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**GENDER PARITY IN EDUCATIONAL SPHERE OF KIROVOHRAD REGION**

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У статті представлені основні результати гендерного аналізу сфери освіти у Кіровоградській області. Як головний статистичний показник гендерного аналізу був використаний індекс гендерного паритету, який був розрахований за методом ЮНЕСКО як відношення кількості жінок до кількості чоловіків. Кількісний та якісний аналіз даних показав існування гендерного паритету на рівні доступу до освіти серед осіб різної статі у Кіровоградській області. Порівняння показників гендерного паритету серед осіб, які отримали професійну освіту протягом 1995–2016 рр., та показників осіб, які отримали вищу освіту за той самий період, свідчать про наявність горизонтальної асиметрії в освітній сфері на цих рівнях. Серед учнів професійно-технічних навчальних закладів переважали особи чоловічої статі, а серед студентів вищих навчальних закладів I–IV рівнів акредитації – особи жіночої статі. Також у вищій школі можна чітко побачити міждисциплінарну горизонтальну асиметрію. Встановлено, що на технічних, будівельних та інженерних спеціальностях навчається більше осіб чоловічої статі, а при підготовці фахівців у галузі соціальних та гуманітарних наук, в освіті та охороні здоров'я більше навчається осіб жіночої статі. Порівняння показників гендерного паритету студентів педагогічного університету та відповідних показників викладачів предмету вказує на тенденцію до значної фемінізації професії викладача.

**Ключові слова:** гендерний паритет, індекс гендерного паритету, фемінізація, гендерна асиметрія.

В статье представлены основные результаты гендерного анализа сферы образования в Кировоградской области. В качестве главного статистического показателя гендерного анализа был использован индекс гендерного паритета, который был рассчитан по методу ЮНЕСКО как отношение количества женщин к количеству мужчин. Количественный и качественный анализ данных показал существование гендерного паритета на уровне доступа к образованию среди лиц разного пола в Кировоградской области. Сравнение показателей гендерного паритета среди лиц, получивших профессиональное образование в течение 1995–2016 гг., и показатели лиц, получивших высшее образование за тот же период, свидетельствуют о наличии горизонтальной асимметрии в сфере образования на этих уровнях. Среди учащихся профессионально-технических учебных заведений преобладали лица мужского пола, а среди студентов высших учебных заведений I–IV уровней аккредитации – лица женского пола. Также в высшей школе можно четко увидеть междисциплинарную горизонтальную асимметрию. Установлено, что на технических, строительных и инженерных специальностях обучается более лиц мужского пола, а при подготовке специалистов в области социальных и гуманитарных наук, в образовании и здравоохранении больше учится лиц женского пола. Сравнение показателей гендерного паритета студентов педагогического университета и соответствующих показателей преподавателей предмета указывает на тенденцию к значительной феминизации профессии преподавателя.

**Ключевые слова:** гендерный паритет, индекс гендерного паритета, феминизация, гендерная асимметрия.

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The article presents the main results of the gender analysis of the educational sphere in Kirovohrad region. the gender parity index was used as the main statistical indicator of gender analysis. It was calculated by the UNESCO method as the ratio of the number of females to the number of males. The quantitative and qualitative data analysis revealed the existence of the gender parity at the level of access to education among people of different gender in Kirovohrad region. The comparison of gender parity indices among individuals who gained vocational education during 1995–2016 and indices of persons acquired higher education during the same period indicates the existence of horizontal asymmetry in the educational sphere of these levels. Male students dominated at vocational schools and female students dominated at higher educational institutions of the I-IV accreditation level. Also the interdisciplinary horizontal asymmetry can be clearly seen in higher education. This fact revealed that technical, construction and engineering specialties enumerated more male students, while training in Social Sciences, the Humanities, Education and Health Care was presented mostly by female students. The comparison of gender parity indicators of the students of Pedagogical University and corresponding indicators of subject teachers shows the tendency of significant feminization of the teaching profession.

**Key words:** Gender parity, gender parity index, feminization, gender asymmetry.



At present stage of development of socio-economic foundations of democratic Ukrainian society the need of ensuring gender parity in all spheres of the society becomes crucial. This issue concerns the field of education which plays an essential role in the development of every individual, society and the country. Gender parity as one of the main Millennium Development Goals was declared by the UN in 2000. Ukraine committed itself to overcome gender asymmetry in all spheres of the society by 2015. As a part of this strategy the legal framework to address the issues of gender discrimination in various social sectors was developed. However, conservative Ukrainian education as a social institution is not sensitive enough to gender equality and discrimination in general, and produces dominant (asymmetric) gender scheme at the structural, organizational, procedural and

content levels [1]. At the structural and organizational levels we observe horizontal and vertical asymmetry at different educational levels, feminization of preschool and school education and gender-stereotypical personnel management. At the content and procedural levels we can see gender discrimination in the content of the subjects, educational literature, organization of educational process and teaching styles. The Ukrainian reality shows that achieving gender parity in education remains relevant as a research subject.

In Ukraine gender issues in social and economic research became actual at the end of the XX beginning of the XXI century. The theoretical basis of gender studies in educational sphere was formed by foreign scholars E. Aufhauser, G. Bekker, F. Blau, O. Deji, S. Walby, A. Dijkstra, D. Elson, M.S. Kimmel, H. Hartmann, J. Jacobsen and others. Theoretical

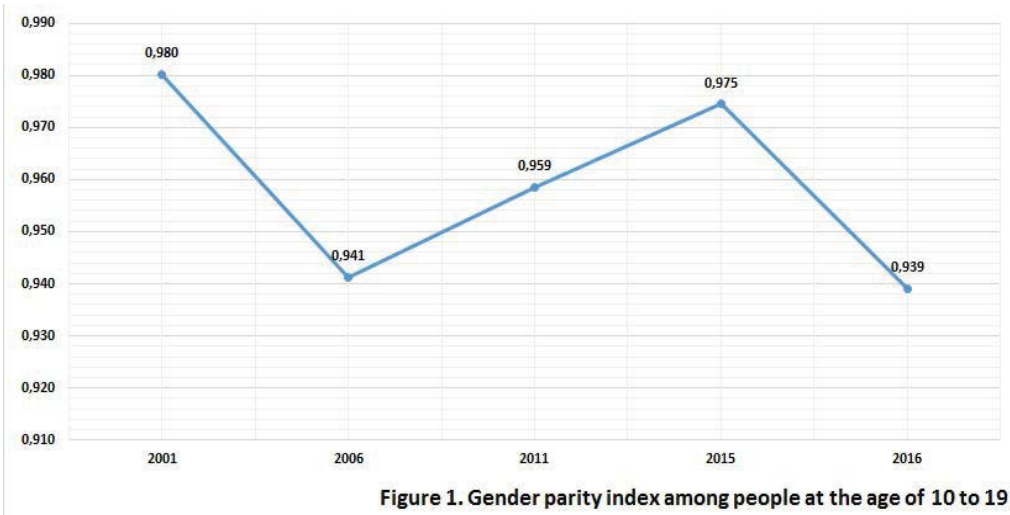


Figure 1. Gender parity index among people at the age of 10 to 19

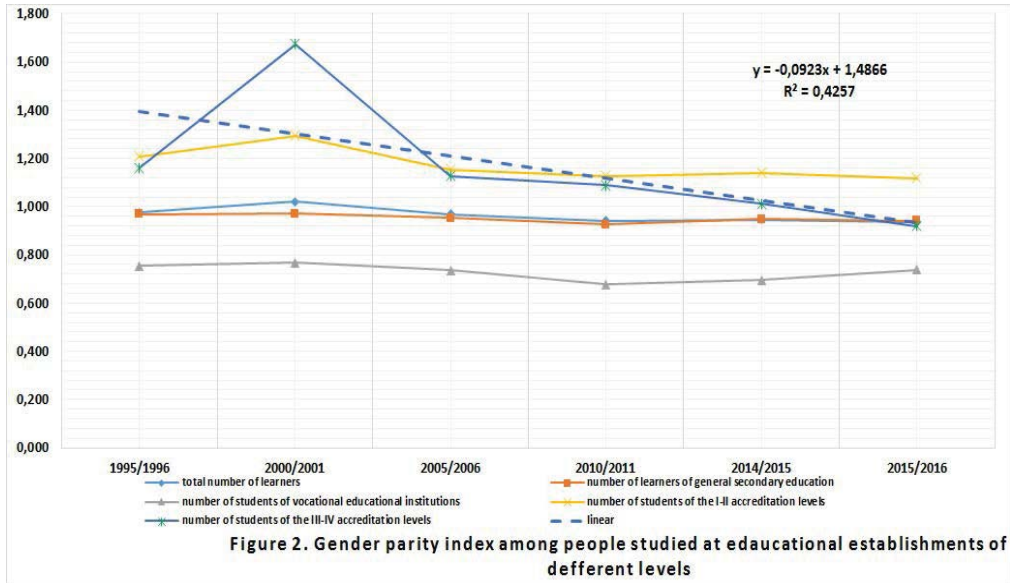


Figure 2. Gender parity index among people studied at educational establishments of different levels

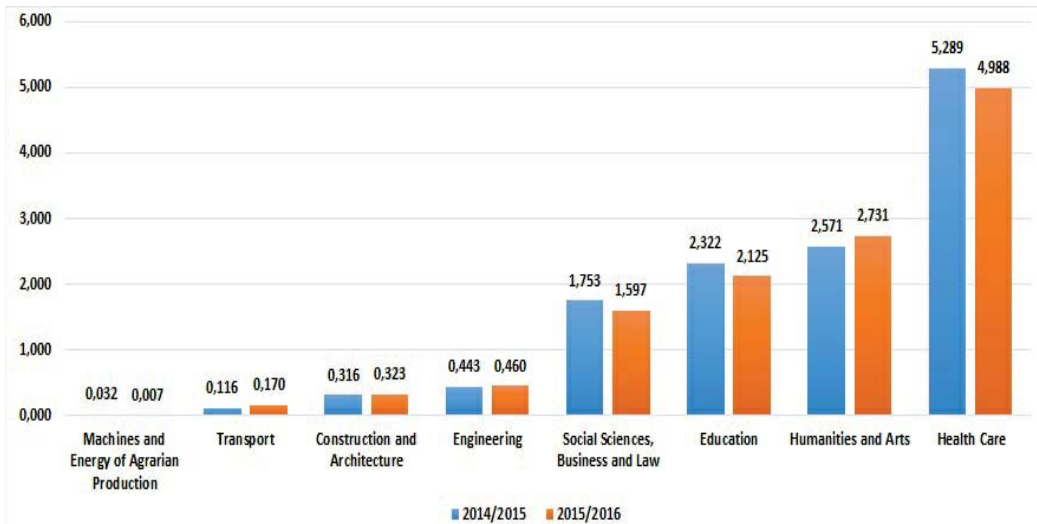


Figure 3. Gender parity index among people studied at higher educational institutions of the I-II accreditation levels

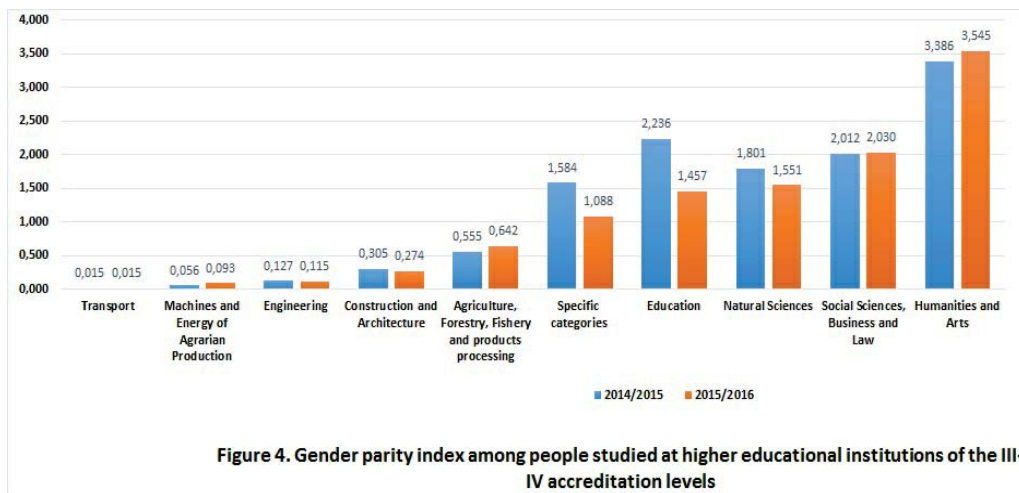


Figure 4. Gender parity index among people studied at higher educational institutions of the III-IV accreditation levels

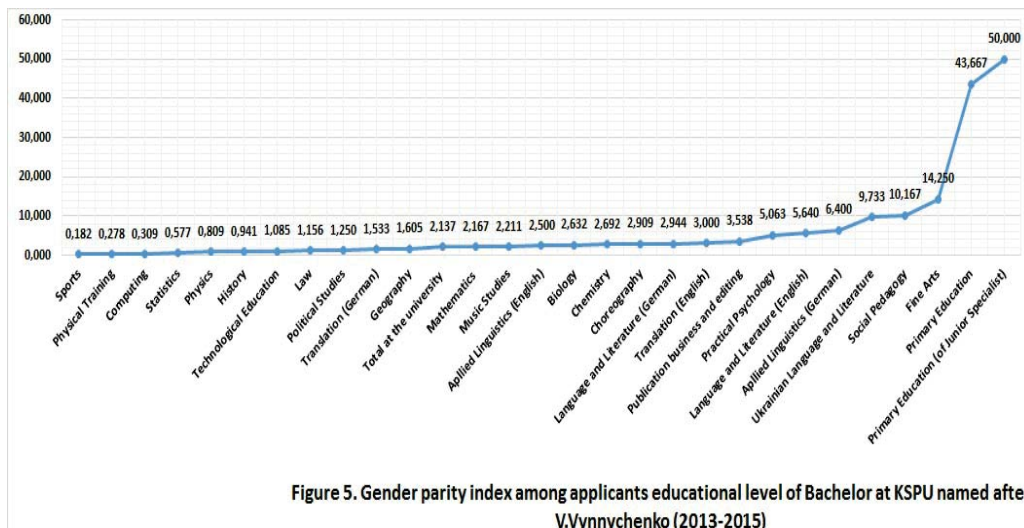


Figure 5. Gender parity index among applicants educational level of Bachelor at KSPU named after V.Vynnychenko (2013-2015)



and practical aspects of gender inequality in various spheres of social life were studied by the Ukrainian scientists V. Ageeva, V. Kravets, T. Melnyk, L. Smolar and others. Gender aspects of the human resources and the “asymmetry” of the labour market are studied by the Ukrainian scientists V. Blyznyuk, I. Holovaschenko, O. Grishnova, O. Kupets, E. Libanova, T. Martsenyuk and others.

During the last decade various applied studies were carried out on women’s participation in the labour force of Ukraine [2]; in the frames of the PRIMS project which was funded by the Canadian International Development Agency (SIDA), a gender profile of Dnipropetrovsk region of Ukraine was developed [3]; within the project “Support of the implementation of the national gender mechanism” [4] the gender profiles of the Ukrainian regions Chernivtsi, Sumy, Vinnytsia, Zakarpattia, Zhytomyr, Luhansk were developed. These regional gender profiles contain the information on educational spheres of these areas. Unfortunately, our region was out of sight. Therefore, in the framework of the project Gender studies curriculum: A step for Democracy and Peace in EU-neighbouring countries with different traditions (GEST), we consider it appropriate to analyze the educational sphere of Kirovograd region and present certain results of the analysis in this article.

Education in Ukraine belongs to the most gender asymmetric “female” occupational spheres with the share of women at 75% [5, p. 74]. In this article we shall conduct statistical and qualitative analysis of the educational sphere of Kirovograd region and consider the ratio of women and men who were subjects of the educational process at secondary schools of the region, vocational schools and at higher educational establishments of I–II and III–IV accreditation level for the past 20 years. To summarize the above mentioned data we

used the information from the regional statistical collection [6]. In addition, in our study we used the statistics of the ratio of men and women among teachers of secondary schools of the region, and the data on the same ratio of applicants to The Volodymyr Vynnychenko Central Ukrainian State Pedagogical University (hereinafter, CSPU) during 2013–2015. We received this statistical information from the online archive of the Department of Education of Kirovograd regional state administration, as well as from the reports of the admission committee of CSPU. It should be noted that in statistical assessment to determine the gender parity index (GPI) we will use the methodology of UNESCO by which the index is determined by the ratio of women to the number of men [7, p. 49].

Basic categories of our study include “feminization” and “gender asymmetry”. Feminization of profession is characterized by a quantitative increase of women who represent the profession, strengthening their role in determining social status, formation of models of profession implementation. Gender asymmetry is a social phenomenon that manifests itself in the disproportion of men and women in specific areas of their life (politics, economy, education, etc.) and displays the direct or hidden inequalities between men and women based on gender. It also includes the situations in which women have less access to professions and activities that provide significant career growth.

Identifying the scope of people of different gender that could be the subjects of the educational sphere of Kirovograd region in different years (2001 to 2016) we limited the age from 10 to 19, summing up the necessary statistical data [6, p. 2021]. The identification of the gender parity index among these people shoed the results presented in Fig. 1. As we can see, during the study period the num-

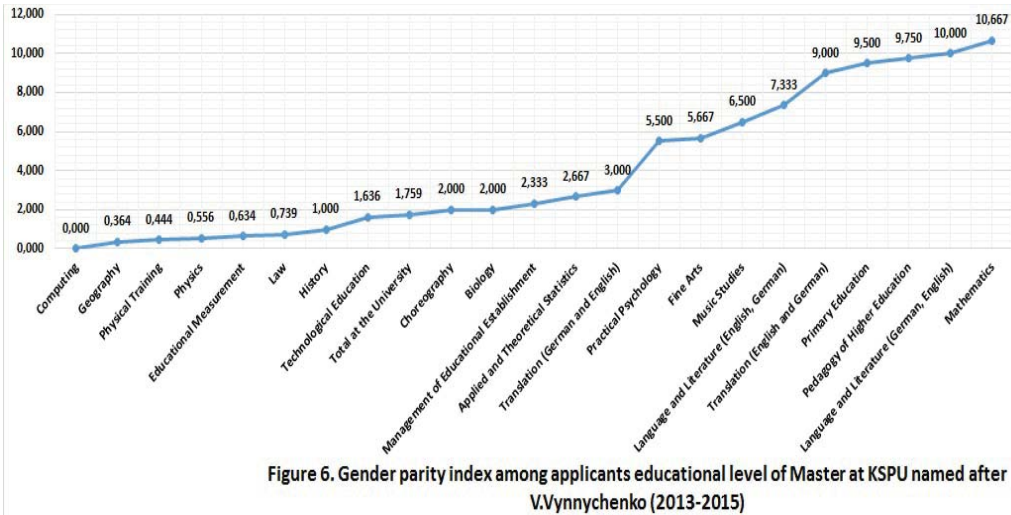


Figure 6. Gender parity index among applicants educational level of Master at KSPU named after V.Vynnychenko (2013-2015)



ber of women of the specified age limit did not exceed the number of men.

Identification of the gender parity index among those who studied at educational establishments of different levels of Kirovohrad region during 1995–2016 [6, p. 5155] showed the results presented in fig. 2

It is clear that the index indicators of gender parity among all people who studied at educational institutions of different levels are close to gender parity indicators among pupils of secondary schools as pupils make up the largest group of learners. Only in 2000/2001 academic year the difference of the indicators reached almost 0,05 units and during other years it was less than 0,02 units. During that academic year we could see the only case when the number of feminine pupils and students studied at the educational institutions of Kirovohrad region slightly exceeded (at 1,02 times) the appropriate number of male pupils and students (at that time the ratio of the number of female pupils to the number of male pupils was 0,972). Note that the indicators of indicators of gender parity among pupils and students of educational institutions of different levels and the indicators computed by the pupils who studied at the schools of the region are close enough to the regulations that appear in the report of the Global Monitoring Index of the Development of Education for all (the value of the gender parity index which is approaching 1 (0,97–1,03) means gender equality) [8].

The indices of gender parity among people trained at vocational schools during the above-mentioned period did not exceed the rate of 0,767, indicating a vivid tendency of quantity predominance of men among future members of working professions in

Kirovohrad region. The indicators of gender parity among people who acquired higher education indicate outnumbered females. The analysis of trend line of the indicators of gender parity indices among those who studied at the universities of the III–IV accreditation level in Kirovohrad region makes it possible to state that the trend shows the decrease of the ratio of females to the number of males (in 2016 the index of gender parity in this group was 0,919). These indicators correlate with the data for the 2013/2014 academic year all over Ukraine. According to data [9] of CEDOS the average index of gender parity among students of universities of the III–IV accreditation level was 1,1 (for the universities of the I–II levels it was 1,21).

The identification of the gender parity indices among those who studied at higher educational institutions of the I–II accreditation level using the analysis by different spheres of training gave the results shown in fig. 3.

These results can be predictable as they fully comply with the national trends: more men study technical, construction and engineering professions whereas more women are trained as junior specialists in social sciences and humanities, education and health care.

Similar trends can be observed in the analysis of gender parity indicators among students who studied at universities of the III–IV accreditation level (Fig. 4). It is worth mentioning the only drastic change in that index among students training in the sphere of “Education” from 2,236 to 1,457, which requires additional qualitative analysis taking into account political, social, economic and psychological factors.

In order to make a more detailed analysis of the gender parity indicators in the sphere

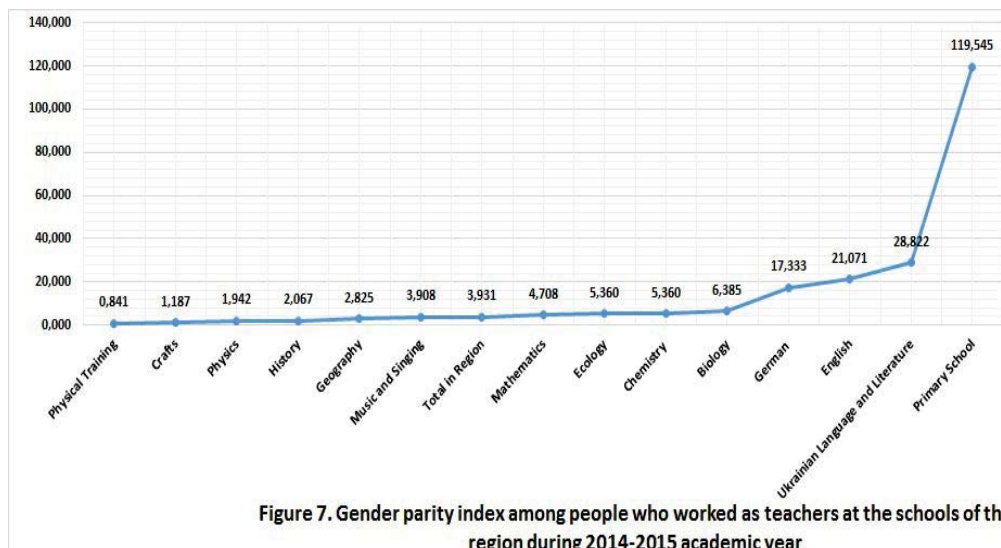


Figure 7. Gender parity index among people who worked as teachers at the schools of the region during 2014-2015 academic year



of training of "Education" we identified the following indicators among those who entered CSPU during 2013–2015 for Bachelor's degree (fig. 5) and Master's degree (fig. 6).

The average value of the index of gender parity among Bachelors at the university over the period is 2,137. This indicates the absence of gender parity in this field of training. Two specialties of Physical Training Faculty and three specialties of Physics and Mathematics Faculty are more appealing for men; majors in History and Technological Education show close parity ratio and all other Bachelor's majors are dominated by female students. One should highlight Bachelor's specialties of the Faculty of Pedagogy and Psychology: at two specialties the number of women dominates the number of men by more than 40 times, and only females entered the specialties of Preschool Education and Correctional Education over the period.

The average gender parity index among Masters during three entrance campaigns is 1,759 that also indicates the absence of gender parity among students of this educational level. This parity was observed during the period of 2013–2015 and only in specialty History (though it was not constant during each academic year). Separately we should highlight specialty Computing (Master's degree) that enumerated only men during 2013–2015, and specialties Social Pedagogy, the Ukrainian Language and Literature which on the contrary enumerated only female students.

Also, we analysed the gender parity indicators among people who worked as teachers at secondary schools of Kirovohrad region during 2014/2015 academic year (fig. 7). As a result, we can state that all school teachers close to gender parity were Physical Training teachers (slight predominance of male teachers) and DIY teachers (on the contrary with a slight predominance of female teachers). Among all other teachers there is a significant horizontal asymmetry with a considerable prevalence of female teachers (primary school teachers have the prevalence of more than 100 times).

The high level of feminisation of school education is caused by various historic and socio-economic factors including gender stereotypes about the teaching profession. The analysis of these factors requires additional analysis and synthesis at the level of the country.

Thus, taking into account the results of the study we can state that:

1. The comparison of gender parity indicators of people at the age of 10–19 and the gender parity indicators of people studied during 1995–2016 at different educational in-

stitutions of Kirovohrad region makes it possible to assert the existence of gender parity at the level of access to education among people of different gender in Kirovograd region.

2. The comparison of gender parity indicators among individuals who gained vocational education during 1995–2016 and indicators of people who acquired higher education during the same period indicates the existence of horizontal asymmetry in the educational sphere of these levels. Male students dominated at vocational schools and female students dominated at higher educational institutions of the I–IV accreditation level.

3. The comparison of gender parity indices among individuals who entered higher educational institutions of the I–II and the III–IV accreditation levels during the two entrance campaigns (2014 and 2015) by various branches of knowledge makes it possible to state about the existence of inter-branch horizontal asymmetry in educational sphere. This fact revealed that technical, construction and engineering specialties enumerated more male students, while training in Social Sciences, the Humanities, Education and Health Care was presented mostly by female students.

4. The comparison of gender parity indices of the students of Pedagogical University and corresponding indices of subject teachers indicates the tendency of significant feminisation of the teaching profession. A significant number of male graduates of different specialties of pedagogical universities of Ukraine (including Central Ukrainian State Pedagogical University) do not go to school to work due to various socio-economic and personal factors.

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## ОКРЕСЛЕННЯ НАУКОВИХ ТРАКТУВАНЬ СУТНОСТІ СОЦІАЛЬНОЇ КОМПЕТЕНТНОСТІ ОСОБИСТОСТІ

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У статті наголошується на соціальній компетентності особистості як чинника успішного розвитку суспільства та самореалізації особистості, виокремлюються три групи трактувань сутності соціальної компетентності в науковій літературі: як ступеня наявності та розвиненості в індивіда особистісних ресурсів; як досягнення високого рівня соціалізованості особистості; як різнорівневого особистісного феномену. На основі розглянутих трактувань уточнено поняття «соціальна компетентність особистості». Акцентовано увагу на необхідності формування цього інтегративного особистісного утворення у дітей і молоді.

**Ключові слова:** соціальна компетентність, особистість, трактування, сутність, особистісні ресурси, соціалізація, соціальна роль, соціальна ситуація.

В статье отмечается значимость социальной компетентности личности как фактора успешного развития общества и самореализации личности, выделяются три группы трактовок сущности социальной компетентности в научной литературе: как степени наличия и развитости у индивида личностных ресурсов; как достижение высокого уровня социализированности личности; как разноуровневого личностного феномена. На основе рассмотренных трактовок уточнено понятие «социальная компетентность личности». Акцентируется внимание на необходимости формирования социальной компетентности у детей и молодежи.

**Ключевые слова:** социальная компетентность, личность, трактовка, сущность, личностные ресурсы, социализация, социальная роль, социальная ситуация.

Shakhrai V.M. DEFINITION OF SCIENTIFIC APPROACHES CONCERNING PERSONAL, SOCIAL COMPETENCE ESSENCE

The article deals with personal social competence as an item of successful society development and personal self-improvement. One can distinguish three groups of social competence approach in scientific literature: a degree of presence and development of individual personal resources; as a high degree of personal socialization; a different level of a personal phenomenon. On the base of given approaches the meaning “personal social competence” is defined. Attention is paid to necessity of this personal integrative creation among children and youth.

**Key words:** social competence, personality approach, essence, personal resources, socialization, social role, social situation.

**Постановка проблеми.** Соціальна компетентність особистості як одна з ключових є важливою умовою повноцінного функціонування суспільства, ефективної самореалізації в ньому кожного індивіда, набуваючи особливої значущості для розвитку нашої держави як держави європейської культури і цінностей. А тому формування соціальної компетентності має бути пріоритетним у діяльності інститутів соціалізації

на нинішньому етапі суспільного розвитку, який потребує активного, зрілого суб'єкта соціального життя [8; 18].

**Аналіз останніх досліджень і публікацій.** Осмислення соціальної компетентності як умови гармонійної взаємодії особистості із соціальним середовищем здійснено у працях І. Беха, Н. Бібік, В. Гаврилюк, І. Зимньої, Н. Калініної, С. Краснокутської, В. Куніциної, Л. Сохань, М. Сте-