

# Autonomy as the Result of Relations: Role of Attachment to Mother and Peers in Volunteering Motivation in Adolescents

**Sergey V. Molchanov**

Lomonosov Moscow State University, Moscow, Russia

ORCID: <https://orcid.org/0000-0001-5147-3551>, e-mail: [s-molch2001@mail.ru](mailto:s-molch2001@mail.ru)

**Olga V. Almazova**

Lomonosov Moscow State University, Moscow, Russia

ORCID: <https://orcid.org/0000-0001-8852-4076>, e-mail: [almaz.arg@gmail.com](mailto:almaz.arg@gmail.com)

**Natalya N. Poskrebisheva**

Lomonosov Moscow State University, Moscow, Russia

ORCID: <https://orcid.org/0000-0001-9124-530X>, e-mail: [pskr@inbox.ru](mailto:pskr@inbox.ru)

The relevance of the study is defined by the role of volunteering as social practice in developing adolescents' autonomy. Volunteering attitudes in adolescents are considered a meaningful indicator of personal autonomy development. The purpose of the study is to identify the features of volunteering motivation in adolescents as a manifestation of personal autonomy. The research tasks included the following: studying the volunteering motivation of adolescents with and without experience in volunteering; identifying the relationship between the volunteering motivation of adolescents and the type of attachment to mother; revealing the connection between the volunteering motivation and the features of adolescents' relationships with their peers. The following techniques were used: volunteering motivation questionnaire; mother and peer attachment type questionnaires. The sample consisted of 329 subjects aged 14 to 18 years. The study revealed the relationship between the mother attachment type and the attitude to volunteering in adolescents. Positive relationships with peers, including satisfaction with communication, trust and secure attachment, are associated with high willingness of adolescents to participate in volunteer activities as an indicator of personal autonomy.

**Keywords:** volunteering, autonomy, attachment, adolescents.

---

**Funding.** The reported study was funded by the Russian Foundation for Basic Research (RFBR), project number 20-013-00439.

**For citation:** Molchanov S.V., Almazova O.V., Poskrebisheva N.N. Autonomy as the Result of Relations: Role of Attachment to Mother and Peers in Volunteering Motivation in Adolescents. *Psikhologicheskaya nauka i obrazovanie = Psychological Science and Education*, 2022. Vol. 27, no. 3, pp. 89—103. DOI: <https://doi.org/10.17759/pse.2022270307> (In Russ.).

## Автономия как результат отношений: роль привязанности к сверстникам и матери в мотивации волонтерства подростков

**Молчанов С.В.**

ФГБОУ ВО «Московский государственный университет имени М.В. Ломоносова»  
(ФГБОУ ВО МГУ), г. Москва, Российская Федерация  
ORCID: <https://orcid.org/0000-0001-5147-3551>, e-mail: [s-molch2001@mail.ru](mailto:s-molch2001@mail.ru)

**Алмазова О.В.**

ФГБОУ ВО «Московский государственный университет имени М.В. Ломоносова»  
(ФГБОУ ВО МГУ), г. Москва, Российская Федерация  
ORCID: <https://orcid.org/0000-0001-8852-4076>, e-mail: [almaz.arg@gmail.com](mailto:almaz.arg@gmail.com)

**Поскребышева Н.Н.**

ФГБОУ ВО «Московский государственный университет имени М.В. Ломоносова»  
(ФГБОУ ВО МГУ), г. Москва, Российская Федерация  
ORCID: <https://orcid.org/0000-0001-9124-530X>, e-mail: [pskr@inbox.ru](mailto:pskr@inbox.ru)

Обращается внимание на актуальность исследования выделенной темы в связи с ролью волонтерства как добровольческой практики в процессе становления автономии подростков. Отмечается, что отношение подростков к волонтерству является содержательным показателем развития автономии личности. Исследование было направлено на установление характера связи особенностей мотивации волонтерской деятельности подростков как проявления личностной автономии. В процессе работы решались следующие задачи: установление особенностей мотивации волонтерства подростков, имеющих и не имеющих опыт волонтерской деятельности; определение своеобразия связи мотивации волонтерства подростков с типом привязанности к матери; выявление связи мотивации волонтерства подростков с особенностями отношений со сверстниками. Были использованы методики: опросник мотивации волонтерства, опросники анализа типа привязанности к матери и сверстнику. Выборку составили 329 человек в возрасте от 14 до 18 лет. Выявлена связь типа привязанности к матери и отношения подростков к волонтерству. Позитивные отношения со сверстниками, включая удовлетворенность коммуникацией, доверие и надежную привязанность, связаны с высокой готовностью подростков к участию в волонтерской деятельности как показателю автономии личности.

**Ключевые слова:** волонтерство, автономия, привязанность, подростковый возраст.

---

**Финансирование.** Исследование выполнено при финансовой поддержке Российского фонда фундаментальных исследований (РФФИ) в рамках научного проекта № 20-013-00439.

**Для цитаты:** Молчанов С.В., Алмазова О.В., Поскребышева Н.Н. Автономия как результат отношений: роль привязанности к сверстникам и матери в мотивации волонтерства подростков // Психологическая наука и образование. 2022. Том 27. № 3. С. 89—103. DOI: <https://doi.org/10.17759/pse.2022270307>

## Introduction

The development of independence and personal autonomy, emancipation, and the ability to act according to one's own goals and decisions is key foundation in adolescents' personal development. It is known that personal autonomy development does not only characterize one's personal maturity, but it is also the result of one's relationship with parents and peers [3; 4; 8]. Personal autonomy development is based on the system of meaningful relationships in adolescence — with parents and peers.

Several studies have shown that the development of personal autonomy is connected to the attachment type formed in the relationship between the adolescent and their mother. The mechanism that allows secure attachment to form an adolescent's autonomy and independence is connected to the possibility of keeping the feeling of closeness in child-parent relationships, even in times of estrangement and disagreements [1,12]. The security of attachment in adolescents is linked to a high level of trust and partnership in relationship with parents, which allows autonomy to form. Insecure attachment may stand in the way of adolescent's development of autonomy [13]. Secure attachment determines favorable trajectories for the development of personal autonomy of adolescents even with possible genetic risks — secure attachment mitigates the negative manifestations of separation processes and contributes to an increase in the regulatory aspect of autonomy [31].

Adolescents with secure attachment style and a high level of autonomy describe their relationship with parents as comfortable, being aware of both positive and negative aspects. Adolescents with insecure attachment style tend to feel overly intense negative emotions (anger, resentment) towards their parents which makes objective evaluation of relationships difficult [24; 27; 29]. With secure attachment adolescents

see autonomy not as an absolute independence from their parents, instead they act while understanding their opportunities and limits and they do not avoid asking for help, relying on others when needed [13]. For adolescents with secure attachment style parents still are a big part in their lives. Parents help adolescents to adapt to many life changes and remain supportive even throughout periods of separation. Separation is not viewed as alienation and detachment of parents [30]. Insecure attachment style in adolescence stands as a risk factor, while secure attachment may serve as a means of protection from unfavorable teenage development trajectories.

In teenage development, secure attachment is a condition for self-actualization and the formation of an adolescent's consistent self-concept, positive self-treatment, and a differentiated self-image. Adolescents with ambivalent-anxious attachment style tend to view themselves negatively and not show self-acceptance. With this said, attachment to a mother figure may be seen as a condition and as a mechanism of self-concept formation in adolescents, with mother-child relationship transforming into relationship with self.

Adolescents with secure attachment style turn out not only to have better personal development, but to show a higher level of social skills and social adaptation as well [5]. They are also more socially competent, are better at choosing coping strategies and are less likely to turn to unjustified risks. They do not avoid conflict, but they do not get too carried away with their "fight for independence" [25]. Teenagers with insecure attachment styles are less successful in their social development: they are more prone to have addictions [23], they show deviant forms of behavior more often [18].

In social behavior, not only does the attachment to mother matter, but so does the attachment to peers. Study shows both

types of relationship's influence on adolescents' social development [22].

The security of attachment style determines the manner of teenager's personal autonomy development, therefore we can assume that adolescents with secure attachment style, without feeling any anxiety regarding their acceptance by their social surroundings (parents, peers) appear to be more ready to participate in volunteering activities, which is not a means of educational activity, but an independent act of "self-movement" and self-development/.

Volunteering activity may be viewed as social activity with volunteers' initiative, who possess a set of personal features which lead to the change of objective reality and, to self-development [9]. Several studies show that volunteers view themselves positively, have higher levels of empathy and emotional stability [6; 14; 15; 28].

Motivation for volunteering may be directly connected to personal autonomy development in adolescents and young adults. Autonomy in motivation to participate in volunteer work is positively linked to teenagers' prosocial behavior, while external motivation factors of volunteering did not lead to positive changes in adolescents' behavior [20].

Even though volunteering has recently become an increasingly expanding sphere of life for teenagers and young adults, there are few studies on teenagers' volunteering activity and their motivation for volunteer projects. In a review done in E. Korneeva's work the given data shows that volunteers have different motivations for participation and have certain personal characteristics, as well as that the types of volunteer activities themselves differ significantly [7]. We think that motivation to participate and personal characteristics of volunteering participants in sports or cultural events will differ from motivation and psychological features of orphanage, animal shelter and retirement home volunteers. But in the same volunteer-

ing project there will be individual differences in the volunteers' motivations.

The desire to participate in volunteer activities may be based on both altruistic motives and motives for social contacts, and even pragmatic goals, for example, to supplement a resume with participation in socially significant projects [10; 11]. Researchers most often suggest the following typology of volunteer activity trajectories: the "trigger" path (when a certain event in a person's life encourages them to do volunteering), the social path, the "instrumental" path (when volunteering becomes a trajectory for the acquisition of specific skills) and the religious or spiritual path.

In this study, we rely on the operationalization of the concept of volunteering motivation based on the functional theory of motivation [17] as the most developed and systematic model of volunteer motivation. According to the functional theory of motivation, the following motive-functions of volunteering are distinguished: value function, social function, volunteering as a source of competencies, volunteering as a resource of career opportunities, protective (compensatory) function, volunteering as a source of personal development [16]. Helping and supporting others as a priority in the individual hierarchy of values of an individual is reflected in the value function of volunteering. This type of motivation is traditionally connected with altruistic motives, but volunteering and helping others as a value may reflect not only purely altruistic aspirations, but basic worldview attitudes or religious ideas as well. The value function motivation allows volunteers to act based on a wide range of humanistic values, including the value of helping others. Volunteers asserting the value of helping people in difficult life situations consider this activity an important component of their lives. The opportunity to acquire new knowledge, skills and abilities in volunteer projects is most pronounced in the motivation of those who consider volunteer-

ing as a source of competencies. Volunteers with such motivation most often participate in voluntary social, sports and educational projects [16]. This allows you to gain new experience and learn new things, learn your strengths, gain a new perspective on things.

Meta-studies indicate that this is one of the main types of volunteer motivation, along with altruistic motives. Motivation associated with the expansion of career opportunities determines an instrumental attitude towards volunteering as a means of achieving career goals [17]. For some, volunteering becomes a desirable line in the resume, an opportunity to acquire the necessary professional connections, to join a professional community. Career-oriented volunteers believe that the experience of participating in volunteer projects will help them get the desired job and achieve success in their chosen profession. The motivation associated with building a career is most often present in young volunteers [21]. The social motives of volunteer activity relate to the desire of volunteers to be part of a social group, to maintain stable social ties. Volunteers with dominant social motives participate in volunteer projects "for company" with friends or simply follow the example of a significant social environment, thereby seeking to confirm their commitment to group norms and traditions. Satisfaction of social motives in volunteering leads to the formation of new social ties, maintenance, and consolidation of the old ones. Quite often, it is social motives that prevail at the initial stage of volunteering. For novice volunteers with less than six months of volunteering experience, the desire for communication is often a priority motive [9]. In cases where volunteering makes it easier to perceive one's own problems and reduces the sense of guilt for their own well-being and privileges, we can talk about the protective function of volunteering. Volunteering becomes a sort of compensation for one's own difficulties, failures, or a means of overcoming the sense of guilt for

inability to ensure one's own well-being. The development of protective forms of motivation for volunteering is considered as an emotional reward for performing socially useful activities [11]. By helping others, volunteers often solve their own problems and difficult life situations, as well as reduce the overall stress level through socially useful activity [26].

The motivation of volunteering may lie in the perception of volunteer activity as a source of one's own development. Self-development motivation allows one to feel important and necessary in volunteer activity, increase their self-esteem. Motivation of this kind is associated with the need to assert one's self-worth and the desire for self-development.

A study of various social groups of volunteers shows that constant and frequent participation in volunteer activities, as well as in various forms of digital volunteering, is most often associated with value and learning motivation.

The nature of the motivation of volunteering, revealing the functional significance, attitude, and personal meaning of the participation of adolescents in volunteer activity, is a meaningful indicator of the development of personal autonomy. We can assume that the peculiarities of the attitude to volunteering as an indicator of personal autonomy are related to the nature of the relationship of adolescents with a close adult (mother) and peers.

A few studies of the peculiarities of volunteering in connection with attachment show that secure attachment in volunteers is associated with greater activity in volunteer projects, as well as with reliance on internal motivation. With insecure attachment, volunteers act based on altruistic motives to a lesser extent. Anxiety-ambivalent attachment is more often associated with motives of protection and self-development, anxiety-avoiding attachment leads to a decrease in volunteer activity [19]. At the same time, the

study of the relationship between adolescents' attitudes to volunteering and the nature of relationships with peers, considering the key importance of communication with peers at this age for personality development, will clarify the role of attachment to peers in a teenager's willingness to participate in the volunteer movement.

### **Research program, sampling description, and applied techniques**

The aim of the study was to establish the nature of the relationship between the characteristics of motivation of volunteer activity of adolescents as a manifestation of personal autonomy. The following hypotheses have been put forward: 1. The value and social motivation of volunteer activity is more significant for adolescents with secure attachment to their mother, compared with adolescents with insecure attachment type. 2. Value, social motivation and motivation of acquiring volunteer competencies are more significant for adolescents with positive relationships with peers, characterized by a high level of trust and satisfaction with communication and secure attachment to peers.

Tasks included:

— to establish the characteristics of the motivation of volunteering among adolescents with and without volunteering experience;

— to determine the peculiarity of the connection between the volunteering motivation in adolescents with the type of attachment to mother;

— to identify the connection between volunteering motivation in adolescents with the peculiarities of relationships with peers.

329 adolescents of 14-18 years old, 57.4% male and 2.6% female took part in this research. 43.8% adolescents have volunteering experience, 56.2% do not.

In accordance with the tasks set, the following techniques have been used:

1. Questionnaire of motivation of volunteer activity based on the functional theory

of motivation proposed by a group of American psychologists led by E. Clary [17].

2. Methodology for attachment assessment by M. Yaremchuk modified by O. Almazova, G. Burmenskaya [2].

3. Parents and peers attachment questionnaire for parents and peers (peer section) [16].

### **The results**

According to all scales of all questionnaires, the distribution is normal (Kolmogorov-Smirnov criterion), which allows the use of parametric methods of data analysis.

Two factors were considered — the real volunteering experience and the type of attachment to the mother in connection with the attitude to volunteering, which involves the use of two-factor analysis of variance to assess the effect of each of the factors and their interaction with different aspects of the motivation of volunteering.

Table 1 shows the averages, medians, and standard deviations of attitudes to volunteering among respondents with and without experience in volunteering and the result of comparing estimates in these two groups (ANOVA single-factor analysis of variance, for all scales for Levene Statistics  $p > 0.05$ , which, combined the results of checking the normality of distributions allows the usage of ANOVA).

Significant differences were obtained on all scales of the questionnaire. At the same time, they are higher in adolescents with experience in volunteering for grades on all scales. Participation in volunteering turns out to be associated with a greater understanding of the personal meaning of volunteering for all areas of motivation.

According to the results of the modified methodology of M. Yaremchuk, 59% of adolescents had a secure, and 41% had an insecure type of attachment to their mother, which corresponds to various data on the distribution of secure and insecure types of attachment in adolescence.



Table 1

**Descriptive statistics for assessment of the attitudes towards volunteering in adolescents with and without real volunteer experience; differences between them**

Scale/Group	Has experience			No experience			Difference	
	M	Me	SD	M	Me	SD	F	p
Security	4.20	4.00	1.409	3.47	3.40	1.354	11.961	0.001
Value	6.08	6.20	0.840	5.33	5.60	1.211	18.625	<0.001
Career possibility	4.16	4.30	1.574	3.82	3.80	1.414	3.252	0.072
Social function	4.96	5.00	1.317	3.94	4.00	1.480	27.350	<0.001
Source of competence	5.88	6.00	0.978	5.13	5.20	1.242	22.281	<0.001
Source of development	4.81	4.80	1.355	4.28	4.40	1.330	6.429	0.012

Table 2 presents the averages, medians, and standard deviations of the estimates of the attitude to volunteering among respondents with secure and insecure types of attachment to the mother and the result of comparing the estimates in these two groups (ANOVA one-factor analysis of variance, for all scales for Levene Statistics  $p > 0.05$ , which combined with the results of checking the normality of distributions allows the usage of ANOVA).

Using a two-factor analysis of variance, taking the attachment type and the presence/absence of experience in volunteering as factors, the effect of the interaction of these factors on various aspects of the motivation of volunteering was tested. Table 3 shows the results of the analysis.

Only for one aspect, namely “volunteering as a source of competence”, the effect was significant. Figure 1 shows graphs of averages for all aspects of the relationship to volunteering for adolescents with different types of attachment to their mother and the presence/absence of volunteer experience and a diagram of the scope of assessments of “volunteering as a source of competence” for adolescents of different groups.

The assessment of “volunteering as a source of competence” for adolescents with insecure types of attachment to their mother practically does not differ, with or without adolescents’ real volunteering experience. Whereas for adolescents with a secure type of attachment to the mother, the estimates of this aspect with the presence of real vol-

Table 2

**Descriptive statistics for assessment of the attitude to volunteering in adolescents with secure and insecure type of attachment to their mother; differences between them**

Scale/Group	Secure attachment			Insecure attachment			Difference	
	M	Me	SD	M	Me	SD	F	p
Security	3.86	3.80	1.408	3.60	3.40	1.451	2.301	0.130
Value	5.74	5.80	1.110	5.45	5.50	1.173	4.387	0.037
Career possibility	3.93	4.00	1.519	4.08	4.20	1.427	0.661	0.417
Social function	4.52	4.60	1.482	4.05	4.00	1.495	6.542	0.011
Source of competence	5.51	5.80	1.168	5.31	5.50	1.254	1.804	0.180
Source of development	4.53	4.40	1.363	4.47	4.40	1.371	0.102	0.750

Table 3

**The influence of the interaction of factors: the experience of participation in volunteering and the type of attachment to the mother on the attitude to volunteering**

	Type III Sum of Squares	df	Mean Squares	F	p
Security	1.323	1	1.323	0.696	0.405
Value	0.079	1	0.079	0.070	0.792
Career possibility	0.163	1	0.163	0.074	0.786
Social function	0.371	1	0.371	0.187	0.666
Source of competence	5.835	1	5.835	4.579	0.033
Source of development	1.459	1	1.459	0.809	0.369

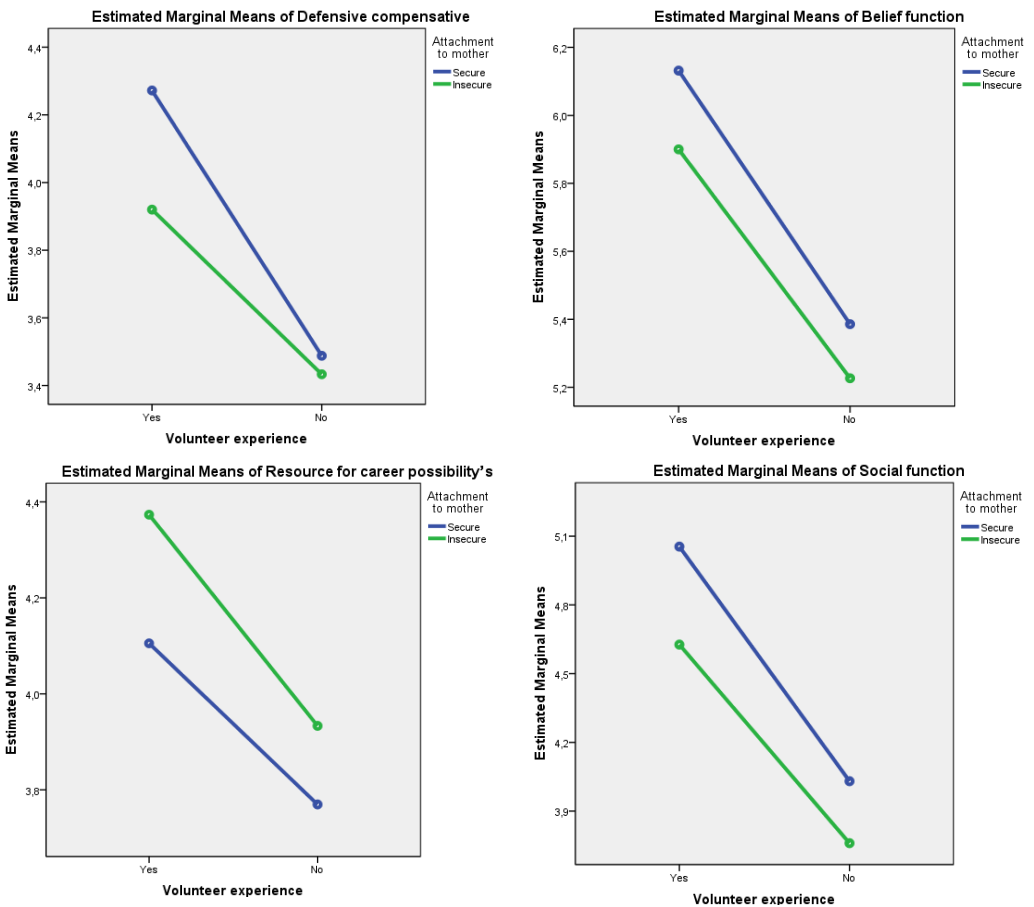


Fig. 1. Average assessments of attitudes to volunteering (all aspects) and a diagram of the scope of assessments of attitudes to “volunteering as a source of competence” in adolescents with different types of attachment to their mother and experience of participation in volunteer activities



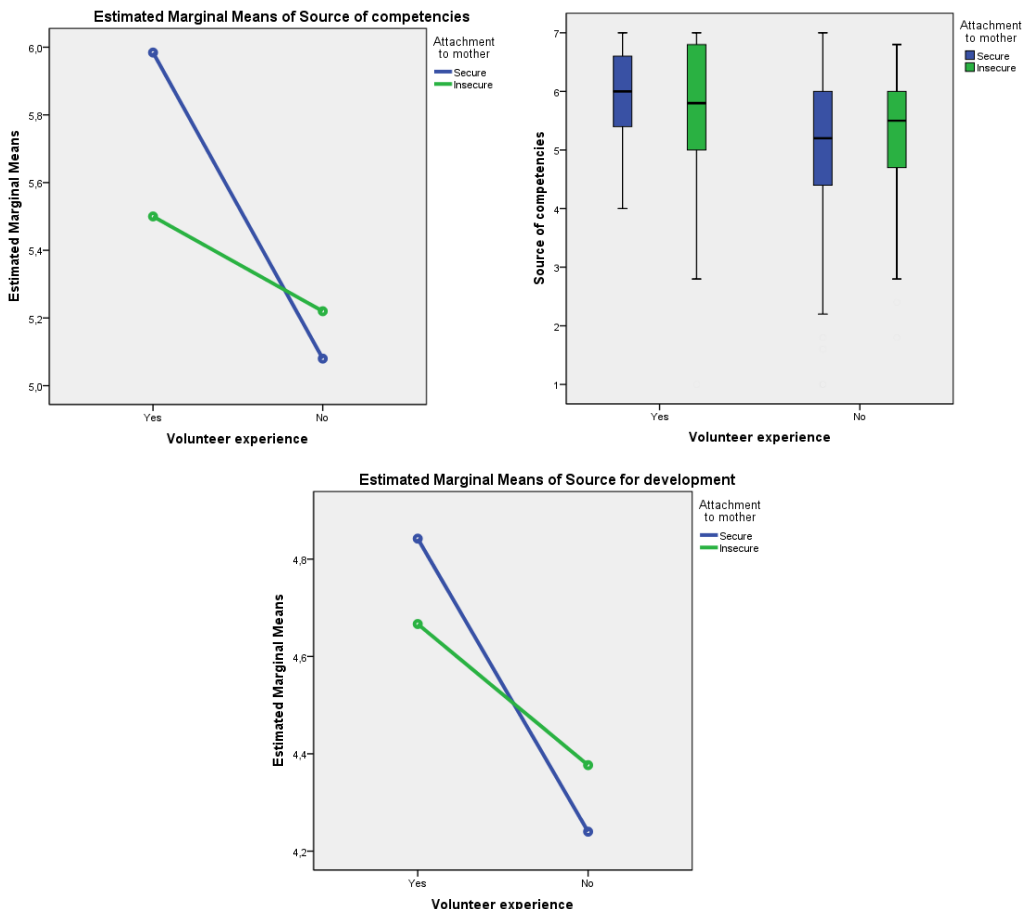


Fig. 1. Continued

unteering experience are much higher than in the absence of it.

With the help of the “Attachment to parents and peers” questionnaire (scales revealing relationships with peers were presented to respondents and analyzed) assessments of attachment, trust, satisfaction with communication and rejection in relationships with peers were determined. Using the Pearson correlation coefficient, we are going to check the connections between the assessments of various aspects of attitude towards volunteering and the assessments

of the characteristics of peer relationships under consideration. Fig. 2 shows a correlation pleiad, which shows all the significant relationships between the scores of the scales of the two questionnaires ( $p < 0.05$ , the strength of the connection is greater than 0.2).

The assessments of “volunteering as a value” and “volunteering as a social function” are related with the assessments of all the considered characteristics of relationships with peers (with attachment, confidence, and satisfaction with communication direct-

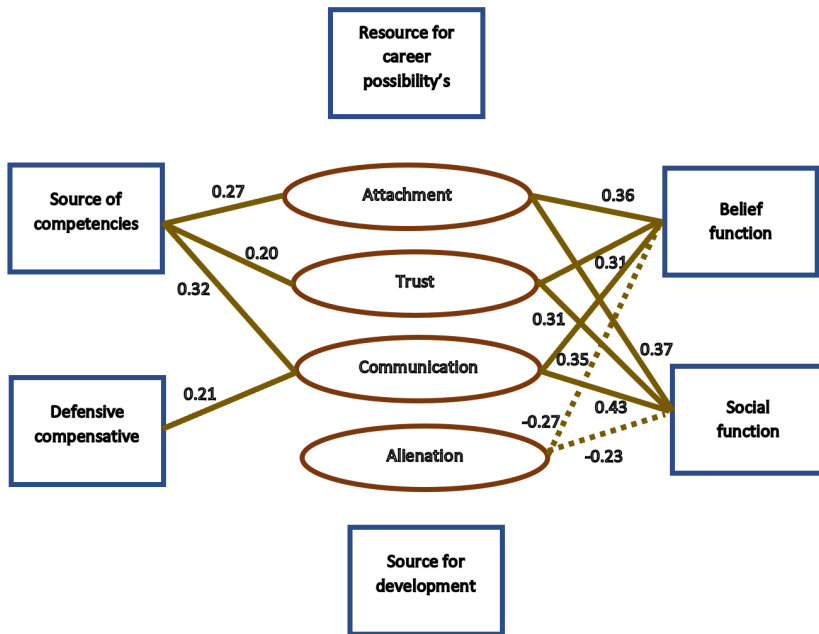


Fig. 2. Relationships of assessments of attitudes to volunteering and relationships with peers in adolescents ( $p < 0.05$ ,  $r > 0.2$ )

ly, with rejection — inversely). Assessments of “volunteering as a source of competence” are associated with positive characteristics of relationships with peers (attachment, trust, and satisfaction with communication). In addition, the correlation between the protective motivation of volunteering and “satisfaction with communication with peers” indicates that in case of acceptance by peers and experiencing social support, a teenager

is more inclined to turn to volunteer activity, compensating for dissatisfaction with their own achievements due to a high social assessment of this activity.

Table 4 shows the averages, medians and standard deviations of peer relationship assessments among respondents with and without experience in volunteer work and the result of comparing assessments in these two groups (Student’s t-criterion).

Table 4

**Descriptive statistics for assessing relationships with peers in adolescents with and without volunteer experience; differences between them**

Scale/Group	Has experience			No experience			Difference	
	M	Me	SD	M	Me	SD	t	p
Attachment	4.34	4.40	0.435	4.15	4.20	0.509	3.569	<0.001
Trust	4.62	4.70	0.430	4.49	4.60	0.519	2.405	0.017
Communication	4.42	4.60	0.544	4.19	4.30	0.619	3.589	<0.001
Alienation	2.13	2.00	0.597	2.34	2.30	0.635	-3.114	0.002

Significant differences were obtained on all scales of the questionnaire. At the same time, adolescents with experience in volunteering describe their relationships with peers as significantly more trusting, with a greater degree of attachment and satisfaction with communication and less rejecting than adolescents without such experience.

### **General results**

The research results show evidence in favor of the proposed hypothesis on the manner of connection between adolescents and close adults (mother figures) relationships and motivation for volunteering and readiness to do volunteer work. It was confirmed that secure attachment style is associated with greater involvement in volunteer activities and expressed altruistic motives for affirming the value of helping other people.

The novelty of the study is represented in its reveal of the connection between secure attachment style and the social motivation of participation in volunteer activities. At the base of this connection lies the transfer of the feeling of mother's support to the social surroundings and an adolescent's striving to be included in different social groups. To confirm this, it has been revealed that teenagers with secure attachment style are engaged in volunteering activities more, compared to adolescents with insecure attachment types. Compared to teenagers with no volunteering experience, adolescents with secure attachment style and volunteering experience have a more pronounced aspiration to participate in volunteering activities. This difference allows to determine the adolescents' overall views on volunteering activities based on real experience — from value and social motivation to the enrichment of personal resource potential.

The hypothesis of high importance of relationship with peers and motivation for volunteering as an indicator of personal autonomy has been confirmed.

The satisfaction with peer communication is connected more to the manifestation of social, source of competence, and value functions of volunteer activity and less to the compensatory-protective function. Higher levels of attachment and trust are expressed in the importance of value and social functions along with the competence acquisition function. Rejection by peers leads to adolescents' denial of volunteer functions and therefore, to lower motivation indicators. No significant connection between the manner of teenager's relationship with social surroundings and motivation for career success and self-development was revealed. This calls for additional research with considering the peculiarities of adolescents' self-determination in modern social climate with its prolongation of a moratorium on self-determination.

The results obtained in this research allow to formulate the following conclusions:

1. The connection between attachment style and the adolescent's views on volunteering has been revealed. Positive attitude towards volunteering activities and participation in volunteer work based on value and social motivation is more typical among adolescents with a secure attachment style, compared with teenagers with insecure attachment. Real volunteering experience leads to an increase of importance of mastering new competencies in a group of teenagers with secure attachment style.

2. Positive relationships with peers, including satisfaction with communication, trust and secure attachment are connected to pronounced readiness of teenagers to take part in volunteer work as an indicator of personal autonomy. Social, value motives, along with knowledge acquisition, combined with volunteering skills are linked to positive relationships with peers. Peer rejection leads to lower indicators of social and value motives expression.

3. Tendency to prioritize peer interpersonal relationships and inclusion into social

groups prevail in the development of readiness and motivation of adolescents to vol-

unteer, creating personal autonomy development conditions.

## References

1. Avdeeva N.N., Khoffman B.E. Aktual'nye napravleniya issledovaniy vzaimootnosheniy podrostkov s roditelyami [Actual directions of investigation of relations between adolescents and parents] [Elektronnyi resurs]. *Sovremennaya zarubezhnaya psikhologiya = Journal of modern foreign psychology*, 2019. Vol. 8, no. 4, pp. 69—78. (In Russ.). DOI:10.17759/jmfp.2019080407
2. Almazova O.V., Burmenskaya G.V. Vzaimootnoshenie brat'ev i sester i ikh svyaz' s privyazannost'yu k materi [Relations of brothers and sisters and their links with attachment]. *Voprosy psikhologii // Questions of psychology*, 2015, no. 4, pp. 15—25. (In Russ.).
3. Burmenskaya G.V. Privyazannost' rebenka k materi kak osnovanie tipologii razvitiya [Child's attachment to mother as the basis for typology]. *Vestnik Moskovskogo universiteta. Seriya 14. Psikhologiya // Moscow University Psychology Bulletin, Series 14*, 2009, no. 4, pp. 17—30. (In Russ.).
4. Gorlova N.V. Razreshenie konfliktov avtonomii: podkhod k issledovaniyu lichnostnoi avtonomii podrostkov [The conflict resolution: the approach to investigate the autonomy of adolescents]. *Natsional'nyi psikhologicheskii zhurnal // National psychological journal*, 2019. Vol. 33, no. 1, pp. 47—58. (In Russ.).
5. Dubinina A.S. Svyaz' emotsional'noi privyazannosti k materi i sotsial'nogo povedeniya podrostkov [Relation of emotional attachment to mother and social behavior of adolescents]. *Mir nauk. Pedagogika i psikhologiya // World of science. Pedagogy and psychology*, 2019, no. 3. URL: <https://mir-nauki.com/PDF/06PSMN319.pdf> (In Russ.).
6. Zhikhareva L.V. Osobennosti emotsional'noi privyazannosti u podrostkov, sklonnykh k deviantnoi viktimnosti [Peculiarities of emotional attachment of adolescents prone to deviant behavior]. *Nauchnyi rezul'tat. Pedagogika i psikhologiya obrazovaniya // Scientific result. Pedagogy and psychology of education*, 2018, no. 4, pp. 96—106. (In Russ.).
7. Korneeva E.L. Osnovnye napravleniya issledovaniya volonterskoi deyatel'nosti [Main directions of investigation of volunteering activity] [Elektronnyi resurs]. *Psikhologicheskaya nauka i obrazovanie = Psychological science and education*, 2015. Vol. 7, no. 1. URL: <http://psyedu.ru/journal/2015/n1/Korneeva.phtml> (In Russ.).
8. Lifintsev D.V., Serykh A.B., Lifintseva A.A. Sotsial'naya podderzhka kak faktor psikhicheskogo blagopoluchiya detei i podrostkov [Social support as a factor of psychological well-being of children and adolescents]. *Natsional'nyi psikhologicheskii zhurnal // National psychological journal*, 2016. Vol. 24, no. 4, pp. 71—76. (In Russ.).
9. Palkin K.A. Tsennostnye komponenty v psikhologicheskoi strukture lichnosti volontera [Value components in psychological structure of personality of volunteers] [Elektronnyi resurs]. *Sovremennaya zarubezhnaya psikhologiya = Journal of modern foreign psychology*, 2018. Vol. 8, no. 1, pp. 84—91. DOI:10.17759/jmfp.2019080109 (In Russ.).
10. Prokop'eva Yu.P., Prokop'eva M.M. Motivatsiya volonterskoi deyatel'nosti [Elektronnyi resurs] [Volunteering motivation]. *Kontsept: nauchno-metodicheskii elektronnyi zhurnal // Concept: scientific-methodologic electronic journal*, 2017. Vol. 6, pp. 31—34. URL: <http://e-koncept.ru/2017/770019.htm> (In Russ.).
11. Sukhar'kova M.P. Podkhody k izucheniyu motivatsii uchastiya v praktikakh volonterstva [Approaches to investigation of motivation to participate in volunteering activity]. *Teoriya i praktika obshchestvennogo razvitiya // Theory and practice of social development*, 2017, no. 9. DOI:10.24158/tipor.2017.9.2 (In Russ.).
12. Allen J.P., Marsh P., McFarland C. Attachment and autonomy as predictors of the development of social skills and delinquency during midadolescence. *Journal of Consulting Clinical Psychology*, 2002. Vol. 70, no. 1, pp. 56—66. DOI:10.1037//0022-006x.70.1.56
13. Armsden G.C., Greenberg M.T. The inventory of parent and peer attachment: Individual differences and their relationship to psychological well-being in adolescence. *Journal of Youth Adolescence*, 1987. Vol. 16, pp. 427—454.
14. Ballard P.J., Hoyt L.T., Pachucki M.C. Impacts of Adolescent and Young Adult Civic Engagement on Health and Socioeconomic Status in Adulthood. *Child Development*, 2019. Vol. 90, no. 4, pp. 1138—1154. DOI:10.1111/cdev.12998
15. Bang H., Won D., Park S. School engagement, self-esteem, and depression of adolescents: The role of sport participation and volunteering activity and gender differences. *Children and Youth Services Review*, 2020. Vol. 113. Article ID 105012. 10 p. DOI:10.1016/j.childyouth.2020.105012
16. Mchaney K., Allen J., Stephenson J., Hare A. Attachment and Autonomy During Adolescence. *Handbook of Adolescent Psychology*. Ed. by Lerner R.M., Steinberg L., 2009. DOI:10.1002/9780470479193
17. Chacón F., Gutiérrez G., Sauto V., Vecina M.L., Pérez A. Volunteer Functions Inventory: A systematic review. *Psicothema*, 2017. Vol. 29, no. 3, pp. 306—316. DOI:10.7334/psicothema2016.371
18. Clary E.G., Snyder M., Ridge R.D., Copeland J., Stukas A.A., Haugen J., Miene P. Understanding and assessing the motivations of volunteers: a functional

- approach. *Journal of Personal Social Psychology*, 1998. Vol. 74, no. 6, pp. 1516—1530. DOI:10.1037//0022-3514.74.6.1516 PMID: 9654757.
19. Clary E.G., Snyder M. The motivations to volunteer: Theoretical and practical considerations. *Current Directions in Psychological Science*, 1999. Vol. 8, no. 5, pp. 156—159. DOI:10.1111/1467-8721.00037
20. Craig J.M. Which bond matters more? Assessing the differential strengths of parental bonding measures on adolescent delinquency over time. *Youth Violence and Juvenile Justice*, 2015. Vol. 14, no. 3, pp. 225—242. DOI:10.1080/00071005.2010.527666
21. Gillath O., Shaver P., Mikulincer M., Nitzberg R., Erez A., Ijzendoorn M. Attachment, Caregiving, and Volunteering: Placing Volunteerism in an Attachment-Theoretical Framework. *Personal Relationships*, 2005. Vol. 12, pp. 425—446. DOI:10.1111/j.1475-6811.2005.00124.x
22. Hardy S.A., Dollahite D.C., Johnson N., Christensen J.B. Adolescent Motivations to Engage in Pro-Social Behaviors and Abstain From Health-Risk Behaviors: A Self-Determination Theory Approach. *Journal of Personality*, 2015. Vol. 83, no. 5, pp. 479—490. DOI:10.1111/jopy.12123
23. Holdsworth C. Why Volunteer? Understanding Motivations For Student Volunteering. *British Journal of Educational Studies*, 2010. Vol. 58, no. 4, pp. 421—437. DOI:10.1080/00071005.2010.527666
24. Huijsmans T.M., Nivette A.E., Eisner M., Ribeaud D. Social influences, peer delinquency, and low self-control: An examination of time-varying and reciprocal effects on delinquency over adolescence. *European Journal of Criminology*, 2019. DOI:10.1177/1477370819838720
25. Iglesias E.B., Fernández del Río E., Calafat A., Fernández-Hermida J.R. Attachment and substance use in adolescence: a review of conceptual and methodological aspects. *Adicciones*, 2014. Vol. 26, no. 1, pp. 77—86.
26. Moretti M.M., Peled M. Adolescent-parent attachment: Bonds that support healthy development. *Paediatric Child Health*, 2004. Vol. 9, no. 8, pp. 551—555. DOI:10.1093/pch/9.8.551
27. Liu Y.-L., Tong Y.-C. The relationship among mothers' meta-emotion philosophy, mother-adolescent emotion flexibility, and adolescents' internalizing and externalizing behaviors. *Bulletin of Educational Psychology*, 2021. Vol. 52, no. 4, pp. 963—984. DOI:10.6251/BEP.202106\_52(4).0010
28. Luque-Suárez M., Olmos-Gómez M.C., Castán-García M., Portillo-Sánchez R. Promoting emotional and social well-being and a sense of belonging in adolescents through participation in volunteerin. *Healthcare (Switzerland)*, 2021. Vol. 9, no. 3. Article ID 359. DOI:10.3390/healthcare9030359
29. Paez A., Rovella A. Attachment, parental styles and empathy in adolescents [Vínculo de apego, estilos parentales y empatía en adolescentes]. *Interdisciplinaria*, 2019. Vol. 36, no. 2, pp. 23—38.
30. Stukas A., Clary E., Snyder M. Service Learning: Who Benefits and Why. Social policy report. *Society for Research in Child Development*, 1999. Vol. 13, pp. 1—19. DOI:10.1002/j.2379-3988.1999.tb00039.x
31. Therriault D., Lemelin J.P., Toupin J., Déry M. Factors Associated with Parent-Adolescent Attachment Relationship Quality: A Longitudinal Study. *Adolescents*, 2021. Vol. 1, no. 2, pp. 159—174. DOI:10.3390/adolescents1020013

## Литература

1. Авдеева Н.Н., Хоффман Б.Э. Актуальные направления исследований взаимоотношений подростков с родителями [Электронный ресурс] // Современная зарубежная психология. 2019. Том 8. № 4. С. 69—78. DOI:10.17759/jmfp.2019080407
2. Алмазова О.В., Бурменская Г.В. Взаимоотношение братьев и сестер и их связь с привязанностью к матери // Вопросы психологии. 2015. № 4. С. 15—25.
3. Бурменская Г.В. Привязанность ребенка к матери как основание типологии развития // Вестник Московского университета. Серия 14. Психология. 2009. № 4. С. 17—30.
4. Горлова Н.В. Разрешение конфликтов автономии: подход к исследованию личностной автономии подростков // Национальный психологический журнал. 2019. № 1(33). С. 47—58.
5. Дубинина А.С. Связь эмоциональной привязанности к матери и социального поведения подростков // Мир науки. Педагогика и психология. 2019. № 3. URL: <https://mir-nauki.com/PDF/06PSMN319.pdf>
6. Жихарева Л.В. Особенности эмоциональной привязанности у подростков, склонных к девиантной виктимности // Научный результат. Педагогика и психология образования. 2018. № 4. С. 96—106.
7. Корнеева Е.Л. Основные направления исследования волонтерской деятельности [Электронный ресурс] // Психологическая наука и образование psyedu.ru. 2015. Т. 7. № 1. URL: <http://psyedu.ru/journal/2015/n1/Korneeva.phtml>
8. Лифинцев Д.В., Серых А.Б., Лифинцева А.А. Социальная поддержка как фактор психического благополучия детей и подростков // Национальный психологический журнал. 2016. № 4(24). С. 71—76.
9. Палкин К.А. Ценностные компоненты в психологической структуре личности волонтера [Электронный ресурс] // Современная зарубежная психология. 2018. Том 8. № 1. С. 84—91. DOI:10.17759/jmfp.2019080109
10. Прокопьева Ю.П., Прокопьева М.М. Мотивация волонтерской деятельности [Электронный ресурс] //

- Концепт: научно-методический электронный журнал. 2017. Т. 6. С. 31—34. URL: <http://e-концепт.ru/2017/770019.htm>
11. Сухарькова М.П. Подходы к изучению мотивации участия в практиках волонтерства // Теория и практика общественного развития. 2017. № 9. DOI:10.24158/tpor.2017.9.2
  12. Allen J.P., Marsh P., McFarland C., McElhane K.B., Land D.J. Attachment and autonomy as predictors of the development of social skills and delinquency during midadolescence // Journal of Consulting Clinical Psychology. 2002. Vol. 70(1). P. 56—66. DOI:10.1037/0022-006x.70.1.56
  13. Armsden G.C., Greenberg M.T. The inventory of parent and peer attachment: Individual differences and their relationship to psychological well-being in adolescence // Journal of Youth Adolescence. 1987. Vol. 16. P. 427—454.
  14. Ballard P.J., Hoyt L.T., Pachucki M.C. Impacts of Adolescent and Young Adult Civic Engagement on Health and Socioeconomic Status in Adulthood // Child Development. 2019. Vol. 90. № 4. P. 1138—1154. DOI:10.1111/cdev.12998
  15. Bang H., Won D., Park S. School engagement, self-esteem, and depression of adolescents: The role of sport participation and volunteering activity and gender differences // Children and Youth Services Review. 2020. Vol. 113. Article ID 105012. 10 p. DOI:10.1016/j.childyouth.2020.105012
  16. Mchane K., Allen J., Stephenson J., Hare A. Attachment and Autonomy During Adolescence // Handbook of Adolescent Psychology / Ed. by Lerner R.M., Steinberg L. 2009. DOI:10.1002/9780470479193
  17. Chacón F., Gutiérrez G., Sauto V., Vecina M.L., Pérez A. Volunteer Functions Inventory: A systematic review // Psicothema. 2017. Vol. 29(3). P. 306—316. DOI:10.7334/psicothema2016.371
  18. Clary E.G., Snyder M., Ridge R.D., Copeland J., Stukas A.A., Haugen J., Miene P. Understanding and assessing the motivations of volunteers: a functional approach // Journal of Personal Social Psychology. 1998. Vol. 74(6). P. 1516—1530. DOI:10.1037//0022-3514.74.6.1516 PMID: 9654757.
  19. Clary E.G., Snyder M. The motivations to volunteer: Theoretical and practical considerations // Current Directions in Psychological Science. 1999. Vol. 8(5). P. 156—159. DOI:10.1111/1467-8721.00037
  20. Craig J.M. Which bond matters more? Assessing the differential strengths of parental bonding measures on adolescent delinquency over time // Youth Violence and Juvenile Justice. 2015. Vol. 14(3). P. 225—242. DOI:10.1037/0022-3514.74.6.1516
  21. Gillath O., Shaver P., Mikulincer M., Nitzberg R., Erez A., IJzendoorn M. Attachment, Caregiving, and Volunteering: Placing Volunteerism in an Attachment-Theoretical Framework // Personal Relationships. 2005. Vol. 12. P. 425—446. DOI:10.1111/j.1475-6811.2005.00124.x
  22. Hardy S.A., Dollahite D.C., Johnson N., Christensen J.B. Adolescent Motivations to Engage in Pro-Social Behaviors and Abstain From Health-Risk Behaviors: A Self-Determination Theory Approach // Journal of Personality. 2015. Vol. 83(5). P. 479—490. DOI:10.1111/jopy.12123
  23. Holdsworth C. Why Volunteer? Understanding Motivations For Student Volunteering // British Journal of Educational Studies. 2010. Vol. 58(4). P. 421—437. DOI:10.1080/00071005.2010.527666
  24. Huijsmans T.M., Nivette A.E., Eisner M., Ribeaud D. Social influences, peer delinquency, and low self-control: An examination of time-varying and reciprocal effects on delinquency over adolescence // European Journal of Criminology. 2019. DOI:10.1177/1477370819838720
  25. Iglesias E.B., Fernández del Río E., Calafat A., Fernández-Hermida J.R. Attachment and substance use in adolescence: a review of conceptual and methodological aspects // Adicciones. 2014. Vol. 26(1). P. 77—86.
  26. Moretti M.M., Peled M. Adolescent-parent attachment: Bonds that support healthy development // Paediatric Child Health. 2004. Vol. 9(8). P. 551—555. DOI:10.1093/pch/9.8.551
  27. Liu Y.-L., Tong Y.-C. The relationship among mothers' meta-emotion philosophy, mother-adolescent emotion flexibility, and adolescents' internalizing and externalizing behaviors // Bulletin of Educational Psychology. 2021. Vol. 52. № 4. P. 963—984. DOI:10.6251/BEP.202106\_52(4).0010
  28. Luque-Suárez M., Olmos-Gómez M.C., Castán-García M., Portillo-Sánchez R. Promoting emotional and social well-being and a sense of belonging in adolescents through participation in volunteering // Healthcare (Switzerland). 2021. Vol. 9. № 3. Article ID 359. DOI:10.3390/healthcare9030359
  29. Paez A., Rovella A. Attachment, parental styles and empathy in adolescent [Vínculo de apego, estilos parentales y empatía en adolescentes] // Interdisciplinaria. 2019. Vol. 36. № 2. P. 23—38.
  30. Stukas A., Clary E., Snyder M. Service Learning: Who Benefits and Why. Social policy report // Society for Research in Child Development. 1999. Vol. 13. P. 1—19. DOI:10.1002/j.2379-3988.1999.tb00039.x
  31. Theriault D., Lemelin J.P., Toupin J., Déry M. Factors Associated with Parent—Adolescent Attachment Relationship Quality: A Longitudinal Study // Adolescents. 2021. Vol. 1(2). P. 159—174. DOI:10.3390/adolescents1020013



**Information about the authors**

*Sergey V. Molchanov*, PhD in Psychology, Associate Professor, Lomonosov Moscow State University, Moscow, Russia, ORCID: <https://orcid.org/0000-0001-5147-3551>, e-mail: [s-molch2001@mail.ru](mailto:s-molch2001@mail.ru)

*Olga V. Almazova*, PhD in Psychology, Associate Professor, Lomonosov Moscow State University, Moscow, Russia, ORCID: <https://orcid.org/0000-0001-8852-4076>, e-mail: [almaz.arg@gmail.com](mailto:almaz.arg@gmail.com)

*Natalya N. Poskrebisheva*, PhD in Psychology, Associate Professor, Lomonosov Moscow State University, Moscow, Russia, ORCID: <https://orcid.org/0000-0001-9124-530X>, e-mail: [pskr@inbox.ru](mailto:pskr@inbox.ru)

**Информация об авторах**

*Молчанов Сергей Владимирович*, кандидат психологических наук, доцент факультета психологии, ФГБОУ ВО «Московский государственный университет имени М.В. Ломоносова» (ФГБОУ ВО МГУ), г. Москва, Российская Федерация, ORCID: <https://orcid.org/0000-0001-5147-3551>, e-mail: [s-molch2001@mail.ru](mailto:s-molch2001@mail.ru)

*Алмазова Ольга Викторовна*, кандидат психологических наук, доцент факультета психологии, ФГБОУ ВО «Московский государственный университет имени М.В. Ломоносова» (ФГБОУ ВО МГУ), г. Москва, Российская Федерация, ORCID: <https://orcid.org/0000-0001-8852-4076>, e-mail: [almaz.arg@gmail.com](mailto:almaz.arg@gmail.com)

*Поскребышева Наталия Николаевна*, кандидат психологических наук, доцент факультета психологии, ФГБОУ ВО «Московский государственный университет имени М.В. Ломоносова» (ФГБОУ ВО МГУ), г. Москва, Российская Федерация, ORCID: <https://orcid.org/0000-0001-9124-530X>, e-mail: [pskr@inbox.ru](mailto:pskr@inbox.ru)

Получена 28.02.2022

Received 28.02.2022

Принята в печать 30.04.2022

Accepted 30.04.2022