Duzce, Istanbul, and Sakarya cities between November 1, 2019, and March 10, 2020 and who were approved to participate in the study. The documents produced by the researcher were used as the data collection method. Besides, the interview method was used for the personal data of the teachers who participated in the study. Merriam (2013) described the data collection method using documents generated by the researcher as "the documents that are produced by the researcher or the participants for the study and that provide to obtain more data about the event, individual or condition that is investigated". In this scope, researchers communicated with the teachers at first informed them about the study's objective and process, and interviews were initiated after volunteer teachers were determined. Face-to-face communication was ensured during the interviews, and the researchers noted personal data of the teachers (age, seniority, university and department of graduation, education status). Then, teachers were given two A4 papers, pen and physical education and sports lesson curriculum; they were asked to prepare a daily lesson plan for a class and subject they were allowed to choose. No time limit was given to prepare the plan; they were left free and determined the time themselves. Teachers prepared requested daily plans as written, within an average time of half an hour in an environment including the researchers based on their knowledge, experiences, and original professional ideas. An example of a lesson plan prepared by the participants is given below (Picture 1.).

Picture 1.

An Example of Daily Lesson Plan (Participant 6)





Analysis of Data

In this study, researchers were asked to prepare a daily plan, generating some documents. These daily plans were analyzed by the document analysis method. While data were analyzed, discourse analysis and document analysis techniques were used, along with descriptive and content analysis (Yildirim & Simsek, 2016). In this context, the stages suggested by Merriam (2009) were followed, including "(1) finding appropriate documents, (2) checking the originality of the documents, (3) creating a systematic in coding and cataloging and (4) performing data analysis (content analysis)". Within the framework of the steps recommended by Merriam (2009); (1) physical education teachers were asked to make daily lesson plans to find the best solution to research problem, (2) teachers were enabled to make a daily lesson plan in the environment where the researchers were present to ensure originality of the documents and (3) an evaluation form was primarily created by the researchers for guiding data analysis during the stage of creating a systematic for coding and cataloging. A literature review was first done to create this form called Daily Lesson Plan Evaluation Form - Physical Education and Sports (DLPEF-PES) and the features to be included in the daily plan were identified. Then, items belonging to the features were written, the created draft of the evaluation form was sent to two faculty members specialized in this field, and expert opinion was taken. Necessary revisions were made in the direction of the experts' opinions and suggestions; and the evaluation form's final version was provided. Evaluation form consisted of 4 parts: outline (13 items), formative (5 items), consistency of plan elements (19 items) and instructional activities (19 items). The first part of the evaluation form was designed as two option checklist (yes/no), and the other parts were designed as three options (inadequate, partially adequate, and adequate). (4) During data analysis (content analysis), all daily plans taken from the participants were analyzed by deductive analysis in line with the measures included in DLPEF-PES. In qualitative studies, both inductive and deductive data analyses can be used to analyze data (Creswell, 2013; akt: Budak and Budak, 2016; Braun and Clarke, 2019). At first, a guideline is formed by the researchers in the qualitative data analysis made with this

approach and the analysis is continued in accordance with this guideline (Azungah, 2018). During this period, the daily lesson plans prepared by the participant teachers were independently evaluated by two faculty members who were working in the field of physical education and sports at two different universities, who were teaching the courses, including curriculum development, teaching methods in physical education and sport and teaching practice and who were also doing research and educating graduate students. Evaluative consistency of the evaluations made by two faculty members was calculated with the formula by Miles and Huberman (1994) and the consistency coefficient was found as .81.

Trustworthiness

The trustworthiness indicated by Arastaman et al. (2018) has 4 measures: credibility, transferability, dependability, and confirmability (Shenton, 2004). The studies which were carried out for 4 measures of trustworthiness were given below.

Credibility: Long-term interaction and expert analysis methods were used together to ensure this study's credibility. The formation of a thorough understanding during data collection was aided by face-to-face interactions between the researchers and participants and by giving them enough time to collect data. Moreover, analysis variation is ensured by the independent work of two different researchers; taking expert opinions while preparing the evaluation form fulfilled the conditions of expert analysis and thus, providing credibility to the study. Besides, one of two experts was a faculty member who has been working in a university for 29 years, teaching courses related to sports education for nearly 20 years and working in the expert group preparing current physical education and sports lessons for elementary and secondary schools. The other expert was also a faculty member who specialized in sports education and had 18 years of professional experience as a physical educator. All these are the factors contributing to the credibility of the study.

Transferability: In this study, how sample selection was made, the characteristics of the participants, and the environment were clearly indicated with transferability measures. In this context, the determination of physical education teachers with a maximum variation sampling method provided the variation of teachers with distinct professional experiences (gender/working school type). Moreover, the demographic characteristics of the participants included in the study were given in detail in the study and data regarding their names and schools were kept confidential and all data were retained for confirmation review. In addition, development of the evaluation form used for data analysis was clearly stated.

Dependability: Data triangulation and researcher triangulation methods were used to ensure dependability in this study. In data triangulation, teachers of various gender, education status and school types were interviewed and their daily plans were examined. In researcher triangulation, it was provided to involve more than one researcher in the collection, analysis and interpretation of data. In addition to these, the calculation of

evaluator consistency with the formula by Miles and Huberman revealed the consistency between two different evaluators.

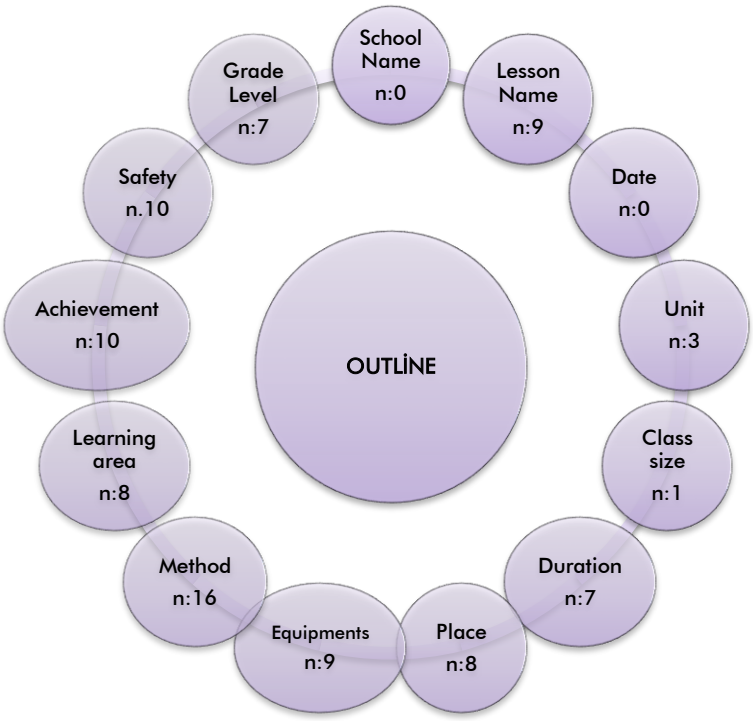
Confirmability: In this study, face-to-face interviews were conducted with physical education teachers. During the interviews, questions regarding personal data of the teachers including age, seniority, university and department of graduation and education status were asked and the researchers noted the answers. Then, teachers were asked to make daily plans and raw data of the study were obtained. The researchers retain the plans prepared by the teachers to be examined when necessary. Besides, developing the evaluation form used for the analysis of data retrieved during the study, taking expert opinions for the evaluation form created and clear statement for the generation of results are the proofs of confirmability measure.

Results

Daily lesson plans made by physical education teachers who participated in the study were analyzed with four parts of DLPEF-PES, including (1) outline, (2) formative, (3) consistency of plan elements, and (4) instructional activities. The analysis results of the items included in the "Outline" of the daily plans prepared by physical education teachers were introduced in Figure 1.

Figure 1.

The Items of the Outline Part



When daily lesson plans of the participant teachers were examined for the "Outline" part, including 13 items, it was observed that the method used was indicated in most of the plans, but the lesson name and equipment to be used during the lesson were included in some of the plans. It was also determined that school name and date were not included in any of the plans; however, class size, course duration, grade level, and safety measures were found to be included in some of them.

The analysis results of the items included in the formative part of the daily plans prepared by physical education teachers were introduced in Figure 2.

Figure 2.

Items of the Formative Part

Inadequate	Partially Adequate	Adequate
• Inclusion of safety measures • Use of illustrations	• Inclusion of sufficient detail in the plan • Inclusion of introduction, lesson development and closure in the plan	• Clarity and understandability of the plan

According to 5 items in the "Formative" part of daily lesson plans, it was determined that most of the plans were prepared as clear and understandable at an adequate level. However, most of them did not have sufficient detail, and fewer plans had an introduction, lesson development, and closure (wrap up) parts. Besides, it was found that none of the plans included safety measures and very few plans included illustrations.

The analysis results of the items included in the "consistency of plan elements" part of the daily plans prepared by physical education teachers were introduced in Figure 3.

At the end of the analysis of 19 items included in the "consistency of plan elements" part, it was observed that the curriculum of the course was not used to determine achievements in the majority of plans, the number of achievements noted, and the access to these achievements within a specified time was not appropriate, and the achievements from distinct behavioral areas (cognitive, affective and psychomotor) were not included in their plans. Moreover, it was also determined that achievements noted were incompatible with content, educational status and measurement-assessment factors; any documents or worksheets compatible with these achievements written by the teachers were not prepared. In addition to this, it was seen that the number of activities written by the teachers was compatible with the duration of the lesson, and teaching methods appropriate for the achievements were written in some of the plans. It was also determined that most of the teachers who participated in the study organized content and activities appropriate for grade level, planned to use equipment suitable for the grade level to implement content and activities, and included educational games in their plans.

Figure 3.

Items of the Consistency of Plan Elements Part

Inadequate	Partially Adequate	Adequate
•Use of curriculum in the determination of achievements •Appropriateness of the number of achievements •Accessibility of the achievements within the determined time •Use of achievements from distinct learning areas •Consistency between the content and achievements •Consistency between the activities and achievements •Preparation of procedural document/worksheet and illustrations •Selection of materials appropriate for achievements •Consistency between assessment and achievements •Use of time in the assessment	•Consistency between the number of activities and time •Selection of teaching method suitable for achievement	•Appropriateness of the content for grade level •Instruction of the content within the specified time •Consistency between the activities and the content •Appropriateness of the activities for the grade level •Selection of method appropriate for the content •Appropriateness of the equipments for the grade level •Use of educational game

The analysis results of the items included in the "Instructional Activities" part of the daily plans prepared by physical education teachers were introduced in Figure 4, Figure 5. and Figure 6. The instructional activities part was assessed by addressing the introduction, lesson development, and closure parts.

Figure 4.

Items of the Instructional Activities Part (Introduction)

Inadequate	Adequate
•Informing about the topic •Informing about the objective •Drawing attention •Motivation	•Appropriateness of the duration •Warming

When the "introduction" sub-component of the "Instructional activities" part, including 19 items, was determined that an appropriate time was allocated for the introduction to course in the plans prepared by the teachers and warming activities were included in this part. In addition, it was indicated that teachers did not reflect educational procedures such as "informing about the objective, motivation, drawing attention and informing about the topic," which were intended to be included in this part.

Figure 5.

Items of the Instructional Activities Part (Lesson Development)

Inadequate	Partially Adequate	Adequate
• Determination of teacher and student roles • Use of suitable feedback/correction/ reinforcer • Provision of method variation	• Method-compliant context	• Appropriateness of duration • Appropriateness of the number of activities • Organization of the activities for student development

In the "Lesson development" sub-component of the "Instructional Activities" part in the plans examined, it was determined that sufficient time was allocated to the lesson development part, the number of activities/repeats was at an adequate level, and the activities were generally organized according to the development of student. In addition, it was found that method-compliant context, method-compliant student and teacher roles, method variation, and the use of feedback/correction and reinforcers were inadequate or partially adequate in the plans.

Figure 6.

Items of the Instructional Activities Part (Closure)

Inadequate
• Suitability of the duration • Summary of the topic • Cooling • Homework • Informing about the topic of the next lesson • Assessment about the lesson performance

When the "Instructional Activities" part was analyzed in terms of the last part, called "closure", it was determined that none of the plans included homework, information

about the topic of the next lesson, and assessment of the lesson performance. Besides, it was also determined that suitable time was not allocated for the closure part, the topic covered was not summarized, and cooling was not included in many plans examined.

Discussion and Conclusion

In this study examining the competency of physical education and sports teachers in planning daily lesson plans, the plans which teachers prepared during the study were evaluated by Daily Lesson Plan Evaluation Form-Physical Education and Sports (DLPEF-PES) which was created by the researchers and consisted of the parts including outline, formative, consistency of plan elements and instructional activities.

In the "Outline part", it was evaluated whether the name of the school, name of the course, grade level, date, unit/theme, class size, duration, place, equipment, instruction methods, learning area, achievements, and safety measures were written in the daily plans of the teachers participated in the study. It was observed in the study that physical education teachers never included the name of the school and nearly half of them included the name of the course in their plans. Moreover, it was determined that data regarding grade level, date, unit/theme, class size, duration, place, and equipment were not included in most of the plans. A previous study reported that physical education teachers did not know whether they made plans accurately or not since they did not have any audits (Ugras, 2018). Physical education teachers might ignore the official aspect of the daily lesson plan.

Furthermore, the teachers' perception of these matters as standard things might cause them not to be integrated into the plan. Instruction methods included in the outline were found to be the factor that was mostly included in the teachers' plans. This factor was included in most of the plans because teachers might be asked to use a method when making a plan. The methods which were mostly written by the teachers in this part were observed to be command, exercise and partner work. Some previous studies have shown that teachers tend to use traditional methods (Feu et al., 2019; Ince and Hunuk, 2010). It was also determined that most physical education teachers did not include learning areas and achievements in the plans. The absence of learning areas and achievements in most of them seem to support the results of some studies in the literature (Ozcan and Mirzeoglu, 2014; Sagin and Karabulut, 2020; Sirinkan and Gundogdu, 2011).

Moreover, other studies in the foreign literature have emphasized that teachers focus on activities rather than achievements (Goc-Karp and Zakrajsek, 1987; Housner and Griffey, 1985; Placek, 1984; Twardy and Yerg, 1987). On the other hand, some studies conducted in our country (Atli et al., 2021; Gulpek, 2020; Kasapoglu, 2020) have claimed that the program literacy of physical education teachers is high. In the study, achievements were not considered, although teachers were given a teaching program suitable for the school type and a sufficient time for the plans requested; and this is suggested to cause uncertainty in the knowledge, skill, and attitudes to be gained to the students during the lesson and in the course stream. This situation will cause the practices

in the teaching-learning environment to be left to chance and decrease the quality of education. The study results showed that most of the physical education teachers did not include safety measures in their plans. The teachers might perceive safety measures as a routine and might not have included them in their plans. A study claimed that experienced teachers planned lessons shortly or unofficially (Placek, 1984). However, physical education teachers should consider the factors that may threaten safety due to weather forecasts, suitability of the playground for the lesson and the environment since physical education course is a lesson that is planned according to the field where it is taught (Moore et al., 2013). In the plan examined, it was observed that teachers filled out the space regarding safety measures with the statement as "taking safety measures". It will be better to write the appropriate safety measure to be taken (for instance, wrapping volleyball poles with sponge, or visiting the lesson area before the lesson and taking the region with the pond under control, etc.) instead of this statement. The statement as "taking safety measures" which is written as standard in the plans might be insufficient in making the necessary reminders to the teacher.

When the items included in the "Formative part" were examined, study findings showed that more than half of the plans prepared were clear and understandable. Since clear and understandable plans guide teachers, they will reflect positively on the practices in the lesson. Besides, an effectively prepared plan may help teachers reflect on the situations that may occur during the practice. This situation may contribute to the promotion of the quality of education. In addition, the findings showed that very few of the plans prepared by the teachers had sufficient detail. This indicates that the teacher included in the study did not prefer to make detailed plans. A previous study also reported that experienced teachers did not prefer to make detailed plans (Placek, 1984). Another study showed that teachers preferred to make their annual and semester plans based on the daily plan (Stanescu, 2013). Furthermore, various studies in our country have reported that teachers do not pay much attention to the daily plans (Ozturk, 2012; Ugras et al., 2017; Yildirim and Ozturk, 2002). The study results also show that teachers do not take introduction, lesson development and closure parts into account in most of their plans. Physical education lesson is a practical course. Therefore, the course's introduction, lesson development and closure parts necessitate the realization of different activities and learning experiences. For instance; introduction part should include warming activities whereas it is important to have cooling exercises in the closure part. Therefore, it is recommended to structure lesson plans based on these three stages for an effective instruction. It was determined that teachers included in the study generally made plans as plain text without separating these parts. The participation of mostly the experienced teachers in the study might have caused them to observe plans without too much detail. On the other hand, teachers lacked knowledge in planning different teaching-learning experiences that might be practiced in all parts of the course; this might have caused the lack of separate introduction, lesson development, and closure parts in their plans.

Some studies have shown that teachers can not understand curriculum, feel insufficient in the instruction methods, experience problems about how to transfer knowledge and

use teacher-centered approaches (Ozcan and Mirzeoglu, 2014; Sagin and Karabulut, 2020; Ugras, 2018). It was also determined that they did not prefer to use illustrations in most of the daily lesson plans they prepared. Also, some other studies have supported that teachers make simple and short plans (Placek, 1984; Stanescu, 2013). There are many organizations and activities in the physical education course. Students are positioned in various ways in teaching-learning environments; they move and change place. Drawing exercises in the plans will make it easy for the teacher to remember them and organize class in the teaching-learning environment (for instance: teacher may say "Yes, kids! Now, let's be in three on the bottom line. An illustration drawn in threes on the bottom line may remind the teacher, or shaping the work with various signs may give clues to the teacher about where to start). The teacher can easily perform by deciding which student will run, where, and how the activity will start and end by checking the plan.

In the "Consistency of Plan Elements" part, the relationships between the achievements, content, education states (method, equipment, exercises, duration) and measurement-assessment elements in the plans prepared by the teachers were examined. The results of the study showed that curriculum was not used in the determination of achievements, achievements could not be reached within the specified time, the number of achievements was not appropriate, and achievements from various behavioral areas (cognitive, affective, and psychomotor) were not included in the majority of plans. Moreover, achievements were also found to comply with the other plan elements (content, educational states-activities, method, equipments and assessment). Studies in the literature show that teachers do not pay much attention to the achievements while preparing the plans (Housner and Griffey, 1985; Placek, 1984; Twardy and Yerg, 1987). Besides, some studies have reported that teachers get their plans from the internet although they believe in their necessity (Ugras et al., 2017), they do not know whether their planning is appropriate or not and feel themselves inefficient (Ugras, 2018), they rarely follow curriculum (Sirinkan and Gundogdu, 2011), they experience problems in planning and instruction (Sagin and Karabulut, 2020) and they can not understand renewed programs (Ozcan and Mirzeoglu, 2014). On the other hand, some other studies were found to show evidence that physical education teachers had a high perception that they read and understand official curriculum and implement it by planning accurately (Atli et al., 2021; Gulpek, 2020; Kasapoglu, 2020).

Although there are data concerning that planning the course will provide effective teaching (Chatoupis, 2016; Moore et al., 2013), the necessity of making detailed plans is not fully known. Especially experienced teachers may plan a lesson by making mental preparation through small handouts. This situation should not be interpreted as they do not consider the details of the course (Hall and Smith, 2006). It should be thought that professionally competent and experienced teachers can provide effective instruction without making detailed written plans. Whether it is a detailed written plan or a plan prepared on small handouts, getting ready for the physical education lesson requires mental thinking and decision-making. Physical education teachers can prefer to choose the details of their plans themselves based on their own experiences and competency.

However, this process should be structured by considering the achievements in the curriculum. Considering the achievements in the curriculum will initiate a dynamic process to reveal an effective course by affecting other factors related to planning.

On the other hand, it was seen that many teachers organized content and activities suitable for the student level and planned to use equipment appropriate for the students to perform content and activities. Besides, it has been observed that teachers use educational games in their plans. Some previous studies have supported that teachers are interested in activities in their plans (Goc-Karp and Zakrajsek, 1987; Housner and Griffey, 1985; Placek, 1984; Twardy and Yerg, 1987). In this respect, it may be stated that most of the teachers do activity-focused planning without paying attention to the achievements.

The "Instructional activities" part was evaluated in three separate parts: introduction, lesson development and closure. The time allocated for the introduction sub-component was found to be appropriate in most plans. However, it was discovered that the majority of them did not plan for the introduction items, such as informing about the topic, informing about the objective, and drawing attention and motivation.This might have been derived from the fact that teachers did not master the processes that should be performed in this part, or they did not prefer to write these in their plans since their professional experience was high.

On the other hand, teachers' planning without considering the achievements might have caused them to ignore these processes in the introduction part of the lesson. The fact that teachers reported themselves as inefficient in curriculum and teaching in some previous studies (Ozcan and Mirzeoglu, 2014; Sagin and Karabulut, 2020; Ugras, 2018) confirms this finding. The introduction is the sub-component where students are first met, and their attention to the lesson is at the highest level. In this part, teachers may motivate the students for the lesson by thinking strategies that will draw the attention and interest of the students to the optimal level to realize course achievements. Increasing the students' attention towards the lesson will result in positive consequences such as a high success and a high pleasure taken from the course (Asci and Erturan Ilker, 2018; Yli-Piipari et al., 2009). In the plans prepared, time allocated for the introduction part, the number of activities/repeats, and the organization of activities for student development were generally adequate. Previous studies have supported that teachers make activity-focused plans (Goc-Karp and Zakrajsek, 1987; Housner and Griffey, 1985; Placek, 1984; Twardy and Yerg, 1987). The lesson development sub-component is the part where activities are organized to realize achievements determined. Teachers should organize the activities to realize achievements by considering the duration of activities/ the number of repeats and the number of students in the class. Otherwise, students may find themselves in an inadequate activity. The study by Sarkin et al. (1997) showed that especially male students were more active during the breaks than physical education lessons. Also, it was determined in another study that children were active only for 2 minutes during a 30-minute lesson (Parcel et al.,1987). During this process, it should not be forgotten that the activities planned by considering the number of repeats,

duration and the number of students will not be sufficient to attain students to the achievements.

With this, the teacher should know the students' learning stage (Fitts and Posner, 1967) and organize the activities according to these learning stages. The study findings have shown that factors such as a method-compliant context, determination of teacher/student roles, provision of method variation, and use of method-compliant feedback, correction, and reinforcers were inadequate. Some previous studies have reported results that support these findings (Ozcan and Mirzeoglu, 2014; Sagin and Karabulut, 2020; Ugras, 2018). Although teachers wrote the names of the methods they could use in the lessons in their daily plans, it was found that the context of the noted method could not be made in the majority of plans. For instance, no evidence was found regarding student and teacher roles and the worksheets to be used during the lesson in the plan stating the use of partner work method. As this situation could be caused by the lack of knowledge about the method among the teachers, they might not have reflected the context of the method in their plans by considering them as unnecessary details. Besides, teachers did not substantially reflect feedback, correction and reinforcers, which help students learn during the lessons, in their daily plan (Oguz, 1994; Yildirim, 2015). Teachers also perceived this situation as a detail and might not have preferred to include these in their plans. Physical education lesson is an important learning area covering cognitive, affective, and psychomotor areas. One of the ways to create a behavioral change in these three areas is effectively planning instruction methods by the teacher and their use in the lessons. Several studies revealed that behavioral changes occurred in three distinct learning areas using different methods in physical education lessons (Fernandezrivas and Espada, 2020; Gucoglu, 2019; Gunes and Coknaz, 2010; Gunes and Erdogan, 2019). While the use of different instruction methods by teachers increases the motivation of the students (Hein et al., 2012), it also enables student participation in the lesson, their satisfaction with the lesson, increases their motor performance, and provides a better response to the requirements of physical education and sports curriculum (Gucluoglu, 2019; Cuellar-Moreno, 2016; Pitsi et al., 2015). Therefore, the fact that teachers know the method used in their field and can reflect this in their plan will contribute to the holistic development of the students.

While the results of the study showed that most teachers did not allocate sufficient time for the closure sub-component and did not include a repeat/summary of the subject and cooling in their plans, none of the teachers included homework, information about the next lesson, and the assessment of the lesson performance. In other words, the majority of the teachers ignored the matters that should be revealed in the closure part of the lesson. A previous study indicated that most elementary school teachers neglected to design the measurement-assessment process while preparing the plans (Oguz, 2009). Measurement and assessment, which is one of the four elements of the education program, provides information about learning/development of the students in the affective, cognitive and psychomotor areas (Taspinar, 2012, s. 25; Yasar, 2014). For that reason, it is required to follow and consider the development of student for the teachers to get feedback about themselves. Moreover, the other matters that the teachers

should consider in the closure part are educational games, cooling exercises and the assessment of the lesson performance by the teacher (reflection). When plans were examined, it was observed that teachers did not prefer cooling activities and educational games much in this part. Performing cooling exercises following physical activities is a behavior that helps reduce muscular fatigue and lower heartbeat down to the level before the exercise, which should become a habit (Arslan et al., 2011). Educational games are considered efficient tools, especially in educational improvement, skill development and learning (Abbott, 2019).

Moreover, it has been emphasized that educational games positively contribute to academic success, emotional, physical and mental development, and improvement of social relationships (Gunduz et al., 2017; Gulay, Mirzeoglu and Celebi, 2010; Kaya and Elgun, 2015). Cooling exercises that would be performed through entertaining games in the closure part of the lessons decrease the heartbeat of the students and their tempo in the activities; and it will also allow the body to function by eliminating some waste materials that emerged during the activity and for helping venous blood circulation (Byl, 2004). In addition to these, the presence of a part including the lesson assessment in the plans where teachers wrote their experiences will guide teachers to plan the next lesson and provides to continue the planning-instruction-reflection cycle.

In conclusion, it was determined that physical education teachers did not pay attention to curriculum and achievements; they mostly focused on the activities, and preferred to use different methods to perform activities but did not include sufficient details in their plans for the context of methods. Besides, it can be stated that they did not pay much attention to the assessment part and reflection. In this direction, it appears that the competency of physical education and sports teachers in planning daily lesson plans should be improved. However, there are some limitations in this current study. One of these is that the observation form used in the study was realized with the measures obtained from the literature, and it is limited to the teachers who participated in the study. Therefore, it is necessary to remember that the results are specific for this group and can not be generalized to all physical education and sports teachers. The other is the inclusion of teachers working in a specific geographical region. It is suggested that different results can be obtained by the participation of teachers working in different regions.

Moreover, it was focused on preparing daily lesson plans by the physical education teachers. Future studies may investigate the reflections of the plans prepared by these teachers in the field. In addition, planning the study with the candidate teachers and performing studies including observations and interviews are thought to contribute to the detailed examination of the subject.

Ethics Committee Approval: The data from 2019 was used in the research, and it was sent to the journal in 2020. The basic ethical principles in the Declaration of Helsinki were complied with at every stage of the study.

Informed Consent: Informed consent was obtained from participants prior to their inclusion in the study.

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