

LITHUANIAN SPORTS UNIVERSITY

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**CHANGES IN SELF-ESTEEM AND SOCIAL
SKILLS OF MEN EXPERIENCING EXCLUSION**

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CONTENT

INTRODUCTION	6
1. SUMMARY OF THE LITERATURE REVIEW	9
1.1. The concept of social exclusion	9
1.2. The construct of personal self-esteem	10
1.3. Concept and definition of social skills.....	11
1.4. The significance of sports activities for the self-esteem of men experiencing social exclusion	12
1.5. The importance of social change groups in the development of social skills for men experiencing exclusion	12
2. RESEARCH METHODOLOGY	16
3. RESULTS OF QUANTITATIVE AND QUALITATIVE RESEARCH	19
1.6. Quantitative research results	19
1.7. Results of a qualitative study	21
4. DISCUSSION OF RESULTS	23
CONCLUSIONS	26
SANTRAUKA	28
IŠVADOS	31
PUBLICATIONS	33

INTRODUCTION

Relevance of the research. Research on social exclusion makes it possible to formulate and present a definition of personal exclusion (Evans, Pelletier and Szkola, 2017), to analyze the phenomenon of exclusion (Levidow and Papaioannou, 2018), to highlight the reasons for the separation of a person or group from family, community, society and normative practices (Tereškinas, Bučaitė-Vilkė, 2015). Analysis of exclusion experiences (Dingle, Cruwys and Frings, 2015), the extent of exclusion (Wilson, Jacues, Johnson and Brotherton, 2017), studies of the personal harm caused by exclusion (Saridi et al., 2017) encourage attention to socially vulnerable groups (Tangcharoensathien et al. al., 2018), invites you to consider the perspectives of inclusion (Valtorta, Kanaan, Gilbody, Ronzi and Hanratty, 2016). Research on social exclusion highlights the problematics of the research field in this area - the most obvious, measurable cause of social exclusion is poverty (Valtorta, Kanaan, Gilbody, Ronzi and Hanratty, 2016). Social exclusion should be seen not only as material deprivation (Evans, Pelletier and Szkola, 2017), it is formed by discrimination (Hall, 2018), which limits a person's participation in social and cultural processes of society (Schmidt, 2014), loss of work, relationships with loss of loved ones (Becker, 2014), imprisonment (Barkauskaitė-Lukšienė and Gudžinskienė, 2013), addiction to alcohol and drugs (Amesberger et al., 2019), loss of health (Kastenbutt, Legnaro and Schmieder, 2014). The study of the problematic field of social exclusion is particularly narrowed by the lack of research on men as a specific social group. Studies rarely analyze the exclusion of men on the basis of society's stereotyping, their social exclusion is rarely viewed as psychosocial insecurity, experienced psychological discomfort (Albert, 2016), experienced feeling of shame, lack of self-confidence, undermining of respect, dignity and self-worth (Panadero et al., 2017). There is an even greater lack of research on the inclusion of marginalized men, their involvement in social life through social activities that bring them together. Research (Schneider & Diehl, 2014; Nelson, Kling, Wängqvist, Frisén & Syed, 2018) has revealed that one of the activities that reduces the social exclusion of men, emphasizes masculinity, helps men to better self-esteem, more self-confidence and involvement in purposeful, social life is sport (Amesberger, Finkenzeller, Muller and Wurth, 2019). However, in order to reduce and overcome long-term social exclusion (Baumer and Meek, 2018), which deeply traumatizes men's personality (Peters, 2018), sports activities alone are often not

enough. Making socially significant, positive decisions requires secure social connections (Hall, 2018; Psychou et al., 2019), interpersonal support (Barry et al., 2018). Men can expect this in the groups of social skills development (Warkentin, 2017; Barry et al., 2018), personal growth and social change (Canal-Domínguez, Muñiz, & Suárez-Pandiello, 2017). During such groups (Allen, 2017; Burrmann, 2018; Cronin, De Vita, Donini, & Iovino, 2019), closer interpersonal communication (Coakley, 2015; Carthy & McGilloway, 2015), sharing of sensitive experiences (Trakšelys, 2012; Sami, Mahmoudi and Aghaei, 2015; Fernández-Gavira, HuetteGarcia, & Velez-Colon, 2017; Enright & Gard, 2016), development of opportunities for social inclusion (Šniras, 2013; Noak, Kauper, Benbow, & Eckstein, 2013) are observed. On the basis of the lack of examination of men's social exclusion, self-esteem, and social skills issues, a *problematic question was raised - how sports activities and social change group contribute to increasing the self-esteem and social skills development of men experiencing social exclusion?*

The purpose of the study is to reveal the educational effects of the sports activity and the social change group on the self-esteem and social skills of men experiencing social exclusion..

Research tasks:

Name the factors leading to men's social isolation, low self-esteem, lack of social skills;

To theoretically base the social skills and self-esteem development model of men experiencing exclusion and to prepare a program of educational impact and monitoring based on it;

To determine and evaluate the impact of the sports activities, social skills and self-esteem development program on the social skills and self-esteem of men experiencing exclusion.

Research hypothesis. Participation of socially excluded men in sports and social change group activities increases their self-esteem and develops social skills of these men.

Research data were collected using a written survey (the questionnaire consists of ten statements about self-evaluation). An interview survey was applied (the change in social skills was recorded using a semi-structured interview). An educational experiment was carried out (possibility to check the change in men's self-esteem and social skills during the group of sports activities and social changes). The study included men selected through purposive sampling (Palinkas, Horwitz, Green, Wisdom, Duan, & Hoagwood, 2015). Two essential criteria were set for this targeted selection: the first criterion – men

experiencing social exclusion due to the use of alcohol, psychotropic, narcotic substances, going through a divorce, losing their job, experiencing isolation, in prison, longer or shorter prison sentences and/or serving a probation sentence. The second criterion - men had to participate in an educational experiment for half a year: some men participated in the group of sports activities and social changes for half a year (70 men), other men participated only in sports activities (30 men). The method of quantitative and qualitative data analysis was used for the analysis of research data.

The scientific novelty of the dissertation is based on the fact that the analysis of scientific literature, research, and studies made it possible to identify and substantiate the characteristics, causes, and consequences of men's social exclusion, to recognize the uniqueness of men and the needs of this unique social group.

Essential theoretical findings are highlighted in the dissertation: research tools and methodologies for assessing social exclusion; methods of organizing sports activities to reduce social exclusion; programs for social changes, social activities and social decision groups, increasing self-esteem and developing social skills.

Using these theoretical findings, the future educational experiment was constructed. The monitoring system developed in the dissertation is intended for monitoring the changes in self-esteem of men experiencing social exclusion and the development of social skills, and establishes the practical significance of the dissertation. The half-year educational experiment, aimed at increasing men's self-esteem and developing social skills, is the first and so far the only one in Lithuania, which has collected empirical data valuable for science.

1. The participation of men experiencing social exclusion in sports activities and in a social change group increases their self-esteem and develops social skills..

2. Men's participation only in sports activities increases their self-esteem and develops social skills, but not as much as men who participated in the social change group too.

Dissertation conclusions, practical recommendations, empirical research data obtained during this dissertation study can be useful for psychologists, social workers, educators, andragogists, sports and other specialists who work with men experiencing social exclusion. Application of the monitoring model in practice can ensure systematic, consistent work in providing assistance to men experiencing social exclusion, increasing their inclusion, integrative perspectives.

1. SUMMARY OF THE LITERATURE REVIEW

1.1. The concept of social exclusion

Social exclusion is experienced by individuals due to loss of work and relationships with loved ones, isolation, imprisonment, illness, addictions, divorce. Separation causes great damage to a person's social life, the created social ties are destroyed, the possibility of usual activities is taken away, the social and creative process of the person is disturbed (Alphin, Lavine and Chan, 2017). Social exclusion often becomes the collapse of a person's normal and established life, great damage is done to the social expression of the personality, psycho-emotional health, self-esteem, self-confidence and self-esteem decreases (Evans et al., 2017). Outcasts are persons whose lifestyle does not correspond to the norms accepted in society and established stereotypes (Psychou et al., 2019). Such persons cannot maintain a certain social interaction, do not have the necessary material resources and education (Hargie, Mitchell ir Somerville, 2017). This separation is society's rejection of its members, such as prison inmates who are addicted to alcohol and drugs (Psychou et al. 2019). Persons experiencing social exclusion are united by very similar experiences and experiences of social exclusion table 1.

Table 1. Experiences of social exclusion

Experiences related to social exclusion	Researchers studying experiences of social exclusion
Insufficient self-esteem	Ahmed (2017); Beauchamp (2018); Biddle (2019); Thomas (2019)
Unemployment	Korhonen (2018); Aldridge (2018); Eckhard (2018); Anderberg (2019)
Poverty, scarce resources	Bučaitė-Vilkė (2015); Pohlan (2019); Schenk (2020)
Inadequate education	Albert (2016); Hargie (2015, 2017)
Fear of innovation, passivity	Eisenberger (2015); Riva (2017); Fehsenfeld (2015); Brown (2018)
Limited work and activity opportunities	Albert (2017); Blakemore (2018); Panadero (2017)
Distrust of self and other person	Brown (2018); Reiter-Scheidt (2018); Williams (2016)

Low economic level	Zhao (2018); Farrugia (2015); Tereškinas (2015)
Insufficient participation in social life	Alphin (2017); Ernst (2018)
Separation from society	Peters (2018); Valtorta (2016)
Addictions	Kastenbutt (2014); Kocai (2017); Kazlauskienė (2019); Tamutienė (2013)
Inadequate social policy of the society	Böhnisch (2018); Grace (2018); Ekholm (2016).
Stereotyping of society	Syrjämäki ir Hietanen (2019)
Marginalisation	Baumer (2018); Moscoso-Sanchez (2017); Meek (2014)

1.2. The construct of personal self-esteem

The following construct is examined in the dissertation is self-esteem. This is self-respect, appropriate evaluative attitude towards oneself, sympathy for oneself, emotions and feelings towards oneself (Kogler et al., 2017). Liu, Wu, and Ming (2015) state that a person's self-worth is determined by ability, self-confidence, mastery, achievement, independence, and freedom. According to Zuckerman, Li and Hall (2016), self-esteem is one of the personality characteristics that determine choices, motivation and behavioral characteristics. The self-evaluation of the personality is formed in the interaction with oneself, the environment, analyzing one's achievements and failures, comparing oneself with other people in one's environment (Kort-Butler and Hagemen, 2011). Self-esteem is related to job satisfaction, occupation, changing to a more promising job, economic and social status (Carthy and McGilloyay, 2015). Success motivates a person with high self-esteem to act, such person is more inclined to take risks, sets goals for himself and strives to achieve them, which stimulates imagination, decisiveness, and courage (Amesberger et al., 2019). The components that make up the construct of a person's self-worth can be presented figure 1.

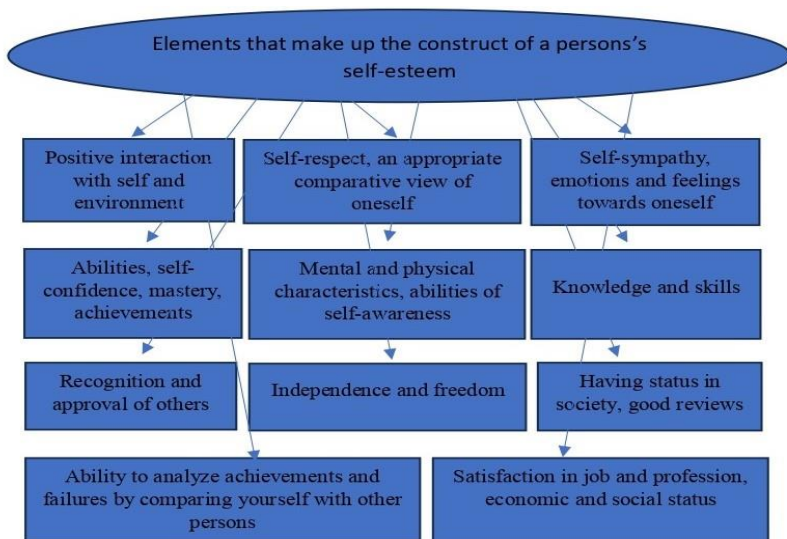


Fig. 1. Components that make up the construct of personal self-esteem

1.3. Concept and definition of social skills

The chronology of research devoted to the analysis of social skills shows that researchers studying social skills (Gambrill, 1995; Gresham and Sugai 1998, Sodian and Frith, 2008; Gudžinskienė and Gedminienė, 2011; Gudžinskienė and Railienė, 2012; Anderson-Butcher et al., 2018), define them very similarly, usually analyzing the components of self-awareness, self-management, social understanding, effective communication and decision-making. Gresham (2002) defined social skills as socially acceptable behavior that allows a person to communicate effectively while avoiding unacceptable reactions from people and provided essential assumptions that help to understand the definition of social skills:

social skills include specific verbal and non-verbal actions that depend on the situation, which are influenced by certain characteristics of the environment, needs and expectations;

social skills by their nature are related to interactions that lead to effective and appropriate actions, their expression is related to both the ability to initiate interactions and the reaction to the behavior of others;

social skills are learned through learning, i.e. observing, performing tasks, activities according to the given example, repeating and receiving feedback.

In this dissertation work, based on (Gresham and Elliot, 1987; Gresham, 2002) these social skills are explored:
 self-relationship skills;
 interpersonal relationship skills;
 skills relating to activity, see figure 2.

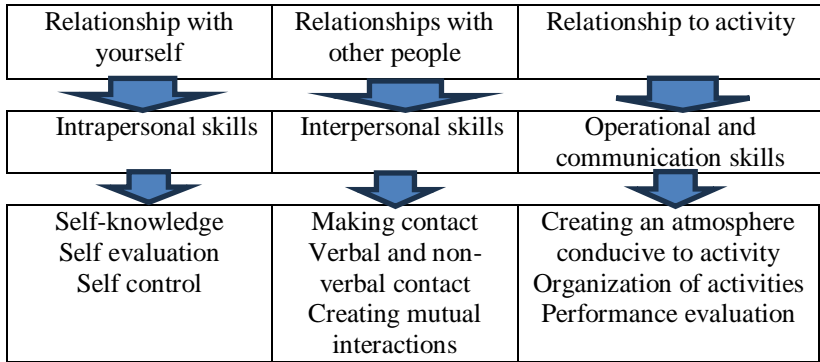


Fig. 2. Grouping of social skills (Gresham ir Elliot, 1987; Gresham, 2002)

1.4. The significance of sports activities for the self-esteem of men experiencing social exclusion

Sports activities play an important role in the self-esteem of men experiencing social exclusion. Physical activity and sports activities as an environment have a positive effect on men's mental state, behavior, directionality of life (Fuchs and Klaperski (2017), making socially advanced decisions (Smith et al., 2018). The impact of sports and physical activity on men's self-esteem is based on research (Weinberg and Gould, 2019), this kind of activity is one of the most attractive for men. It attracts men with various experiences seeking a purposeful, socially acceptable life (Ahmed et al., 2017). Men choose sports activities as a means of overcoming painful, sensitive life experiences (Andersen et al., 2018), so physical activity should be used as one of the most important and effective means of self-help and purposeful socialization suitable for men (Rice et al., 2016, Holt et al., 2017, Rodriguez-Ayllon et al., 2019).

1.5. The importance of social change groups in the development of social skills for men experiencing exclusion

A social change group is needed for the development of social skills of men who are experiencing exclusion (El Ghali, 2018) and have been, affected by flawed social norms and ideologies, flawed

understanding of masculinity. It is a purposeful social practice aimed at a male audience, helping to abandon the stereotypical, male-specific attitude towards them, real help encouraging men to recognize their specific concerns and problems (Psychou et al., 2019). Directional activities in a self-help group strengthen men's self-esteem, develop social skills, help overcome integration barriers, increase opportunities for social inclusion (Baumer and Meek, 2018). Inclusion of men in social life in groups for social change, purposeful social solutions, is an opportunity to organize timely help for men, create their well-being, develop social skills, identify problems and model socially acceptable solutions.

The review and analysis of scientific literature allowed us to consider the emergence of an educational experiment on the basis of a group of sports activities and social changes.

Rationale for an educational experiment model

The model of the educational experiment is based on a detailed analysis of the scientific literature on the aspect of the self-esteem change and social skills of men experiencing social exclusion. Essential theoretical findings are highlighted. Research tools and methodologies for assessing social exclusion, methods of organizing sports activities to reduce social exclusion, programs for social changes, social activities and social decision groups, increasing self-esteem and developing social skills, based the construction of the educational experiment model are provided. An educational experiment on the basis of essential theoretical findings was constructed, and a monitoring system to monitor the development of self-esteem and social skills of men experiencing social exclusion was created. The educational experiment was carried out for half a year, and the changes that occurred during this educational experiment (the change in men's self-esteem and social skills) were recorded using the tools of the monitoring system.

One part of the educational experiment consists of a *complex of sports activities*:

team sports activities once a week (basketball, volleyball, football);

independent sports activities at least once a week (exercises using simulators, running).

Another part of the educational experiment model is the activities of the social change group. Stereotypical norms of masculinity, masculine ideology isolate men from psychological support professionals who can help them find more targeted social solutions, but this does not prevent them from talking about their problems in a safe environment of persons with similar experiences (Reiter-Scheidt, et al., 2018). On this

basis, the second part of the educational experiment was chosen, i.e. a social change group that took place once a week, with 1 to 1.5 hours per meeting. 6 - 12 people participated in the group meetings at the same time, group activities are conducted according to the group activities program, which is based on systematic, complementary activities, aimed at:

- Get to know each other, introduce yourself, name your personal situation;
- Develop social skills of self-relation (Intrapersonal skills), self-evaluation analysis from an intrapersonal aspect;
- To develop social skills of relationship with the environment (Interpersonal skills), analysis of self-evaluation from an interpersonal aspect;
- To develop social skills in the relationship with the activity (creating a Self-Help Plan), strengthening self-evaluation in the aspect of the relationship with the activity;
- Analyze and adjust the self-help plan (Review, analysis, adjustment of the Action Plan);
- Evaluate intrapersonal skills and interpersonal skills in terms of self-evaluation (strengthening of self-esteem);
- Evaluate the skills of the relationship with the activity (strengthening of self-esteem).

Group classes are carried out:

- in order to find out the social reasons for the exclusion of group participants;
- to change socially unacceptable behavior to acceptable behavior;
- to increase self-worth, self-confidence, self-esteem;
- to develop social skills.

This type of educational experiment is the first and so far the only one in Lithuania. By using an educational experiment as an impact tool to increase men's self-esteem and develop their social skills, we have a method, a way and a tool to solve problems of exclusion and increase opportunities for inclusion. Recognizing the problems of men experiencing social exclusion and modeling solutions through an educational experiment is a condition for involving men in the independent decision-making process of reducing social exclusion. The organization model of the educational experiment is presented in fig.3.

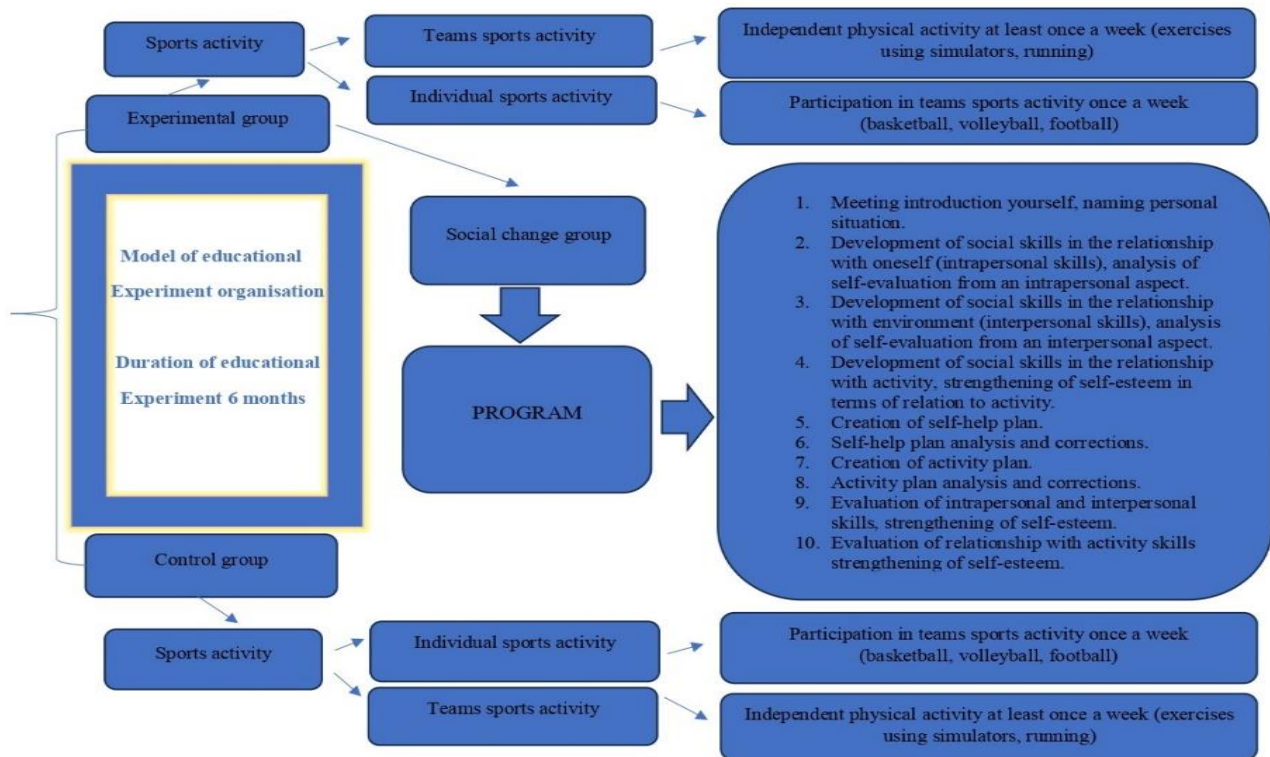


Fig. 3. Model of educational experiment organisation

2. RESEARCH METHODOLOGY

In order to gain a deeper understanding of the connections between social exclusion, social skills and personal self-worth, the *educational experiment* is first used. It's the main research strategy, sports and social change activities in the educational impact group, which aims to change the self-esteem and social skills of men experiencing social exclusion. In order to provide a comprehensive analysis of the research problems, this study uses a combination of quantitative and qualitative research methods (Creswell and Clark, 2007). The study was conducted in two stages: quantitative data collection and analysis and qualitative research and transcription. In order to determine the change in self-esteem and social skills of men experiencing social exclusion, such research data collection methods were chosen:

1. *Written survey. The Rosenberg self-assessment questionnaire was used to assess changes in the self-esteem of men experiencing social exclusion before and after participating in the educational experiment..*

2. *Semi-structured interview. The purpose of interviews with men experiencing social exclusion is to assess the change in social skills and the impact of this change on overcoming social exclusion.*

3. *An educational experiment. It is sports and social change group activity of educational effect, based on which the goal was to change the self-esteem and social skills of men experiencing social exclusion.*

The practical educational experiment was applied to experimental and control groups for 6 months.

The experimental group consisted of 6 subgroups:

A subgroup of research participants of the association Men's Crisis Center;

A subgroup of men experiencing social exclusion due to the use of alcohol, narcotics and psychotropic substances;

A subgroup of men serving their sentence in the Pravieniškės Correctional Facility - an open colony (serving their sentence for more than 3 years, group II);

A subgroup of men serving their sentence in the Pravieniškės Correctional Facility - an open colony (serving their sentence for more than 3 years, group III);

A subgroup of men serving their sentence in the Pravieniškės Correctional Facility - an open colony (serving their sentence less than 3 years);

Pravieniškės parole - subgroup of men serving their sentence in foster homes.

The control group consisted of one subgroup - men serving long-term sentences in the Pravieniškės correctional facility - an open colony. A monitoring system has been developed and applied to monitoring the educational experiment. The model of the practical educational experiment is shown in figure 4.

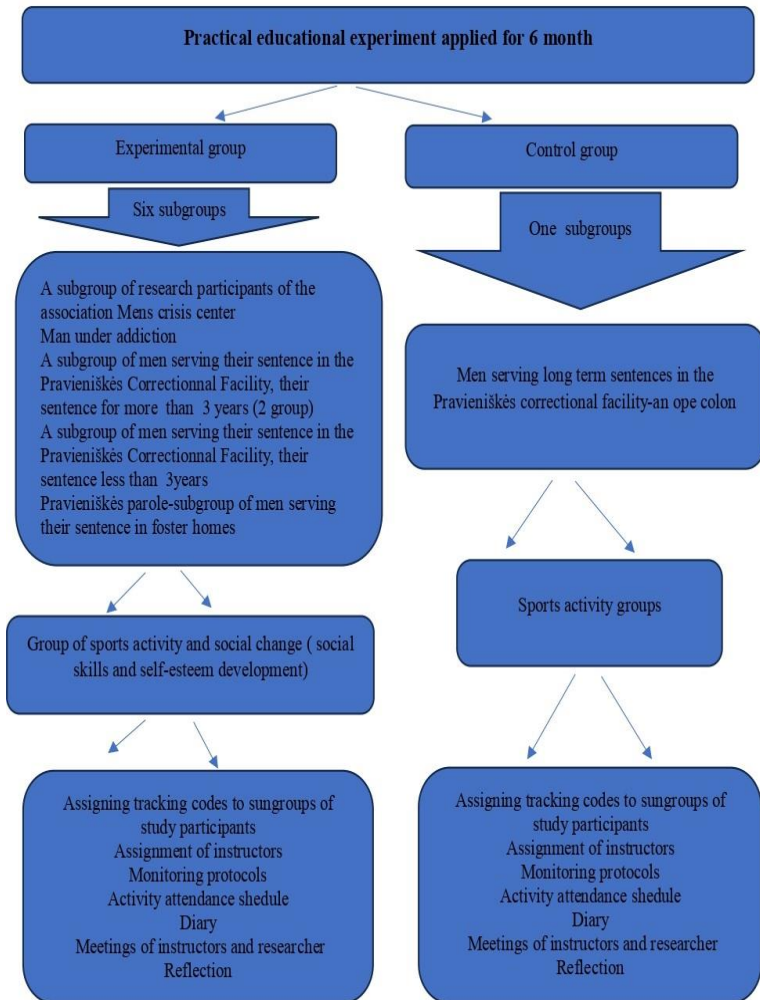


Fig. 4. *The model of practical educational experiment*

Quantitative research sample. The persons participating in the study were selected by the researcher's decision, using targeted sampling (Palinkas, Horwitz, Green, Wisdom, Duan ir Hoagwood, 2015). *There were two essential criteria for this targeted selection:*

The first criterion. The research involved men experiencing social exclusion due to the use of alcohol and psychotropic substances, going through a divorce, losing their job (their exclusion was justified by psychologists of the Men's Crisis Center and specialists of an NGO providing assistance to addicted persons). Also men experiencing exclusion due to forced isolation; man, serving sentences of up to 3 years and more than 3 years of imprisonment and probation sentences.

The second criterion. The men agreed to participate in the educational experiment for half a year. Some research participants participated in a group of sports activities and social changes for half a year (n = 70), other (n = 30) participated only in sports activities. 132 men (21-56 of age) participated in the six-month educational experiment. Rosenberg self-esteem scale questionnaires were used for statistical analysis of data (n =100). 11 men were forced to leave the activities due to unfavorable circumstances, 13 men left the experiment voluntarily, the questionnaires of 6 research participants were unusable (the research participants provided incorrect data, did not answer some questions or answered illogically), 2 research participants refused to fill in the questionnaires.

The statistical sample of qualitative research. Based on the recommendations provided by the methodologists (Rupšienė, 2007) and in order to obtain reliable information, the sample of the qualitative study consisted of 10 research participants. Bitin et al. (2008), state that a sample of 10 subjects is sufficient for qualitative research, from which the representativeness of the data obtained is determined by purposive or criterion-based sampling.

3. RESULTS OF QUANTITATIVE AND QUALITATIVE RESEARCH

1.6. Quantitative research results

The main objective of the quantitative study was to check how, in which direction and how strongly the self-esteem of men changed before the impact of the educational experiment and after it (experiment duration of 6 months) ended.

Analyzing the results of the research of the experimental group, presenting the changes in men's self-esteem before the activities and after them by applying the Rosenberg test can be seen that regular sports activities combined with educational social behavior corrective activities significantly improved the self-esteem of the men who participated in the experiment. Changes in the self-esteem of men in the experimental group before and after the activities (descriptive statistics of Rosenberg scale estimates, transformed into z-scale) are presented in table 2.

Table 2. Group means (z-scores) of male self-esteem in the experimental group before and after the educational experiment

Descriptive statistics	Before activities	After 2 activities: sports plus social behavior correction activities
Mean	-0,79	0,78
Std. Error of Mean	0,08	0,06
Median	-0,87	0,68
Mode	-1,05	1,72
Std. Deviation	0,69	0,54
Skewness	0,00	0,14
Kurtosis	0,22	0,09
Minimum	-2,43	-0,68
Maximum	0,70	1,72
Difference of mean	1,57	

It turned out that 6 months of regular sports activities, combined with educational social behavior corrective activities, significantly

improved the self-esteem of the men who participated in the experiment. This positive conclusion about the effectiveness of the experimental effect is supported by a whole set of specific statistical indicators. The most striking indicator is the difference in group means (before and after the experiment), which reaches almost 1.6 standard deviations and can be considered as very large (Sawilowsky, 2009).

Changes in the self-esteem of men in the control group before and after the activities (descriptive statistics of Rosenberg scale estimates, transformed into z-scale) are presented in table 3.

Table 3. *Group means (z-scores) of self-esteem of men in the control group before and after the educational experiment*

Descriptive statistics	Before activities	After activities: only sports without participating in social correction group activities
Mean	-1,02	-0,01
Std. Error of Mean	0,08	0,14
Median	-1,03	0,03
Mode	-1,03	-0,87
Std. Deviation	0,45	0,77
Skewness	1,16	-0,01
Kurtosis	2,80	-0,81
Minimum	-1,63	-1,46
Maximum	0,48	1,43
Difference of mean	1,01	

There is no doubt that the application of even one educational corrective method - only sports activities - models positive changes in the self-esteem of men with problematic behavior. The distance between the estimates of the Rosenberg test before the experiment and 6 months after it ended, on the z-scale of the standard normal distribution, is 1 standard deviation according to the concept of J. Cohen's effective size, such a difference between standardized means can be considered as large. When recalling the changes in self-esteem that occurred in the experimental group, the difference reached as much as 1.56 z-scale points. And although the combination of the two methods and the application of the

two methods is even more effective, the participation of men in even one sport activity is important for their self-esteem.

1.7. Results of a qualitative study

The interview data was obtained in the study by applying the semi-structured interview method, asking additional questions during the interview, delving deeper into the topic under consideration (Jamshed, 2014). Data were processed using thematic analysis (Braun ir Clarke, 2008, 2013, 2016, 2019).

The choice of the topics: *causes and consequences of social exclusion; expression of social skills; the educational effect of the group on men's social skills and the social change of skills*, based by the research conducted by scientists (Elo and Kynğäs, 2008; Denzin, Lincoln, 2008; Rupšienė, 2018; Blaikie, 2018) was aimed to answer the research question - *how sports activities and the social change group contributes to increasing the self-esteem and social skills of men experiencing social exclusion?*

Analyzing the research data and basing the named themes on the basis of scientific research, 12 sub-themes were distinguished. The themes and sub-themes are presented in table 4.

Table 4. The themes and sub-themes

SOCIAL EXCLUSION	EXPRESSION OF SOCIAL SKILLS	EDUCATIONAL EFFECTS OF GROUP ON MEN'S SOCIAL SKILLS	SOCIAL SKILLS CHANGE
Thoughts and feelings	Intrapersonal skills	Definition of personal situation	Creation of an activity plan
Detachment separation	Interpersonal skills	Consideration of social perspectives	Assessment of operational plan barriers
Socially risky behavior, dependencies	Skills in relation to activities	Discussion of future actions, action	Modeling and implementation, of the business plan

Research participants experiencing social exclusion shared sensitive life experiences naming the most important reasons for this - self-doubt, low self-worth, lack of self-esteem. Most of the men experiencing social exclusion shared painful childhood and youth experiences, the content of which is very similar: lack of relations with parents, early separation from the family, inappropriate choices, poor education, lack of work, financial problems. Very few were happy that they had a loving family, have made the right choices, had opportunities to make the decisions, work and activity prospects. The study revealed that most men experiencing social exclusion have experienced difficulties in life. During social change group activities and interviews, men told about events, facts, episodes that destroyed their lives, which are related to the use of drugs, psychotropic substances, alcohol, criminal experiences, imprisonment. Men's participation in the social change group provided an opportunity for open conversation, mutual listening, listening to each other's experiences and considering and making positive, appropriate social decisions. During the group sessions, the analysis of sensitive life experiences became an opportunity to consider new socially acceptable solutions, a tool for self-confidence and a means of self-help and purposeful social activity.

4. DISCUSSION OF RESULTS

The research revealed the influence of sports activities and social change group on the change of self-esteem and social skills of men experiencing social exclusion, this is substantiated by the results obtained during the quantitative and qualitative research.

Analysis of the changes in self-esteem of the experimental group of men (N=70) who participated in both the sports before and after the activities and the social behaviour change by participating in group activities (the Rosenberg test was applied) shows that regular sports activities, combined with educational social behaviour corrective activities, significantly improved self-esteem of the men who participated in the experiment. The statistical analysis of the research results allows us to come to an unequivocal conclusion that the consistent combination of the methods aimed to have corrective educational effects, which lasted for 6 months, created the conditions for positive changes in the self-esteem of men with social behavior problems. The effectiveness of the combination of methods used in the educational experiment is confirmed by the distance between the estimates of the Rosenberg test before the experiment and 6 months after its completion. The difference reached as much as 1.56 z-scale points in the z-scale of the standard normal distribution.

Analysis of the changes in self-esteem of men in the control group (N=30), who agreed to participate in the experiment only on the basis of sports activities, but refused to participate in the activities of the social change group (the Rosenberg test was applied) before and after the activities, shows that regular sports activities improved the self-esteem of these men but not as significantly as the men in experimental group. By reviewing the results of the study can be seen that the group of men in the control group (with behavioral problems) who agreed to participate in the experiment by regularly participating in sports activities for 6 months (but refused to participate in the activities of the social behavior change group) experienced statistically significant changes too. There is no doubt that the application of even one educational corrective method i.e. only sports activities models positive changes in the self-esteem of men with problematic behavior. The distance between the Rosenberg test estimates before and 6 months after the experiment is 1 standard deviation on the z-scale of a standard normal distribution. According to Mr. Cohen's

concept of effective size, such a difference between standardized means can be considered as large.

The aim during the qualitative study was to find out how social skills are developed during the educational experiment using educational-corrective methodologies in the group of social changes. The questions of the qualitative research, semi-structured interview, are constructed in such a way that it could be possible to check the change of the research participants, their social skills (Gresham and Elliot, 1987; Gresham, 2002), relationship with oneself, relationships with other people and with activities. A qualitative study revealed that, regardless of the reasons for which men experienced social exclusion (separation from society due to loss of work and relationships with loved ones, divorce, imprisonment, illness, addictions, various forms of discrimination, social rejection) limited their participation in social, economic, in the cultural processes of society. The development of social skills in the group provided an opportunity to assess the current situation and search for new opportunities to act. In all subgroups of social exclusion, men experiencing social exclusion demonstrated changes in social skills and the ability to search for socially acceptable solutions, the ability to name unfavorable situations and act appropriately by representing their interests. Men who have lost their jobs or are going through a divorce, are addicted to alcohol, narcotics, psychotropic substances, imprisoned for up to 3 years, experiencing long-term isolation, demonstrated positive changes in social skills during an educational experiment. The performance of quantitative and qualitative research provided an opportunity to answer the raised problematic question, based on which the influence of sports activities and social change group on increasing the self-esteem of men experiencing exclusion and the development of social skills was examined. The study revealed the educational effects of a sports activity group and a social change group on the self-esteem and social skills of men experiencing exclusion. All participants of the educational experiment (males experiencing social exclusion) who participated in the six-month educational experiment experienced positive changes in self-esteem and increasing of social skills.

The research hypothesis that the participation in sports activities and social change group activities of men experiencing social exclusion increases their self-esteem and develops social skills was confirmed. The men of the experimental group, who were involved in both educational and behavioral correction activities (sports plus social change group), experienced very pronounced changes in self-esteem. Men in the control

group who engaged in sports activities only also experienced positive changes in self-esteem, only the latter were slightly less pronounced than in the group that engaged in both research activities. Men in the experimental group who participated in social change group activities demonstrated better intrapersonal, interpersonal, and relational skills than men in the control group who did not participate in social change group activities.

Future perspectives

In the future another study on the basis of this PhD thesis could be initiated - "Comparative analysis of the impact of various sports activities on men's self-esteem". It would be interesting and appropriate to investigate which specific sports have the greatest and which - lesser influence on changes in self-esteem. Answering this question would be appropriate in order to provide practical recommendations for men experiencing social exclusion and low self-esteem. Most importantly, such a study would be useful for motivated men who seek to increase their self-esteem through sports activities and overcome social exclusion as effectively as possible. Another part of the study could be the study of the sports duration influence on men's self-esteem in order to optimize men's sports activities and create a positive change in men's self-esteem. It would be useful to determine the optimal duration of sports in relation to specific sports in order to achieve positive changes in men's self-esteem, e.g. playing basketball three times a week can be good, but five is already too much, so instead of sports increasing satisfaction and self-esteem sports can be tiring and self-esteem does not increase but decreases.

CONCLUSIONS

1. The analysis of the factors causing men's social exclusion, low self-esteem, and lack of social skills revealed that:

men experience social exclusion due to insufficient education, lack of a job, poorly paid work, loss of health, divorce, breakdown of family relationships, separation from friends, relatives, their usual, important activities, hobbies, use of alcohol, narcotic and psychotropic substances, forced short-term or long-term isolation in prison, discriminatory behavior of society towards men, lack of social skills, low self-esteem;

men's low self-esteem is shaped by society's stereotypical attitude towards them, men react painfully to society's comments towards them due to their social and emotional vulnerability, low economic status;

men's lack of social skills manifests itself in undeveloped social and emotional self-awareness, understanding, self-expression, self-management, limited opportunities to effectively communicate and act, cooperate and make socially responsible decisions.

2. Based on the theoretical basis of the model of social skills and self-esteem development of men experiencing discrimination, and the development of an educational impact and monitoring program based on it, it was revealed that:

after highlighting the importance of men's physical self-awareness and positive self-evaluation based on the scientific literature analysis, it became clear that physical activity not only has a strengthening effect on physical health, it defines biopsychosocial health and psychological well-being. Therefore, one part of the social skills and self-esteem development model for marginalized men consists of group and individual physical activities during which men can develop social skills and increase self-esteem;

another part of the social skills and self-esteem development model of men experiencing exclusion is given meaning by the activities of the social change group. Because stereotypical norms of masculinity, masculine ideology isolate men from psychological support specialists who can help them find more targeted social solutions, but this does not prevent them from talking about their problems in a safe environment of people with similar experiences, and the activities of a social change group are one of such opportunity (empowering vulnerable men to participate in group activities aimed at appropriate social solutions).

Therefore, the skills of establishing and maintaining social connections can be strengthened in social decision-making, interpersonal activities, interpersonal support groups, wherever sensitive, but everyone connecting experience can provide psycho-emotional and social strength;

a six-month long educational impact and monitoring program based on a theoretically based model of social skills and self-esteem development of men experiencing exclusion can help develop social skills of self-relation (intrapersonal skills), social skills of relationship with the environment (interpersonal skills), social skills of relationship with activities skills (making a self-help plan), analyze and adjust the self-help plan (review, analysis, adjustment of the activity plan); evaluate intrapersonal skills and interpersonal skills in terms of self-evaluation (strengthening of self-esteem); evaluate the skills of the relationship with the activity (strengthening of self-esteem).

3. The application of the sports activities, social skills and self-esteem development program had a positive effect on the change of self-esteem and social skills of men experiencing social exclusion. After analyzing the results of the educational experiment, it can be seen that the experimental group of men who took part in both educational and behavioral correction activities - sports and the social change group - experienced extremely positive changes in self-esteem. Men in the experimental group who participated in social change group activities demonstrated better intrapersonal, interpersonal, and relational skills than men in the control group who did not participate in social change group activities. A control group of men who engaged in only sports activities also experienced positive changes in self-esteem, only the changes were less pronounced than in the group that engaged in both activities and whose experimental education was based on a combination of two different methods of education and correction.

SANTRAUKA

Tyrimo aktualumas. Socialinės atskirties tyrimai leidžia suformuluoti ir pateikti asmens atskirties apibrėžtį (Evans, Pelletier ir Szkola, 2017), analizuoti atskirties fenomeną (Levidow ir Papaioannou, 2018), išryškinti asmens ar grupės at(si)siskyrimo nuo šeimos, bendruomenės, visuomenės ir normatyvinių praktikų priežastis (Tereškinas, Bučaitė-Vilkė, 2015). Atskirties patirčių analizė (Dingle, Cruwys ir Frings, 2015), atskirties masto (Wilson, Jacues, Johnson ir Brotherton, 2017), atskirties padarytos žalos asmeniui tyrimai (Saridi ir kt., 2017) skatina atkreipti dėmesį į socialiai pažeidžiamas grupes (Tangcharoensathien et al., 2018), kviečia svarstyti įtraukties perspektyvas (Valtorta, Kanaan, Gilbody, Ronzi ir Hanratty, 2016). Socialinės atskirties tyrimai išryškina šios srities *tyrimų lauko problematiką* - ryškiausia, pamatuojama socialinės atskirties priežastimi nurodomas skurdas (Valtorta, Kanaan, Gilbody, Ronzi ir Hanratty, 2016). Į socialinę atskirtį reikėtų žiūrėti ne tik kaip į materialinę deprivaciją (Evans, Pelletier ir Szkola, 2017), socialinę atskirtį formuoja diskriminacija (Hall, 2018), apribojanti asmens dalyvavimą socialiniuose, kultūriniuose visuomenės procesuose (Schmidt, 2014), darbo netektis, santykių su artimaisiais praradimas (Becker, 2014), įkalinimas (Barkauskaitė-Lukšienė ir Gudžinskienė, 2013), priklausomybė nuo alkoholio, narkotinių medžiagų (Amesberger et al., 2019), sveikatos netektis (Kastenbutt, Legnaro ir Schmieder, 2014). Socialinės atskirties probleminio lauko ištirtumą ypatingai susiaurina tyrimų, skirtų vyrams, kaip savitai socialinei grupei, stoka. Tyrimuose menkai analizuojama vyrų atskirtis visuomenės stereotipiškumo pagrindu, menkai į jų socialinę atskirtį žiūrima kaip į psichosocialinį nesaugumą (Albert, 2016), patiriamą gėdos jausmą, pasitikėjimo savimi stoką, pagarbos, orumo bei savivertės sumenkėjimą (Panadero et al., 2017). Tyrimų, skirtų atskirtį patiriančių vyrų įsitraukimo į socialinį gyvenimą per juos sutelkiančias veiklas, trūksta dar labiau. Tyrimai atskleidė (Schneider ir Diehl, 2014; Nelson, Kling, Wängqvist, Frisén ir Syed, 2018), kad viena iš veiklų mažinanti vyrų socialinę atskirtį, pabrėžianti vyriškumą, padedanti vyrams geriau save vertinti, pasitikėti savimi ir įsitraukti į kryptingą, visuomeninį gyvenimą yra sportas (Amesberger, Finkenzeller, Muller ir Wurth, 2019). Tačiau siekiant sumažinti, įveikti vyrų asmenybę giliai traumuojančią (Peters, 2018) ilgametę socialinę atskirtį (Baumer ir Meek, 2018) neretai vien sportinės veiklos nepakanka. Socialiai reikšmingų, pozityvių sprendimų priėmimui

reikalingi saugūs socialiniai ryšiai (Hall, 2018; Psychou et al., 2019), tarpasmeninis palaikymas (Barry et al., 2018). To vyrai gali tikėtis socialinių įgūdžių ugdymo (Warkentin, 2017; Barry et al., 2018), asmenybės augimo ir socialinių pokyčių grupėse (Canal-Domínguez, Muñiz ir Suárez-Pandiello, 2017). Tokių grupių metu (Allen, 2017; Burrmann, 2018; Cronin, De Vita, Donini ir Iovino, 2019) stebimas glaudesnis tarpasmeninis bendravimas (Coakley, 2015; Carthy ir McGilloway, 2015), dalinimasis jautriomis patirtimis (Trakšelys, 2012; Sami, Mahmoudi ir Aghaei, 2015; Fernández-Gavira, HuetterGarcia ir Velez-Colon, 2017; Enright ir Gard, 2016), socialinės įtraukties galimybių plėtra (Šniras, 2013; Noak, Kauper, Benbow ir Eckstein, 2013). Vyrų socialinės atskirties, savivertės, socialinių įgūdžių problematikos nagrinėjimo stokos pagrindu, iškeltas *probleminis klausimas - kaip sportinė veikla ir socialinių pokyčių grupė prisideda prie socialinę atskirtį patiriančių vyrų savivertės didinimo ir socialinių įgūdžių ugdymo?*

Tyrimo tikslas – atskleisti sportinės veiklos grupės ir socialinių pokyčių grupės ugdomąjį poveikį socialinę atskirtį patiriančių vyrų savivertei ir socialiniams įgūdžiams.

Tyrimo uždaviniai:

- *įvardinti veiksnius, sąlygojančius vyrų socialinę atskirtį, žemą savivertę, socialinių įgūdžių stoką;*
- *teoriškai pagrįsti atskirtį patiriančių vyrų socialinių įgūdžių ir savivertės ugdymo modelį bei pagal jį parengti ugdomojo poveikio ir stebėsenos programą;*
- *nustatyti ir įvertinti sportinės veiklos, socialinių įgūdžių ir savivertės ugdymo programos poveikį atskirtį patiriančių vyrų socialiniams įgūdžiams ir savivertei.*

Tyrimo hipotezė. Socialinę atskirtį patiriančių vyrų dalyvavimas sportinėse veiklose ir socialinių pokyčių grupės veiklose didina jų savivertę ir ugdo socialinius šių vyrų įgūdžius.

Tyrimo duomenys surinkti naudojant *apklausą raštu* (anketa sudaryta iš dešimties teiginių apie savęs vertinimą). Taikyta *apklausa interviu būdu* (socialinių įgūdžių kaita fiksuota pasitelkus pusiau struktūruotą interviu). Vykdytas *ugdomasis eksperimentas* (galimybė patikrinti vyrų savivertės ir socialinių įgūdžių kaitą sportinių veiklų ir socialinių pokyčių grupės metu). Tyrime dalyvavo vyrai atrinkti *tikslinės atrankos būdu* (Palinkas, Horwitz, Green, Wisdom, Duan ir Hoagwood, 2015). Šiai tikslinei atrankai buvo keliami du esminiai kriterijai: pirmasis kriterijus – vyrai patiriantys socialinę atskirtį dėl alkoholio,

psichotropinių, narkotinių medžiagų vartojimo, išgyvenantys skyrybas, netekę darbo, patiriantys izoliaciją, kalintys, ilgesnes ar trumpesnes laisvės atėmimo bausmes ir/arba atliekantys lygtinio paleidimo bausmę. Antrasis kriterijus – pusę metų vyrai turėjo dalyvauti ugdomajame eksperimente: vieni vyrai pusę metų dalyvavo sportinės veiklos ir socialinių pokyčių grupėje (70 vyrų), kiti vyrai dalyvavo tik sportinėse veiklose (30 vyrų). Tyrimo duomenų analizei pasitelktas *kiekybinių ir kokybinių duomenų analizės metodas*.

Disertacijos mokslinis naujumas grindžiamas tuo, kad atlikta mokslinės literatūros, tyrimų, studijų analizė leido atpažinti bei pagrįsti vyrų socialinės atskirties charakteristikas, priežastis, pasekmes, atpažinti vyrų savitumą ir šios savitos socialinės grupės poreikius.

Disertacijoje išryškinti esminiai teoriniai radiniai:

- tyrimo įrankiai ir metodikos socialinei atskirčiai įvertinti;
- sportinės veiklos organizavimo metodai socialinės atskirties mažinimui;
- socialinių pokyčių, socialinės veiklos ir socialinių sprendimų grupių programos, savivertės didinimui ir socialinių įgūdžių ugdymui.

Pasitelkus šiuos teorinius radinius buvo sukonstruotas būsimoji ugdomasis eksperimentas. Disertacijoje sukurta stebėsenos sistema skirta socialinę atskirtį patiriančių vyrų savivertės pokyčių ir socialinių įgūdžių ugdymo stebėjimui, grindžia disertacijos praktinį reikšmingumą. Pusę metų vykdytas ugdomasis eksperimentas, skirtas vyrų savivertės didinimui ir socialinių įgūdžių ugdymui, yra pirmasis ir kol kas vienintelis Lietuvoje, surinkti mokslui vertingi empiriniai duomenys:

1. Socialinę atskirtį patiriančių vyrų dalyvavimas sportinėse veiklose ir socialinių pokyčių grupėje, didina jų savivertę bei ugdo socialinius įgūdžius.

2. Vyrų dalyvavimas tik sportinėse veiklose - didina jų savivertę ir ugdo socialinius įgūdžius, tačiau ne tiek, kiek vyrų, kurie dalyvavo dar ir socialinių pokyčių grupėje.

Disertacinio darbo išvados, praktinės rekomendacijos, empirinių tyrimų duomenys, gauti atliekant šį disertacinį tyrimą, gali būti naudingi psychologams, socialiniams darbuotojams, ugdytojams, andragogams, sporto ir kitų sričių specialistams, dirbantiems su socialinę atskirtį patiriančiais vyrais. Stebėsenos modelio taikymas praktikoje gali užtikrinti sistemingą, nuoseklų darbą teikiant pagalbą socialinę atskirtį patiriantiems vyrams, didinant jų įtrauktį, integracines perspektyvas.

IŠVADOS

1. Veiksnių, sąlygojančių vyrų socialinę atskirtį, žemą savivertę, socialinių įgūdžių stoką analizė atskleidė, kad:

vyrų socialinę atskirtį patiria dėl nepakankamo išsilavinimo, amato, darbo neturėjimo, menkai apmokamo darbo, sveikatos netekties, skyrybų, šeiminių santykių griūties, atsiskyrimo nuo draugų, artimųjų, jiems įprastų, svarbių veiklų, pomėgių, alkoholio, narkotinių ir psichotropinių medžiagų vartojimo, priverstinės trumpalaikės ar ilgalaikės izoliacijos įkalinimu, diskriminatyvaus visuomenės elgesio vyrų atžvilgiu, socialinių įgūdžių stokos, menkos savivertės;

vyrų žemą savivertę formuoja stereotipiškas visuomenės požiūris į juos, vyrai skaudžiai reaguoja į visuomenės pastabas jų atžvilgiu dėl socialinio, emocinio pažeidžiamumo, menko ekonominio statuso;

vyrų socialinių įgūdžių stoka pasireiškia neišugdytu socialiniu, emociniu savęs pažinimu, supratimu, saviraiška, savęs valdymu. Ribotomis efektyviai komunikuoti, veikti, bendrauti, bendradarbiauti, priimti socialiai atsakingus sprendimus galimybės.

2. Teoriškai pagrindus atskirtį patiriančių vyrų socialinių įgūdžių ir savivertės ugdymo modelį bei pagal jį parengus ugdomojo poveikio ir stebėsenos programą, atskleista, kad:

mokslinės literatūros analizės pagrindu išryškinius vyrų fizinio savęs suvokimo ir pozityvaus savęs vertinimo svarbą, paaiškėjo, kad fizinė veikla turi ne tik fizinę sveikatą stiprinantį poveikį, ji apibrėžia biopsichosocialinę sveikatą ir psichologinę gerovę. Todėl vieną atskirtį patiriančių vyrų socialinių įgūdžių ir savivertės ugdymo modelio dalį sudaro grupinės ir individualios fizinės veiklos, kurių metu vyrai gali ugdyti socialinius įgūdžius bei didinti savivertę;

kitą atskirtį patiriančių vyrų socialinių įgūdžių ir savivertės ugdymo modelio dalį įprasmina socialinių pokyčių grupės veiklos. Kadangi stereotipinės vyriškumo normos, vyriškoji ideologija atriboja vyrus nuo psichologinę pagalbą teikiančių specialistų, galinčių padėti paieškoti kryptingesnių socialinių sprendimų, tačiau tai netrukdo apie savo problemas kalbėtis saugioje, panašią patirtį turinčių asmenų aplinkoje, o socialinių pokyčių grupės veiklos kaip tik yra viena iš tokių galimybių (pažeidžiamų vyrų įgalinimas dalyvauti grupių, nukreiptų į tinkamus socialinius sprendimus, veiklose). Todėl socialinių ryšių užmezgimo ir palaikymo įgūdžiai gali būti stiprinami socialinių sprendimų, tarpasmeninių veiklų, tarpasmeninio palaikymo grupėse, kur

nors ir jautri, tačiau visus jungianti patirtis gali suteikti psichoemocinės ir socialinės stiprybės;

šešių mėnesių trukmės ugdomojo poveikio ir stebėsenos programa sukurta remiantis teoriškai pagrįstu atskirtį patiriančių vyrų socialinių įgūdžių ir savivertės ugdymo modeliu, gali padėti ugdyti santykio su savimi socialinius įgūdžius (intrapersonaliniai įgūdžiai), santykio su aplinka socialinius įgūdžius (interpersonaliniai įgūdžiai), santykio su veikla socialinius įgūdžius (savipagalbos plano sudarymas), analizuoti bei koreguoti savipagalbos planą (veiklos plano peržiūra, analizė, koregavimas); vertinti intrapersonalinius įgūdžius ir interpersonalinius įgūdžius savęs vertinimo aspektu (savivertės stiprinimas); vertinti santykio su veikla įgūdžius (savęs vertinimo stiprinimas).

3. Sportinės veiklos, socialinių įgūdžių ir savivertės ugdymo programos taikymas turėjo teigiamą poveikį socialinę atskirtį patiriančių vyrų savivertės ir socialinių įgūdžių kaitai. Išanalizavus ugdomojo eksperimento rezultatus, matyti, kad eksperimentinė vyrų grupė, kuri įsitraukė į abi ugdymo bei elgesio korekcijos veiklas – sportas ir socialinių pokyčių grupė – patyrė itin ryškius pozityvius savivertės pokyčius. Eksperimentinės grupės vyrai, dalyvavę socialinių pokyčių grupės veiklose, demonstravo geresnius intrapersonalinius, interpersonalinius bei santykio su veikla įgūdžius nei kontrolinės grupės vyrai, kurie socialinių pokyčių grupės veiklose nedalyvavo. Kontrolinė vyrų grupė, kuri užsiėmė vien tik sportine veikla, taip pat patyrė pozityvius savivertės pokyčius, tik pokyčiai silpniau išreikšti nei grupėje, kuri įsitraukė į abi veiklas ir kurios eksperimentinis ugdymas buvo paremtas dviejų skirtingos ugdymo ir korekcijos metodų derinimu.

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Mačėnaitė, O., Požėrienė, J. (2023). The Effect of Sports Activities on The Self-Esteem Of Socially Excluded Men. *Social Sciences in Sport*, 1349.

The author participated and gave presentations at 2 conferences and one international symposium:

Scientific conference "Management of training of athletes and factors determining the performance of athletes", Kaunas. Presentation topic: "Inclusion of marginalized persons in social life through sports activities", 2017. december 21.

12th Conference of Baltic Society of Sport Sciences „Sport Science for Sports Practice, Teacher Training and Health Promotion“, Vilnius. Presentation topic: „The role of sporting activities and personal monitoring system in changing the self-esteem of men in social exclusion“, 2019. april 26.

22nd International Symposium on Applied Physical Activity Presentation topic: „Effect of Physical Activity on the Self-esteem and Social Skills of Men who Experiencing Social Exclusion“, ISAPA 2019., Virginia, USA.

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Working experience:

2000-07-01-2002-09-01 Clinic rehabilitation home program, Hospital of Lithuanian University of health sciences Kauno Klinikos. Specialist in individual and group supportive and progressive physical rehabilitation, head of the social integration project for the disabled.

2002-10-01-2016-01-10 Project activity representing the equality of persons experiencing social exclusion. „Center for social employment of convicted persons“, „KLF Father's House“, The Pravieniškės correctional facility - an open colony, „Lithuanian Association of the Elderly people“.

2009-03-19 - and currently - Director of the Men's Crisis Center Association

2010 - and currently - lecturer at the Kaunas Education Innovation Center

2018-10-01 - and currently - medical psychologist, lecturer at LSU

Research interests. The concept of masculinity and the multidimensionality of the male role, sociocultural stereotyping of male identity, stereotypical norms of masculinity, male ideology, stigmatization of men, the phenomenon of social exclusion of men, opportunities for social empowerment and inclusion of men.

(2016 nominee for the active fight for equal rights and the organization of actions aimed at publicizing the problems of the male audience. The first in Lithuania to gather men to participate in the campaign "16 days without violence").