

Enhancing Learning Motivation through Success-Oriented Pedagogy: Evidence from Primary School Education

Sabila Abzhanova¹, Saule Nurgali², Meslimkhan Aidarova³, Dinara Aitenova⁴, Sarbassova Arailim⁵, Aktilek Ergeshalikyzy⁶, Zhorukbayeva Meiramgul⁷, Aichurok Ergeshalikyzy⁸

¹PhD student of Abai Kazakh National Pedagogical University, Dostyk ave.13, 050010, Almaty, Kazakhstan, <https://orcid.org/0000-0001-9891-3913>

² Corresponding author, candidate of pedagogical sciences, Abay Kazakh National Pedagogical university, Address: 050050 The Republic of Kazakhstan, Almaty City, <https://orcid.org/0000-0002-6679-9578>

³Candidate of pedagogical sciences, Batken State university, Batken city, Kyrgyz Republic

⁴phd, Shymkent university, Shymkent, Kazakhstan, Corresponding author

⁵PhD, KIMEP University Almaty, Kazakhstan, Corresponding author

⁶Candidate of pedagogical sciences, Batken State university, Batken city, Kyrgyz Republic

⁷Candidate of pedagogical sciences, Semay medical university

⁸Candidate of pedagogical sciences, Batken State university, Batken city, Kyrgyz Republic

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ABSTRACT:

Learning motivation remains one of the most significant determinants of academic achievement and personal development in primary education. Contemporary educational research increasingly emphasizes the importance of creating psychologically supportive learning environments in which children experience regular academic success. The present study examines the effectiveness of success-oriented pedagogy as a strategy for enhancing learning motivation among primary school students. Success-oriented pedagogy refers to instructional approaches that deliberately create situations in which learners perceive their efforts as meaningful and experience attainable success through differentiated instruction, positive feedback, collaborative learning, and formative assessment. The study employed a mixed-methods research design involving 240 primary school students and 28 teachers from six public schools. Quantitative data were collected using standardized motivation questionnaires and classroom observation protocols, while qualitative data were obtained through semi-structured teacher interviews and student focus groups. The findings demonstrate that systematic implementation of success-oriented instructional strategies significantly increases intrinsic motivation, classroom participation, academic confidence, and persistence in solving learning tasks. Students exposed to success-oriented teaching demonstrated higher levels of self-efficacy, reduced learning anxiety, and greater willingness to participate in collaborative activities than students receiving traditional instruction. Teachers also reported noticeable improvements in classroom climate,

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student engagement, and interpersonal communication. The study confirms that creating consistent experiences of success represents an effective pedagogical mechanism for strengthening learning motivation during the early years of schooling. The results contribute to contemporary educational psychology by highlighting the interaction between emotional well-being, motivational development, and instructional design. Practical recommendations are proposed for integrating success-oriented pedagogical practices into teacher education programs and primary school curricula.

Keywords: learning motivation; success-oriented pedagogy; primary education; intrinsic motivation; self-efficacy; formative assessment; educational psychology; student engagement.

I. INTRODUCTION

Developing sustainable learning motivation has become one of the central objectives of modern educational systems. Educational reforms implemented worldwide increasingly recognize that successful schooling depends not only on curriculum quality but also on learners' emotional engagement, psychological well-being, and confidence in their own abilities. Motivation influences cognitive activity, academic persistence, creativity, problem-solving, and lifelong learning competencies. Consequently, identifying effective pedagogical strategies capable of fostering stable motivation during the early years of schooling remains a priority within educational research.

Primary school represents a particularly sensitive developmental stage because children's attitudes toward learning are formed during these years. Positive educational experiences established in the first years of schooling frequently determine subsequent academic achievement, self-esteem, and educational aspirations. Conversely, repeated experiences of failure may reduce intrinsic motivation, increase school anxiety, and negatively influence long-term educational trajectories (Eccles & Wigfield, 2020).

Educational psychologists argue that motivation develops through the interaction of cognitive, emotional, and social factors. Learners become more motivated when educational environments satisfy their psychological needs for competence, autonomy, and social belonging. This perspective is reflected in Self-Determination Theory, which

explains that intrinsic motivation increases when students perceive themselves as capable, supported, and actively involved in meaningful learning activities (Ryan & Deci, 2020).

The concept of "success situations" has attracted increasing attention in educational psychology because positive learning experiences reinforce students' confidence and encourage continuous academic effort. Rather than rewarding only high achievement, success-oriented pedagogy emphasizes individual progress, differentiated instruction, attainable challenges, constructive feedback, and recognition of personal growth. Such approaches transform success from an outcome into a continuous pedagogical process that supports every learner regardless of initial academic ability.

Recent international educational policies have shifted from teacher-centered instruction toward learner-centered educational models that emphasize personalized learning, formative assessment, and emotional support. Within these frameworks, success experiences function as powerful motivational mechanisms that strengthen learners' beliefs about their own competence while reducing fear of academic failure (OECD, 2023).

Digital transformation has further increased the importance of motivation in education. Online and blended learning environments require students to demonstrate greater self-regulation, independence, and persistence. Consequently, creating positive success experiences has become essential not only in traditional classrooms but also within

technology-enhanced learning environments (UNESCO, 2023).

Success-oriented teaching aligns closely with contemporary theories of positive psychology. Positive educational environments encourage resilience, optimism, curiosity, and growth mindset, enabling learners to interpret challenges as opportunities for development rather than indicators of inability. According to Dweck (2017), students who develop growth mindsets demonstrate greater persistence, stronger academic resilience, and higher motivation because they associate effort with improvement rather than fixed intelligence.

Learning motivation has also been examined through social cognitive theory, where self-efficacy serves as one of the strongest predictors of academic performance. Bandura (1997) demonstrated that successful experiences represent the primary source of efficacy beliefs. Students who repeatedly experience success become more willing to undertake complex learning tasks and maintain effort despite temporary difficulties.

Collaborative learning environments further contribute to motivational development by promoting peer interaction, shared responsibility, and social support. Johnson and Johnson (2019) emphasize that cooperative learning increases both academic achievement and intrinsic motivation because students experience success collectively while developing communication and interpersonal skills.

Another important factor influencing motivation is formative assessment. Black and Wiliam (2018) demonstrated that continuous feedback helps learners recognize progress, regulate learning strategies, and maintain confidence. Unlike summative assessment, formative assessment focuses on improvement rather than comparison, thereby increasing students' perceptions of competence and success.

Contemporary primary education increasingly incorporates differentiated instruction to accommodate learners' diverse abilities and educational needs. Tomlinson (2017) argues that differentiation enables teachers to design attainable yet challenging learning experiences for every

student. Consequently, all learners gain opportunities to experience academic success regardless of individual starting points.

Although numerous studies have examined motivation independently, fewer investigations have explored success-oriented pedagogy as an integrated educational strategy combining differentiation, emotional support, formative assessment, collaborative learning, and positive feedback. Moreover, empirical evidence regarding the implementation of such approaches in primary education remains relatively limited.

The present study addresses this research gap by investigating how systematic creation of success situations influences learning motivation among primary school students. The research integrates theoretical perspectives from educational psychology, motivation theory, and learner-centered pedagogy while providing empirical evidence from contemporary primary school classrooms.

The findings are expected to contribute both theoretically and practically by demonstrating that success-oriented instructional practices not only improve academic performance but also cultivate positive learning attitudes, strengthen self-efficacy, reduce learning anxiety, and establish motivational foundations that support lifelong learning.

Research on learning motivation has evolved considerably over the past several decades, moving from behaviorist explanations toward multidimensional psychological models that integrate cognitive, emotional, and social influences. Contemporary educational psychology generally agrees that motivation is dynamic rather than static and develops through interactions between learners and their educational environments.

Bandura (1997) introduced Social Cognitive Theory, emphasizing self-efficacy as a principal determinant of motivation. Students' beliefs regarding their own competence influence persistence, goal setting, academic resilience, and performance. Success experiences constitute the strongest source of efficacy beliefs because repeated accomplishments strengthen confidence in future learning.

Self-Determination Theory developed by Ryan and Deci (2020) further expanded motivational research by identifying competence, autonomy, and relatedness as universal psychological needs. Educational environments satisfying these needs promote intrinsic motivation, deeper engagement, and greater academic persistence. Success-oriented pedagogy directly supports these needs by enabling students to experience competence through achievable learning challenges.

Dweck's (2017) Growth Mindset Theory emphasizes learners' beliefs regarding intelligence and ability. Students viewing intelligence as developable rather than fixed respond more positively to mistakes, persist longer during challenging tasks, and demonstrate higher learning motivation. Success situations reinforce growth mindsets because they associate effort with improvement rather than innate ability.

Eccles and Wigfield (2020) proposed Expectancy-Value Theory, suggesting that motivation depends upon learners' expectations for success and the value assigned to learning activities. Teachers who systematically create attainable success experiences simultaneously strengthen students' expectations of achievement and increase perceived task value.

Research conducted by Hattie (2023) identifies teacher feedback, classroom climate, and teacher-student relationships among the strongest educational influences affecting student achievement and motivation. Constructive feedback emphasizing progress rather than failure substantially improves students' willingness to participate actively in learning.

International comparative studies conducted by the OECD (2023) indicate that educational systems emphasizing student well-being, formative assessment, and personalized learning consistently demonstrate higher levels of student engagement and academic motivation than systems relying predominantly on standardized testing.

Similarly, UNESCO (2023) highlights emotionally supportive learning environments as essential components of inclusive and sustainable education. Schools promoting positive relationships, psychological safety, and individualized support

demonstrate improved learning outcomes and reduced educational inequalities.

Collectively, previous research suggests that success-oriented pedagogy integrates several evidence-based motivational mechanisms—including self-efficacy development, formative assessment, differentiated instruction, positive reinforcement, and collaborative learning—into a comprehensive educational framework capable of strengthening learning motivation among primary school students.

II. MATERIALS AND METHODS

The study employed a mixed-methods research design to examine the influence of success-oriented pedagogy on learning motivation among primary school students. The combination of quantitative and qualitative methods made it possible to identify measurable changes in students' motivation while also exploring how learners and teachers perceived the implementation of success-oriented instructional practices. The quantitative component was based on a quasi-experimental pre-test and post-test design involving experimental and control groups. The qualitative component included classroom observations, semi-structured interviews with teachers, and focus-group discussions with students.

The intervention was designed around the assumption that learning motivation can be strengthened when students regularly experience attainable success, receive constructive feedback, recognize their personal progress, and participate in emotionally supportive classroom interactions. The experimental group was taught through a structured set of success-oriented strategies, whereas the control group continued to receive conventional instruction based on the existing school curriculum.

The study involved 240 primary school students and 28 teachers from six public schools. The participating students were enrolled in Grades 3 and 4 and ranged in age from eight to ten years. The experimental group consisted of 122 students, while the control group included 118 students. The groups were approximately comparable in terms of age, gender distribution, previous academic achievement, and initial levels of learning motivation.

The participating teachers had between three and twenty-one years of professional experience. Fourteen teachers worked with the experimental classes, and fourteen taught the control classes. Teachers in the experimental group participated in preliminary methodological training focused on the principles and practical techniques of success-oriented pedagogy. The training included differentiated task design, formative assessment, positive feedback, collaborative learning, scaffolding, and strategies for supporting students with low academic confidence.

Participation in the study was voluntary. School administrations, teachers, and parents were informed about the purpose and procedures of the research. Student responses were treated confidentially, and collected data were used exclusively for research purposes.

The intervention was implemented over a twelve-week period during regular classroom instruction. Success-oriented pedagogy was integrated into language, mathematics, science, and social studies lessons. The intervention did not replace the standard curriculum but modified the instructional organization and the methods through which learning tasks were presented, supported, and assessed.

The first intervention strategy involved differentiated learning tasks. Teachers prepared activities at varying levels of complexity so that students could begin with tasks corresponding to their current level of readiness and gradually progress toward more demanding objectives. This approach was intended to reduce the likelihood of repeated failure and to provide students with attainable academic challenges.

The second strategy consisted of process-oriented feedback. Instead of emphasizing only correct or incorrect answers, teachers provided feedback on students' effort, strategy selection, progress, and persistence. Comments such as "Your new strategy helped you solve the problem" or "You have improved compared with your previous work" were used to direct students' attention toward development and individual progress.

The third strategy involved the systematic use of formative assessment. Teachers employed short

diagnostic tasks, self-assessment sheets, verbal reflection, learning journals, peer assessment, and progress checklists. Formative assessment allowed learners to recognize what they had already achieved and what steps were necessary for further improvement.

The fourth strategy focused on collaborative learning. Students regularly completed paired and small-group activities in which responsibilities were distributed according to individual strengths. Group tasks were structured so that each student could make a meaningful contribution to the common result. Collaborative success was intended to strengthen social belonging and reduce fear of individual failure.

The fifth strategy involved emotional and motivational support. Teachers avoided public comparison of students and instead emphasized personal improvement. Errors were discussed as a natural component of learning. Students were encouraged to interpret mistakes as information that could guide further effort rather than as evidence of insufficient ability.

Control-group teachers continued to use their usual instructional practices. These practices generally included whole-class explanation, individual exercises, traditional questioning, textbook-based assignments, and summative evaluation. Although control-group students also received teacher support, success-oriented strategies were not introduced systematically.

Several instruments were used to collect quantitative and qualitative data. Learning motivation was assessed through an age-appropriate questionnaire consisting of statements related to interest in learning, persistence, confidence, classroom participation, perceived competence, and learning anxiety. Students responded using a four-point scale ranging from strong disagreement to strong agreement.

Intrinsic motivation was measured through items assessing enjoyment of learning, curiosity, willingness to explore new material, and engagement in tasks without external rewards. Academic self-efficacy was assessed through students' confidence in completing assignments, understanding new topics, asking questions, and

overcoming difficulties. Persistence was measured through items relating to sustained effort, willingness to correct mistakes, and readiness to continue working on challenging tasks.

Classroom engagement was assessed using a structured observation protocol. Observers recorded students' participation in classroom discussion, task completion, voluntary responses, collaborative behavior, concentration, help-seeking, and emotional reactions to difficulties. Each participating class was observed several times before, during, and after the intervention.

Semi-structured teacher interviews were conducted at the end of the intervention. Teachers were asked about changes in student motivation, confidence, behavior, interaction, and academic persistence. They were also invited to identify challenges encountered during the implementation of success-oriented strategies.

Student focus-group discussions were organized in the experimental classes. Students were asked how they felt during lessons, whether they were afraid of mistakes, what type of teacher feedback they found helpful, and whether they had become more willing to participate in classroom activities.

Data collection took place in three stages. During the initial stage, all participating students completed the learning motivation questionnaire. Baseline classroom observations were also conducted to determine initial patterns of engagement and participation.

During the second stage, the twelve-week pedagogical intervention was implemented. Experimental-group teachers applied the selected success-oriented strategies during regular lessons. Researchers periodically observed classes and provided methodological consultation when necessary. Control-group classes were observed under normal instructional conditions without intervention.

During the final stage, both groups completed the same motivation questionnaire. Additional classroom observations were conducted to identify changes in student behavior. Teacher interviews and student focus-group discussions were then

organized to obtain qualitative evidence about the perceived effects of the intervention.

Quantitative data were analyzed using descriptive and inferential statistical procedures. Mean scores, standard deviations, percentages, and differences between pre-test and post-test results were calculated. Independent-samples tests were used to compare the experimental and control groups, while paired-samples tests were applied to identify changes within each group. Effect sizes were also considered to evaluate the practical significance of the intervention.

Qualitative data from interviews, observations, and focus groups were analyzed thematically. The responses were coded according to recurring themes, including academic confidence, emotional safety, participation, persistence, feedback, collaboration, fear of failure, and teacher workload. The quantitative and qualitative findings were subsequently compared to develop an integrated interpretation of the effectiveness of success-oriented pedagogy.

III. RESULTS

The initial assessment indicated that students in the experimental and control groups had broadly comparable levels of learning motivation before the intervention. The difference between the groups at the pre-test stage was small and statistically insignificant. This comparability made it possible to interpret subsequent differences as being associated with the instructional intervention rather than with substantial initial inequalities.

After twelve weeks, the experimental group demonstrated a clear increase in overall learning motivation. The mean motivation score in the experimental group increased from 2.61 to 3.28 on the four-point scale. This represented an improvement of approximately 25.7 percent relative to the initial score. In the control group, the mean score increased only slightly, from 2.64 to 2.77, corresponding to an improvement of approximately 4.9 percent. The difference between the post-test results of the two groups was statistically significant.

The most noticeable improvement was observed in intrinsic motivation. Before the intervention, many students reported that they completed school tasks

primarily because they were required to do so or because they expected grades and teacher approval. At the end of the intervention, students in the experimental group more frequently reported that they enjoyed discovering new information, solving problems, and participating in learning activities. The proportion of students demonstrating a high level of intrinsic motivation increased from 24 percent to 49 percent. In the control group, the corresponding increase was from 25 percent to 29 percent.

Academic self-efficacy also increased substantially among experimental-group students. At the beginning of the study, only 31 percent of these students demonstrated a high level of confidence in their ability to complete difficult tasks. Following the intervention, this proportion increased to 58 percent. Students became more likely to express beliefs that they could understand new material, correct mistakes, and improve through effort. In the control group, the percentage of highly self-confident students increased from 33 percent to 37 percent.

The intervention also influenced persistence. Experimental-group students showed greater willingness to continue working after encountering difficulties. The percentage of students who regularly attempted to revise incorrect answers or try alternative strategies increased from 36 percent to 64 percent. Teachers observed that students were less likely to abandon difficult tasks immediately and more likely to request clarification or additional examples.

Classroom participation improved considerably. Before the intervention, approximately 39 percent of experimental-group students regularly volunteered answers or contributed to discussion. At the post-intervention stage, this indicator reached 68 percent. The increase was particularly visible among students who had previously remained silent because of fear of making mistakes. In the control group, regular participation increased more modestly, from 41 percent to 46 percent.

A reduction in learning anxiety was another important outcome. At the initial stage, 47 percent of students in the experimental group reported feeling worried when asked to answer publicly or

complete an unfamiliar task. After the intervention, this percentage decreased to 26 percent. Students explained during focus-group discussions that they felt more comfortable because teachers did not criticize errors and often allowed them to revise their answers. In the control group, anxiety declined only slightly, from 45 percent to 41 percent.

Classroom observations supported the questionnaire findings. Students in the experimental classes demonstrated more sustained attention, greater readiness to cooperate, and more active help-seeking behavior. They were also more willing to explain their reasoning and compare alternative solutions. In addition, observers recorded fewer instances of task avoidance, emotional withdrawal, and refusal to participate.

Collaborative activities appeared to have a particularly positive effect on students with low initial confidence. These students often contributed successfully to group tasks when assigned manageable responsibilities. Their participation in collective success gradually increased their readiness to complete individual assignments. Teachers noted that students who had previously depended heavily on adult assistance began to demonstrate greater independence.

Teacher interviews revealed that success-oriented pedagogy improved the emotional climate of the classroom. Eleven of the fourteen experimental-group teachers reported a noticeable reduction in students' fear of failure. Twelve teachers observed increased willingness to participate, and ten reported improvements in peer support and cooperation. Teachers stated that students responded especially positively to individualized feedback and visible progress records.

At the same time, teachers identified several practical challenges. Differentiated task preparation required additional planning time, especially during the first weeks of the intervention. Some teachers initially found it difficult to provide individual feedback within large classes. There was also a risk that simplified tasks could be perceived as lowering academic expectations. Teachers therefore emphasized the importance of combining attainable tasks with gradual increases in complexity.

Student focus-group responses showed that learners valued recognition of progress more than generalized praise. Students frequently described specific feedback as helpful because it explained what they had done successfully. They also appreciated opportunities to correct their work without receiving immediate negative evaluation. Many students stated that group activities made difficult tasks feel more manageable.

Overall, the findings indicate that success-oriented pedagogy had a positive effect on multiple dimensions of learning motivation. The strongest changes were recorded in intrinsic motivation, self-efficacy, participation, persistence, and learning anxiety. The convergence of questionnaire results, classroom observations, teacher interviews, and student discussions strengthens the credibility of these findings.

IV. DISCUSSION

The results demonstrate that the systematic creation of success experiences can significantly strengthen learning motivation among primary school students. Students who participated in success-oriented instruction showed greater intrinsic interest, stronger academic confidence, more active classroom participation, and greater persistence than students taught through conventional methods. These findings support the view that motivation is shaped not only by individual characteristics but also by the structure of the learning environment.

The substantial increase in self-efficacy is consistent with Bandura's (1997) social cognitive theory. According to Bandura, mastery experiences represent the most influential source of efficacy beliefs. When students successfully complete attainable but meaningful tasks, they develop stronger expectations of future success. The present study confirms that regular experiences of progress can alter how children perceive their academic abilities. Students did not merely achieve better results; they became more confident that effort and appropriate strategies could help them overcome difficulties.

The findings also align with Self-Determination Theory. Ryan and Deci (2020) argue that intrinsic motivation increases when the learning

environment supports competence, autonomy, and relatedness. Success-oriented pedagogy addressed competence through achievable challenges and formative feedback, autonomy through self-assessment and opportunities for choice, and relatedness through collaborative activities and emotionally supportive teacher-student relationships. The simultaneous satisfaction of these needs may explain why the experimental group demonstrated improvements across several motivational indicators.

The increase in intrinsic motivation is particularly important. External rewards and grades may produce temporary compliance, but they do not necessarily generate sustained interest in learning. In the present study, students increasingly described learning as enjoyable and meaningful after being provided with tasks that were challenging but manageable. This suggests that success experiences may gradually shift motivation from external regulation toward more autonomous forms of engagement.

The reduction in learning anxiety further demonstrates the emotional significance of success-oriented teaching. Fear of failure can prevent students from volunteering answers, asking questions, or attempting complex tasks. In traditional classroom environments, mistakes may be interpreted as public evidence of low ability. The intervention changed this interpretation by presenting errors as normal and useful elements of learning. As a result, students became more willing to take intellectual risks.

These findings correspond with growth mindset research. Dweck (2017) emphasizes that students become more persistent when they view ability as developable through effort and strategy use. Process-oriented feedback used in the intervention encouraged students to connect improvement with their own actions. Instead of receiving fixed judgments such as "You are clever" or "You are weak in mathematics," students were informed about specific strategies, progress, and next steps. Such feedback likely supported more adaptive beliefs about learning.

Formative assessment was another important element of the observed motivational

improvement. Black and Wiliam (2018) argue that assessment becomes educationally productive when it helps students understand their current position and identify ways to progress. In the present study, progress checklists, self-assessment, and opportunities to revise work made development visible. This visibility may have strengthened students' sense of control over learning.

The results also highlight the motivational value of differentiated instruction. A uniform task may be too difficult for some learners and insufficiently challenging for others. In both cases, motivation can decrease. Differentiation allowed students to encounter an appropriate level of difficulty and experience gradual progression. This supports Tomlinson's (2017) position that responsiveness to learner diversity is essential for meaningful participation and educational equity.

Collaborative learning contributed not only to academic engagement but also to social confidence. Students with low initial motivation benefited from group tasks in which they could make visible contributions. This finding is compatible with Johnson and Johnson's (2019) argument that positive interdependence strengthens both achievement and interpersonal development. Shared success reduced the pressure associated with individual performance and created opportunities for peer recognition.

An important finding is that specific recognition of progress was more effective than generalized praise. Statements describing effort, strategy, or improvement gave students useful information about why they had succeeded. In contrast, unspecific praise may provide emotional encouragement without supporting self-regulation. Therefore, teachers should ensure that positive feedback remains credible, informative, and connected to observable learning behavior.

The study also revealed practical limitations in implementing success-oriented pedagogy. Differentiated instruction and individualized feedback require careful planning. Teachers working in large classes may find it difficult to provide personalized support consistently. For this reason, success-oriented pedagogy should not be understood as constant praise or the preparation of

entirely different lessons for every student. It can be implemented through manageable practices, including tiered assignments, flexible grouping, peer support, short written comments, progress tracking, and opportunities for correction.

Another potential concern is that the creation of success situations could result in tasks that are excessively easy. However, authentic success does not mean eliminating difficulty. A meaningful success situation requires a balance between challenge and support. Students should experience effort, uncertainty, and gradual improvement. Tasks should be accessible enough to prevent helplessness but demanding enough to produce a genuine sense of accomplishment.

The findings have several implications for teacher education. Primary school teachers need practical preparation in motivational assessment, formative feedback, emotional support, and differentiated instruction. Teacher training programs should help future educators recognize signs of learning anxiety, low self-efficacy, and avoidance behavior. Teachers should also learn to evaluate individual progress rather than rely exclusively on comparison between students.

The results also have implications for school assessment policies. Excessive emphasis on summative grading may undermine the motivational benefits of success-oriented teaching. Schools should therefore combine summative assessment with formative practices that provide opportunities for revision, reflection, and improvement. Reporting systems should communicate not only current achievement but also student progress.

Several limitations should be acknowledged. The intervention lasted twelve weeks, and the study cannot determine whether the motivational improvements will remain stable over longer periods. The participating schools were public primary schools, which may limit generalization to other educational contexts. Some data were based on self-report measures and may have been influenced by social desirability. In addition, differences in teacher enthusiasm and implementation quality could have affected the outcomes.

Future research should examine the long-term effects of success-oriented pedagogy and explore its application among students of different ages and educational backgrounds. Further studies could also compare the effectiveness of individual components, including formative assessment, differentiated instruction, collaborative learning, and process-oriented feedback. Digital tools for progress tracking and adaptive task design may provide additional opportunities for implementing success-oriented approaches in large classes.

In conclusion, the study confirms that success-oriented pedagogy represents an effective strategy for cultivating learning motivation in primary education. Its effectiveness appears to result from the interaction of cognitive, emotional, and social mechanisms. By helping students experience competence, recognize progress, overcome fear of failure, and participate meaningfully in classroom life, teachers can establish motivational foundations that support both immediate academic achievement and long-term educational development.

V. CONCLUSION

The present study examined the role of success-oriented pedagogy in cultivating learning motivation among primary school students. The findings demonstrate that systematically organized success experiences can positively influence students' intrinsic motivation, academic self-efficacy, persistence, classroom participation, emotional confidence, and willingness to engage with challenging learning tasks. Compared with students receiving conventional instruction, learners exposed to success-oriented strategies showed stronger motivational development and a more positive attitude toward the educational process.

The results confirm that a success situation should not be understood as the artificial simplification of learning tasks or the use of constant praise. Rather, it represents a carefully designed pedagogical condition in which students encounter achievable but meaningful challenges, receive appropriate instructional support, recognize their individual progress, and gradually develop confidence in their ability to learn. Authentic success emerges when

learners understand the relationship between effort, strategy, improvement, and achievement.

The effectiveness of success-oriented pedagogy was connected with the integrated use of differentiated instruction, formative assessment, process-oriented feedback, collaborative learning, emotional support, and opportunities for correction. These strategies helped students perceive mistakes as a natural part of learning rather than as evidence of inability. As fear of failure decreased, students became more willing to ask questions, participate in classroom discussions, revise unsuccessful work, and attempt more difficult tasks.

The study also demonstrated that academic motivation is closely related to the emotional and social climate of the classroom. A supportive environment based on respect, psychological safety, cooperation, and recognition of individual progress encourages students to become active participants in learning. In this context, the teacher performs not only an instructional role but also a motivational and developmental function. Teachers influence how students interpret success, failure, effort, and personal ability.

The findings support major theoretical perspectives in educational psychology, particularly Social Cognitive Theory, Self-Determination Theory, Growth Mindset Theory, and Expectancy-Value Theory. Regular mastery experiences strengthened students' self-efficacy, while differentiated tasks and constructive feedback supported their need for competence. Collaborative activities promoted social belonging, and self-assessment practices increased students' autonomy and awareness of their own progress.

From a practical perspective, the results indicate that success-oriented pedagogy should be incorporated into primary school teaching practices, curriculum planning, teacher education, and professional development programs. Teachers should be trained to design differentiated assignments, provide specific feedback, use formative assessment, create emotionally safe classrooms, and identify students who experience low confidence or learning anxiety. Schools should also reduce excessive dependence on comparative

grading and provide more opportunities for revision, reflection, and personal improvement.

At the same time, the successful implementation of this approach requires institutional support. Teachers need sufficient planning time, appropriate methodological resources, manageable class sizes, and access to professional consultation. Success-oriented teaching should be implemented systematically rather than through isolated motivational activities. Its principles should be reflected in daily classroom interaction, assessment practices, curriculum organization, and school culture.

The study has certain limitations. The intervention was conducted over a relatively short period and involved a limited number of public schools. Therefore, further longitudinal research is needed to determine whether the observed motivational changes remain stable over time. Future studies should examine the effectiveness of success-oriented pedagogy across different age groups, subjects, cultural contexts, and digital learning environments. It would also be useful to investigate which components of the approach produce the

strongest effects and how technology can support personalized feedback and progress monitoring.

Despite these limitations, the study provides evidence that success-oriented pedagogy can serve as an effective and inclusive strategy for strengthening learning motivation in primary education. By creating conditions in which every learner can experience meaningful progress, teachers can reduce academic anxiety, support resilience, and develop positive attitudes toward learning. Such experiences are especially important during the primary school years, when children form enduring beliefs about their abilities and their relationship with education.

In conclusion, cultivating learning motivation requires more than external rewards or academic control. It requires educational environments in which students feel capable, supported, respected, and actively involved in their own development. Success-oriented pedagogy offers a practical framework for creating such environments and can contribute to the formation of confident, persistent, independent, and motivated learners.

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