



## **The Role of Customized Lesson Planning in Enhancing Students' Learning and Motivational Achievement Among Secondary School Students in Gujarat State**

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### **ABSTRACT**

Customized lesson planning has emerged as an important pedagogical approach to address the diverse learning needs of students, particularly at the secondary school level. The present study examines the role of customized lesson planning in enhancing students' learning outcomes and motivational achievement among secondary school students in Gujarat State. Customized lesson planning refers to the systematic adaptation of teaching objectives, content, strategies, learning activities, and assessment methods based on students' individual abilities, interests, learning styles, and socio-cultural backgrounds. The study adopts a descriptive and analytical approach to explore how tailored instructional practices influence students' academic understanding and intrinsic motivation. Data were collected from secondary school teachers and students across selected districts of Gujarat using standardized questionnaires and achievement motivation scales. The findings reveal that customized lesson planning significantly improves students' conceptual clarity, classroom engagement, and retention of learning. Moreover, students exposed to customized lessons demonstrate higher levels of achievement motivation, self-confidence, and positive attitudes toward learning compared to those taught through traditional, uniform lesson plans.

**Keywords: Customized Lesson Planning, Student Learning, Achievement Motivation, Secondary School Students, Gujarat State**

### **INTRODUCTION**

#### **1. Education in the Contemporary Context**

Education plays a pivotal role in the overall development of an individual and the progress of society. In the rapidly changing global scenario, education systems are expected not only to transmit knowledge but also to foster critical thinking, creativity, motivation, and lifelong learning skills among students. At the secondary school level, students experience significant cognitive, emotional, and social changes, making this stage crucial for shaping academic achievement and motivation. Therefore, effective teaching practices are essential to address the diverse needs of learners during this phase.

#### **2. Importance of Secondary Education**

Secondary education serves as a bridge between elementary education and higher education or vocational training. It lays the foundation for students' future academic and professional pursuits. In India, and particularly in Gujarat State, secondary education is undergoing reforms aimed at

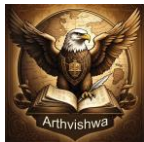
improving quality, equity, and learner-centered approaches. However, traditional teaching methods, which often rely on uniform lesson planning, may not adequately address individual differences among students, leading to low motivation and uneven learning outcomes.

#### **3. Concept of Lesson Planning**

Lesson planning is a systematic process of organizing instructional objectives, content, teaching strategies, learning activities, and evaluation techniques to ensure effective classroom teaching. A well-prepared lesson plan acts as a roadmap for teachers, guiding them in achieving desired learning outcomes. Conventional lesson plans, however, are generally designed for an "average learner" and may overlook variations in students' abilities, interests, learning styles, and prior knowledge.

#### **4. Customized Lesson Planning**

Customized lesson planning refers to the adaptation and modification of lesson plans to meet the individual and collective needs of



students. It involves differentiating instructional methods, learning materials, classroom activities, and assessment techniques according to students' learning levels, pace, interests, and motivational needs. Customized lesson planning emphasizes learner-centered instruction, flexibility, and inclusivity, enabling teachers to address classroom diversity more effectively.

## **5. Need for Customized Lesson Planning**

Modern classrooms consist of students with diverse academic abilities, socio-economic backgrounds, cultural experiences, and learning preferences. A uniform teaching approach may fail to engage all learners equally. Customized lesson planning helps teachers identify students' strengths and weaknesses and design instruction accordingly. This approach supports inclusive education and ensures that no learner is left behind. It also encourages active participation and collaborative learning, which are essential for meaningful learning experiences.

## **6. Learning Achievement and Student Motivation**

Learning achievement refers to the extent to which students attain the intended learning outcomes in terms of knowledge, skills, and understanding. Motivation, particularly achievement motivation, plays a vital role in influencing students' academic performance. Motivated students are more likely to show persistence, curiosity, and a positive attitude toward learning. Teaching strategies that recognize individual differences and provide meaningful learning experiences significantly enhance students' motivation and achievement.

## **7. Relationship between Customized Lesson Planning and Motivation**

Customized lesson planning positively influences students' motivational achievement by making learning relevant and engaging. When students feel that lessons are designed according to their needs and interests, they develop a sense of belonging and self-confidence. Personalized feedback, varied instructional strategies, and flexible assessment methods foster intrinsic

motivation and encourage students to take responsibility for their own learning.

## **8. Role of Teachers in Implementing Customized Lesson Planning**

Teachers play a central role in the successful implementation of customized lesson planning. They are required to diagnose learners' needs, plan differentiated instruction, and continuously reflect on their teaching practices. Professional competence, creativity, and pedagogical skills are essential for designing customized lessons. However, teachers often face challenges such as large class sizes, time constraints, and limited resources, which affect the effective implementation of this approach.

## **9. Educational Scenario in Gujarat State**

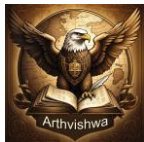
Gujarat State has made significant efforts to improve the quality of secondary education through curriculum reforms, teacher training programs, and the integration of technology in classrooms. Despite these initiatives, disparities in learning achievement and student motivation persist. There is a growing need to explore innovative instructional practices, such as customized lesson planning, to enhance students' learning experiences and academic motivation in secondary schools across the state.

## **10. Rationale of the Study**

Considering the diverse nature of learners and the increasing emphasis on learner-centered education, it is essential to examine the effectiveness of customized lesson planning in the context of secondary education. This study aims to investigate the role of customized lesson planning in enhancing students' learning and motivational achievement among secondary school students in Gujarat State. The findings of the study are expected to provide valuable insights for teachers, educational planners, and policymakers to improve instructional practices and promote quality education.

## **REVIEW OF LITERATURE**

Several researchers have emphasized the importance of effective lesson planning in improving the quality of classroom instruction. Tyler (1949) highlighted that systematic planning of instructional



objectives and learning experiences plays a crucial role in achieving desired educational outcomes. According to him, teaching becomes more meaningful when objectives, content, and evaluation are well aligned. His work laid the foundation for structured lesson planning, which later evolved into more learner-centered and flexible approaches.

Bloom (1956), through his taxonomy of educational objectives, stressed the need to consider different levels of cognitive learning while planning instruction. He suggested that lesson planning should address various learning levels ranging from knowledge to evaluation. Bloom's framework indirectly supports customized lesson planning, as it encourages teachers to design lessons that cater to students' varying cognitive abilities and promote higher-order thinking skills.

Gagné (1985) proposed the theory of conditions of learning and emphasized that instruction should be planned according to learners' internal conditions such as prior knowledge, motivation, and learning readiness. He argued that effective lesson planning requires teachers to consider individual learner differences and adapt instructional strategies accordingly. This view strongly supports the concept of customized lesson planning as a means to enhance student learning.

Joyce and Weil (2000) focused on models of teaching and highlighted that diversified teaching strategies improve student engagement and achievement. Their study indicated that rigid lesson structures limit students' participation, whereas flexible and adaptive lesson plans promote active learning. The findings suggest that customized lesson planning helps teachers select appropriate teaching models based on students' learning needs.

Tomlinson (2001) extensively studied differentiated instruction and concluded that students learn better when instruction is tailored to their readiness levels, interests, and learning profiles. She found that customized lesson planning increases students' academic achievement as well as motivation. Her work provides strong theoretical and practical

support for adopting customized lesson planning in heterogeneous classrooms.

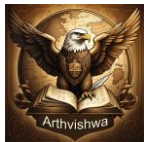
Deci and Ryan (2002), through their Self-Determination Theory, emphasized the role of intrinsic motivation in learning. They reported that students show higher motivation and achievement when learning environments support autonomy, competence, and relatedness. Customized lesson planning, by addressing individual needs and interests, creates such supportive environments and enhances students' motivational achievement. Hattie (2009), in his meta-analysis on visible learning, identified teacher planning and clarity as high-impact factors influencing student achievement. He emphasized that lessons designed with a clear understanding of students' needs result in better learning outcomes. His findings underline the importance of thoughtful and customized lesson planning in improving academic performance.

Singh and Sharma (2013) conducted a study on secondary school teachers in India and found that student-centered lesson planning positively influenced classroom interaction and learning achievement. The study revealed that students taught through flexible and customized lesson plans showed better understanding and retention of subject matter compared to those taught through traditional methods.

Patel (2016) examined the effectiveness of individualized teaching strategies in Gujarat secondary schools and reported a significant improvement in students' academic achievement and motivation. The study highlighted that customized lesson planning helped teachers address learning difficulties and improve students' confidence and interest in learning.

Kumar and Kaur (2018) investigated the relationship between lesson planning and achievement motivation among secondary school students. Their findings indicated that well-planned and learner-oriented lessons significantly enhanced students' motivation levels and academic engagement. The study recommended training teachers in customized





lesson planning to improve overall learning outcomes.

Desai (2020) studied the impact of differentiated instructional practices in Gujarati medium secondary schools and found that customized lesson planning improved students' participation, motivation, and achievement. The study also pointed out challenges such as large class sizes and limited instructional time, which affect the effective implementation of customized lesson plans.

## **RESEARCH GAP**

A critical analysis of the above studies reveals that numerous researchers have explored lesson planning, differentiated instruction, student learning, and achievement motivation independently. Several studies have established the effectiveness of customized or differentiated teaching practices in improving academic achievement and motivation. However, most of these studies are either theoretical in nature or conducted in contexts outside Gujarat State. Limited empirical research has specifically examined the combined effect of customized lesson planning on both learning achievement and motivational achievement among secondary school students in Gujarat. Moreover, there is a lack of comprehensive studies focusing on the secondary school level while considering local educational conditions, teacher practices, and student diversity in Gujarat State. Therefore, the present study seeks to bridge this gap by systematically investigating the role of customized lesson planning in enhancing students' learning and motivational achievement among secondary school students in Gujarat State.

## **OBJECT OF THE STUDY**

The present study has been undertaken with the following objectives:

- To study the extent of use of customized lesson planning by secondary school teacher in Gujarat state.
- To examine the level of learning achievement among secondary school students taught through customized lesson planning.

To assess the level of achievement motivation among secondary school students in Gujarat state.

To compare the learning achievement of secondary school students taught through customized lesson planning and traditional lesson planning.

To study the relationship between customized lesson planning and students learning achievement at the secondary school level.

To study the relationship between customized lessons planning and achievement motivation of secondary with respect to selected variables such as gender, type of school and medium of instruction.

To identify the challenges faced by secondary school teachers in implementing customized lesson planning in Gujarat state.

To suggest educational implication and strategies for effective implementation of customized lesson planning at the secondary school level.

## **HYPOTHESES OF THE STUDY**

The following null hypotheses (H<sub>0</sub>) have been formulated for the present study;

**H<sub>01</sub>:** there is no significant difference in the learning in the learning achievement of secondary school students taught through customized lesson planning and those taught through traditional lesson planning.

**H<sub>02</sub>:** there is no significant difference in the achievement motivation of secondary school students taught through customized lesson planning and those taught through traditional lesson planning.

**H<sub>03</sub>:** There is no significant relationship between customized lesson planning and learning achievement of secondary school students.

**H<sub>04</sub>:** There is no significant relationship between customized lesson planning and learning achievement of secondary school students.

**H<sub>05</sub>:** There is no significant difference in the learning achievement of secondary school students taught through customized lesson planning with respect to gender.

**H<sub>06</sub>:** There is no significant difference in the achievement motivation of secondary school



students taught through customized lesson planning with respect to gender.

**H07:** There is no significant difference in the learning achievement of secondary school students taught through customized lesson planning with respect to type of school.

**H08:** There is no significant difference in the achievement motivation of secondary school students taught through customized lesson planning with respect to medium of instruction.

## **RESEARCH METHODOLOGY**

### **Method of research**

The present study adopted a descriptive survey method along with a comparative and correlational approach to examine the role of customized lesson planning in enhancing students learning and motivation achievement among secondary school students in Gujarat state. This method was considered appropriate as it enables the researcher to study existing conditions, relationships, and differences among variables without manipulating them.

### **Variables of the study**

The study involved the following variables;

#### **Independent variable:**

Customized lesson planning

#### **Dependent variables:**

- Learning achievement of secondary school students
- Achievement motivation of secondary school students

#### **Moderating/classification variables;**

- Gender (boys and girls)
- Type of school (government and private)
- Medium of instruction (Gujarati and English)
- Operational definitions of variables
- Customized lesson planning:

It refers to the planned instructional process in which teachers modify objectives, content, teaching strategies, learning activities, and assessment techniques based on students' individual differences such as ability, interest, learning pace, and learning style.

#### **Learning achievement:**

Learning achievement refers to the level of knowledge, understanding, and skills attained by secondary school students as measured

through an achievement test prepared and standardized by the researcher.

#### **Achievement motivation:**

Achievement motivation refers to the internal drive of students to achieve academic success, measured using a standardized achievement motivation scale.

#### **Population of the study**

The population of the study comprised all secondary school students and teachers of secondary schools in Gujarat state recognized by the Gujarat secondary and higher secondary education board (GSHSEB).

#### **Sample of the study**

A representative sample was selected from the population using the stratified random sampling technique.

Secondary schools were stratified on the basis of gender, type of school, and medium of instruction.

#### **The sample consisted of:**

- Selected secondary schools from different districts of Gujarat state
- Secondary school teachers who practiced customized lesson planning secondary school students studying in standards IX and X
- The final sample size was considered adequate to ensure reliability and validity of the findings.

#### **Tools used for data collection**

- The following tools were used for collecting data:
- Customized lesson planning questionnaire for teachers developed by the researcher to assess the extent of use of customized lesson planning.
- The tool consisted of items related to planning objectives, instructional strategies, learning activities, and evaluation methods.

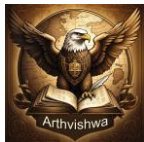
#### **Learning achievement test**

Prepared and standardized by the researcher based on the secondary school syllabus prescribed by GSHSEB.

The test included objective-type and short-answer questions.

#### **Achievement motivation scale**

A standardized achievement motivation scale was used to measure students motivation levels.



- The scale provides quantitative scores for statistical analysis.

### **Validity and reliability of the tools**

#### **Validity:**

Content validity of the tools was established by consulting subject experts, teacher educators, and research supervisors.

#### **Reliability:**

- Reliability of the tools was determined using appropriate statistical methods such as the split – half method and Cronbach’s alpha, ensuring consistency and accuracy of the instruments.
- Procedure of data collection the data collection was carried out in the following steps :
- Permission was obtained from school authorities and concerned educational offices.
- Teachers were briefed about the purpose of the study and the importance of honest responses.
- The customized lesson planning questionnaire was administered to teachers. The learning achievement test and achievement motivation scale were administered to students under standardized conditions.
- Adequate time was given to respondents to complete the tools.
- Collected data were carefully checked, coded, and tabulated for analysis.

#### **Statistical techniques used**

The following statistical techniques were employed for data analysis:

Mean and standard deviation

- t- test for comparing means
- Pearson’s product moment correlation
- analysis of variance (ANOVA), where applicable
- These techniques were used according to the nature of hypotheses and variables of the study.

#### **Delimitations of the study**

- The study was limited to secondary school students of standards IX and X only.
- The study was confined to selected districts of Gujarat state.

Only selected variables such as gender, type of school, and medium of instruction were considered.

- The study focused only on customized lesson planning and did not include other instructional strategies.

#### **Ethical considerations**

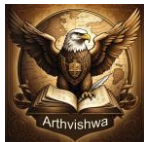
- Informed consent was obtained from school authorities, teachers, and students.
- Confidentiality of the respondents was maintained.
- The data collected were used strictly for academic and research purposes.

#### **Significance of the methodology**

The adopted research methodology provided systematic and scientific approach to study the impact of customized lesson planning on students’ learning and motivational achievement. It ensured objectivity, reliability, and validity of findings, thereby contributing meaningful insights to the field of secondary education in Gujarat state.

#### **CONCLUSION**

The present study highlights the significant role of customized lesson planning in enhancing students’ learning and motivational achievement at the secondary school level in Gujarat state. The findings reveal that lesson plans tailored to students’ abilities interests, and learning needs contribute positively to better academic understanding, increased classroom engagement, and improved achievement motivation. Customized lesson planning promotes learner – centered instruction, encourages active participation and helps students develop confidence and a positive attitude toward learning. The study also indicates that students taught through customized lesson plans perform better academically and show higher motivation compared to those taught through traditional, uniform lesson planning methods. Although teachers face challenges such as time constraints, large class sizes, and limited training, the overall impact of customized lesson is planning remains constructive and meaningful. The study concludes that effective implementation of customized lesson planning can significantly improve the



quality of secondary education. It is therefore recommended that teachers be provided with adequate professional training, institutional support, and resources to design and implement customized lesson plans effectively. Such initiatives will contribute to holistic student development and improved educational outcomes in secondary schools.

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