

GENDER IN THE EDUCATION SYSTEM

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Annotation : *The article provides an analysis of gender equality in the higher education system in the context of faculty and students on the example of the Tashkent Institute of Irrigation and Agricultural Mechanization Engineers NRU. A comparative analysis of the gender ratio of teachers of the institute and students for 2007, 2010 and 2020 is made. The prerequisites for such gender inequality are considered on the example of a technical higher educational institution.*

Key words: *gender, gender statistics, the right to education, higher education, faculty, gender ratio among students, traditional mentality.*

Introduction. The phrase "gender" or "social sex" refers to a variety of socio-cultural distinctions between men and women, as well as to roles, behavioral patterns, attributes, and other traits that are not "natural," but rather are determined by societal conventions and traditions.

When men and women are treated equally in society, have equal rights and duties, and have an equal chance to profit from resources and opportunities, this is known as gender equality. Legalized equality is referred to as "equality on paper" or "formal equality."

The Republic of Uzbekistan's Constitution ensures that everyone has the right to an education. All levels of the educational system, which begins in preschool and includes compulsory primary, general secondary, and secondary specialized education, are open to girls and women without any legal restrictions. Regardless of the departmental affiliation and ownership structure of the educational institution, higher education encompasses a network of institutions of higher learning that provide academic and professional programs that adhere to state criteria.

Depending on the educational subsector, there are different gender ratios among students. There is still virtually full gender equity in the basic and general secondary school systems. The gender split among students at trade colleges has likewise become closer to equal since 2009. In higher education, there are still considerable gender gaps.

Methodology. The Republic of Uzbekistan's primary training ground for water experts is now the National Research University's "Tashkent Institute of Irrigation and Agricultural Mechanization Engineers" (MTU "TIIMSKh"). We are justifiably proud of many of this institute's graduates who work in various facets of agriculture and water since they have contributed significantly to the growth of these sectors.

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The origins of MTU "TIIMSKh" may be traced back to 1920, when the Turkestan State University's Hydraulic Engineering Faculty served as the foundation for the establishment of the Engineering and Land Reclamation Faculty. A single higher technical educational institution had to be established in order to accomplish land and water reform in the Central Asian republics, advance irrigation technology, and mechanize agricultural output.

The Tashkent Institute of Irrigation and Agricultural Mechanization Engineers (TIIMSA) was established on November 11, 1934, and it had two faculties at the time: Hydromelioration and Mechanization. Land Management (1945), Mechanization of Irrigation Works (1946), Hydropower Construction (1946), Organization and Technology of Repair of Agricultural Machines (1966), and Economics and Organization of Water Management (1974) are some of the new faculties that were established after that.

The institute is presently going through a crucial new phase in its growth; it is growing with an eye toward international standards. The institute is currently a well-known educational facility both at home and abroad. According to MTU "TIIMSKh" evaluations, it is currently ranked first among universities in the Republic and aspires to join the list of the top 1000 prominent institutions in the world in the near future.

The staff of the institute is concentrating on even more tenacious and targeted work to enhance the educational process, increase the effectiveness of scientific research, and achieve more effective results in educating future specialists on the humanistic and spiritual values inherent in the Uzbek people and declared as priorities of state policy.

178 men and 163 women, or 47.8% of the institute's total of 341 teachers, were found to be male, according to statistics from the gender assessment conducted in 2007. The teaching staff and students of the institution were also subjected to a gender evaluation in 2010. 4280 students were educated by 358 instructors and researchers across 29 departments and 5 faculties. 157 associate professors, 31 professors, and candidates in science were among them. The MTU "TIIMSH" faculty team is shown in Table 1 along with their academic titles and degrees for the year 2020.

	Total	Including		PhD		DSc		Professor	
		male	fema le	Male	fema le	Male	fema le	Mal e	femal e
Teaching staff	500	350	150	137	38	59	9	48	9

When comparing quantitative changes in the makeup of professors and teachers for the period between 2010 and 2020, it is evident that the number of PhD candidates and professors increased by 37 people, while the number of doctors of science and PhD candidates decreased by 18, which suggests a nearly 1.5-fold increase in the scientific potential of the institute's staff. In order to compare the gender split between the teaching staff in 2007, 2010, and 2020. The graphic (Fig. 1) shows that in 2007, there were



Figure. 1. Gender ratio of the institute's

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nearly equal numbers of teachers—men and teaching staff for 2007, 2010 and 2020. women—with the difference being only 4.4%.

The proportion of female instructors fell by 8.3% in 2010 and by 9.5% during the previous ten years. Overall, the proportion of female instructors has declined by 17.8% during the previous 13 years.

This shows that during this time, the bulk of the institute's female instructors departed or were on maternity leave, and that the recruitment of new teachers was conducted with a premium on hiring male employees.

When the gender composition of the student body was assessed in 2007, 575 out of the 4420 students—or 13% of the total—were female.

According to the quantitative ratio of students as of September 22, 2010, 815 girls, or 18%, out of a total of 4617 students studying at the institute. This indicates a 5% rise in the proportion of girls enrolled in classes at MTU "TIHIMSH" during the last three years. This is reportedly because new fields of study including ecology, vocational education, and economics have evolved that are more closely related to so-called "female" specialities. A comparison of the ratio of undergraduate students by gender and year is shown in the graphic (Fig. 2).



Figure. 2 Gender ratios of undergraduate students for 2007, 2010 and 2020.

According to this graph, there has been a 2% reduction in the number of girls in the student body during the previous ten years, following a minor gain at the start of the period under consideration. This could occur as a result of the fact that boys may be given precedence in families with low incomes living in rural regions where schooling is often paid for. Given that two-thirds of higher education institutions are situated in the nation's three largest cities, this may also be because parents are reluctant to send their daughters away from home to study for extended periods of time. Increased female labor market competitiveness may be seriously hampered by the low percentage of women in higher education relative to males.

With the exception of the time it takes to pass examinations, many higher education institutions allowed students to enroll in correspondence courses again in 2017. This allowed them to pursue higher education without having to physically attend classrooms. Gender parity in higher education can be achieved with the return of part-time university study. A depiction of the gender distribution among distance learning students is shown in Figure 3.

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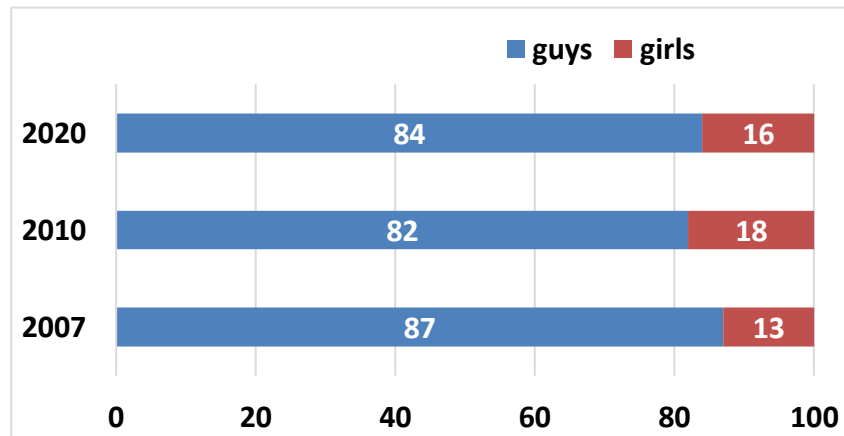


Figure 3. Gender ratio of part-time students for 2020

The diagram demonstrates that the proportion of girls rises with each course; in the third year, there are almost twice as many girls as there were in the first.

The distribution of master's students by gender for 2020 is shown in the graph below.



Figure 4. Gender ratio of master's students for 2020

According to the statistics in this figure, more girls enroll in master's degrees than bachelor's programs. This difference is more than twice as great. This implies that ladies who have graduated from the institute deliberately opt to continue their education in a master's degree in order to become highly educated professionals and continue their activities in the scientific sector.

Education about gender is currently one of the key goals in the field of education. For the purpose of educating pupils, teaching staff members should receive gender literacy fundamentals training. Currently, transversal elements of women's rights and gender equality adhere to international norms. However, the conventional gender contract, although being unenforceable, establishes the obligations and responsibilities of men and women in terms of their positions in the family and society as well as the laws that regulate their interactions with one another.

Conclusion. Motherhood and family values are cherished in Uzbekistan. If a woman chooses to work in business, politics, or any other area, she is expected to balance work and domestic duties because the conventional division of labor in families typically does not alter. This balance is primarily made possible by the fact that women require time for self-education, rest, and increased time shortages. As a result, there are little options for self-development, labor market competition, and career choice.

One of the unshakeable pillars of society is marriage and the establishment of a family. In situations when a decision needs to be made, a young girl's parents may opt to marry off their daughter

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once she has completed the required secondary vocational education (college or academic lyceum), rather than pursue additional higher education. Investing in a daughter's higher education may be seen as placing an undue financial burden on the family because she will marry and leave the parental home, and higher education is not free. In addition, families, particularly those with limited financial resources, prefer their sons to pursue higher education.

There are no legal barriers based on gender to pursuing higher education. However, there are still considerable gender discrepancies in this area of education. Girls make up a smaller percentage of students at the highest level of education than men do: 38.2% vs 61.8%, and this percentage is steadily declining. Women may face significant challenges in the job market as a result of the low percentage of women in higher education compared to males, as well as the fall in their numbers among students and graduates.

The Uzbek government has implemented a variety of efforts to better the gender status in the higher education sector, including:

- beginning with the 2022–2023 academic year, banks will receive at least 1.8 trillion soums from the state budget to provide interest-free loans to cover women's educational contracts;
- The state budget has set up at least an additional 200 billion soums to cover contract payments for all women enrolled in master's programs;
- Every year, the El-Yurt Umidi Foundation will award 50 women extra grants for undergraduate study abroad programs and 10 women additional grants for master's degree programs;
- Additionally, regional khokimiyats will provide non-refundable funding for the tuition of 2,100 female students from low-income households, orphans, or those without parental care;
- 500 women with at least five years of experience in their field of study but no college degree will be permitted to enroll in the program. They will be allowed to take paid contract courses toward a bachelor's degree;
- Each year, at least 300 targeted quotas will be set aside for women to enroll in PhD programs at state-funded research institutes or universities;
- A separate university will be established to teach primarily female students in fields including "design," "textiles," "information technology," "industrial economics," and "marketing." The cotton-textile and sericulture clusters will be involved in the progressive formation of regional technical schools at this university.

At the institutional level, women make up 48.6% of all employees, a significant proportion of the higher education workforce. There are eight women academics among them, 310 scientists with doctorates (16%), and 3,025 science candidates (33%) as well. Twenty women are vice-rectors of higher education institutions, two are rectors, and 34 are deans, according to data collected for the updated gender assessment for Uzbekistan in Tashkent, Uzbekistan, between September and October of 2017. Women hold a significant number of leadership positions in scientific and educational institutions.

We require new ideals that respect each individual and do not force women into roles that are more advantageous for males if we are to create a new society. In addition, women in Uzbekistan have excellent levels of education: more than 50% of experts are female and have completed both secondary and higher education. Our culture is made up of families where the woman serves as the primary educator of all social values in the process of forming a spiritual and moral worldview in the younger

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generation. Therefore, identifying the status and function of women is crucial to the advancement of society. A free, gender-sensitive personality can only be raised by an autonomously developed woman, enhancing civic roles in society.

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