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PERSONALITY TRAITS OF GIRLS WITH DELINQUENT BEHAVIOR

Abstract:

Background. The issues of preventing and correcting illegal behavior require the creation of effective approaches and tools for working with scientifically sound goals of psychological and pedagogical influence. At the moment, studies representing significant differences in the assessment of the target of prevention in girls and boys are scarce. **Objectives.** The aim of the study is to determine the risks of developing a destructive personality in a girl with delinquent behavior in order to identify targets for prevention and correction. **Study Participants.** Pupils of special closed-type educational institutions (Russian Federation), of which: group "Girls": N=60, Mage=15,25; group "Boys": N=75, Mage=15,2. **Methods.** A psychodiagnostic battery of 8 methods developed on the basis of six components of the life position of a teenager with delinquent behavior (Bonkalo S.V., 2012). Statistical criteria: descriptive statistics, Kolmogorov-Smirnov criteria, Mann-Whitney criteria, Spearman correlation coefficient; closeness of connection was established according to the Chaddock criterion. **Results.** The data on the presence of 11 significant differences (out of 58 studied features) in the personality structure of boys and girls were obtained. The set of results allowed identifying the main risks of the formation of girls' destructive life position, describing the personality profile of special closed-type educational institutions girl-pupil. **Conclusions.** The identified risks (low level of resilience,

risk of impaired need for control, low self-esteem combined with high global self-esteem) should become the basis for the development by specialized specialists of correctional and preventive programs, the target beneficiaries of which are exclusively female juvenile offenders.

Keywords: *life position model, childhood socio-psychological risks, delinquent behavior, adolescents*

INTRODUCTION

Many years ago, within the framework of the strategy of actions in the interests of children for the period 2012-2017 (Russian Federation), the need to transform approaches to justice and prevention of social risks in the context of childhood was identified. In particular, attention was focused on conducting scientific research in the field of psychology of deviant behavior, as well as on the development of methods of influence alternative to punishment for minors who have committed offenses. According to the data of the Ministry of Education of the Russian Federation as of June 2025, there are 15 special educational and correctional institutions of a closed type (hereinafter – SECI CT) operating in the country, located in various regions. These institutions house approximately 700 minors, mainly young men aged 11 to 18 years, demonstrating deviant and delinquent behavior. Placement in SECI CT is carried out on the basis of a court decision. The main objective of the activities of the SECI CT is to ensure comprehensive psychological, medical and social rehabilitation of children and adolescents with deviant behavior. General education and vocational training are also provided within the framework of these institutions.

Despite the measures taken by the state to prevent juvenile delinquency, the need for specialized organizations aimed at providing assistance to children with special conditions of upbringing and education remains unmet. The activities of both open and closed SECIs remain relevant.

As practice shows, in recent years, SECI s have been introducing updated programs of socio-psychological support and education, including both traditional and innovative methods that have proven their effectiveness. In this context, the results of scientific research that contribute to the development of targeted educational programs that take into account, for example, the gender characteristics of the child, are of particular importance.

RESEARCH PROGRAM

Statement of the problem

The life position study, designated in this study as its object, is a complex interdisciplinary problem with deep historical roots. In the context of psychological sciences, this direction did not immediately receive full development. Initially, the study of the life position of an individual was carried out within the framework of a pedagogical approach, which is confirmed by the works of such researchers as A. Pavilenis, O. Nguyen Shi Dung, I.K. Ten, V.E. Gurin, T.V. Popova, V.P. Bederkhanova and others. The multifaceted nature of the phenomenon of life position determined its preliminary study at the philosophical level. In particular, such philosophers as V.E. Frankl, E. Fromm, E. Mounier, K.A. Albukhanova-

Slavskaya, who analyzed the development of man and civilization from the point of view of his positioning in society, made a significant contribution to the study of this issue.

At the socio-psychological level, the problems of determining a person's place in society and his positioning were studied by such scientists as B.G. Ananyev, V.N. Markin, A.V. Mudrik, A.S. Kon and others. Internal modes of personality positioning at the psychological level were described in the works of V.N. Myasishchev, A.N. Leontiev, V.I. Slobodchikov, S.L. Rubinstein and other researchers. The phenomenon of the life position of adolescents with delinquent behavior was fundamentally studied in the dissertation work of S.V. Bonkalo, which made it possible to expand scientific understanding of this aspect. The psychology of deviant, including delinquent, behavior also has a solid scientific basis, represented by research in various scientific fields, such as medicine, jurisprudence, sociology, pedagogy and psychology. In the field of psychological sciences, this area was studied by I.S. Kon, V.N. Kudryavtsev, A.R. Ratinov, A.A. Rean and other scientists. An invaluable contribution to the development of pedagogical approaches to working with delinquent adolescents was made by A.S. Makarenko, V.F. Morgun, M.I. Rozhkov, K.V. Sedykh and other researchers.

A separate direction, connected with the peculiarities of pathological reactions of minors with deviant behavior, was developed by A.E. Lichko, E.N. Kondrat, V.A. Guryeva, Ya.I. Gilinsky, V.D. Mendelevich and other scientists. In foreign literature, considerable attention was also paid to the problems of delinquent behavior, which is confirmed by the works of such authors as A. Eichhorn, R. Burgess, A. Cohen, C. Lombroso, G. Sullivan and others. Despite the deep and extensive study of the problems of deviance, including asociality, antisociality and delinquency, there is a clear lack of fundamental research at the level of developing theories and models concerning the destructive life position of minors in SECI.

The conducted analysis of theoretical works allowed us to outline the following area of problems:

1. There is insufficient theoretical and empirical development of the phenomenon of the life position of adolescents with delinquent behavior within the framework of psychological sciences. According to the target search on the resource "Dissercat.ru", about 10,000 studies were found for the request "life position", of which no more than 13% relate to psychological sciences. Most of the studies were carried out in the field of pedagogical sciences, and works on philosophy, sociology, history, biology and literature are also presented.
2. There is an obvious shortage of psychological studies devoted to the life position of minors with deviant and delinquent behavior who are in a difficult life situation. No more than 20 dissertations and doctoral studies devoted to this topic were identified (for the Russian Federation - authors' note).
3. Russian scientific works do not consider the issue of diversification of educational, correctional and (re)socializing programs in SECI CT depending on the gender of the pupils. The recommendations proposed for implementation in the socio-psychological and educational work of SECI CT are of a general, gender-undifferentiated nature. Thus, it can be stated that there are significant gaps in the theoretical and empirical study of the phenomenon of the life position of delinquent adolescents in SECI CT, as well as in the development of differentiated programs for their education and correction.

RESEARCH APPARATUS

Objectives. The aim of the study is to determine the risks of developing a destructive personality in a girl with delinquent behavior in order to identify targets for prevention and correction.

The object of the study is the life position of minors with delinquent behavior. **The subject of the study** is the personality profile of pupils of special closed-type educational institutions, compiled on the basis of the life position model.

Research hypothesis: socio-psychological features of the life position of adolescents with delinquent behavior have significant differences in boys and girls. In other words, the main hypothesis of the study is based on the assumption of the presence of significant differences in the structure of the life position of girls and boys in special closed-type educational institutions.

The methodology of the empirical study was based on the model of life position of adolescents with delinquent behavior by S.V. Bonkalo (see model components in Table 1)¹ [1].

Study Participants. Pupils of special closed-type educational institutions (Russian Federation), of which: group "Girls": N=60, $M_{age} - 15,25$; group "Boys": N=75, $M_{age} - 15,2$. Methods.

Research methods and techniques

Theoretical: Analysis, synthesis, systematization, induction, deduction.

Empirical: A fact-finding experiment in comparison groups, including the use of a psychodiagnostic method (self-reporting methods), a survey method (to obtain sociodemographic data).

The following psychodiagnostic methods were used to study the hypotheses put forward in this work (Table 1):

1 Bonkalo, S. V. (2012). Model' formirovaniya zhiznennoy pozitsii delinkventnykh podrostkov [Model of life position formation in delinquent adolescents]. *Chelovecheskiy kapital*, 1 (37), 135–137.

Table 1. Psychodiagnostic research methods in relation to the components of the life position of a delinquent teenager (according to Bonkalo S.V., 2012) [1]

Model component	Methodology for component studying	Characteristics under study
Behavioral	“The Vitality Test” (short version) ¹ .	Involvement; Control; Risk taking
Emotional	“Self-attitude questionnaire” ² .	An integral indicator of the feeling “for” or “against” oneself. “Self-esteem; Autosympathy; expectation of a positive attitude from others; Self-interest. Self-confidence; Attitude of others; self-acceptance; self-management; Self-blame; Self-interest; Self-understanding”.
Axiological	“Ostracism Experience Scale” (adolescent, youth), OES-AY ³ .	“Ignoring; Exclusion; Rejection”.
	Ostracism Threatened Needs Scale (Adolescent, Youth), OTNS-AY ⁴ .	“The need to belong; The need for self-esteem (level of self-esteem); The need for control; The need for a meaningful existence”.
Acmeological	“Style of behavior self-regulation questionnaire - SBSR-2020” ⁵ .	“General level of self-regulation. Goal planning; Modeling significant conditions for achieving goals; Programming actions; Evaluating results; Flexibility; Reliability; Persistence”.
Existential	“The Test of Meaningful Life Orientations” ⁶ .	“General indicator of meaningfulness of life. Goals; Process; Result; Locus of control – Self; Locus of control – Life”.
Cognitive	Methodology for diagnosing dispositions of violent extremism ⁷ .	Integral indicator (inclination). “The cult of force; Acceptability of aggression; Intolerance; Conventional coercion; Social pessimism; Mysticism; Destructiveness and cynicism; Protest activity; Normative nihilism; Anti-intraception; Conformism”.
	“Strategies for Coping with Stressful Situations” by S. Hobfoll (SACS) (adapted by N.E. Vodopyanova, E.S. Starchenkova, 2009) ⁸ .	“Assertive actions; Entering into social contact; Seeking social support; Cautious actions; Impulsive actions; Avoidance; Indirect actions; Antisocial actions; Aggressive actions”.

Mathematical and statistical:

In order to obtain reliable results in this study, the following criteria for quantitative data processing were used: - for a general description of the characteristics of the sample (by comparison groups) - the descriptive statistics method; - to identify differences between two independent samples (comparison groups) - the U Mann-Whitney criterion; - to check the normality of distribution - the Kolmogorov-Smirnov criterion; - to study the tightness of the correlation links of the studied features - the Spearman correlation coefficient; the tightness of the relationship was established using the Chaddock criterion.

RESULTS

The main hypothesis of the study was tested on the basis of multilevel empirical analysis. To test the hypothesis H2 (additional), in which we assume that socio-psychological components in the structure of the life position of pupils of special closed-type educational institutions of both sexes have significant differences, we used the Mann-Whitney U criterion to identify differences between two independent samples (the subgroup "Boys" and the subgroup "Girls"). Testing for normality of distribution using the Kolmogorov-Smirnov criterion showed that both samples were not distributed normally. In this regard, the Mann-Whitney U criterion was determined, and later - the nonparametric Spearman rank correlation coefficient.

Significant differences were recorded only in 11 of the 58 measured characteristics, i.e. in the following components of life position: Акмеологический (Гибкость $p=0,018$), Когнитивный (Культ силы $p=0,002$, Интолерантность $p=0,000$, Конформизм $p=0,003$, Вступление в социальный контакт $p=0,000$, Поиск социальной поддержки

- 1 Osin, E.N., Rasskazova, E.I. (2013). Kratkaya versiya testa zhiznestojkosti: psihometricheskie harakteristiki i primeneniye v organizacionnom kontekste [A short version of the hardiness test: psychometric characteristics and application in an organizational context]. Bulletin of Moscow University. Series 14. Psychology, 2, 147–165. (in Russ.).
- 2 Stolin, V.V., Pantileev, S.R. (1988). Oprosnik samootnosheniya [Self-attitude questionnaire]. Workshop on psychodiagnostics: Psychodiagnostic materials. Moscow. 123–130. (in Russ.).
- 3 Boykina, E.E., Chirkina, R.V., Radchikov, A.S., Pyatykh, G.A., Anisimova, E.V. (2023). Shkala sub"ektivnogo ostrakizma (podrostki, molodezh'), ShSO-PM [Ostracism Experience Scale (adolescent, youth), OES-AY]. Psychology and Law, 13(4), 132–149. (In Russ.). <https://doi.org/10.17759/psylaw.2023130410>
- 4 Boykina, E.E., Chirkina, R.V., Chumachenko, D.V., Romanova, N.M., Kiselev, K.A. (2024). Shkala narushennykh potrebnostej. Ostrakizm (podrostki, molodezh'), ShNPO-PM [Ostracism Threatened Needs Scale (Adolescent, Youth), OTNS-AY]. Psychology and Law, 14(1), 53–71. (In Russ.). <https://doi.org/10.17759/psylaw.2024140104>
- 5 Morosanov, V.I., Kondratyuk, N.G. (2020). Oprosnik V.I. Morosanovoj «Stil' samoregulyacii povedeniya — SSPM-2020» [Questionnaire of V.I. Morosanov "Style of self-regulation of behavior"]. Questions of Psychology, 4, 155–167. (in Russ.).
- 6 Leontiev, D.A. (2000). Test smyslozhiznennykh orientacii (SZhO) [Test of life-meaning orientations (SLO)]. 2nd ed. Moscow: Smysl Publ. p. 18. (in Russ.).
- 7 Davydov, D.G., Khlomov, K.D. (2017). Metodika diagnostiki dispozicij nasil'stvennogo ekstremizma [Methodology for diagnosing dispositions of violent extremism]. Psychological diagnostics, Vol. 14. no. 1. Pp. 78–97. (in Russ.).
- 8 Vodopyanova, N.E. (2009). Psihodiagnostika stressa [Psychodiagnostics of stress]. St. Petersburg: Piter Publ. p. 329. (in Russ.).

$p=0,000$, Осторожные действия $p=0,031$), Эмоциональный (Самоинтерес $p=0,020$, Самопринятие $p=0,002$, Самоинтерес_субшкала $p=0,034$), Поведенческий (Контроль $p=0,044$).

The next step in testing the main hypothesis was to study the additional hypothesis H3 about the presence of correlation links at the same level in the comparison groups has different substantive and quantitative characteristics. When analyzing the obtained data on 58 features (8 methods), we used the nonparametric Spearman criterion. The normality of the sample distribution was described above. This criterion evaluates the tightness (strength) and direction of the correlation link between two features. Due to the large number of paired comparisons (1682), we analyze only “high” and “very high” correlations in terms of strength, i.e. > 0.7 (according to Chaddock). The correlation analysis in the group of girls showed slightly different results compared to the group of boys. The indicators with a large number of links include not only the “general indicator of meaningfulness of life” and “resilience”, but also “global self-attitude”. In other words, girls have not two (as boys have), but three correlation cores that attract the greatest number of peripheral features.

Moreover, two negative relationships are observed: between the “Need for self-esteem” (violation of this need) and “Self-esteem” (-0.739) and between “Autosympathy” and “Self-blame” (-0.878). This means that the more the need for self-esteem is violated, the lower the level of self-esteem; and the higher the autosympathy, the lower the self-blame and vice versa.

It is important to note that, unlike the group of boys, the group of girls has more strong correlations associated with the “Self-Relationships” questionnaire, in particular the scales “Global self-esteem”, “Self-esteem”, “Autosympathy”, “Self-acceptance”, “Self-blame”.

The above results of confirming additional hypotheses give grounds to assert the fact of confirmation of the main hypothesis. Thus, it seems possible to present a “personality portrait” of pupils of special closed-type educational institutions, which reveals significant differences by gender. Girls have significant characteristics in the model of their life position, different from boys, namely: in the acmeological, cognitive, emotional and behavioral components. In the part concerning the existential and axiological components of the life position, significant differences between the sexes were not recorded.

To describe the profile of a pupil of the special closed-type educational institutions, the method of average values was used. The results of the weighted average values in the studied sample ($N = 60$) are presented in Figure 1.

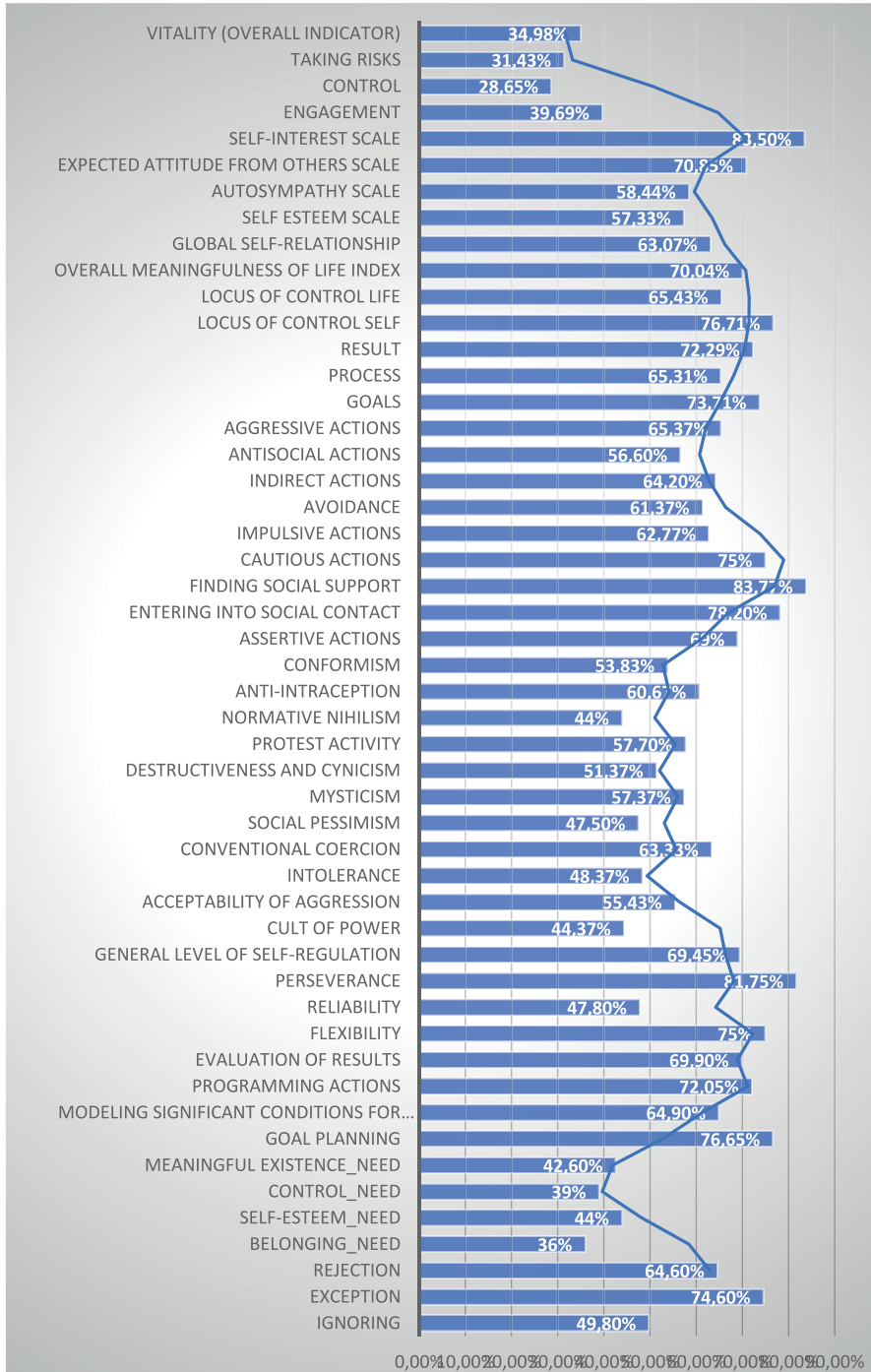


Figure 1. General profile of the life position (personality) of a SECI CT girl-student (with a trend line)

CONCLUSION

1. The socio-psychological features of the life position of adolescents with delinquent behavior of both sexes have both significant differences and common structure-forming elements.

General: Both boys and girls have a fairly high psychological resourcefulness, implying the presence of strong correlation links between individual components of the interdependent components of their life position. It was also established that the core of the psychological resourcefulness of pupils of both sexes is the same, this is resilience and life orientations. The peripheral resourcefulness of girls is built on close connections around global self-attitude, self-respect, and in boys - on the general level of self-regulation, purpose, involvement.

Significant differences were found in the cognitive, behavioral, acmeological and emotional components of their life position.

2. Based on the described portrait of a pupil of the SECI CT, the main risks of the formation of a destructive life position of girls are identified:

R1 - a low level of resilience, which involves the use of non-constructive coping in difficult life situations, under stress (and their level of development is very high: indirect actions (manipulation) and aggressive actions); a subjective feeling of rejection and exclusion; fear of learning a new prosocial experience.

R2 - a violation of the need for control (of one's life, the right and opportunity to make decisions in one's life independently). There are two unfavorable development scenarios: withdrawal into learned helplessness or an attempt to regain the right to make decisions in life by forceful, provocative means;

R3 - low self-esteem combined with high global self-esteem (understanding oneself as a very interesting person) can lead to the actualization of the affiliation need and joining destructive groups, where the level of self-esteem can be quickly increased by forceful methods (the disposition "cult of force" is also in trend) or to the construction of unrealistic plans for the future, which will not be supported by due investment in one's personal development, education, competencies, skills, etc., which will ultimately lead to an increase in risk No. 2. 3.

The identified risks must be taken into account when developing corrective (educational, socio-psychological, pedagogical) programs aimed at a female audience. In this way, it is possible to increase the effectiveness of the corrective impact, making it extremely targeted in its direction.



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ОСОБИНЕ ЛИЧНОСТИ ДЕВОЈЧИЦА СА ДЕЛИНКВЕНТНИМ ПОНАШАЊЕМ

Апстракт:

Релевантност. Питања спречавања и исправљања незаконитог понашања захтевају стварање ефикасних приступа и алата за рад са научно обоснованим циљевима психолошко-педагошког утицаја. У овом тренутку, студије које представљају значајне разлике у процени циљева превенције код девојчица и младића су дефицитарне. **Циљ студије** је да се утврде ризици развоја деструктивне личности код девојчице са делинквентним понашањем како би се идентификовали циљеви за превенцију и корекцију. **Учесници студије:** Ученици посебних образовних установа затвореног типа (Руска Федерација), од којих: Група „Девојке“ N=60, Mage=15,25; Група „Дечаки“: N=75, Mage=15,2. **Методе.** Психодијагностичка батерија од 8 метода развијена је на основу шест компоненти животне позиције тинејџера са делинквентним понашањем (Бонкало С.В., 2012). Статистички критеријуми: дескриптивна статистика, Колмогоров-Смирновљеви критеријуми, Ман-Витнијеви критеријуми, Спирманов коефицијент корелације; блискост повезаности утврђена је према Чадоковом критеријуму. **Резултати.** Добијени су подаци о присуству 11 значајних разлика (од 58 проучаваних карактеристика) у структури личности дечака и девојчица. Скуп резултата омогућио је идентификовање главних ризика формирања деструктивне животне позиције девојчица, описујући профил личности ученице у специјалним образовним установама затвореног типа. **Закључци.** Идентификовани ризици (низак ниво отпорности, ризик од смањене потребе за контролом, ниско самопоштовање у комбинацији са високим глобалним самопоштовањем) требало би да постану основа за развој програма корекције и превенције од стране специјализованих стручњака, чији су циљни корисници искључиво малолетне преступнице женског пола.

Кључне речи: модел животне позиције, социјално-психолошки ризици детињства, делинквентно понашање, адолесценти