

THE INTRINSIC MOTIVATION AMONG GRADE 5 STUDENTS OF CATEEL CENTRAL ELEMENTARY SCHOOL

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ABSTRACT

Education is a means of assisting students in developing their perspectives and preparing them for various aspects of life. Motivation is a vital part of student learning and choice is important for intrinsic drive and self-determination. Hence, teachers must consider how they present their instruction from a motivational perspective because it affects students' performance in school. Thus, this study is interested in measuring the level of intrinsic motivation among Grade 5 pupils in Cateel Central Elementary School. It is anchored on self-determination theory, which identifies that motivation is influenced by mastery, autonomy, and purpose. The data collection was conducted on April 2022 with 115 respondents. The data were collected and tallied. The results showed that the majority of respondents in terms of sex were girls, had lower economic status, and in terms of parental status, the majority of them lived with their parents. Additionally, the results also revealed that the level of intrinsic motivation of respondents was described as sometimes but differed significantly towards sex. Lastly, this study proposes an intervention to improve the level of intrinsic motivation, which is a gender-sensitive practical teaching approach. Specifically, drill and homework assignments for mastery, discovery learning for autonomy, and the teaching process should be anchored to curriculum competency.

Keyword: *sex, economic status, parental status, mastery, autonomy, purpose*

1. INTRODUCTION

Education provides us with knowledge of our society and environment to change it for the better (King, 2011). It assists students in developing their perspectives on life and prepares them for various aspects of life (Gluszynski et al., 2010). Indeed, as determined by Granada (2021), the most important mission of the Philippines is to provide quality education to all levels of educational institutions. However, the delivery of public education is affected because of the many difficulties facing public schools (Catalan and Dorban, 2012). Reality tells everyone that even if public school teachers are qualified to teach, the lack of instructional materials, inadequate facilities, and training for professional growth hinder them from performing at their best (Waters and Vilches, 2008).

In a global setting, elementary education in India forms the cause of school dropouts among rural girls in the Kathua district of Jammu and Kashmir. Yet, it was found that a majority (86%) of the parents were not interested in the re-admission of their daughter (Parvaiz Ahmad Dar, 2021). According to Theobald (2011), engaging young children as participants in everyday activities continues to be a challenge for early childhood education in Australia.

MeenuDev (2016) believed that persistent academic achievement of elementary school students may be due to a fairly good classroom environment and the interest of the students in the studies. Gilavand (2016) also stated that open space and noise, inappropriate temperature, insufficient light, overcrowded classes, misplaced boards, and inappropriate classroom layout all make up factors that could be confusing characteristics distracting students in the class. Moreover, Deci et al. (2000) explained that motivation is a very significant element for students' learning. Beachboard (2020) cited the three components of intrinsic motivation: mastery, autonomy, and purpose by Daniel Pink to foster students' sense of intrinsic motivation. Those who participate primarily for competence desire to participate in challenges, exercises, and develop talents. The enjoyment, the desire to have fun, pursue interests, and be stimulated have an intrinsic focus in which students work at their own pace (Ryan, 2012).

Furthermore, it is expected that pupils will not always acquire it on the first try. So failure is to be expected, but isn't the end goal; rather, it is a necessary step on the path to mastery (Sgreenla, 2015). Conforming to Hesk

(2004), choice is important for intrinsic drive and self-determination. Truly, intrinsic motivation is self-contained and refers to doing something just not for the sake of doing it, but for the pleasure and satisfaction it brings (Ryan and Deci, 2000). Thus, teachers must consider how they present their instruction from a motivational perspective because how students are motivated can affect their performance and success in school (Wagner, 2007). When teachers design lessons with intrinsic motivation in mind, they encourage students to participate and excel in their performances (Beachboard, 2020).

This study was anchored to the self-determination theory, for it aims to determine the level of intrinsic motivation of learners in terms of mastery, autonomy, and purpose, which were correlated to the profile of respondents in terms of sex, economic status, and parental status.

2. REVIEW OF RELATED LITERATURE

This chapter mainly presents the review of related literature to provide a rich background relevant to the study. First, the challenges of education. Second, factors affecting student's performance. Third, the problem of student's intrinsic motivation and lastly, the relevance of self-determination theory in improving student's intrinsic motivation.

2.1 The Challenges of Education

Education provides us with knowledge of our society and environment to change it for the better (King, 2011). It assists students in developing their own perspectives on life and prepares them for various aspects of life (Gluszynski et al., 2010). Indeed, as determined by Granada (2021), the most important mission of the Philippines is to provide quality education to all levels of educational institutions. However, the delivery of public education is affected because of the many difficulties facing public schools (Catalan and Dorban, 2012). Reality tells everyone that even if public school teachers are qualified to teach, the lack of instructional materials, inadequate facilities, and lack of training for professional growth hinder them from performing at their best (Waters and Vilches, 2008). Unfortunately, the learning environment is affected when there are up to sixty kids in a classroom (Gumarang Jr. and Gumarang, 2021).

As stated by Parvaiz (2021), the Indian education system is perhaps the largest system in the world catering to the needs of millions of students of different socio-economic backgrounds, but elementary education in the country forms the cause of school dropouts among rural girls in Kathua district of Jammu and Kashmir and found that a majority (86%) of the parents were not interested in re-admission of their daughters. In Brazil, a critical issue for basic education is improving the quality of public education for children who are already in school and providing remedial education to adolescents and young adults who have dropped out or are falling behind (Schwartzman, 2003). Lastly, in Australia, according with Ailwood, Danby, and Theobald (2011), despite growing evidence of support within policy and research, the important part of children's daily experience takes place in classrooms. The actual practices of engaging young children as participants in everyday activities remain a challenge for early childhood education (Theobald, 2011).

2.2 Factors Affecting Students Performance

As reported by MeenuDev (2016), the consistent academic progress of primary school children could be attributed to a healthy teaching atmosphere and students' interest in their studies (Gilavand, 2016). It stated also that open space and noise, inappropriate temperature, insufficient light, overcrowded classes, misplaced boards, and inappropriate classroom layout all make up factors that could be confounding variables distracting students in the class (Condon, 2020). In addition, socioeconomic considerations also have a significant effect on the educational environment (Munoz, 2008). In the Philippines, parents are more actively involved in their children's school activities (Blaire, 2014). Indeed, regardless of income level, parents are more involved in parenting for educational purposes (Jabar and friends, 2021).

In global setting, the study shows in China that children's learning habits and academic achievement are influenced by parental behavior and educational assistance for their children (Li and Qiu, 2018). However, Osuafor and Okonkwo (2013) explained that due to the fact that parents of this generation are more aware of and motivated to provide their children with the best education possible, regardless of their own personal shortcomings. Family history had no significant impact on student's academic performance (Weiser and Riggio, 2010). In contrast, the study results showed by Pavalache-Iliea and Antonia İrdiab (2014), that the students' school performance is significantly associated with the level of parental involvement and of intrinsic motivation.

2.3 The Problem of Student's Intrinsic Motivation

Intrinsic drive is much more common in girls than in boys (Mecca and Holt, 2000). In fact, female students outperform male students in instrumental musical practice, which is highly related to their intrinsic motivational

views in the subject of music, according to Scatt (2011). Furthermore, conforming to Authement et al. (2021) cited from Deci (1971), in an academic setting, girls are more intrinsically motivated than boys; however, females are more likely to experience drops in intrinsic motivation when given reinforcement, whereas males experience increases. In Hong Kong education, the study revealed that students with more curiosity have higher intrinsic drive, but there are no gender variations in intrinsic motivation (Hon Keung and Company, 2012).

Hence, motivation is a very significant element for students' learning (Hong, Ho, and Kember, 2008). Teachers can help increase and develop motivation for desirable achievement in the classroom (Hunt and Wiseman, 2013). Through supportive classroom environment, engaging learning experiences, goal setting and teacher enthusiasm, teachers can make students find joy and excitement in their learning (Valerio, 2012). Additionally, in accordance with Wagner (2007), a teacher must consider how they present their instruction from a motivational perspective. Because how students are motivated can affect their performance and success in school (Wentzel, and Wigfield, 2000). In fact, thinking that is built on autonomous motivation promotes an adaptive and mastery-oriented mind-set (Hutcheson, 2015). Motivation is enhanced as students gain a sense of self-satisfaction as they are able to complete the task (Schunk, 1989). Ensuring tasks are neither too difficult nor too easy will reduce learner frustration and allow for increased confidence in the learner (Valerio, 2012).

2.4 The Relevance of Self-determination Theory in Improving Students Performance

Congruent with (Hesek, 2004), choice is important for intrinsic drive and self-determination. It is self-contained and refers to doing something not for the sake of doing it, but for the pleasure and satisfaction it brings (Ryan and Deci, 2000). In order to experience choice, a student must also experience autonomy in their environment (Katz and Assor, 2007). While increasing intrinsic motivation in everyday activities yields greater satisfaction and engagement (Ryan and Deci, 2000). When teachers create lessons with a focus on intrinsic motivation, they drive students to participate and excel in their performances (Beachboard, 2020). Because students who have an eagerness to perceive competence or belongingness respond to activities to address these needs (Konza and Fried, 2013). However, Ryan and Niemiec (2009) suggested that teachers should support basic psychological needs for autonomy; relatedness facilitates autonomous regulation for learning, academic performance and well-being. Because self-determination theory is critical for both classroom practices and reform policies (Deci, 2009). They added that taking students' perspective, displaying patience to allow time for learning, builds the inner motivational of the pupils and accepting expressions of negativity in classroom activities (Halusic, and Reeve, 2009). Truly, Chiu (2021) added that digital support strategies were very important because they would better satisfy students' needs. Hence, all the needs of the pupils are meant towards the level of engagement and the relatedness (Reeve, 2012).

In contrast, in accordance with Sheldon and Ryan (2011), educators who provide autonomy and support will be critical to the effectiveness of any positive intervention, which measures how students meet their needs. However, according to Burton et al. (2006), the more the learners demonstrated a set of academic practices, the more their personal well-being was tied to their achievements. Thus, Darnon et al. (2006) showed that a situation where mastery goals were induced led to better learning than a performance goal condition when each party did not cooperate with its goal. However, understanding each goal promotes mastery goals and performance goals (Darnon, et al., 2006). If the individual does not believe that the performance is self-determined or that they have the autonomy to undertake this action, they will not achieve intrinsic motivation (Ackerman, 2018).

Indeed, Gutman and Sulzby (2000) created an autonomy-supportive context by allowing children to make choices regarding what they would write about and what color marker they would use. The teacher did not offer any unsolicited help, but they answered the child's questions and provided guidance that was informational (Skinner and Belmont, 2002). Unlike, in the controlling or directive context, the teacher demonstrated how to complete at least one step of the task, corrected the child's performance, limited the child's choices, and verbally commanded given courses of action (Hesek, 2004). But autonomy-supportive contexts encourage motivation by allowing students to initiate and regulate their own behaviors in the classroom (Sung, Wallace, and Williams, 2014).

3. METHODOLOGY

3.1 Research Design

This study used a descriptive correlational research design. It is a study that includes observing two variables to find a statistically significant link between them. The goal of correlational research is to find variables that are related to each other to the point where a change in one causes a change in the other (Formplus, 2020). In this study, a descriptive correlational research design was used to determine if the profile of respondents has a significant relationship to the level of intrinsic motivation in terms of (MAP) mastery, autonomy, and purpose.

3.2 Research Instrument

In this study, a survey questionnaire was used to gather the data. This was formulated based on an adapted questionnaire from existing researchers. **Mastery** was adapted from Lepper (2013), **Autonomy** from Nelson (2019), and **Purpose** from Ghufon (2019). The instrument has two parts: The first part deals with the profile of the respondents in terms of sex, economic status, and parental status. The second deals with the indicators, namely: mastery, autonomy, and purpose (MAP).

3.3 Respondents of the Study

The respondents of this research were the Grade 5 pupils of Cateel Central Elementary School. There were 115 respondents who represented the 166 Grade 5 pupils in Cateel Central Elementary School. This study used stratified random sampling as the respondents were from different strata. Stratified random sampling allows researchers to obtain a sample population that best represents the entire population being studied. It involves dividing the entire population into strata (Hayes, 2021). The study adopted Sloven's Formula at a 5 percent error to determine the sample size of respondents. It reveals that the sample size was 115, and they were distributed to different sections or strata, as shown in table 1.

Table 1. The subset among Garde 5 students of CCES using Sloven's Formula

Respondents in terms of section	Population size	Sample size
BONIFACIO	27	19
DEL PILAR	28	19
AQUINO	27	19
BALTAZAR	28	19
MABINI	29	20
JACINTO	27	19
Total	166	115

3.4 Research Procedure

In conducting this study, the researcher follows the formal way of procedures.

Seek permission to conduct the study. The researcher wrote letters requesting permission from the principal, six Grade 5 teachers, and CCES students.

Formulation and validation of research questionnaire. The researcher adopted the survey questionnaire as an instrument to gather the data under the approval and guidance of the research adviser.

Administered the questionnaire. The printing of the research questionnaires was based on the sample size of the population. The OIC distributed the questionnaires to manage the time and to avoid disturbing the students' ongoing classes. The action was legal since complete papers were presented, including the letter to the respondents in their mother tongue. Moreover, the OIC teacher ensured that, with the help of the adviser, the number of distributed questionnaires would match the required respondents in each section.

Retrieval of the questionnaire. After administering the questionnaire to 115 respondents among Grade 5 students at CCES, The researcher collected all the questionnaires with complete responses in each section.

Data gathered was tallied. After the data was gathered, it was categorized and tallied by the variables and indicators using an Excel application and submitted to the statistician for statistical processing. It was later analyzed and interpreted by the researcher.

3.5 Data Analysis

In this study, the following statistical tools were used:

1. Frequency distribution and percentage were to answer Problem 1.
2. Mean was used to answer Problem 2. Its Interpretation was shown in Table. 2.

Table 2. Rating scale used in the analysis and interpretation of the study findings

Range of Mean	Level	Interpretation
4.21-5.00	Always	When the levels differ significantly
3.41-4.20	Often	When the levels do differ
2.61-4.40	Sometimes	When the levels moderately differ significantly
1.81-2.60	Seldom	When the levels do not differ
1.00-1.80	Rarely	When the levels do not differ significantly

3. Independent sample t-test was used to answer Problem 3. (a), (b) and (c).

4. RESULTS AND DISCUSSION

In this study, this chapter presented the findings of the topic discussed using tabular forms. Analysis and findings was done by the researcher with the help of the rating scale formulated.

4.1 The Profile of Respondents

The adapted survey questionnaire was used to gather the data. It was administered to 115 respondents who served as sources of information using a stratified random sampling method, specifically using Sloven's Formula. After the data was collected, it was tallied and interpreted by the statistician. Table 3 shows that the profile of respondents in terms of sex was 55 boys and 60 girls. It shows that out of 115 respondents, girls were more than boys, with a frequency of 60 and a percentage of 52.2.

Table 3. Profile of respondents in terms of sex

Sex	Frequency	Percentage
Boy	55	47.8
Girl	60	52.2
Total	115	100.0

In terms of economic status, out of 115 respondents, there were 106 low-income respondents, seven middle-income respondents, and two upper-middle respondents. The results in Table 4 show that among the 115 respondents, the majority of them belong to low-income families.

Nevertheless, the results show that all respondents participated regardless of economic status. Indeed, regardless of income level, parents are involved in parenting for educational purposes (Jabar and friends, 2021). Thus, socioeconomic considerations also significantly affect the educational environment (Munoz, 2008).

Table 4. Profile of the respondents in terms of economic status

Economic status	Frequency	Percentage
Low Income	106	92.2
Middle Income	7	6.1
Upper Income	2	1.7
Total	115	100.0

Table 5 shows that in terms of parental status, out of 115 respondents, there are 18 respondents with only one parent, 94 have both parents, and three have guardians. It shows that the majority of the respondents lived with their parents. Indeed, according to Gonzalez, Holbein, and Quilter (2002), students strive for greatness and constantly seek new challenges, persevering in the face of adversity, and express satisfaction with homework when their parents show genuine support for their children's education.

Table 5. Profile of respondents In terms of parental status

Parental status	Frequency	Percentage
Only one parent	18	15.7
Both parents	94	81.7
Guardian	3	2.6
Total	115	100.0

4.2 The Level of Intrinsic Motivation

The level of intrinsic motivation in terms of mastery was described as sometimes. Indeed, the highest responses among mastery were described as *often*, which was figuring out school assignments alone. Because allowing students to be self-determined, such as letting them choose how to perform their work, drives them to excel in their performances, according to Hesk (2004). The rest of the responses were described as sometimes, as shown in Table 6. Figuring things out alone when something cannot be understood, figuring out the right answer alone, figuring out answers when it gets stuck on the problem, and doing school work independently were described as *sometimes*. This result shows that the level of intrinsic motivation in terms of mastery was moderately experienced by Grade 5 pupils of CCES. With this, Hutcheson (2015) suggested that in order to enhance students' sense of mastery, their thinking should be built from autonomous motivation and promote an adaptive and mastery-oriented mind-set. This way, students gain a sense of self-determination as they are able to complete the task. However, Valerio (2012) stated that ensuring the tasks are neither too difficult nor too easy will reduce frustration and allow pupils to become self-determined.

Table 6. The level of intrinsic motivation in terms of mastery

Description	Standard Deviation	Mean	Remarks
A. Mastery	0.57	3.17	Sometimes
1. Figuring out how to do school assignments independently.	1.03	3.67	Often
2. Figuring it out alone when something cannot be understood.	0.98	2.91	Sometimes
3. Figuring out the right answer alone when making mistakes.	1.24	3.05	Sometimes
4. Keep trying to figure out the stuck problem independently.	0.95	2.91	Sometimes
5. Working on schoolwork without seeking assistance.	1.13	3.30	Sometimes

In terms of autonomy, Table 7 shows that the respondents believed having autonomy in the classroom was moderately significant towards their school performances and it was described as *sometimes*. Thus, Gutman and Sulzby (2000) suggested that to achieve autonomy in a supportive context, teachers allow students to initiate and make choices and regulate their own behaviors in the classroom.

In fact, the specific mean score of autonomy, such as thinking about what to learn before starting a task, was described as *often*. Followed by considering several alternatives to the problem before answering were described as *often*. Also, being aware of strategies to use, using intellectual strengths to compensate for weaknesses, and summarizing the learning after it is finished was described as *often*, and the rest of the responses in autonomy were described as sometimes. However, according to self-determination theory cited from Ryan and Deci (2000), autonomy is the ability to self-regulate and self-control one's own behaviors. It was supported by Ackerman (2018), who stated that to experience autonomy, students should believe that the performance is self-determined or that they have the autonomy to undertake this action.

Table 7. The level of intrinsic motivation in terms of autonomy

Description	Standard deviation	Mean	Remarks
B. Autonomy	0.60	3.34	Sometimes
1. Controlling how you learn.	0.94	3.31	Sometimes
2. Being aware of the study strategies employed.	1.10	3.44	Often
3. Making use of intellectual strengths to compensate for weaknesses	1.06	3.25	Sometimes
4. Thinking about what you need to learn before starting a task.	1.14	3.62	Often
5. Consider several alternatives to the problem before answering.	1.11	3.43	Often

6. Summarizing the learning after it's finished	1.09	3.48	Often
7. While learning, pictures or diagrams that aid comprehension.	1.05	3.17	Sometimes
8. Changing strategies when it is unable to comprehend	1.02	3.00	Sometimes

Table 8 shows that the level of intrinsic motivation in terms of purpose was described as *often*. This tells that the majority of the respondents believe in a purposeful level of intrinsic motivation. In fact, according to Hamdi Serin (2008), building intrinsic motivation is not easy, but enthusiasm is a way to encourage students to do it in their interests accordingly. But providing students with the reason for which something is done is a purposeful level of motivation (McDonald, 2017). It was clearly shown that all the responses were described as often, with a mean score of 3.41-4.20. The results were supported by Adams (2022), who believed that when the teacher creates a sense of purpose, this will help students feel purposeful.

Table 8. The level of intrinsic motivation in terms of purpose

C. Purpose	0.69	3.60	Often
1. Clearly understand the learning goals set by teachers.	0.98	3.75	Often
2. It was easy to make the teacher's goals into their goals.	1.00	3.57	Often
3. Clearly understand the importance of making a teacher's goals their own and studying hard to achieve these goals.	1.05	3.67	Often
4. Clearly understand the teacher's intention during class learning activities.	1.01	3.58	Often
5. It's easy to keep up with the teacher's pace.	0.95	3.41	Often

The overall level of intrinsic motivation of Grade 5 students at CCES was described as *sometimes*. This implies that the pupils moderately experienced the level of intrinsic motivation. Hence, increasing intrinsic motivation in everyday activities yields greater satisfaction and engagement. When teachers create lessons focusing on intrinsic motivation, they drive students to participate and excel in their performances (Beachboard, 2020). Because students who have an eagerness to perceive competence or belongingness respond to activities to address these needs (Konza and Fried, 2013).

Table 9. The overall level of intrinsic motivation among Grade 5 students of CCES

Factors	Standard Deviation	Mean	Description
a. Mastery	0.57	3.17	Sometimes
b. Autonomy	0.60	3.34	Sometimes
c. Purpose	0.69	3.60	Often
Overall	0.62	3.37	Sometimes

4.3 The significant difference in the level of Intrinsic Motivation

Table 10 shows that in terms of sex, girls and boys differ significantly in their level of intrinsic motivation. It is true in the study stated by Mecca and Holt (2000) that, in terms of gender, intrinsic drive is much more common in girls than in boys but contradicts the outcomes of a Hong Kong education study, which revealed that students with more curiosity have a higher intrinsic drive, but there are no gender variations in intrinsic motivation (Hon Keung et al., 2012).

Table 10. significant difference in the level of intrinsic motivation in terms of sex

Factor	F-value	p-value	Interpretation
Sex	8.293	0.005	Boys and girls differ significantly in their level of intrinsic motivation.

Table 11 shows that in terms of economic status, the respondents did not differ significantly in their intrinsic motivation. The study of Osuafor and Okonkwo (2013) explained that family history had no significant impact on student's academic achievement. The researchers explained further that parents of this generation are more aware of and motivated to provide their children with the best education possible, regardless of their own personal shortcomings (Jabar and friends, 2021). It is clearly shown that both studies support each other.

Table 11. significant difference in the level of intrinsic motivation in terms of economic status

Factor	F-value	P-value	Interpretation
Economic Status	2.283	0.107	Low, middle and upper income pupils do not differ significantly in their intrinsic motivation.

Table 12 shows that in terms of parental status, the respondents did not differ significantly in their intrinsic motivation. The results of this study contradict the study results shown by Pavalache-Iliea and Antonia Irdiab (2014), that motivation towards school performance is significantly associated with the level of parental involvement.

Table 12. significant difference in the level of intrinsic motivation in terms of parental status

Factor	F-value	P-value	Interpretation
Parental Status	2.250	0.110	Pupils living with both parents, only one parent, and to their guardians do not differ significantly in their intrinsic motivation.

4.4 Implication to Basic Education

This study has important practical implications for basic education concerning the level of intrinsic motivation of the learners. In accordance with (Education, 2022), students come to class with a variety of backgrounds. Indeed, in terms of gender, intrinsic drive is much more common in girls than in boys (Mecca and Holt, 2000). The study's findings show that the majority of respondents were girls rather than boys, lending credence to the study (Mecca and Holt, 2000). In addition, socioeconomic considerations also play a significant effect on the educational environment (Munoz, 2008). Truly, the majority of them belong to a lower economic status. But regardless of their status, all respondents participated. Moreover, in terms of parental status, students strive for greatness in school performances when their parents show true support for their children's education (Gonzales and friends, 2002). Indeed, majority of the respondents lived with their parents in terms of parental status. In practical education, bias among learners may occur, especially in the teaching and learning environment. This study also highlights the overall level of intrinsic motivation among Grade 5 students of CCES. In particular, the results show that the level of intrinsic motivation was moderately experienced by the learners. Therefore, the implication for basic education is that teachers may allow children more freedom in the learning and teaching process. In fact, (Beachboard, 2020) stated that when teachers create lessons focusing on intrinsic motivation, they drive students to participate and excel in their performance. Lastly, the study shows that sex differs significantly in the level of intrinsic motivation among Grade 5 students of CCES. Practically, in basic education, bias among students in terms of gender may occur. However, Hoon Keung, et al. (2012), to make higher intrinsic drives in both males and females, provide students with more curiosity.

4.6 The Proposed Intervention

Gender Sensitive Practical Teaching is a method of developing learners' intrinsic motivation to perform well in school. In fact, according to Rastagi (2022), practical teaching is an approach where educators teach the learners by combining theory and practical work experience. To effectively enhance students' level of intrinsic motivation towards their performance. This approach aims to strengthen and enhance intrinsic motivation in terms of mastery, autonomy, and purpose with regard to gender responsiveness.

In formulating a lesson plan, a teacher should combine theory and practical experience to create a gender-sensitive lesson to address the needs of the learners. Specifically, intrinsic motivations such as mastery, autonomy, and purpose must be addressed. Below is an example of a lesson plan, followed by each indicator, with a complete description for each intervention, shown in tabular form.

Lesson: Prime Numbers

Grade: 5

Learning Competency: Find common factors and the GCF of 2-4 using continuous division. *MSNS-Id. 62.2*

Objectives

At the end of 45 minutes, the pupils will be able to:

- Using visual representation, the students will be able to find the prime factors of a number correctly.

- Write the prime factors of a given number appropriately.
- In a group activity, the students will be able to participate actively.

Materials: The materials are charts, flash cards, and activity sheets

Mastery. A Drill and Homework Assignment. A lesson plan should have drills to enhance the level of mastery among pupils because drilling is a method of instruction with systematic repetition of concepts, examples, and practice problems. Moreover, it is used to teach and perfect a skill or procedure. According to Lim et al. (2012), to develop or maintain one's skills or knowledge, drill and practice should become the building blocks for more meaningful learning. Additionally, the homework assignment in a lesson plan must be emphasized to the learners to master or enhance their knowledge or skills because the main purpose of homework assignments is to have students practice the material already presented in the class so as to reinforce learning and facilitate mastery of specific skills.

Indicator	Procedure
<p>Mastery</p>	<p>In preliminary activities, drilling will enhance the learners' mastery through active participation. During active participation, the teacher will apply gender equality by breaking down gender roles in the classroom. Indeed, (Johnson, 2010) suggested that to achieve gender equality, making efforts to break down gender roles in the classroom by preparing students to seek knowledge and participate more fully in the discussion regardless of gender.</p> <p>Example:</p> <ol style="list-style-type: none"> Flash the cards with numbers. Allow the learners to see the cards in 15 seconds before moving to another card. The pupils will raise their hands if they wish to answer. Regardless of gender, the teacher will give equal opportunity to the learners to participate in drilling activities. Below are the cards to present in the drilling activity. <div data-bbox="555 1025 1193 1191" style="text-align: center;"> </div> <p>In giving a gender-sensitive assignment, the teacher may apply constructive instructions. Holec (2018) added that avoiding negative naming and instead using positive straightforward instructions to the learners is a plus in gender equality. Therefore, at the end of the lesson, the teacher will give an assignment to the students in a motivational way by giving instruction clearly without any unnecessary words that do not relate to the instruction.</p>

Figure 1. Procedure of Mastery Intervention

Autonomy. Discovery learning. The discovery learning method is an active, hands-on style of learning that was originated by Jerome Bruner in the 1960s. He emphasized that we should be learning by doing. It takes a constructivist approach to education, where students are encouraged to construct their own knowledge through a self-directed learning process. Discovery learning can be applied to all parts of the curriculum. This will be emphasized in formulating a lesson plan that uses a gender-sensitive practical approach. The teacher should not only be flexible but also well prepared and organized. Understanding how or what is discovered in class is educationally valuable and can lead to further investigations for the students.

Figure 2. Procedure of Autonomy Intervention

Indicator	Procedure																
Autonomy	<p>Discovery learning will be applied in the generalization part of the instruction through group activity. To apply discovery learning in groupings that value gender equality, the teacher first asks the class an option if they want to find their group members based on the desired numbers set by the teacher or to count a number and form a group. Let them choose how to form a group. Holec (2018) stated that teachers should reassure students that there is an equal place in the classroom to enhance gender equality. First, the teacher will make an organizer list. Then, the learners are tasked to list the numbers on the board, such as (2, 3, 5, 7) as factors. Afterward, the learners will find a combination of prime numbers. To do this, they will use the discovery learning method and multiply to record the number of sentences. Below is the organizer to be used by the students.</p> <p>Example.</p> <table border="1" data-bbox="379 544 1369 808"> <thead> <tr> <th data-bbox="379 544 911 577">Number sentence</th> <th data-bbox="911 544 1369 577">Product</th> </tr> </thead> <tbody> <tr> <td data-bbox="379 577 911 611">2×3</td> <td data-bbox="911 577 1369 611">6</td> </tr> <tr> <td data-bbox="379 611 911 645">2×5</td> <td data-bbox="911 611 1369 645">10</td> </tr> <tr> <td data-bbox="379 645 911 678">2×7</td> <td data-bbox="911 645 1369 678">14</td> </tr> <tr> <td data-bbox="379 678 911 712">3×5</td> <td data-bbox="911 678 1369 712">15</td> </tr> <tr> <td data-bbox="379 712 911 745">3×7</td> <td data-bbox="911 712 1369 745">35</td> </tr> <tr> <td data-bbox="379 745 911 779">2×3×7</td> <td data-bbox="911 745 1369 779">42</td> </tr> <tr> <td data-bbox="379 779 911 808">2×3×5×7</td> <td data-bbox="911 779 1369 808">210</td> </tr> </tbody> </table>	Number sentence	Product	2×3	6	2×5	10	2×7	14	3×5	15	3×7	35	2×3×7	42	2×3×5×7	210
Number sentence	Product																
2×3	6																
2×5	10																
2×7	14																
3×5	15																
3×7	35																
2×3×7	42																
2×3×5×7	210																

Purpose. The teaching process is always anchored on curriculum competency. To enhance intrinsic purpose among learners, a teacher should apply a gender-responsive practical approach in which they focus on emphasizing what particular competency they are hitting or in the formulation of a lesson plan should always be anchored to a purpose. That is, it is not only essential to emphasize and present the learning objective, but it is also important to highlight to the learners what specific curriculum competency they were confronted with.

A concrete example is that in an English lesson, at the very beginning of the teaching process, a teacher should tell the class what particular competency they were in quarter 1, such as in grade 2 English, we were done in oral language and now we will proceed to the next, which is fluency. However, to make it gender sensitive, Irante et al. (2021) suggest that motivational support must be a central means of reducing gender differences at school. Therefore, the teacher should be anchored on curriculum competency in a motivational way to have a sense of purpose among learners.

Figure 3. Procedure of Purpose Intervention

Indicator	Procedure
<p>Purpose</p>	<p>Before starting the lesson on prime numbers, the teacher will tell the learners what curriculum competency they will hit in a motivational way. Below is an example.</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>· Class, before we start our lesson this day. The learning objectives are the following.</p> <p>I. Objective</p> <p>At the end of 45 minutes, the pupils will be able to:</p> <ul style="list-style-type: none"> · Using visual representation, the students will be able to find the prime factors of a number correctly. · In the discussion, the students will be able to write the prime factors of a given number appropriately. · In a group activity, the students will be able to participate actively. <p>However, class, let me remind you that we are still in quarter 1, specifically Number and Number Sentence. So, continue striving harder because this will prepare you to learn best. I will just be here to guide you. Do you understand?</p> <ul style="list-style-type: none"> • Yes, Ma'am. Thank you! </div>

4.7. Recommendation

Recommendations were drawn from the foregoing conclusions:

1. It is recommended to measure other intrinsic motivations and have equal numbers of male and female respondents.
2. The researcher suggests that additional research be conducted to measure and investigate why the learner's level of intrinsic motivation was described as sometimes or moderately experienced.
3. It is recommended that when addressing intrinsic motivation, the teacher may give focus on gender sensitivity.
4. It is recommended that the teacher who wants to increase the level of intrinsic motivation may adopt this proposed intervention, so-called GSPTA, specifically drill and homework assignments for mastery, discovery learning for autonomy, and a teaching process anchored to curriculum competency for the purpose.

5. CONCLUSION

This study concluded the following:

1. Majority of the respondents in terms of sex were girls. Most were from lower income families in terms of economic status. In terms with parental status, most of them lived with both parents.
2. The level of intrinsic motivation among Grade 5 students of CCES was described as sometimes. This means that respondents were experiencing intrinsic motivation moderately in their school performances.
3. In this study, among the profile of respondents, sex differed significantly in the level of intrinsic motivation among Grade 5 students of CCES.
4. Therefore, based on the results of the study, the proposed intervention is a Gender-Sensitive Practical Teaching Approach (GSPTA) to enhance the level of intrinsic motivation among grade 5 learners. These are specified as drilling and homework assignments for mastery, discovery learning for

autonomy, and the teaching and learning process should be anchored to competency-based education for the purpose.

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