

ŠIAULIAI UNIVERSITY

Tomas Butvilas

**CHILDREN (AGE 7–11) WHO HAVE EXPERIENCED LOSS IN THE
FAMILY – SOCIALIZATION AND EDUCATIONAL ASSISTANCE
STRATEGIES**

The summary of doctoral dissertation
Social sciences, Education (07 S)

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ŠIAULIŲ UNIVERSITETAS

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**ŠEIMOJE NETEKTŲ PATYRUSIŲ VAIKŲ (7–11 metų) SOCIALIZACIJA IR
PEDAGOGINĖS PAGALBOS STRATEGIJOS**

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INTRODUCTION

The relevance of the research. Most of the socialization's research is directed towards the individual, as social being's development and his/her participation in society. Thus the socialization is the essential basis of man's participation in a particular society, and also the expression, according to which, the relations with surrounded environment and its events, and phenomena are revealed. On the other hand, socialization is quite a difficult psychosocial process: in a fast developing society, it becomes harder for children to socialize adequately. Various social changes (sudden growth of technologies and science, mobility, urbanization, individualization etc.) have an influence on the participants and determinants of socialization. According to J. Gibson and P. Blumberg (1978), adults are influenced by those changes directly through their experienced anxiety and frustrations. However, children are mostly influenced by those ways that were important to socializing adults. Consequently, the socialization process is strongly linked with a child's need to identify himself and internalize those values that are appropriate to society.

Much research demonstrates (Harris, 1995; Meltzoff and Moore, 1994; Premack and Premack, 1994; Pikūnas et al., 2000; Gecas, 1981; Cooley, 1964) the person's identification approach as the basis of socialization: as at first, the individual pursues to identify himself with closely related people or groups. In other words, to comprehend *self* through the relations with others and himself – internalize those sociocultural values of a certain group to which child feels relatedness and perceives as positive. Family, as the main socializational institution, plays the main role in socializing children as they first take family's socioeconomic status that consequently may influence their future possibilities and decisions.

As C. Thornton (2001) conceptualizes, childhood is the time of learning from various experiences. This is a time, especially beginning with the school year, when child develops cognitively, physically, and socially (Černius, 2006; Erikson, 2004; Gecas, 1981). Thus every single moment in childhood is useful, even if it would be the loss of a loved one. The period of 7–11 years in the childhood is mainly stressed as the school life comes into child's social field. The school, in many ways, may compensate the grieving child's socialization processes that are laden within non-full family (Broom, 1992 et al.).

Exactly the relation between loss in the family and child's socialization is stressed in many psychological and educational works (Erik de Corte and Weinert, 1996; Sigelman and Shaffer, 1991; Андриенко, 2000; Suslavičius, 1995; Kvieskienė, 2000, 2003; Leliūgienė, 1997, 2003; Litvinienė, 2002; Dovydaitytė, 2001). Experienced loss is a very difficult matter for a child, who tries to internalize his/her family's traditions, values and also to form his/her identity – *self I*. After the loss a child loses the object of identification *with whom*. As researches show, not

satisfied need of identification can laden the value internalization as well (Perry, 2001; Bowlby, 1980; Grollman, 1990; Wallerstein, 1995; Furman and McNabb, 1997; Crenshaw, 1990; Berns, 1989; Dovydaitytė, 2001; Juodaitytė, 2002; Giddens, 1995, 2000; James, Friedman, 2001; Hilliard, 2001; Gecas, 1981). Put in other words, boys, who have lost their fathers and girls, who have lost their mothers, partly lose self identification as a man, and as a woman.

The recent researches have shown that children from incomplete families are more linked to the aggressiveness than others from nuclear families (Андриенко, 2000; Goldman, 2001; Žukauskienė, 2001). On the other hand, children, age 6–7 and even younger, after the loss of one of the parents, experience guilt for the things that have happened (Mishara, 2001 et al.). According to A. Giddens (2005), all that raises a danger for a child becoming *self* core and his/her ontological safety. Thus the loss in the family with its negative emotional charge also makes it more difficult for a child's need of identification, and consequently – value internalization. As a matter of fact the loss lades such children's socialization processes.

Many authors (Juodaitytė, 2002; Valickas, 1997; Aramavičiūtė; 2005; Martišauskienė, 2004) point to the values' internalization as the basis of child's socialization, because he/she seeks to identify with close people and intercept their values. However, the loss in the family often makes it harder to do so and regression changes children's behaviour, their relations with peers etc. (Kairienė, 2002; Hilliard, 2001; Perry, 2000). For those children, as A. Juodraitis (2004) states, the difficulties of adaptation often arise; they are linked to intercept anti-social values, and even sometimes assume criminal roles. Besides the experienced loss within the family (parents' divorce, parents' death, their unemployment or emigration abroad, grandparents' death etc.) has more negative influence on children's emotional, cognitive and behavioural spheres. Speaking about such children's emotions, much research (Lovre, 2003; Webb, 1993; Wolfelt, 1999; Dovydaitytė, 2001; Kübler-Ross, 1997; Radzevičienė, 2002; Campos, Campos and Barrett, 1989) reveals that these children emotionally are much more vulnerable than those, who did not experience the loss.

Thus the need to help the bereaved children becomes quite important, as every child may experience trauma or crisis in such situations almost every day, although, in the context of globalization, the society is pretty much withdrawn on that matter and on the other hand – quite cynical (Dickenson, Johnson, 1993; Aries, 1993, 2000; Bucher, 1993; Sloterdijk, 1999; Becker, 1975). Subject to the kind of support that adults would give such children, the effectiveness to survive crisis will appear (Kurienė and Pivorienė, 2000; Navaitis, 1998, 2002).

In that case the **scientific problem** arises: on what theoretical basis the socialization and loss phenomena should be explored; how do these children internalize socio-moral values; do they differ, based on the internalized values' level, from children, who had not experience loss in the

family; what internal and external factors make stronger influence for grieving children's (age 7–11) socialization, and what educational assistance strategies are more appropriate while helping them?

The research object is the socialization of children, who have experienced loss in the family, and educational assistance strategies.

The goal – to reveal the socialization peculiarities of such children, exploring the main factors that influence their socialization, and practically to examine the essential educational assistance strategies.

Hypothesis: the socialization of grieving children (age 7–11) becomes easier, when it has helped them to:

- Internalize social-moral values.
- Satisfy their need of identification.
- Feel safe in the school.
- Have a positive status among peers in the class.

The research tasks:

1. To bring up the definition of socialization as a difficult psychosocial phenomenon.
2. To distinguish the essential values, that make the content of bereaved children's socialization.
3. To set the levels of values' internalization on the emotional and behavioural aspects.
4. Point the value internalization peculiarities of children, who have experienced loss in the family and those, who did not on the basis of their gender.
5. To reveal internal and external factors that make an influence for such children's value internalization.
6. To distinguish the most important educational assistance strategies while making easier socialization process for the grieving children.

The defensive thesis' propositions:

1. The socialization of grieving children (age 7–11) is mostly described by the value internalization on the basis of emotions and behaviour.
2. The value internalization of children, who have experienced loss in the family and those, who did not, in some cases differs.
3. Among external factors, that make influence for such children's socialization, are the loss in the family, child's status in the class, teacher's attitude towards the child's experienced loss, and educational help character. Among internal ones – child's need to satisfy self

identification through his/her attitude towards the experienced loss within family, towards the school, his/her status in the class, and self.

4. Grieving children's socialization becomes much easier, when it has helped them to: 1) have much positive (higher) status in the class, and 2) satisfy their need of self identification.

The research structure and size. Work consists of: introduction, its four parts, conclusions, discussion, the list of cited works, and appendixes. 45 visual aids are given as well (25 tables and 20 figures), and 20 appendixes. Research size – 134 pages, not including the list of cited works and appendixes. There are 301 cited works given in this paper.

A BRIEF REVIEW OF THE DISSERTATION'S CONTENT

The 1st part of the dissertation “The Theoretical Basis of Socialization and its Factors in the Childhood” consists of **four** chapters.

The 1st chapter “Socialization as Multidimensional Process” analyzes the concept of socialization and possible psychological and sociological paradigms of its process. It is stated in this chapter that socialization is rather difficult psychosocial phenomenon along with values internalization and self identification mechanisms, and also this process is influenced by other social factors that begin in early childhood and last through the lifespan (Erik de Corte and Weinert, 1996; Sigelman, Shaffer, 1991; Kviessienė, 2000, 2003; Aramavičiūtė, 2005; Андриенко, 2000; Даркин, 2001; Broom, Bonjean and Broom, 1992; Juodaitytė, 2003; Giddens, 2005). The socialization in childhood starts as a child's full enrolment into the society, taking all the social roles. Besides, the constant influence of the environment in many ways helps child to understand and internalize socially accepted values and also to identify his/her place in the context of various social interactions.

The 2nd chapter “Socialization as the Values' Internalization” describes many aspects of values' internalization, which is the basis of man's socialization. This is quite complex process with behaviour-volition, cognitive and emotional components that mark values' internalization on the individual level (Martišauskienė, 2002, 2004; Aramavičiūtė, 1998, 2002, 2005; Bitinas, 1995, 2004; Watson, 1970; International Encyclopaedia of Developmental and Instructional Psychology, 1996). The values' internalization is mostly defined as the transformation of social-moral values into person's inner content. In other words, into the motives of man's life and activity: attitudes,

emotions, feelings etc. (Bitinas, 2004; Aramavičiūtė, 2005). Thus the internalized value becomes an inner determinant of behaviour or an inner drive, the content of personality that motivates and regulates his/her behaviour and activity.

The 3rd chapter “Socialization Problem during the Younger School Period” deals with some peculiarities of primary school children’s socialization, which are: such children’s internal confrontations between low self esteem and their diligence (Erikson, 1963). Not solving such crisis properly may cause various problems in further socialization of those children. On the other hand, socialization at this children’s age is also characterized as larger cognitive and socio-cultural possibilities: the cognitive development becomes faster and socio-cultural field spreads out and grows into wider social nets that a child already has (D’Andrade and Strauss, 1992; Ortner, 1985; Lave, 1991; Michaels, 1991).

The 4th chapter “The Factors that Influence Children’s Socialization” reveals essentially both *internal* (psychological, cognitive, physiological) and *external* (social, educational) factors that undoubtedly influence children’s socialization (Juodraitis, 2004; Valickas, 1997; Juodaitytė, 2002; Bronfenbrenner, 1979; Gecas, 1981; Broom, Bonjean and Broom, 1992). However, the *external* factors (family, school, peers etc.) are more obvious and much more important at this time for children as they get more and more involved in various groups’ activities (Gecas, 1981; Valickas, 1997; Brown, 2001). Although the internal socialization factors are important as well: the rapid development of logical thinking, comprehension, imagination, attention and memory (Piaget, 1965). All these components play rather important role for child’s socialization tendencies and success. Aside there are not only purposeful, but hardly predictable both internal and external socialization factors that children experience.

Self identification in this chapter is mostly defined as specific feature of children, age 7–11. On the one part it is self identification with other people, their groups, and satisfying the need to belong to some of those social groups on the emotional basis. On the other part it is quite complicated psychological phenomenon, which helps to take some another person’s characteristics and perceive them as one’s own (Первин, Джон, 2001; Harris, 1995; Meltzoff and Moore, 1994; Premack and Premack, 1994; Berk, 2006). The social interactions with others, especially with family members, is an important component of children’s identification to whom and also forming their self I. Speaking in other words, through membership the self-awareness and social identities are created, and also that reveals the individuality of child’s interaction with him/herself and with others.

Family's role is very important as well as family is one of the essential sources of socialization that leads to child's full enrolment into the society and appropriate values' internalization (Berns, 1989; Macionis, 1995; Höffner, 1996; Krumm, 1993; Gučas, 1990; Ivanauskienė, 1998; Chapman and Campbell, 2001). The success of values' internalization mostly depends on what kinds of relations are established within the family. On the other hand these relations quite often are troubled, because of many crises that the family nowadays has to deal with. One of such crises is the rapid spreading of various losses that child experiences. Thus the *loss* in the family can be harmful for children's socialization (James and Friedman, 2001; Perry, 2001; Hilliard, 2001; Bowlby, 1980; Grollman 1990; Wallerstein, 1995; Furman and McNabb, 1997; Crenshaw, 1990; Berns, 1989; Giddens, 2005; Santrock and Warshak, 1979; Stevenson and Black, 1995; K\bler-Ross, 1997). In the context of globalization there are many different kinds of experienced losses within the family, but mostly explored are: changing the living place, losing the parent's rights, family conflicts, parent's divorce and one of the parent's death.

School along with the family is also very important for a child's socialization. Being as society's agent, school conveys and adds those values, ideology, and rituals that are nourished in the family, and also develops child's both physical and mental abilities (Gecas, 1981; Berns, 1989; Vasiliauskas, 2005; Butkienė and Kepalaitė, 1996; Broom, 1992; Barkauskaitė, 2001; Cole and Cole, 2000). The teacher is the main initiator and supporter of appropriate relations among school community and from teacher's personality and his/her ability to do it correctly depends child's socialization (Barkauskaitė, 2001; Indrašienė, 2004; Bakutytė, 2001; Vaitkevičius, 1995; Ruškus, 2000; Berns, 1989). Thus the *educational assistance* (support) in this chapter is presumed as not only the direct intervention in order to eliminate inappropriate child's behaviour or his/her attitudes towards something, but most likely as the wholeness of educationally purposeful actions that help to solve child's psychosocial problems and also to make socialization process not so much complicated (Morrison, McIntyre, 1975; Šlapkauskas, 1998; Kvieskienė, 2005; Navaitis, 1998).

The 2nd part of the dissertation “The Research Methodology of Children’s (age 7–11), who Have Experienced Loss in the Family, Socialization” consists of **five** chapters.

The 1st chapter “The Common Research Characteristics” reveals the main **research stages**: 1) during the *first stage* (2002–2003) the scientific literature was studied and analyzed. The research object, hypothesis, goal and tasks were set; 2) during the *second stage* (April through May 2003) the pilot study with 91 primary school teachers from different regions of Lithuania was made. The data of 1961 children was gathered and analyzed. All that helped to identify the predominant losses in the child's family and to reveal such a child's personal features. On the basis

of this research the model of internalized values at this children's age was created; 3) during the *third stage* (2003–2004) the diagnostic research about children's, who have experienced loss in the family, socialization and its factors was held. There were 263 children from Siauliai's primary schools and 13 teachers included in this research. Seeking to reveal teachers' attitude towards their profession and child's experienced loss in the family the survey with 113 teachers was done. The data served as the basis to evaluate the research's hypothesis and to set the educational experiment in order to make easier socialization processes for grieving primary school children; 4) during the *fourth stage* (2005–2006) the educational experiment was held in one of the Siauliai's primary schools with two 4th grade students' groups. After the experiment the second diagnostic research was made, which helped to evaluate some changes of children's socialization.

In this chapter the **research methodology** is presented. The whole research mainly is based on: *phenomenological theory* (Husserl, 2005; Merleau-Ponty, 2005; Mickūnas, Stewart, 1994). This theory gives some links and meaning of values' internalization and socialization processes; *existential theory* (Хайдеггер, 1997; Jaspers, 2003; Yalom, 2005; Frankl, 1997) that reveals the necessity to be open in this world, and not to be afraid to express one's fears and other feelings; *symbolic interactionism* (Cooley, 1964; Giddens, 2005), which shows men's relations in the groups, different models, and how the behaviour changes according to various situations; *cognitive theory* (Kohlberg, 1984; Piaget, 1965) expressing individual's thinking importance to his/her further actions: while thinking, child perceives his/her world, him/herself and so creates new behavioural models; *behaviorism* (Бандура, 2000; Skinner, 1971) that rises the importance of learned behaviour; *classical test construction theory* (Charles, 1999; Campbell, Stanley, 1973), which helps to comprehend the instruments' constructions to explore a person's behaviour, emotions, attitudes and his/her interactions with social environment.

The 2nd chapter "The Pilot Study" deals with the survey's organization, meaning and its process. The **goals** of this study are to reveal the predominant losses among primary school children and also to show some peculiarities of grieving child's (age 7–11) personality. Using the **method** of *standardized questionnaire*, teachers were asked to point out what losses their students have experienced recently, and what would be the main such of such children individual characteristics. The *statistical analysis* of the data was done using the Chi square criterion and Spearman's Rho correlation coefficient.

The *main losses* that children have experienced in their families were: *parents' divorce* and their *unemployment* or looking for a job abroad. These children were described as more withdrawn emotionally and in some cases – aggressive or having low self-esteem. Finally, this study helped to

distinguish the essential internalized social-moral values that make the basis of favorable socialization for those children.

The 3rd chapter “Diagnostic Research of Socialization” presents the research’s organization, methods and respondents’ demographic characteristics. Referring to other scientific works and to the data of a pilot study, the model of internalized values is set and given in this chapter along with the content of those values and factor analysis (table 1).

Table 1

The Model of Internalized Values for the Primary School Children

Values	Their manifestations	Empirical indications	Factors			
			I	II	III	IV
1. Openness	1. Sincerity	1. Shares with others (his/her knowledge, stuff, impressions, feelings) 2. Doesn't cheat	0,63 0,82			
	2. Straightforwardness	3. Doesn't lie (says the truth) 4. Accepts his/her own mistakes	0,75 0,67			
2. Believing in self and others	1. Self-confidence	5. Doesn't avoid harder tasks 6. Tries again while not succeeded	0,71 0,44			
	2. Relying on others	7. Tells about him/herself 8. Asks for others' opinion	0,60 0,52			
3. Sensitiveness	1. Compassion	9. Shows sympathy (comfort etc.) 10. Makes no harm	0,43			0,65
	2. Advertency	11. Listens to others 12. Shows their merit				0,72 0,88
4. Respect	1. Respect to others	13. Doesn't humiliate 14. Behaves naturally with others				0,80 0,72
	2. Self-respect	15. Doesn't boast of smth. 16. Keeps the word			0,48	0,43
5. Self-control	1. Self-control	17. Finishes task until the end 18. Doesn't burst while not succeeded 19. Controls behaviour			0,77 0,58	0,52
	2. Patience	20. Doesn't groan in case of misfortune 21. Doesn't bother during the classes			0,59	0,76
6. Solidarity	1. Forbearance	22. Considers others 23. Doesn't revenge				0,56 0,61
	2. Peacefulness	24. Agrees with teacher, peers etc. 25. Doesn't use any violence while facing conflicts etc.				0,54 0,58
7. Activity	1. Initiative	26. Decides what to do 27. Gets involved into the activity voluntarily		0,73 0,74		
	2. Self-sufficiency	28. Suggests the ways of doing certain things 29. Completes the work voluntarily		0,81 0,50		

Factor analysis (using *Principal Component's* method and *Varimax* rotation with KMO normalization – 0,79, and Bartlett's test – $\chi^2 = 3485,88$ $p < 0,000$) has shown that the majority of

those empirical indications are rather important. The inner compatibility's degree of this model is very high as well (Cronbach $\alpha = 0,91$). Thus the main internalized values for grieving primary school children would be as follows: *openness, believing in self and others, sensitiveness, respect, self-control, solidarity, and activity*.

The main **goals** of this diagnostic research are: 1) evaluate the peculiarities of values internalization on the basis of children's behaviour and their emotions; 2) compare children who have experienced loss in the family and those, who have not, behaviour and emotions; 3) reveal the gender differences of children's values' internalization.

Based on the *triangulation* principle (Bitinas, 2006; Campbell, Stanley, 1973), these both **qualitative and quantitative methods** were used during the research: 1) **methods for teachers** (*inventory* that allowed gathering information on children's family structure, experienced loss, parents' relations, material conditions etc.; *children's behaviour inventory*, which helped to measure the level of those children values' internalization on the basis of their behaviour stability; *half-standardized interview* with teachers in order to reveal their attitude towards grieving children, relations among school society, and possible ways to assist those children); 2) **methods for primary school children** (*apperception test with pictures*, according to L. Breslav (Бреслав, 2004), which has helped to measure children's ability to recognize other people's emotions: sadness, happiness, fair, anger, and self-confidence; *discussion* with children in order to set the causes of their emotions and frequency; *observation* (referring to Kardelis, 2005 and Tidikis, 2003) during the classes and out-of-school activities); 3) **statistical methods** using MS SPSS 11.0 PC program (*frequency analysis, Chi square criterion, and Spearman's Rho correlation*).

There were 84 girls and 97 boys in this research, who have experienced different kinds of losses in the family (mainly parents' unemployment or looking for a job abroad, then – parents' divorce, death of grandparents, and death of one of the parents). These children made up to 68 % of all the research participants. Also 82 children, who have not experienced the loss, were examined as well.

The 4th chapter "The Research of Socialization Factors" reveals the main goals, methods and organization of this research.

The main **goals** of this survey are: 1) to evaluate grieving children's status in the class; 2) reveal their attitudes towards the school, home, and parents; 3) compare those children's attitudes towards the experienced loss in the family; 4) to set teachers' attitude towards child's experienced loss in the family.

Both **qualitative and quantitative methods** were used during this research: 1) **methods for primary school children** (*sociometric test* (referring to Barkauskaitė, 1979; Ribes-Iñesta, 2004;

McLoyd, 1989; Zambacevičienė, 1989) in order to set grieving children's status among peers; *inventory of attitudes towards self-place in the class* (Helmreich and Strapp, 1974), which allowed to examine those children's attitudes towards themselves while they are in the class; *non-finished sentences* that helped to set children's attitudes towards their home, parents, and school; *self-esteem inventory* (according to Asher, Hymel and Renshaw, 1984) based on which the children's self perception was set; *the situation analysis* that helped to reveal children's attitudes towards the experienced loss in the family); 2) **method for teachers** (*questionnaire* (referring to Strakšienė, 2002), which allowed to evaluate teachers' attitudes towards child's experienced loss in the family, and also his/her attitudes to the profession); 3) **statistical methods** using MS SPSS 11.0 PC program (*frequency analysis, Chi square criterion, and Spearman's Rho correlation*).

The 5th chapter "Educational Experiment" discusses the essence of the *forming* experiment, its meaning, and both theoretical and empirical background.

The **goal** of the educational experiment is to practically evaluate those educational assistance strategies in order to make more favorable socialization for the grieving primary school children. These **strategies** would be: 1) helping child to have favorable status in the class, and 2) helping the child to satisfy the need of self identification.

The experimental **program** was made using the Australian educational experience through "The Game Factory" (McCaskill ©, 1994, 2002, 2004; Street, 2004). Also some activities were taken from the international program "Zippy's Friends" (Partnership for Children, 2001©), and the educational *content of 4th grade* programs was included and adopted as well. The experimental **content** consists of different *themes* and activities through various lessons in the 4th grade, i.e. *changes in our lives; feelings; communication; school and me – life in the class; conflicts; sportive games; out-of-school activities* etc.

The main **methods** during the experiment were: *verbal* (discussions, instructions etc.), *practical* (games, tasks, imitation, practices etc.), *stimulating* (organizing the success situations, inspiration, enrolment into the activity, social support etc.). The **principles** of the experiment would be as follows: *accounting to the experienced loss in the family, considering the grieving children's socialization, safety in the class, humanism, activity, and stimulating positive emotions*.

All these components have made the whole experimental program (see figure 1).

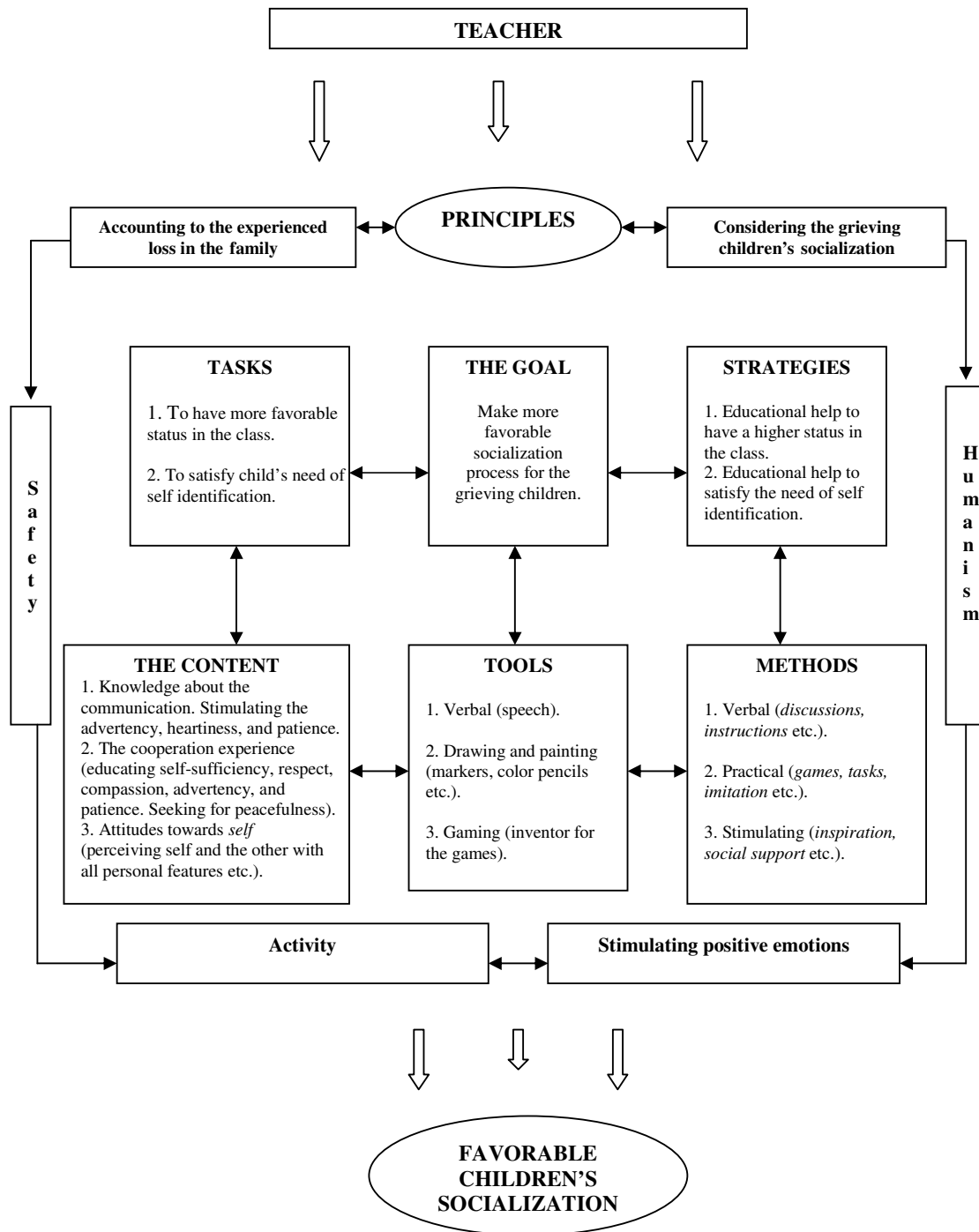


Figure 1. The Experimental Program

The experimental group consisted of 23 children from 4th grade (6 of them have experienced loss in the family) and 19 of them have represented the control group (7 children from this group have experienced loss in the family as well). Totally, there were 42 students and 13 of them having the loss experience (parents' divorce, one of the parents' death, and death of grandparents).

The experimental program's duration was *three months* (Dec. of 2005–March of 2006) and 28 different activities during that time were organized and held. Using *statistical methods* (Exact test with Mann-Whitney U and Wilcoxon W criteria for small amounts along with *T Student's* criterion) the variables of experimental and control groups were compared, and analyzed. The same methods as in the previous research were used in order to set some socialization changes. The experimental program was organized and held by the research author.

The 3rd part of the dissertation “The Results of Children (age 7–11), who Have Experienced Loss in the Family, Socialization Research” consists of **seven** chapters.

The 1st chapter “Children's Behaviour as Their Socialization's Dimension Level” deals with the data about grieving children's behaviour and its differences comparing with non-grieving classmates. It was set that grieving children less than the others internalize openness, believing in self and others, sensitiveness, respect ($\chi^2 = 42,39$ $p < 0,002$), self-control ($\chi^2 = 87,52$ $p < 0,000$), and activity ($\chi^2 = 31,67$ $p < 0,005$). However, they came up as more solidly. *Boys* in this case were affected more than girls by the experienced loss in the family (see figure 2).

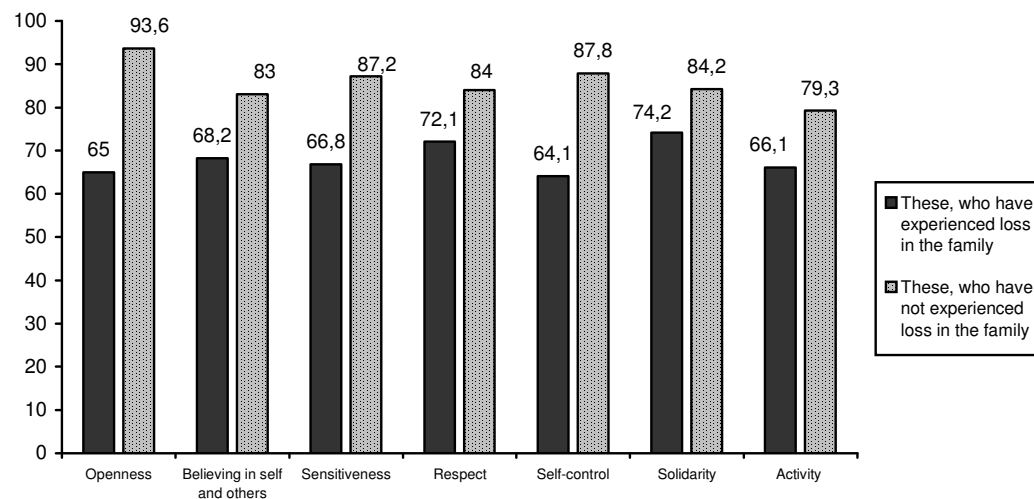


Figure 2. **The expression of socio-moral values within boys' behaviour (%)**

The results have confirmed that *grieving boys* less than the others internalize the openness ($\chi^2 = 84,14$ $p < 0,000$), believing in self and others, sensitiveness ($\chi^2 = 69,18$ $p < 0,000$), respect, self-control ($\chi^2 = 33,16$ $p < 0,03$), solidarity ($\chi^2 = 29,23$ $p < 0,02$), and activity. These values are more obvious within non-grieving children's behaviour.

Meanwhile *grieving girls'* behaviour in many cases differs much than boys' and other classmates' (see figure 3).

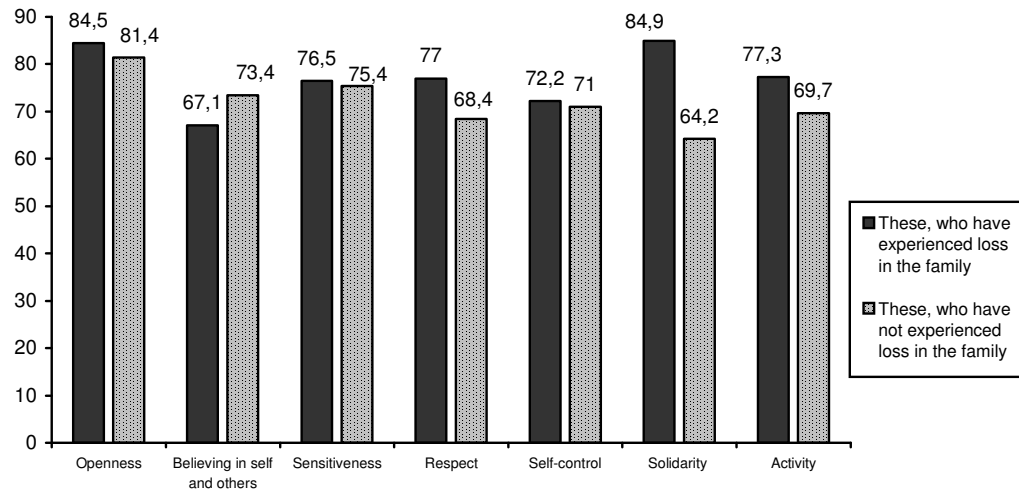


Figure 3. The expression of socio-moral values within *girls'* behaviour (%)

The data shows that grieving girls *quite more* than the others – non-grieving classmates – practically internalize solidarity, respect, activity, and openness. Although believing in self and others is less internalized value within those girls' behaviour.

The 2nd chapter “Emotional Peculiarities” discusses the main human's emotions: happiness, sadness, anger, fear, and self-confidence (Rugevičius, 1987; Казаков, Кондратьева, 1989; Ильин, 2001; Oatley, 2004; Изард, 2000; Kübler-Ross, 1997; Рогов, 1996; Овчарова, 2000; Оклендер, 1997; Berk, 2006).

The research data reveals that *grieving primary school children* more often than other classmates experience *negative* emotions (sadness and anger), and less – *positive* ones (happiness and self-confidence), particularly those, who have experienced parents' divorce or their death. Boys, opposite than girls, are less self-confident (see figure 4).

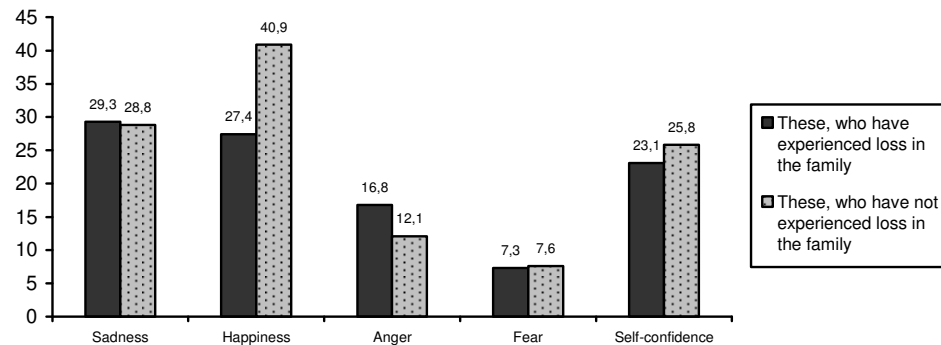


Figure 4. Primary school children's emotions (%)

During the research it was obvious that positive emotions for the grieving and non-grieving children arise more often from socially orientated causes than personally ones, and negative – because of personal reasons, less neutral and partly – social causes. The difference between those children is that that socially oriented causes stimulate self-confidence for the grieving children, and less – happiness.

Also data reveals that grieving children hardly recognize other people’s emotional expressions, i.e. happiness, self-confidence, and anger. However, they recognize sadness easier than others. Meanwhile for the non-grieving children it was difficult to recognize sadness, but quite easier – happiness.

The 3rd chapter “The Links between Emotions and Behaviour” deals with the results about positive emotions’ effect on grieving children’s self-confidence and respect. However, these children, who experience more negative emotions, are less linked to be open, self-confident, and sensitive.

The 4th chapter “Children’s Status” is an analysis of the effect of the loss for the primary school children’s status in the class – they have a lower status than other non-grieving classmates. Comparing the data on gender basis, it was determined that *grieving girls* have lower status than non-grieving ones (see figures 5 and 6).

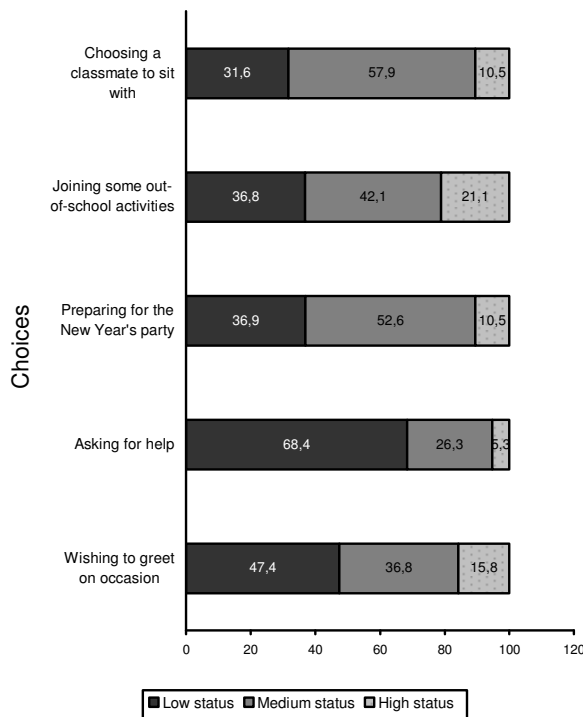


Figure 5. *Non-grieving girls’ status in the class* (N = 29)

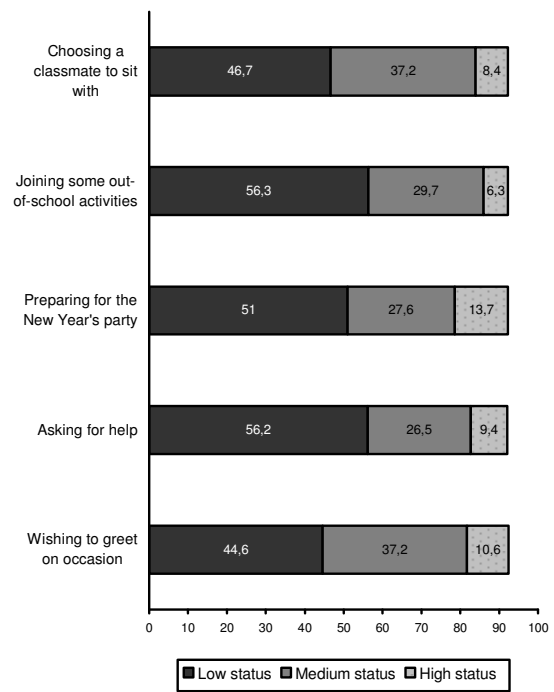


Figure 6. *Grieving girls’ status in the class* (N = 84)

Thereby grieving girls are not so often chosen while preparing for the New Year's party, joining some out-of-school activities or as a popular classmate to sit with. However, others would ask them for a help.

Boys, who have experienced loss in the family, have much lower status in the class than girls of the same experience (see figures 7 and 8).

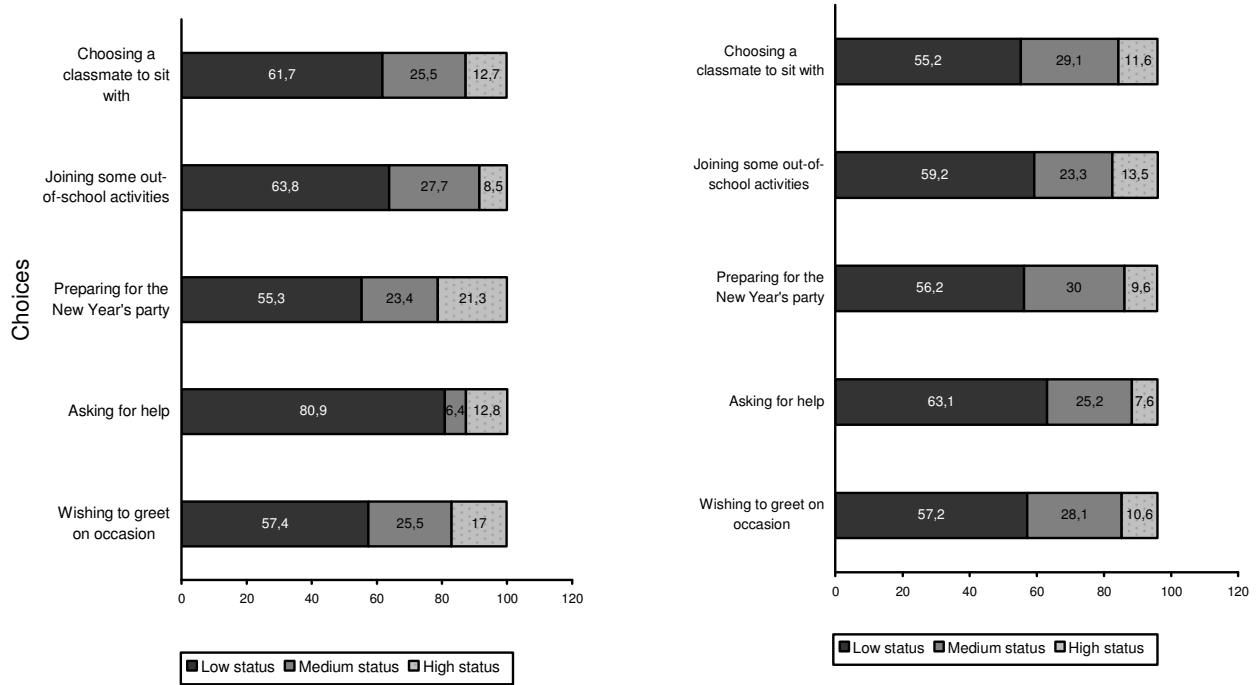


Figure 7. Non-grieving boys' status in the class (N = 53) Figure 8. Grieving boys' status in the class (N = 97)

Grieving boys would be much less chosen for the various activities, i.e. greeted on occasion; while preparing for the New Year's party or joining some out-of-school activities. However, these boys, same as grieving girls, would be more often chosen as being asked for help.

High status within class (particularly linked with asking for help) may have some positive influence for grieving children's respect and activity. Besides, high status influences positive emotions (happiness) for such children as well.

The 5th chapter "The Expression of Self-identification Need" deals with children's attitudes towards their home, parents, experienced loss, also their attitudes towards their school, their status in the class, and themselves.

It was revealed that non-grieving children have a more positive attitude towards home, than those whose parents left their own country for a job abroad. The most negative attitude towards parents was set among children who have experienced one of the parents' death, the

divorce or grandparents' death. Non-grieving children have pointed out that they feel rather comfortable while being at home, but these children, who have experienced parents' divorce, their unemployment, grandparents' death or one of the parents' death, do not feel so comfortable at home.

More adequate attitude towards experienced loss in the family is among those, who themselves have experienced the same thing. Also it was stated that non-grieving children have more positive attitude towards their school as well. Besides, the negative attitude towards school has also some negative influence for the grieving children's behaviour, i.e. they are not so open, self-confident and self-controlled.

The data also shows that more negative attitude towards status in the class and self is more typical for the grieving children (e.g. they rather often think as being not so popular among peers in the school, being taunted, mocked, not having as many friends as the others do etc.).

The 6th chapter "Teachers' Attitude towards Child's Experienced Loss" discusses the teachers' attitude towards the child's experienced loss in the family, and possible educational help (his/her role) for those children. A much more positive attitude is dominant among primary school teachers when they think that school does play almost the main role in regard of helping the grieving children, and making their socialization more favorable. However, there were some teachers, who did not stand for such an idea. The research has also shown that the more a teacher values his/her occupation, the more positive attitude he/she has towards grieving children, and vice versa.

The 7th chapter "The Educational Help's Character" brings out the primary school teachers' experience that they have while working with grieving children, particularly use of individual approach (discussions). Also these teachers try to be more attentive, and keep all children in various activities during the classes. However, there are many alternative ways to help those children, but they are not still in use. This fact has led us into the creation of main educational assistance strategies, which could help make grieving children's socialization more favorable.

The 4th part of the dissertation "The Educational Assistance Strategies for the Children, Who Have Experienced Loss in the Family" consists of **three** chapters.

The 1st chapter "Helping a Child to Have More Favorable Status in the Class" describes educational experiment's content and activity while helping the 4th grade grieving children to get more positive communication experience, and enhance their cooperation abilities. During the

different classes (i.e. Ethics, World's Exploration, Physical Training etc.) the main focus was directed to teach those children to listen to others, be more attentive, to understand the other from of non-verbal communication, be more sensitive, patient, self-controlled, share his/her feelings etc.

The 2nd chapter "Helping Child to Satisfy His/Her Need of Self-identification" also describes the educational experiment's content and activity while trying to create safer class environment for the grieving children, and form their positive attitude towards themselves.

During the various classes and other activities (i.e. Ethics, World's Exploration, The Native Language and Literature, Out-of-school activities etc.) the focus was set on stimulating the respect of one another, compassion (help each other), attentiveness (accept other's merits, thoughts, suggestions etc.), and also to strengthen the peacefulness (communicate without violence), recognize and accept own feelings.

The 3rd chapter "The Assessment of Children's Socialization and its Factors' Changes" describes the research's organization: post-experimental research was done using the same methods as they were during the diagnostic (pre-experimental) research. The data was collected about the same children, who have participated in the diagnostic survey: the experimental group grieving children's (N = 6) results were compared. The same was done with non-grieving children's data of the experimental group (N = 17). The control group's results were compared as well according to the similar principles.

The data has shown that children's status from the experiment group became higher than those, who have not participated in the experiment (e.g. these children would be greeted on more occasions by others; they would also be more often chosen to get ready for the school parties etc.). This fact points out the meaning and effectiveness of educational experiment, i.e. without any educational help the children's status remained on the same – lower – level. Besides, children with a higher status level have become more *open, sensitive, respectful, active, self-confident, and stable*. Children from the control group, having a bit lower status in the class, more often experience negative emotions (e.g. get angry).

The research's results have also revealed that after the experiment, grieving children tended to perceive their status in class more positively than the control group's participants. Besides, these children have become more positive about self-evaluation.

CONCLUSIONS

1. Socialization is a rather multidimensional psychosocial phenomenon, which is more often described as individual's involvement into the social life and internalizing socio-moral values through acceptance of particular social roles. However, the experienced loss in the early years (parents' divorce, one of the parents' death, parents' unemployment and their work abroad, conflicts within the family etc.) may influence negatively the socialization process, especially laden the values' internalization on the basis of child's behaviour, emotions, and cognition.
2. According to the scientific literature analysis and the data of pilot study, the main socio-moral values, that make the basis of favorable socialization for children (age 7–11), were distinguished. The list of such values consists of: openness, believing in self and others, sensitiveness, respect, self-control, solidarity, and activity.
3. Grieving children more often experience negative emotions (sadness and anger), and less – the positive ones. The reasons of positive emotions for such children are social ones (teacher's support etc.). However, negative emotions arise pretty often from personal and sometimes – neutral – reasons. Besides, grieving children have more difficulty recognizing happiness and self-confidence, experienced by others, but sadness they recognize easier than non-grieving classmates. Children, who experience more positive emotions are quite often linked to be self-confident and respectful, and those, who experience negative emotions – tended to be withdrawn, less self-confident, and sensitive.
4. A child's status in the class is a very important factor for his/her personality's development. It was stated though that the experienced loss in the family has more negative influence for such children's (age 7–11) status: there were more grieving children, who have lower status than non-grieving classmates. Besides, in this case boys have lower status than girls, but other children would ask for help for the grieving ones more often than non-grieving. The high status may have a positive influence for such children's respect and activity internalization on the behaviour level, and their happiness experience.
5. The experienced loss in the family negatively affects self-identification processes: grieving children have more negative attitudes towards their home and parents, and also they do not feel so good while being at home. Besides, these children have also more negative than positive attitude towards school and their own status among peers (they have pointed out that nobody misses them when they are not in class, that they have no

one to share their sadness or happiness with etc.). All that negatively affects these children's openness, self-confidence, and self-control. The experienced loss has much negative effect for grieving children's attitude towards themselves (they are tend to think as having no friends in the school, that it is difficult for them to find some new friends etc.).

6. One of the remarkable child's socialization factors is a teacher's interaction with his/her students style, and also the teachers' attitude towards a child's experienced loss in the family, and the attitude towards teacher's profession. The results of the research have shown that the more positive teachers look into their profession, the more they tended to agree with educational aids importance for the grieving children, and their own role in this process.
7. The educational experiment has confirmed the hypothesis that in order to help grieving children socialize, it is rather important to use some educational assistance strategies that help these children to have a higher status among peers, and also to satisfy the need of self-identification. While incorporating the first strategy, it is important to help children get more communication and cooperation experience. Speaking about the second strategy – to help these children feel more safe in the class and have favorable attitude towards self.
8. Under those strategies the grieving 4th grade children's status got changed, i.e. it became a bit higher than it used to be. Having higher status these children became more open, sensitive, respectful, and more stable (before the experiment they were less internalized those values). Children, who have participated in the experiment, changed their attitude towards self and their own status in class as well. This fact had a positive influence for internalizing not only believing in self and others, sensitiveness or respect, but also solidarity and activity. That also helped to experience happiness much more for those grieving children.

DISCUSSION

The data of the dissertation research supposes the directions for further discussions that these *primary school teachers* should pay more attention to their students (especially those, who have experienced loss in the family) that they should express their feelings and thoughts freely during classes. The educational experiment precisely revealed that allowance of such sharing gives the children an idea that they are important in the class and others would pay attention to them. This fact is accompanied by other researchers' works (McCaskill, 2002; Street, 2004). In

that case the children's need of communication would be satisfied as well. Also the positive class environment is created: when everybody in class cares about each other, children listen attentively to one another; they are sensitive; and they try to find more constructive solutions from various conflict situations. Such features of a positive class atmosphere are still the object of debates in many different works (Berger, 2000; Ben-Arieh, Kaufman et al., 2001; McCaskill, 2002; Stoll and Fink, 1998; Savickytė, 1996; Poderienė, 2004; Arends, 1998).

The survey has confirmed that the experienced loss indeed burdens children's socialization. Other authors (Perry, 2001; Bowlby, 1980; Grollman 1990; Wallerstein, 1995; Furman and McNabb, 1997; Crenshaw, 1990; Goldman, 2001) would also agree with it, pointing out that loss in the family has a negative influence for a child's emotional, cognitive, and behavioural spheres. Thus it would be rather valuable for *parents and teachers* to pay more attention into such children's values internalization that determines their behaviour and emotions. Children's attitude towards their own status in the class and attitude towards self would be of the same importance, as all of this influences children's socialization differently. On the other hand, some new paradigms of socialization should be carried out, according to which, a child is his own childhood's creator and adults, in a good sense, only volunteer in this process (Juodaitytė, 2002, 2003; Harris, 1995; Premack and Premack, 1994; Gecas, 1981; Cooley, 1964). In such a case teachers' more positive attitude towards loss phenomenon in childhood would be nourished and developed. However, the research has shown that there are still many teachers, who would gladly give away the responsibility of helping the grieving child to his/her family members.

The experienced loss in the family undoubtedly touches many other educational aspects as well, e.g. children's schooling, their relations with others, children's misbehaviour etc. All that brings out the concerns of many other researchers (Kairienė, 2002; Hilliard, 2001; Dovydaitienė, 2001; Kübler-Ross, 1997; Radzevičienė, 2002; Kurienė and Pivorienė, 2000). Thus *further surveys* could be done in such areas to evaluate and explore more deeply: 1) the specific loss (e.g. parents' divorce, conflicts in the family etc.) influence to children's learning motivation and their schooling; 2) the peculiarities of children's, who have immigrated or have experienced parents' emigration, socialization; 3) grieving children's attitude towards their teachers; 4) the out-of-school activities of such children; 5) the affect of the experienced loss to children's socialization regarding the time period that has passed etc.

SANTRAUKA

Darbo aktualumas. Socializacijos tyrinėjimai daugeliu atvejų yra nukreipti į individo kaip socialinės būtybės vystymąsi bei dalyvavimą visuomenėje. Todėl socializacija yra esminis žmogaus buvimo konkrečiame sociume pagrindas ir sykiu išraiška, kuria atskleidžiamas santykių su aplinka ir jos reiškiniiais bei įvykiais savitumas. Kita vertus, socializacija – tai pakankamai sudėtingas psichosocialinis procesas: sparčiai besivystančioje visuomenėje vaikams tampa vis sunkiau išmokti adekvačiai socializuotis. Įvairūs socialiniai pokyčiai (staigus technologijų ir mokslo vystymasis, mobilumas, urbanizavimas, sąmonės individualizavimas ir pan.) vienaip ar kitaip veikia ir socializacijos dalyvius bei veiksnius, lemiančius jų socializaciją. Kaip teigia J. Gibson ir P. Blumberg (1978), suaugusieji, taip pat kaip ir vaikai, yra tiesiogiai šitų pokyčių veikiami per patiriamą nerimą, frustracijas ir kt. Vadinasi, socializacijos procesas yra glaudžiai susijęs su vaiko identifikavimosi būtinybe ir įsisavinimu tų vertybių, kurios priimtinos jį socializuojančiam sociumui.

Daugelis tyrėjų (Harris, 1995; Meltzoff ir Moore, 1994; Premack ir Premack, 1994; Pikūnas ir kt., 2000; Gecas, 1981; Cooley, 1964 ir kt.) savęs identifikaciją laiko vaiko socializacijos pagrindu, nes pirmiausia individas siekia susitapatinti su jam artimais žmonėmis ar grupėmis. Kitaip tariant, individas siekia suvokti savąjį Aš per santykius su aplinkiniais bei pačiu savimi ir internalizuoti atitinkamas sociokultūrinės vertybes tos grupės, kuriai vaikas save priskiria ir vertina kaip teigiamą. Nemažai autorių (Juodaitytė, 2002; Valickas, 1997; Aramavičiūtė; 2005; Martišauskienė, 2004 ir kt.) socializaciją ir apibūdina kaip socialinių-dorovinių normų bei vertybių internalizaciją. Tačiau netektis šeimoje dažnai apsunkina šiuos procesus bei regresine prasme keičia vaikų elgesį ir jų santykius su bendraamžiais (Kairienė, 2002; Hilliard, 2001; Perry, 2000 ir kt.). Tokiems vaikams, pasak A. Juodraičio (2004), dažnai išskyla net ir vidinės adaptacijos problemų; jie labiau nei kiti linksta perimti antivertybes ir prisiimti visuomeniškai atgrasius ar net kriminalinius socialinius vaidmenis, dažnai siekia save identifikuoti su įvairiomis subkultūromis, apsunkinančiomis socializacijos procesus.

Vaikystė, kaip teigia C. Thornton (2001), yra įvairių patyrimų metas. Tai laikas, ypač pradėjus vaikui lankyti mokyklą, kada vyksta jo raida tiek kognityvine, tiek fizine, tiek ir socialine prasmėmis (Černius, 2006; Erikson, 2004; Gecas, 1981 ir kt.). Todėl norint, kad vaikas būtų emociškai sveikas ir pilnavertis ateities suaugusysis, kiekvieną momentą būtina išnaudoti kaip pamokantį, ypač jei tai būtų artimųjų netektis. Kaip tik pabrėžtinas 7–11 metų amžiaus tarpsnis, nes tuo metu vaikas didesnę dienos dalį praleidžia mokykloje, kuri neretai gali atlikti ir socializacijos kompensacinę funkciją, nes vaiko šeima, patyrusi vienokią ar kitokią netektį, nebėra pajėgi pilnai užtikrinti socializacijos procesų palankumą (Goldman, 2000; Broom, 1992 ir kt.).

Būtent patirtos netekties šeimoje ryšį su vaiko socializacija išskiria nemažai tiek užsienio, tiek ir Lietuvos tyrėjų (Erik de Corte ir Weinert, 1996; Sigelman ir Shaffer, 1991; Андриенко, 2000; Suslavičius, 1995; Kvieskienė, 2000, 2003; Leliūgienė, 1997, 2003; Litvinienė, 2002; Dovydaitienė, 2001).

Patirta netektis yra didelis smūgis vaikui, besistengiančiam perimti šeimos tradicijas, vertybes bei formuoti savo identitetą – savąjį Aš. Netekęs vieno iš tėvų vaikas netenka ir identifikacijos *su kuo* objekto. Kaip rodo atlikti tyrimai, nepatenkinus savęs identifikavimo poreikio, sutrinka ir vertybių perimamumas, sudarantis vaiko socializacijos pamatą (Perry, 2001; Bowlby, 1980; Grollman, 1990; Wallerstein, 1995; Furman ir McNabb, 1997; Crenshaw, 1990; Berns, 1989; Dovydaitienė, 2001; Juodaitytė, 2002; Giddens, 1995, 2000; James, Friedman, 2001; Hilliard, 2001; Gecas, 1981). Kitaip tariant, berniukai, netekę tėvo, o mergaitės – motinos, iš dalies praranda savęs kaip vyro ir moters identifikaciją bei ilgainiui gali įgauti daug priešingos lyties bruožų, neigiamai veikiančių santykius su aplinkiniais, keliančiais grėsmę besiformuojančiam vaiko Aš branduoliui bei jo ontologiniam saugumui. Vadinasi, šeimoje patirta netektis, turinti labiau neigiamą emocinį poveikį, sykiu apsunkina vaiko identifikacijos poreikio patenkinimą, o taip pat ir vertybių internalizaciją.

Tyrimai rodo, kad šeimoje patirta netektis (tėvų skyrybos, tėvų mirtis, tėvų bedarbystė ar jų išvykimas dirbti svetur, senelių mirtis, tėvystės teisių netekimas ir kt.) labiau neigiamai negu teigiamai veikia vaiko emocinę, pažintinę bei elgesio sritis. Aptardami jaunesniojo mokyklinio amžiaus vaikų emocinius išgyvenimus, daugelis autorių (Lovre, 2003; Webb, 1993; Wolfelt, 1999; Dovydaitienė, 2001; Kübler-Ross, 1997; Radzevičienė, 2002; Campos, Campos ir Barrett, 1989 ir kt.) pažymi, kad vaikai, patyrę netektį šeimoje, yra emociškai labiau pažeidžiami. Be to, šiems vaikams ir vėlesniuose amžiaus tarpsniuose gali išlikti tam tikri emocijų ir elgesio sutrikimai. Tačiau šiandieninė visuomenė, kaip pastebi sociologai, filosofai bei antropologai (Dickenson, Johnson, 1993; Aries, 1993, 2000; Bucher, 1993; Sloterdijk, 1999; Becker, 1975), linkusi vengti temų, glaudžiai susijusių su įvairiomis netektimis. Tuo tarpu šeimoje netektį patyrusiems vaikams reikalinga atitinkama pagalba bei prevencinis darbas, nes jie patiria vienokią ar kitokią traumą, ar išgyvena krizę. Kitaip tariant, aktuali tampa pagalba bei jos paieškos būdai tokiems vaikams (Kurienė ir Pivorienė, 2000; Navaitis, 1998, 2002 ir kt.). Vadinasi, nuo to, kokią pagalbą suaugusieji, o ypač pedagogai jam suteiks, priklausys, ar greitai ir sėkmingai vaikas tai įveiks. Tačiau Lietuvos edukologijoje nepakankamai tam skiriama dėmesio.

Tokiu atveju kyla **mokslinė problema**: koku teoriniu pagrindu reikėtų remtis, norint tirti socializacijos ir netekties fenomenus vaikystėje; kaip vyksta šių vaikų socialinių-dorovinių vertybių internalizacija kaip socializacijos pamatas; ar pagal internalizuojamų vertybių lygį jie skiriasi nuo bendraamžių, nepatyrusių netekties šeimoje; kokie vidiniai ir išoriniai veiksniai daro

didesnę įtaką šeimoje netektį patyrusių vaikų (7–11 metų) socializacijai ir kokios pedagoginės pagalbos strategijos galėtų palengvinti jų socializaciją.

Tyrimo objektu pasirinkta šeimoje netektį patyrusių vaikų (7–11 metų) socializacija ir ją lengvinančios pedagoginės pagalbos strategijos.

Tyrimo tikslas – atskleisti šeimoje netektį patyrusių vaikų socializacijos ypatumus, ją nulemiančius veiksnius ir pedagoginės pagalbos strategijas.

Hipotezė: šeimoje netektį patyrusių vaikų (7–11 metų) socializacija lengvėja, kai mokykloje jiems padedama:

- internalizuoti socialines-dorovines vertybes;
- patenkinti jų identifikacijos poreikį;
- jaustis saugiems mokykloje;
- užimti palankų socialinį statusą klasėje.

Tyrimo uždaviniai:

1. Pateikti socializacijos kaip daugiamačio fenomeno sampratą.
2. Išskirti esmines vertybes, sudarančias vaikų (7–11 metų), patyrusių netektį šeimoje, socializacijos turinį.
3. Nustatyti šių vertybių internalizacijos lygmenis elgesio ir emociniu aspektais.
4. Išryškinti vaikų, patyrusių skirtingą netektį šeimoje ir jos nepatyrusių, vertybių internalizacijos ypatumus lyties aspektu.
5. Atskleisti vidinius ir išorinius veiksnius, darančius įtaką šių vaikų vertybių internalizacijai.
6. Išskirti svarbesnes pedagoginės pagalbos strategijas, lengvinančias šeimoje netektį patyrusių vaikų socializaciją.

Tyrimo etapai:

Pirmajame etape (2002–2003 m. ir viso tyrimo eigoje) analizuota filosofinė, psichologinė, sociologinė ir pedagoginė literatūra apie vaikų netektis ir socializaciją plačiąja prasme, apie vertybių internalizaciją bei vaikų savęs identifikaciją. Taip pat apsibrėžtas tyrimo objektas, suformuluota darbo hipotezė, numatyti svarbiausi tikslai bei uždaviniai.

Antrajame etape (2003 m. balandžio ir gegužės mėn.) žvalgomojo tyrimo metu buvo tirti pradinių klasių pedagogai iš skirtingų Lietuvos miestų – Šiaulių, Marijampolės, Kauno, Radviliškio ir Ukmergės. Informacija gauta iš 91 pedagogo, pateikusių duomenis apie 1961 jaunesniojo mokyklinio amžiaus vaikų patirtas netektis šeimoje ir ryškesnes jų asmenybės savybes. Remiantis šiais duomenimis bei skirtingų tyrėjų darbais apie vertybių internalizaciją buvo sudarytas šio amžiaus vaikų internalizuotinių vertybių modelis.

Trečiajame etape (2003 m. spalio–2004 m. vasario mėn.) atliktas diagnostinis netektį šeimoje patyrusių vaikų socializacijos bei jos veiksnių tyrimas. Jo metu ištirta 263 pradinių klasių vaikai, kurie mokėsi Šiaulių miesto bendrojo lavinimo mokyklose ir 13 šių mokyklų pedagogų. Siekiant giliau suvokti pedagogų požiūrį į savo profesiją ir į vaiko patirtą netektį šeimoje, taip pat buvo ištirta ir 113 kitų pradinių klasių mokytojų, dirbančių skirtinguose Lietuvos miestuose. Atlikta gautų tyrimo duomenų analizė, kurios pagrindu buvo patikrinta hipotezė ir rengtas pedagoginis eksperimentas, skirtas praktiškai įvertinti pedagoginės pagalbos strategijas, galinčias palengvinti netektį šeimoje patyrusių vaikų socializaciją.

Ketvirtajame etape (2005 m. gruodžio–2006 m. kovo mėn.) vienoje Šiaulių miesto mokykloje buvo organizuotas pedagoginis eksperimentas, kuris buvo vykdomas su dviem ketvirtų klasių mokiniais. Po pedagoginio eksperimento atliktas antras diagnostinio tyrimo pjūvis, padėjęs įvertinti netektį šeimoje patyrusių ketvirtų klasių mokinių socializacijos pokyčius. Remiantis šio tyrimo duomenimis, rašoma IV disertacijos dalis ir rekomendacijos pedagogams.

Tyrimo **metodologija** grindžiama:

- *Fenomenologine teorija*, pagal kurią pasaulis, nors ir egzistuojamas objektyviai, tam tikrą reikšmę žmogui įgauna tik per asmeninį jo suvokimą (Husserl, 2005; Merleau-Ponty, 2005; Mickūnas, Stewart, 1994 ir kt.). Būtent remiantis šia metodologine nuostata, galima suprasti objektyvių socialinių reiškinių tapumą individų subjektyvios patirties pagrindu. Tai leidžia labiau įprasminti vertybių internalizacijos ir socializacijos tarpusavio sąsajas.
- *Egzistencialistinės* teorijos idėjomis (Хайдеггер, 1997; Jaspers, 2003; Yalom, 2005; Franklis, 1997 ir kt.), teigiančiomis, kad realybė yra žmogaus subjektyvusis pasaulis. Tuo remiantis akcentuojama vaikų atsakomybė už savo gyvenimo ir elgesio unikalumą (Franklis, 1997). Kartu pabrėžiamas vaiko atvirumo aplinkiniam pasauliui būtinumas, kad jis nebijotų reikšti savo baimės ir kitų jausmų. Tuomet socializacija šios teorijos plotmėje gali būti suprantama kaip nuolatinis siekimas visame kame atrasti prasmę (net ir nesėkmėse ar patirtoje netektyje).
- *Simbolinio interakcionizmo* išvadomis apie tai, kaip žmonės gyvena socialinėje grupėje bei kuria atitinkamus socialinius modelius ir kaip įvairiose situacijose keičiasi jų elgesys (Cooley, 1964; Giddens, 2005 ir kt.). Ši simbolinio interakcionizmo paradigma leidžia pagrįstai analizuoti specifinių situacijų, kuriose netektį šeimoje patyrę jaunesniojo mokyklinio amžiaus vaikai sąveikauja su jos nepatyrusiais bendraamžiais bei kitais žmonėmis, interakcinį pobūdį.

- *Kognityvine* teorija (Kohlberg, 1984; Piaget, 1965 ir kt.), pabrėžiančia kiekvieno individo aktyvaus mąstymo reikšmę tolesniems jo veiksams: mąstydamas vaikas priima savąjį pasaulį, save patį bei atitinkamai kuria naujus elgesio būdus. Be to, gyvenimo įvykiai ir turima individo patirtis yra interpretuojami pagal savitą vidinę sistemą. Todėl objektyvi aplinka elgesiui yra ne taip svarbi, kaip tos aplinkos suvokimas bei jos įvertinimas.
- *Biheviorizmu* (Бандура, 2000; Skinner, 1971 ir kt.), į dėmesio centrą iškeliančiu individo elgesio išmokimą. Šios teorijos fone žmogaus elgesys negali būti paaiškintas vien intropsichinėmis jėgomis (instinktais, poreikiais ir kt.), nes jis daug kuo priklauso ir nuo asmenybinių veiksnių – mąstymo, pažintinių gebėjimų, o sykiu ir nuo aplinkos bei elgesio tarpusavio sąveikų (Бандура, 2000).
- *Klasikinės testų teorijos* reikalavimais, padedančiais suvokti asmenybės elgesio, emocinių išgyvenimų, požiūrio ir jo sąveikos su socialine aplinka konstravimo instrumentus (Charles, 1999; Campbell, Stanley, 1973 ir kt.).

Ginamieji disertacijos teiginiai:

1. Šeimoje netektį patyrusių vaikų (7–11 metų) socializaciją apibūdina socialinių-dorovinių vertybių internalizacija elgesio bei emocijų raiškos aspektu.
2. Vaikų, patyrusių netektį šeimoje ir jos nepatyrusių, vertybių internalizacija pasižymi kai kuriais skirtumais.
3. Tarp išorinių veiksnių, darančių įtaką šio amžiaus vaikų socializacijai, išsiskiria šeimoje patirta netektis, vaiko statusas klasėje, pedagogų požiūris į vaiko patirtą netektį šeimoje ir pedagoginės pagalbos pobūdis; tarp vidinių veiksnių – vaiko saviidentifikacijos poreikio raiška, atsiskleidžianti per jo požiūrį į šeimą ir joje patirtą netektį, taip pat į mokyklą, į savo padėtį klasėje ir į save patį.
4. Šeimoje netektį patyrusių vaikų socializacija lengvėja, kai mokykloje jiems padedama: a) užimti palankų statusą klasėje, plėtojant jų bendravimo ir bendradarbiavimo patirtį; b) patenkinti šių vaikų identifikacijos poreikius, sukuriant jiems saugesnę klasės aplinką ir formuojant palankesnę požiūrį į save.

Darbo mokslinis naujumas ir teorinis reikšmingumas

Atsižvelgus į šiame globalizacijos amžiuje besiplečiančią patiriamų netekčių apimtį, tirta šeimoje netektį patyrusių vaikų (7–11 metų) socializacijos specifika. Išskirtos svarbiausios socialinės-dorovinės vertybės, sudarančios vertybių internalizacijos, kaip socializacijos pamato,

turinį. Nustatyti šių vertybių internalizacijos ypatumai elgesio ir emocijų lygmeniu. Išryškinti šio amžiaus vaikų, patyrusių netektį šeimoje ir jos nepatyrusių, vertybių internalizacijos panašumai bei skirtumai. Atskleisti ir šių vaikų vertybių internalizacijai turintys įtakos *išoriniai* (šeimoje patirta netektis, vaiko statusas klasėje, pedagogų požiūris į vaiko patirtą netektį šeimoje ir pedagoginės pagalbos pobūdis) bei *vidiniai* (vaiko saviidentifikacijos poreikio raiška, atsiskleidžianti per jo požiūrį į šeimą ir joje patirtą netektį, taip pat į mokyklą, į savo padėtį klasėje ir į save patį) veiksniai.

Patikrintos ir pagrįstos esminės pedagoginės pagalbos strategijos, galinčios palengvinti šeimoje netektį patyrusių vaikų socializaciją. Patvirtintos prielaidos, jog šių vaikų socializacija lengvėja, kai jiems padedama: 1) užimti palankų statusą klasėje; 2) patenkinti saviidentifikacijos poreikį.

Praktinis tyrimo rezultatų reikšmingumas

Disertacijoje apibrėžtos šeimoje netektį patyrusių vaikų internalizuotos socialinės-dorovinės vertybės ir išskirti jų raiškos empiriniai požymiai galėtų tapti išeities tašku, siekiant pedagogams įvertinti savo ugdytinių vertybių internalizacijos lygmenis elgesio ir emociniu aspektais.

Gauti tyrimo rezultatai, kuriais atskleista svarbiausi šeimoje netektį patyrusių vaikų (7–11 metų) socializacijos veiksniai (šeimoje patirta netektis, vaiko statusas klasėje, vaiko saviidentifikacijos poreikio raiška per jo požiūrį į šeimą ir joje patirtą netektį, taip pat į mokyklą, į savo padėtį klasėje ir į save patį), padės orientuoti pedagogus tinkamesniems šių vaikų socializacijos problemų sprendimams mokykloje.

Eksperimentu patikrintos ir įvertintos esminės pedagoginės pagalbos strategijos, kuriomis siekta padėti šeimoje netektį patyrusiems IV klasės mokiniams užimti palankų statusą klasėje ir taip pat padėti jiems patenkinant savęs identifikacijos poreikį, gali būti naudingos pedagogams optimizuojant ugdomąjį procesą, palengvinantį tokių vaikų socializaciją.

Darbo struktūra ir apimtis. Darbą sudaro įvadas, keturios dalys, išvados, diskusija, literatūros sąrašas ir priedai. Pateiktos 45 vaizdinės priemonės, iš kurių 25 lentelės ir 20 paveikslų. Be to, yra 20 priedų. Darbo apimtis – 134 puslapiai (be literatūros sąrašo ir priedų). Panaudotas 301 literatūros šaltinis.

IŠVADOS

1. Socializacija – tai daugiamačis psichosocialinis procesas, kuris dažniausiai apibūdinamas kaip individo įsitraukimas į socialinį gyvenimą, internalizuojant jame nusistovėjusias socialines-dorovines vertybes bei prisiimant atitinkamus socialinius vaidmenis ir formuojantis reikšmingas asmenybės savybes. Tačiau vaikystėje šeimoje patirta netektis (tėvų skyrybos, vieno iš tėvų mirtis, tėvų išvykimas dirbti svetur ar jų bedarbystė, konfliktai šeimose, tėvystės teisių praradimas, senelių mirtis ir kt.) gali neigiamai paveikti socializacijos procesą, o ypač apsunkinti vertybių internalizaciją emociniu, kognityviniu ir elgesio lygmenimis.
2. Remiantis mokslinės literatūros ir žvalgomojo tyrimo duomenimis, buvo išskirtos socialinės-dorovinės vertybės, sudarančios sėkmingos socializacijos pagrindą jaunesniajame mokykliniame amžiuje. Į šeimoje netektį patyrusių vaikų (7–11 metų) internalizuotinių vertybių sąrašą įtraukta: atvirumas (pasireiškiantis nuoširdumu ir tiesumu), tikėjimas kitais ir savimi (pasitikėjimu kitais ir savimi), jautrumas (užuojauta ir dėmesingumu), pagarba (pagarba kitiems ir savigarba), savitvarda (savikontrolė ir kantrumu), solidarumas (pakantumu ir taikumu) ir aktyvumas (iniciatyvumu ir savarankiškumu).
3. Šeimoje netektį patyrę šio amžiaus vaikai dažniau išgyvena ir neigiamas emocijas (liūdesį ir pyktį), o teigiamas (džiaugsmą ir pasitikėjimą savimi) – rečiau. Tokių vaikų teigiamas emocijas kiek dažniau sukelia socialinės, o ne asmeninės priežastys, o neigiamas – tiek asmeninės, tiek neutralios ir iš dalies socialinės. Be to, netektį patyrę vaikai sunkiau atpažįsta kitų žmonių išgyvenimus – džiaugsmą, pasitikėjimą savimi ir pyktį, o liūdesio emociją – lengviau. Tuo tarpu netekties nepatyrusiems bendraklasiams sunkiau sekasi atpažinti liūdesį, o lengviau – džiaugsmą. Teigiamus emocinius išgyvenimus dažniau patiriantys vaikai linkę tikėti savimi ir gerbti kitus, o neigiamus – rečiau būna atviri, pasitikintys savimi ir jautrūs.
4. Mokinio statusas klasėje – itin svarbus jo asmenybę formuojantis ir socializacijos procesus nulemiantis veiksnys. Tačiau buvo nustatyta, kad šeimoje patirta netektis turi daugiau neigiamos nei teigiamos įtakos vaikų (7–11 metų) statusui klasėje: daugiau netektį patyrusių vaikų nei jos nepatyrusių užima kiek žemesnį statusą. Berniukų ir mergaičių, ypač patyrusių netektį šeimoje, statusas klasėje taip pat skiriasi: berniukai užima žemesnį statusą nei mergaitės (berniukus bendraklasiai rečiau sveikintų artėjančių švenčių proga ir rinkęsi joms ruošiantis bei kartu dalyvautų kokio nors būrelio veikloje, bet dažniau juos, kaip ir to paties likimo mergaites, prašytų pagalbos). Aukštas statusas

gali turėti teigiamos įtakos tokių vaikų pagarbos ir aktyvumo internalizacijai elgesio lygmeniu bei džiaugsmo išgyvenimui.

5. Šeimoje patirta netektis neigiamai paveikia ir saviidentifikacijos procesus, kaip reikšmingus jaunesniojo mokyklinio amžiaus vaikų socializacijos veiksnius: šeimoje netektį patyrusieji turi susidariusią prastesnę nuomonę apie savo namus ir tėvus, o taip pat ir prasčiau jaučiasi savo namuose. Be to, šie vaikai ne taip palankiai žiūri į savo mokyklą ir į savo padėtį klasėje: mano esantys mažiau mėgstami bei laukiami savo klasėje, galintys rečiau pasidalinti savo neigiamais išgyvenimais nei teigiamais ir net dažniau susilaukiantys patyčių ar agresijos. Tai turi neigiamos įtakos jų atvirumo, pasitikėjimo savimi bei savitvardos praktiniam įkūnijimui. Netektis šeimoje paveikia ir vaikų požiūrį į save: jie dažniau linkę manyti, kad turi gerų draugų mažiau nei vienmečiai, kad nelengva jų susirasti mokykloje, jie mažiau patenkinti savo išvaizda ir ne taip pasitiki savimi būdami tarp kitų žmonių.
6. Vienas iš vaiko socializacijos sėkmę lemiančių veiksnių yra ir mokytojų sąveikos su ugdytiniais stilius, o taip pat ir mokytojų požiūris į pedagoginę pagalbą netektį šeimoje patyrusiems vaikams bei į savo profesiją. Tyrimo metu rasta, kad kuo palankiau mokytojai vertina savo profesiją, tuo jie labiau linkę pripažinti pedagoginės pagalbos svarbą ir savo atsakomybę padedant vaikams išgyventi netektį šeimoje ir kartu išvelgti daugiau pagalbos galimybių, lengvinančių tokių vaikų socializacijos procesus.
7. Pedagoginis eksperimentas patvirtino, kad siekiant palengvinti vaikų, patyrusių šeimoje vienokią ar kitokią netektį, socializaciją, svarbu taikyti pedagoginės pagalbos strategijas, padedančias jiems užimti palankesnę statusą klasėje ir patenkinti jų identifikacijos poreikį. Įgyvendinant pirmąją pagalbos strategiją aktualu padėti šiems vaikams įgyti daugiau teigiamos bendravimo ir bendradarbiavimo patirties, antrąją – pasijauti saugesniais klasėje ir palankiau vertinti save.
8. Šių strategijų pagalba teigiama linkme kito eksperimentinės IV klasės mokinių statusas klasėje: daugiau šeimoje netektį patyrusių vaikų jau būtų pasirenkami norint juos pasveikinti artėjančių švenčių proga ir joms ruošiantis, taip pat drauge įsijungiant į kokio nors būrelio veiklą bei prašant pagalbos. Užimdami palankesnę statusą klasėje šie vaikai tapo atviresni, jautresni, pagarbesni bei solidaresni (prieš eksperimentą jie buvo mažiau praktiškai įkūniję šias vertybes). Pedagoginiame eksperimente dalyvavę vaikai ėmė kiek palankiau vertinti ir savo padėtį klasėje bei save pačius. Tai savo ruožtu taip pat turėjo teigiamos įtakos ne tik jų tikėjimo kitais ir savimi, jautrumo ir pagarbos, bet ir solidarumo bei aktyvumo vertybių internalizacijai elgesio lygmeniu, o kartu ir dažnesniam džiaugsmo išgyvenimui.

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About the author

Tomas Butvilas has graduated from Siauliai University and gained a bachelor's degree of Social sciences back in 1998 (major – Primary school education, minor – Lithuanian history). Then during the period of 1998–2000 he studied at the same University and has reached Master's degree of Social sciences (major – Education, minor – school psychologist). From 2002 until 2006 he studied for the doctoral degree in Education at Siauliai University. During that time Tomas has participated in various student exchange programs and internships at *Nebraska University* in the United States, *Mount Michael Benedictine Abbey and High School*, Elkhorn, Nebraska, *Fribourg University* in Switzerland, and *Oslo University*, Norway.

At the present moment Tomas works as a lecturer at Mykolas Romeris University (Dept. of Educational Activity) in Vilnius and at Šiauliai University (Dept. of Education) in Šiauliai.

Apie autorių

Tomas Butvilas 1998 m. baigė Šiaulių universitetą ir įgijo socialinių mokslų (edukologija) bakalauro diplomą. Toliau tame pačiame universitete tęsė pedagoginės psichologijos magistrantūros studijas ir 2000 m. įgijo socialinių mokslų (edukologija) magistro diplomą. Per tuos studijų metus, vadovaujant doc. dr. A. Kepalaitei (Vytauto Didžiojo universitetas), plėtėsi mokslinių interesų laukas ir buvo formuluojama šeimoje netektį patyrusių vaikų išsamesnio mokslinio pažinimo problematika, kuri kaip tik nagrinėta doktorantūros studijose Šiaulių universitete 2002–2006 m. Šių studijų metu dalyvauta įvairiose tarptautinėse stažuotėse *Nebraskaos universitete* (JAV), *Mount Michael* benediktinų gimnazijoje (JAV), *Fribourg* universitete (Šveicarija) bei *Oslo* universitete (Norvegija).

Šiuo metu Tomas dirba Mykolo Romerio universitete edukacinės veiklos katedroje (Vilnius) ir Šiaulių universitete edukologijos katedroje (Šiauliai).

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