

*Когда наука достигает какой-либо вершины,
с нее открывается обширная перспектива
дальнейшего пути.*

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GENDER INEQUALITIES IN THE EDUCATIONAL SPACE

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Gender segregation in the labor market and in the educational sphere testifies to the existence of significant factors that influence the choice of girls and boys in the sphere of professional activity and their subsequent going up the career ladder. The research aims to identify gender inequalities and substantiate the dominant values and types of rational behavior of male and female students of economic universities, taking into account the motives and criteria for choosing the future profession of the economist. A marketing study was conducted, in which 800 first-year students of economic faculties from seven universities of Ukraine took part.

To analyze the existence of correlation links between the values, selection criteria and gender identity, a sample group was formed, which included 150 girls and 150 boys. The results of the research show that the values of personal development (desire for education, free development of one's abilities) and urban values (namely personal success, social mobility, spheres of application of abilities) are dominant among the girls. For the boys, the values of social recognition, economic values by the type of need are significant. These data testify to the prevalence of rational action in the behavior of boys, oriented to individual goals and means of achievement, while the girls have a rational action oriented to the absolute value, that is, a value-rational action, regardless of external success. The analysis of gender inequality in the educational sphere has been further developed on the basis of the results of the marketing research that confirmed the existence of differences in the motives and criteria for choosing a university and profession of girls and boys, which determines the variability of the values of the latter and makes it possible to predetermine the dominant type of their rational action and the direction of formation of loyalty of future male and female students, taking into account gender differences.

Keywords: *gender inequality, higher education, values, motives of choice, segregation, loyalty.*

ГЕНДЕРНІ НЕРІВНОСТІ В ОСВІТНЬОМУ ПРОСТОРИ

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Гендерна сегрегація на ринку праці та в освітній сфері свідчить про наявність суттєвих факторів, які впливають на вибір жінками й чоловіками сфери професійної діяльності та подальше їхнє професійне зростання. Дослідження спрямовано на визначення гендерної нерівності та обґрунтування домінуючих цінностей і типів раціональної поведінки студенток та студентів економічних вищих навчальних закладів з урахуванням мотивів і критеріїв вибору майбутньої професії економіста. Було проведено маркетингове дослідження, у якому взяли участь 800 студенток і студентів першого курсу навчання на економічних факультетах семи вищих навчальних закладів України.

Із метою проведення аналізу наявності кореляційних зв'язків між цінностями, критеріями вибору та гендерною належністю, було сформовано вибірку, до якої ввійшли 150 юнаків і 150 дівчат. Результати дослідження свідчать, що у жінок домінують цінності особистого розвитку (прагнення здобути освіту, прагнення до вільного розвитку своїх здібностей) та урбаністичні цінності (особистий успіх, соціальна мобільність, сфери застосування здібностей). Для чоловіків значущими є цінності суспільного визнання, економічні цінності за типом потреб. Ці дані свідчать про домінування серед юнаків раціональної дії, спрямованої на індивідуальні цілі й засоби досягнення, а серед дівчат – раціональної дії, спрямованої на абсолютну цінність, тобто ціннісно-раціональної дії, незалежно від зовнішнього успіху. Аналіз гендерної нерівності у сфері освітнього простору набув подальшого розвитку на основі результатів маркетингового дослідження, що підтвердило наявність відмінностей у мотивах і критеріях вибору вищого навчального закладу та професії дівчатами і юнаками, що обумовлює варіативність цінностей останніх і надає можливість передбачити домінуючий тип їхньої раціональної дії й на пряму формування лояльності майбутніх студенток і студентів з урахуванням гендерних відмінностей.

Ключові слова: гендерна нерівність, вища освіта, цінності, мотиви вибору, сегрегація, лояльність.

ГЕНДЕРНЫЕ НЕРАВЕНСТВА В ОБРАЗОВАТЕЛЬНОМ ПРОСТРАНСТВЕ

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Гендерная сегрегация на рынке труда и в образовательной сфере свидетельствует о наличии существенных факторов, которые влияют на выбор девушками и юношами сферы профессиональной деятельности и последующее их движение по карьерной лестнице. Исследование направлено на выявление гендерного неравенства и обоснование доминирующих ценностей и типов рационального поведения студенток и студентов экономических высших учебных заведений с учетом мотивов и критериев выбора будущей профессии экономиста. Было проведено маркетинговое исследование, в котором приняли участие 800 студенток и студентов первого курса экономических факультетов семи высших учебных заведений Украины.

С целью проведения анализа наличия корреляционных связей между ценностями, критериями выбора и гендерной принадлежностью, была сформирована выборка, в которую вошли 150 девушек и 150 юношей. Результаты исследования показывают, что у девушек доминирующими являются ценности личного развития (стремление к образованию, свободному развитию своих способностей) и урбаністические ценности (а именно: личный успех, социальная мобильность, сферы применения способностей). Для юношей значимыми являются ценности общественного признания, экономические ценности по типу потребности. Эти данные свидетельствуют о преобладании у юношей рационального действия, ориентированного на индивидуальные цели и среднего достижения, а у девушек – рационального действия, ориентированного на абсолютную ценность, то есть ценностно-рационального действия, независимо от внешнего успеха. Анализ гендерного неравенства в сфере образовательного пространства получил дальнейшее развитие на основе результатов маркетингового исследования, подтвердившего наличие различий в мотивах и критериях выбора вуза и профессии девушек и юношей, что обуславливает вариативность ценностей последних и дает возможность предопределить доминирующий тип их рационального действия и направления формирования лояльности будущих студенток и студентов с учетом гендерных различий.

Ключевые слова: гендерное неравенство, высшее образование, ценности, мотивы выбора, сегрегація, лояльність.

The choice of vocational education is formed in the field of value relations that appear in a particular social medium. Values are an important factor in controlling people's behavior. The problem of satisfying the need creates prerequisites for identification of values. Values are an incentive for choosing various types of activities, so they are studied by scientists of various sciences. Values can determine the rationality of behavior when supply exceeds demand.

Within the framework of the theory of rational choice, there were two directions: public and social choice. The theories of social choice are focused on providing the function of social welfare for combining individual preferences [1, c. 47].

Rational choice involves identifying the best option of activities for achieving goals with limited resources [1]. Rational choice in deciding on the future profession varies depending on gender. What factors influence the final decision of girls and boys in choosing a profession remains insufficiently studied and makes an urgent problem, which justifies the choice of the topic of the article.

The theory of rational choice was successfully used in the behavioral sciences by K. Arrow [2], D. North [3], R. Fogel [4]. A significant contribution to the development of gender theory was made by such well-known foreign and Ukrainian scientists as R. Anker [5], T. Beck [6],

R. Blackburn [7], S. Jayachandran [8], P. England [9], M. Kimmel [10], S. Mann [11], T. Martseniuk [12], T. Melnyk [13], N. Chukhym [14] and others.

The research aims to identify the gender inequalities and substantiate dominant values and types of rational behavior of students in economic universities, taking into account the motives and criteria for choosing the future profession of an economist.

To achieve the purpose, the following tasks are proposed for solution:

- 1) substantiate the application of the theory of rational choice in the professional orientation of students;
- 2) identify the motives and criteria of boys and girls in choosing a university;
- 3) offer a rating of values that are significant for girls and boys – students of economic universities;
- 4) determine the dominance of the type of rational action in girls' and boys' decision making when choosing a university. A person is constantly forced to make a choice while s/he assesses the alternatives that s/he has at his/her disposal and prefers the one.

Researchers understand the gender equality as an equal assessment of the similarities and differences between women and men by society, the different social roles they perform; this is the different social status of women and men, which is created by providing them with equal conditions for realization of the rights and creative potential of an individual, implementation of special measures to compensate for historical and social omissions which prevent the sexes from taking equal positions [15, p. 13].

There are several approaches to the definition of gender, which have become particularly widespread among Ukrainian and foreign researchers. Among them, three areas can be singled out: gender as a social construction, gender as a stratification category and gender as a cultural metaphor. The authors have considered the given approaches to the definition of gender in detail.

The theory of social construction of gender suggests that "the dichotomy of the sexes is modelled and continues to be modelled by culture, and gender is understood as "an organized model of social relations between men and women, which is constructed by the basic institutions of society" [15, p. 9]. This theory is based on two basic postulates: 1) gender is constructed through socialization, the system of gender roles, the family, the distribution of labor, the media; 2) gender is formed by individuals at the level of their consciousness through the adoption of norms set by society and adjustment to them – in appearance, behavior, etc.

Another theory that has been supported by scientists is "the understanding of gender as a structure or process, a stratification category in conjunction with other similar categories – class, races, age, etc." [15, p. 9]. The third theory is the understanding of gender as "a cultural metaphor that consists in the separation of the female and the male as elements of cultural-symbolic series: the masculine is associated with rationality, strength, victory, the feminine with irrationality, weakness, subordination" [15, p. 9]. This distribution of roles and, as a consequence,

the securing of the public sphere for men, and the private one for women, supports gender inequality and counteracts positive changes in society.

The results of the research indicate the presence of gender segregation in the sphere of higher education of Ukraine. Gender segregation is viewed as a tendency to distribute men and women in different spheres of activity, that is, as a process during which the representatives of each sex are engaged in various activities for certain reasons. At the same time, gender segregation characterizes the current state of affairs in the labor market – a situation in which women and men are unevenly distributed among various activities.

There are two types of gender segregation – "horizontal and vertical. Horizontal segregation assumes an uneven distribution of women and men across economic branches and professions. Vertical segregation indicates an uneven distribution of managerial hierarchy positions. Within the framework of horizontal segregation, there are:

- sectoral segregation (distribution of women and men between sectors of the economy);
- occupational segregation (distribution of women and men by occupation);
- interfirm segregation (distribution of women and men between private and public enterprises)" [16, p. 8].

The results of the research indicate that the level of economic activity of women and men differs significantly and makes 56.1 % and 69.3 %, respectively. The results of the research conducted in Ukraine by the personnel portal HeadHunter International, testify to horizontal and vertical gender segregation of demand in the labor market. According to the data, men are assigned to such professional spheres as security (4 % of women), installation and service (5 %), automobile business (9 %), raw material extraction (9 %), working personnel (15 %), information technologies 16 %). The vacancies in such spheres as production (21 %), top management (24 %), transport and logistics (24 %), construction and real estate (25 %) are also in low demand among women [16, c. 14]. At the same time, women are traditionally assigned to the "women's" spheres of work, such as administration (19 % of men), personnel management and training (23 %), science and education (25 %), accounting and management accounting (27 %), enterprise finance (27 %) [16, c. 14]. It can be concluded that there are still disappointing trends: more profitable spheres of activity and higher positions with more influence on the decision-making process are assigned to men, while women are more likely to work in low-income areas.

It is possible to trace the reasons for the emergence and preservation of such a situation in the labor market by analyzing the choices made by men and women which predetermine their further professional development and career growth – the choice of a higher educational institution. This analysis is expedient to be carried out, relying on the theory of rational choice.

There are four types of rational action proposed by M. Weber, namely: 1) focus on individual goals and means of achievement; 2) rational orientation to the absolute value, that

is, value-based rational action, regardless of external success, 3) affective orientation; 4) traditional orientation [17].

Marketing activities offer prerequisites for the first and second types of rational action as well as the social choice to the consumer. Thus, one of the factors influencing the decision making about the choice of a profession can be the values that are formed in the process of primary socialization in the family. "Value is the property of a social subject to satisfy certain needs of a social subject (person)" [18, p. 871]. There are different criteria on the basis of which the values are classified: "1) according to objective characteristics (material, spiritual, large and small); by the subject (values in society, group values, individual); by the type of need (moral, economic, etc.). In addition, there are distinctions between the meaning of life values (concepts of good, evil, happiness); universal values (vital values – life, health, personal security, etc.); democratic values – freedom of speech, guarantees of social equality and justice, etc.); public recognition values – diligence, qualification, social status, etc.; interpersonal communication – honesty, benevolence, decency, mutual assistance; personal development – dignity, aspiration for education, free development of one's abilities, self-realization; traditional values – respect for leaders, discipline as performance; urban values – personal success, enterprise, social mobility, competitions in work and talent, search for the sphere of application of one's talent, abilities" [18, p. 871–872].

Values determine the choice of professional activity and, of course, the choice of educational services. They act as guidelines that orient people's behavior. The process of value formation takes place during the period of primary socialization in the family, where a set of values is gradually formed, consisting of both universal values and perspective professional ones. Such a set of values, as a rule, includes the values of personal development, urban values that promote self-identification in professional activities. Of particular interest are values for the analysis of the marketing of educational services. The choice of such values varies depending on the gender characteristics of future students.

Within the framework of the marketing research devoted to the promotion of economic educational services, a survey of 800 respondents – first-year students of economic faculties in seven cities of Ukraine – was conducted. For the purpose of analyzing the existence of correlation links between values, selection criteria and gender identity, a sample group was formed, which included 150 girls and 150 boys. The results of the research are presented in Table 1.

Table 1

The ratio of the criteria for choosing a higher education institution for boys and girls and values

Motives for choosing a higher education institution	Girls	Boys	Values
The possibility of contacts with foreign universities	43.5 %	24 %	Urban
The possibility of additional training abroad and obtaining two diplomas – a Ukrainian and foreign one	45.3 %	28.6 %	personal development, urban
High qualification of the academic staff	40.4 %	43.4 %	public recognition
Tuition fees	25.8 %	22.5 %	personal development and urban
The brand of a higher education institution	29.7 %	30.2 %	public recognition, economic
Convenience of the location	26.8 %	25.2 %	urban, public recognition

According to the information received, the possibility of contacts with foreign universities is considered to be the most significant factor in choosing a university by 43.5 % of female university entrants and by 24.9 % of males. The next important and the most significant factor is the possibility of additional study abroad and getting two diplomas of Ukrainian and foreign universities. The girls estimate this factor as rather significant (45.3 %), while the boys consider it less important (28.6 %).

The average score of the criteria is presented in Fig. 1.

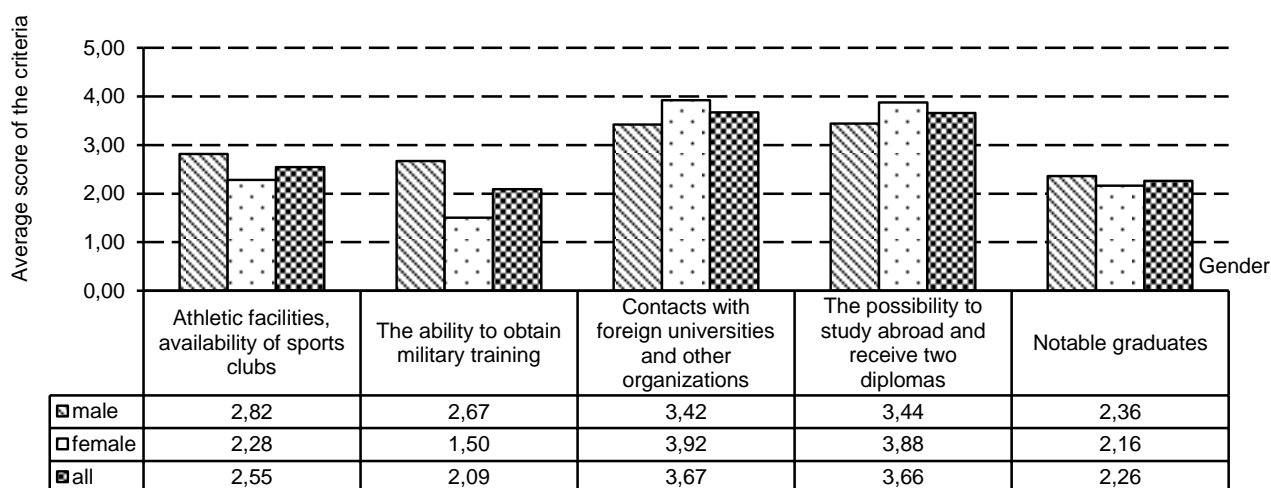


Fig. 1. The criteria for choosing a university by girls and boys in Ukraine

These data testify to the fact that girls have a desire to prospectively plan their professional activity, develop competences that are in demand in any sphere of professional activity, desire to be in demand in the international labor market. It should be noted that such criteria as high qualification of the academic staff (43.4 % for boys, 40.4 % for girls), tuition fees (22.5 % for boys, 25.8 % for girls), university brand (30.2 % for boys, 29.7 % for girls), convenience of location (25.2 % for boys, 26.8 % for girls) are approximately equally perceived as significant ones by boys and girls which can become a basis for the concept of marketing promotion of educational services. This concerns, above all, specialities, where there is no gender inequality in the choice of professions.

Within the framework of the research, the criteria and motives for selecting the profession "economist" by girls and boys, as well as the relationship between the criteria and values, have been analyzed (Table 2, Fig 2).

The dominant number of respondents answering the question "How do you assess the economic conditions of your family?" answered: "We are well provided for, but we cannot make some purchases yet" (42.5 % of the boys and 52.8 % of the girls); "Basically we have enough money, but it is difficult for us to buy durable goods" (28.7 % of the boys and 27.2 % of the girls). Only a small percentage of respondents say that they can afford almost everything (13.8 % of the boys and 7.1 % of the girls).

This is the evidence of the fact that the values of young people and the incentives for making decisions about the choice of the future profession do not depend on the economic conditions of the family.

Orientation to foreign markets, career growth, use of the opportunity to obtain additional education abroad can be prerequisites for labor mobility, more rational use of competences acquired in university and, as a result, competitiveness in the domestic market.

Thus, rational behavior in choosing a future profession is explained by the level of claims in the future professional activity. Social choice appears to be a priority, as it shapes the youth's professional identity under the influence of values that are recognized as life values, urbanistic values and values of personal development, namely: the idea of good, happiness, aspiration for education, development of one's abilities, self-realization, social mobility, search for spheres of application of one's abilities.

Thus the research results show that girls give preference to such values as personal development (aspiration for education, free development of one's abilities) and urbanistic values (personal success, social mobility, spheres of application of abilities). For boys, the values of public recognition, values by the type of need, namely economic ones, have appeared to be significant. The foregoing testifies to the prevalence of rational action among boys, oriented to individual goals and means of achievement, and rational action oriented to absolute value, that is, a value-rational action, regardless of external success among girls.

Table 2

The ratio of the criteria for choosing the profession "economist" by boys and girls and values

Motives	Girls	Boys	Values
Prestige of the profession and career opportunities	51.9 %	38.1 %	Urban, personal development, public recognition
High wages	44.7 %	51.6 %	Economic, urban

It should be noted that the incentives for choosing a profession in economics are different for girls and boys. Girls are more focused on the prestige of the profession and career opportunities (51.9 %), while boys consider this incentive less interesting (38.1 %). For boys, the incentive of high payment is a priority (51.6 %). Among the girls this stimulus was estimated as significant (44.7 %).

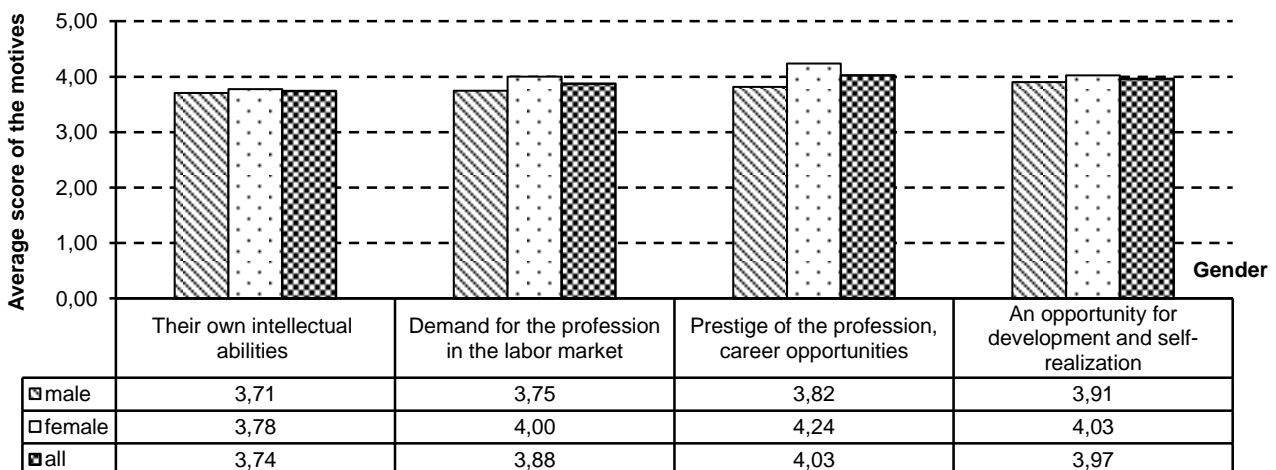


Fig. 2. The motives for choosing a profession by girls and boys in Ukraine

The research has further developed the analysis of gender inequality in the sphere of education on the basis of the marketing research results that confirmed the existence of differences in the motives and criteria for choosing a university and profession of girls and boys, which determines the variability of the values of the latter and makes it possible to predetermine the dominant type of their rational action and the area of formation of future students' loyalty taking into account gender differences.

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**РЕГІОНАЛЬНІ ТА ГАЛУЗЕВІ ОСОБЛИВОСТІ
ДЕРЖАВНОГО РЕГУЛЮВАННЯ ІМПОРТОЗАМІЩЕННЯ
В КОНТЕКСТІ РЕАЛІЗАЦІЇ ЗАВДАНЬ
У СФЕРІ ЕКОНОМІЧНОЇ БЕЗПЕКИ ДЕРЖАВИ**

Лупак Р. Л.

Визначено необхідність у реалізації державної політики імпортозаміщення, у якій для забезпечення її ефективності потрібно враховувати регіональні та галузеві особливості економіки держави. Здійсненням такої політики має стати успішне вирішення завдань у сфері економічної безпеки держави.

Висвітлено низку наукових тверджень щодо цільових орієнтирів державного регулювання імпортозаміщення, у яких обґрунтовано масштабність проблеми імпортозалежності та її впливу на економічну безпеку держави.

Головний акцент зроблено на наукове обґрунтування регіональних і галузевих особливостей державного регулювання імпортозаміщення, які можуть мати важливе теоретичне та практичне значення в контексті реалізації завдань у сфері економічної безпеки держави. До відповідних регіональних особливостей зараховано виявлення ресурсних відмінностей регіонів у зменшенні імпортних потоків товарів, установлення додаткових та збільшення місцевих податків і зборів на товари критичного імпорту, організацію та регулювання