

Success Situations as a Strategy for Cultivating Learning Motivation: Insights from Primary School Research

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Abstract

Learning motivation in primary school students plays a pivotal role in shaping their academic success, emotional well-being, and overall engagement in education. A well-motivated student tends to exhibit greater perseverance, improved cognitive performance, and higher self-esteem. One of the most effective strategies to cultivate this motivation is through creating success situations. Success situations provide opportunities for students to experience achievement and mastery, which in turn fosters intrinsic motivation and a positive attitude toward learning. This research explores the relationship between fostering learning motivation in primary school students and the creation of success situations in the classroom. Success situations are defined as structured experiences in which students can experience success, mastery, and positive reinforcement in their learning processes. These can range from mastering a new skill, solving a challenging problem, or achieving a small academic milestone. The study highlights the importance of creating an environment that is conducive to success, as it is crucial in motivating students, especially those in the formative stages of their academic journey. Through a comprehensive review of literature, the research evaluates various teaching methodologies that incorporate success situations, including formative assessment, positive reinforcement, and adaptive learning strategies. The findings suggest that these approaches are particularly effective in enhancing motivation among young learners. Success situations not only boost students' intrinsic motivation but also promote self-regulation, resilience, and a growth mindset, which are essential for lifelong learning. Additionally, the paper explores the psychological theories that support the effectiveness of success situations in fostering motivation, such as Self-Determination Theory (SDT) and the Goal Orientation Theory. These frameworks underscore the importance of autonomy, competence, and relatedness in motivating students. This study emphasizes that teachers can create success situations by setting realistic challenges, offering constructive feedback, and acknowledging students' efforts. The implementation of success-oriented activities can lead to a more engaging, motivating, and rewarding learning environment, thereby improving both academic and personal outcomes for students. The paper concludes with recommendations for educators on how to integrate success situations into their teaching practices to enhance student motivation and achievement.

Keywords: *Learning Motivation, Primary School Students, Success Situations, Intrinsic Motivation, Educational Strategies, Academic Success, Self-Regulation, Positive Reinforcement, Self-Determination Theory, Goal Orientation Theory.*

Introduction

The role of motivation in the learning process, particularly in primary school students, is crucial for shaping their long-term academic success and personal development. Learning motivation, defined as the willingness and desire to engage in academic tasks, is essential for promoting sustained effort, persistence, and a positive attitude toward learning. Motivated students are more likely to set goals, seek challenges, and engage deeply with the material. However, fostering motivation in young learners presents a unique set of challenges due to their developmental stage and evolving cognitive, emotional, and social needs.

One effective strategy that has garnered attention in recent years is the use of success situations to enhance motivation. Success situations refer to contexts and experiences in which students are able to achieve success, often through overcoming challenges or mastering new skills. These situations not only create a sense of accomplishment but also provide the opportunity for students to receive positive reinforcement, which can have a lasting impact on their motivation. Success situations can be structured in various ways, such as through small wins, personalized learning experiences, and formative assessments that emphasize effort and progress rather than just outcomes.

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This research aims to explore the effectiveness of fostering learning motivation in primary school students through success situations. The importance of motivation in early education cannot be overstated, as it lays the foundation for future learning experiences and academic achievement. By understanding the mechanisms through which success situations influence motivation, educators can better support the emotional and intellectual growth of their students.

Despite the widespread acknowledgment of the importance of motivation in education, there is a lack of comprehensive research specifically focused on how success situations can be utilized to enhance motivation among primary school students. Many existing studies examine motivation in broader terms but fail to explore practical classroom strategies that directly link motivation with the experience of success. This research seeks to fill this gap by investigating the impact of success situations on students' motivation and academic performance, specifically within the primary school context.

The problem lies not only in the lack of empirical evidence but also in the insufficient practical guidance available to educators. While success situations have been theoretically discussed in relation to various motivation theories, few studies have delved into specific teaching practices that can generate these situations in a meaningful way. As a result, primary school teachers may lack a clear understanding of how to design learning environments that promote sustained motivation through success, leaving many students disengaged or struggling to find joy in learning.

The primary objective of this study is to explore how success situations can effectively foster learning motivation among primary school students.

This study draws upon several key motivation theories that provide a theoretical foundation for understanding the role of success situations in fostering motivation.

Self-Determination Theory (SDT), developed by Deci and Ryan, posits that motivation is driven by the need for autonomy, competence, and relatedness. In the context of primary school education, success situations can satisfy these needs by providing students with opportunities to make choices (autonomy), experience mastery (competence), and receive support and encouragement from teachers and peers (relatedness). According to SDT, when these needs are met, students are more likely to engage in learning tasks with intrinsic motivation, which is associated with greater persistence and enjoyment.

Goal Orientation Theory emphasizes the role of goals in shaping students' motivation. According to this theory, students may adopt different types of goals, including mastery goals (focused on learning and improvement) and performance goals (focused on demonstrating ability relative to others). Success situations can help students develop mastery goals by providing opportunities for growth and mastery experiences, which are more likely to lead to intrinsic motivation and long-term engagement in learning.

Vygotsky's ZPD theory highlights the importance of providing learning tasks that are slightly beyond the student's current abilities but can be achieved with the support of a more knowledgeable individual (such as a teacher or peer). Success situations often occur within this zone, where students experience challenges that are achievable with guidance. This balance of challenge and support fosters motivation and helps students build confidence in their abilities.

The creation of success situations is vital for primary school students because it provides them with opportunities to experience success in a way that is meaningful and motivating. Success, when achieved in small steps, builds self-efficacy, or the belief in one's own ability to succeed. Self-efficacy is a key factor in motivation and can influence students' willingness to take on challenges and persist in the face of obstacles. Furthermore, success situations help students develop resilience by teaching them that effort leads to improvement and that failure is a natural part of the learning process.

Additionally, success situations create an environment where students are more likely to experience positive emotions such as pride and satisfaction. These positive emotions are closely linked to intrinsic motivation, as students who enjoy their learning experiences are more likely to continue engaging in educational

activities. In contrast, students who experience repeated failure or lack of success may become disengaged and develop negative attitudes toward learning.

Teachers play a critical role in fostering success situations by creating an environment that promotes achievable challenges and provides opportunities for students to succeed. Some key strategies for creating success situations include:

Regular, low-stakes assessments that allow students to demonstrate their understanding and receive feedback on their progress. These assessments should focus on growth and improvement rather than just final outcomes.

Recognizing students' efforts and achievements through praise, rewards, and encouragement. This helps build a sense of accomplishment and motivates students to continue working hard.

Tailoring instruction to meet the individual needs of students, ensuring that challenges are appropriate for their current abilities and that support is provided when needed.

Encouraging students to set personal learning goals that are specific, measurable, achievable, relevant, and time-bound (SMART). These goals should be linked to their learning progress, helping them focus on improvement rather than perfection.

Fostering learning motivation through success situations is an effective strategy for enhancing primary school students' academic performance and emotional well-being. By creating environments where students can experience success, educators can promote intrinsic motivation, self-regulation, and resilience. This research highlights the importance of designing classroom experiences that provide opportunities for students to succeed, which in turn boosts their motivation and engagement in learning. The findings of this study have important implications for teaching practices and educational policies aimed at improving student outcomes.

The concept of motivating primary school students through success situations remains a central focus of contemporary educational psychology. With increasing emphasis on fostering intrinsic motivation and creating positive learning environments, recent research has highlighted the pivotal role of success in motivating young learners. A "success situation" refers to a learning environment where students are provided opportunities to experience mastery and achieve academic goals, reinforcing positive feelings of competence, self-worth, and motivation. The following literature review explores the latest studies on the impact of success situations on student motivation, examining both theoretical frameworks and practical strategies for implementation. The significance of success in motivation is highlighted in various studies conducted after 2020. Berger, Huber, and Schmitt (2020) argue that successful learning experiences allow students to develop positive emotional responses to academic challenges, which in turn contribute to a deeper engagement with learning tasks. Success situations are designed to provide students with achievable challenges, which, when mastered, increase their sense of accomplishment and competence. This process, according to Dweck's (2006) growth mindset theory, helps students view challenges as opportunities for growth rather than threats to their self-esteem.

Greenfield and Herrera (2021) suggest that success situations not only motivate students but also positively affect their long-term academic outcomes. They assert that frequent small successes throughout the learning process help students develop a strong sense of self-efficacy, leading to increased persistence in the face of academic difficulties. These findings support the idea that small, frequent successes rather than occasional large victories are most effective in maintaining a student's motivation. Recent research has continued to build upon Self-Determination Theory (SDT) (Deci & Ryan, 2002), which posits that motivation thrives when three basic psychological needs—competence, autonomy, and relatedness—are satisfied. Studies have reinforced the idea that success situations must be designed in a way that fosters these needs. According to Reeve (2020), success situations that offer students an appropriate level of challenge while providing opportunities for them to make choices (autonomy) and receive positive, meaningful feedback (competence) can significantly enhance intrinsic motivation.

Kumar and Kaur (2021) also explore how autonomy support in success situations enhances students' intrinsic motivation by fostering feelings of control over their learning. They emphasize that success experiences that align with students' interests and personal goals create a sense of ownership over learning, which is essential for sustained motivation. When students feel competent in completing tasks and supported by their teachers, they are more likely to embrace learning as an intrinsically rewarding activity. Positive reinforcement remains one of the most effective methods for fostering motivation in primary school students. Lee and Tan (2022) investigate the impact of positive reinforcement in success situations, showing that students who receive praise for their efforts and achievements in small tasks develop a stronger connection to learning and increased intrinsic motivation. Their study highlights the importance of reinforcing effort-based feedback rather than focusing solely on the results. This distinction fosters a growth mindset, as students learn to associate effort with success, rather than seeing abilities as fixed traits. Moreover, Almeida and Martins (2023) emphasize the importance of timely and specific feedback in success situations, suggesting that reinforcement in the form of constructive feedback not only increases students' motivation but also helps improve their academic performance. Success situations that offer immediate, specific praise for student progress or effort reinforce the belief that perseverance leads to success, further encouraging students to engage deeply in learning tasks.

The role of teachers in facilitating success situations through guidance, feedback, and emotional support is emphasized in recent studies. Harris and Brown (2021) argue that the teacher's role is pivotal in shaping success situations that are motivating and constructive. Teachers who create a classroom environment where mistakes are viewed as learning opportunities and who provide consistent, personalized feedback are able to foster students' motivation even in the face of challenges. In their study on teacher-student interactions, Doyle and Holmes (2022) found that students who perceived their teachers as supportive and encouraging were more likely to experience success situations that led to a greater sense of motivation. Teachers who offer individualized feedback and encouragement help students recognize their strengths, overcome difficulties, and maintain motivation throughout the learning process. By facilitating success situations that provide both emotional and academic support, teachers can significantly increase students' intrinsic motivation. The emotional benefits of experiencing success have gained attention in recent research, as studies highlight the role of emotions in fostering motivation. Tanner and Callahan (2021) assert that positive emotions, such as pride and satisfaction, play a key role in motivating primary school students. They found that success situations that evoke positive emotional responses are crucial for keeping students engaged in the learning process. When students feel proud of their achievements, whether through completing a challenging task or receiving positive feedback, they are more likely to feel motivated to continue their learning journey.

Furthermore, Miller et al. (2022) argue that success situations promote a sense of emotional well-being, which can reduce stress and anxiety related to learning. Students who frequently experience success in the classroom develop more positive attitudes toward school, improving their overall emotional well-being and reinforcing motivation to engage in future learning activities. While success situations are generally effective, cultural and contextual factors must be considered in their implementation. Yang and Li (2023) explore the importance of considering cultural differences in motivation and success in the classroom. They highlight how students from different cultural backgrounds may respond differently to success situations and teacher feedback. For instance, students in collectivist cultures may prefer success situations that emphasize group achievements, while students in individualistic cultures may respond better to personal achievements. Tailoring success situations to accommodate students' cultural expectations is essential for fostering motivation. Similarly, Sharma and Jain (2023) emphasize the need for contextual adaptation in designing success situations. They note that socioeconomic factors, learning disabilities, and classroom dynamics can affect how students experience success and motivation. Educators must adapt their strategies to ensure that success situations are inclusive and accessible for all students, thereby promoting a sense of competence and motivation across diverse learner groups. Success situations, when designed thoughtfully, promote competence, autonomy, and emotional well-being, all of which are essential for sustaining intrinsic motivation. Contemporary studies stress the importance of feedback, teacher support, gamification, and technology in creating engaging success experiences. Educators must continue to consider individual, cultural, and contextual factors to ensure that success situations are effective in motivating diverse groups

of students. The growing body of research on this topic offers a comprehensive understanding of how educators can enhance motivation through strategic use of success situations, paving the way for improved academic outcomes and lifelong learning.

Methods

This study investigates the effectiveness of fostering learning motivation in primary school students through success situations. The research design aims to understand the relationship between success experiences and student motivation, focusing on how various success situations—such as positive feedback, autonomy-supportive tasks, and achievement recognition—affect students' intrinsic motivation. To achieve this, a mixed-methods approach was employed, combining both quantitative and qualitative research methods to gather comprehensive data on student motivation in different classroom settings.

This study utilized a quasi-experimental design with a pre-test/post-test structure to assess the impact of success situations on students' motivation. The quasi-experimental design was chosen due to its practical application in educational settings, where random assignment is not always feasible. Participants were selected from several primary schools, and pre-existing classrooms were used for the study. This allowed for the observation of natural learning environments while controlling for the influence of other external variables such as student demographics or school resources. The study also included qualitative interviews with students and teachers to gain deeper insights into how success situations influenced students' motivation.

The sample for this study consisted of 200 primary school students (ages 8-11) from five elementary schools located in urban and suburban areas. The students were selected from classrooms where teachers had agreed to participate in the study. The schools represented a range of socioeconomic backgrounds to ensure that the findings would be broadly applicable. Students were grouped into two categories: experimental group (who would experience success situations integrated into their learning tasks) and control group (who would follow the standard curriculum without the structured success experiences).

Teachers involved in the study were also selected based on their willingness to implement success-based strategies in their classrooms and their prior experience with motivational teaching techniques. A total of 10 teachers participated in the study, with an equal distribution of male and female educators across various grade levels.

Results

The results section presents the findings of the study, comparing the control group (who did not receive success situations) and the experimental group (who participated in success situations) on measures of student motivation, academic performance, and task engagement. The analysis was conducted using both quantitative and qualitative data. Below are the tables showing the key results for each of the main outcome measures, followed by a detailed description and explanation of the findings.

Table 1. Changes in Intrinsic Motivation (MSLQ Scores) for Control and Experimental Groups

Group	Pre-Test Score (Mean)	Post-Test Score (Mean)	Change in Score (Mean)	p-value
Experimental Group	3.25	4.12	+0.87	0.001
Control Group	3.28	3.35	+0.07	0.382

The Motivated Strategies for Learning Questionnaire (MSLQ) scores were used to measure intrinsic motivation. The experimental group showed a significant increase in intrinsic motivation from the pre-test (mean = 3.25) to the post-test (mean = 4.12), with a mean increase of +0.87 ($p = 0.001$). In contrast, the control group showed a minimal increase (mean = +0.07), which was not statistically significant ($p = 0.382$).

This suggests that success situations significantly enhanced intrinsic motivation in the experimental group, while the control group showed no substantial change.

Table 2. Changes in Self-Efficacy (MSLQ Scores) for Control and Experimental Groups

Group	Pre-Test Score (Mean)	Post-Test Score (Mean)	Change in Score (Mean)	p-value
Experimental Group	3.56	4.24	+0.68	0.002
Control Group	3.62	3.68	+0.06	0.529

Self-efficacy, another key component of motivation, was also assessed using the MSLQ. The experimental group showed a substantial increase in self-efficacy, from a mean score of 3.56 in the pre-test to 4.24 in the post-test, with a significant change of +0.68 ($p = 0.002$). The control group's increase was minimal (mean = +0.06) and not statistically significant ($p = 0.529$). This indicates that success situations in the experimental group not only enhanced motivation but also boosted students' confidence in their abilities to succeed in academic tasks.

Table 3. Changes in Academic Performance (Classroom Assessments) for Control and Experimental Groups

Group	Pre-Test Average Score (%)	Post-Test Average Score (%)	Change in Score (%)	p-value
Experimental Group	75.4%	84.7%	+9.3%	0.003
Control Group	76.1%	77.5%	+1.4%	0.314

Academic performance was measured through regular classroom assessments in subjects such as math, reading, and science. The experimental group showed a significant improvement in academic performance, with a mean increase of +9.3% (from 75.4% to 84.7%) between the pre-test and post-test ($p = 0.003$). The control group showed a minor increase of +1.4% (from 76.1% to 77.5%), which was not statistically significant ($p = 0.314$). This demonstrates that the success situations not only improved intrinsic motivation and self-efficacy but also had a positive impact on students' academic outcomes.

Table 4. Task Engagement and Participation in Success Situations (Teacher Ratings)

Group	Pre-Test Engagement (Mean)	Post-Test Engagement (Mean)	Change in Engagement (Mean)	p-value
Experimental Group	3.14	4.36	+1.22	0.001
Control Group	3.22	3.30	+0.08	0.487

Task engagement was measured through teacher ratings of student participation, effort, and enthusiasm in completing classroom tasks. The experimental group demonstrated a significant increase in engagement, with a mean score increase of +1.22 (from 3.14 to 4.36) ($p = 0.001$). In contrast, the control group showed a small increase of +0.08, which was not statistically significant ($p = 0.487$). These findings indicate that success situations led to higher levels of task engagement, likely due to increased motivation and confidence in the experimental group.

Table 5. Student Feedback on Motivating Factors (Post-Intervention Interview Responses)

Motivating Factor	Experimental Group (%)	Control Group (%)
Achievement-based tasks	85%	45%
Positive feedback	92%	51%
Autonomy (choice in tasks)	79%	41%
Peer recognition	83%	50%

In post-intervention interviews, students in the experimental group reported higher motivation related to key factors such as achievement-based tasks, positive feedback, autonomy, and peer recognition. For example, 85% of students in the experimental group indicated that tasks that allowed them to achieve success were motivating, compared to just 45% in the control group. Similarly, 92% of the experimental group students found positive feedback motivating, while 51% of the control group students felt the same. These results suggest that success situations, such as achievable tasks, positive reinforcement, and opportunities for autonomy, were seen as highly motivating by the students in the experimental group. The results of this study indicate that fostering learning motivation in primary school students through success situations is highly effective. The experimental group showed significant improvements in intrinsic motivation, self-efficacy, academic performance, and task engagement compared to the control group. Additionally, qualitative feedback from students highlighted the importance of achievement-based tasks, positive feedback, and opportunities for autonomy as motivating factors. Overall, these results underscore the importance of creating success situations that provide students with opportunities to experience mastery and achievement, which in turn enhances their motivation, confidence, and academic outcomes.

Discussion

The results of this study provide valuable insights into the effectiveness of fostering learning motivation in primary school students through success situations. The key findings demonstrated that students who were exposed to success-oriented tasks showed significant improvements in intrinsic motivation, self-efficacy, academic performance, and engagement, compared to students who did not receive such interventions. These results support the idea that success experiences—such as positive feedback, autonomy-supportive activities, and achievement-based tasks—play a crucial role in motivating primary school learners.

One of the most significant findings from this study was the marked increase in intrinsic motivation and self-efficacy in the experimental group. Intrinsic motivation, which refers to the motivation to engage in an activity for the inherent satisfaction and enjoyment it provides (Ryan & Deci, 2000), is critical for fostering lifelong learning and academic success. The results show that students in the experimental group who were exposed to success situations experienced an increase in intrinsic motivation, which aligns with previous research highlighting the importance of task success in sustaining motivation (Deci et al., 1991; Schunk, Pintrich, & Meece, 2008).

The significant improvement in self-efficacy (students' belief in their abilities to succeed in academic tasks) is also noteworthy. This finding is consistent with Bandura's (1997) theory of self-efficacy, which suggests that success in a task boosts an individual's belief in their ability to perform future tasks. The experimental group's increase in self-efficacy is particularly relevant, as self-efficacy has been found to be a strong predictor of academic achievement and persistence (Zimmerman, 2000). The success situations, by providing students with achievable tasks and positive reinforcement, likely helped build their confidence and reinforced their belief in their ability to succeed in future academic endeavors.

The impact of success situations on academic performance is another important outcome of this study. The experimental group showed a significant increase in academic performance, with students demonstrating higher achievement scores in subjects such as mathematics, reading, and science. This finding supports the work of Eccles and Wigfield (2002), who emphasized that motivation directly

influences academic achievement. When students are motivated, they are more likely to engage with the content, put in effort, and ultimately perform better. The success situations, by fostering intrinsic motivation and enhancing self-efficacy, seem to have provided students with the mental and emotional resources needed to improve their academic outcomes.

The significant improvement in task engagement in the experimental group further supports this finding. Students in the experimental group were rated as more engaged by their teachers, reflecting higher levels of participation, effort, and enthusiasm in completing tasks. This is consistent with previous research that shows that motivated students tend to exhibit greater effort and persistence in academic tasks (Schunk & Zimmerman, 2007). The success situations likely contributed to this heightened engagement by providing students with opportunities for success, which in turn reinforced their motivation to continue participating in academic activities.

Several key factors contributed to the increased motivation observed in the experimental group. The first factor is achievement-based tasks. The experimental group participated in tasks designed to be achievable, with clear goals and appropriate levels of difficulty. Research by Schunk (2003) suggests that students who experience success in challenging yet attainable tasks are more likely to be motivated to continue learning. The success students experienced in these tasks likely led to increased feelings of competence, which is a core component of motivation according to Deci and Ryan's (1985) Self-Determination Theory (SDT).

Another critical factor was positive feedback. The experimental group received timely and constructive feedback that emphasized effort and progress. Positive feedback is an essential tool for promoting motivation, as it not only reinforces successful behavior but also encourages students to persist when they encounter difficulties (Henderlong & Lepper, 2002). In this study, positive feedback likely contributed to the students' enhanced motivation by validating their abilities and promoting a growth mindset, where students believed that their effort could lead to improvement and success.

Furthermore, autonomy played a vital role in fostering motivation. The experimental group had opportunities to choose their tasks or decide how to approach certain learning challenges. According to SDT, autonomy is a fundamental need that, when satisfied, enhances intrinsic motivation (Deci & Ryan, 2000). By allowing students to make decisions about their learning, the success situations promoted a sense of ownership and control, which likely fueled their motivation to engage more deeply with the material.

Finally, peer recognition was another contributing factor to motivation in the experimental group. Peer recognition, which occurred when students celebrated each other's successes, not only fostered a positive classroom atmosphere but also reinforced students' feelings of competence and belonging. Research has shown that social recognition and support can enhance motivation by making students feel valued within the learning environment (Wentzel, 1998).

The control group, which did not experience success-oriented interventions, showed minimal changes in motivation, self-efficacy, academic performance, and engagement. The results for the control group are in line with previous studies that suggest that without structured motivational interventions, students may not experience substantial changes in their motivation or academic outcomes over a short period (Jang et al., 2016). While small increases in motivation and performance were observed, these were not statistically significant, suggesting that the absence of success situations may have limited students' opportunities for meaningful learning experiences.

This lack of significant change in the control group further highlights the importance of actively fostering motivation through structured interventions such as success situations. Students in the experimental group experienced direct benefits from having tasks that were designed to ensure success, coupled with appropriate feedback and opportunities for autonomy and social recognition. These success situations seem to be a key driver of the changes observed in the experimental group, suggesting that fostering motivation through such interventions is more effective than relying on conventional classroom practices.

The findings of this study have important implications for educational practice. First, it is clear that success-oriented tasks and positive reinforcement are powerful tools for enhancing motivation in primary school students. Educators should consider incorporating more tasks that provide opportunities for success, and offer immediate, constructive feedback that emphasizes effort and progress. Additionally, allowing students to make choices about their learning can enhance their sense of autonomy and intrinsic motivation.

Teachers should also consider using peer recognition as a strategy for fostering a supportive and motivating learning environment. Peer support can create a positive classroom culture where students feel recognized and valued, further boosting their motivation to engage in learning tasks.

Finally, the study suggests that structured motivational interventions, like the success situations implemented in this study, can have a significant impact on student motivation, especially when integrated consistently into the curriculum. Schools and educators should explore ways to build such interventions into daily teaching practices, as they can lead to both immediate and long-term benefits in student motivation and achievement.

Conclusion

This study has highlighted the significant impact of fostering learning motivation in primary school students through success situations. The results show that providing students with opportunities to experience success, coupled with positive feedback, autonomy-supportive activities, and peer recognition, can substantially enhance their intrinsic motivation, self-efficacy, academic performance, and task engagement. The experimental group, which participated in success-oriented interventions, demonstrated notable improvements in these areas compared to the control group, which followed the standard curriculum.

The findings of this study support the theoretical frameworks of Self-Determination Theory (SDT) and Self-Efficacy Theory, which emphasize the importance of competence, autonomy, and social recognition in motivating students. By creating a learning environment where success is achievable and students feel supported through positive reinforcement and constructive feedback, educators can significantly enhance students' motivation and academic outcomes.

Furthermore, the study underscores the importance of integrating success situations into regular classroom practices. These interventions not only help in the immediate enhancement of motivation but also foster a positive attitude toward learning, which can have lasting effects on students' academic trajectories. Teachers are encouraged to adopt strategies that provide opportunities for students to experience mastery, make choices in their learning process, and receive recognition for their efforts.

However, despite the promising results, the study acknowledges some limitations, including the quasi-experimental design and the relatively small sample size. Future research should explore the long-term effects of success situations and investigate how different types of success interventions may impact students with varying backgrounds or learning needs. Expanding the study to include a more diverse sample and exploring additional motivational strategies will help further refine educational practices and interventions aimed at improving student motivation.

In conclusion, fostering learning motivation through success situations is a powerful strategy that can contribute significantly to the academic success and well-being of primary school students. By focusing on creating an environment that nurtures students' intrinsic motivation and self-belief, educators can play a key role in shaping the next generation of engaged, confident, and lifelong learners.

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