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ORCID 0000-0003-1939-1980

SELF-REGULATION DEPENDING ON HUBRISTIC MOTIVATION AND LEVEL OF ASPIRATION IN SCHOOLCHILDREN

Viktoriya Nadyon,

graduate student of Practical Psychology Department

H.S. Skovoroda Kharkiv National Pedagogical University, Ukraine

E-mail: vik_tory183@ukr.net

Relevance of the problem: The study of junior students' hubristic motives is a new area of scientific research, so the study of the features of younger students' self-regulation and personality traits, depending on their dominant hubristic motivation, is relevant.

Aim: study of the features of younger students' self-regulation, depending on their dominant hubristic motivation.

Methodology of the research: The projective methodology "Fairy tale Kingdom", the Fairy Tale Test (by K. Colacclaw), methodology "Style of Self-Regulation of Children's Behavior - SSRCB M2" V.I. Morosanova, Methodology "Labyrinths" (author – M.S. Kurek, a modification of the method of F. Hoppe and M. Yuknat), Technique of diagnosing the plannedness of activity. The sample included 204 students (3-d and 4-th forms) of Gymnasium № 169 in Kharkiv.

Results of the research. As a result of our study the differences in the indicators of self-regulation of primary school pupils depending on the type of hubristic motivation were determined. The ability to modeling, programming, evaluating, flexibility and autonomy are higher in schoolchildren with «Balanced Hubristic Motives». «Dominance of the pursuit of Superiority» supposes the lowest level of modeling, evaluation of the results and autonomy of behavior and the highest indicators of flexibility of behavior. The ability of programming is developed below in schoolchildren with «Expressed dominance of pursuit for superiority». Indicators of the ability of planning activity and responsibility of self-regulation in schoolchildren with various types of hubristic motivation are not different.

The differences in the indicators of self-regulation of primary school pupils depending on the level of aspiration were set. In schoolchildren with inflated level of aspirations, the lowest indicators of planning and modeling capabilities, as well as autonomy of behavior are revealed. Planning, modeling, evaluation of results and flexibility of behavior are highest in schoolchildren with understated level of aspiration. Indicators of the ability of programming activity and flexibility and responsibility of self-regulation in schoolchildren with various levels of aspiration are not different.

The schoolchildren with an infantile level of aspirations and moderate dominance of the desire for superiority have the lowest planning capabilities. Pupils with an infantile and inflated levels of aspirations and low hubristic motivation have the lowest modeling capabilities. Striving for superiority which characterized the first and second profiles on the background of inflated level of aspiration causes the highest level of evaluating of activity results. Pupils with inflated level of aspirations and low hubristic motivation have the lowest flexibility. Pupils with inflated level of aspirations and moderate level of striving for superiority have the lowest flexibility. Schoolchildren with inflated level of aspirations and moderate level of striving for superiority have the lowest responsibility.

Inflated level of aspiration supposes the highest level of plannedness in schoolchildren. Pupils with inflated level of aspirations and balanced hubristic motives have the lowest plannedness abilities.

Keywords: *hubristic motives, self-regulation, level of aspiration, striving for excellence, pursuit for superiority.*

Саморегуляція молодших школярів в залежності від губристичної мотивації та рівня домагань

Вікторія Надьон,

аспірант кафедри психології,

Харківський національний педагогічний університет імені

Г.С. Сковороди, м. Харків, Україна

E-mail: vik_tory183@ukr.net

Актуальність і мета дослідження: *вивчення губристичних мотивів молодших школярів є новим напрямком наукових розвідок, тому дослідження особливостей саморегуляції та особистісних рис молодших школярів в залежності від їх домінуючої губристичної мотивації є актуальним і визначило мету дослідження.*

Методи і вибірка дослідження: *проективна методика «Казкове царство», проєктивний казковий тест, методика «Стиль саморегуляції поведінки дітей – ССПД М2», методика дослідження рівня домагань «Лабіринти». Вибірку склали 204 молодших школяра ХГ №169.*

Результати і висновки: *В результаті нашого дослідження визначалися відмінності в показниках саморегуляції учнів початкових шкіл залежно від типу гербідної мотивації. Можливість моделювання, програмування, оцінки, гнучкості та автономії вища у школярів з «збалансованими рубцями». «Домінування прагнення до переваги» передбачає найнижчий рівень моделювання, оцінки результатів та автономії поведінки та найвищих показників гнучкості поведінки. Здатність програмування розроблена нижче у школярів з «вираженим домінуванням переслідування для переваги». Показники здатності планування діяльності та відповідальності саморегуляції в школярів з різними видами горбної мотивації не відрізняються. Встановлено відмінності у показниках саморегуляції учнів початкових шкіл*

залежно від рівня аспірації. У школярів з завищеним рівнем прагнень виявлено найнижчі показники планування та моделювання, а також автономію поведінки. Планування, моделювання, оцінка результатів та гнучкість поведінки найвища в школярів з заниженим рівнем аспірації. Показники здатності активності та гнучкості та відповідальності саморегуляції в школярів з різними рівнями прагнення не відрізняються. Школярі з дитячим рівнем прагнень і помірне домінування прагнення до переваги мають найменші можливості планування. Учні з інфантичними та завищеними рівнями прагнень та низької горбної мотивації мають найнижчі можливості моделювання. Прагнучи до переваги, яка характеризується першим і другим профілями на тлі завищеного рівня аспірації, викликає найвищий рівень оцінки результатів діяльності. Учні з завищеним рівнем прагнень та низької горбистичної мотивації мають найнижчу гнучкість. Учні з завищеним рівнем прагнень і помірним рівнем прагнення до переваги мають найнижчу гнучкість. Школярі з завищеним рівнем прагнень та помірним рівнем прагнення до переваги мають найнижчу відповідальність. Надутий рівень аспірації передбачає найвищий рівень запланованості у школярів. Учні з завищеним рівнем прагнень та збалансованих рубців мають найнижчі заплановані здібності.

Ключові слова: губристичні мотиви, саморегуляція, рівень домагань, прагнення до досконалості, прагнення до переваги.

Introduction. The study of the connection between hubristic motivation and self-regulation of junior schoolchildren is a new problem in psychology. Hubristic motivation is the striving of the individual to improve one's self-esteem and self-worth and is manifested in the process of self-affirmation of personality (Fomenko, 2018). The hubristic motive for perfection acts as the striving for self-affirmation through the perfection of the results of one's achievements, the orientation to self-development, the ability to expand the sphere of one's self-realization, mastery in activity, and the hubristic motive to achieve superiority results in achievement due to the positive comparison of external evaluations of activity (Fomenko, 2018). The investigation of junior students' hubristic motives is an actual direction of scientific research, so the study of the features of younger students' self-regulation, depending on their dominant hubristic motivation, is relevant and determined the **aim** of our study.

Research methods.

The projective methodology "Fairy tale Kingdom" for senior preschool and primary school age was developed by us in order to study hubristic motivation in children aged 6-10 years. The technique allows to determine the degree of expression of striving for superiority and striving for excellence in children. The procedure

involves choosing one of 18 cards that depicts fairy-tale characters, who on the one hand are fairly generalized and do not belong to any particular fairy tale, on the other hand embody archetypal images. Each of the characters corresponds to a certain number of points on the scale of striving for superiority and striving for excellence.

Methodology "Labyrinths" (author – M.S. Kurek, a modification of the method of F. Hoppe and M. Yuknat) (Khudyk, 1992). The methodology was aimed at studying the idea of the level of complexity of tasks that can be solved by a junior student and its adequacy (realism), which reflects the ability to choose goals based on a realistic assessment of their capabilities and past performance. The experimental task consisted in the free and consistent selection and solution of tasks by the junior student, ranked according to the degree of complexity, and was conducted individually. The stimulus material of the technique consists of 10 labyrinths, which differ in the degree of complexity. 2 parallel variants were used, which allowed the pupil to repeat the choice of the task of the already known level of difficulty.

The procedure for conducting the study. In front of the studied two parallel lines were cards of 12x7 cm with written numbers of tasks: from 1 to 10 in the first, from 1a to 10a in the second lines. The cards are arranged as the difficulty increases. The pupils are asked to choose any card according to their abilities, after which they will have to find a way from the "entrance" to the "exit" of the maze. The experiment was stopped either at the request of a junior student or after 7 elections. The number of selected cards, the result of each task (success or failure), features of schoolchildren behavior were consistently registered in the protocol.

The adequacy of aspirations was diagnosed by the presence of typical and atypical elections. Such elections were considered to be typical, when after a successful decision a more difficult task was chosen, and after an unsuccessful one - an easier one. Atypical elections suppose the rise of claims after failure and reduce them after success.

The study identified a zone of difficulty in which elections were mainly conducted. In determining the zone of difficulty was based on the fact that labyrinths 1-3 were considered the easiest, labyrinths 4-7

corresponded to medium, and 8-10 - high difficulty. For each subject, the area of complexity in which most of the elections were concentrated was singled out.

Adequate (realistic) claims were those that were characterized by the absence of atypical steps and elections, mainly in the middle zone of difficulty.

Understated characterized by the presence of 2 or more cases of increasing the complexity of elections after the failure of the task and elections mainly in a high zone of complexity were considered overestimated.

Inflated was characterized by underestimation, which was characterized by the presence of 2 or more cases of reducing the complexity of the election after the successful completion of the task and elections mainly in the low complexity zone.

Infantile were considered claims characterized by non-formation of the level of claims, when the success or failure of the previous task did not affect the difficulty of choosing the next.

The Express Methodology "Children's Self-Regulation Style" (Morosanova & Bondarenko, 2015) contains 7 pairs of statements that allow to assess the degree of development of stylistic features of self-regulation of child behavior: ability to planning, modelling, programming, evaluating, flexibility, autonomy and responsibility.

Technique of diagnosing the plannedness of activity. The stimulus material of the method is represented by 12 cards, which show the hands of a junior pupil who perform certain actions - keep a diary, write in a notebook, play, etc. The purpose of the research in testing is to lay out the cards in the correct sequence, according to the instructions: "Look carefully at these cards. They depict certain actions of a student who came home and had to do his homework. Help him cope with his responsibilities. Schedule the cards in turn: what should he do consistently? Points for the task are calculated according to the layout: first the student must choose cards with "hand washing" and "eating", followed by the procedure of homework (the student must "look in the diary", "open the textbook", "perform in a notebook homework"), after choosing cards for homework, the student can choose arbitrarily cards that depict matters of responsibility (watering flowers, walking a dog) and

games. In the case of reasoned comments of the subjects with the correct layout of the cards, the maximum number of points is 12.

The sample included 204 students (3-d and 4-th forms) of Gymnasium № 169 in Kharkiv. The study was conducted during two academic years (2017-2018 and 2018-2019 academic years).

Results. According to our previous results (Fomenko, Nadyon, Diomidova & Shukalova, 2019) the K-means cluster analysis had revealed five typological profiles of hubristic motivation.

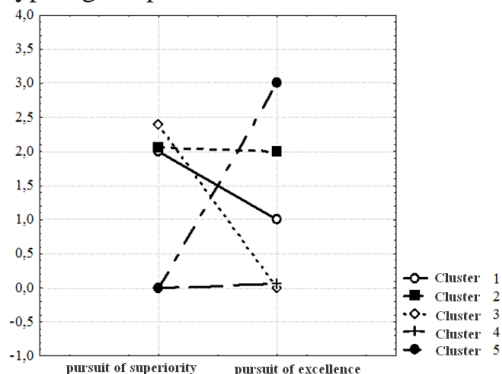


Fig. 1. The cluster profiles of junior students' hubristic motivation

Cluster № 1 - the pursuit of superiority is higher than the pursuit of excellence. The profile was called "*Moderate Dominance of the pursuit of Superiority*".

Cluster № 2 - the pursuit of superiority and the pursuit of excellence are balanced and expressed at a moderate level. The profile was named "*Balanced Hubristic Motives*".

Cluster № 3 - the pursuit of superiority far exceeds the pursuit of excellence - "*Expressed dominance of pursuit for superiority*".

Cluster № 4 - low level of expressiveness of hubristic motives. The profile was called "*Low Hubristic Motivation*".

Cluster № 5 - the pursuit of excellence far exceeds the pursuit for superiority. The profile was named "*Expressed Dominance of the Pursuit of Excellence*".

Table 1 shows the differences in the indicators of self-regulation of primary school pupils depending on the type of hubristic motivation.

The ability to modeling, programming, evaluating, flexibility and autonomy are higher in schoolchildren with «Balanced Hubristic Motives».

In schoolchildren with «Dominance of the pursuit of Superiority», the lowest level of modeling, evaluation of the results and autonomy of behavior and the highest indicators of flexibility of behavior are set.

Table 1

Self-regulation of primary school pupils depending on the type of hubristic motivation

Indicators	Groups according to clusters of hubristic motivation										F
	Moderate Dominance of the pursuit of Superiority		Balanced Hubristic Motives		Expressed dominance of pursuit for superiority		Low Hubristic Motivation		Expressed Dominance of the pursuit of Excellence		
	M	σ	M	σ	M	σ	M	σ	M	σ	
Planning	4,83	0,70	5,22	0,80	4,89	0,82	5,10	0,71	5,04	0,74	1,60
Modeling	5,11	1,12	5,78	0,54	5,22	0,80	5,40	0,87	5,68	0,66	4,93***
Programming	4,72	0,74	5,22	0,72	4,61	0,77	4,70	0,91	4,93	0,81	3,49**
Evaluation	4,89	0,95	5,50	0,70	5,17	0,85	5,25	0,84	5,18	0,72	2,65*
Flexibility	5,50	0,61	5,50	0,70	4,94	0,79	5,30	0,79	5,43	0,83	3,48**
Autonomy	4,89	0,95	5,50	0,61	5,00	0,89	5,45	0,68	5,36	0,77	4,61***
Responsibility	4,72	1,00	5,06	0,92	4,83	0,85	5,15	0,66	4,96	0,83	1,49

*p<0,05, **p<0,01, *** p<0,001

The ability of programming is developed below in schoolchildren with «Expressed dominance of pursuit for superiority».

Indicators of the ability of planning activity and responsibility of self-regulation in schoolchildren with various types of hubristic motivation are not different.

Table 2 shows the differences in the indicators of self-regulation of primary school pupils depending on the level of aspiration. In schoolchildren with inflated level of aspirations, the lowest indicators of planning and modeling capabilities, as well as

autonomy of behavior are revealed. Planning, modeling, evaluation of results and flexibility of behavior are highest in schoolchildren with understated level of aspiration.

Table 2

Self-regulation of primary school pupils depending on the level of aspirations

	Level of aspirations								F
	Understated		Infantile		Inflated		Adequate		
	M	σ	M	σ	M	σ	M	σ	
Planning	5,14	0,67	5,36	0,79	4,67	0,86	4,98	0,73	3,55*
Modelling	5,62	0,72	5,55	0,80	4,86	1,31	5,50	0,74	4,46**
Programming	4,62	0,64	5,00	0,87	4,71	0,90	4,90	0,83	1,59
Evaluation	5,46	0,73	4,82	0,59	4,86	1,06	5,24	0,80	4,37**
Flexibility	5,43	0,80	5,09	1,02	5,33	0,73	5,36	0,73	0,96
Autonomy	5,70	0,66	5,45	0,80	4,67	0,97	5,19	0,76	9,08***
Responsibility	4,95	0,78	4,73	0,88	4,76	1,45	5,02	0,74	1,14

*p<0,05, **p<0,01, *** p<0,0001

Indicators of the ability of programming activity and flexibility and responsibility of self-regulation in schoolchildren with various levels of aspiration are not different.

Figure 2 shows that pupils with an infantile level of aspirations and moderate dominance of the desire for superiority have the lowest planning capabilities.

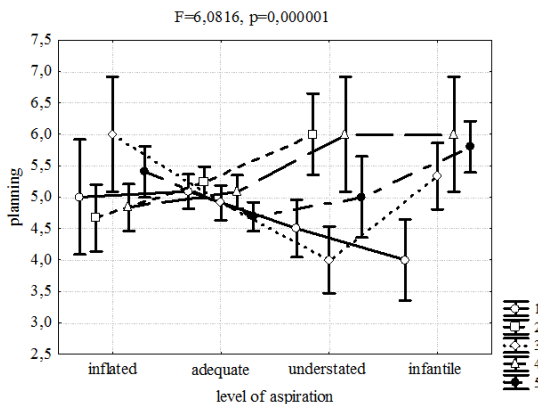


Fig. 2. Planning depending on the type of hubristic motivation and level of aspiration.

Figure 3 shows that pupils with an infantile and inflated levels of aspirations and low hubristic motivation have the lowest modeling capabilities.

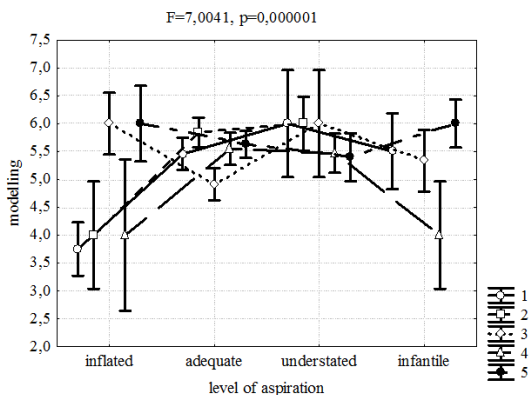


Fig. 3. Modelling depending on the type of hubristic motivation and level of aspiration.

The level of aspirations and type of hubristic motivation have no influence on the indicators of programming (fig. 4).

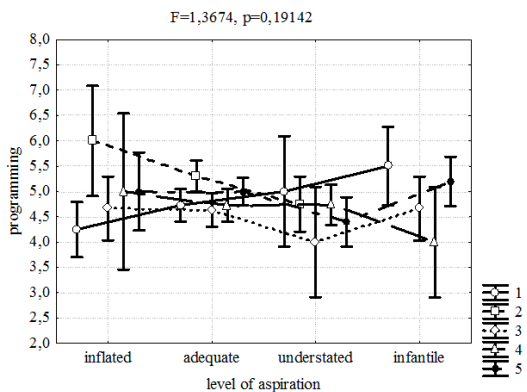


Fig. 4. Programming depending on the type of hubristic motivation and level of aspiration.

Striving for superiority which characterized the first and second profiles on the background of inflated level of aspiration causes the highest level of evaluating of activity results (fig.5).

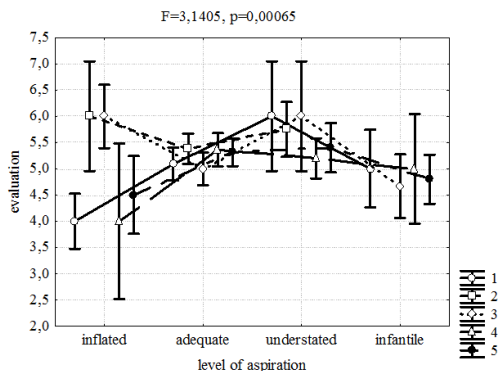


Fig. 5. Evaluating depending on the type of hubristic motivation and level of aspiration.

Figure 6 shows that pupils with inflated level of aspirations and low hubristic motivation have the lowest flexibility.

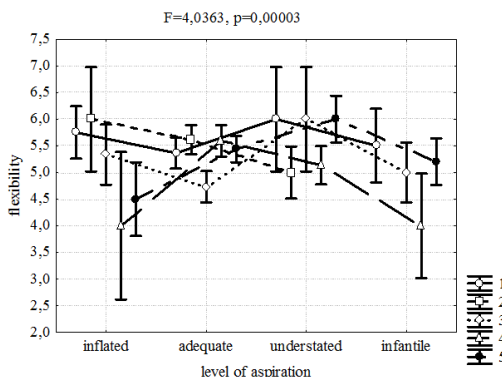


Fig. 6. Flexibility depending on the type of hubristic motivation and level of aspiration.

Figure 7 shows that pupils with inflated level of aspirations and moderate level of striving for superiority have the lowest flexibility.

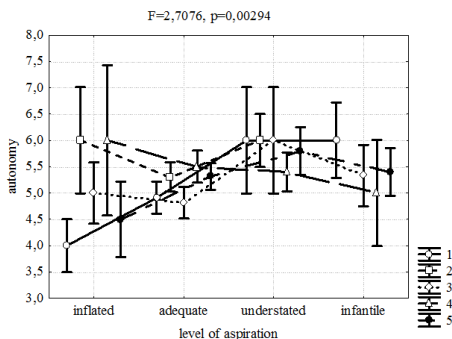


Fig. 7. Autonomy depending on the type of hubristic motivation and level of aspiration.

Figure 8 shows that pupils with inflated level of aspirations and moderate level of striving for superiority have the lowest responsibility.

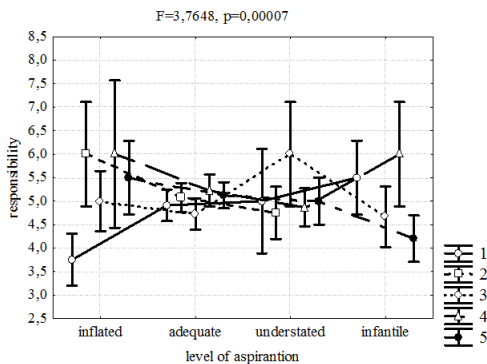


Fig. 8. Responsibility depending on the type of hubristic motivation and level of aspiration.

There are no significant differences in indicators of plannedness in schoolchildren with different types of hubristic motivation (table 3).

Table 3

Plannedness of primary school pupils depending on the type of hubristic motivation

Indicators	Groups according to clusters of hubristic motivation										F
	Moderate Dominance of the pursuit of Superiority		Balanced Hubristic Motives		Expressed dominance of pursuit for superiority		Low Hubristic Motivation		Expressed Dominance of the pursuit of Excellence		
	M	σ	M	σ	M	σ	M	σ	M	σ	
Plannedness	7,00	2,52	6,50	2,60	6,83	2,51	7,25	2,37	6,82	2,86	0,42

Inflated level of aspiration supposes the highest level of plannedness in schoolchildren (table 4).

Table 4

Plannedness of primary school pupils depending on the level of aspirations

	Level of aspirations								F
	Understated		Infantile		Inflated		Adequate		
	M	σ	M	σ	M	σ	M	σ	
Plannedness	7,62	2,54	5,45	2,44	7,90	2,86	6,74	2,74	4,67*

$p < 0,01$

Figure 9 shows that pupils with inflated level of aspirations and balanced hubristic motives have the lowest plannedness abilities.

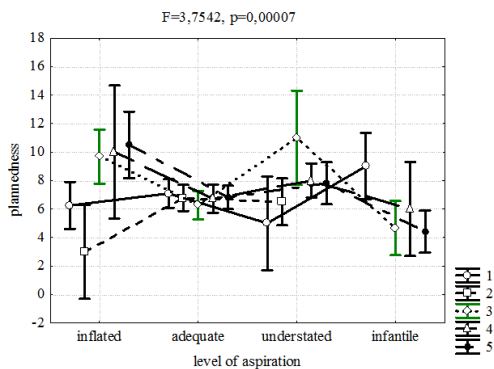


Fig. 9. Plannedness depending on the type of hubristic motivation and level of aspiration.

Conclusions. As a result of our study the differences in the indicators of self-regulation of primary school pupils depending on the type of hubristic motivation were determined. The ability to modeling, programming, evaluating, flexibility and autonomy are higher in schoolchildren with «Balanced Hubristic Motives». «Dominance of the pursuit of Superiority» supposes the lowest level of modeling, evaluation of the results and autonomy of behavior and the highest indicators of flexibility of behavior. The ability of programming is developed below in schoolchildren with «Expressed dominance of pursuit for superiority». Indicators of the ability of planning activity and responsibility of self-regulation in schoolchildren with various types of hubristic motivation are not different.

The differences in the indicators of self-regulation of primary school pupils depending on the level of aspiration were set. In schoolchildren with inflated level of aspirations, the lowest indicators of planning and modeling capabilities, as well as autonomy of behavior are revealed. Planning, modeling, evaluation of results and flexibility of behavior are highest in schoolchildren with understated level of aspiration. Indicators of the ability of programming activity and flexibility and responsibility of self-regulation in schoolchildren with various levels of aspiration are not different.

The schoolchildren with an infantile level of aspirations and moderate dominance of the desire for superiority have the lowest planning capabilities. Pupils with an infantile and inflated levels of aspirations and low hubristic motivation have the lowest modeling capabilities. Striving for superiority which characterized the first and second profiles on the background of inflated level of aspiration causes the highest level of evaluating of activity results. Pupils with inflated level of aspirations and low hubristic motivation have the lowest flexibility. Pupils with inflated level of aspirations and moderate level of striving for superiority have the lowest flexibility. Schoolchildren with inflated level of aspirations and moderate level of striving for superiority have the lowest responsibility.

Inflated level of aspiration supposes the highest level of plannedness in schoolchildren. Pupils with inflated level of aspirations and balanced hubristic motives have the lowest plannedness abilities.

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