

“What are you studying, my boy?!“¹ — experience of studying social pedagogy in perspective of male students²

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Abstract

Considering the ratio of male and female professionals in social pedagogy, a smaller number of male professionals is noticeable. In an effort to expand the understanding of this social phenomenon, research has been conducted that is inspired by the deliberations on the characteristics of men who choose to become social pedagogues and how they feel about studying and working in a profession where women are the majority. An additional significance of this topic is that it is mostly unexplored in the context of social pedagogy. The aim of the paper was to explore the experience of studying social pedagogy from the perspective of male students. A qualitative approach was used in the research in which the data was collected by using the focus group method. Focus groups included thirteen male students of undergraduate and graduate studies of Social Pedagogy enrolled during the academic year 2015/2016. The results indicated that male students who enrolled in the study of Social Pedagogy are motivated by their interest in criminology and penology subjects and the uniqueness of social pedagogical work. Participants noticed positive discrimination towards male social pedagogues in employment and work. The results also pointed to student satisfaction with the study programme and their experience of increasing personal awareness during the study. Since Social Pedagogy is focused on taking care of individuals/groups, it is important to consider the impact of professionals' gender roles in their everyday work. Accordingly, the paper focuses on the professional and personal perspective of male social pedagogues and thus contributes to the development of new topics related to gender roles and professional identity of social pedagogues.

Key words: social pedagogy, male students' experience of studying, professional identity, qualitative approach

Introduction

There is a quite a lot of research being conducted in the area of labour market and selection of professions dealing with the female perspective, focusing on guidelines on how to facilitate careers for women in predominantly male professions such as technical professions, like mechanical engineering and engineering in general (Beede, Julian, Langdon McKittrick, Khan & Doms 2011; Bystydzienski, 2009; Cross & Bagilhole, 2002; Diekman, Weisgram & Belanger, 2015; Wang & Degol, 2017). On the other hand, if we observe the labour market and selection of professions in general, some trends of male and female representations in certain professions can be observed.

1 Quotation of a research participant.

2 The research was conducted with the purpose of preparing the application for the Rector's award in the academic year 2015 /2016. The members of the research team were Andrea Ćosić, Mario Mustak and Tomislav Prpić, Social Pedagogy students, under the mentorship of Ivana Jeđud Borić, PhD.

In lieu with such trends of representation resulting from numerous historical, political, cultural and social events, there is much talk about *feminization* processes (bigger representation of women in a profession, e.g. in areas of child rearing, education and social care) and *masculinization* (bigger representation of men in a profession, e.g. in the areas of information and natural sciences and professions) and their influences on the labour market and the quality of life of men and women.

This paper is strictly focused on a specific gender perspective, the male one. In accordance with that, one should keep in mind that by gender, one means socially learned behaviour that is taught via the socialisation process, i.e. people are born as members of male or female sex, but they learn how to be girls and boys who will become women and men and who will, considering the chosen gender role, adopt certain attitudes, roles and behaviours (Hodžić, Bijelić & Cesar, 2003). It is important to mention that in the available domestic literature the terms sex and gender are used simultaneously and often as synonyms, while in foreign literature the term gender is more common. In accordance with that, the following text will use both terms in different context in order to mark the difference between men and women. This paper focuses on the gender perspective; in the context of men who choose a study generally perceived as female - dominated. Putting the male perspective in the focus does not, in any way, lessen the importance of the women's one, quite the opposite. It wishes to highlight how important the gender roles we take on are and that it is necessary to develop sensitivity in regards to them in order to take into account all the specificities of men and women in regards to their needs.

The social and humanistic area, where we find helping professions and Social Pedagogy, is characterised by a trend of smaller number of male experts. To that extent, within helping professions we can discuss the feminisation phenomenon, i.e. higher representation of female experts. Following the fact there are less men in helping professions, and the lack of research on this topic in the area of social pedagogy, there was an interest for conducting research focused on the male perspective. Visible presence of the phenomenon represents the importance of dealing with a subject that emphasises the perspective and the reasons why men choose professions that belong to the so-called dominantly women's area. Social pedagogy and the study of Social Pedagogy are focused on scientific research and practical work of improving the quality of life of children, young people and adults who are in a risk group of behavioural problems or are already manifesting them. Also, social pedagogy is characterised by a small number of male students, future graduates in social pedagogy. This is backed by numbers (Table 1) showing that for a longer number of years there has been a significantly smaller number of men at the study of Social Pedagogy, mostly from two to maximum of five male students in a total number of 45 students per each class. There is a certain anecdotal intergenerational legend that the number of male students was gradually reduced (e.g., in conversations with older colleagues during traineeships you find out that around thirty years ago there was an equal number of men and women at the study). Also interesting is the fact that in almost every generation there is a certain number of male students who drop out of the study of Social Pedagogy. Of course, female students also drop out, but drop outs of male students are more noticeable considering their small number.

Table 1 Number of enrolled male and female students per chosen academic years³

Study	Social pedagogy			
	Undergraduate study		Graduate study	
	Male	Female	Male	Female
2010/2011	11	126	7	93
2011/2012	12	122	6	108
2012/2013	10	135	6	110
2013/2014	11	128	6	104
2014/2015	10	119	7	112

All of this opens up numerous questions: why do men, although to a smaller extent, decide to be social pedagogues, how do they perceive studying and working in their profession where the majority are women, how does this environment influence their personal and professional development and are there some specificities considering the gender roles in working with beneficiaries? Researching some of these questions leads to a more comprehensive understanding of the male perspective of helping professions, as well as an insight into the overall influence of gender roles and relationships within the mentioned professions.

Gender context of helping professions

Helping professions are focused on people, and on caring for and helping various individuals and groups in order to encourage them to achieve a more quality life. More precisely, these are professions that focus on problems of interpersonal relationships, emotional and behavioural problems of individuals and groups and we can identify the following as belonging to those professions: medicine, psychology, pedagogy, social pedagogy, social work, educational rehabilitation and others (Ricijaš, Huić & Branica, 2006). Working with people and creating a helping relationship represents everyday part of social pedagogue's work, and it is important to consider gender aspects of helping work, as well as gender roles and the influence they can have. The gender context of social pedagogy, as well as helping professions in general is significant for several reasons, considering that women and men possess specific intrinsic and learned differences — from their approach to beneficiaries (Van Oosten & Van der Vlugt, 2004) and their work, understanding and dealing with social problems (Van Oosten & Van der Vlugt, 2004), to relationships between male and female colleagues (Williams, 1992). By parsing through general literature, it is possible to find different explanations on why men are less represented in helping professions and also to see whether there are some specificities and/or differences in work of experts considering gender determination.

Observing from a historical perspective, feminisation of certain professions in the areas of child rearing and education, healthcare and social care is closely related to patriarchal patterns and presumptions on "appropriate" professions for a particular gender role. So, when women entered the labour market, they were mostly included in professions that were considered, according to traditional presumptions, as more familiar to "female nature" and female characteristics of care and nurture (Galić, 2011). In lieu of that, Branica (2004) mentions two possible reasons for lesser representation of men in helping professions: the first is related to the structural position of helping

³ Data from the table were acquired from the official statistics of the Student Service of the Faculty of Education and Rehabilitation Sciences

professions because they are a part of less paid professions, and the second one is related to the phenomenon of "extended motherhood", which presupposes that the professional choice of these professions is linked to the female gender role of providing nurture and care. Furthermore, in the research "Who is studying and why?" (Baranović, Doolan, Jugović, Puzić, Košutić & Klepač, 2015) the obtained results point to the existence of differences between young women and men in motivations for enrolling in studies in the social-humanistic area and studies of helping professions. The differences are shown in the fact that young women, who choose studies from that area, accept the stereotype about greater talent of women in helping professions the most, while young men, when enrolling in such studies, accept that stereotype the least. Researchers explain such results by the fact that a higher interest for a certain area can be linked to developing a positive picture about oneself and one's own presumptions about the capabilities and talents of one's own gender in some area, and that the existence of stereotypes about the superiority of one's own group in a certain profession can be an incentive in choosing a study area. This explanation shows that girls choose helping professions more by following the expected female gender role focused on care, relationships and helping, which later results in a larger percentage of women in those professions. Likewise, within the EU member states one can notice a phenomenon that young people choose gender stereotypical professions, meaning young people still mostly choose professions related to their sex/gender roles (Weiner, 2009). Data show that the percentage of women by comparison with men in the area of healthcare, social care and education is significantly higher (80 % - 90 % of experts in those areas are women), while men in comparison with women are more dominant in the areas of engineering, production and construction (over 60 % of experts in those areas are men) (Weiner, 2009). Gender stereotypical direction in choosing a profession influences the existence of gender discrepancies in certain professions and shows that the choice of profession, among other things, still depends also on the perception of gender roles and stereotypes that exist in the society. In other words, social context, behaviours, values and attitudes we adopt as women and men can still greatly influence one's choice of profession.

Besides less men and a social phenomenon of gender stereotypical choices of profession, it is interesting to observe the position and characteristics of men who work in helping professions. By researching the aforementioned, Williams (1992) conducted interviews with 76 men and 23 women aged from 20 to 66 years who work in typical female professions (nurses, social workers, librarians), and by using the obtained results she demonstrated that men in those professions face positive discrimination, but that the society stereotypes them negatively. More specifically, the results indicate that men, by working in those professions, enjoy certain advantages that further their career, e.g. they find employment much faster and have better relationships with both male and female colleagues. Experiences of male care providers, obtained by this research, are in fact completely opposite from those of women when they enter dominantly male professions, such as information technology, mechanical engineering and construction. By choosing predominantly male professions, women encounter the "glass ceiling", i.e. a phenomenon where they face almost insurmountable obstacles and their chances for promotion are limited (Perry, 2009, per Galić, 2011). We can observe the characteristics of men who work in helping professions through research that showed there are certain specificities of men who work in those professions. Jome and Tokar (1998) studied the differences between men working in typical and non-typical male professions and they determined that the group working in traditionally male professions expresses

more traditional male values and behaviours. Baranović et al. (2015) obtained results showing that there are certain differences between young men who choose social and humanistic studies by comparison with young men who choose technical faculties. Young men who enrol in social and humanistic studies have a higher social capital, which implies a higher valuation of culture, reading and general intellectual progress. By conducting a qualitative research with forty men working in predominantly female professions, Simpson (2004) generated a typology of men which reflects some of the main characteristics of men's motivation for working in helping professions. There are those who are intrinsically motivated for work, those who decide for this profession due to inability to find work in other areas and those who have worked in typical male professions and have decided to make a change in their careers. All the aforementioned research point to the fact that men who choose to work in helping professions have some specific characteristics and position in the working environment.

If we observe male and female helpers from a perspective of direct work with children, young people and adults, we can talk about identified specificities of experts' work in regards to their gender roles. Van Oosten and Van der Vlugt (2004) say that in an interaction between a social worker and a beneficiary the sex/gender of both parties plays an important role. The same authors indicate that experts, depending on their sexes, perceive problems of male and female beneficiaries differently and that it is easier for them to identify with the perspective of a same sex beneficiary. The aforementioned also has its biological foundations that speak of the way men function by perceiving objects, ideas and theories, while women have a personal, aesthetic, moral view of the world, they mature more quickly and possess superior verbal skills (Weiner, 2009). Mentioned characteristics may influence the dynamic of a relationship that an expert and a beneficiary of the same or opposite sex build. This is why it is important to develop awareness, considering the specificities brought on by gender roles in psychosocial work. Looking at the characteristic of communication, Van Oosten and Van der Vlugt (2004) say that men use more functional and brief communication, while women are more focused on a relationship and talk longer. Therefore, when working with male beneficiaries, a male counsellor may over-counsel, ask about facts and lack sensitivity in recognising insecurity and fears in beneficiaries, while a female counsellor may instigate resistance in the beneficiary by asking too many questions about his/her emotional life. Of course, there are specific situations in which it is desirable for the counsellor and beneficiary to belong to the same sex; for example, situations in which a beneficiary has experience with sexual violence or abuse, problems related to sex and socialisation of sex (partner relationships, pregnancy, nutrition issues) and problems with low self-esteem (Van Oosten & Van der Vlugt, 2004). Also, authors Komar and Jeđud Borić (2015) point to some peculiarities related to gender differences in working with children and young people at risk. Observing the characteristics of mentors' work, it was noticed that female mentors were more focused in their work on building relationships and improving communication skills, while male mentors were focused on providing instrumental assistance. As a conclusion of the research, the same authors stated that beneficiaries of both sexes have different needs and that, in line with that, they form relationships with experts where gender has an important, but not a direct impact. Being same — gendered can initially bring together the mentor and the child, allow them observational learning and a broader spectre of common activities in line with gender interests, and the opposite gender of mentor and the child may provide an opportunity for learning about the other gender perspective (Komar & Jeđud Borić, 2015). Experts' experiences and the importance

of gender in relation to beneficiaries was also studied in the "Increased care and monitoring from a perspective of young people and the leader of the measure" paper (Ricijaš, Jeđud Borić, Lotar Rihtarić & Mirosavljević, 2014) where the leaders of the measure and young people stated they feel that the gender of the implementer is an important criterion in motivating young people, but not the deciding criterion in choosing a leader. From the perspective of the leader, a sense of positive experiences of working in same-gender couples is noticeable, while a majority of young people said it suits them better if the leader is female. Reasons for such choice are: female leaders are easier to confide in, they understand problems better than men and they are better listeners (Ricijaš et al., 2014). In summary, the listed overview of specificities of working with beneficiaries depending on their gender role tells us that gender is an important aspect that should be kept in mind, but we cannot speak about its direct impact considering that during interventions with beneficiaries, numerous characteristics and circumstances of both the expert and beneficiary and his/her environment have a cumulative impact (Komar & Jeđud Borić, 2015; Ricijaš et al., 2014).

Aim and purpose of research

The aim of the research is to study the experience of the study of Social Pedagogy from a male students' perspective. In line with the aim, the following research questions were formed:

1. What motivates male students to enrol in Social Pedagogy?
2. In what manner does the study of Social Pedagogy affects the formation of professional and personal identity in male students?
3. What are the advantages and disadvantages of the study of Social Pedagogy from male students' perspective?
4. Do male students experience discrimination during their studies regarding their gender?

Purpose of the research is to gain a better understanding of the study experience of male students at the study of Social Pedagogy in order to encourage additional discussions on the gender perspective in social pedagogy and to give recommendations in regards to increasing the number of potential male students.

Research method

Research participants

Research participants were male students who were enrolled as regular students at the study of Social Pedagogy in 2015/2016 academic year. This research encompassed undergraduate students (ten participants) and graduate students (three participants), which makes up 87 % of the total number of male students at the study of Social Pedagogy. Two participants had experienced studying at other faculties that do not educate experts in the area of helping professions. There were 230 students (Table 2) enrolled in the academic year 2015/2016 in undergraduate and graduate studies. Included research participants represent an intentional sample, i.e. each of the participants was chosen with a specific purpose where the focus is on the awareness of each of the participants

regarding the analysed topic (Vogrinc, 2008). The chosen sample of participants in this research is appropriate regarding the aim and research questions.

Table 2 Display of the total number of male and female students of Social Pedagogy in regards to the study level (academic year 2015/2016)

Academic year 2015/2016	Undergraduate study	Graduate study	Total
Male students	11	6	17
Female students	119	111	230

Manner of implementing research and data collection method

Research process lasted from November 2015 till March 2016 and it consisted of several phases. In the first phase the researchers created a research draft and a guide for the focus group. After that, by using Facebook they informed potential participants about the aims and the purpose of research. Almost all of them, 13 out of 15 students, responded to the call for participation in the research. Male researchers, who were also students of the graduate study of Social Pedagogy, were not included in the aforementioned total number of male students. From the very beginning, participants showed interest and motivation for participation which also influenced the development of a positive atmosphere during the implementation of the focus group. The focus group was headed by two moderators (male students of Social Pedagogy, Mario Mustak and Tomislav Prpić, while a female member of the research team joined the process of processing and analysing data). Male researchers were chosen to head focus groups with the purpose of creating a more natural and relaxed environment of male company in which they spoke openly about certain attitudes and values related to gender roles. A female researcher monitored the entire process of data collection and she was actively involved in processing and analysing data with the purpose of increasing the credibility and diversity of opinions and reducing gender partiality of male student researchers.

The focus group method was used in data collection and two focus groups were conducted. By conducting two focus groups, scientific relevancy of obtained data was achieved because it included the entire population of male students at the study of Social Pedagogy, i.e. the entire population in regards to the aim and research questions. The focus group method was chosen because of its qualities. With regards to the targeted sample and a small number of male students, the use of focus groups aimed at achieving the spontaneity and normality of a conversation about a certain topic (Milas, 2005), expression of personal opinions of participants and discussing opinions in the context of other participants (Milas, 2005), as well as a synergy effect of group interaction that results in acquiring more information than during an individual conversation (Skoko & Benković, 2009). Before conducting focus groups, an informative conversation was held. All the participants agreed to participation according to their own interests and the principals of informed consent. In line with the purpose and the aim, generated questions were used in conversation with the participants. For example, the following questions were asked:

- *How come you chose Social Pedagogy?*
- *What did you hear about the study/faculty and percentage of men and women before enrolment?*
- *How does it feel being a student of Social Pedagogy?*

- *How is it being a man at the study of Social Pedagogy?*
- *During the study, have you thought about your gender role?*
- *Have you experienced discrimination at the study regarding your gender role?*

First focus group had seven students from the undergraduate study of Social Pedagogy. Second focus group had six participants, out of which three were male undergraduate students and three were male graduate students. Both focus groups lasted approximately 85 minutes and were conducted at the rooms of student association at the Faculty of Education and Rehabilitation Sciences at the University of Zagreb.

Data analysis methods

After conducting the focus group and finishing the preliminary replays of audio, conversations were transcribed and they formed the basis for the qualitative analysis. Analysis unit was represented by an individual focus group. Qualitative text analysis was used in data processing and its goal was to classify and shape abstract terms from empirical materials (Rapuš-Pavel & Kobolt, 2008).

The analysis proceeded as follows: transcript of interviews from the focus groups, determining units of analysis (individual focus group), determining coding units (parts of text), determining first line codes (key words that explain the context and the text is primarily summarised), determining categories (created by joining codes by their similarities on a higher level of abstraction), followed by defining topics that subsume and connect categories into more abstract and superior units. It is important to mention that the analysis process required constant interpretation and regression to initial codes in order to follow the circularity of qualitative analysis. Focus groups' texts were analysed by using the aforementioned steps, and the obtained data was reasoned by specific statements of the participants. When designing the research draft and writing this paper, guidelines suggested by Ajduković (2014) for reporting on qualitative research were used. A computer program for qualitative analysis NVivo 11 was used for the initial data processing. The program was used from initial coding to generating topics.

Representation of results

Qualitative analysis defined **six topics with accompanying categories**. Topics that male students used in this research to describe their experiences are:

1. working with people and uniqueness of work represent motivation for enrolling in the study
2. presence of gender differences in education and during the study
3. relative satisfaction with the study and expectation of a greater participation due to male gender
4. specificities of male students
5. the need for gender balance in the study
6. gender specificities in social pedagogy

The results of the analysis will be presented via descriptions of topics and accompanying categories.

Working with people and uniqueness of work represent motivation for enrolling in the study	Presence of gender differences in education and during the study	Relative satisfaction with the study and expectation of a greater participation due to male
Specificities of male students	The need for gender balance in the study	Gender specificities in social pedagogy

Picture 1 List of topics obtained by qualitative analysis

Working with people and dynamic of work represent motivation for enrolling in the study

I also (enrolled) primarily because of that work with people and because I think that I wouldn't want to do something that was precisely prescribed, but you do this individually, from person to person basis and you provide help to each person in different ways... Well, I like that... (FG/1).⁴

Table 4 Representation of the topic 'Working with people and dynamic of work represent motivation for enrolling in the study'

Topic	Categories:
Working with people and uniqueness of work represent motivation for enrolling in the study	Interest for working with people and high intrinsic motivation for enrolling in the study
	Interest for the study due to previous positive experiences with social pedagogy
	Uniqueness of social pedagogical work
	Interesting and different study

Within the listed thematic unit participants also describe and **explain reasons why they decided to enrol in Social Pedagogy**. Reasons for enrolling in the study vary, but it is clear that they mostly speak about being motivated for working with people and being interested for professional growth within the social and humanistic sciences. Moreover, they highlighted their interest for criminological — penological topics (*I enrolled mostly because of criminology, this area interests me the most and also in order to be able to work in some Croatian police departments (FG/1⁵)*). Besides mentioned interests and big personal motivation that male students spoke about, part of them points out that their interest for enrolling in the study increased due to positive experiences of meeting and learning about the work of social pedagogues. In their descriptions of the experience of social pedagogical work male students mention how they were attracted by the dynamic of work and flexibility in choosing their job positions after finishing their studies. In line with that they mentioned the following: *It is interesting and an additional plus having a wider range of jobs later on, you don't have to focus on one strict area but instead you have more choice so that's an additional advantage (FG/2); (...) Because of that dynamic of work... I mean, it's much more interesting to work with people, when something new is waiting for you every day, than sitting in an office in front of the computer...*

4 At the beginning of each topic description, a quote of a participant was highlighted that illustrates the best what the topic encompasses.

5 Participants' quotes are in italics.

(FG/1). In the end, all participants agree that the study of Social Pedagogy is specific and it allows for different perspectives and a different way of working with people. (...) *A different approach, a bit different from the usual studies...* (FG/2).

Gender differences in education and during the study

Not like a stereotype, but that general rule that at this place one gender enrolls more than the other, at that place the other gender more, but I noticed that now the division is between social and technical now... (FG/2).

Table 5 Representation of the topic 'Presence of gender differences in education and during the study'

Topic	Categories:
Gender differences in education and during the study	Young women focusing more on education, achievement and helping professions
	Relative gender adaptation of the study
	Topic of success as a non-stereotypical women's topic in the study

By observing **the presence of gender differences during the study and in education**, it is noticeable that male students recognise several important areas in which gender differences are visible. In line with that, they state that there are male and female differences in education and during the study, and that **young women focus more on educational success and achievement**. Participants talk about the education system being more adapted to the female gender, resulting in the fact that women have better grades and they strive more towards higher education. (...) *I can only think of a research that showed that education system in general was more adjusted to women. Both high school and elementary school and university... I can't think of reasons now why they're adapted more to women but they're, I guess, more for that learning, education, reproduction of knowledge and so on... It's as if they're more suitable to it...* (FG/1). They emphasized that female students are more active in classes and that they consider grade quite important, unlike male students. The participants also describe a lack of motivation in male students for enrolling in the study of Social Pedagogy and talk about them noticing that **women enrol in social studies and helping professions more frequently, while male students are more focused on technical studies**. (...) *Teachers' Faculty... we would also, according to all that, belong to a female profession, while electrical engineering and similar professions would be typically male...* (FG/2). **The participants feel that there are male — female differences when dropping out of university, and in that sense, they mention that male students drop out more often**. The reason for that, in their opinion, is that young men reassess more often whether they want to work in social pedagogy, but they also point out the influence of society on gender differences in dropping out of university. They mention that society's attitude is stricter towards young women and that they face more prejudices when dropping out of university. For example, the participants mention that: *I think that, in general, it's easier for men to drop out of some things in life... I think they won't fear certain prejudice in society, I think they don't care so much how society will look on them if they give up, I think women care more about that* (FG/1); (...) *And maybe girls feel more pressure regarding success, expectations... maybe society expects more from girls, maybe that's it...* (FG/1). Besides this, it is important to mention that some participants agree in that dropping out of university is primarily an individual decision that is not so dependent on societal influence on gender roles.

Second category highlights the experience of **relative gender adaptation of the study** of social pedagogy. Majority of the participants agree that **teaching materials at the study of Social Pedagogy are equally adapted to all**, regardless of their gender/sex. The participants mention: *I think there's not much to change here. These are the lectures we have to take in order to become social pedagogues one day. And, like, we all knew when we were enrolling in universities, that if we were interested in it that we'll enrol in it...* (FG/2); (...) *I think that the study is adapted to both of the sexes and that there's no need for further adjustments* (FG/1). Part of the participants thinks that **some of the materials are more adapted to women** which they notice in some **lectures that are predominantly focused on emotions** and that some materials are written in the female gender only. (...) *There can be a mistake or two hiding in a questionnaire when, like, the sentences are in female form...* (FG/2); (...) *I feel the same, maybe ok some of the presentations are kinda girly...* (FG/2).

Besides the mentioned categories, this topic also contains **the category 'Success as a non-stereotypical women's topic'**. The mentioned category is underlined by its particularity and it discusses the perception of male students about which are the most common topics among young women at the study. The participants mention that young women at the study do not attach much importance to stereotypical female topics (participants define stereotypical female topics as those that include talking about clothes, beauty products and similar) and that they especially avoid such topics when male students are present. On the other hand, they point out that **young women at the study spend a lot of time in conversations about the study, study obligations, exams, grades and volunteer work or traineeships**. The aforementioned is obvious in the following participants' statements: (...) *It seems to me that the topic regarding studying and grades, that that's more frequent with girls. That they're more into it and then they create pressure...* (FG/1); (...) *A more familiar experience is they talk about experience, work, volunteering, something that happened to us...* (FG/1); (...) *Usually it's everyday topics, activities, experiences and events...* (FG/2).

Relative satisfaction with the study and expectation of a greater participation due to male gender

(...) *A discussion started and I was forced due to, let's call it, gender discrimination, as if you're male so you're gonna say it, but I simply refused it...* (FG/2).

Table 6 Representation of the topic 'Relative satisfaction with the study and expectation of a greater participation during the study due to male gender'

Topic	Categories:
Relative satisfaction with the study and expectation of a greater participation during the study due to male gender	Positive experience of the study
	Greater pressure on male students to participate in discussions
	Lack of studies from the male perspective

Within the topic of **relative satisfaction with the study and participation during the study due to male gender**, the participants generally express positive experiences. All the participants underline extremely **good atmosphere at the study and the faculty** from its very beginning. According to the participants, a smaller number of students in a class, close relationships, feeling that their professors accept and respect them and numerous practical contents and activities that the students can use to gain new knowledge and to perfect their skills all contribute to the positive atmosphere. For example, the participants mention that: (...) *The fact itself that there are forty of us*

*in a class, give or take, creates a picture like that, that relationships are closer, that it's easier to get to know each other, that we need less time for it and that there's this different relationship considering, I don't know, that at Law Uni there's hundreds of them and the lectures aren't mandatory, they don't come to the university. So the atmosphere alone is much better than at other universities. (FG/1); The best part for me is volunteering and the fact that during the entire study there are many practical parts, that's really where we actually work with people and where we gain our experience that's the key, later on. All in all, great... (FG/1). Regarding the **participation of male students, i.e. of them being part of discussions**, the dominant experience is that there's pressure on male students to participate in discussions. The participants mention that their perception is that they don't take part in discussions much, but when they do it's mostly when the topic is in their interest or if they are asked for their opinion directly: *Due to my own personal reasons I started keeping more on the sidelines and if I'm asked directly then I'll answer on my behalf, so yeah, I don't jump in too much on somebody's or on behalf of the group, I stick more to myself... (FG/2)*. The participants mostly avoid entering into discussions with their female colleagues when discussing grades or studying for exams and they avoid discussions when they think there could be disagreements or conflicts. Furthermore, the participants mention that they **occasionally feel pressured by their female colleagues or male/female professors to enter into discussions which makes them uncomfortable**. Generally speaking, the participants do not like to talk about their personal experiences at the faculty, which consequently results in low interest for participating in discussions. Likewise, within this topic the participants also mention some **disadvantages of the study from their own perspective**. Part of the participants mention that their expectations regarding the undergraduate study were left unfulfilled, and that in that part of the study there is a lack of criminological - penological topics, and that the lectures are focused more on working with children and young people than with adults. For example, they mention: (...) *So, in undergraduate study I really felt the lack of this criminological — penological part because when I was enrolling in this study, my intention was to one day work in a prison system or in the police (FG/2) or (...) What I think undergraduate is lacking is experience or at least knowledge of working with adults (FG/2)*. Furthermore, the participants mentioned as a specific problem that **part of the lectures was focused too much on talking about feelings, thoughts and self — evaluation and that it lacked more "concrete" lectures**. *It's ok to be aware of your emotions and other feelings, but: 'how did you feel while somebody else was feeling while some other person was feeling' is a bit too excessive and overbearing. (FG/2) or (...) And it's a bit, although a lot, lot, really a lot of my profession is based on those feelings, thoughts, thinking, maybe there's a bit too much of it... (FG/2)*.*

Specificities of male students at the study of Social Pedagogy

We know more women's topics and women's stories, problems from some male population that doesn't go to university with women. You simply listen, hear, they're around you and we definitely know more than the guys from the Faculty of Electrical Engineering and Computing... (FG/1).

Table 7 Representation of the topic 'Specificities of male students at the study of Social Pedagogy'

Topic	Categories:
Specificities of male students at the study	Higher sensitivity as a result of the study and maturing
	Flexibility and a feeling of "being special"
	Ambivalent feeling regarding the lack of male company at the study
	Positive discrimination of male students

Part of the participants mention they noticed **greater sensitivity** in themselves and that they are more sensitive and receptive in contact with vulnerable groups they meet. (...) *Well yeah, maybe I'm more sensitive, receptive because I'm in that kind of environment where my views are changing* (FG/1). The participants demonstrated they didn't notice any differences in their perception of gender in comparison with the period before enrolling in the study of Social pedagogy. (...) *I have to notice that there were no big and significant difference between my sense of gender and all that so I can't really say anything about a change* (FG/2). Furthermore, participants reflected back on their own maturity and sense of "masculinity". In that context they mentioned that a **change in their perception of their environment and developing higher sensitivity is the result of general maturation**, and that being surrounded by mostly female colleagues has a positive effect on their sense of "masculinity". The following statements of the participants point to such understanding: (...) *I'd attribute that more to the fact I'm more mature now, older, so because of that, and not because I'm surrounded by women* (FG/2); (...) *maybe you even feel like more of a man because you're surrounded exclusively by women so I don't see any negative but only positive side of this gender self-awareness raising...* (FG/2). The participants talk about how, by enrolling in the study of Social Pedagogy they started thinking about their own gender: (...) *I don't feel my own gender as being compromised, no way, but it's just that before enrolling at this faculty I didn't think about gender and sex and differences between that and now* (FG/2). Regarding the issue of **characteristics of male students**, it is noticeable that they do not see a problem in being a man in a prevalently female group and that it is actually a positive change in environment that requires a certain **adjustment and acclimation**. (...) *Positive change of environment. I think every person needs to learn how to adapt to whatever situation one finds oneself in so... There you go, now adapt... But no, to me personally that's not a problem so... Quite the opposite, new company, new knowledge, experiences etc. Suits me...* (FG/2). It is interesting to mention that male students are expected to know how to fix technical malfunctions on computers or computer gear during lectures. They mention it is positive that there are more female students because they can perfect their interaction with women. (...) *Well maybe it's an advantage that there's more women because we can, in a way, perfect that interaction with them because we were more in interaction with men before* (FG/1). Besides, they know a lot more about women's topics and stories than their colleagues from technical universities. Speaking about the experience of male company at the study it is obvious that, one part of them feels that the lack of male company in their year is good and they don't think they compensate for it outside of the faculty, while the other part of male students verbalises their need for male company. (...) *It seems to me it would be really good if there were more guys. Now somehow I feel...* (FG/1). Talking about discrimination it is noticeable that male students talk about **positive discrimination of male students** and they describe its specificities. They say they feel they're in a better position. (...) *It shows, I don't know, in volunteering I have a feeling it's easier for us...I don't know, I also feel as if I'm*

in a better position because of that... (FG/1). They also mention the specificities of the relationship between professors and male students. (...) *I think that the professors' attitude towards us is a bit specific. As much as they try to be objective, i.e. they should try to be objective, it was obvious from the first week... every professor commented: O, we have five guys, it's some kind of a record* (FG/1). Due to a smaller number of male students, professors easily remember their names, have a more individual attitude and they often say they'd like more male students at the study. The participants often say that female students give them a positive feedback of discrimination in such a way that it doesn't bother them. (...) *As much as I've managed to gain the impression till now, even if they feel it, it doesn't bother them, that is, they don't bother too much with it, they're probably aware the reason behind it and that it's a kind of a natural process which is why it's happening, that there's no deliberate discrimination and they don't feel cheated out of something...* (FG/1).

The need for gender balance in the study

(...) *It should be manned up, to masculinise that profession so that there is a higher number of those social pedagogues in the end, to finish that faculty in order to get a job...* (FG/1).

Table 8 Representation of the topic 'The need for gender balance in the study'

Topic	Categories
The need for gender balance in the study	The need for higher number of men during the study and traineeship
	Feeling surprised by the ratio of men and women at the study
	Different experience of the environment regarding male — female ratio
	The non-advisability of separate enrolment quotas

The topic regarding the need for gender balance in the study includes experiences of the participants who were asked about the existence of a need for higher number of men during the study and traineeship, about their personal surprise regarding the male — female ratio they discovered at the study and about different impressions of their surroundings regarding the aforementioned ratio. Male students stated they would like to masculinize the study and to meet male social pedagogues during their traineeships. Besides that, they feel it would be nice to equalise the number of male and female students at the study. (...) *It would be good, like everything in life, if there were an equal number of men and women... There... maybe it would somehow, a little bit, effect the atmosphere* (FG/2). **Surprise regarding the ratio of men and women when enrolling in the study** speaks about male students being surprised by the number of female students at the time of enrolling in the study. (...) *But I was surprised when we got those, those enrolment quotas and when I saw those names, I didn't expect the ratio to look like that, you could see already that there's a really big difference. Then when we started the study it wasn't so surprising any more, but at that moment it was a shock* (FG/1). **When describing their experience of their environment**, students mentioned different experiences. It's evident from most of their descriptions that the people from their environment consider studying with more female students an advantage. (...) *I mention also that gender, sex fact and they see it as oh great for you, considering that most of them are from these technical professions engineering, electrical engineering...* (FG/2). Male **students encounter surprise from their friends and families** when they describe higher representation of female students. (...) *I don't know what I've experienced, I don't know... how I worked for years and now I suddenly enrolled in university, and what: Economy? Law? Faculty of Electrical Engineering and Computing?*

Everyone is enrolling in something like that, then I say Social Pedagogy, I say what it is... 'What are you studying, my boy?'. I used to get such reactions. Or at work because I work now and somebody asks me what did I enrol in and I say, and everyone is: 'Why there? It's for women.' I experienced this many times... (FG/1). It's also interesting that, although they express a desire for gender balance, all students mention that **there is no need for separate enrolment quotas** because the criteria for enrolling should be the same for all. (...) *I don't think it would be fair. Just, I think that criteria should be equal for all, and now it's on the profession to see how it could be increased, right, and keep equal criteria* (FG/1).

Gender specificities in social pedagogy

(...) *It's in our favour because there's simply not enough of guys in order for that to be possible so then we're maybe more in demand...* (FG/2).

Table 9 Representation of the topic 'Gender specificities in social pedagogy'

Topic	Categories:
Gender specificities in social pedagogy	Presence of gender stereotypes in work and employment of male social pedagogues
	Advantages of male gender in direct work
	Gender roles in working with beneficiaries are not of utmost importance

Gender specificity in social pedagogy includes the participants' experiences regarding male - female differences in professional identity and work of social pedagogues. The participants talk about **men having an advantage in working directly with beneficiaries**. They mostly refer to working with beneficiaries they meet during their volunteering or student traineeship and they notice that beneficiaries in certain situations react better to a male social pedagogue, that male students can understand a male beneficiary better while female students feel more afraid when working with beneficiaries as opposed to male students. The aforementioned is obvious in the following participants' statements: (...) *I don't know, I've almost never experienced insults or kids being rude to me while all the girls had, almost... They obey more, I don't know, they accept me more than they do girls...* (FG/1); (...) *Especially when dealing with kids and young people it's easier sometimes to open up to somebody, especially in puberty to someone of the same sex...* (FG/1); (...) *I think that female students are a bit afraid, I don't know, they come to Dugave for the first time and the oh, it's fear, they're silent more, they're more afraid to say, they're afraid of reaction...* (FG/1). Also, in this topic the participants also considered **gender stereotypes in work and employment**. They point out specific presumptions related to male gender in social pedagogy, with which population they think male and female pedagogues work with and what are the differences in that. The participants point out that working with adult population is better suited for male social pedagogues, while working with children and young people is more suited for female social pedagogues. Here we also find a presumption that social pedagogy in some of its areas represents a better profession for a male, especially when talking about working in the justice system. The aforementioned is obvious in the following participants' statements: (...) *Definitely yes... this part, working with younger population, especially for example social pedagogues in school, that would go into this female group... people often forget that this profession is represented also in one part of prison system and that would then go into male professions* (FG/2). Insight into the participants' statements shows specific presumptions

related to the male gender in the area of employment. They speak about how men who finish the study of Social Pedagogy find employment easier, and that need is closely related to the importance of male and female positive roles in working with beneficiaries, especially when we discuss the context of group work where leaders represent positive male — female relationship models. It is important to mention that most of the participants mention that, despite the existence of previously mentioned stereotypes that men have a certain advantage in social pedagogy, female social pedagogues contribute to reducing those stereotypes by doing quality work. They point out that in the end, **gender roles are not of crucial importance when working with beneficiaries.** (...) *Some personal characteristics are more crucial than characteristics of sex, like personal characteristics of knowledge and therapeutic skills (FG/2).* They list authenticity in their work, personal characteristics and experience — based learning as the most important factors for successful and quality work. They feel that every beneficiary requires a unique approach, which consequently implies that every social pedagogue must have a wide range of qualities to adequately respond to the needs of the beneficiary. (...) *A wide spectrum of population so there needs to be a wide spectrum of qualities and every one of us is perhaps more ready for som'thing, more capable and better, and something maybe doesn't suit somebody that well so maybe the sex issue is not such a big difference here... (FG/2).*

Discussion

The results obtained by qualitative analyses tell us about a wide range of various experiences, thoughts and personal experiences of male students of social pedagogy. Generally speaking, the participants spoke about their experiences related to *the study of Social pedagogy and profession, the effect of the study on their identity* and they described their experiences related to *characteristics and position of male students/experts who are social pedagogues.*

Reflecting on the experience of **the entire study of Social Pedagogy**, the participants first highlighted the determinants of their own **motivation for enrolment**. In view of this, they talked about their own intrinsic motivation for work in the field of social pedagogy that was inspired by the experience of work dynamics, broad employment opportunities and interest in working with people with behavioural problems. Similarly, the results of the research that, when analysing the satisfaction and assessment of the competence of students of some helping professions (Ricijaš et al., 2006), came to the conclusion that the specific interest of students of Social pedagogy is work with juvenile delinquents, families in psychosocial risk and children and young people in education. In addition to the intrinsic interest in enrolment, the perception of gender roles and gender stereotypes in some areas (Baranović et al., 2015) has a significant influence as well, and in view of that, especially interesting is a particular interest of male students in criminological — penological topics in social pedagogy. Although the participants choose the study of Social Pedagogy, which falls under the group of “female professions”, they talk about the experience that the area of criminology is for male social pedagogues, which may point to the link of the aforementioned stereotypes during the selection of studies. The interdisciplinarity of social pedagogy is also visible in the study program and in various activities within a wide range of institutions (social welfare, justice, education, health, private practices, non-governmental organizations, etc.) which can contribute to the experience of dynamism and uniqueness of work, as well as to the feeling of satisfaction by the possibilities of career development mentioned by male students. Furthermore, **the participants are satisfied with**

the study of Social Pedagogy. They especially highlighted the possibility of developing various skills and knowledge, participation in practice classes and good atmosphere which is once again in lieu with the aforementioned research done by Ricijaš et al. (2006) where students of Social Pedagogy pointed out their satisfaction with the mentioned aspects of the study. Regarding the question of **participation of male students in the study**, it can be noticed that the participants participate in discussions when the topic is in their interest, but they also mention "feeling pressured" for participating in order to get the perspective of male gender in discussions. This may also be the case of disrespecting free will to participate, which implies that each person must be able to decide independently on what way one wishes to participate and up to what level (Jeđud Borić, 2017). Male students say that they are offered possibilities and opportunities to participate, but that sometimes their right not to participate is not being respected, and they are forced to engage in discussions in order to get the male point of view. Also, one of the shortcomings of the study is closely related to the experience of male students about the study being mostly oriented towards emotions. The aforementioned can be seen as influenced by education and socialisation in expressing one's emotions depending on one's gender/sex. For women it is normal to discuss their emotions and they are quicker in grasping other people's emotions, while men want to solve other people's problems and they are not good in verbalising their emotions (Van Oosten & Van der Vlugt, 2004). There's a higher representation of women (students and professors) at the study of Social Pedagogy, which can, up to a measure, influence processes of teaching about relationships with beneficiaries and bigger focus on expression and understanding emotions.

Influence of the study on forming personal and professional identity is visible in several areas in which students describe noticed gender differences during the study and traineeships. They state that experience of **studying Social Pedagogy and studying in a majority female group leads to a higher awareness and increase of sensitivity regarding gender differences.** Increased sensibility in men working in helping professions was also noticed by the author Christie (2006) who had noticed, after talking with male social workers, that they had two roles in their profession — either a hero or a sensitive man. The hero role is linked to a perceived gender capability of a man to prevent violence or to be violent, while the role of sensitive man is linked to those men who are assertive and emphatic and have the capacity to discuss feelings and solve personal problems. Furthermore, Cross and Bagilhole (2002) conducted a qualitative research with ten men who work in typically female professions and they ended up with results showing that men who work in such professions are often subject to prejudices of being seen as "lesser men" and they often get questions from their environment regarding their sexuality. Given that, men from the aforementioned research talk about developing specific strategies in order to retain a dominant male identity - focusing on career success and solving problems and distancing themselves from their female colleagues (Cross & Bagilhole, 2002). Although male students didn't mention facing these challenges, they pointed out that their experience of their own male identity hasn't changed and that in general, they are seen as more emphatic and sensitive towards social problems. Baranović et al. (2015) think that capability of men who enrol in social and humanistic studies makes for a high cultural capital, that is, they are raised much more in such a way that develops their own sensitivity and ability to take other people's needs into account. Men are motivated for helping professions because during their upbringing they were steered towards being socially sensitive and in their

career in helping professions they have an opportunity to express some characteristics that are considered traditionally female: care, nurture, empathy and assertiveness (Cross & Bagilhole, 2002).

Regarding gender specificities in working with beneficiaries, the participants mentioned that male students are readier to expose themselves in conflict situations during volunteering and practice class than female students. But all the participants agree that, during psychosocial work, more important are personal characteristics and the authenticity of the expert than the gender role. The listed is in accordance with research where, among other things, the importance of gender roles of experts and beneficiaries during the development of mentorship relationships and implementation of educational measures was examined (Komar & Jeđud Borić, 2015; Ricijaš et al., 2014). The authors concluded that gender has an important, but not direct influence on providing assistance to a beneficiary. The participants agree that professional competence of social pedagogue is made up of his/her knowledge and skills and personal characteristics, which is in line with the previously defined key elements of professional competences of social pedagogues: professional knowledge, skills and personal potentials and talents (Žižak, 1997).

One of the most interesting results of this research is the area of **positive discrimination of male students**. Positive discrimination of students is closely related to the findings regarding the position of men in social pedagogy. The participants talk about experiences of a more favourable position during their studies, volunteering and traineeships. They also recognise this favourable position later during their careers and describe examples and anecdotes where it is said that male social pedagogues have greater opportunities for employment and advancement. The existence of a more favourable position of men in professions in which women dominate has been noticed in a number of research (Cross & Bagilhole, 2002; Evans, 1997; Simpson, 2004; Williams, 1992). The conclusions of mentioned research are that men in helping professions have advantages, such as easier employment and advancements, that have a positive influence on their careers. Listed advantages are closely related to the minority position of men in the group (Simpson, 2004) and to characteristics of men traditionally linked to their gender — leadership skills, IT competency, focus on problem — solving and career (Evans, 1997). On the reverse side of positive discrimination, male students of Social pedagogy who participated in this research have expressed the need for more contact with male social pedagogues and opportunities to learn from them. They think there is a lack of male role models within the profession and it is worthwhile to think about how this need could be addressed. Despite the need, the participants agree that they do not want separate enrolment quotas for the purpose of having an equal number of male and female students of Social Pedagogy. Male students are against enrolment based on gender/sex, which is consistent with the research "Men and Gender Equality in Croatia"(Bijelić, 2011) the results of which show that men have a positive attitude towards gender equality.

Research limitations

Limitations of this research are related to the fact that only one perspective has been taken into account regarding the study experience of male students — the perspective of male students themselves. In order to gain a complete understanding of this social phenomenon, multiple perspectives definitely need to be included. In line with this, it should be researched how female

students, male and female professors and male and female experts experience this smaller number of men in practice in the field of social pedagogy and what they think about their characteristics and position. It would be important to verify the results of this research with new generations of male students. Also, the research included all students of the 2015/2016 academic year and some future research should include as many student generations as possible over the course of several years. The beneficiaries with whom social pedagogues work could also provide a valuable perspective on the topic. The ethical principle of anonymity proved to be particularly challenging in this research since all professors and female students know all the male students from all study years. The researchers had to pay special attention to protecting the anonymity of the participants because in quantitative researches the conclusions are mainly corroborated by the participants' statements.

Conclusion

Motivation for this topic came from the personal experiences of researchers who, at the time of implementation, were students of Social Pedagogy. Throughout their study they encountered a smaller number of male students and numerous anecdotes related to it. On the other hand, from a scientific and professional perspective it was evident that there was a lack of research on this topic in the field of social pedagogy. This research was inspired by personal experience and research curiosity and the entire research process provided the researchers with numerous opportunities to learn about their own gender and professional roles. The issue of subjectivity aimed to be addressed through the gender balance of the team and mentorship of a female professor. It is important to note the relevance of the topic and the interest of social pedagogues in it during and after research. During the research small initiatives were launched to improve the quality of life of male students at the faculty and a Public Forum entitled "Gender and Sex in Psychosocial Work" was held. This Public Forum featured the research results and a moderated discussion in which the guest lecturers, together with the participants, discussed about their own experiences with gender impacts, perceived differences in working with the beneficiaries and relationship with their colleagues. The topic, processes within the research and beyond, pointed to the dynamic and vital quality of qualitative research and opened up new perspectives and provided new knowledge regarding the smaller number of male social pedagogues.

The research enabled an insight into a completely new and unexplored area within the professional identity of social pedagogues. It turned out that male students are particularly motivated for the study of Social Pedagogy, they are interested in the field of criminology and penology, working with young people and adults in conflict with the law. From the perspective of male students, the study of Social Pedagogy and studying in a predominantly female group poses a special experience for them that contributes to their own level of awareness and to the development of communication skills, empathy and adaptability. When talking about discrimination due to the smaller number of men, it is evident that they refer to the presence of positive discrimination against male social pedagogues and students, which also exists in practice. The consequence of positive discrimination is also a positive outlook on the employment opportunities and career development within the field of social pedagogy.

The participants' experiences open up new possibilities for further and deeper research on the topic. It would be worth exploring the female perspective on this topic and expand the research to include social pedagogues in practice. It would also be interesting to find the so-called critical case sample of men who did not continue their studies after obtaining an undergraduate degree, which could provide deeper insights into the motivation for becoming a social pedagogue. The context of positive discrimination gave rise to the issues related to (un)equal employment opportunities for male and female social pedagogues, as well as to career development with respect to gender/sex.

Unequal number of male and female social pedagogues results in the process of feminization within social pedagogy and the research points to the need to motivate more male students to engage in this profession. In order to motivate more potential men to work in the field of social pedagogy, a part of the promotion of the study should be focused on specific male interests and include male social pedagogues as positive role models. In the context of the curriculum, one should take into account the representation of topics related to gender specificities in order to increase the knowledge and competences of students in this field. The study programme should also consider the ratio and quality of topics related to children and young people and adults with behavioural problems so that students of Social Pedagogy could get equal opportunities for the development of knowledge and skills in all areas of social pedagogy. This research helped in gaining insight into the perspective of male students on studying and working in the field of social pedagogy, where the participants pointed to important processes and relationships caused by gender disparity. The smaller number of men in social pedagogy is part of everyday working environment and it is important to encourage further research and reflections on the impact of this phenomenon on the development of the social pedagogy profession.

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„Što si to ti dečko upisao?!“⁶ – Doživljaj studiranja socijalne pedagogije iz perspektive muških studenata⁷

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Sažetak

Sagledavajući brojnost muških i ženskih socijalnih pedagoga, vidljiva je veća zastupljenost žena socijalnih pedagoginja. U nastojanju da se proširi razumijevanje toga društvenog fenomena provedeno je istraživanje koje je potaknuto promišljanjima o obilježjima muškaraca koji odabiru postati socijalnim pedagogima te vidjeti kako oni gledaju na studiranje i rad u profesiji u kojoj je veća zastupljenost žena. Dodatni značaj bavljenja ovom temom predstavlja njezina neistraženost u kontekstu socijalne pedagogije. Cilj je rada istražiti doživljaj studiranja socijalne pedagogije iz perspektive muških studenata. U istraživanju je korišten kvalitativni pristup unutar kojega su se podatci prikupljali metodom fokusne grupe. Fokusnim grupama obuhvaćeno je trinaest muških studenata preddiplomskog i diplomskog studija Socijalne pedagogije upisanih tijekom 2015./2016. akademske godine. Rezultati govore o tome da muške studente za upisivanje studija Socijalne pedagogije motivira interes za kriminološko-penološke teme i doživljaj jedinstvenosti posla socijalnih pedagoga. Sudionici primjećuju pojavnost pozitivne diskriminacije prema muškim socijalnim pedagogima tijekom zapošljavanja i rada u praksi. Rezultati upućuju na zadovoljstvo studijem i doživljaj povećanja osobne osviještenosti tijekom studiranja. Budući da je područje socijalne pedagogije usmjereno na brigu o pojedincima/grupama važno je razmatrati utjecaj rodni uloga stručnjaka u svakodnevnom radu. U skladu s tim, rad u središte pozornosti stavlja profesionalnu i osobnu perspektivu muških poma-gača i time pridonosi razvoju novih pitanja vezanih uz rodne uloge i razvoj profesionalnog identiteta socijalnih pedagoga.

Ključne riječi: socijalna pedagogija, doživljaj studiranja muških studenata, profesionalni identitet, kvalitativni pristup

6 Citat sudionika istraživanja

7 Istraživanje je provedeno za potrebe izrade rada radi prijave na natječaj za Rektorovu nagradu akademske godine 2015./2016. Članovi istraživačkog tima bili su Andrea Ćosić, Mario Mustak i Tomislav Prpić, u vrijeme provedbe istraživanja studenti, danas magistri socijalne pedagogije. Istraživanje se provodilo pod mentorstvom izv. prof. dr. sc. Ivane Jeđud Borić.



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