

VILNIUS UNIVERSITY

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**CHILDREN'S PSYCHOLOGICAL ADJUSTMENT AND ITS DYNAMICS
IN THE CONTEXT OF CHILDREN-PARENTS SEPARATION**

Summary of the Doctoral Dissertation

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VILNIAUS UNIVERSITETAS

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VAIKŲ IŠSISKYRIMO SU TĖVAIS KONTEKSTE**

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INTRODUCTION

Relevance of the topic. Psychological peculiarities of children exposed to separation from parents have already been analysed for a long period of time. The representatives of psychodynamic paradigm were the first to start researches on the problem in the middle of the last century (Tyson and Tyson, 1990). Since then a considerable attention has been paid to researches on possible effects of various forms of separation from parents on child's development; however, despite that the topicality of the problem has not decreased. The political and economic changes observed in Lithuania over the last decade have resulted in an increased intensity of emigration. Next to "traditional" emigration, other forms of emigration prevail more and more and family with parents abroad is one of them. The cases when one or both parents leave children under the care of relatives or even strange people for a long time or sometimes even without anybody to take care of them have been more and more frequent. Though families with parents abroad are common all over the world and in some countries such families have been established as a norm, this phenomenon and processes related to it most frequently become the object of the science of sociology, whereas comprehensive and systematic psychological studies are scarce.

The scientific researches on possible influence of parents' emigration-related experience have been conditioned by the interest of the society in this phenomenon. Mass media periodically publish articles about the effect of parents' emigration on children. It should be mentioned that the situation in the published articles is presented in an exceptionally negative way. On the one hand, such situation is determined by the fact that only problematic cases get into the focus of mass media. On the other hand, according to the researchers, who carried out a comprehensive analysis of representation of partial migration families in the press and on the Internet (Juozeliūnienė et al., 2008), negative attitudes to families with parents abroad may be conditioned by data interpretations lacking clear theoretical reflection, use of accidental terms and unjustified analogies. Children, who have experienced parents' emigration, are frequently referred to as having considerably more behaviour problems compared to their peers and they are called "not needed", "nobody's children", "telephone children" and others, whereas families, where they grow, are often identified with "antisocial" and "problematic" ones.

This encourages stigmatisation of both a child and the whole family. Such tendentious attitude exists not only in this country. It should be pointed out (Hetherington and Stanley-Hagan, 1999; Kelly and Emery, 2003) that concerns about the high rates of children living in single-parent families have been raised by politicians, educators, the press, who believe these experiences have strong and enduring detrimental effects on the development of children and on society at large. It is a popular view that the optimal child-rearing environment occurs in families with two married parents who are biologically related to their children, although research scientists suggest that competent, well-adjusted children can develop in a wide variety of family forms. P. A. Cowan and C. P. Cowan (2006) argue that family structure cannot be directly linked to developmental psychopathology. It is necessary to acknowledge that higher risk does not automatically mean higher levels of distress, and lower-risk families are not problem-free. Family structure represents a static Picture of the family at a point in time. Families often go through multiple transitions simultaneously or in quick succession, and it is often the disequilibrium associated with the transition rather than the end point (e. g. divorce or emigration) that play a causal role in the children's adaptation.

Conceptual framework and theoretical background. Parents' emigration results in changes in the family structure and the relations in the family system that fundamentally replace the usual and well-established order. Such transformations may require larger internal resources from a child and endanger his / her favourable psychological adjustment. Therefore, the approach of developmental psychopathology was employed for the problem analysis. Contemporary researchers (e. g., Cicchetti, 2006; Wenar and Kerig, 2006) define the approach of developmental psychopathology as an evolving scientific discipline whose predominant focus is elucidating the interplay among the biological, psychological, and socio-contextual aspects of normal and abnormal development across the life span. One of the ideas raised in the developmental psychology studies is that a successful psychological adjustment of children, which manifests itself through a low level of behavioural and emotional problems and a high level of competences, is essentially determined by an interaction of a number of experienced factors and their cumulation rather than a result conditioned by an isolated factor. It should be mentioned that contemporary researches frequently are limited to

operationalisation of psychological adjustment referred to as an absence of behavioural and emotional problems. Moreover, the conception of a multiple risk has been scarcely applied in the context of children's separation from parents and only social economic characteristics are perceived as risk factors. Therefore, firstly psychological adjustment of children exposed to parents' emigration is evaluated in this work, the expression of its indicators is compared with those of children in the national sample, children exposed to different forms of separation from their parents and children without such experience and on the basis of the repeated research, possible pathways of change in psychological adjustment of children are studied. An attempt is also made to apply the idea of multiple risk and cumulative risk for the analysis of the problem of children-parents separation: to identify the factors that may comprise the multiple risk of such children and to evaluate their importance interpreting children's psychological adjustment.

The overview of researches. Middle childhood sets main developmental tasks within domains of learning and relations outside the family (peers, teachers) (Masten and Powell, 2003). Therefore, the latter are likely to be related to the most vulnerable risk experience.

Analysing children's learning behaviour, some researcher point out that the main problem faced by children whose parents leave is a decrease in **learning** motivation (Apibendrinimas dėl..., 2006; Giedraitytė et al., 2010), children's aptitude (Gumuliauskienė et al. 2008), academic achievements (Battistella and Conaco, 1998), progress (Giedraitytė et al., 2010; Pottinger and Brown, 2006). Deterioration of learning outcome is particularly obvious when both parents leave promising to take children with them later: children adopt a "waiting to migrate" mentality (Pottinger and Brown, 2006). However, opposite research results are also revealed such as statements that parents' emigration abroad to work has no effect on their children's learning outcome (Leliūgienė et al., 2005). A number of researches show that children with parents in emigration demonstrate even higher academic achievements compared to their peers (Asis, 2006).

Another domain relevant to children's development includes *relations* with adults and peers. It is stated that experience of parents' emigration have a negative effect on children's social adjustment (Battistella and Conaco, 1998) and on their relations with peers both at school and outside it (Gumuliauskienė et al., 2008). Conflicts with teachers

and other school learners are characteristic of such children (Apibendrinimas dėl..., 2006; Kasparavičienė and Čepienė, 2007; Yarova, 2006), they are intolerant regarding other people more frequently, they are seldom peaceful and tend to revenge (Gumuliauskienė et al., 2008); moreover, their self-esteem and status in the class are lower (Butvilas and Terepaitė, 2008).

Frequently researchers focus on the analysis of externally observable children's *behaviour and* prevailing *emotions*. It was established (Maslauskaitė and Stankūnienė, 2007) that manifold changes are evidenced in the behaviour of one third of children. Other researches show (Malinauskas, 2006) a negative effect on almost half of the children exposed to parents' emigration. A number of authors ascribe the phenomenon of parents' emigration to experienced losses (Butvilas, 2008; Leliūgienė et al., 2005) and emotional trauma (Gumuliauskienė et al., 2008). After their parents leave, children become more disappointed and low-spirited (Maslauskaitė and Stankūnienė, 2007; Giedraitytė et al., 2010), emotional liability, sadness, anxiety, distraction, irritability sensitivity, withdrawal and anger (Apibendrinimas dėl..., 2006; Butvilas and Terepaitė, 2008; Yarova, 2006), sense of loneliness (Asis, 2006; Kasparavičienė and Čepienė, 2007) or even depression (Pottinger and Brown, 2006) are also characteristic of them. Assumptions are made about possible rebelling, aggressive and delinquent behaviour of children who experience parents' emigration (Butvilas and Terepaitė, 2008; Gumuliauskienė et al., 2008; Šalaševičiūtė, 2006; Pottinger and Brown, 2006).

Though incomplete family migration is common all over the world, the comprehensive and systemic researches in effects of this parent-children separation form on children's psychological adjustment are few. The value of the conducted researches and their results is unquestioned; however certain limitations are also obvious. Firstly, the bigger number of researches lack clear theoretical conception. Secondly, the conducted researches are sociological, where information is collected applying questionnaire surveys and their results reflect respondents' opinion about the analysed problem rather than the outcome itself. Thirdly, a big proportion of the researches lack the use of objective, psychometrically substantiated instruments for assessment of variables and conclusions are drawn on the basis of answers to one or several questions. Fourthly, the samples of researches include only teachers, sometimes parents and very

rarely children are the real subject of the researches. Fifthly, the research results may be influenced by researchers' preconceptions not taking into account possible positive aspects of children's psychological adjustment. Finally, the researches most frequently strive for prompt outcome without considering specificity of the assessed variables.

Generalising the overview of scientific literature and empirical studies related to the problem of this study it can be concluded that children-parent separation due to parents' emigration is a risk factor from the point of view of the approach of developmental psychopathology, which may impede successful psychological adjustment of a child. However, it should be pointed out that the number of systematic researches in psychological adjustment of children exposed to parents' emigration is small, their results are controversial and sometimes their validity is doubted. Therefore, while planning empiric research and formulating conclusions, it is essential:

- ✓ to have a clear theoretical conception and to precisely operationalise the terminology. The approach of developmental psychopathology was employed for the problem analysis in this research and psychological adjustment, multiple risk and cumulative risk as its operational concepts;

- ✓ to strive for complex assessment foreseeing and including both general and specific variables for the sample, which may be linked with the construct under assessment. In this research evaluated not only the specific risk factors, which allows for clasterisation of the researched samples but also other accompanying risk factors;

- ✓ to foresee repeated or longitudinal research scheme while evaluating developmental pathways. Risk effect often manifests itself only after a certain time after exposure to risk, therefore, single measurements seldom are meaningful. Following the practice of researches on developmental psychopathology, it can be stated that an optimal plan of a repeated research consists of at least three evaluation points within a time span, longitudinal researches last from one to several decades.

Thus, following the assumptions of multiple risk and risk factors interaction, a hypothetical model for interaction of risk and psychological adjustment was devised, which will be tested during the research. According to this model, risk factors are referred to as overlapping in terms of interaction among risk factors and are directly

linked to psychological adjustment. The overview of the researches allows concluding that such approach is applied in the majority of researches on multiple risk.

Goal of the study – to analyse psychological adjustment of children, who have experienced parents' emigration, and its dynamics.

Objectives

1. To evaluate expression of behavioural and emotional problems of children exposed to parents' emigration or any other separation with parents and children without such experience.
2. To compare estimates of behavioural and emotional problems of children exposed to parents' emigration and children of the national sample.
3. To compare estimates of psychological adjustment and its dynamics of children exposed to parents' emigration or to any other separation with parents and those of children without such experience.
4. To evaluate links of multiple risk and cumulative risk with children's psychological adjustment.
5. To evaluate the predictive value of multiple risk and cumulative risk to children's psychological adjustment.

Defended statements

1. Children exposed to parents' emigration do not face more psychological adjustment problems compared to children of the national sample.
2. Indicators of psychological adjustment of children exposed to parents' emigration do not differ from children with different experience of separation from parents but there is specific dynamics of its indicators.
3. Model of multiple risk is appropriate for explanation psychological adjustment of children's exposed separation from parents.

METHOD

Research scheme. The scheme of a repeated research was chosen and the research consisted of three waves. Wave 1 was conducted in the second quarter of 2008. Wave 2 was carried out in the second quarter of 2009, i. e., one calendar year after wave 1; wave 3 was conducted half a calendar year later after wave 2, i. e. in the fourth quarter of

2009. Information on variables was collected from three sources: parents / caregivers, teachers and children in wave 1, whereas parents / caregivers were surveyed in waves 2 and 3.

Research participants. During wave 1 of the research information on 279 6–12 year old (mean age 9.04, SD 1.28) children was collected: 47.7 % (N = 133) of boys and 52.3 % (N = 146) of girls. 70.6 % (N = 197) of the respondents live in the biggest Lithuanian cities (64 % (N = 126) in Vilnius, 16.2 % (N = 32) in Kaunas, 19.8 % (N = 39) in Klaipėda), 29.4 % (N = 82) of them reside in the centres of districts or rural areas (30.5 % (N = 25) in Telšiai, 24.4 % (N = 20) in Pasvalys and 11 % (N = 9) in Lazdijai and Trakai, 8.5 % (N = 7) in Ignalina, 7.3 % (N = 6) in Marijampolė and Druskininkai). According to family situation and children’s exposure to separation from parents, the sample of the research was divided into two groups: *the study group* and *comparison group*

The study group (N = 130) consisted of children with exposed to separation with parents due to emigration. Having evaluated the variety of family situation, the study group was divided into three sub-groups:

- Children with experienced separation from parents due to emigration of one of the parents abroad: 25.8 % (N = 72) (hereinafter “Group 1” or “group of one parent emigration”), 51.4 % boys (N = 37), 48.6 % girls (N = 35), mean age 9.14 (SD 1.20), average time (in years) after separation 2.83 (SD 2.52), mean age during the separation 5.78 (SD 3.20);
- Children with experienced separation from parents due to parents’ divorce as well as due to emigration of one of the parents abroad: 9.7 % (N = 27) (hereinafter “Group 2” or “group of double separation”), 44.4 % boys (N = 12), 55.6 % girls (N = 15), mean age 9.26 (SD 1.23), average time (in years) after separation 4.64 (SD 2.40), mean age during the separation 5.07 (SD 2.36);
- Children with experienced separation from parents due to both parents’ emigration abroad: 11.1 % (N = 31) (hereinafter “Group 3” or “group of both parents’ emigration”), 51.6 % boys (N = 16), 48.4 % girls (N = 15), mean age 8.84 (SD 1.53), average time (in years) after separation 2.60 (SD 1.53), mean age during the separation 6.92 (SD 2.12).

On the basis of scientific literature and research analysis, the comparison group (N = 149) also included three sub-groups of children according to their different experienced separation from parents / family situation, which were contrasted / compared to groups of children exposed to parents' emigration similar to the majority of other scientific researches:

- Children with experienced separation from parents due to parents' divorce: 28 % (N = 78) (hereinafter "Group 4" or "group of parents' divorce"), 51.3 % boys (N = 40), 48.7 % girls (N = 38), mean age 8.94 (SD 1.11), average time (in years) after separation 3.73 (SD 2.71), mean age during the separation 4.25 (SD 9.91);

- Children from complete families: 9.7 % (N = 27) (hereinafter "Group 5" or "group of complete families"), 29.6 % boys (N = 8), 70.4 % girls (N = 19), mean age 8.89 (SD 1.48);

- Children from foster homes: 15.8 % (N = 44) (hereinafter "Group 6" or "foster home group"), 45.5 % boys (N = 20), 54.5 % girls (N = 24), mean age 9.16 (SD 1.43).

Measures. *Questionnaire forms for general data collection.* Three variants of questionnaire forms for general data collection were applied: general data questionnaire in wave 1 for study groups 1-4 and general data questionnaire for study group 5. The general data questionnaires applied in wave 1 were devised specially for this research and they were targeted at collection of general demographical data on family as well as information on child's experience (risk and protective factors). Another variant of general data questionnaire was applied in wave 2 and wave 3 and it aimed at specification of children's experience factors, evaluation of their dynamics and identification of new experience factors.

Risk factors. On the basis of scientific research literature analysis and the overview of researches, four blocks of risk factors were identified: 1) *family situation and experienced divorce or separation* (divorce; mother's emigration; father's emigration) (maximum value – 3); 2) *socio-economic characteristics of family* (low educational background of mother; low educational background of father; low subjective income evaluation; low objective incomes; mother's unemployment; father's unemployment;) (maximum value – 6); 3) *health record of a child and parents* (physical traumas experienced by a child; psychological difficulties experiences by a child;

psychological difficulties experiences by mother; psychological difficulties experiences by father) (maximum value – 4); 4) *specific experience* (lack of discussions about children’s rearing; absence of influence on rearing; insufficient contacting with a child; change of place of residence) (maximum value – 4).

The cumulative risk was calculated assigning 1 point to every factor from each risk block. The maximum value of cumulative risk in this research was 17 points.

Child Behavior Check List [CBCL/6-18] and ***Teacher’s Report Form [TRF/6-18]*** (Achenbach and Rescorla, 2001). The questionnaires belong to the group of methodologies of Achenbach System of Empirically Based Assessment (ASEBA). The ASEBA enables professionals from many backgrounds to quickly and effectively assess diverse aspects of adaptive and maladaptive functioning (Achenbach and Rescorla, 2001). In 2006 the standardization of Lithuanian questionnaires of the 2001 version was carried out. The norms were devised which helped to identify if child’s emotional and behavioural problems do not deviate from normal, borderline (raising concern already) and clinical (serious behavioural and emotional problems) ranges (Žukauskienė and Kajokienė, 2006; Kajokienė and Žukauskienė, 2007).

Social Emocional Assets and Resiliency Scale for Children [SEARS-C] (Merrell, 2007). The scale is targeted at children (8 years old and over). According to the authors of the scale, it consists of five groups of questions related to problem-solving skills, interpersonal skills, the ability to make and maintain friendships, the ability to cope with adversity, the ability to be optimistic when faced with adversity; however, they are not referred to as sub-scales. The permission of the author was received for translation of the scale into Lithuanian and for its use. The translation of the scale was conducted meeting Guidelines for Test Use by International Test Commission (ITC). To evaluate the reliability of the Lithuanian version of the scale a research was carried out with the sample including 140 8–11 year old (mean age: 9.68) school learners from general education schools. The research included 70 (50 %) boys and 70 girls (50 %). The internal consistency of the Lithuanian version of the scale is high: Cronbach’s alpha: 0.938; three-month test-retest reliability: $r = 0.826$.

Data analysis. The data were analysed using SPSS (*Statistical Package for the Social Sciences*) version 13.0. Since the samples of the research were small, groups of the

researched, whose variable estimates were compared with each other, were of different size and distribution of the data in the majority of cases significantly differed from *normal*, *non-parametric criteria* were applied for result analysis (except cases when data characteristics met requirements for application of *parametric criteria*). The applied statistical criteria are pointed out in the chapter of results substantiating their aptitude while solving specific problems in the research.

RESULTS

Analysis of results of psychological adjustment of children exposed to different experience of separation from parents and its dynamics

Striving for analysis of psychological adjustment of children with different experience in separation from parents, children's *behavioural and emotional problems*, *competence*, *adaptive functioning*, *experienced risk* were evaluated, their estimates were compared among groups of children with different experience in separation from parents and children without such experience, whereas following the results of the repeated research, possible pathways of change in psychological adjustment of children exposed to parents' emigration and without experience of separation were identified. Taking into account the goal of the research, the most considerable attention analysing the results was paid to the study (parents' emigration) groups and the identified differences among comparison (parents' divorce, complete families, foster home) groups were pointed out but not analysed in detail.

Analysis of expression of children's behavioural and emotional problems.

The norms devised for the Lithuanian population were applied to examine expression of children's behavioural and emotional problems' estimates in the groups of children exposed to different experience of separation from parents (Kajokienė and Žukauskienė, 2007).

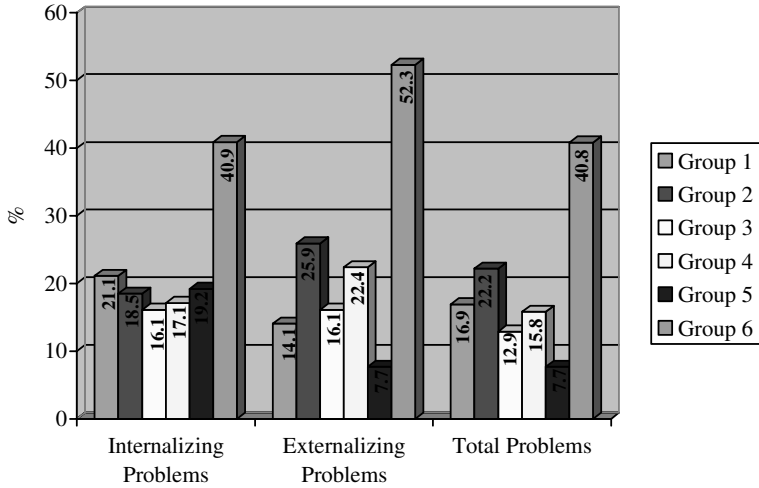


Fig.1. Expression of children's behavioural and emotional problems according to parents / caregivers

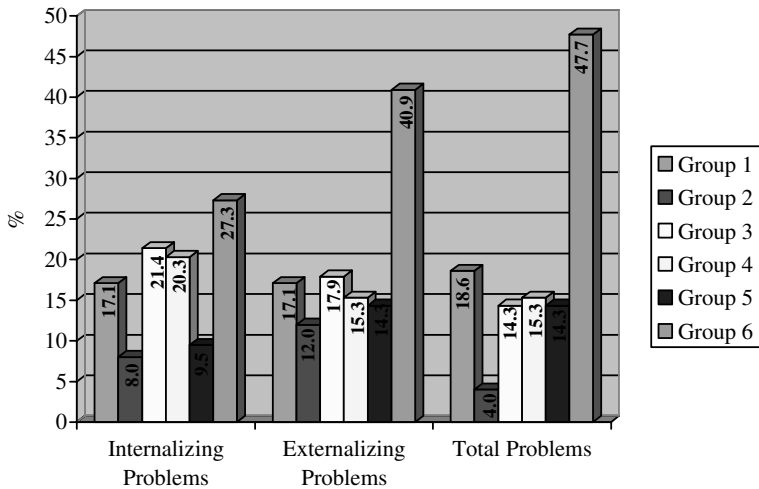


Fig.2. Expression of children's behavioural and emotional problems according to teachers

According to parents / caregivers (Fig. 1), the biggest number of estimates in the groups of children exposed to one-parent emigration (21.1 %) and complete families (19.2 %) scored in the the borderline or clinical range for internalizing problems, the same number of estimates (16.1 % each) in the group of both parents emigration fell into the borderline or clinical range for internalizing and externalizing problems, whereas the biggest number of estimates in the groups of double separation (25.9%), parents' divorce (22.4 %) and foster homes (52.3 %) scored in the the borderline or clinical range for externalizing problems. According to the opinion of teachers (Fig. 2), an equal proportion of estimates from the group of both parents' emigration got into the borderline or clinical range for internalizing and externalizing problems (17.1 % each), the biggest number of estimates in groups of double separation (12.0 %), complete families (14.3 %) and foster homes (40.9 %) fall into the borderline or clinical range for externalizing problems, the equal number of estimates in the groups of children exposed to one-parent emigration scored within the borderline or clinical range for externalising and internalising problems, whereas estimates in the groups of both parent emigration (21.4 %) and both parents' divorce (20.3 %) most frequently scored within the borderline or clinical range for internalizing problems.

In the majority of cases, the proportion of children expressed behavioural and emotional problems in the group of both parents' emigration does not exceed the epidemiological data on mental health disorders.

Comparison between behavioural and emotional estimates of children exposed to different experience of separation from parents and those from the national sample. The Student one sample T test of statistical significance of mean differences was conducted to test if the estimates of behavioural and emotional problems of children with different experience in separation from parents differed from the national sample.

Following evaluation of parents/caregivers, it was established that, the estimates of anxious / depressed ($t = -3.605$, $p < 0.01$), aggressive behaviour ($t = -3.134$, $p < 0.01$), externalizing ($t = -2.632$, $p < 0.05$) and total problems ($t = -2.155$, $p < 0.05$) of boys of both parent emigration (Group 3) are statistically significantly lower compared

to those of the boys from the national sample. The results revealed statistically significantly lower estimates of social problems ($t = -3.045$, $p < 0.01$), rule-breaking behaviour ($t = -2.548$, $p < 0.05$), aggressive behaviour ($t = -2.528$, $p < 0.05$) and externalizing problems ($t = -2.741$, $p < 0.05$) among girls from the group of one parent emigration (Group 1) in comparison to the girls of the national sample. According to teachers, the estimates of anxious / depressed ($t = -2.238$, $p < 0.05$), rule-breaking behaviour ($t = -2.757$, $p < 0.05$) of boys in the group of double separation (Group 2) are statistically significantly lower and the same tendency was observed in boys from the group of both parents emigration (Group 3) with estimates of anxious / depressed ($t = -3.481$, $p < 0.01$) compared to boys from the national sample. The estimates of thought problems ($t = -2.325$, $p < 0.05$), aggressive behaviour ($t = -3.878$, $p < 0.01$), externalizing problems ($t = -3.046$, $p < 0.01$) were lower among girls from one parent emigration group (Group 1) compared to the girls from the national sample.

Thus, in the majority of cases, the estimates of behavioural and emotional problems of children exposed to parents' emigration do not differ from those of children in the national sample, whereas the identified significant differences show that children with experienced parents' emigration have fewer behavioural and emotional problems compared to their peers in the national sample.

Comparison of estimates of behavioural and emotional problems, competences and adaptive functioning of children exposed to different experience in separation from parents. The comparison of six independent samples on the basis of parents' / caregivers and teachers' opinion and applying Kruskal Wallis Test was carried out to compare the estimates of behavioural and emotional problems among children with different experience in separation from parents, whereas the significantly relevant differences identified between the groups were additionally compared in pairs applying Mann-Whitney Test.

Table 1. Comparison of estimates of behavioural and emotional problems faced by children with different experience in separation from parents according to parents' / caregivers evaluation

CBCL	Group 1		Group 2		Group 3		Group 4		Group 5		Group 6		Kruskal Wallis Test		
	M	SD	M	SD	M	SD	M	SD	M	SD	M	SD	χ^2	df	P
SS1	3.75	2.902	3.67	2.815	2.87	2.526	4.36	3.309	3.85	2.525	4.73	3.371	7.849	5	0.165
SS2	1.68	1.803	2.11	1.805	1.65	2.288	1.72	1.845	1.58	2.176	3.61	2.755	23.344	5	0.0001**
SS3	2.13	2.461	1.59	1.824	1.87	2.405	1.92	2.261	2.04	1.587	1.70	2.053	2.422	5	0.788
SS4	2.93	2.537	3.37	3.432	2.45	2.378	3.36	2.480	2.96	2.849	6.27	3.719	33.839	5	0.0001**
SS5	1.69	1.902	1.81	3.211	1.68	2.257	1.80	1.736	1.50	1.503	2.68	3.048	5.973	5	0.309
SS6	4.73	3.439	4.63	3.845	4.61	3.313	5.50	3.122	4.12	3.179	7.73	4.189	23.408	5	0.0001**
SS7	1.96	1.974	2.19	2.076	2.00	2.352	2.79	2.645	1.92	2.741	4.27	3.098	23.386	5	0.0001**
SS8	5.18	4.363	5.78	5.109	4.55	4.280	6.26	4.851	4.92	6.330	8.80	5.741	18.842	5	0.002**
IP	7.55	6.068	7.37	5.400	6.39	6.265	8.00	5.982	7.46	4.998	10.05	6.545	8.851	5	0.115
EP	7.14	5.926	7.96	6.881	6.55	6.318	9.05	7.033	6.85	8.965	13.07	8.256	23.572	5	0.0001**
TP	27.39	17.924	28.00	21.763	24.29	20.372	31.29	18.012	25.54	20.196	39.80	20.755	18.924	5	0.002**

Table 2. Comparison of estimates of behavioural and emotional problems faced by children with different experience in separation from parents according to teachers' evaluation

TRF	Group 1		Group 2		Group 3		Group 4		Group 5		Group 6		Kruskal Wallis Test		
	M	SD	M	SD	M	SD	M	SD	M	SD	M	SD	χ^2	df	P
SS1	3.96	4.295	2.60	3.028	3.36	2.883	4.07	3.685	3.29	2.986	4.11	3.432	7.849	5	0.165
SS2	2.06	2.365	2.12	2.403	1.75	2.319	1.97	2.407	1.57	3.026	3.32	2.875	23.344	5	0.0001**
SS3	0.81	1.376	0.96	1.241	1.29	1.843	0.71	1.682	0.67	1.390	0.73	1.086	2.422	5	0.788
SS4	2.07	2.498	1.68	2.056	2.18	2.001	2.51	2.788	1.95	2.397	4.57	2.881	33.839	5	0.0001**
SS5	0.69	1.222	0.84	1.375	0.68	1.090	0.73	1.730	1.14	1.905	1.84	2.468	5.973	5	0.309
SS6	7.84	9.417	6.80	7.095	9.39	9.788	8.63	9.076	5.90	7.382	15.59	11.172	23.408	5	0.0001**
SS7	1.54	2.185	1.12	1.590	2.29	3.101	1.54	2.322	1.38	2.747	3.45	2.984	23.386	5	0.0001**
SS8	3.93	6.721	2.96	3.713	5.07	6.992	3.86	6.745	3.00	6.841	8.14	7.888	18.842	5	0.002**
IP	6.83	6.763	5.68	5.202	6.39	5.301	6.75	6.340	5.52	5.896	8.16	6.328	8.851	5	0.115
EP	5.47	8.480	4.08	4.873	7.36	9.768	5.41	8.832	4.38	9.405	11.59	10.515	23.572	5	0.0001**
TP	23.56	24.876	20.00	16.931	26.79	24.038	24.76	24.848	19.14	23.251	43.07	30.200	18.924	5	0.002**

** p < 0.01

Notes: SS1 – Anxious/Depressed; SS2 – Withdrawn/Depressed; SS3 – Somatic Complaints; SS4 – Social Problems; SS5 – Thought Problems; SS6 – Attention Problems; SS7 – Rule-Breaking Behavior; SS8 – Aggressive Behavior; IP – Internalizing Problems; EP – Externalizing Problems; TP – Total Problems.

As it can be seen from Table 1, statistically significant estimates among children groups of different experienced separation from parents differed according to syndrome scales of anxious / depressed ($\chi^2 = 23.344$, $p < 0.01$), social ($\chi^2 = 33.839$, $p < 0.01$), attention ($\chi^2 = 23.408$, $p < 0.01$) problems, rule-breaking ($\chi^2 = 23.386$, $p < 0.01$), aggressive behaviour ($\chi^2 = 18.842$, $p < 0.01$), externalizing ($\chi^2 = 23.572$, $p < 0.01$) and total ($\chi^2 = 18.924$, $p < 0.01$) problems. A more detailed analysis of the data showed that the estimates of withdrawn / depressed, social, attention problems, rule-breaking, aggressive behaviour, externalizing and total problems in all the three study groups (parents emigration) of children were statistically significantly lower compared to those of children from foster homes. The estimates of internalizing problems of children from one parent emigration groups were statistically significantly lower compared to children of the foster home group, whereas their rule-breaking behaviour estimates were also statistically significantly lower in comparison to children from the group of parents' divorce. The estimates of anxious / depressed and internalizing problems among children of both parents emigration group were statistically significantly lower compared to those of children from foster homes, whereas anxious / depressed, externalizing and total problems showed statistically significantly lower estimates compared to children from parents' divorce group.

As it can be seen from Table 2, following evaluation of parents/caregivers statistically significant estimates among groups differed according to syndrome scales of anxious / depressed ($\chi^2 = 14.140$, $p < 0.05$), social ($\chi^2 = 31.982$, $p < 0.01$), attention ($\chi^2 = 20.177$, $p < 0.01$) problems, rule-breaking ($\chi^2 = 21.265$, $p < 0.1$), aggressive ($\chi^2 = 18.206$, $p < 0.01$) behaviour, externalizing ($\chi^2 = 19.975$, $p < 0.01$) and internalizing ($\chi^2 = 19.393$, $p < 0.01$) problems and additionally according to thought problems ($\chi^2 = 17.279$, $p < 0.01$). A more thorough analysis revealed that the estimates of social, thought, attention and total problems in all the three study (parents emigration) groups of children were statistically significantly lower compared to those of children from foster homes. The estimates of withdrawn / depressed, rule-breaking, aggressive behaviour and externalizing problems in the group of one parent emigration and the estimates of anxious / depressed, rule-breaking, aggressive behaviour and externalizing problems among children of double separation group and the estimates of withdrawn / depressed in

both parents' emigration group were statistically significantly lower compared to the results in the group of children from foster homes. The estimates of somatic complaints in the group of other parents' emigration were statistically significantly higher than those of children in the group of parents' divorce.

An analogous comparison was conducted regarding the estimates of competence and adaptive functioning among children with different experienced separation according to evaluation of children, parents/caregivers and teachers.

Table 3 shows that the estimates among the study groups revealed a significant difference according to indicators of activities ($\chi^2 = 27.415$, $p < 0.01$), school ($\chi^2 = 57.991$, $p < 0.01$) and total ($\chi^2 = 45.980$, $p < 0.01$) competence; adaptive functioning estimates differed according the indicators of academic performance ($\chi^2 = 51.485$, $p < 0.01$) and other adaptive functioning characteristics ($\chi^2 = 43.234$, $p < 0.01$), whereas no statistically significant differences were observed in the estimates social emotional assets and resiliency among study groups. A more detailed data analysis showed that the estimates of activities, social, school, total Competence and adaptive functioning are statistically significantly higher in the group of one parent emigration compared to the group of foster homes. The estimates of activities, school, total competence and adaptive functioning in the group of double separation are statistically significantly higher compared to children from foster homes and the estimates of school competence are lower than those in the group of complete families. The results of school, total competence and adaptive functioning of children from both parents emigration are higher compared to children from foster homes and the estimates of activities, school and total competence were lower compared to children from complete families group.

Generalising it can be observed that children exposed to parents' emigration face considerably fewer behavioural and emotional problems compared to children from foster homes; however, their competence level is lower compared to children growing in complete families.

Table 3. Comparison of competence and adaptive functioning estimates among children with different experience in separation from parents

Competence, Adaptive Functioning	Group 1		Group 2		Group 3		Group 4		Group 5		Group 6		Kruskal Wallis Test		
	M	SD	M	SD	M	SD	M	SD	M	SD	M	SD	χ^2	df	p
C1	8.63	2.641	8.43	3.407	7.24	3.319	8.38	3.239	9.37	2.178	6.39	2.384	27.415	5	0.0001**
C2	7.19	2.067	6.87	2.440	6.87	2.401	6.99	1.907	7.32	2.213	5.98	1.833	8.277	5	0.142
C3	5.19	0.753	5.00	1.000	4.94	1.039	5.24	0.640	5.44	0.913	3.70	1.340	57.991	5	0.0001**
TC	21.01	4.066	20.30	5.294	19.05	4.821	20.61	4.275	22.14	4.212	16.07	3.713	45.980	5	0.0001**
SEARS	98.53	25.152	102.15	17.329	91.14	19.351	100.66	18.367	103.14	26.829	90.24	21.097	5.840	5	0.322
AF1	3.78	1.076	3.56	0.978	3.53	1.043	3.56	0.969	4.15	1.064	2.36	0.955	51.485	5	0.0001**
AF2	20.93	5.190	19.70	4.898	20.00	5.831	19.14	5.289	23.22	6.171	15.00	4.740	43.234	5	0.0001**

**p < 0.01

Notes: C1 – Activities Competence; C2 – Social Competence; C3 – School Competence; TC – Total Competence; SEARS – Social Emotional Assets and Resiliency; AF1 – Adaptive Functioning (Academic Performance); AF2 – Adaptive Functioning (Working Hard, Behaving Appropriately, Learning, and Happy).

Analysis of dynamics of psychological adjustment indicators. The evaluation of change in the indicators of psychological adjustment in the group of children exposed to parents' emigration in the course of time was conducted. Friedman Test was applied to verify differences in distributions observed in three dependent samples.

As it can be seen from Table 4, a statistically significant change was identified in the estimates of behavioural and emotional problems of children from parents' emigration group according to syndrome scales of anxious / depressed, social, thought, attention problems, aggressive behaviour, internalizing, externalizing and total problems. As it can be seen from Table 5, the estimates of behavioural and emotional problems of children from parents' divorce group significantly changed according to syndrome scales of social and total problems. Table 6 shows that no statistically significant change was observed in the estimates of behavioural and emotional problems faced by children in the group of complete families ($p > 0.05$).

The analysis of psychological adjustment estimates' dynamics revealed the biggest number of significant changes in the estimates of behavioural and emotional problems faced by children from parents' emigration group, slightly fewer significant changes were identified in the group of parents' divorce and no such variations were observed in the group of complete families. A certain particularity in dynamics of psychological adjustment factor estimates of children from different groups was identified: in the group of parents' emigration, the estimates of behavioural and emotional problems increased according to the majority of syndrome scales from the first (wave 1) to the second assessment (wave 2) (during one year), whereas they decreased from the second to the third (wave 3) assessment (during half a year) and the estimates became lower compared to the first assessment; in the group of parents' divorce the estimates of behavioural and emotional problems according to the majority of syndrome scales gradually decreased from the first to the third assessments; the estimates in the group of complete families did not change.

Table 4. Dynamics of behavioural and emotional problems faced by children in the group of parents' emigration

CBCL	Wave 1		Wave 2		Wave 3		Friedman Test		
	M	SD	M	SD	M	SD	χ^2	df	p
SS1	5.72	3.232	6.06	2.508	4.11	3.104	7.882	2	0.019*
SS2	2.94	2.413	3.17	2.007	2.44	1.653	4.500	2	0.105
SS3	2.67	2.000	3.56	3.129	2.44	2.595	4.508	2	0.105
SS4	5.06	2.555	4.89	3.479	3.39	2.933	13.433	2	0.001*
SS5	2.33	2.196	2.06	2.461	1.00	1.283	8.933	2	0.011*
SS6	5.39	3.958	6.00	4.102	4.22	4.095	8.667	2	0.013*
SS7	2.89	2.166	2.94	2.388	2.06	1.893	2.897	2	0.235
SS8	7.83	5.371	8.11	5.005	5.83	4.592	9.679	2	0.008*
IP	11.33	6.183	12.78	6.320	9.00	5.626	9.672	2	0.008*
EP	10.72	6.892	11.06	6.941	7.89	6.258	8.098	2	0.017*
TP	38.44	18.037	38.39	20.460	25.50	16.860	20.366	2	0.0001*

Table 5. Dynamics of behavioural and emotional problems faced by children in the group of parents' divorce

CBCL	Wave 1		Wave 2		Wave 3		Friedman Test		
	M	SD	M	SD	M	SD	χ^2	df	p
SS1	4.95	4.071	4.70	3.813	3.50	3.301	5.028	2	0.081
SS2	1.50	2.164	1.85	1.981	1.85	1.631	0.909	2	0.635
SS3	2.30	2.250	2.20	1.989	2.20	2.419	0.333	2	0.846
SS4	3.50	1.987	3.10	2.447	2.30	2.029	8.517	2	0.014*
SS5	2.00	1.686	1.65	2.007	1.30	1.525	4.311	2	0.116
SS6	4.55	1.820	4.65	2.777	4.15	3.014	2.394	2	0.302
SS7	3.30	2.386	2.75	2.245	2.35	2.183	3.448	2	0.178
SS8	6.25	4.051	6.20	5.217	5.05	3.734	0.899	2	0.638
IP	8.75	7.580	8.75	7.129	7.55	6.493	2.235	2	0.327
EP	9.55	5.835	8.95	7.037	7.40	5.688	1.971	2	0.373
TP	32.30	17.759	30.00	19.374	22.70	15.621	13.680	2	0.001*

Table 6. Dynamics of behavioural and emotional problems faced by children in the group of complete families

CBCL	Wave 1		Wave 2		Wave 3		Friedman Test		
	M	SD	M	SD	M	SD	χ^2	df	p
SS1	2.57	2.507	2.86	3.024	4.14	4.451	2.000	2	0.368
SS2	1.00	1.155	1.29	2.215	1.86	2.116	2.923	2	0.232
SS3	2.14	1.574	1.71	1.976	1.57	0.976	0.824	2	0.662
SS4	2.29	1.976	1.71	1.254	1.57	1.397	1.182	2	0.554
SS5	1.43	0.976	2.00	2.082	2.29	2.928	0.421	2	0.810
SS6	3.86	2.410	5.57	3.780	4.86	3.579	2.700	2	0.259
SS7	1.71	1.380	1.57	1.813	1.43	1.813	2.471	2	0.291
SS8	3.57	2.637	3.43	2.936	3.14	3.437	0.875	2	0.646
IP	5.71	4.572	5.86	6.793	7.57	6.705	2.571	2	0.276
EP	5.29	3.904	5.00	4.546	4.57	4.894	4.455	2	0.108
TP	20.57	12.568	22.00	14.888	20.857	16.708	0.074	2	0.964

*p < 0,05

Notes: SS1 – Anxious / Depressed; SS2 – Withdrawn / Depressed; SS3 – Somatic Complaints; SS4 – Social Problems; SS5 – Thought Problems; SS6 – Attention Problems; SS7 – Rule-Breaking Behavior; SS8 – Aggressive Behavior; IP – Internalizing Problems; EP – Externalizing Problems; TP – Total Problems.

Thus, these results showed that specific dynamics is characteristic of psychological adjustment of children exposed to parents' emigration, compared to children with different experience in separation from parents and children without such experience.

Analysis of risk factors that predict children's psychological adjustment.

Multiple hierarchical regression analysis was carried out to identify what proportion of psychological adjustment dispersion may be predicted on the basis of various risk factors and cumulative risk. The predictive value of risk factors and cumulative risk to indicators of psychological adjustment of wave 1 and wave 2 of the research was analysed. The dependant variables that are related to wave 1 of the research are indicators of psychological adjustment (internal, external and general problems, competences and adaptive behaviour) evaluated by three sources (parents/caregivers, teachers, children), whereas independent variables embrace the period of time of children's separation from parents, risk factors and cumulative risk. Since the information regarding variables was received only from parents / caregivers in further research waves, the dependent variables in wave 2 included psychological adjustment indicators (internal, external and general problems, competences and adaptive behaviour) evaluated by parents / caregivers, whereas independent variables consisted of the period of time of children's separation from parents, risk factors and cumulative risk, which were evaluated during wave 1 of the research.

The period of time that passed after separation with parents and the age of child during separation were included into the regression equation in the first step. During the second step, the regression equation was supplemented by variables of first block of risk factors (family situation and experience of separation), variables of the second block of risk factors (social economical characteristics of families) were added in the third step, variables of the third block of risk factors (health records of children and parents) were introduced in the fourth step, the variables of the forth block of risk factors (specific experience) were added in the fifth step, whereas cumulative risk was introduced in the sixth step.

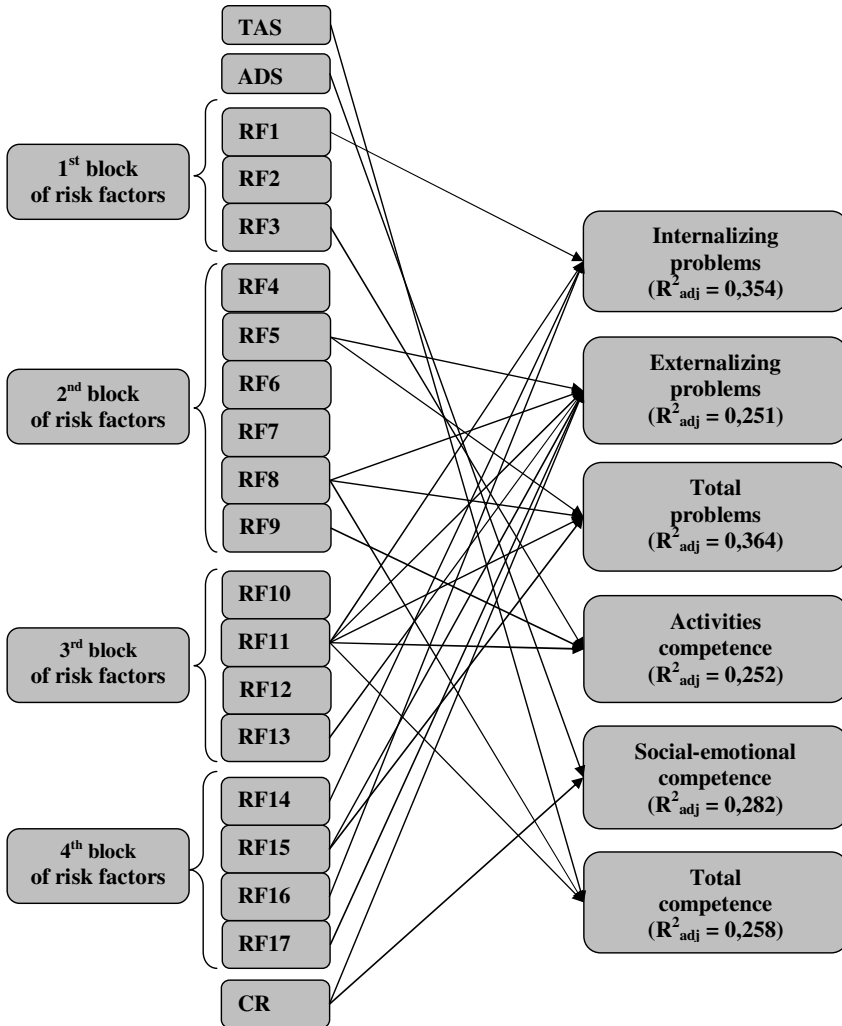


Fig. 3. Predictive value of risk factors and cumulative risk to internal problems

Notes: TAS – time that passed after separation; ADS – age of children during the separation; RF1 – divorce; RF2 – mother’s emigration; RF3 – father’s emigration; RF4 – low educational background of mother; RF5 – low educational background of father; RF6 – low subjective income evaluation; RF7 – low objective incomes; RF8 – mother’s unemployment; RF9 – father’s unemployment; RF10 – physical traumas experienced by a child; RF11 – psychological difficulties experiences by a child; RF12 – psychological difficulties experiences by mother; RF13 – psychological difficulties experiences by father; RF14 – lack of parents discussions about children’s rearing; RF15 – absence of influence of a parent living separately on rearing; RF16 – insufficient contacting with a child of a parent living separately; RF17 – change of place of residence; CR – cumulative risk.

As it can be seen from Fig. 3, the multiple risk model based on multiple hierarchical regression analysis revealed a possibility for risk factors and cumulative risk to predict children's psychological adjustment. Children's internal problems may be predicted in regard to children's experience of parents' divorce ($\beta = -0.389$, $p < 0.05$), children's experience of psychological problems ($\beta = 0.458$, $p < 0.001$), frequency of parents discussions about child's upbringing ($\beta = 0.288$, $p < 0.05$) and frequency of child's communication with a parent living separately / the other parent ($\beta = -0.259$, $p < 0.05$), whereas prediction of external problems is related to father's educational background ($\beta = -0.269$, $p < 0.05$), mother's unemployment ($\beta = 0.227$, $p < 0.05$), child's experience of psychological problems ($\beta = 0.392$, $p < 0.01$), father's experience of psychological problems ($\beta = 0.222$, $p < 0.05$), level of influence of a parent living separately / the other parent on decisions related to a child ($\beta = -0.382$, $p < 0.01$), frequency of change of living place ($\beta = 0.216$, $p < 0.05$) and total cumulative risk ($\beta = -0.427$, $p < 0.05$). General problems may be predicted by father's educational background ($\beta = -0.307$, $p < 0.01$), mother's unemployment ($\beta = 0.205$, $p < 0.05$), children's experience of psychological problems ($\beta = 0.435$, $p < 0.001$) and level of influence of a parent living separately / the other parent on decisions related to a child ($\beta = -0.273$, $p < 0.05$). Father's emigration ($\beta = 0.363$, $p < 0.01$), father's unemployment ($\beta = 0.201$, $p < 0.05$) and children's experience of psychological problems ($\beta = -0.287$, $p < 0.01$) allow for forecast of children's activity competence, social emotional competencies may be predicted on the bases of the child's age during separation ($\beta = 0.561$, $p < 0.01$) and total cumulative risk ($\beta = -0.812$, $p < 0.05$), whereas general competences may be forecast evaluating the period of time after separation ($\beta = 0.217$, $p < 0.05$), father's emigration ($\beta = 0.365$, $p < 0.01$), mother's educational background ($\beta = 0.241$, $p < 0.05$), mother's unemployment ($\beta = -0.221$, $p < 0.05$) and child's experience of psychological problems ($\beta = -0.223$, $p < 0.05$).

DISCUSSION

Though the number of scientific studies that focus on systematic and direct analysis of the investigated problem, i. e., psychological adjustment of children exposed to separation from parents due to their emigration, is small, the conducted analysis of the

scientific literature and analysis of the research results allow for evaluation of the acquired data in a broader theoretical and empirical context, making assumptions and insights and for identification of guidelines for further researches.

Expression of children's behavioural and emotional problems. It is pointed out (Girdzijauskienė et al., 2005) that distribution of psychical and behavioural problems in various countries ranges between 10 and 20 %. The epidemiological research on mental disorders carried out in Lithuania in 2002–2005 (Girdzijauskienė et al., 2005) revealed that the diagnosis of 12.7 % of children's mental disorders in the population of 7–16 year old children is "surely probable" and this meets the data announced by World Health Organization on the frequency of mental health disorders occurrence. The estimates of various behavioural and emotional problems factors of children in the research sample (study and comparison groups) according to both parents / caregivers and teachers range from 0 to more than 50 % within borderline and clinical ranges. However, in the majority of cases the estimates of problems encountered by children from parents' emigration group according to various factors of behavioural and emotional problems, which may be considered as obstacles impeding successful psychological adaptation, do not exceed 20 %. According to parents' / caregivers' opinion, the majority of children in the group of one-parent emigration have expressed internalizing problems, whereas externalizing problems are expressed in the group of double emigration. Equal expression of internalizing and externalizing problems was observed in the group of both parents' emigration. According to teachers' evaluation, the majority of children in the group of double separation possess expressed externalizing problems, and internalizing problems are expressed in the group of both parents' emigration children; both internalizing and externalizing problems are equally expressed in the group of one parent emigration.

Thus, though different aspects of behavioural and emotional problems are expressed in various groups of parents' emigration, they do not fall outside the epidemiological context. The results also show that parents / caregivers and teachers notice different aspects of behavioural and emotional problems. This allows for

assumptions about possibly different expression of children's behavioural and emotional problems in different contexts of children's functioning.

Behavioural and emotional problems, competences and adaptive functioning of children exposed to different separation from parents. This research aims to evaluate psychological adjustment of children exposed to parents' emigration in regard to children in the national sample, children exposed to various experience of separation from parents and children without such experience.

Clarification of how specific life experience may result in one or another trend of *developmental trajectory* frequently becomes one of the most important goals of developmental psychopathology researches. Firstly, striving for achievement of this goal, it is necessary to identify if psychological adjustment of children with specific experience differs from that of those who have not been put through such experience. Therefore, developmental psychopathology researches frequently include comparative studies. The psychological adjustment of children growing in families of different types (Campana et al., 2008; Deater-Deckard et al., 1998; Guttman and Rosenberg, 2003), children without parents' care (Gudonis et al., 2008; Lau et al., 2003; Lazdauskas and Pileckaitė-Markovienė, 2007; Proctor et al., 2010; Strijker and Knorth, 2009), children suffering from various health problems (Barkauskienė and Bieliauskaitė, 2002; Bieliauskaitė et al., 2009; Spagnola and Fiese, 2010), children with experienced abuse and neglect (Graham-Bermann et al. 2009; Martinez-Torteya et al., 2009; Schultz et al., 2009), etc. often becomes the object of the researches. The majority of these studies prove that children with specific experience undergo more psychological adjustment problems compared to those without such experience.

The results of the research revealed that according to parents' / caregivers' opinion, the lower level of anxious / depressed, aggressive behaviour, externalizing and total problems is characteristic of boys from the group of both parents' emigration, whereas the lower level of social problems, rule-breaking, aggressive behaviour, externalizing and total problems was observed among the girls in the group of one parent emigration in comparison to the national sample of Lithuanian boys and girls. According to the opinion of teachers, the lower level of anxiety / depression and rule-breaking behaviour is typical of boys in the group of double separation, the lower level of anxiety

/ depression is observed among boys from the group of both parents' emigration and thought problems, aggressive behaviour and externalizing problems are less characteristic of the girls in the group of one parent emigration compared to the national sample of Lithuanian boys and girls.

Intergroup comparison of estimates of behavioural and emotional problems faced by children exposed to parents emigration or to different separation from parents and children without such experience showed that children with experienced parents' emigration are much better psychologically adjusted compared to children from foster homes. Having compared the estimates of competence and adaptive functioning among children in the groups of parents' emigration, different separation from parents and children without such experience, higher estimates of various competence and adaptive functioning were revealed in the group of parents' emigration compared to children from foster homes and lower compared to children from complete families.

Thus, the comparison of psychological adjustment indicators among children with different experience of separation from parents revealed essential differences between children from foster homes and those from other groups: the estimates of children from this group are expressed strongest according to the bigger number of behavioural and emotional problems, they are slightly more significantly higher, whereas the estimates of competence and adaptive functioning are lower. This allows for a conclusion that the experience of children from foster homes is fundamentally different and determines a different developmental trajectory of these children compared to children growing up in any other type of family. Unidentified essential differences according to behavioural and emotional difficulties among the researched groups (with expectation of children from the group of foster homes) point to approximately similar psychological adjustment of all the children. These results contradict conclusions of other researches. Other researchers argue that one third (Maslauskaitė and Stankūnienė, 2007) or even more than half (Malinauskas, 2006) of children were negatively affected by parents' emigration. Such results were received only analysing the data on parents' opinion if their children's behaviour changed after separation from parents. This allows for a conclusion that parents' opinion does not necessarily reflect real problems of children. Other researchers (Butvilas, 2008; Leliūgienė et al., 2005) attribute the phenomenon of parents' emigration

to experienced losses and emotional trauma (Gumuliauskienė et al., 2008). However, the latter studies relatively freely use concepts of loss or trauma, conclusions about children's behavioural problems are not substantiated by psychometrically valid assessment measures; therefore, the conclusions of these researches are valuable more as assumptions of guidelines for further studies.

On the other hand, our research revealed that children from complete families are distinguished for their higher competences and adaptive functioning, which consequently may provide them with more possibilities. Specialists in developmental psychopathology (e. g., Vanderbilt-Adriance and Shaw, 2008) argue that not only absence of psychological adjustment or behavioural and emotional problems but also possession of various competences may refer to a more intensive activity of protective mechanisms. Therefore, the practice of psychological problems prevention and competence development should target at a more comprehensive analysis of factors, which contribute to maintenance of high level of various child's competences even under effect of risk factors. Similar mechanisms, referred to as posttraumatic growth by representatives of trauma psychologists, may be active (Kazlauskas et al., 2007). On the other hand, the absence of essential differences among estimates of psychological adjustment of children with different experience of separation from parents may prove that family situation is not the main factor, which defines one or another trend of child's development, and establishes a need for its analysis with other factors acting simultaneously.

Dynamics of children's psychological adjustment. The analysis of research results revealed that psychological adjustment indicators in the groups of children exposed to different experience in separation from parents change in different trajectories. Firstly, the biggest number of psychological adjustment changes occur in the group of parents' emigration, slightly fewer changes in problems and no changes in competences were observed in the group of parents' divorce, whereas no changes in problems were registered in the group of complete families though the expression of sociability competence varied. Secondly, the estimates of behavioural and emotional problems according to a big number of indicators in the group of parents' emigration increased between the first to the second evaluation (during one year), whereas a decrease to the lower level than in the first assessment was observed between the second

and the third assessments (over a half of year); in the group of parents' divorce the majority of behavioural and emotional problems gradually declined from the first to the third evaluations; no such obvious change in behavioural and emotional problems was identified in the group of complete families.

Similar dynamics of psychological adjustment is revealed in other researches. The developmental pathways of children with experienced abuse and neglect were analysed thoroughly. It was established that the estimates of Social (Bolger, 1998) and internalizing problems (Cicchetti and Rogosch, 1997; Kim and Cicchetti, 2006) of maltreated children have a tendency to increase and start decreasing later. Whereas internalizing problems of children without experienced abuse gradually increase and externalizing problems show a downward tendency (Cicchetti and Rogosch, 1997). The latter results are linked to the natural process of development. There are researches (e. g., Rosenthal et al., 2003), which argue that psychological adjustment of children with specific experience weakens in the course of time. Namely in the latter research only two assessments of children's psychological adjustment were conducted. This research is a clear illustration of the fact that the conclusions of studies with insufficient number of assessments may result in misinterpretations about developmental trajectories of children exposed to specific experience.

On the other hand, the results of the majority of researches, including the one in question, prove that children's psychological adjustment tends to improve per se in the course of time. Therefore, there occur some doubts regarding expedience of carrying out prevention or intervention. However, the generalising studies of impact of children-parents' separation on children's psychological adjustment (Wenar and Kerig, 2006) generate assumptions about long-term effects of such separation. The separation from parents experienced in childhood is linked to problems of establishment and maintenance of close relationships. Thus, the answers to the questions regarding further perspectives of psychological adjustment and whether children exposed to parents' emigration will be able to successfully complete developmental task in later periods of development. Therefore, the need for long-term researches remains.

Children's psychological adjustment and risk factors. As it can be seen from the literature analysis, the attitude that research in the effect of one specific risk factor on

psychological adjustment in isolation from other life events is not expedient prevails in the latest studies of developmental psychopathology. Though due to equifinality and multifinality it is complicated or even impossible to identify the combinations of factors that determine a particular result, an attempt is made to detect optimal models that are appropriate for the biggest possible proportion of the sample.

Following such position a four-block cumulative risk model was devised in this work. Having analysed researches on risk, factors related to family situation and experienced separation, socio-economic family characteristics, child's and parents' health record were ascribed to the block of general risk factors. The researches on children exposed to parents' emigration frequently point to risk factors that are related to participation of the parent away in child's rearing and to relations between a child and the parent gone away; therefore, the combination of these factors made up the block of specific risk factors.

The multiple risk model based on multiple hierarchical regression analysis revealed a possibility for risk factors and cumulative risk to predict children's psychological adjustment. Children's internal problems may be predicted in regard to children's experience of parents' divorce, children's experience of psychological problems, frequency of parents discussions about child's upbringing and frequency of child's communication with a parent living separately/the other parent, whereas prediction of external problems is related to father's educational background, child's experience of psychological problems, father's experience of psychological problems, level of influence of a parent living separately/the other parent on decisions related to a child, frequency of change of living place and total cumulative risk. General problems may be predicted by father's educational background, mother's unemployment, children's experience of psychological problems and level of influence of a parent living separately/the other parent on decisions related to a child. Father's emigration, father's unemployment and children's experience of psychological problems allow for forecast of children's activity competence, social emotional competencies may be predicted on the bases of the child's age during separation and total cumulative risk, whereas general competences may be forecast evaluating the period of time after separation, father's

emigration, mother's educational background and child's experience of psychological problems.

Thus, the factors related to the context of children's separation from parents are most relevant predicting psychological adjustment of children exposed to separation from parents that reflect the level of participation of a parent living separately in child's upbringing and frequency of his / her communication with a child; total cumulative risk, i. e., the number of experienced factors, play an equally important role in prediction of psychological adjustment. The effect of the interaction of a big number of factors on psychological adjustment in the context of children-parents next to that of the separation from parents itself is emphasised by other researchers as well (Amato, 2001; Dovydaitienė, 2001; Pedro-Carrol, 2001) and relations in the family are referred to as the most important factor determining the psychological adjustment (Bauserman, 2002; Fagan et al., 2009; Luthar and Zigler, 1991).

Thus, the data of this research essentially confirm the conception of multiple risk in the context of children-parent separation, therefore, the development of this model during further researches is expedient.

CONCLUSIONS

1. In the majority of cases, the proportion of children exposed to parents' emigration and with expressed behavioural and emotional problems does not exceed the published data on epidemiology of mental health disorders.
2. In the majority of cases, children exposed to both parents' emigration do not differ from the national sample in regard to behavioural and emotional problems; whereas the identified significant differences show that children with experienced parents' emigration have fewer externalizing problems.
3. Children with experienced parents' emigration face significantly fewer behavioural and emotional problems compared to children from foster homes; however, their competence level is lower compared to that of children from complete families.
4. Specific dynamics is characteristic of psychological adjustment of children with experienced parents' emigration compared to children exposed to different separation from parents or children without such experience: the level of problems tends to grow

(during one year) and then (over a half year) it decreases to the level, which is lower than the initial one.

5. The multiple risk model revealed a possibility to predict children's psychological adjustment in the context of children-parents separation. The factors related to the context of children's separation from parents are most relevant predicting psychological adjustment that reflect the level of participation of a parent living separately in child's upbringing and frequency of his/her communication with a child.

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Tomas Lazdauskas has studied psychology at Vilnius Pedagogical University since 1999. He was awarded a Bachelor's degree in Psychology in 2003 and a Master's degree in Psychology in 2005. From 2006 to 2010 he was a doctoral student at Vilnius University, Department of Clinical and Organizational Psychology.

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Main publications:

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REZIUMĖ

Vaikų, patyrusių išsiskyrimą su tėvais, psichologiniai ypatumai analizuojami gana seniai. Vieni pirmųjų šiuos tyrimus pradėjo psichodinaminės paradigmos atstovai praeito amžiaus viduryje (Tyson and Tyson, 1990). Nuo to laiko daug dėmesio skiriama įvairių išsiskyrimo su tėvais formų galimų psichologinių efektų vaiko raidai tyrimams, tačiau dėl to problemos aktualumas nemenkėja. Pastarąjį dešimtmetį Lietuvoje vykstantys politiniai ir ekonominiai pokyčiai paskatino gyventojų emigracijos intensyvėjimą. Greta „tradicinės“ daugėja kitų emigracijos formų, viena iš kurių yra nepilnos šeimos migracija. Todėl vis dažnėja atvejų, kai išvykdami vienas arba abu tėvai vaikus ilgam palieka globoti giminaičiams ar net svetimiams žmonėms, o kartais ir visai beglobius. Nepilnos šeimos migracija paplitusi visame pasaulyje ir kai kuriose valstybėse tokios šeimos įsitvirtinusios kaip norma, tačiau šis reiškinys ir su juo susiję procesai dažniausiai tampa sociologijos mokslo objektu, o išsamių ir sistemingų psichologinių studijų yra maža.

Mokslinius galimos tėvų emigracijos patirties įtakos vaikams tyrimus pradėti paskatino ypatingas visuomenės susidomėjimas šiuo reiškiniu. Įvairiose visuomenės informavimo priemonėse nuolat pasirodo straipsnių apie tėvų emigracijos įtaką vaikams. Reikia pažymėti, kad skelbiamuose straipsniuose padėtis apibūdinama išskirtinai neigiamai. Tai rodo vien straipsnių antraštės, pavyzdžiui: „Kuo išaugs emigrantų vaikai?“ (Šimkauskas, 2008), „Tamsioji emigracijos pusė: išeiviai nepažįsta savo vaikų“ (Digrytė, 2008), „Ant mokytojų pečių – tuštėjančių šeimų atžalos“ (Lukošiūtė, 2006) ir pan. Straipsniuose nurodoma, kad emigravusių tėvų vaikai dažnai turį gerokai daugiau elgesio problemų nei jų bendraamžiai, vadinami „palikti“, „niekieno“, „telefoniniais“ ir pan., o šeimos, kuriose jie auga, neretai tapatinamos su „asocialiomis“, „probleminėmis“. Tai skatina tiek vaiko, tiek visos šeimos stigmatizavimą. Toks požiūris būdingas ne tik mūsų šalyje. Atkreiptinas dėmesys (Hetherington and Stanley-Hagan, 1999; Kelly and Emery, 2003), kad, daugumos visuomenės atstovų nuomone, augimo nepilnoje šeimoje patirtis vaiko raidai ir visuomenei apkritai turi stiprų žalingą efektą. Taip greičiausiai atsitinka dėl to, kad žiniasklaidą pasiekia tik probleminiai atvejai. Išsamią dalinę migracijos šeimų reprezentavimo spaudoje ir interneto portaluose analizę

atlikę tyrėjai (Juozeliūnienė ir kt., 2008) atkreipia dėmesį ne tik į teigiamą žurnalistų keliamų opijų šiandienos visuomenės problemų klausimų pusę, bet įžvelgia ir kai kuriuos pavojus, kuriuos slepia aiškios teorinės refleksijos stokojančios duomenų interpretacijos, atsiktinių terminų, nepagrįstų analogijų vartojimas.

Tėvų emigracija lemia šeimos struktūros, santykių šeimos sistemoje pokyčius, kurie iš esmės pakeičia įprastą, nusistovėjusią tvarką. Todėl tikėtina, kad šie pokyčiai gali pareikalauti didesnių vaiko vidinių išteklių ir kelti grėsmę palankiam jo psichologiniam prisitaikymui. Tačiau nuostata, kad vaikui geriausia augti su abiem savo biologiniais tėvais yra labiau populiarī nei pagrįsta. Gerai prisitaikę vaikai gali augti labai įvairių formų šeimose. P. A. Cowan ir C. P. Cowan (2006) teigimu, šeimos struktūra negali būti tiesiogiai siejama su vaikų psichologiniais sunkumais. Būtina suprasti, kad didesnė rizika dar nereiškia aukštesnio distreso lygio, o mažesnės rizikos šeimos nėra „be problemų“. Šeimos struktūra nurodo statišką šeimos vaizdą tam tikru momentu. Dažniausiai šeimoje vyksta įvairūs procesai, lemiantys tam tikra prasme baigtinį rezultatą, pavyzdžiui, emigraciją ar skyrybas, ir šių procesų vaidmuo vaikų psichologiniam prisitaikymui ne mažiau svarbus.

Šiame darbe problemai analizuoti pasitelktas teoriškai pagrįstas vientisas raidos psichopatologijos požiūris. Viena iš raidos psichopatologijos studijose keliamų idėjų yra ta, kad sėkmingas vaikų psichologinis prisitaikymas, kuris pasireiškia žemu elgesio bei emocinių sunkumų ir aukštu kompetencijų lygiu, iš esmės yra ne vieno atskiro, o patiriamų daugelio veiksnių sąveikos ir jų sankaupos nulemtas rezultatas. Tenka pažymėti, kad šiuolaikiniuose tyrimuose neretai apsiribojama psichologinio prisitaikymo, kaip elgesio ir emocinių sunkumų nebuvimo, operacionalizavimu. Daugelio rizikos veiksnių samprata vaikų išsiskyrimo su tėvais kontekste taip pat taikyta menkai, rizikos veiksniais pasirinktos vien socialinės ekonominės charakteristikos. Todėl šiame darbe pirmiausia įvertinamas tėvų emigraciją patyrusių vaikų psichologinis prisitaikymas, jo rodiklių raiška lyginama su Lietuvos vaikų norminės imties bei kitokią išsiskyrimo su tėvais patirtį turinčių ir jos neturinčių vaikų, remiantis tęstinio tyrimo rezultatais analizuojami galimi tėvų emigraciją patyrusių vaikų psichologinio prisitaikymo kaitos būdai. Taip pat siekiama pritaikyti daugiopos rizikos ir rizikos sankaupos idėją vaikų išsiskyrimo su tėvais problemai analizuoti – nustatyti, kokie

veiksniai galėtų sudaryti daugiopą šių vaikų riziką ir įvertinti, kurie iš tų veiksmų yra svarbūs vaikų psichologiniam prisitaikymui aiškinti.

Taigi šio darbo **tikslas** – analizuoti tėvų emigraciją patyrusių vaikų psichologinį prisitaikymą ir jo kaitą.

Uždaviniai:

1. Įvertinti tėvų emigraciją patyrusių ir kitokią išsiskyrimo su tėvais patirtį turinčių ir jos neturinčių vaikų elgesio ir emocinių sunkumų išreikštumą.
2. Palyginti tėvų emigraciją patyrusių ir Lietuvos vaikų norminės imties elgesio ir emocinių sunkumų įverčius.
3. Palyginti tėvų emigraciją patyrusių ir kitokią išsiskyrimo su tėvais patirtį turinčių ir jos neturinčių vaikų psichologinio prisitaikymo rodiklių įverčius bei jų kaitą.
4. Įvertinti daugiopos rizikos ir rizikos sancaupos sąsajas su vaikų psichologiniu prisitaikymu.
5. Įvertinti daugiopos rizikos ir rizikos sancaupos prognostinę vertę vaikų psichologiniam prisitaikymui.

Ginamieji teiginiai:

1. Tėvų emigraciją patyrę vaikai neturi daugiau psichologinio prisitaikymo sunkumų nei Lietuvos norminės imties vaikai.
2. Tėvų emigraciją patyrusių vaikų psichologinio prisitaikymo rodikliai nesiskiria nuo kitokią išsiskyrimo su tėvais patirtį turinčių vaikų, tačiau šiems rodikliams būdinga savita kaita, palyginti su kitokią išsiskyrimo su tėvais patirtį turinčiais ir jos neturinčiais vaikais.
3. Daugiopos rizikos modelis yra tinkamas išsiskyrimą su tėvais patyrusių vaikų psichologiniam prisitaikymui aiškinti.

METODIKA

Tyrimo schema. Pasirinkta tęstinio tyrimo schema. Tyrimą sudarė trys etapai. Pirmasis tyrimo etapas vyko 2008 m. II ketvirtį. Antrasis etapas vyko praėjus vieneriems kalendoriniams metams po pirmojo tyrimo etapo, t. y. 2009 m. II ketvirtį, trečiasis – pusei kalendorinių metų po antrojo tyrimo etapo, t. y. 2009 m. IV ketvirtį. Pirmajame

etape informacija apie kintamuosius buvo renkama iš trijų šaltinių – tėvų / globėjų, mokytojų ir vaikų, antrajame ir trečiajame tyrimo etapuose – iš tėvų / globėjų.

Tyrimo dalyviai. Pirmajame tyrimo etape informacija surinkta apie 279 6–12 metų (amžiaus vidurkis 9,04 m., standartinis nuokrypis 1,28) vaikus, iš jų 47,7 proc. (N = 133) berniukai, 52,3 proc. (N = 146) mergaitės. 70,6 proc. (N = 197) tyrimo dalyvių gyvena didžiuosiuose Lietuvos miestuose (iš jų – 64 proc. (N = 126) Vilniuje, 16,2 proc. (N = 32) Kaune, 19,8 proc. (N = 39) Klaipėdoje), 29,4 proc. (N = 82) – rajonų centruose arba kaimo tipo vietovėse (iš jų – 30,5 proc. (N = 25) Telšiuose, 24,4 proc. (N = 20) Pasvalyje, po 11 proc. (N = 9) Lazdijuose ir Trakuose, 8,5 proc. (N = 7) Ignalinoje, po 7,3 proc. (N = 6) Marijampolėje ir Druskininkuose). Pagal šeiminių situaciją ir vaiko išsiskyrimo su tėvais patirtį tiriamųjų imtis buvo suskirstyta į dvi grupes – tiriamąją ir lyginamąją.

Tiriamąją grupę (N = 130) sudarė vaikai, patyrę išsiskyrimą su tėvais dėl tėvų emigracijos. Jau atlikus tyrimą ir įvertinus emigraciją patyrusiųjų šeiminių situacijos įvairovę, tiriamoji grupė buvo suskirstyta į tris pogrupius:

- vaikai, patyrę išsiskyrimą su tėvais dėl vieno iš tėvų išvykimo į užsienį: 25,8 proc. (N = 72) (toliau – „1 grupė“ arba „vieno tėvo emigracijos grupė“). Grupę sudaro 51,4 proc. (N = 37) berniukų ir 48,6 proc. (N = 35) mergaičių. Grupės amžiaus vidurkis 9,14 m. (standartinis nuokrypis 1,20). Vidutinis po išsiskyrimo su tėvais dėl emigracijos praėjęs laikas 2,83 m. (standartinis nuokrypis 2,52), vaikų vidutinis amžius išsiskyrimo metu 5,78 m. (standartinis nuokrypis 3,20);

- vaikai, patyrę išsiskyrimą su tėvais ir dėl tėvų skyrybų, ir dėl vieno iš tėvų išvykimo į užsienį: 9,7 proc. (N = 27) (toliau – „2 grupė“ arba „dvejopo išsiskyrimo grupė“). Grupę sudaro 44,4 proc. (N = 12) berniukų ir 55,6 proc. (N = 15) mergaičių. Grupės amžiaus vidurkis 9,26 m. (standartinis nuokrypis 1,23). Vidutinis po išsiskyrimo su tėvais dėl emigracijos praėjęs laikas 4,64 m. (standartinis nuokrypis 2,40), vaikų vidutinis amžius išsiskyrimo metu 5,07 m. (standartinis nuokrypis 2,36);

- vaikai, patyrę išsiskyrimą su tėvais dėl abiejų tėvų išvykimo į užsienį: 11,1 proc. (N = 31) (toliau – „3 grupė“ arba „abiejų tėvų emigracijos grupė“). Grupę sudaro 51,6 proc. (N = 16) berniukų ir 48,4 proc. (N = 15) mergaičių. Grupės amžiaus vidurkis 8,84 m. (standartinis nuokrypis 1,53). Vidutinis po išsiskyrimo su tėvais dėl emigracijos

praėjęs laikas 2,60 m. (standartinis nuokrypis 1,53), vaikų vidutinis amžius išsiskyrimo metu 6,92 m. (standartinis nuokrypis 2,12).

Remiantis mokslinės literatūros bei tyrimų analize, kaip lyginamoji grupė (N = 149) buvo pasirinkti trys pogrupiai vaikų, kurių skirtinga išsiskyrimo su tėvais patirtis / šeiminė situacija, kaip dažniausiai kituose moksliniuose tyrimuose gretinamos / priešpriešinamos grupės tėvų emigraciją patyrusiems vaikams:

- vaikai, patyrę išsiskyrimą su tėvais dėl tėvų skyrybų: 28 proc. (N = 78) (toliau – „4 grupė“ arba „tėvų skyrybų grupė“). Grupę sudaro 51,3 proc. (N = 40) berniukų ir 48,7 proc. (N = 38) mergaičių. Grupės amžiaus vidurkis 8,94 m. (standartinis nuokrypis 1,11). Vidutinis po išsiskyrimo su tėvais dėl tėvų skyrybų praėjęs laikas 3,73 m. (standartinis nuokrypis 2,71), vaikų vidutinis amžius išsiskyrimo metu 4,25 m. (standartinis nuokrypis 2,91);

- pilnose šeimose augantys vaikai: 9,7 proc. (N = 27) (toliau – „5 grupė“ arba „pilnų šeimų grupė“). Grupę sudaro 29,6 proc. (N = 8) berniukų ir 70,4 proc. (N = 19) mergaičių. Grupės amžiaus vidurkis 8,89 m. (standartinis nuokrypis 1,48);

- globos įstaigose augantys vaikai: 15,8 proc. (N = 44) (toliau – „6 grupė“ arba „globos įstaigų grupė“). Grupę sudaro 45,5 proc. (N = 20) berniukų ir 54,5 proc. (N = 24) mergaičių. Grupės amžiaus vidurkis 9,16 m. (standartinis nuokrypis 1,43).

Įvertinimo priemonės. Bendrųjų duomenų anketos. Naudoti trys bendrųjų duomenų anketos variantai. Pirmajame tyrimo etape naudoti du bendrųjų duomenų anketos variantai: pirmajai–ketvirtajai tiriamosioms grupėms [BDA1.1] ir penktajai tiriamajai grupei [BDA1.2]. Pirmojo tyrimo etapo bendrųjų duomenų anketos sudarytos specialiai šiam tyrimui ir skirtos surinkti bendriesiems demografiniams duomenims apie šeimą ir informacijai apie vaiko patirtį (galimus rizikos ir apsaugančiuosius veiksnius). Antrajam ir trečiajam tyrimo etapams buvo naudotas kitas bendrųjų duomenų anketos variantas [BDA2], skirtas pirmojo įvertinimo metu aptiktiems vaiko patirties veiksniams patikslinti, kitimui įvertinti ir naujiems patirties veiksniams aptikti.

Rizikos veiksnių įvertinimas. Remiantis mokslinės tyrimų apžvalga, buvo numatyti keturi (trys bendrųjų ir vienas specifinių) rizikos veiksnių blokai: 1) *šeiminės padėties ir išsiskyrimo patirties* (skyrybų ar atsiskyrimo patirtis; mamos emigracija; tėčio emigracija) – galimas didžiausias šio bloko sankaupos balas – 3; 2) *socialinių*

ekonominių šeimos charakteristikų (menkas mamos išsilavinimas; menkas tėčio išsilavinimas; prastas subjektyvus pajamų vertinimas; mažos objektyvios pajamos; mamos nedarbas; tėčio nedarbas) – galimas didžiausias šio bloko sancaupos balas – 6; 3) *vaiko ir tėvų sveikatos istorija* (vaiko fizinių traumų patirtis; vaiko psichologinių sunkumų patirtis; mamos psichologinių sunkumų patirtis; tėčio psichologinių sunkumų patirtis) – galimas didžiausias šio bloko sancaupos balas – 4; 4) *specifinės patirties* (tėvų kalbėjimosi apie vaiko auklėjimą trūkumas; kartu ne gyvenančio / kito tėvo įtakos priimant su vaiku susijusius sprendimus nebuvimas; kartu ne gyvenančio / kito tėvo bendravimo su vaiku trūkumas; dažnas vaiko gyvenamos vietos keitimas) – galimas didžiausias šio bloko sancaupos balas – 4. Rizikos sancaupos balas apskaičiuojamas kiekvieną dichotomiškai įvertintą patiriamą rizikos veiksnį vertinant 1 balu. Ranginiai kintamieji vertinami kaip rizikos veiksnys, kai įvertis tenkino taisyklę $< \bar{x} - s$ arba $> \bar{x} + s$ – tai priklausė nuo teiginio valentingumo. Šis rizikos sancaupos įvertis rezultatu analizėje dar vadinamas bendra rizikos sancaupa, o galimas maksimalus bendros rizikos sancaupos įvertis – 17 balų.

Antrajame ir trečiajame tyrimo etapuose, susitelkus į jau aptiktų rizikos veiksmių pokyčių įvertinimą ir naujų rizikos veiksmių aptikimą, buvo surinkta informacija apie: 1) šeimos struktūros pokyčius (narių skaičiaus kitimą); 2) finansinės padėties pokyčius; 3) vaiko patirtas fizines traumas; 4) vaiko patirtus psichologinius sunkumus; 5) gyvenamosios vietos keitimą; 6) papildomas išsiskyrimo patirtis; 7) bendravimo su kartu ne gyvenančiu tėvu pokyčius; 8) kitus svarbius vaiko gyvenimo įvykius, pokyčius ir patyrimus. Pastaruosiuose tyrimo etapuose svarbūs vaiko gyvenimo pokyčiai ir įvykiai prašyti įvertinti per laikotarpį nuo praeito tyrimo etapo. Antrojo ir trečiojo tyrimo etapų metu didžiausias rizikos sancaupos įvertis – 7 balai.

6–18 metų vaiko elgesio tyrimo lapas (angl. [CBCL/6-18] *Child Behavior Check List*) (pildo tėvai/ globėjai) ir **Mokytojo įvertinimo klausimynas (6–18 m.)** (angl. [TRF/6-18] *Teacher's Report Form*) (Achenbach and Rescorla, 2001). Klausimynai priklauso ASEBA (angl. *Achenbach System of Empirically Based Assessment*) metodikų grupei. ASEBA grupės metodikos yra vienos plačiausiai naudojamų vaikų psichologijos tyrimuose bei leidžia įvertinti įvairius adaptyvus ir neadaptyvus funkcionavimo aspektus (Achenbach and Rescorla, 2001). 2006 m. yra standartizuoti 2001 m. versijos

lietuviški klausimynai, sudarytos normos, pagal kurias galima įvertinti, ar vaiko emociniai ir elgesio sunkumai neperžengia normos, ribinio (jau keliančio susirūpinimą) ir nuokrypio (kai elgesio ar emocinis sunkumas yra labai reikšmingas) įverčių ribų (Žukauskienė ir Kajokienė, 2006; Kajokienė ir Žukauskienė, 2007).

Socialinių emocinių kompetencijų skalė vaikams (angl. [SEARS-C] *Social Emotional Assets and Resiliency Scale for Children*) (Merrell, 2007) yra 52-jų teiginių klausimynas, paremtas vaikų (nuo 8 m.) savistata. Klausimyno autoriaus teigimu, skalę sudaro penkios grupės klausimų, susijusių su problemų sprendimo (angl. *problem-solving skills*), tarpasmeniniais (angl. *interpersonal skills*) įgūdžiais, gebėjimu užmegzti ir palaikyti draugystę (angl. *the ability to make and maintain friendships*), įveikti nesėkmę (angl. *the ability to cope with adversity*), žvelgti optimistiškai susidūrus su nesėkme (angl. *the ability to be optimistic when faced with adversity*), tačiau jos nėra vadinamos subskalėmis. Tiriamųjų prašoma įvertinti teiginius pagal keturių balų skalę (t. y. 0 – „niekada“, 1 – „kartais“, 2 – „dažnai“, 3 – „visada“). Bendra klausimyno įverčių suma rodo vaiko savo socialinių emocinių kompetencijų supratimo lygį. Skalę versti į lietuvių kalbą ir naudoti buvo gautas autoriaus sutikimas. Skalės vertimas atliktas pagal Tarptautinės testų komisijos Testų adaptacijos reglamento reikalavimus. Vertinant skalės lietuviškos versijos patikimumą, buvo atliktas 140 bendrojo lavinimo mokyklų pradinėse klasėse besimokančių 8–11 m. vaikų (amžiaus vidurkis 9,68 m.) tyrimas. Jame dalyvavo 70 (50 proc.) berniukų ir 70 (50 proc.) mergaičių. Lietuviškos skalės versijos vidinis suderinamumas geras – Cronbacho alpha yra 0,938. Testo-retesto patikimumas po trijų mėnesių – $r = 0,826$.

Duomenų tvarkymas. Tyrimo duomenims apdoroti naudota SPSS (angl. *Statistical Package for the Social Sciences*) programos 13.0 versija. Kadangi tiriamosios imtys nedidelės, skirtingos tiriamųjų grupės, kurių kintamųjų įverčiai lyginami tarpusavyje, nevienodo dydžio, o duomenų skirstiniai daugeliu atvejų reikšmingai nutolę nuo normaliojo, rezultatams analizuoti taikyti neparametriniai kriterijai (išskyrus atvejus, kai duomenų charakteristikos tenkina parametrinių kriterijų taikymo reikalavimus).

PAGRINDINIAI REZULTATAI IR IŠVADOS

1. Tėvų emigraciją patyrusių vaikų, turinčių elgesio ir emocinių sunkumų, dalis paprastai neviršija psichikos sveikatos sutrikimų epidemiologijos skelbiamų duomenų.
2. Tėvų emigraciją patyrę vaikai paprastai panašūs į Lietuvos norminės imties vaikus psichologinio prisitaikymo sunkumų lygiu, o aptikti reikšmingi skirtumai rodo, kad tėvų emigraciją patyrusių vaikų eksternalių sunkumų lygis žemesnis, palyginti su Lietuvos norminės imties vaikų.
3. Tėvų emigraciją patyrę vaikai yra kur kas sėkmingiau psichologiškai prisitaikę, palyginti su globos namuose augančiais vaikais, tačiau jų kompetencijų lygis yra žemesnis, palyginti su pilnose šeimose augančiais vaikais.
4. Tėvų emigraciją patyrusių vaikų psichologiniam prisitaikymui būdinga savita kaita, palyginti su kitokią išsiskyrimo su tėvais patirtį turinčiais ir jos neturinčiais vaikais: nuo pirmojo iki antrojo vertinimo (per vienerius metus) jų psichologinio prisitaikymo sunkumų lygis išaugo, o nuo antrojo iki trečiojo vertinimo (per pusę metų) sumažėjo ir tapo žemesnis, palyginti su pradiniu.
5. Tyrimo rezultatai patvirtino, kad daugiopos rizikos idėja yra tinkama vaikų išsiskyrimą su tėvais patyrusių vaikų psichologiniam prisitaikymui aiškinti. Daugiopos rizikos modelio veiksniai, susiję su vaikų išsiskyrimo su tėvais patirties kontekstu, iš esmės atspindintys kartu negyvenančio tėvo dalyvavimo vaiko auklėjime lygį ir bendravimo su vaiku dažnumą, taip pat bendra rizikos sanaupa leidžia patikimai prognozuoti vaikų psichologinio prisitaikymo sunkumus ir kompetencijas.

TRUMPA INFORMACIJA APIE DOKTORANTĄ

Tomas Lazdauskas Vilniaus pedagoginiame universitete psichologiją studijavo nuo 1999 metų. 2003 metais jam buvo suteiktas psichologijos bakalauro, o 2005 metais – psichologijos magistro laipsnis. 2006–2010 m. – Vilniaus universiteto Klinikinės ir organizacinės psichologijos katedros doktorantas.

2004–2005 m. Vilniaus universitete studijavo psichodinaminę psichoterapiją ir grupinę analizę ir įvykdė Grupinės psichoterapijos pagrindų programą. Nuo 2005 m. dirba Vilniaus pedagoginio universiteto Psichologijos didaktikos katedros dėstytoju (2005–2008 m. asistentu, nuo 2009 m. lektoriumi) ir dėsto raidos psichologijos, sveikatos psichologijos, psichologijos istorijos kursų pratybas, vadovauja studentų kursiniams ir bakalauro darbams. 2007 m. dirbo Vilniaus m. neįgaliųjų draugijos psichologu. Nuo 2008 m. yra Žurnalistų etikos inspektorius tarnybos ekspertas.

2006–2008 m. vedė seminarus įvaikinimo tarnybų, globos įstaigų specialistams, tėvams apie vaikų išsiskyrimo su tėvais efektus vaiko raidai. 2008–2009 m. globėjų ir tėvių rengimo programos PRIDE (*angl. Parent Resources for Information, Development, and Education*) adaptavimo Lietuvoje darbo grupės narys (bendradarbiaujant su Valstybės vaiko teisių apsaugos ir įvaikinimo tarnyba prie Socialinės apsaugos ir darbo ministerijos). Studijos „Vaikų išsiskyrimo su tėvais dėl tėvų emigracijos galimos psichologinės pasekmės vaikui“ darbo grupės narys (bendradarbiaujant su Darbo ir socialinių tyrimų institutu).

Nuo 2006 m. yra Lietuvos psichologų sąjungos, nuo 2008 m. – Tarptautinės elgesio raidos studijų draugijos (*angl. International Society for the Study of Behavioural Development*) narys.

Doktorantūros studijų metais yra tris kartus gavęs Valstybinio studijų fondo doktoranto stipendiją. Vienas ir su bendraautoriais publikavo mokslinių straipsnių, dalyvavo mokslinėse konferencijose, kėlė profesinę kvalifikaciją įvairiuose mokslininkų ir dėstytojų kvalifikacijos tobulinimo kursuose.

Mokslinių interesų sritys: raidos psichologija ir psichopatologija.

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