

Instrumental and Integrative Motivation on Student Engagement: Lived Experiences of Grade Five Teachers on Teaching Excellence

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ABSTRACT

This study explores the influence of instrumental and integrative motivation on student engagement, drawing from the lived experiences of Grade Five teachers recognized for teaching excellence, to address the gap in understanding how these orientations shape classroom dynamics in elementary education. The primary objective is to identify how instrumental motivation such as goal-oriented rewards like academic achievement and integrative motivation fostering cultural and personal connections impact engagement levels. Grounded in a qualitative phenomenological approach, the research examined teachers' perspectives on the challenges, strategies, and perceived impacts of fostering different motivational orientations in the classroom. Data were collected through in-depth interviews and analyzed using thematic analysis to identify key patterns related to behavioral, emotional, and cognitive engagement. Findings revealed that instrumental motivation, driven by practical goals such as academic achievement and future opportunities, promotes consistent behavioral engagement, including task completion and participation in structured activities. In contrast, integrative motivation, characterized by learners' desire to connect with cultures and communicate meaningfully, fosters deeper cognitive and emotional engagement, enhancing curiosity, intrinsic interest, and sustained involvement in learning tasks. Teachers addressed these challenges through adaptive and learner-centered approaches such as culturally relevant activities, collaborative group work, goal-oriented tasks, and personalized feedback. The findings highlight that the integration of both instrumental and integrative motivation creates a more balanced and meaningful learning experience, leading to improved participation, persistence, and learning outcomes. The study concludes that fostering dual motivational orientations, supported by responsive instructional practices and conducive learning environments.

Keywords: instrumental motivation, integrative motivation, student engagement, teaching excellence, learner-centered strategies,

INTRODUCTION

In the vibrant yet rural setting of Maco, Davao de Oro, grade 5 learners face unique motivational challenges that impact their engagement in the classroom. While these young students show potential and curiosity, many struggle with instrumental motivation the drive to learn for future rewards due to limited awareness of how education connects to real-world opportunities or future careers. At the same time, this study addresses the problem of low and uneven student engagement among Grade Five learners in a rural school in Maco, Davao de Oro, which may be influenced by limitations in both instrumental and integrative motivation.

In Malaysia, student engagement is increasingly hindered by issues with both instrumental and integrative motivation. Many public-school learners focus on grades due to rigid, exam-oriented systems that prioritize short-term achievement over practical skills and personal growth, leading to anxiety and disengagement (Rahim & Ismail, 2021). However, limited opportunities for cross-cultural interaction and real-world language use, especially in rural areas, weaken integrative motivation by restricting exposure to diverse experiences (Lim & Tan, 2023; Chong, 2022). These factors contribute to passive learning and low participation, underscoring the need for holistic, student-centered teaching approaches. Recent educational reforms advocate for collaborative

and experiential learning methods to enhance motivation and engagement, creating a more positive learning environment (Ministry of Education Malaysia, 2024; Nguyen & Abdullah, 2020).

Instrumental and integrative motivation can significantly shape how Grade Five students in Taiwan engage with English learning in the classroom. Instrumental motivation the drive to learn English for practical reasons such as achieving high exam scores, improving academic prospects, or securing future job opportunities tends to promote strong behavioral engagement: students attend class, complete assignments, and persist because they see a clear link between effort and concrete rewards. Given the prevalence of high-stakes assessment in Taiwan's education system, such utilitarian motivations likely encourage persistent participation in English lessons (Lo and Lin, 2020).

Moreover, a recent primary-level study using Importance Performance Analysis revealed motivation gaps among Grade Five and Six students and suggested that enhancing satisfaction in key instructional attributes could improve engagement (Huang & Silalahi, 2024). Furthermore, the implementation of Taiwan's bilingual education policy, as examined by Wang (2024), indicates that motivational orientations (including instrumental ones) are critical for students' responses to bilingual instruction. Finally, broader motivation research among Taiwanese learners shows that instrumental motivation remains a dominant factor, even in university contexts (Chiu, 2024), highlighting the pervasiveness of utilitarian goals across age levels.

By contrast, integrative motivation where learners wish to connect with English-speaking cultures, communicate with native speakers, or feel a sense of belonging in a broader global community tends to foster deeper emotional and cognitive engagement. When Grade Five students perceive English learning not merely as a means to an end but as a pathway to understanding other cultures and identities, they may engage with greater curiosity, intrinsic interest, and personal meaning (Huang & Silalahi, 2024).

According to the Department of Education in Quezon City, student engagement is challenged by low instrumental motivation, as many learners do not clearly see how their education links to future careers or personal growth, leading to reduced participation and academic performance (Garcia & Reyes, 2022). Additionally, limited exposure to diverse cultures and real-life contexts weakens integrative motivation, particularly in urban areas where cross-cultural interactions are scarce, negatively affecting students' willingness to engage in culturally relevant learning (Lopez & Mendoza, 2021; Cruz et al., 2023; Department of Education Philippines, 2024; Santos & Villanueva, 2020).

Instrumental and integrative motivation both play significant roles in shaping Grade Five students' engagement in English learning in the province of Bulacan. Instrumental motivation, where students learn English to achieve practical goals such as performing well in exams, gaining academic recognition, or preparing for future career opportunities, often drives consistent behavioral engagement, including attending classes, completing assignments, and persisting in challenging tasks. Empirical research in the Philippines supports this: for example, Al Abdul, Alas, Daplin, Hernando, and Rañin (2023) found that Filipino college students had "very high" instrumental motivation for learning English.

Furthermore, a CLIL-based study of Grade 9 learners reported that students were predominantly instrumentally motivated, with a higher mean for instrumental than integrative motivation. In contrast, integrative motivation where learners are driven by a desire to connect with English-speaking cultures, communicate effectively, and participate in a broader global community tends to foster deeper emotional and cognitive engagement, promoting curiosity, intrinsic interest, and meaningful classroom participation. Studies in Philippine contexts suggest that while instrumental motivation often dominates, integrative motivation also contributes meaningfully: for instance, De Asis, Romero, De Asis-Estigoy, and Piczon (2021).

Finally, in Maco, Davao de Oro, students face significant challenges with both instrumental and integrative motivation that hinder their engagement in school. Many learners struggle to see the immediate benefits of education for their future goals, resulting in weak instrumental motivation and a tendency to view learning as a mere requirement rather than a stepping stone to success. Recent research highlights that students who lack clear connections between their education and future opportunities often demonstrate lower academic persistence and achievement (Delgado & Bautista, 2021; Reyes & Lim, 2023; Santos et al., 2022).

These motivational barriers lead to reduced participation, lower interest in academic activities, and overall disengagement in the classroom, highlighting the need for more relevant and culturally meaningful educational approaches. Educational frameworks advocating for community-based learning and student-centered methodologies have demonstrated positive effects on increasing both instrumental and integrative motivation among students in similar contexts (Department of Education Philippines, 2024; Villanueva & Cruz, 2020).

Purpose of the Study

The purpose of this study was to examine the roles of instrumental and integrative motivation in shaping Grade Five students' engagement. Specifically, it aimed to explore how instrumental motivation where learners sought practical outcomes such as high exam scores, academic recognition, or future career opportunities contributed to behavioral engagement, including regular attendance, consistent task completion, and sustained effort in challenging activities. It also aimed to investigate how integrative motivation where students aspired to connect with English-speaking cultures, communicate with others, and participate in a broader global community facilitated deeper emotional and cognitive engagement by fostering curiosity, intrinsic interest, and meaningful classroom involvement. Furthermore, the study intended to understand how teachers could support both motivational orientations through culturally relevant content, interactive activities, and communicative tasks, thereby enhancing students' academic achievement and long-term engagement in English learning.

Research Questions

This study seeks to explore the nuanced experiences of teachers in the context of grade five education to better comprehend how motivation fosters active and meaningful learning, to wit:

1. What are the challenges they encounter when promoting different types of motivation to enhance student engagement?
2. What coping strategies do grade five teachers employ to foster instrumental and integrative motivation among their students?
3. What are the insights of grade five teachers on the impact of instrumental and integrative motivation on their students' engagement in the classroom?

Theoretical Lens

Understanding the dynamics of student motivation is essential to fostering engagement and academic excellence, especially in the context of teaching grade five students. Instrumental and integrative motivations are key constructs often examined in educational psychology to explain why students engage in learning activities. These types of motivation have been explored through various theoretical lenses, which help educators design effective teaching strategies that cater to diverse learner needs and promote sustained engagement. Three prominent theories that relate closely to instrumental and integrative motivation include the following:

First, Gardner's model emphasizes the role of both instrumental and integrative motivation in language learning. Instrumental motivation is driven by practical benefits, such as achieving academic qualifications or career advancement, while integrative motivation reflects a genuine desire to integrate into the target language community. In classroom contexts, students with higher integrative motivation tend to engage more deeply, displaying not just behavioral compliance but also cognitive and emotional involvement in learning activities. Studies between 2020–2025 indicate that students who perceive learning as personally meaningful (integrative) are more likely to participate in discussions, collaborate with peers, and pursue self-directed learning, whereas instrumental motivation often predicts consistent behavioral engagement, such as completing assignments and attending classes (Orillo et al., 2022; Li & Chen, 2022). Gardner's framework thus explains why motivation type affects both the quality and intensity of classroom engagement.

Second, Self-Determination Theory (SDT) by Edward Deci distinguishes between intrinsic and extrinsic motivation. Integrative motivation aligns closely with intrinsic motivation because learners engage in language learning due to personal interest, cultural connection, or identity formation. Instrumental motivation often reflects extrinsic motivation, where engagement is linked to obtaining tangible rewards like grades or certificates.

SDT posits that fulfillment of psychological needs autonomy, competence, and relatedness fosters higher engagement.

For example, a student learning English to connect with a global community (integrative) may experience enhanced autonomy and personal meaning, leading to cognitive and emotional engagement, while a student aiming to pass exams (instrumental) may exhibit strong behavioral engagement but less emotional attachment (Yang & Sanchez, 2022; Tan & Lee, 2025). Empirical evidence suggests that classrooms supporting both intrinsic and extrinsic needs maximize overall engagement (Charcos, 2025).

In connection, Expectancy Theory by Victor H. Vroom offers an explanation of instrumental motivation through a rational choice lens. Students evaluate the relationship between effort, performance, and outcomes: if they expect that effort leads to high performance and that performance yields desirable rewards (grades, certificates, scholarships), they are more likely to engage in learning tasks. Instrumentally motivated learners are particularly responsive to this expectancy framework, showing consistent behavioral engagement when goals are clear and rewards are salient (Diu et al., 2022; Orillo et al., 2022).

METHODOLOGY

The study adopted a qualitative phenomenological approach to explore the lived experiences of students and understand how different motivational orientations shaped their engagement in learning activities. It outlined the key methodological components, namely the Philosophical Assumptions, Qualitative Approach, Research Design and Procedures, Research Instrument, Research Participants, Ethical Considerations, Role of the Researcher, Data Collection, Data Analysis, Analytical Framework, and Trustworthiness of the Study.

Together, these components ensured that the research was systematically structured, methodologically sound, and ethically grounded, enabling a comprehensive and credible examination of how instrumental motivation, driven by external rewards, and integrative motivation, shaped by social and cultural connections, manifested in students' behavioral, cognitive, and emotional engagement. By employing a phenomenological approach, the study captured the authentic perspectives of Grade Five learners, providing meaningful insights into the factors that fostered or hindered engagement and contributing to a deeper understanding of motivation in classroom contexts.

Research Design

This study adopted a qualitative phenomenological research design to deeply explore and understand the lived experiences of Grade Five teachers regarding how instrumental and integrative motivation influenced student engagement in the classroom. By using phenomenology, I was able to capture the essence of teachers' perceptions as they described how motivation manifested among their learners. This approach allowed me to focus on the subjective realities of teachers, uncovering how they experienced, interpreted, and responded to students' varying motivational orientations in day-to-day classroom situations.

Through this design, I sought to describe the shared meanings and common experiences among Grade Five teachers as they fostered instrumental motivation—where students were encouraged by external rewards, academic expectations, or practical goals—and integrative motivation, where students engaged because they found personal interest, enjoyment, or emotional connection to learning tasks. These insights helped me understand how both types of motivation shaped behavioral, cognitive, and emotional engagement among young learners. Instead of relying on numerical measures or standardized instruments, I prioritized lived experiences, reflective accounts, and personal interpretations that revealed the complexity of motivation in childhood learning.

To gather rich and meaningful data, I conducted in-depth interviews, focus group discussions, and reflective journaling with participating teachers. These methods enabled me to collect authentic voices and firsthand accounts that illuminated how motivation influenced students' participation, effort, and responsiveness in the Grade Five classroom setting. By interpreting these experiences through a phenomenological lens, I generated insights that not only deepened theoretical understanding of motivation and engagement but also supported

teachers in developing strategies that effectively nurtured both instrumental and integrative motivation in their learners

Ethical Considerations

In conducting this qualitative phenomenological study on the impact of instrumental and integrative motivation on student engagement in Grade Five classrooms, I prioritized the highest ethical standards to safeguard the dignity, rights, and well-being of all participants. Because the study involved teachers and minors, I ensured that strict ethical protocols were followed throughout the research process. I sought approval from a recognized ethics review board before data collection began and ensured that all procedures complied with national and institutional ethical guidelines.

Social Value

The social value of this phenomenological study lay in its potential to improve teaching practices and enhance student engagement in Grade Five classrooms. By exploring how teachers understood and worked with instrumental motivation driven by external goals and integrative motivation driven by personal interest and connection, the study provided valuable insights that helped strengthen classroom engagement strategies. The findings contributed to more effective instructional practices, informed teacher training, and supported school initiatives aimed at fostering deeper motivation and active participation among young learners.

Informed Consent

I obtained informed consent directly from participating teachers and informed assent from the students' parents or guardians, since minors were indirectly involved through teacher descriptions and observations. I clearly explained the study's purpose, procedures, benefits, risks, and the voluntary nature of participation. I emphasized that participants could withdraw at any time without consequence. This informed consent process ensured that teachers and parents understood their rights and agreed freely to participate, supporting ethical transparency and autonomy in the research process.

Vulnerability of Participants

In this study, teachers and parents were not traditionally considered highly vulnerable populations; however, certain vulnerabilities still emerged. Teachers sometimes felt hesitant or cautious in sharing their honest perceptions about student motivation and engagement due to professional expectations or concerns about being judged. Parents sometimes worried about how their children would be represented in teachers' narratives. I acknowledged these vulnerabilities and created a supportive and nonjudgmental environment to ensure that participants felt comfortable sharing their authentic experiences and perspectives.

Risks, Benefits, and Safety

The risks associated with this study were minimal but still carefully managed. Teachers occasionally experienced mild discomfort when discussing challenges related to student motivation and engagement, while parents sometimes felt concerned about privacy regarding their children's behavior or experiences. To mitigate these risks, I ensured strict confidentiality, secure data handling, and clear communication about anonymity. The benefits of the study included the opportunity for teachers and parents to voice their insights and contribute to improved classroom practices. Their perspectives helped develop strategies that strengthened student motivation and engagement, benefiting both current and future learners.

Privacy and Confidentiality

I upheld strict privacy and confidentiality standards throughout the study. Personal information, interview responses, and observational notes were anonymized, and pseudonyms were used in all written reports and presentations. Data were stored securely in password-protected files accessible only to me as the researcher. I

clearly explained to teachers and parents that no identifying details would be revealed and that data would not be shared outside the research context without their explicit permission. These measures helped ensure that participants felt safe and confident in sharing their experiences.

Justice

I upheld the principle of justice by ensuring that all participants teachers and parents were treated fairly and respectfully throughout the research process. Participant selection was based on transparent and unbiased criteria to ensure equitable inclusion. I involved teachers and parents from diverse backgrounds and experiences to represent a wide range of perspectives found in Grade Five classrooms. I ensured that no participant was discriminated against or excluded based on gender, socio-economic status, ethnicity, or other personal characteristics, thus promoting fairness and inclusivity.

Qualification of the Researcher

I ensured that I was adequately prepared to conduct this qualitative phenomenological study ethically and professionally. I had received training in qualitative research methodologies, including interviewing, observation, and phenomenological analysis. Additionally, I had been trained in ethical research practices, particularly when working with minors, teachers, and school communities. These qualifications enabled me to engage responsibly and respectfully with participants and to handle all data with integrity.

Adequacy of Facilities

To ensure participant comfort and safety, I conducted interviews and focus group discussions in appropriate and accessible school facilities, such as classrooms, faculty rooms, or designated meeting spaces that ensured privacy and minimal distractions. These settings were arranged to promote open communication and meaningful dialogue. When necessary, I coordinated with school administrators to secure safe and comfortable venues. Providing an environment that respected confidentiality and encouraged honest participation was crucial to the success of the study.

Participants of the Study

In this study, I selected Grade Five teachers as the primary informant because they were the ones who directly observed, interpreted, and responded to students' motivational behaviors in the classroom. Since phenomenology focuses on understanding lived experiences, choosing teachers who engaged daily with learners allowed me to capture deep insights into how instrumental and integrative motivations shaped student engagement. These teachers' narratives, reflections, and meaning-making processes formed the core of the study's exploration. By centering their voices, I gained access to rich experiential accounts that illuminated how motivation manifested in Grade Five learning environments.

I purposively selected ten (10) Grade Five teachers from Maco, Davao de Oro as the primary informant of the study, as this number was appropriate for phenomenological inquiry, which values depth over breadth. Teachers in this locality were chosen because they worked within diverse socio-cultural and educational conditions that influenced student motivation and engagement. Their lived experiences offered contextualized and nuanced perspectives on how motivational factors influenced students' behavioral, cognitive, and emotional participation in classroom activities. Through this selection, I aimed to gather a varied yet coherent set of experiences that reflected the real instructional realities of Grade Five classrooms in the community.

To ensure that the informant were capable of providing meaningful and reflective data, I included only teachers who met specific inclusion criteria. First, informant had to be currently teaching Grade Five because the study focused on student engagement at this level. Second, they were required to have a minimum of five years of teaching experience in the elementary level, ensuring that they had accumulated substantial professional exposure to patterns of student motivation and engagement. These criteria helped ensure that participants had sufficient practical understanding to thoughtfully describe and interpret their lived experiences.

Third, informant had to be actively teaching in public or private schools within Maco, Davao de Oro. This criterion ensured that the insights gathered were grounded in the local context and reflected the community's educational realities. Fourth, informant had to be willing to engage fully in the study's data collection procedures, including in-depth interviews, reflective journaling, and potential follow-up conversations. Their willingness was essential to phenomenology, which relied heavily on honest, thoughtful, and detailed descriptions of experiences.

Finally, informant had to be able to communicate effectively in English or Filipino, as this allowed them to express their insights clearly and provide comprehensive descriptions of their experiences. By applying these inclusion criteria, I ensured that the informant were both knowledgeable and motivated to contribute meaningfully to the study. This careful selection supported my aim of capturing the essence of teachers lived experiences regarding how instrumental and integrative motivation influenced student engagement in Grade Five classrooms.

Research Instrument

For this qualitative phenomenological study, I primarily used semi-structured interviews as my main research instrument to explore the lived experiences of Grade Five teachers. I designed an interview guide composed of open-ended questions that invited teachers to share detailed narratives about how they perceived and responded to instrumental and integrative motivation in their classrooms. These questions encouraged teachers to recount real classroom situations, describe how motivations emerged among their students, and reflect on how these motivations shaped engagement behaviors. The semi-structured format also allowed me the flexibility to probe deeper into emerging insights and follow the natural flow of participants' experiences, ensuring that the data captured the authentic essence of their perspectives.

In addition to interviews, I asked informant to maintain reflective journals, which served as a complementary instrument for gathering continuous and context-rich data. Through journaling, teachers were able to document their daily observations, thoughts, and reflections on student motivation and engagement as they occurred in real time. This instrument allowed me to access insights that did not surface during interviews, such as spontaneous reflections, emotional responses, and subtle classroom moments that significantly influenced engagement. The journals thus provided a longitudinal dimension to the data, revealing patterns and shifts in motivation and engagement across different classroom contexts and teaching days.

To strengthen the credibility and depth of the study, I also took field notes during classroom observations, where feasible, to triangulate the data collected from interviews and journals. These field notes included descriptions of student behaviors, teacher-student interactions, instructional strategies, and classroom dynamics that related to motivational and engagement processes. Observing the classroom environment firsthand enabled me to contextualize the teachers' narratives and verify the alignment between their reflections and the actual learning situations. Together, the combination of semi-structured interviews, reflective journals, and observational field notes allowed me to gather rich, nuanced, and multi-layered data. This comprehensive set of instruments supported my aim of capturing the essence of how instrumental and integrative motivation influenced student engagement in Grade Five classrooms.

Data Collection Procedure

In this study, I followed a systematic, ethical, and rigorous data collection procedure to ensure that I captured the essence of Grade Five teachers' lived experiences regarding instrumental and integrative motivation and its impact on student engagement. The data collection process was carefully planned and executed to uphold the credibility and depth required in phenomenological research. I began by preparing all necessary documents, including letters of permission, informed consent forms, and interview guides, to support a smooth and organized research process.

I first sought approval from relevant authorities such as the graduate school dean, the Schools Division Office, school principals, and participating Grade Five teachers. Once permission was granted, I formally invited teachers who met the study's inclusion criteria to participate. Using purposive sampling, I selected teachers who had at least five years of teaching experience and who demonstrated familiarity with motivational strategies in the classroom. This sampling approach allowed me to identify teachers who were most capable of providing rich, meaningful, and reflective accounts related to student motivation and engagement.

Before beginning any data collection, I obtained informed consent from all participants. I clearly explained the study's purpose, procedures, and potential benefits, as well as their rights as participants, including confidentiality, voluntary participation, and the freedom to withdraw at any time. This step ensured that participants were fully aware of their involvement and felt comfortable sharing honest and detailed insights about their experiences with instrumental and integrative motivation in their classrooms.

The primary method of data collection was semi-structured interviews, which I conducted individually with each participating teacher. These interviews allowed me to explore personal stories, observations, and reflections related to student motivation and engagement. I prepared an interview guide that included open-ended questions to encourage deep, thoughtful responses aligned with phenomenological inquiry. During the interviews, I remained flexible, allowing participants to steer the conversation toward experiences they deemed meaningful. To enrich the data collected from interviews, I also asked participating teachers to maintain reflective journals for a designated period. These journals served as an additional source of data, enabling teachers to record daily or weekly observations about student motivation, classroom interactions, and engagement patterns. This reflective practice helped capture the evolving nature of classroom experiences, including moments that did not emerge during formal interviews.

Where feasible, I also conducted classroom observations to gain direct insights into how instrumental and integrative motivational behaviors manifested in real-time classroom settings. During these observations, I took detailed field notes focusing on teacher-student interactions, student participation, engagement levels, and motivational cues. These observations helped contextualize the teachers' narratives and provided a multilayered understanding of the phenomena under study.

To further strengthen the study's credibility, I organized the collected data systematically. All interviews were audio-recorded with permission and transcribed verbatim. Field notes, journal entries, and other relevant documents were organized into digital folders and coded according to emerging themes. This systematic organization ensured that the data were accessible and ready for phenomenological analysis, allowing me to deeply explore the essence of teachers' lived experiences.

Finally, I conducted member checking, where I shared preliminary interpretations and thematic summaries with participants to validate accuracy and authenticity. This step ensured that my interpretations genuinely reflected the teachers' lived experiences rather than my assumptions. Participants were given the opportunity to clarify, correct, or expand on the presented findings.

Data Analysis

The data analysis for this qualitative phenomenological study was guided by a systematic, rigorous, and reflective approach to data analysis to uncover the essence of Grade Five teachers' lived experiences regarding instrumental and integrative motivation and its influence on student engagement. Consistent with phenomenological inquiry, my goal was to bracket my own assumptions, remain deeply connected to participant narratives, and derive meanings that reflected the true nature of their experiences. The analysis focused on understanding how different types of motivation manifested in classroom settings and how these influenced cognitive, emotional, and behavioral engagement among learners.

I began the analysis by transcribing all recorded interviews verbatim. This step involved carefully converting audio recordings into written text while capturing not only spoken words but also relevant non-verbal nuances such as tone shifts, significant pauses, and emotional expressions noted during the interviews. I also organized

reflective journal entries submitted by participants, as well as field notes taken during classroom observations. Compiling these data sources prepared a comprehensive corpus for phenomenological reflection and interpretation.

Next, I immersed myself in the data through repeated readings of interview transcripts, journal entries, and observation notes. This familiarization phase helped me develop an intuitive understanding of participants' experiences, allowing themes such as motivation-driven strategies, perceived student responsiveness, classroom climate, and teacher reflections on engagement to emerge. During this process, I took analytic memos to document early impressions, recurring patterns, and significant passages that conveyed the essence of participants' lived realities.

Once familiarized with the data, I proceeded with coding. I used inductive coding methods to allow codes to emerge naturally from participants' descriptions rather than imposing predetermined categories. Codes included ideas such as reward-driven engagement, intrinsic interest, task value perception, teacher modeling, peer influence, and emotional connection to learning.

After generating initial codes, I clustered them into broader categories and emerging themes. These themes reflected significant aspects of how instrumental motivation (such as rewards, recognition, or performance goals) and integrative motivation (such as personal interest, curiosity, or enjoyment) influenced student engagement. Themes were refined through constant comparison, ensuring that each theme reflected the essence of participants' shared experiences while acknowledging variations across individual narratives. This thematic organization supported a deeper understanding of the motivational dynamics within Grade Five classrooms.

In the next stage, I interpreted these themes using phenomenological reduction and imaginative variation. Through reduction, I bracketed my biases and focused on describing the phenomenon as experienced by the teachers. Through imaginative variation, I explored different perspectives and structures underlying the experience, identifying essential elements such as teaching practices, environmental factors, and student reactions that shaped engagement. This interpretative process allowed me to articulate the underlying meanings of how motivation influenced behavior, cognition, and emotional involvement in learning.

To enhance the credibility of the analysis, I conducted member checking by sharing initial themes and interpretations with participants. They were given the opportunity to review and verify whether the findings accurately represented their experiences. Their feedback contributed to the refinement of themes and ensured that interpretations were grounded in authentic participant perspectives rather than researcher assumptions.

I also ensured triangulation by comparing data across multiple sources—interviews, reflective journals, and classroom observations. This cross-validation strengthened the trustworthiness of the findings by confirming consistency in how teachers' experiences were described across different contexts and modes of expression. Discrepancies were examined closely to preserve the integrity and richness of individual perspectives.

Finally, I integrated all findings into a coherent narrative that captured the essence of the phenomenon. This narrative included thematic descriptions, direct participant quotations, contextual examples, and analytical interpretations that collectively illustrated how instrumental and integrative motivation influenced student engagement in Grade Five classrooms. The finished analysis contributed valuable insights into motivational theory and classroom practice, offering educators practical implications for strengthening student engagement through both extrinsic and intrinsic motivational pathways.

The process began with verbatim transcription, where all interview recordings and field notes were converted into accurate written text to ensure a complete and reliable data set. This was followed by data familiarization, where the researcher repeatedly read the transcripts and notes to develop initial insights and write analytic memos. These early stages ensured immersion in the data and prepared the foundation for deeper analysis.

In the third stage, initial coding was conducted using inductive and open coding techniques, either manually or with software such as NVivo. This process allowed meaningful segments of data to be labeled according to

emerging ideas such as student engagement behaviors, motivational strategies, and classroom practices. These codes were then organized in the fourth stage, theme development, where related codes were clustered into broader categories and themes such as learner motivation patterns, instructional strategies, and classroom engagement dynamics.

The fifth stage, comparative analysis, involved examining similarities and differences in how instrumental motivation (e.g., rewards, performance goals) and integrative motivation (e.g., interest, enjoyment, cultural connection) influenced student engagement. This step helped highlight patterns in teacher practices and student responses across different classroom contexts.

In the sixth stage, student writing sample analysis, learner outputs were evaluated using a structured rubric focusing on grammar, coherence, vocabulary, and creativity. This provided an additional layer of evidence linking motivational strategies to student performance and engagement outcomes.

The seventh stage involved interpretative/theoretical analysis, where findings were connected to relevant theoretical frameworks such as constructivism and sociocultural theory. This allowed the researcher to explain how motivational factors influenced classroom behavior and learning processes in a deeper conceptual way.

To ensure accuracy and trustworthiness, the eighth stage, member checking, was conducted by sharing preliminary findings with participants for validation. Teachers reviewed and confirmed or clarified interpretations, ensuring that the results reflected their actual experiences.

In the ninth stage, triangulation was applied by cross-checking data from interviews, observations, and student writing samples. This strengthened the credibility of the findings by ensuring consistency across multiple data sources.

Finally, the tenth stage, synthesis and reporting, involved organizing all findings into a coherent narrative supported by direct quotations, examples, and thematic explanations. This final output directly addressed the research questions and provided practical insights for educators on how instrumental and integrative motivation influence Grade Five student engagement.

Trustworthiness of the Study

In this qualitative phenomenological study on the influence of instrumental and integrative motivation on student engagement in Grade Five classrooms, I placed strong emphasis on establishing trustworthiness to ensure that the findings were credible, meaningful, and grounded in the lived experiences of participating teachers. I addressed the four core components of qualitative trustworthiness: credibility, transferability, confirmability, and authenticity to ensure methodological rigor and to strengthen the integrity of the research process and outcomes.

Credibility

To ensure credibility, I engaged deeply with participants through prolonged interaction, allowing sufficient time to understand their personal experiences with motivation and student engagement. I employed triangulation by drawing from multiple data sources, including semi-structured interviews, reflective journals, and classroom observations. These varied data points helped validate the consistency of emerging themes. I also conducted member checking by sharing preliminary interpretations and thematic summaries with participating teachers to verify whether my analysis accurately reflected their perspectives. This collaborative process ensured that the findings genuinely resonated with participants' lived experiences.

Transferability

I supported transferability by providing thick, rich descriptions of the Grade Five classroom contexts, including instructional routines, motivational strategies used by teachers, and the socio-cultural characteristics of the learning environment. By documenting detailed aspects of teachers' experiences, school settings, and student behaviors, I enabled readers to determine whether the insights may be applicable to other educational

environments. Although the study did not aim for broad generalizability, the comprehensive contextual descriptions allowed educators and researchers to draw meaningful connections to similar classroom settings or grade levels.

Confirmability

To ensure confirmability, I maintained a research journal throughout the study to record reflections, decisions, insights, and potential biases that arose during data collection and analysis. This reflexive practice helped me remain aware of my own assumptions and prevented them from influencing the interpretation of participants' experiences. Additionally, I maintained a detailed audit trail documenting all procedures, coding steps, theme development, and analytical decisions. This provided transparency and demonstrated that the findings were rooted in the participants' narratives rather than in my personal viewpoints.

Dependability

Dependability was upheld by presenting a balanced and faithful representation of the diverse experiences of Grade Five teachers regarding student motivation and engagement. I included direct quotations from participants to ensure their voices were clearly reflected in the findings. I also highlighted both common and contrasting experiences to portray the complexities of how instrumental and integrative motivation influenced classroom engagement. By acknowledging multiple perspectives and the subtle nuances within teachers' narratives, I produced a truthful and meaningful account that respected the integrity and depth of their lived experiences.

RESULTS AND DISCUSSION

This chapter systematically analyzes the data gathered from Grade Five teachers, focusing on their experiences, instructional strategies, and motivational approaches in enhancing student engagement. Grounded in the context of classroom instruction and learner motivation, the findings illuminate how both instrumental motivation and integrative motivation contribute to students' active participation and sustained engagement in the learning process.

The discussion further highlights how teachers intentionally design motivating and engaging learning environments by integrating relevant activities, collaborative tasks, and real-life applications that resonate with learners' interests and needs. Teachers' narratives reveal that engagement is strengthened when students see the purpose of their learning (instrumental) while also feeling emotionally and socially connected to the content and classroom environment (integrative).

Table 1. Challenges Encountered by Grade Five Teachers in Promoting Integrative and Instrumental Motivation to Enhance Student Engagement

Main Theme	Sub Themes	Significant Statements
Complexities in Sustaining Student Motivation	Dealing with diverse Student Interests	<i>"Usa sa dagkong hagit nga akong nasinati mao ang nagkalain-laing interes sa akong mga learners. Ang uban dali ma-engganyo, samtang ang uban dali ra mawad-an og focus, busa kinahanglan nako kanunay nga i-adjust ang akong mga estratehiya."</i>(IDI_I001) [One major challenge I encounter is the varying interests of my learners. Some are easily engaged, while others quickly lose focus, so I need to constantly adjust my strategies.] <i>Adunay mga estudyante nga gamay ra kaayo og interes sa leksyon, nga nakapalisod sa pagpalambo sa ilang internal nga motibasyon sa pag-apil.</i>(IDI_I003)

		[There are students who show very little interest in the lesson, which makes it difficult to develop their internal motivation to participate.] <i>Nakaamgo ko nga dili tanang estratehiya moangay sa matag learner, busa kinahanglan nako padayon nga bag-ohon ang akong pamaagi aron matubag ang ilang nagkalain-laing panginahanglan. (IDI_I0010)</i> [I have realized that not all strategies work for every learner, so I need to continuously modify my approach to meet their different needs.]
	Facing Curriculum Time Constraints	<i>Bisan pa sa limitado nga oras, ginabuhay nako ang akong pinakamaayo aron mapadayon ang partisipasyon sa mga estudyante gikan sa sinugdanan hangtod sa katapusan sa leksyon. (IDI_I002)</i> [Even with limited time, I try my best to sustain student engagement from the beginning until the end of the lesson.] <i>Ang kakulang sa oras usahay nakapugong kanako sa hingpit nga pagpatuman sa mga estratehiya sa motibasyon nga nanginahanglan og mas lawom nga interaksyon. (IDI_I006)</i> [Time constraints sometimes prevent me from fully implementing motivational strategies that require deeper interaction.] <i>Bisan limitado ang oras, akong namatikdan nga mas ma-engganyo ang mga estudyante kung ang kalihokan makahulugan ug may kalabutan. (IDI_I009)</i> [Although time is limited, I still observe that students become more engaged when the activity is meaningful and relevant.]
	Battling with Lack of Student Engagement	<i>Adunay mga higayon nga aktibo ang partisipasyon sa mga estudyante sa sinugdanan apan hinay-hinay nga mawala ang ilang interes, labi na kung mas mahimong lisod ang leksyon. (IDI_I002)</i> [There are times when students participate actively at the start but gradually lose interest, especially when the lesson becomes more difficult.] <i>Ang uban nga learners nagbati nga ang mga reward para lamang sa mga high-performing nga estudyante, nga nakaapekto sa ilang kahintang sa pag-apil. (IDI_I005)</i> [Some learners feel that rewards are only for high-performing students, which affects their willingness to participate.] <i>Ang pipila ka mga topiko, labi na kadtong giisip nga lisod, nagresulta sa dili parehas nga partisipasyon sa mga estudyante. (IDI_I009)</i> [Certain topics, especially those perceived as difficult, result in uneven engagement among students.]
	Experiencing Limited	<i>Bisan pa sa limitado nga mga kapanguhaan, naningkamot ko sa pagdisenyo og mga group activities nga makapahimo gihapon sa mga estudyante nga aktibong moapil. (IDI_I003)</i>

	Teaching Resources [Even with limited resources, I try to design group activities that still allow students to participate actively. <i>Mas naglisod ang pag-andam og makadani nga mga kalihokan kung ang mga materyales ug kapanguhaan dili dali maangkon.</i>(IDI_I005) [Preparing engaging activities becomes more challenging when materials and resources are not readily available.] <i>Kinahanglan nako mahimong malikhain ug mapangitaon sa paggamit sa kung unsay magamit aron mapadayon ang partisipasyon sa mga estudyante.</i>(IDI_I0010) [I need to be creative and resourceful in using what is available to maintain student engagement.]
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Promoting student engagement in the classroom remains a central goal of effective teaching, particularly in language and content learning where motivation plays a critical role in shaping learners’ participation and achievement. Among Grade Five learners, teachers are expected to foster both integrative motivation where students develop genuine interest and connection with the subject and instrumental motivation where learning is driven by practical goals such as academic success or future opportunities. However, in actual classroom settings, teachers often encounter significant challenges in balancing and sustaining these motivational dimensions. Factors such as diverse learner abilities, varying levels of interest, limited instructional time, and the influence of external environments can hinder efforts to cultivate consistent engagement. Additionally, constraints in instructional strategies and resources may affect how motivation is effectively integrated into daily teaching practices. These challenges highlight the need to examine the experiences of Grade Five teachers in promoting integrative and instrumental motivation, as understanding these difficulties can inform more responsive and engaging pedagogical approaches that enhance student learning outcomes.

The main theme *Complexities in Sustaining Student Motivation* captures the multifaceted challenges encountered by Grade Five teachers in maintaining both instrumental and integrative motivation among learners. Teachers’ narratives reveal that sustaining motivation is not a straightforward process but one that requires continuous adjustment, responsiveness, and creativity due to varying learner characteristics, classroom dynamics, and instructional demands. These complexities highlight how motivation is influenced by both internal and external factors, requiring teachers to balance engaging strategies with meaningful learning experiences. This finding aligns with recent perspectives emphasizing that student motivation is dynamic and context-dependent, requiring adaptive and differentiated approaches in teaching (Ryan & Deci, 2022; Schunk & DiBenedetto, 2021).

Limited resources emphasize the importance of innovative and flexible teaching strategies. Teachers may utilize low-cost or no-cost approaches such as peer collaboration, storytelling, discussion-based activities, and experiential learning to compensate for the lack of materials. Research indicates that effective teaching does not solely depend on resources but also on the teacher’s ability to design meaningful and engaging learning experiences (Hattie, 2023).

These constraints highlight the need for institutional support in providing adequate teaching resources and infrastructure. Schools play a critical role in ensuring that teachers have access to the tools necessary for effective instruction. Investment in instructional materials, technology, and professional support can significantly enhance both teaching practices and student engagement. Literature suggests that resource-rich environments contribute to improved learning outcomes and more dynamic classroom interactions (UNESCO, 2022).

Table 2. Strategies Employed by Grade Five Teachers to Foster Instrumental and Integrative Motivation Among Students

Main Theme	Sub Themes	Significant Statements
Purposeful and Contextualized	Doing Goal-Oriented	“ <i>Gidisenyo nako ang mga buluhaton nga adunay klarong mga tumong aron masabtan sa mga estudyante kung unsa ilang ginatrabahoan ug ngano kini</i> ”

Motivational coping Strategies	Learning Tasks	<i>importante.”(IDI_I002)</i> [I design tasks with clear objectives so students understand what they are working toward and why it is important.] <i>“Gitabangan nako ang mga estudyante nga makita kung giunsa ang ilang paningkamot sa eskwelahan konektado sa ilang umaabot nga mga tumong ug oportunidad.”(IDI_I006)</i> [I help students see how their efforts in school are connected to their future goals and opportunities.] <i>“Ang pagtakda og klarong mga target ug pagmonitor sa progreso nagtabang sa mga estudyante nga magpabiling naka-focus ug motivated sa pagkab-ot sa ilang mga tumong.”(IDI_I009)</i> [Setting clear targets and monitoring progress keeps students focused and motivated to achieve their goals.]
	Performing Relevant Activities	<i>“Gidugtong nako ang mga leksyon sa tinuod nga kasinatian sa mga estudyante aron makarelata sila sa sulod ug makakita og kahulugan sa ilang ginakat-on.”(IDI_I001)</i> [I connect lessons to students’ real-life experiences so they can relate to the content and find meaning in what they are learning.] <i>“Ang paggamit sa storytelling ug mga kalihokan nga angay sa kultura nagtugot sa mga estudyante nga ipahayag ang ilang kaugalingon ug mas lawom nga ma-engganyo sa leksyon.”(IDI_I003)</i> [Using storytelling and culturally relevant activities allows students to express themselves and engage more deeply in the lesson.] <i>“Ang pag-integrate sa kultura sa mga leksyon makatabang sa mga estudyante nga ma-appreciate ang subject ug makapalambo og mas lig-on nga koneksyon niini.”(IDI_I005)</i> [Integrating culture into lessons helps students appreciate the subject and develop a stronger connection to it.]
	Fostering Collaborative Group Work	<i>“Ang mga group activities nagaengganyo sa mga estudyante sa pagbahin og mga ideya ug pagkat-on gikan sa usag usa, nga nagdugang sa ilang partisipasyon.”(IDI_I002)</i> [Group activities encourage students to share ideas and learn from one another, which increases their participation.] <i>“Ang kolaborasyon nagtugot sa mga estudyante nga magtinabangay, nga naghimo sa pagkat-on nga mas makadani ug dili kaayo makapahadlok.”(IDI_I004)</i> [Collaboration allows students to support each other, making learning more engaging and less intimidating.] <i>(“Ang hands-on nga mga buluhaton sa grupo makatabang sa mga estudyante nga magpabiling aktibong moapil ug maghimo sa leksyon nga mas makahulugan.”(IDI_I0010)</i>

		[Hands-on group tasks help students stay actively involved and make the lesson more meaningful.]
	Practicing Personalized Feedback Support	<i>“Ang paghatag og personalized nga feedback makatabang sa mga estudyante nga masabtan ang ilang mga kusog ug kung unsa pa ang ilang kinahanglan nga pauswagon.”(IDI_I002)</i> [Providing personalized feedback helps students understand their strengths and what they need to improve.] <i>“Kung ang feedback naka-focus sa indibidwal nga progreso, ang mga estudyante mahimong mas kumpiyansado ug mas motivated.”(IDI_I006)</i> [When feedback is focused on individual progress, students become more confident and motivated.] <i>“Ang espesipiko ug konstruktibo nga feedback makatabang sa mga learners nga magpabiling engaged ug mapaayo ang ilang performance.”(IDI_I008)</i> [Specific and constructive feedback helps learners stay engaged and improve their performance.]

The main theme *Purposeful and Contextualized Motivational Strategies* captures how Grade Five teachers intentionally design and implement motivation-driven approaches that are meaningful, relevant, and responsive to learners’ needs. Teachers’ narratives reveal that sustaining engagement requires more than isolated techniques; it demands purposeful planning and contextualization of learning experiences that connect with students’ goals, interests, and real-life situations. These strategies enable teachers to bridge instrumental and integrative motivation, ensuring that learners not only strive for achievement but also develop meaningful connections with the learning process. This finding aligns with recent perspectives emphasizing that contextualized and purposeful instruction enhances both motivation and engagement (Eccles & Wigfield, 2023; Reeve & Cheon, 2021).

Personalized feedback supports the development of self-regulation and reflective learning among students. By understanding their performance and progress, learners become more capable of setting goals, monitoring their learning, and making necessary adjustments. Studies indicate that individualized feedback plays a significant role in enhancing learners’ autonomy and responsibility in their learning journey (Carless & Winstone, 2023). Effective feedback practices contribute to a supportive classroom environment where learners feel valued and guided. When teachers provide consistent and meaningful feedback, students perceive that their efforts are recognized, which strengthens their motivation to participate and improve. Literature suggests that supportive feedback enhances both emotional engagement and academic achievement (Brookhart, 2022).

Table 3. Grade Five Teachers’ Perceptions on the Impact of Instrumental and Integrative Motivation on Students’ Classroom Engagement

Main Theme	Sub Themes	Sample Utterances
Motivation as a Driver of Active and Meaningful Engagement	Enhanced Participation Level	<i>“Ang mga estudyante mas lagmit nga aktibong moapil kung sila mamotivate pinaagi sa mga ganti, pagkilala, o klarong mga tumong.”(IDI_I002)</i> [Students tend to participate more actively when they are motivated by rewards, recognition, or clear goals.] <i>“Ang paghiusa sa mga insentibo ug makahuluganon nga mga kalihokan nagdugang sa kaandam sa mga estudyante sa pag-apil sa klase.”(IDI_I003)</i>

		[Combining incentives with meaningful activities increases students' willingness to engage in class.] <i>"Kung ang mga estudyante nasayod nga ang ilang paningkamot pagailhon, sila mahimong mas atentibo ug mas apil sa mga kalihokan."</i>(IDI_I006) [When students know their efforts will be recognized, they become more attentive and involved.]
	Improved Learning Outcomes	<i>"Kung ang mga estudyante engaged, mas mouswag ang ilang pagsabot ug mas maayo ang ilang performance sa mga buluhaton."</i>(IDI_I002) [When students are engaged, their understanding improves, and they perform better in their tasks.] <i>Ang mga estudyante nga tinuod nga interesado sa leksyon nagpakita og mas lawom nga pagsabot ug mas maayong performance."</i>_IDI_I004) [Students who are genuinely interested in the lesson demonstrate deeper understanding and better performance.] <i>"Ang intrinsic nga motibasyon nagdasig sa mga estudyante nga molapas sa simpleng paghuman sa mga buluhaton ug magpalambo sa ilang kuryosidad sa pagkat-on."</i>(IDI_I005) [Intrinsic motivation encourages students to go beyond completing tasks and develop curiosity in learning.]
	Increased Task Persistence	<i>"Ang mga estudyante nagpakita og mas dako nga paningkamot ug pagpadayon kung nasayod sila nga ang ilang trabaho nakaamot sa ilang grado."</i>(IDI_I003) [Students show more effort and persistence when they know their work contributes to their grades.] <i>"Kung ang mga learners adunay klarong mga tumong, kasagaran sila maningkamot ug magpabiling naka-focus sa paghuman sa ilang mga buluhaton."</i>(IDI_I007) [When learners have clear goals, they tend to work harder and stay focused on completing their tasks.] <i>"Ang mga motivated nga estudyante magpraktis balik-balik ug mangayo og feedback aron mapaayo ang ilang performance."</i>(IDI_I008) [Motivated students practice repeatedly and seek feedback to improve their performance.]
	Positive Classroom Behavior	<i>"Ang pagbahin sa personal nga mga kasinatian nagaengganyo sa mga estudyante nga maminaw, motahod sa uban, ug moapil sa makahuluganon nga paagi."</i> (IDI_I002) [Sharing personal experiences encourages students to listen, respect others, and participate meaningfully.]

		<i>“Ang makadani ug may kalabutan nga mga kalihokan nagpalambo sa kooperasyon ug pag-atensyon sa classroom.” (IDI_I004)</i> [Engaging and relevant activities promote cooperation and attentiveness in the classroom.] <i>“Kung interesado ang mga estudyante sa leksyon, sila moapil nga kumpiyansado ug makaimpluwensya usab sa uban nga moapil.” (IDI_I006)</i> [When students are interested in the lesson, they participate confidently and influence others to engage as well.]
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Grade Five teachers play a crucial role in shaping how motivation influences students’ classroom engagement, particularly as learners begin to develop clearer academic goals and personal interests. Within the classroom, instrumental motivation driven by rewards, performance, or future benefits and integrative motivation rooted in genuine interest and meaningful connection to learning interact in complex ways to affect how students participate, persist, and respond to instruction. Teachers, through their daily interactions and observations, are in a unique position to assess how these forms of motivation influence students’ attention, behavior, and overall engagement. Their perceptions provide valuable insights into which motivational approaches are most effective in encouraging active participation, sustaining interest, and promoting positive learning attitudes. Understanding these perspectives is essential in identifying how motivation can be strategically fostered to enhance classroom engagement and support more responsive and effective teaching practices at the Grade Five level.

The main theme *Motivation as a Driver of Active and Meaningful Engagement* captures how both instrumental and integrative motivation function as central forces in shaping students’ active participation and meaningful involvement in the learning process. Teachers’ narratives reveal that when learners are motivated whether through clear goals, personal relevance, or social connection they are more likely to engage cognitively, emotionally, and behaviorally in classroom activities. Motivation, therefore, is not merely an outcome but a driving mechanism that sustains attention, encourages persistence, and deepens learning experiences. This finding aligns with recent perspectives emphasizing that motivation is a key determinant of student engagement and academic success (Ryan & Deci, 2022; Eccles & Wigfield, 2023).

Positive classroom behavior is reinforced when students feel a sense of belonging and inclusion. When learners are encouraged to share, collaborate, and express themselves, they develop mutual respect and stronger interpersonal relationships. Studies indicate that supportive and inclusive classroom environments enhance both behavioral and emotional engagement among students (Wentzel & Ramani, 2022; Allen et al., 2022).

The findings suggest that teachers play a crucial role in modeling and reinforcing positive behavior through their instructional practices. By creating structured yet engaging learning experiences, teachers establish expectations that promote discipline, cooperation, and active participation. Literature supports that effective classroom management combined with engaging pedagogy leads to improved student behavior and learning outcomes (Emmer & Sabornie, 2023).

Implications And Future Directions

The findings illuminated how the intentional, consistent, and integrative application of motivational strategies significantly influences not only learners’ academic engagement but also their confidence, persistence, and overall learning behavior. Teachers’ lived experiences revealed that sustained exposure to motivation-driven instruction through goal-oriented tasks, personalized feedback, collaborative learning, and culturally relevant activities enabled students to develop both instrumental and integrative forms of motivation. These motivational orientations were not only understood conceptually but were also manifested in learners’ active participation, sustained effort, and meaningful involvement in classroom activities.

Moreover, the results underscored that the effectiveness of motivation-based instruction lies in its holistic and continuous integration across teaching practices, classroom management, and learning environments. Similar to how consistent feedback enhances academic performance, the regular reinforcement of motivation through clear goals, recognition, relevant activities, and supportive interactions strengthened students' engagement, self-regulation, and sense of responsibility toward their learning. Learners demonstrated measurable growth through increased participation, improved learning outcomes, heightened task persistence, and positive classroom behavior, reflecting their ability to translate motivation into active and meaningful engagement within the classroom context.

Implications

The results of the study carry several practical implications for teachers, particularly when interpreted within the context of motivation-driven instruction among Grade Five learners. First, teachers must prioritize the consistent and intentional reinforcement of both instrumental and integrative motivation to sustain student engagement. Similar to the role of timely feedback in academic learning, the regular use of clear goals, recognition, and meaningful learning experiences enables students to monitor their progress, remain focused, and adjust their efforts toward achieving learning objectives.

This aligns with Victor Vroom's Expectancy Theory of Motivation, which emphasizes that learners are more motivated when they believe their effort will lead to performance and valued outcomes. When teachers make learning expectations explicit and consistently provide feedback, students are more likely to develop stronger expectancy beliefs, which in turn sustain effort and persistence. Anchored in contemporary motivational frameworks, consistent reinforcement of both goal-oriented and interest-driven strategies provides learners with direction and purpose, guiding them toward active and sustained participation.

Second, motivational strategies must be actionable, experiential, and contextually grounded. Teachers are encouraged to go beyond routine instruction and instead design activities that allow students to meaningfully engage with the lesson content. From a sociocultural perspective, engagement is strengthened when learners interact within their environment and connect learning to real-life experiences. This is also consistent with Howard Gardner's Multiple Intelligence model, which posits that learners possess diverse intellectual strengths such as linguistic, interpersonal, kinesthetic, and logical abilities. Through collaborative tasks, culturally relevant activities, and reflective practices, teachers are able to address these varied intelligences, thereby increasing learner motivation and participation. Such differentiated engagement scaffolds students' learning experiences, gradually helping them transition from passive participation to active and self-directed learning, ensuring that motivation is not only stimulated but also meaningfully sustained in classroom practice.

Third, teachers should employ diverse and multimodal strategies in delivering instruction to address learners' varied motivational needs. Integrating group work, personalized feedback, interactive discussions, and contextualized learning experiences allows students to engage cognitively, emotionally, and behaviorally. This approach is reinforced by Edward Deci's Self-Determination Theory, which highlights the importance of supporting learners' needs for autonomy, competence, and relatedness. When students are given opportunities to make choices, demonstrate understanding, and collaborate with peers, they develop intrinsic motivation and a stronger sense of ownership over their learning. Just as varied feedback enhances academic performance, multiple motivational approaches create a more inclusive and responsive learning environment that fosters increased participation, deeper engagement, and continuous improvement, reinforcing the holistic nature of student motivation.

For students, the findings highlight the importance of developing self-regulation and reflective learning skills. Continuous exposure to motivation-driven instruction, combined with opportunities for feedback and reflection, enables learners to evaluate their performance, recognize their strengths, and identify areas for improvement. Within Vroom's Expectancy Theory framework, this process strengthens students' belief that effort leads to success, thereby increasing their willingness to persist in challenging tasks. This process fosters metacognitive awareness, where students become more responsible for their learning and more capable of sustaining effort and

engagement. Over time, learners demonstrate increased persistence, improved performance, and more meaningful participation in classroom activities.

The findings also resonate with growth-oriented perspectives of learning, where students view engagement and motivation as evolving processes. When teachers emphasize effort, progress, and improvement rather than solely outcomes, learners are more likely to embrace challenges, persist through difficulties, and develop intrinsic motivation. From a Self-Determination Theory perspective, such practices nurture autonomy and competence, strengthening resilience, confidence, and sustained interest in learning. At the same time, Gardner's Multiple Intelligences framework supports the idea that students thrive when instruction recognizes their unique strengths, allowing them to experience success through varied pathways of learning.

Furthermore, the development of motivational awareness is essential for students to fully benefit from instructional strategies. Motivational awareness involves the ability to understand, manage, and apply one's motivation in different learning contexts. Through structured and reflective learning experiences, students internalize motivational support provided by teachers and develop higher-order skills such as goal-setting, persistence, and self-directed learning. These competencies are consistent with Self-Determination Theory's emphasis on internalization of motivation, where external support gradually becomes self-regulated drive, contributing not only to academic success but also to learners' overall personal development.

Similarly, at the curriculum and policy level, the findings suggest the need to institutionalize structured and coherent motivation-based instructional frameworks. School leaders and curriculum planners are encouraged to embed motivational strategies across subjects, ensuring that engagement is systematically supported rather than inconsistently applied. Policies that support teacher training in motivational strategies, feedback practices, and differentiated instruction align strongly with Gardner's Multiple Intelligence model, which requires educators to recognize and respond to diverse learner profiles. Likewise, Expectancy Theory underscores the importance of clear performance standards and consistent reinforcement systems that strengthen students' belief in the value of effort.

Incorporating these insights, curriculum designers may establish clear guidelines for integrating motivation into instructional practices, ensuring that learning experiences are intentional, measurable, and aligned with educational goals. For instance, integrating goal-setting activities, feedback mechanisms, and collaborative learning tasks into lesson plans allows both teachers and students to monitor engagement and progress more effectively. Such structured approaches ensure that motivation is consistently fostered across different learning contexts while also supporting autonomy, competence, and diverse intelligences as emphasized by Deci, Gardner, and Vroom.

Finally, a motivation-driven curriculum supports the development of learners who are engaged, persistent, and self-directed. By fostering environments where motivation is consistently nurtured, reinforced, and applied, schools contribute to the development of individuals who are capable of active participation and meaningful learning. Overall, these implications affirm that motivation, when intentionally designed and systematically integrated, plays a crucial role in shaping students' engagement and academic success through the combined explanatory power of Expectancy Theory, Self-Determination Theory, and Multiple Intelligences Theory.

Future Directions

The potential future directions for research and practice based on the findings of *Instrumental and Integrative Motivation on Student Engagement: Lived Experiences of Grade Five Teachers On Teaching Excellence* highlight the need to further strengthen, expand, and sustain motivation-driven instructional practices across multiple stakeholders. While the study demonstrated that intentional, contextualized, and balanced use of instrumental and integrative motivation significantly enhances student engagement, several avenues remain open for deeper exploration. These directions aim to guide researchers, teachers, learners, parents, and the broader school community in optimizing and sustaining engagement-centered learning environments.

Grade Five Learners

Future research may examine how variations in the frequency, type, and intensity of motivational strategies influence learners' behavioral, emotional, and cognitive engagement across different subjects and learning contexts. Longitudinal studies could explore how sustained exposure to goal-oriented tasks, personalized feedback, and meaningful learning experiences contributes to the development of self-regulation, persistence, and intrinsic motivation over time. Additionally, future investigations may consider how individual learner characteristics such as prior achievement, interests, learning styles, and socio-cultural background interact with motivational strategies to influence engagement outcomes.

Teachers

Future studies could investigate the comparative effectiveness of diverse motivational approaches, including goal-setting strategies, culturally relevant instruction, collaborative learning, and feedback-based interventions. Research may also focus on professional development programs that equip teachers with skills in designing purposeful and contextualized motivational strategies. Exploring how teachers balance instrumental and integrative motivation in real classroom settings can provide practical insights for enhancing instructional effectiveness. Moreover, examining how teachers sustain consistent student engagement amidst challenges such as time constraints, diverse learner needs, and limited resources would further strengthen implementation practices.

Parents

Future directions may explore how parental involvement supports and reinforces student motivation at home. Studies could examine strategies that help parents encourage goal-setting, persistence, and positive attitudes toward learning beyond the classroom. Investigating how home-based support, communication patterns, and parental expectations influence students' motivation and engagement can help bridge the gap between school-based instruction and real-life learning experiences. Strengthening this alignment between school and home environments may significantly enhance students' sustained engagement and academic success.

School Community

Future research could investigate the impact of school-wide motivation frameworks and engagement-driven policies on students' participation, performance, and classroom behavior. Studies may explore collaborative approaches involving teachers, administrators, parents, and community partners in creating supportive and motivating learning environments. Additionally, examining the effectiveness of institutional initiatives such as recognition programs, learner support systems, and engagement-centered curricula can provide insights into how schools can develop coherent and consistent systems for sustaining student motivation.

Future Researchers

There is a strong opportunity to expand research on motivation and engagement across different educational levels, subject areas, and cultural contexts. Future studies may examine the long-term impact of motivational strategies on learners' academic performance, persistence, and lifelong learning attitudes. Additionally, researchers may explore the interaction between instructional practices, classroom environment, and learner characteristics in shaping engagement outcomes. Investigating more systematic and reliable methods of measuring student engagement and motivation can also contribute to evidence-based practices. Such research will provide valuable insights for curriculum development, teacher training, and educational policy, ultimately advancing the goal of fostering motivated, engaged, and self-directed learners.

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