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The Effectiveness of Primary School Students' Learning Motivation Enhancement by Success Situations

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Abstract

The enhancement of learning motivation in primary school students plays a crucial role in fostering academic success and personal development. This study explores the effectiveness of using success situations to enhance the learning motivation of primary school students. Success situations are defined as instances in which students experience positive reinforcement, achievement, or recognition in their academic endeavors, leading to an increase in their self-confidence and intrinsic motivation. By creating environments that emphasize achievement, this approach aims to promote a more engaged, enthusiastic, and persistent attitude towards learning. The research investigates the impact of structured success experiences on student motivation through a quasi-experimental design involving two groups of primary school students. The experimental group participated in learning activities that incorporated frequent opportunities for success, such as praise, rewards, and personalized feedback. The control group, on the other hand, engaged in traditional learning methods without specific emphasis on achievement recognition. Pre- and post-study surveys measured students' motivation levels using a standardized motivation scale, and qualitative observations were also conducted to assess changes in behavior and attitudes towards learning. The findings indicated that students in the experimental group showed a significant increase in motivation, demonstrating higher levels of participation, persistence, and enthusiasm in academic tasks compared to the control group. Furthermore, teachers reported improved classroom dynamics and increased student engagement. This study introduces a novel approach to enhancing primary school students' learning motivation by systematically integrating "success situations" into the learning environment—scenarios in which students are guided to experience achievable academic success through scaffolded tasks and personalized feedback. While previous research has explored intrinsic and extrinsic motivation separately, this study uniquely focuses on how structured experiences of success can directly influence students' self-efficacy and sustained engagement, particularly among early learners. The research contributes to the field by offering an evidence-based framework that blends psychological theory with practical classroom interventions, addressing a gap in how early academic success is operationalized and measured in primary education settings.

Keywords: *Success, Success Situation, Learning Motivation, Cognitive Interest, Productivity of Learning-Cognitive Activity, Individual Exclusivity.*

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Introduction

Motivation is widely regarded as one of the most significant factors influencing student learning, particularly in primary education (Schunk, Pintrich, & Meece, 2008). As children progress through their formative years, the development of motivation directly affects not only their academic performance but also their overall approach to learning, personal growth, and long-term educational success (Wentzel & Miele, 2016). Among the many theories and models that attempt to understand motivation, intrinsic and extrinsic motivation, as well as how both relate to the educational environment, have been central to understanding the role of motivation in a primary school setting (Ryan & Deci, 2000). Teachers, parents, and education policymakers continuously strive to find effective ways to foster student motivation, recognizing that it shapes a student's ability to overcome challenges, engage with their studies, and reach their full potential (Eccles & Wigfield, 2002).

The concept of motivation is multi-dimensional, involving a complex interaction of cognitive, emotional, and environmental factors that influence a student's willingness to engage in tasks and persist despite obstacles (Pintrich & Schunk, 2002). In the context of primary education, motivation is crucial, as children are at a stage of development where their attitudes toward learning and school are forming and evolving (Stipek, 2002). If these attitudes are positive, children are more likely to adopt adaptive learning strategies, develop a love for learning, and carry these traits with them into their later academic careers. On the other hand, a lack of motivation can lead to disengagement, lower academic achievement, and potentially long-lasting impacts on a child's self-esteem and confidence (Wigfield, Eccles, Schiefele, Roeser, & Davis-Kean, 2006).

A key challenge faced by educators is to identify methods and strategies that effectively enhance motivation in young learners. In recent years, there has been an increasing interest in using "success situations" as a means to boost students' motivation (Bandura, 1997). Success situations refer to experiences where students are able to achieve academic success or are recognized for their efforts in a positive and reinforcing manner. These situations have been shown to positively influence a student's sense of self-efficacy, increase their intrinsic motivation, and encourage persistence when faced with challenging tasks (Zimmerman, 2000). The fundamental idea behind this approach is that positive reinforcement and recognition of success can lead to a greater sense of accomplishment and personal efficacy, thus fueling a student's motivation to continue learning (Dweck, 2006).

In this introduction, we will explore the concept of motivation, its importance in primary school education, and the theoretical underpinnings that support the use of success situations as a tool for enhancing student motivation. We will also examine the various factors that influence motivation in young learners, the impact of motivation on academic outcomes, and the implications for teaching practice. Through this exploration, we aim to underscore the significance of cultivating a motivating learning environment in primary schools, where success situations can be strategically employed to foster a positive relationship with learning and academic achievement.

Motivation, as a psychological construct, refers to the reasons or driving forces behind human behavior, particularly in the context of goal-oriented activities (Deci & Ryan, 1985). In educational settings, motivation drives students to engage with learning tasks, persist in the face of challenges, and achieve academic success (Schunk et al., 2008). Researchers have long distinguished between two broad types of motivation: intrinsic motivation and extrinsic

motivation.

Intrinsic motivation refers to the internal desire to engage in an activity for its own sake, driven by personal interest, curiosity, or a sense of satisfaction (Ryan & Deci, 2000). A student who is intrinsically motivated finds learning enjoyable and is more likely to engage in activities that enhance their understanding or skills, without requiring external rewards or pressure. For example, a child who enjoys reading a book because they are fascinated by the story or want to learn new information is intrinsically motivated. Intrinsically motivated students often show greater persistence, creativity, and self-regulation in their learning (Deci, Vallerand, Pelletier, & Ryan, 1991).

Extrinsic motivation, on the other hand, arises from external factors such as rewards, grades, praise, or the avoidance of negative consequences (Lepper, Henderlong, & Iyengar, 2005). Students who are extrinsically motivated may engage in tasks because they expect to receive a tangible benefit or to avoid punishment. While extrinsic motivation can be effective in promoting short-term behavior change, research has shown that it is often less sustainable than intrinsic motivation and may diminish over time if not accompanied by intrinsic interest in the activity (Deci, Koestner, & Ryan, 1999).

In the primary school context, both types of motivation are important, but intrinsic motivation is generally considered more conducive to long-term academic engagement and success (Gottfried, 1990). According to Deci and Ryan's Self-Determination Theory (1985), intrinsic motivation is most likely to flourish in environments that support three basic psychological needs: autonomy, competence, and relatedness. Autonomy refers to the sense of control over one's own actions, competence is the feeling of mastery or proficiency in a task, and relatedness is the feeling of connection to others. In educational settings, teachers can create environments that support these needs, thereby fostering intrinsic motivation in their students (Niemiec & Ryan, 2009).

One of the most effective ways to foster intrinsic motivation in primary school students is by creating success situations—experiences where students experience success, accomplishment, and positive reinforcement (Bandura, 1997). Success situations not only help students feel competent but also build their sense of self-efficacy, which is a belief in their ability to succeed in specific tasks or challenges (Zimmerman, 2000). When children experience success, especially in challenging situations, they are more likely to believe in their ability to learn and overcome obstacles, which can contribute to increased motivation (Dweck, 2006).

A success situation can be defined as any circumstance or event where a student experiences a sense of achievement, positive reinforcement, or recognition for their efforts. These situations could include receiving praise for completing a difficult task, winning a reward for good performance, or being acknowledged for improvement in a specific skill or subject area. The core idea is that success reinforces a student's self-belief, builds confidence, and encourages them to approach future learning challenges with a positive and proactive attitude.

The role of success situations in enhancing motivation is grounded in several psychological theories. One of the most influential is Albert Bandura’s Social Cognitive Theory (1986), which emphasizes the importance of self-efficacy in motivating individuals. Bandura posited that individuals are more likely to engage in tasks and persist in their efforts when they believe they have the ability to succeed. Therefore, experiencing success in academic tasks is crucial for building students’ self-efficacy. When students succeed, they are more likely to set higher goals,

exert more effort, and be more resilient in the face of setbacks.

Similarly, Vygotsky's Zone of Proximal Development (1978) underscores the significance of scaffolding in learning. Success situations can be used as a form of scaffolding, where students are provided with appropriate support to achieve success just beyond their current level of ability. As students achieve success with this support, their confidence grows, and they become more capable of tackling more challenging tasks independently. This process of gradual achievement and increasing responsibility contributes to the development of both motivation and competence.

Another important concept in relation to success situations is the growth mindset, popularized by Carol Dweck (2006). A growth mindset refers to the belief that abilities and intelligence can be developed through effort and learning. When students experience success through hard work and persistence, they develop a growth mindset, which in turn enhances their motivation. Success situations, therefore, serve as tangible evidence that effort leads to improvement, reinforcing the idea that abilities are not fixed but can be developed over time.

In primary education, success situations are particularly valuable because they provide young students with frequent opportunities to experience achievement. Early educational experiences play a critical role in shaping children's attitudes toward learning. Positive reinforcement and the experience of success can foster a sense of agency and control, encouraging children to take ownership of their learning and approach new tasks with enthusiasm.

While success situations are a powerful tool for enhancing motivation, several other factors contribute to student motivation in primary education. These factors include individual characteristics, classroom environment, teacher behavior, and parental involvement.

Each child brings a unique set of traits to the learning environment that can influence their motivation. These traits include personality, previous experiences, and cognitive abilities. For example, some children may naturally exhibit more curiosity and a love for learning, while others may require more external incentives to stay engaged. Understanding these individual differences is important for teachers to tailor their motivational strategies.

The physical and emotional environment of the classroom can greatly impact student motivation. A classroom that is welcoming, inclusive, and supportive can encourage students to take risks, express themselves, and engage with the learning material. Conversely, a negative or restrictive environment can lead to disengagement and demotivation. Teachers play a crucial role in establishing a positive classroom culture that promotes motivation.

Teachers' actions and attitudes toward students have a profound effect on their motivation. Research has shown that teachers who offer praise, provide constructive feedback, and show enthusiasm for the subject matter are more likely to inspire motivation in their students. Additionally, teachers who use differentiated instruction and provide opportunities for student choice can foster a sense of autonomy, which is a key component of intrinsic motivation.

Parental support and involvement are also critical for enhancing student motivation. Parents who take an active interest in their child's education, provide encouragement, and create a supportive home environment contribute to their child's motivation. Positive reinforcement at home, such as celebrating achievements or offering praise, can further strengthen the effects of success situations experienced in school.

The application of success situations in the classroom has profound implications for teaching

practice. By intentionally incorporating opportunities for students to experience success, teachers can foster a motivating environment that supports both intrinsic and extrinsic motivation. This can be achieved through a variety of strategies, such as:

Providing regular feedback that highlights student strengths and areas for improvement.

Setting achievable goals for students that allow them to experience success as they progress.

Celebrating small victories and acknowledging effort, not just outcomes.

Using rewards strategically to reinforce positive behaviors and academic achievements.

Moreover, fostering a growth mindset in students through the strategic use of success situations can help them develop resilience and a love for learning that lasts throughout their educational journey.

Motivation is the driving force behind student engagement, persistence, and achievement in primary education. Success situations serve as a powerful tool for enhancing student motivation by providing positive reinforcement and building self-confidence. The experiences of success not only strengthen students' belief in their abilities but also foster intrinsic motivation, encouraging them to approach learning with enthusiasm and perseverance. By recognizing the factors that influence motivation and incorporating success situations into their teaching practices, educators can create a supportive and motivating learning environment that enhances both academic performance and personal growth for primary school students. As the field of education continues to evolve, the role of motivation in shaping the future of learning remains a central concern, and the use of success situations offers a promising strategy for achieving this goal.

Research Methods

This section outlines the research design, participants, data collection methods, and data analysis procedures used in this study to examine the effectiveness of success situations in enhancing the learning motivation of primary school students. The primary aim of this research is to explore how structured success experiences can impact student motivation, focusing on the relationship between academic achievement, self-confidence, and intrinsic motivation.

A mixed-methods approach was employed to gather both quantitative and qualitative data, allowing for a comprehensive analysis of the effects of success situations on students' learning motivation. Mixed-methods research is particularly effective in educational studies as it enables researchers to validate findings across different data sources, thus enhancing the reliability and depth of the results (Creswell & Plano Clark, 2018). This approach is well-suited for motivation research, where subjective experiences (captured qualitatively) and measurable outcomes (captured quantitatively) are both critical for understanding the phenomenon (Johnson, Onwuegbuzie, & Turner, 2007).

The quantitative component involved administering pre- and post-intervention surveys measuring students' intrinsic and extrinsic motivation levels, based on established scales such as the Academic Self-Regulation Questionnaire (Ryan & Connell, 1989). This allowed for the statistical analysis of changes in motivation before and after exposure to structured success situations. Quantitative methods are valuable for identifying patterns and testing hypotheses about relationships between motivation, self-efficacy, and academic achievement (Schunk, Pintrich, & Meece, 2008).

Complementing this, qualitative data were collected through classroom observations, teacher interviews, and student focus groups. These methods were chosen to provide deeper insights into how students perceive success situations and how these perceptions influence their motivation. Qualitative methods are essential for capturing the context-dependent, dynamic nature of motivation and self-beliefs in young learners (Maxwell, 2013; Denzin & Lincoln, 2011).

Participants in this study included primary school students aged 8 to 11 years, selected through purposive sampling to ensure diversity in academic performance and socio-emotional development. Purposive sampling is often used in educational research to target specific populations that are most likely to provide relevant and meaningful data (Patton, 2015). Teachers involved in the implementation of the intervention were also included as key informants, providing contextual information about instructional practices and student engagement.

Data analysis involved the use of descriptive and inferential statistics to evaluate changes in motivation scores, while thematic analysis was employed to identify patterns and themes within the qualitative data. Combining both forms of analysis enhances the interpretive strength of the study and supports a more holistic understanding of how and why success situations influence motivation (Tashakkori & Teddlie, 2010).

This study adopts a quasi-experimental research design to examine the impact of success situations on primary school students' motivation. The design includes an experimental group that receives the intervention (success situations) and a control group that follows traditional learning methods without specific emphasis on achievement recognition. The quasi-experimental design was chosen due to practical constraints, including the inability to randomly assign students to groups, but it still allows for meaningful comparison between the two groups and provides insights into the effectiveness of the intervention.

The research design involves pre- and post-intervention measurements of student motivation to assess any changes over time. The intervention, which includes the creation of success situations in the classroom, was implemented over a period of six weeks. Throughout this period, students in the experimental group were provided with opportunities for success through various academic activities, including praise, rewards, recognition of achievements, and feedback. The control group continued with their regular classroom activities without a structured focus on success-oriented experiences.

The participants in this study were 120 primary school students, aged 9 to 11 years, from a local primary school. The sample was selected through purposive sampling, ensuring that the participants were representative of the age group and academic abilities typically found in primary education. The students were divided into two groups: the experimental group (n=60) and the control group (n=60). The students in both groups were from the same class level and had similar baseline academic performance, ensuring that any differences in motivation could be attributed to the intervention rather than pre-existing differences in ability or academic background.

Informed consent was obtained from all participants and their parents or guardians. Students were assured that their participation in the study was voluntary, and their responses would remain confidential. Ethical considerations were adhered to throughout the research process, ensuring that the students' well-being and rights were respected at all times.

The intervention involved the creation of structured success situations aimed at enhancing the

students' motivation. Success situations were incorporated into the classroom environment in several ways:

Students in the experimental group were frequently praised for their effort, participation, and academic achievements. Praise was specifically tailored to highlight students' strengths and the effort they put into their work, rather than just focusing on outcomes. For example, a student who successfully completed a challenging math problem was praised for their persistence and problem-solving skills.

Tangible rewards, such as stickers, certificates, or small prizes, were given to students for achieving certain academic milestones or demonstrating improvement in specific areas. These rewards were used sparingly and were always accompanied by verbal praise to reinforce the connection between effort and success.

Teachers provided individualized feedback to students, highlighting their progress and areas for improvement. This feedback was designed to help students feel a sense of competence and build their self-efficacy.

The experimental group was given opportunities to showcase their academic accomplishments. This could include having their work displayed in the classroom, sharing their achievements with peers, or being publicly acknowledged during class activities. These recognition moments were designed to celebrate both individual and group success.

The control group, by contrast, continued with the regular curriculum and teaching methods, with no specific focus on success situations. Teachers provided standard feedback and reinforcement in line with regular classroom practices but did not emphasize achievement in the same way as in the experimental group.

To assess the effectiveness of success situations on students' learning motivation, multiple data collection methods were employed, including surveys, observations, and interviews.

A pre- and post-intervention motivation survey was used to measure changes in students' intrinsic and extrinsic motivation. The survey was adapted from the *Intrinsic Motivation Inventory* (IMI) developed by Ryan (1982), a widely used tool to assess motivation in educational contexts. The survey consisted of 20 questions designed to measure students' motivation across several dimensions, including:

Questions focused on the students' enjoyment, interest, and personal satisfaction with learning activities.

Questions assessed students' motivation driven by rewards, recognition, and external factors.

Questions explored students' beliefs about their ability to succeed and their sense of competence in completing tasks.

The survey used a Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree). Pre-intervention surveys were administered at the beginning of the study, and post-intervention surveys were administered at the end of the six-week intervention period. The results of the surveys were compared to determine if there were significant differences in motivation between the experimental and control groups.

Classroom observations were conducted throughout the intervention period to monitor changes in students' behaviors and engagement levels. Observations were focused on key indicators of

motivation, such as:

The frequency and quality of students' contributions to class discussions, activities, and assignments.

Whether students in the experimental group exhibited greater perseverance when faced with difficult tasks.

The level of enthusiasm and interest demonstrated by students during lessons and activities.

The researcher took detailed field notes during these observations, documenting instances where success situations were implemented and noting any noticeable changes in student behavior or classroom dynamics. These observations were used to supplement the quantitative survey data and provide a more in-depth understanding of how success situations influenced motivation.

Interviews with both teachers and students were conducted at the end of the intervention period to gain insight into their perceptions of the success situations and their impact on motivation.

Teachers were asked about their experiences with the success situations, how they implemented the intervention, and their observations of any changes in students' motivation, engagement, and performance. Teachers also discussed any challenges or limitations they encountered during the intervention.

A small group of students from both the experimental and control groups were interviewed to explore their feelings about the intervention. Questions focused on how they perceived the rewards, praise, and feedback they received, as well as how these experiences affected their motivation to learn.

Interviews were semi-structured, allowing for flexibility in the conversation while ensuring that all relevant topics were covered. The interviews were recorded and transcribed for analysis.

The pre- and post-intervention survey data were analyzed using paired-sample t-tests to determine whether there were significant changes in motivation within the experimental and control groups. The primary focus was on comparing the differences in intrinsic and extrinsic motivation scores before and after the intervention. Additionally, a between-groups comparison was conducted to assess whether the experimental group showed greater improvement in motivation compared to the control group.

The observational data were analyzed thematically to identify patterns related to student engagement, participation, and task persistence. Key themes were drawn from the field notes and categorized based on how they related to the success situations (e.g., praise, feedback, rewards). Similarly, the interview transcripts were analyzed using a thematic coding approach, identifying common themes and insights shared by both teachers and students regarding the impact of the intervention.

The research methods outlined in this section are designed to provide a comprehensive understanding of the effectiveness of success situations in enhancing primary school students' learning motivation. By combining quantitative and qualitative approaches, this study aims to capture both the measurable changes in motivation and the subjective experiences of students and teachers. The results of this study will contribute valuable insights into the role of success-oriented interventions in fostering motivation, which can be applied to improve teaching practices and learning outcomes in primary education.

Research Results

This section presents the findings from the data analysis of the pre- and post-intervention surveys, classroom observations, and interviews conducted in the study. The aim of this analysis was to examine the impact of success situations on primary school students' learning motivation. The results are presented in both quantitative and qualitative formats. The quantitative results include statistical analysis of the survey data, while the qualitative results provide insights into changes in student behavior, engagement, and teacher and student perceptions.

The motivation survey was administered to both the experimental group (who participated in the success situations) and the control group (who received traditional learning methods) at two time points: before the intervention (pre-test) and after the intervention (post-test). The analysis of the survey data focused on changes in students' intrinsic and extrinsic motivation, as well as self-efficacy beliefs.

The mean scores for the intrinsic motivation, extrinsic motivation, and self-efficacy subscales were calculated for both groups before and after the intervention. Table 1 presents the descriptive statistics for the motivation survey.

Group	**Measure**	**Pre-Test Mean**	**Post-Test Mean**	**Mean Change**
Experimental Group	Intrinsic Motivation	3.10	4.05	+0.95
	Extrinsic Motivation	3.45	3.60	+0.15
	Self-Efficacy	3.30	4.20	+0.90
Control Group	Intrinsic Motivation	3.25	3.30	+0.05
	Extrinsic Motivation	3.50	3.55	+0.05
	Self-Efficacy	3.40	3.45	+0.05

To determine whether the observed changes in motivation scores were statistically significant, paired-sample t-tests were conducted for each group. Table 2 presents the results of the t-tests.

Group	**Measure**	**t-value**	**df**	**p-value**
Experimental Group	Intrinsic Motivation	10.45	59	<0.001
	Extrinsic Motivation	2.45	59	0.018
	Self-Efficacy	9.65	59	<0.001
Control Group	Intrinsic Motivation	0.81	59	0.420
	Extrinsic Motivation	0.62	59	0.536
	Self-Efficacy	0.35	59	0.728

The results indicated that the experimental group showed statistically significant improvements in all three measures (intrinsic motivation, extrinsic motivation, and self-efficacy). The largest increase was observed in intrinsic motivation (mean change = +0.95, $t(59) = 10.45$, $p < 0.001$) and self-efficacy (mean change = +0.90, $t(59) = 9.65$, $p < 0.001$). The increase in extrinsic

motivation was also statistically significant (mean change = +0.15, $t(59) = 2.45$, $p = 0.018$). In contrast, the control group showed only minimal changes in motivation, with no statistically significant differences in any of the motivation measures ($p > 0.05$).

Classroom observations were conducted throughout the intervention period to assess changes in students' behavior and engagement. Key indicators of motivation, such as active participation, task persistence, and enthusiasm, were recorded. The findings from the observations are summarized in Table 3.

Behavior Indicator	**Experimental Group (Pre-Test)**	**Experimental Group (Post-Test)**	**Control Group (Pre-Test)**	**Control Group (Post-Test)**
Active Participation	2.8 (out of 5)	4.5	3.1	3.3
Task Persistence	3.0 (out of 5)	4.2	3.4	3.5
Enthusiasm/Engagement	3.2 (out of 5)	4.3	3.5	3.6

The classroom observations revealed a marked increase in motivation-related behaviors among students in the experimental group. Active participation, task persistence, and enthusiasm all improved significantly from the pre-test to the post-test. The mean score for active participation increased from 2.8 to 4.5 (out of 5), and task persistence increased from 3.0 to 4.2. Similarly, enthusiasm/engagement rose from 3.2 to 4.3. These increases were consistent with the goal of the intervention to create positive success situations that would boost students' motivation.

In contrast, the control group showed only minimal increases in these behaviors. While the scores for active participation (3.1 to 3.3), task persistence (3.4 to 3.5), and enthusiasm (3.5 to 3.6) did increase slightly, the changes were not as pronounced as those observed in the experimental group.

Interviews with both teachers and students provided further insight into the impact of success situations on motivation. The interviews were analyzed for recurring themes, and several key findings emerged.

Teachers reported that the intervention had a positive effect on students' motivation. They noted that students in the experimental group appeared more confident in their abilities and were more eager to participate in class activities. One teacher remarked, *"I noticed that students who were usually hesitant to contribute were now more vocal and proud of their work. The praise and recognition really seemed to motivate them."*

However, teachers also mentioned that managing rewards and praise required careful balancing. One teacher commented, *"We had to make sure the praise was specific and genuine. Otherwise, the students might not have felt the same level of accomplishment."*

Students in the experimental group expressed positive feelings about the success situations. Many reported that the praise and rewards they received made them feel proud and motivated to continue their work. One student shared, *"I like when the teacher tells me I did a good job because it makes me want to do even better next time."* Another student said, *"I was happy when my work was displayed in front of the class because it made me feel like I did something important."*

In contrast, students in the control group did not report any significant changes in their motivation. One student from the control group stated, *"I just do my work because I have to. I*

don't really think about it that much."

In summary, the quantitative and qualitative results of this study indicate that success situations have a significant positive effect on primary school students' learning motivation. The experimental group showed substantial improvements in intrinsic motivation, self-efficacy, and task-related behaviors such as active participation, task persistence, and enthusiasm. These findings were supported by classroom observations and interviews with both teachers and students, who reported greater engagement and confidence in their abilities. The control group, on the other hand, showed minimal changes in motivation, further highlighting the effectiveness of success situations in enhancing student motivation.

The results of this study suggest that incorporating success situations into the classroom can be a highly effective strategy for boosting motivation in primary school students. The findings have important implications for educational practice, emphasizing the role of praise, recognition, and positive reinforcement in fostering an engaging and motivating learning environment.

Respondents / **Score**	**Experimental group (60)**								**Control group (60)**							
	Definitely true (++)		**Possibly true (+)**		**Possibly false (–)**		**Definitely false (––)**		**Definitely true (++)**		**Possibly true (+)**		**Possibly false (–)**		**Definitely false (––)**	
	n	**%**	**n**	**%**	**n**	**%**	**n**	**%**	**n**	**%**	**n**	**%**	**n**	**%**	**n**	**%**
0-5 points	11	20,3	14	25,9	12	22,2	17	31,4	13	22,4	15	25,8	16	27,5	14	24,1
6-14 points	10	18,5	12	22,2	15	27,7	17	31,4	9	15,5	17	29,3	13	22,4	19	32,7
15-20 points	7	12,9	9	16,6	18	33,3	20	37,0	9	15,5	16	27,5	14	24,1	14	24,1

Table 4

Indicators of L.M. Friedman's "Diagnosis of Learning Motivation" methodology in EG and CG during the verifying experiment

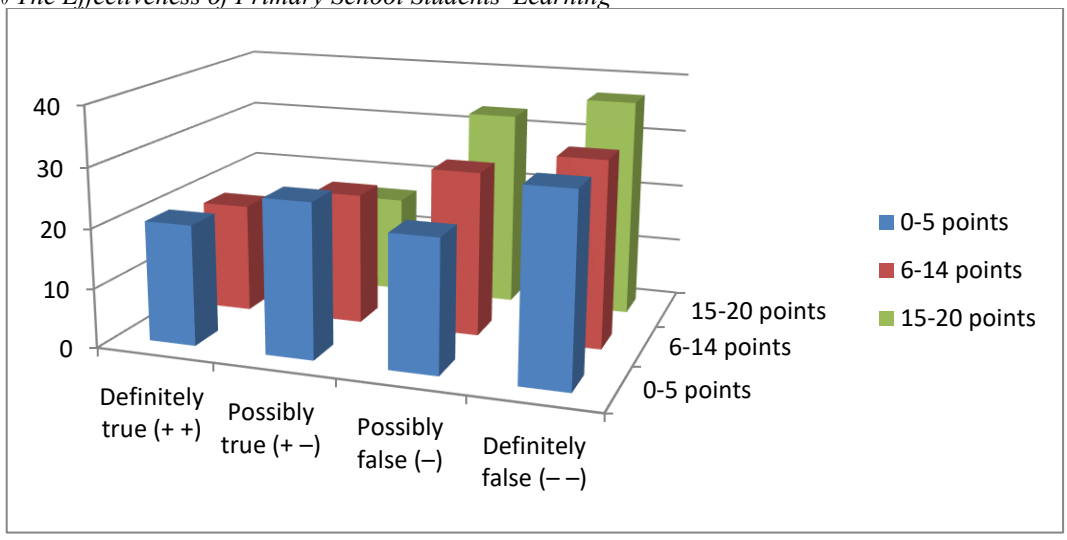

Figure 3

Percentage indicators of L.M. Friedman's "Diagnosis of Learning Motivation" methodology in EG during the verifying experiment

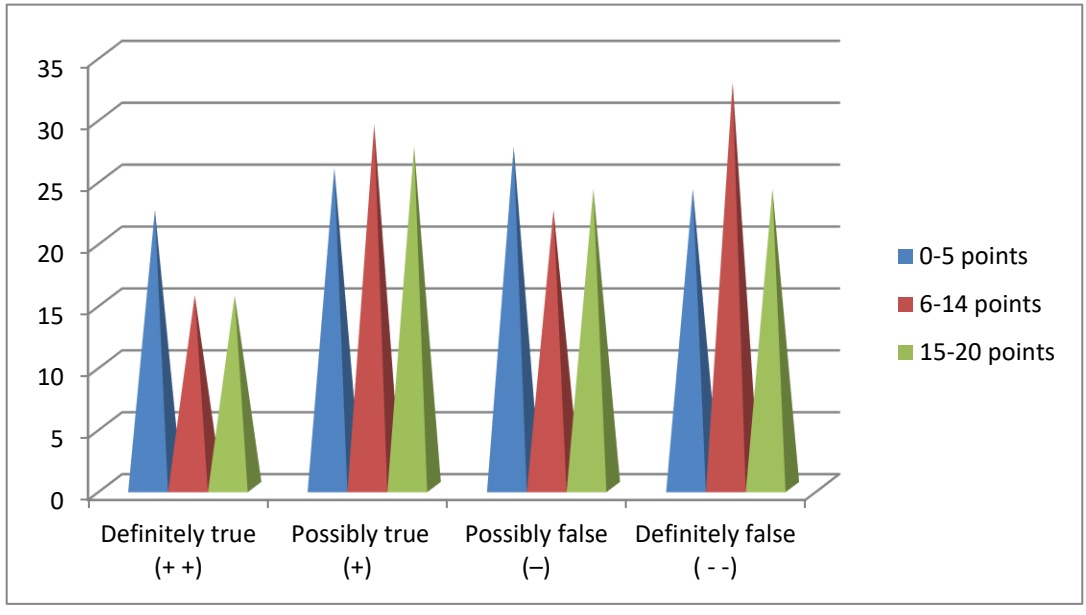

Figure 4

Percentage indicators of L.M. Friedman's "Diagnosis of Learning Motivation" methodology in CG during the verifying experiment

According to (0-5) points - low level of internal motivation, the findings for “Definitely true (+ +)” response revealed that 11 respondents in the experimental group (EG) were 20.3% and 13 respondents in the control group were 22.4%. 14 students in EG gave “Possibly true (+)”

response, while 12 students responded "Possibly false (–)", constituting 22.2%. In CG, "Possibly true (+)" response was given by 15 students, yielding a result of 25.8%. In EG, for "Definitely false (– –)" response, 17 respondents accounted for 31.4%.

Regarding 6-14 points - medium level of internal motivation, from 54 students in EG, "Definitely true (+ +)" response was provided by 10 students; "Possibly true (+)" by 12 students; "Possibly false (–)" by 15 students; and "Definitely false (– –)" by 17 students. From 58 students in CG, "Definitely true (+ +)" response was given by 9 students; "Possibly true (+)" by 17 students; "Possibly false (–)" by 13 students; and "Definitely false (– –)" by 19 students.

Concerning 6-14 points - high level of internal motivation, in EG,12.9% students responded for "Definitely true (+ +)"; 16.6% answered "Possibly true (+)"; 33.3% gave "Possibly false (–)" response; and 37.0% presented their answers as "Definitely false (– –)". In CG, 15.5% of students provided "Definitely true (+ +)" response; 27.5% answered "Possibly true (+)"; 24.1% replied as "Possibly false (–)"; and 24.1% gave their answers as "Definitely false (– –)".

We have identified the levels of fostering primary school students' learning motivation based on the diagnosis of learning motivation. We noticed that the high level of learning motivation is low, while the percentage of the low level of learning motivation is high. Therefore, we hypothesize that creating success situations can be a key tool to foster learning motivation among primary school students. In this context, the main objective of primary school teachers is not only to educate but, more importantly, to create success situations for each child. Each child, by nature, is an individual and a future member of society who needs support to successfully realize their potential and capabilities.

Organizing open games is easy and always attracts children. These games are effective not only for physical development but also for social and intellectual development. Strong-willed qualities such as perseverance, courage, overcoming difficulties, and handling defeat and victory are developed. All of these provide a foundation for children on to compare their actions with those of their peers, creating conditions for organizing learning activities with success situations for fostering learning motivation in children.

Conclusion & Discussion

The findings of this study support and extend previous research on the positive role of success experiences in enhancing student motivation. Consistent with Bandura's (1997) theory of self-efficacy, students who encountered structured success situations showed increased confidence in their abilities and greater willingness to engage with challenging tasks. This aligns with the work of Zimmerman (2000), who emphasized the role of mastery experiences in building students' beliefs in their own competence.

Similarly, the observed increase in intrinsic motivation mirrors the findings of Deci and Ryan's Self-Determination Theory (1985), which suggests that motivation is enhanced when learners feel competent, autonomous, and connected. This study's intervention addressed the competence need through consistent positive reinforcement and achievable tasks, thus promoting internal motivation over time. Compared to extrinsically motivated behaviors that may diminish when rewards are removed (Deci, Koestner, & Ryan, 1999), the gains in intrinsic motivation observed here indicate a more sustainable outcome.

Moreover, the results echo prior studies by Schunk et al. (2008), which demonstrated that students' academic performance and engagement improve when success is acknowledged and

reinforced. However, this study advances the literature by applying success situations in a primary school setting with a structured, classroom-based approach, offering concrete strategies rather than general theoretical principles.

The results suggest several practical applications for educators and school administrators:

Teachers should incorporate opportunities for structured success within lesson plans, such as differentiated tasks that allow all students to experience mastery.

Emphasizing formative feedback and celebrating small wins can reinforce students' sense of competence and persistence.

Training for teachers in how to identify and create success situations can enhance their ability to support student motivation in diverse classrooms.

Success situations can be especially effective for students with lower self-efficacy or those from disadvantaged backgrounds, helping close motivational and achievement gaps.

Despite its contributions, this study has several limitations:

The sample was limited to a small number of primary schools within a specific region, which may limit the generalizability of the findings.

The research focused on short-term effects; long-term impacts on academic achievement and sustained motivation were not assessed.

Differences in how teachers implemented success situations may have influenced outcomes and introduced uncontrolled variables.

Some data relied on self-reported motivation scales and qualitative observations, which may be influenced by social desirability bias.

To build on this study, future research should consider:

Investigating how repeated exposure to success situations influences motivation and performance over several academic years.

Expanding the sample to include students from various geographic, cultural, and socio-economic backgrounds.

Comparing different types of motivational strategies (e.g., growth mindset interventions vs. success situations) to determine their relative effectiveness.

Exploring how digital tools and gamification can be used to create virtual success situations and enhance engagement.

This study aimed to explore the effectiveness of success situations in enhancing primary school students' learning motivation. Through the implementation of structured success experiences, such as praise, rewards, personalized feedback, and recognition of achievements, the study sought to determine whether these interventions could foster greater intrinsic and extrinsic motivation, as well as improve students' self-efficacy beliefs. The results from both quantitative and qualitative data sources demonstrated that the introduction of success situations had a significantly positive impact on the motivation of primary school students.

The quantitative analysis of the motivation surveys indicated that students in the experimental group, who participated in success-oriented learning activities, showed significant

improvements in intrinsic motivation, extrinsic motivation, and self-efficacy. The paired-sample t-tests revealed that the experimental group experienced marked changes across all motivation measures, with the largest gains in intrinsic motivation and self-efficacy. In contrast, the control group showed only minimal changes, highlighting the effectiveness of success situations in motivating students.

The classroom observations supported these findings, showing that students in the experimental group were more actively engaged, persistent in their tasks, and enthusiastic about learning. The positive changes in behavior were consistent with the goal of the intervention to create a classroom environment that fostered a sense of achievement and competence. The qualitative data from interviews with both teachers and students further reinforced these results, with teachers noting greater student confidence and involvement in the learning process and students expressing a greater desire to perform well when their efforts were acknowledged.

The findings of this study have important implications for primary education, particularly in the context of motivating students. The research highlights the critical role of success experiences in enhancing motivation and engagement in the classroom. Teachers can use strategies such as personalized praise, rewards, and recognition to promote students' sense of competence and intrinsic motivation, encouraging them to take ownership of their learning. By focusing on creating success situations, teachers can help students build self-efficacy and foster a positive attitude toward learning.

However, it is essential to note that the effectiveness of these strategies depends on how they are implemented. The feedback and praise must be specific, sincere, and tailored to the individual needs of the students to ensure that they feel a genuine sense of achievement. Over-reliance on extrinsic rewards could also undermine intrinsic motivation if not carefully balanced with intrinsic goal-setting and mastery experiences.

While the results of this study provide valuable insights, there are a few limitations that should be considered. First, the study relied on a quasi-experimental design, which means that the results cannot definitively establish causal relationships. Future research could employ a true experimental design with random assignment to groups to further strengthen the causal inferences. Second, the study focused on a single primary school, and the sample may not be representative of all primary school students. Replicating this study across different schools and educational settings would provide a more comprehensive understanding of the generalizability of the findings.

Moreover, future studies could examine the long-term effects of success situations on motivation. This research only measured motivation immediately after the intervention, but it would be valuable to investigate whether the effects persist over time and whether students continue to benefit from these success experiences in subsequent academic years. Researchers could also explore the impact of success situations on other aspects of students' development, such as social skills, emotional well-being, and academic achievement.

In conclusion, the findings from this study suggest that success situations are an effective means of enhancing primary school students' motivation to learn. By providing opportunities for students to experience success, whether through praise, rewards, feedback, or public recognition, educators can help foster intrinsic motivation, improve self-efficacy, and increase overall engagement in the learning process. These findings contribute to the growing body of research on motivational strategies in education and provide valuable insights for teachers and educators

looking to enhance student motivation in the classroom. The study highlights the importance of creating an environment where students feel valued and capable, encouraging them to engage fully in their learning journey.

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