



The relationship between the motives for educational activities and attitudes towards others' success among future clinical psychologists

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Abstract. *Introduction.* A fundamental prerequisite for the professional development of a clinical psychologist is a genuine desire to help others. Studying significant psychological phenomena, such as attitudes towards the success of others, provides valuable insights into the process of shaping a future specialist. *Aim.* The aim of this research is to identify the relationship between the motives behind the educational activities of first-year clinical psychologists and their attitudes towards the success of others. *Methodology and research methods.* The study focuses on activity-based and systemic approaches within Russian psychology. To diagnose the educational motivation of students, the authors utilised the methodology developed by A. A. Rean and V. A. Yakunin, as modified by N. Ts. Badmaeva, along with T. V. Beskova's methodology titled "Types of Attitude towards the Success and Failure of Others". The obtained results were processed using the SPSS program (Kolmogorov-Smirnov distribution agreement criterion, multiple regression, and factor and correlation analysis). *Results.* It has been demonstrated that various motives for educational activities are interconnected with a relatively new psychological phenomenon known as "attitude towards the success of others". Research indicates that students' joy for their peers is positively associated with communicative motives for educational activities, while the desire to achieve similar success as their peers correlates with professional motives for educational engagement. Conversely, envy among students is negatively related to communicative motives and positively related to professional and avoidance motives. Among clinical psychology students, the attitude of schadenfreude towards the success of their peers is positively correlated with avoidance motives in educational activities. In contrast, providing assistance and support for the success of others is negatively associated with avoidance motives. Based on the results of factor analysis, the sample is divided into two groups: one group values creative self-realisation, while the other prioritises maintaining a comfortable social position. *Scientific novelty.* The scientific novelty of this study lies in examining the phenomenon of the success of others among students training to become clinical psychologists, particularly in relation to their educational motivation. *Practical significance.* The research findings can be employed in the training process of future clinical psychologists.

Keywords: motives for educational activities, attitudes towards the success of others, student attitudes, clinical psychologists

Acknowledgements. The authors express their gratitude to the anonymous reviewers for their careful attention to the article.

For citation: Serdakova A.D., Maximova M.E., Serdakova K.G., Kiseleva M.G., Sorin A.V., Kravtsov N.S. The relationship between the motives for educational activities and attitudes towards others' success among future clinical psychologists. *Obrazovanie i nauka = The Education and Science Journal*. 2024;27(3): 141–168. doi:10.17853/1994-5639-2025-3-141-168

Взаимосвязь мотивов учебной деятельности и отношения к успеху другого у будущих клинических психологов

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Аннотация. Введение. Необходимым условием профессионального становления клинического психолога в контексте будущей профессии является желание помогать другим людям. Изучение такого важного психологического феномена, как отношение к успеху другого, позволяет понять процесс формирования будущего специалиста. Цель исследования – выявление взаимосвязи между мотивацией к учебной деятельности у студентов-первокурсников, стремящихся к карьере клинических психологов, и их отношением к успеху других. Методология, методы и методики. В основу исследования положены деятельностный и системный подходы отечественной психологии. Для диагностики учебной мотивации студентов использовались соответствующая методика А. А. Реан и В. А. Якунина в модификации Н. Ц. Бадмаевой и методика Т. В. Бесковой «Типы отношения к успеху и неудаче другого». Обработка полученных результатов осуществлялась с помощью программы SPSS (критерий согласия распределения Колмогорова – Смирнова, множественный регрессионный, факторный и корреляционный анализ). Результаты. Показано, что различные мотивы учебной деятельности взаимосвязаны с психологическим феноменом «Отношение к успеху другого». Подтверждено, что высокий уровень показателя «Радость за сверстников» у студентов положительно связан с коммуникативными мотивами учебной деятельности, а показатель «Желание достичь того же» – с профессиональными мотивами учебной деятельности. Показатель «Зависть» как совокупность негативных эмоций по отношению к успехам других отрицательно связан с коммуникативными мотивами учебной деятельности и положительно – с профессиональными мотивами и мотивами избегания. Отношение к успеху однокурсников, которое характеризуется показателем «Злорадство», во многом положительно связано с мотивами избегания в учебной деятельности, а показатель «Содействие и помощь» – отрицательно. Факторный анализ показал, что выборка делится условно на две группы. Для 1-й группы важна творческая самореализация, а для 2-й группы важнее наличие комфортного социального положения. Научная новизна заключается в изучении феномена «отношение к успеху другого» у студентов во взаимосвязи с учебной мотивацией. Практическая значимость. Результаты могут быть использованы в процессе обучения студентов – будущих клинических психологов.

Ключевые слова: мотивы учебной деятельности, типы «отношения к успеху Другого», студенты

Благодарности. Авторы выражают признательность анонимным рецензентам за их внимательное отношение к статье.

Для цитирования: Сердакова А.Д., Максимова М.Е., Сердакова К.Г., Киселева М.Г., Сорин А.В., Кравцов Н.С. Взаимосвязь мотивов учебной деятельности и отношения к успеху другого у будущих клинических психологов. *Образование и наука*. 2025;27(3):141–168. doi:10.17853/1994-5639-2025-3-141-168

Introduction

Currently, the socio-psychological literature presents numerous definitions of the concept of success. The justification of success can depend on various factors, including the definition of success itself, the influence of gender differences on perceptions of objective and subjective success [1], the characteristics of attribution related to successful behaviour [2], cultural differences in the cognitive, emotional, and behavioural components of attitudes towards success [3], as well as self-relationship and feelings of self-efficacy [4].

However, in this study, we do not primarily focus on success itself; instead, we examine the prerequisites for first-year students' attitudes towards others' success, specifically in the context of future clinical psychologists. We align with M. V. Kiryushina's perspective, which posits that attitudes towards the success of others can be considered a distinct phenomenon. This viewpoint is informed by a socio-psychological approach to interpreting the concept of success through the lens of historical, social, and cultural determinants [5].

The formation of attitudes towards the success and failure of others can manifest in various ways among different individuals, depending on the subjects of comparison and the interpretation of those comparisons [6, 7, 8, 9].

On one hand, the various attitudes towards the success and failure of others indicate how others' success is perceived as a phenomenon¹. On the other hand, modality is rightly regarded as one of the primary qualitative and substantive characteristics of an individual's subjective relationships.

From T. V. Beskova's perspective, the attitude associated with this characteristic encompasses both self-perception and perception of the object. This attitude can manifest in positive, negative, and neutral forms. However, it is important to note that the neutral form may be considered a concealed negative form, as it arises from the individual's inability to recognise and accept their true feelings and current circumstances, as highlighted by T. V. Beskova [9]. This study aims to explore the phenomenon of attitudes towards the success of others among first-year students, whom we consider to be generally successful individuals, albeit with varying levels of achievement. These students have recently entered a prestigious university in Russia, having successfully navigated a highly competitive admission process. Their primary focus is on professional and personal self-determination, which is reflected in the manifestation of specific motives related to their educational activities. We believe it is both interesting and important to examine the motives driving the educational pursuits of these first-year students. Motivation plays a crucial role in

¹ Abramenkova V.V. (2000) *Genesis otноshenii rebenka v sotsial'noi psikhologii detstva* = Genesis of Child Relationships in the Social Psychology of Childhood. Dr. Sci. (Psychology) dissertation. Moscow; 2000. 420 p. (In Russ.)

student success, influencing everything from goal acceptance to self-control and self-esteem. Educational motivation can evolve over time due to various influencing factors. Its development begins in the first year of study, establishing the groundwork for a student's personal interest in enhancing both their professional and personal qualities [10]. It is widely recognised that a student's success in learning is influenced not only by their intellectual abilities but also by various socio-psychological factors. One significant factor may be the desire to succeed, particularly when individuals evaluate themselves in relation to the successes of others. Analysing the model of social success necessitates the establishment of criteria that define success in relation to a group of individuals deemed successful within a specific society and time period. The "Other" serves as a reference point; it can be perceived as an average type, an exemplar, or even a role model for the entire group. Experiencing both success and failure can lead to a reevaluation of one's own achievements and those of others, fostering personal growth and group cohesion. This dynamic is especially crucial in professions such as psychology, particularly in the specialised field of clinical psychology.

Currently, society is increasingly recognising the importance of psychologists and their role in promoting emotional well-being. The number of clinical psychologists employed by health authorities is on the rise, and educational institutions responsible for training qualified professionals are experiencing a corresponding increase in workload and responsibility. The successful training of clinical psychologists is reflected in the demonstration of professionally and socially significant personality traits [11]. The ability to be genuinely happy for others and to demonstrate empathy is a crucial quality for aspiring to become clinical psychologists. Therefore, we believe it is particularly important to examine the "attitude towards the success of others" among students pursuing a career in psychology. This examination is especially vital for future clinical psychologists who are just beginning their training within the university educational system. Research conducted among first-year students indicates that the primary conscious motives for their choice of profession include self-development, personal growth, and a desire to help others. Clearly, the attitude towards other individuals is not only an essential personal quality but also serves as the foundation for the development of future clinical psychologists [12]. When analysing the psychological characteristics of psychology students, researchers identified a tendency towards later professional self-determination, as well as a need to foster the development of positive qualities during the learning process, such as goodwill¹. Therefore, it is essential to address this issue in the first year of study to effectively monitor the subsequent dynamics of the development of specific personality traits.

The work of a clinical psychologist is a scientifically grounded practice that evolves into an art, resulting in a unique style for each specialist. Classifying clin-

¹ Milakova V.V. *Psikhologicheskie osobennosti professional'nogo samoopredeleniya budushchikh spetsialistov pomagayushchikh professii sotsionomicheskogo tipa* = Psychological Features of Professional Self-Determination of Future Specialists in Helping Professions of Socionomic Type. Cand. Sci. (Psychology) dissertation. Astrakhan; 2007. 234 p.

ical psychology as a “craft” carries significant responsibilities. It necessitates a serious engagement with the principles and advancements of academic psychology, enabling practitioners to transcend the superficial aspects of everyday psychology. This classification also compels professionals to enrich academic psychology with their own discoveries and innovations, focusing on issues of practical significance. Furthermore, it requires a responsible approach to the process of transferring professional skills from an experienced mentor to a novice apprentice, with the hope that the apprentice will surpass the teacher and develop a new perspective on the craft for future generations. It is essential to integrate into professional communities, adhere to their standards, and cultivate a shared professional environment. One must recognise that it is challenging to excel as a psychologist when surrounded by less competent peers; instead, one can only aspire to be among the best. Consequently, motivation for professional (and, during the training phase, educational) activities, as well as one's attitude towards the successes and failures of others, are critical factors in the individual professional development of a clinical psychologist and the advancement of the professional community as a whole.

The experience of accompanying clinical psychology graduates as they begin their integration into the professional community highlights the challenge they face in maintaining a dynamic balance between their professional ambitions, which drive their ongoing training and development, and the necessity of collaborating closely with their peers. The professional success of a specialist largely depends on their ability to achieve this balance. Consequently, the higher education system in clinical psychology must assist future professionals in finding this equilibrium from the outset of their training. This underscores the importance of studying the relationship between the motivations behind the educational activities of psychology students and their attitudes towards others' success.

The theoretical analysis conducted suggests a potential connection between the motives of educational activity and the “attitude towards the Other”. However, we have not identified any specific scientific studies that explore the relationship between these psychological phenomena.

The aim of this study is to identify the relationship between the motivations for training activities among first-year students pursuing a career as clinical psychologists and their attitudes towards the success of others (their peers).

The research is grounded in the following research questions:

1. Which motives for learning activities are more pronounced and which are less significant among first-year students pursuing a career in clinical psychology?
2. What types of attitudes towards others' success are prevalent among first-year students studying to become clinical psychologists?
3. Is there a relationship between the motives for learning activities and the types of attitudes towards others' success?

The hypothesis posits that specific motives behind learning activities serve as predictors of students' attitudes towards the success of others. This assumption enables us to explore the relationship between the motives driving the educational

activities of first-year clinical psychology students and their attitudes towards the success of their peers.

This study and its findings can be utilised by higher education instructors to shape and cultivate students' personalities throughout their academic journeys. Additionally, practicing psychologists can leverage these insights to advise students on enhancing their motivation for educational activities and fostering self-development. The practical significance of this research lies in its exploration of the motives behind students' educational pursuits and the examination of the relationship between students' attitudes towards the success of their peers (fellow students) and these motives. Furthermore, the study highlights the potential to influence students' educational motivations, which can ultimately contribute to the formation of their professional identities.

The limitations of this article stem from the fact that the concept of relational success is relatively new and has been minimally studied. Systematic work on the organisation of theoretical knowledge is still needed, and our practical research is based on only one technique, which restricts our ability to comprehensively examine this phenomenon. We conducted our study of the motives behind educational activities using a methodology developed from a questionnaire created by A. A. Rean and V. A. Yakunin, along with statements characterising the motives of education derived from a survey conducted by N. T. Badmaeva [13] among students and schoolchildren. These motives include communicative, professional, educational, broad social motives, as well as those related to creative self-realisation, avoidance of failure, and prestige. This study explores various communicative, professional, educational, and broad social motives, as well as motives related to creative self-realisation, the avoidance of failure, and the pursuit of prestige. The methodology reflects the motives of educational activities solely within the context of these identified factors. It is important to note that training specialists in this field at a medical university in Russia is a relatively new practice. It can be inferred that intentional efforts are necessary to accumulate theoretical knowledge and to organise psychological research, which would allow for an examination of the roles of interpersonal trust and aggressiveness in shaping the conflict culture among graduates of a medical university. Additionally, a limitation of this study is that it was conducted among first-year clinical psychology students who are at the very outset of their professional development.

Literature Review

The uniqueness of each personality, along with the diverse internal and external factors influencing human behaviour, compels researchers to concentrate on individual phenomena in their efforts to construct a comprehensive understanding [14].

K. Ma and L. N. Pichugina assert that several conditions must be considered to motivate students to pursue higher education. It is essential to examine and analyse the existing motivation that influenced their choice of profession and university.

Furthermore, while studying the courses within the educational curriculum, attention should be given to the focus of each subject and the competencies developed for future professional endeavours. Additionally, the primary motives for learning include methods to stimulate interest in education, the establishment of a positive classroom atmosphere, the quality of the content across all subjects, and the authority of the teacher [15].

I. S. Minbulatova and M. M. Isaeva argue that success in fostering a genuine interest in learning is contingent upon the extent to which a student consciously selects their field of study at the university, as well as their self-awareness and understanding of their personal goals [16].

T. V. Ehksakusto, I. A. Kibalchenko and Yu. K. Duganova develop the idea that a student's success in learning is fundamentally linked to their intellectual abilities and self-esteem. Generally, students who are motivated to achieve their goals – such as engaging work and personal well-being – tend to have higher self-esteem than their peers who prioritise leisure and travel. Furthermore, students with elevated self-esteem typically score higher on measures of intellectual ability compared to those who assess themselves as below average in terms of GPA. The authors emphasise the connection between motivation to learn and intelligence [10]. However, S. N. Burkov and A. M. Efremov argue that intelligence is not the primary determinant of a student's success; rather, motivation plays a crucial role in this process. In their study, which involved students of comparable intellectual abilities, the entire sample was conditionally divided into two groups: those who were successful in their studies and those who were less successful. The analysis of the results conducted by S. N. Burkov and A. M. Efremov revealed that successful students are genuinely interested in mastering the material to achieve a high level of understanding. In contrast, less successful students often focus solely on obtaining good grades or seeking approval from their peers, demonstrating little interest in the subject matter being studied [17]. As indicated by numerous publications, successful students frequently emerge as leaders within social groups. They garner greater recognition and respect from their peers due to their academic achievements. This recognition can yield not only emotional benefits, such as enhanced well-being, but also influence their future life trajectories – potentially facilitating professional advancement and goal-setting. Moreover, successful students earn recognition and respect from their peers for reasons beyond their academic accomplishments.

T. V. Beskova considers the concept of “attitude towards others' success”. She identifies several components of this psychological phenomenon: joy for others and support at every opportunity; regret over their misfortune; and competition coupled with envy of success [18].

E. M. Dubovskaya and A. D. Serdakova examine this concept in their study, focusing on its relationship with coping strategies among adolescents and high school students [19].

In addition to examining the attitude towards the success of others, we explore the concept of the motives behind students' educational activities. Foreign stud-

ies on educational motivation focus on enhancing pedagogical approaches. The research paper by M. L. Sedden and K. R. Clark "Motivating Students in the 21st Century" [20] emphasises the importance of diverse learning strategies in enhancing student motivation for both classroom and clinical work. M. Theobald's research [21] examined the relationship between self-regulated curricula, academic performance, and motivation. Additionally, previous attempts have been made to experimentally investigate the connection between training strategies and students' personalities, as well as their academic motivation. At the same time, there have been previous attempts to experimentally investigate the connection between training strategies and students' personalities, as well as their academic motivation. V. Donche, S. D. Maeyer, L. Coertjens et al. [22] concluded that the impact of teaching strategies on learning during the first year should neither be underestimated nor overestimated; the personality of the student is also significant. A review of studies on the motivation of students pursuing degrees in health-related fields, including those studying psychology, concluded that different types of motivation influence cognitive, affective, and behavioural outcomes [23].

Motivation, according to V. O. Kosacheva, plays a crucial role in the development of personality and professional growth among students in higher education institutions. There are three primary aspects of the relationship between motivation and learning: 1) effort is essential for effective learning; 2) the desire for improvement is a key factor; and 3) certain motives, such as fear of failure or anxiety about success, can hinder the learning process [24].

According to A. P. Kaitov, the primary motives of educational activities include autonomy, the capacity to take initiative, as well as cognitive strategies (working with information), metacognitive strategies (planning), and adaptive strategies (positive) [25].

M. V. Yekaterinina notes that student motivation manifests in various forms and evolves by the end of their training. There is a decline in positive motivational subsystems and the emergence of negative ones, such as antimotivation or safety motivation. This shift is attributed to the characteristics of the educational process and the transformation of educational activities into professional ones [26].

As noted by E. V. Kuznetsova, the role of clinical psychologists in contemporary medical practice has become increasingly vital for supporting treatment processes, preserving mental health, and preventing the onset of psychosomatic disorders [27]. The organisation of high-quality training for qualified clinical psychologists is crucial and should begin in the first year of university studies. While it is essential for clinical psychologists to possess comprehensive professional competencies, the development of universal competencies is also crucial in shaping their professional identity. According to the Russian Federal State Educational Standards (FSES) for the field of "Clinical Psychology", graduates are required to demonstrate a range of competencies, including universal skills such as communication, self-organisation and self-development. In our view, the effective development of competencies in clinical psychology is significantly influenced by the educational motivation of students. The ability to understand another person and to influence them are the

primary professional responsibilities of a psychologist. The role of a clinical psychologist is categorised as an assisting profession, with the primary objective being to help individuals. Furthermore, qualities such as empathy, tolerance, the capacity to accept others, and the ability to celebrate their successes are crucial attributes for a clinical psychologist. These qualities enable the specialist to foster a positive working environment for clients and, in medical settings, to encourage patients to overcome the challenges associated with their illnesses. Consequently, the attitude towards others' success is a fundamental foundation for the professional development of future clinical psychologists.

The work of I. K. Gavrilova¹ highlights the necessity of developing communication skills among psychology students, as well as the specific requirements for professionals in the field, particularly in the motivational domain. A crucial outcome of education is self-awareness and the mastery of self-regulation skills. The article "Development of professional motivation of students-psychologists" by Yu. N. Kazakov, U. S. Merkusheva [12] addresses this issue. Several researchers have examined various aspects of this topic. For instance, the study conducted by G. M. Belokrylova² emphasises that a psychologist's work is always influenced by their personal characteristics. V. A. Fokin's research investigates the dynamics of motivation, revealing a strong desire for self-improvement among first-year psychology students. When comparing these students to those in other disciplines, the author notes the unique aspects of the psychology profession and analyses how perceptions of the profession evolve throughout the course of study [28]. When analysing the psychological characteristics of psychology students, V. V. Milakova³ identified their professional self-determination and emphasised the importance of fostering positive qualities, such as benevolence, during the learning process.

M. V. Romanova⁴ emphasises the significance of personal qualities in fostering professional reflection during the learning process. In their study of the dynamic characteristics of professional identity, O. A. Braun, M. G. Arkuzin, Y. V. Arshinova and M. A. Bilan compared undergraduate psychology students with those specialising in clinical psychology [29]. D. N. Chernov and K. I. Shachneva revealed distinct personal characteristics among students pursuing degrees in medicine and clinical psychology [30]. Notably, the researchers highlighted the importance of responsibility as a key quality among students at a medical university. We believe that the diversity of personality traits among students is particularly evident in their inter-

¹ Gavrilova I.K. *Osobennosti kommunikativnoi sfery studentov-psikhologov i ee razvitiye v protsesse obucheniya* = Features of the Communicative Sphere of Student Psychologists and its Development in the Learning Process. Cand. Sci. (Psychology) dissertation. Irkutsk; 2004. 184 p.

² Belokrylova G.M. *Professional'noe stanovlenie studentov – psikhologov* = Professional Development of Student Psychologists. Cand. Sci. (Psychology) dissertation. Moscow; 1997. 189 p.

³ Milakova V.V. *Psikhologicheskie osobennosti professional'nogo samoopredeleniya budushchikh spetsialistov pomagayushchikh professii sotsionomicheskogo tipa* = Psychological Features of Professional Self-Determination of Future Specialists in Helping Professions of Socionomic Type. Cand. Sci. (Psychology) dissertation. Astrakhan; 2007. 234 p.

⁴ Romanova M.V. *Lichnostnye faktory razvitiya professional'noi refleksii studentov, budushchikh pedagogov-psikhologov, v protsesse obucheniya v vuze* = Personal Factors in the Development of Professional Reflection of Students, Future Educational Psychologists, in the Process of Studying at a University. Cand. Sci. (Psychology) dissertation. Kursk; 2014. 155 p.

personal relationships and academic motivation. It is essential to examine the aspects of both the professional and personal development of students.

It is understood that an individual expresses their identity through the choices they make in their actions. According to A. N. Leontyev's definition, personality is a hierarchy of motives [31]. During personal development and growth, the need-motivational sphere undergoes significant changes; willpower develops, enabling individuals to exert control over their actions, and the ability to manage one's emotions emerges. According to L. I. Bozovic, personality is revealed in relation to oneself and to society [32]. In adolescence and early adulthood, crucial changes occur in personality, particularly related to self-determination, professional development, and the establishment of diverse relationships with others [33].

In adolescence, the development of a mature, professionally oriented personality takes place during vocational training. Consequently, this period is critical for cultivating the qualities and characteristics of the psyche and personality that will influence an individual's future life and career path [22].

Accordingly, it is proposed to view education primarily as an ethical endeavour [34], emphasising the central role of the individual [35]. The hierarchical interpersonal relationships among students are regarded as a crucial factor in attaining academic success [36].

In the learning process, value and emotional significance are dynamically intertwined [37]. Education is closely related to its historical and social context [38]. R. Colter and J. Ulatowski emphasise the necessity of cultivating effective and autonomous students as a fundamental objective of the educational system [39]. O. Orlando and E. Bernal highlight the central role of the individual and the importance of human rights [40].

V. A. Mokhov¹ posits that success in learning is influenced by self-esteem, which is closely related to the criteria for one's attitude towards the success of others, including recognition of success, competition, devaluation of success, and avoidance of assessment.

Yu. S. Gaiduchenko empirically established that over 37.8% of students experience jealousy regarding the success of their peers. Simultaneously, 73% of students prefer to complete tasks quickly rather than postpone them, and 40.5% rely on the assistance of others when undertaking work. These characteristics are key indicators of the motivational landscape among students [41]. Additionally, perceptions of others' success may be influenced by the personal traits of the evaluator [25].

The perception of the significant other during adolescence is a crucial aspect of personality development at this stage. This process of perceiving the significant other occurs through one's attitudes towards their successes and failures [18].

In the study conducted by A. D. Serdakova, N. B. Shustikova, N. C. Kishkin et al. [14], personality factors that influence students' attitudes towards success in secondary medical education are identified. Medical students exhibit a positive percep-

¹ Mokhov V.A. *Otnoshenie k uspekhу sverstnika v mladshem podrozkovom vozraste* = Attitude to Peer Success in Early Adolescence. Dissertation abstract. Moscow: Lomonosov Moscow State University; 2003. 25 p.

tion of others, expressing genuine joy and admiration for their successes, as well as empathy in the face of failure. The success of others significantly motivates students to strive for similar achievements and fosters self-improvement. A direct correlation was found between the level of empathy and a positive attitude towards the success of others, highlighting the importance of this personal factor in the development of interpersonal relationships.

Good relationships with peers, characterised by satisfaction in communication, trust, and affection, contribute to individuals' willingness to develop in specific directions and demonstrate autonomy. Notably, when young people maintain positive relationships with their peers, they exhibit a greater interest in acquiring new knowledge and experiences through participation in charitable events. Conversely, feelings of rejection from their peers can result in a diminished interest in such activities [42].

Based on the information presented, it can be inferred that there is a relationship between the motives for educational activities and the attitude towards the success of others. We will examine this assumption in the context of studying the training process for first-year students who are aspiring clinical psychologists.

Methodology, Materials and Methods

The aim of our study was to determine whether there is a relationship between students' motives for learning activities and their attitudes towards the success of others. In light of the increasing demands of modern society for high-quality training of psychologists, which encompasses university education and the development of essential professional qualities during this training, it has become imperative to examine this process through psychological research. The intricate relationship between an individual's psychological characteristics and their educational motivation necessitates the selection of appropriate methodological approaches. The study focuses on activity-based and systemic approaches within Russian psychology. We examined research on the educational motivation of students, as well as the psychological characteristics of both students and aspiring psychologists. Additionally, we explored psychological studies concerning the personal traits of students in helping professions. Considering the work of T. V. Beskova [8], who, based on her research on the phenomenon of "attitude towards the success of others", relies on the main principles of the systematic approach, we can regard this phenomenon as an important personal characteristic for individuals in helping professions. Our review of the psychological literature enabled us to formulate hypotheses for our study.

Theoretical sources were identified using a variety of resources, including the scientific electronic library eLIBRARY, the PubMed scientometric database, the electronic library of the Russian State Library (RSL), the scientific electronic library CyberLeninka, Google Scholar, and the Web of Science (WOS) search platform. The search encompassed the period from 1997 to 2023 and was conducted using the keywords "motives for educational activities", "attitude towards the success of others", and "students-psychologists" in both Russian and English.

The sample consisted of first-year psychology students from the Institute of Psychological and Social Work at I. M. Sechenov First Moscow State Medical University (Sechenov University). The study was conducted from April to May 2023. By this time, students were already familiar with their peers and had an understanding of their academic achievements and other socially significant accomplishments.

The total number of respondents was 86 individuals aged 18 to 20 years ($M = 23.2$; $SD = 0.76$): 26 (30.2%) were boys and 60 (69.8%) were girls.

The diagnostic complex included the following methods: “Methodology for Diagnosing Students’ Educational Motivation” (A. A. Rean and V. A. Yakunin, modification of N. Ts. Badmaeva) [13] and “Types of Attitude towards the Success and Failure of Others” by T. V. Beskova [8]. The study was conducted individually with each student in the form of a standardised conversation to exclude the influence of the group on the objectivity of the results. Oral consent of subjects (respondents) to the study was obtained. The obtained results were processed using the SPSS program (Kolmogorov-Smirnov distribution agreement criterion, multiple regression, and factor and correlation analysis).

Results

To select the appropriate mathematical and statistical criteria, the data were analysed for normality of distribution using the Kolmogorov-Smirnov test. The distribution of nearly all the variables under investigation does not conform to the normal distribution. Therefore, for further analysis, we can only employ non-parametric methods of statistical analysis.

Figure 1 illustrates the average values of indicators reflecting the severity of motives for educational activities, as obtained through testing with the student motivation diagnostic method developed by A. A. Rean and V. A. Yakunin, and modified by N. Ts. Badmaeva [13].

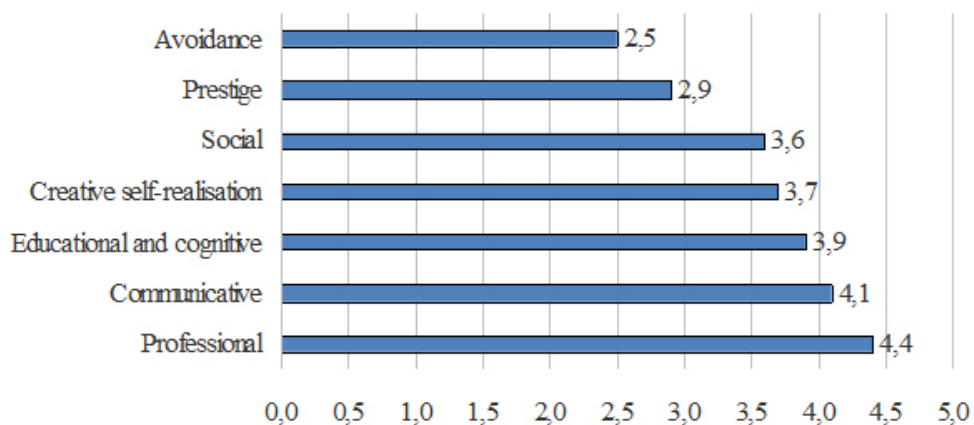


Fig. 1. Average values of indicators of student motivation

Figure 1 illustrates the highest rates for professional and communicative motives, while motives of avoidance and prestige are the least pronounced.

The average values of the indicators reflecting students' attitudes towards the success of others, obtained from the assessment titled "How the Subject Responds to the Success (Superiority) and Failure of the Other", are presented in Figure 2.



Fig. 2. Average values of indicators of students' attitude towards the success of others

Figure 2 illustrates the prevalence of student attitudes regarding the success of their peers, which include joy for a peer, passive regret, and a desire to achieve similar success. The least expressed emotions are self-regret and indifference.

Multiple regression analyses were conducted to determine which motives of learning activities significantly predict attitudes towards the success of peers among clinical psychology students. The dependent variables included indicators of attitudes towards others' success, such as joy for a peer, self-regret, the desire to achieve similar success, envy, passive regret, indifference, schadenfreude, assistance, and support. The independent variables (predictors) comprised communicative, professional, educational, and cognitive social motives, as well as motives related to avoidance, prestige, and creative self-realisation. Table 1 presents the results of the regression coefficient calculations for the variables associated with the attitude towards the success of others.

Table 1

Predictors of attitude towards the success of others

Indicator		Joy for Others	Self-regret	Desire to achieve the same	Envy	Passive regret	Indifference	Schadenfreude	Assistance and support
Communicative	β	0.406	-0.331	0.276	-0.463	-0.038	-0.017	-0.231	0.295
	<i>t</i>	2.441	-1.929	1.684	-2.820	-0.213	-0.091	-1.377	1.664
	<i>p</i>	0.017*	0.057	0.096	0.006**	0.832	0.928	0.172	0.100
Avoidance	β	-0.184	-0.135	-0.300	0.561	-0.233	-0.073	0.585	-0.364
	<i>t</i>	-1.172	-0.834	-1.943	3.618	-1.386	-0.422	3.690	-2.178
	<i>p</i>	0.245	0.407	0.056	0.001**	0.170	0.674	0.000**	0.032*
Prestige	β	0.189	0.318	-0.156	-0.203	0.095	-0.037	-0.290	0.337
	<i>t</i>	1.069	1.744	-0.894	-1.165	0.505	-0.190	-1.624	1.795
	<i>p</i>	0.288	0.085	0.374	0.248	0.615	0.850	0.108	0.077
Professional	β	-0.013	0.182	0.499	0.366	-0.105	-0.081	0.275	-0.093
	<i>t</i>	-0.087	1.191	3.418	2.497	-0.663	-0.496	1.839	-0.588
	<i>p</i>	0.931	0.237	0.001*	0.015*	0.509	0.621	0.070	0.558
Creative self-realisation	β	0.025	-0.111	0.051	0.026	0.286	-0.092	-0.080	-0.117
	<i>t</i>	0.202	-0.859	0.409	0.209	2.133	-0.669	-0.634	-0.876
	<i>p</i>	0.840	0.393	0.684	0.835	0.036	0.505	0.528	0.384
Educational and cognitive	β	0.055	-0.135	0.025	0.035	0.010	-0.047	0.034	0.013
	<i>t</i>	0.308	-0.735	0.145	0.200	0.053	-0.239	0.190	0.069
	<i>p</i>	0.759	0.465	0.885	0.842	0.958	0.812	0.850	0.945
Social	β	-0.063	-0.161	0.147	0.009	0.015	-0.036	-0.047	0.016
	<i>t</i>	-0.413	-1.029	0.988	0.058	0.095	-0.220	-0.306	0.100
	<i>p</i>	0.681	0.307	0.326	0.954	0.925	0.827	0.761	0.921

As demonstrated by regression analysis ($R = 0.478$; $R^2 = 0.227$; $F = 3.271$), “joy for peers” among students is positively associated with the communicative motives of educational activity ($\beta = 0.406$). Additionally, the “desire to achieve the same as the other” is associated with the professional motives of educational activity ($\beta = 0.499$; $R = 0.500$; $R^2 = 0.250$; $F = 3.723$). Notably, a type of “attitude towards the other” is negatively related ($R = 0.497$; $R^2 = 0.247$; $F = 3.647$) to the communicative motives of educational activity ($\beta = -0.463$) while being positively associated with professional motives ($\beta = 0.366$) and avoidance motives ($\beta = 0.561$).

The motives behind educational activities are not connected to students’ feelings of “self-regret”, as long as they recognise the success of others. ($R = 0.421$; $R^2 = 0.178$; $F = 2.406$). Additionally, the motives for learning activities do not correlate with “passive regret for others’ success” ($R = 0.340$; $R^2 = 0.115$; $F = 1.452$). Educational motives are also unrelated to “indifference”, which is characterised by a lack of concern for various troubles faced by others ($R = 0.269$; $R^2 = 0.072$; $F = 0.866$). Such an attitude of “schadenfreude” among first-year students, who are future clinical psychologists, is positively associated ($R = 0.460$; $R^2 = 0.212$; $F = 2.996$) with avoidance motives in learning activities ($\beta = 0.585$). Conversely, “assistance and support”, as a form of “attitude towards the success of others”, are negatively associated (R

= 0.355; $R^2 = 0.126$; $F = 1.604$) with avoidance motives in learning activities ($\beta = -0.364$).

Further, to identify the factors that most clearly characterise the attitudes of first-year students, specifically future clinical psychologists, towards the success of others, a factor analysis was conducted. The simplicity of the factor structure was assessed using the Cattell's scree test¹.

The results of the test application are illustrated in Figure 3.

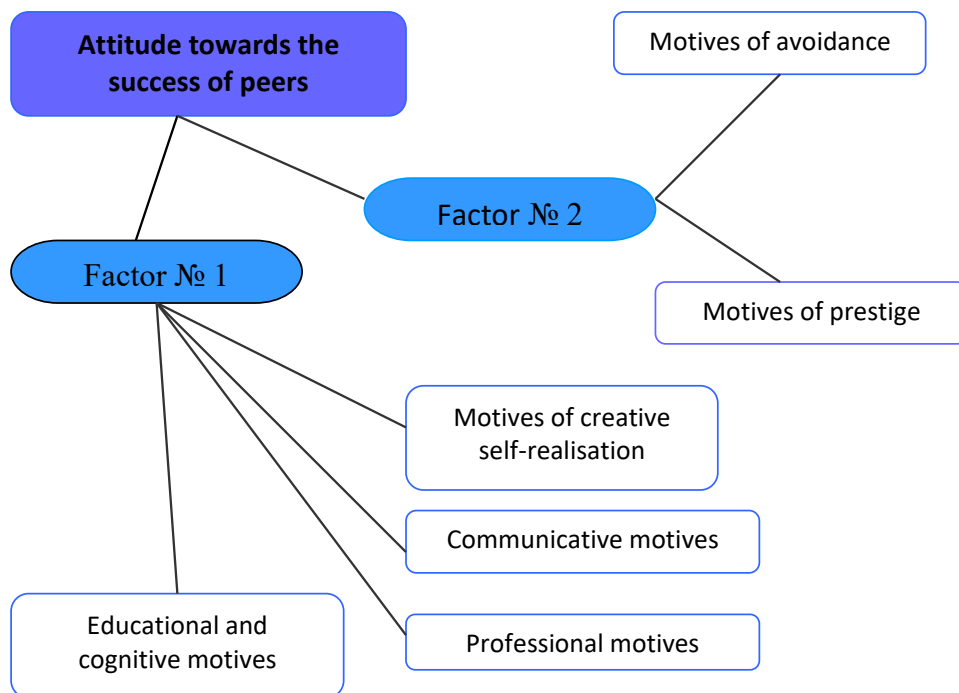


Fig. 3. Assessing the factors influencing attitudes towards success in first-year clinical psychology students

From the results presented in Figure 3, we identified two main factors influencing students' attitudes towards the success of their peers – future clinical psychologists.

In order to interpret the available data, the principal components method with varimax rotation was applied. The two factors obtained explain 71% of the variance in the initial correlation matrix, with a factor loading of more than 0.50 used as the criterion for the significance of the indicators.

¹ Cattell R.B. The scree test for the number of factors. *Multivariate Behavioral Research*. 1966;1(2):629–637. doi:10.1207/s15327906mbr0102_10

The first factor encompasses professional, educational, and communicative motives related to educational activities, as well as motives for creative self-realisation.

The second factor includes motives related to avoidance and prestige.

Next, we examined the relationship between the motives behind the educational activities of students studying to become clinical psychologists and their attitudes towards the success of their peers. To achieve this, we conducted a correlation analysis using the Spearman rank correlation coefficient.

Figure 4 illustrates the correlation galaxy, highlighting the statistically significant relationships that have been identified.

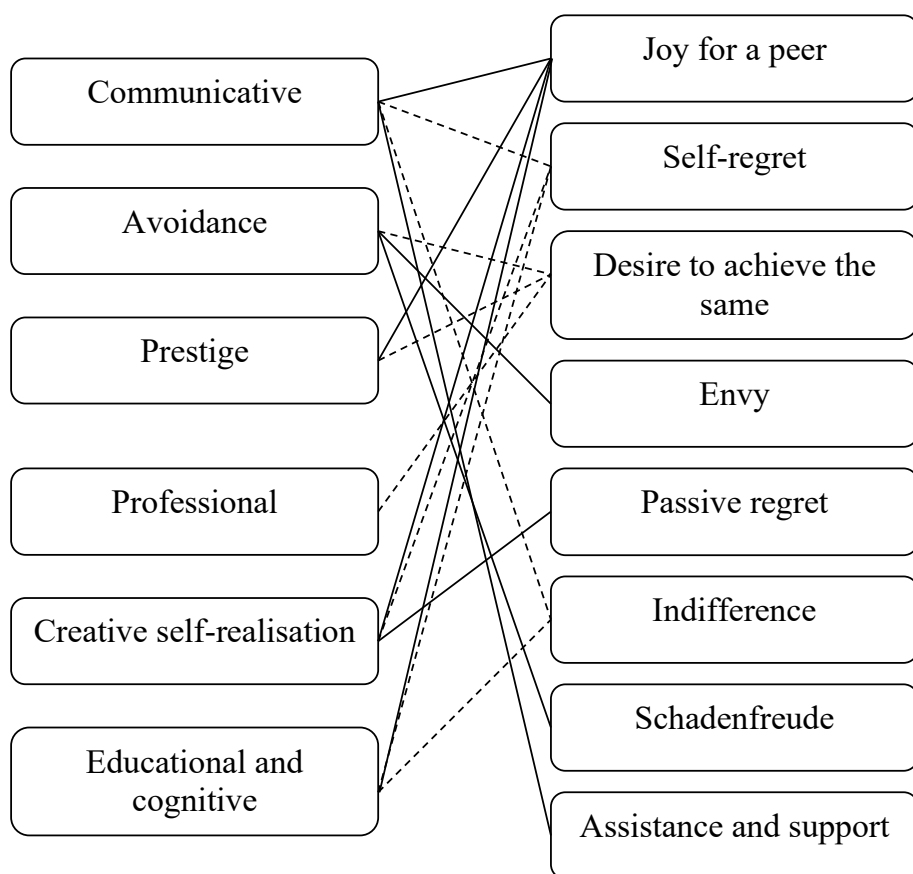


Fig. 4. Correlation galaxy of the motives for educational activities and students' attitudes towards the success of others

Note. A solid line indicates a positive relationship, while a dashed line represents a negative relationship.

In the course of correlation analysis, numerous connections were identified between communicative, professional, educational, cognitive, and social motives, as well as motives related to prestige and creative self-realisation. These motives were linked to various indicators of attitudes towards the success of others, including joy for a peer, self-regret, the desire to achieve similar success, envy, passive regret, indifference, *schadenfreude*, and the willingness to offer assistance and support.

In the course of multiple regression analysis, it was found that students' joy for their peers is positively associated with the communicative motives of educational activity ($\beta = 0.406$). The "desire to achieve similar success" is positively associated with professional motives ($\beta = 0.499$). Conversely, "envy" is negatively associated with communicative motives ($\beta = -0.463$) but positively associated with professional motives ($\beta = 0.366$) and avoidance motives ($\beta = 0.561$). Additionally, "*schadenfreude*" is positively associated with avoidance motives in learning activities ($\beta = 0.585$). In contrast, "assistance and support" are negatively associated with avoidance motives in learning activities ($\beta = -0.364$). Correlation analysis revealed numerous connections among communicative, professional, educational, cognitive, social motives, as well as motives related to "prestige" and "creative self-realisation".

Discussion

In the course of the study, first-year students aspiring to become clinical psychologists exhibited the highest levels of professional and communicative motivation. This suggests a well-established professional orientation and an informed choice of career among the majority of students. These students are characterised by a strong desire to achieve success in their professional endeavours, a focus on development within their field, and a commitment to applying the knowledge, skills, and abilities they have acquired. Additionally, they demonstrate a range of professionally oriented competencies. In this context, we can infer a high level of professional identity, a clear awareness of their professional purpose, and a sense of belonging to a professional community.

Communicative motives play a significant role alongside professional motives. This indicates that most students recognise the necessity of effective communication in their professional activities, which involves interacting with various individuals, including patients, their families, and colleagues. To facilitate these interactions, it is essential to possess deep and comprehensive knowledge. Many students view their profession and the social status it confers as a means to connect with interesting individuals. Additionally, the aspiration to earn respect among colleagues and to feel self-assured is regarded as a communicative motive for learning. L. N. Sobchik further develops this concept in her works, emphasising that professional development is influenced by fundamental personality traits that encompass motivational orientation, emotional response styles, cognitive styles, and types of interpersonal relationships [43]. Moreover, the personal characteristics of students evolve dynamically within the context of their professional development [44].

In relation to the success of others, the following indicators are prominent among first-year students aspiring to become clinical psychologists: joy for others, passive regret, and a desire to attain similar achievements. The least expressed emotions are regret for themselves and indifference. Most of the students who participated in the study experience joy at the success of others, demonstrate a willingness to help, and empathise with those who face setbacks. They do not lament their inability to achieve the same success for various reasons; rather, they are motivated to pursue similar accomplishments.

During multiple regression analysis, predictors of students' attitudes towards the success of their peers (fellow students) who are clinical psychologists were identified.

Joy among peers is positively associated with the communicative motives underlying educational activities. Specifically, students studying clinical psychology who view their time at university as an opportunity to engage in communication, form new friendships, and expand their social networks are more likely to experience joy in response to their peers' successes. Additionally, the desire to earn respect from colleagues and to feel self-assured is regarded as a significant communicative motive for learning.

Communication motives are positively correlated with attitudes towards others, such as support and assistance. Specifically, students who seek to support their peers in achieving certain successes often recognise the importance of communicating with various individuals in relation to their future professional activities. According to V. Yu. Khotinets and E. N. Leonova, conscious behaviour in situations requiring assistance is influenced by altruistic attitudes [45].

The desire to attain comparable success to that of their peers is positively correlated with students' professional motivations in educational activities. This aspiration to emulate the achievements of more successful peers is particularly pronounced among students who, during their university studies, seek to acquire professional knowledge and develop essential professional skills. These students aim to excel in their future careers by maximising their abilities and inclinations in their chosen fields. This focus is crucial, as the primary objective in preparing future professionals is to foster these important professional qualities.

Student envy is negatively correlated with communication motives related to educational activities, while it is positively correlated with professional and avoidance motives. These findings indicate that feelings of envy towards a fellow student's success often emerge in students who do not seek to establish new connections during their university studies and who frequently avoid interacting with their peers. Additionally, these students experience envy primarily directed towards acquiring professional knowledge and achieving high academic performance, driven by a strong desire for professional growth. However, they frequently fear making mistakes on their path to success, leading their efforts to focus solely on avoiding failures. Consequently, it is likely that the achievements of their classmates evoke negative emotions in them, such as annoyance or irritation.

Such an attitude towards the success of peers, characterised by *schadenfreude* among clinical psychology students, is positively associated with avoidance motives in educational activities. Consequently, students who are not focused on achieving success during their university studies often direct their efforts solely towards avoiding failure, which typically leads to resentment towards the accomplishments of others. Frequently, they experience a sense of joy and satisfaction when witnessing the failures or misfortunes of their peers. This behaviour allows them to bolster their self-esteem and sense of importance by diminishing the worth of those around them.

Facilitation and assistance as attitudes towards the success of peers in students are negatively associated with avoidance motives in learning activities. This suggests that the predictors of emotional and actionable empathy – manifested through the experiences of others and the desire to contribute to their success – are rooted in the motivation to achieve success. Specifically, compassion for another in the event of their failure, particularly in the form of active support, represents the highest form and final phase of an empathic act, as noted by T. V. Beskova [18]. This capacity is not found in students who fear making mistakes and therefore seek to avoid failures, but rather in those who are focused on achieving success.

At the same time, the motives behind educational activities are not significant predictors of attitudes towards the success of fellow students, such as self-regret, passive regret, or indifference regarding the achievements of peers.

The motives behind educational activities are not linked to the emergence of passive regret among students regarding the successes of their peers. Additionally, the motives for learning are not associated with indifference, which is characterised by a lack of concern or an apathetic attitude towards the various challenges faced by peers.

The motive of prestige positively correlates with joy for peers; that is, students who are primarily motivated by the desire to attain high social status can celebrate the successes of others without experiencing feelings of regret.

The motives for creative self-realisation are positively correlated with joy for peers and passive regret, while they are negatively correlated with self-regret. These connections suggest that future clinical psychologists experience joy from their peers' successes and feel empathy and compassion for those who have encountered setbacks or challenges. Among these students are individuals who consistently demonstrate an interest in educational research activities and seek innovative methods to acquire new knowledge and technology. Many of them are confident in the creative aspects of their chosen profession and view obtaining a foundational psychological education as a starting point that opens up broader opportunities for professional development and personal fulfillment within their field. Typically, they do not express regret for not achieving the same level of success for various reasons.

Thus, based on the results of the correlation analysis, we conclude that the research hypothesis – specifically, that the intensity of certain motives for educational

activities among students is related to their attitudes towards the success of others – has been confirmed.

Moreover, during the factor analysis, two factors were identified from the 13 primary variables across the two methods, which together account for more than 71% of the total variance in the data. Each factor represents a generalised component of future clinical psychologists' attitudes towards the success of their peers. Below, we will describe the factors that were obtained.

The first factor encompasses professional, educational, and communicative motives related to educational activities, as well as motives for creative self-realisation and life goals. We can assert that the most significant influence on students' attitudes towards the success of their peers – particularly among clinical psychology students – stems from their desire to acquire essential knowledge and skills in their chosen professional field, to become qualified specialists, and to master new educational competencies. This desire is also linked to the need for communication and the aspiration to fully identify and develop their abilities through a creative approach to problem-solving. Furthermore, the presence or absence of future life goals, which provide meaning, direction, and a temporal perspective, is also crucial.

The second factor influencing future clinical psychologists' attitudes towards the success of their peers includes motives of avoidance and prestige. These motives are linked to the awareness of potential troubles, inconveniences, and penalties that may arise from failing to fulfill responsibilities, as well as the desire to achieve or maintain a high social status.

Based on the results of multiple regression analysis, we conclude that the predictor of negative attitudes towards the success of others is the motive for avoiding failure, while the predictors of positive attitudes towards the success of others are communicative and social motives. Additionally, the results of factor analysis indicate that the entire study sample can be conditionally divided into two groups. The first group of students is primarily motivated by cognitive pursuits and professional development, valuing creative self-realisation. In contrast, the second group is characterised by a desire for prestige and avoidance. The main aspiration of these students is likely to secure a comfortable position within a social group.

It is important to note that we could not find studies examining the motivation behind students' educational activities in relation to their attitudes towards the success of their peers. This indicates a gap in the research on this topic and highlights the need for further investigation.

Conclusion

We have completed the research tasks. First-year students aspiring to become clinical psychologists exhibit the most pronounced professional and communicative motives for their educational activities, while their motives related to avoidance and prestige are the least pronounced. A factor analysis was conducted to explore the relationship between the motives for learning activities and attitudes towards the success of others. Based on the results of the factor analysis, the sample can be

conditionally divided into two groups. The first group is characterised by professional, educational, and communicative motives for educational activities, as well as motives for creative self-realisation. In contrast, the second group places significant emphasis on motives of avoidance and prestige. These groups of students differ in their attitudes towards the success of others, which is supported by a substantial number of relationships identified in the analysis.

The most common attitude towards the success of others is joy for them, while the least common is regret for oneself. Throughout the study, we confirmed our hypothesis that there is a relationship between attitudes towards the success of others and the motives for educational activities among first-year students training to become clinical psychologists. The following results were obtained.

1. "Joy for the other" has a positive correlation with the communicative motives of educational activities.

2. "Desire to achieve the same" as the other and "envy" are positively correlated with the professional motives behind educational activities.

3. "Envy" among students negatively correlates with their communicative motives in educational activities.

4. "Envy" and "schadenfreude" correlate positively with the motive of learning activities, such as avoidance.

5. "Assistance and support" are negatively correlated with avoidance motives in learning activities.

Considering the results of the study, we can conclude that there is a relationship between learning motivation and attitudes towards success among first-year students training to become clinical psychologists. Therefore, our hypothesis has been confirmed.

Our research holds practical significance as it enhances our understanding of the professional and personal development processes of future clinical psychologists. It enables us to organise student instruction more effectively and paves the way for further psychological research.

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N.S. Kravtsov – scientific literature search, data collecting.

Conflict of interest statement. The authors declare that there is no conflict of interest.

Received 08.10.2024; revised 15.01.2025; accepted 05.02.2025.

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Информация о конфликте интересов. Авторы заявляют об отсутствии конфликта интересов.

Статья поступила в редакцию 08.10.2024; поступила после рецензирования 15.01.2025; принята в печать 05.02.2025.

Авторы прочитали и одобрили окончательный вариант рукописи.