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EDUCATION TO IMPROVE THE STATUS OF WOMEN IN MODERN SOCIETY: THE CHINESE CASE

ОСВІТА ДЛЯ ПІДВИЩЕННЯ СТАТУСУ ЖІНОК У СУСПІЛЬСТВІ
МОДЕРНУ: КИТАЙСЬКИЙ КЕЙС

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Urgency of the research: Women's education has received widespread attention and practice worldwide. In many countries, the education level of women has been improving year by year, and the opportunities for women to receive education continue to increase. However, despite some progress, women's education still faces many problems and challenges. For example, unequal distribution of educational resources, discrimination against women in employment, and the constraints of traditional beliefs on women's education. These issues directly affect the quality and fairness of women's education.

Target setting: Women's education directly affects the social status of a woman and contributes to her personal development. Women's education is one of the key factors of social development and economic growth, helps to reduce gender inequality and contributes to the development of society in the direction of equal rights and social justice. Therefore, **the purpose of the research** is to study the development of Chinese women's education and the impact of education on the status of women.

Actual scientific researches and issues analysis. The study is based on the works of researchers of women's education from different countries. In particular, the works of Hadiza Adamu were used to clarify the importance of female education for national development. A number of authors from China (Yang Juhua, You Yun, Liu Jiang and Zhang Wenming, etc.) note the problems of gender imbalance at various levels of education.

Research Methods: This research uses different research methods such as data analysis method, historical research method, comparative research method and other

Актуальність теми дослідження: Жіноча освіта практикується в усьому світі та привертає увагу дослідників. У багатьох країнах освітній рівень жінок з кожним роком підвищується, а можливості для отримання освіти збільшуються. Однак, незважаючи на певний прогрес, освіта жінок все ще стикається з багатьма проблемами та викликами. Наприклад, нерівний розподіл освітніх ресурсів, дискримінація жінок у сфері зайнятості та обмеження традиційних переконань щодо освіти жінок. Ці проблеми безпосередньо впливають на рівний доступ жінок до якісної освіти.

Постановка проблеми: Жіноча освіта безпосередньо впливає на соціальний статус жінки та сприяє її особистому розвитку. Жіноча освіта є одним із ключових факторів соціального розвитку та економічного зростання, допомагає зменшити гендерну нерівність і сприяє розвитку суспільства в напрямку рівності прав та соціальної справедливості. Отже, **метою дослідження** є вивчення розвитку освіти китайських жінок і впливу освіти на статус жінок.

Аналіз останніх досліджень і публікацій. Дослідження спирається на доробки дослідників жіночої освіти з різних країн. Зокрема роботи Hadiza Adamu були використані для з'ясування значення жіночої освіти для національного розвитку. Ряд авторів з Китаю (Yang Juhua, You Yun, Liu Jiang and Zhang Wenming та ін.) зазначають проблеми гендерного дисбалансу на різних рівнях освіти.

Методи дослідження: це дослідження використовує різні методи дослідження, такі як метод аналізу даних, історичний метод дослідження,

general scientific theoretical research methods. The historiographical method was used to analyze the documented forms and methods of women's education in the past. Also, theoretical research methods are used to consider the development of women's education from a historical retrospect and an evolutionary perspective. The generalization method helped to collect as much scientific literature as possible about the current state of development of the social status of women. Systematic approach - for researching problems in education and countermeasures.

The statement of basic materials:

This article is dedicated to studying the development of women's education in China, from the time when very few women could receive education to the popularization of women's education today. Analyzing the educational status of contemporary Chinese women and discovering its shortcomings requires us to continuously improve the educational environment for women in the process of educational development.

Conclusions: Women's education in China originated in the late 19th century and had a significant impact on breaking free from the shackles of outmoded ideas and breaking down unequal gender perspectives. Nowadays, women's education in China continues to develop steadily, and the gender gap has been basically eliminated in the field of elementary education. The gender ratio of compulsory education and high school education is basically the same as that of the birth population, and gender education has basically achieved data equality. However, behind the prosperity of women's education, there are also some risks that cannot be ignored. Therefore, developing women's education remains a long-term and arduous task that requires unremitting efforts from all countries.

Keywords: Chinese women's education, women's schools, gender equality, the social status of women, the influence of education on the status of women, the development of Chinese women's education.

порівняльний метод дослідження та інші загальнонаукові теоретичні методи дослідження. Історіографічний метод застосовувався для аналізу задокументованих форм та методів освіти жінок у минулому. Також теоретичні методи дослідження використовуються для розгляду розвитку жіночої освіти з історичної ретроспективи та еволюційної перспективи. Метод узагальнення допоміг зібрати якомога більше наукової літератури про сучасний стан розвитку соціального статусу жінок. Системний підхід – для дослідження проблем у освіті та контрзаходів.

Виклад основного матеріалу:

Стаття присвячена вивченню розвитку жіночої освіти в Китаї, від часів, коли дуже мало жінок могли отримати освіту, до сучасного стану популяризації жіночої освіти. Зазначено, що аналіз освітнього статусу сучасних китайських жінок і виявлення його недоліків вимагає постійного вдосконалення освітнього середовища для жінок у процесі розвитку системи загальної освіти.

Висновки: Жіноча освіта в Китаї зародилася наприкінці 19 століття і мала значний вплив на звільнення від пут старих ідей і руйнування нерівних гендерних перспектив. Сьогодні жіноча освіта в Китаї продовжує неухильно розвиватися, а гендерний розрив у сфері базової освіти в основному усунутий. Гендерне співвідношення в обов'язковій освіті та середній школі в основному таке ж, як і в популяції від народження, а гендерний аналіз фіксує значний прогрес і наближення до гендерної рівності. Однак для процвітання жіночої освіти також існують деякі ризики, які не можна ігнорувати. Тому розвиток жіночої освіти залишається довгостроковим проектом і важким завданням, яке потребує постійних зусиль.

Ключові слова: китайська жіноча освіта, жіночі школи, гендерна рівність, соціальний статус жінок, вплив освіти на статус жінок, розвиток китайської жіночої освіти.

Relevance of research. Research on women's education covers a wide range, many topics and is explored in various aspects. However, everything has development. The level of development of women's education, period, country, each stage has its characteristics. According to changes, innumerable problems arise, the solutions of

which require new data, that provide timely research.

Statement of the problem in a general form and its connection with eminent scientific or practical tasks. Addressing female education gaps contributes to achieving gender equity and social justice. Scientific studies examining the correlation between education levels and health outcomes among women can inform policies aimed at enhancing healthcare access, maternal and child health, and disease prevention. Enhancing female education is crucial for promoting political participation and good governance. Education empowers women to engage meaningfully in political processes. Scientifically guided initiatives can address systemic barriers to women's political participation, leading to more inclusive governance structures. Improving female education can increase labor market participation, promote economic growth, reduce poverty, and enhance social stability and development.

Research status. Liu Jiang and Zhang Wenming analyzed the educational imbalance through the enrollment rate and found that although the gap between the enrollment rates of women and men in the undergraduate, master's, and doctoral stages has gradually narrowed, especially the enrollment rate of women in the undergraduate stage has achieved a reverse trend, the enrollment rate of women in the master's and doctoral stages is still lower than that of men. Ma Yuanyuan believes that the education level of rural women is closely related to their spouse's income, the nature of registered residence and family status. The level of education directly affects the marital emotions, response to domestic violence, ability to handle marital crises, and pursuit of a happy life of rural women [8]. Yang Juhua found through analyzing the theoretical correlation between higher education and the age of first marriage for women that education affects the age of first marriage through a dual path of entanglement, direct and indirect, forming campus confinement, changing marital taste, and reducing marital benefits. The higher the level of education, the older the age of first marriage [13]. You Yun and Nussey Charlotte considers the construction of an 'ideal' level of female education in China by reflecting on the social phenomenon of 'leftover women', and the perpetuation of this stigma by both Chinese state media. It contributes an in-depth engagement with the educational dimensions of 'leftover women' through innovative discourse analysis that examines the content of one of the most popular Chinese dating shows in the last decade [14]. Hadiza Adamu focuses on Women's Education for National development. It discusses development, national development, meaning and objectives of Women Education and its content. It also highlights areas where women's education contributes fully to national development. Also problems that hinder women's education are enumerated and suggestions and recommendations on how to improve women's education, so that it will be a success for national progress are given [2]. Therefore, the study of the development of Chinese women's education and the impact of education on the status of women is a relevant topic and requires in-depth research.

Development of female education in China. According to the latest data from the Women and Children's Work Committee of the State Council of China, women are a greater beneficiary of the rapid development of education in China: from 1980 to 2017, the probability of Chinese eligible women receiving higher education increased by 46.2 times, and the number of female college students increased by 74.1 times [16].

In China's traditional society of over two thousand years, completely different role expectations were set for men and women of different genders. For a considerable period of time, women were not in a position to participate in school education. Women's education was mainly carried out in the family, and the purpose of this

education was to cultivate a “virtuous wife and good mother” who adhered to feudal ethical principles such as the Three Adherences and Four Virtues and the Three Virtues and Five Virtues, and was good at household chores.

This situation lasted for two thousand years, until the mid to late Qing Dynasty when the Qing government issued the “36 Articles of Regulations for Women's Normal Schools” and “26 Articles of Regulations for Women's Primary Schools”, which were the earliest official regulations for women's schools in China, pushing women's education in China to a new stage [10].

The practice of dividing schools for male and female students in the early stages also failed to achieve gender equality from the basic education stage. Female students still have to learn family affairs courses such as sewing, needlework, home economics, and gardening in addition to traditional feminine teaching materials. The level of innovative curriculum content in women's schools is still relatively low [5].

Due to its unique historical background, church girls' schools have pioneered women's schools in China. By 1860, foreigners had taken advantage of their special power to establish schools in the initial batch of commercial ports, including Guangzhou, Xiamen, Fuzhou, Ningbo, and Shanghai, to establish more than ten types of church girls' schools. The establishment of a church girls' school, originally intended for evangelism, not only focuses on Christian doctrine, but also studies Western subjects such as English, mathematics, and geography, invisibly becoming a special force in promoting the trend of women's education in China [11].

Although social transformation has given rise to the issue of women's education, due to the constraints of ideology and various conditions, the scale of women's education is still relatively small, only distributed in some commercial port cities. Many places have not built women's schools, and the situation of women's schools in rural areas is even weaker. At this stage, the enrollment age for female students is greatly restricted, mostly limited to 15 years old, and they often face dropping out due to factors such as marriage in the later stage. Therefore, for most female students who are able to enter women's schools for learning, their educational level is only limited to elementary school level. The level of popularization of women's education nationwide is still very low [6].

Until May 31, 1898, the first Chinese women's school, Jingzheng Women's School, was established in Shanghai [12]. Subsequently, women's education institutions such as Beijing Women's Normal School, Nanjing Lvning Women's School, Changsha Zhounan Women's School, and Hangzhou Women's Normal School sprung up on the land of China like mushrooms after rain, and modern women's education in China reached a peak.

In the family field at that time, gender equality was advocated, emphasizing autonomy and freedom in marriage, divorce, and celibacy. In the social field, it was advocated for women to participate in political and military activities. During this period, women's vocational education experienced unprecedented development, and women began to enjoy the right and ability to survive in society.

The acceptance of higher education by women means that they have officially gained equal personality and power with men. In the autumn of 1920, Peking University officially admitted the first batch of female students, becoming the pioneer of the university's ban on women [15]. Afterwards, taking for example Peking University, well-known universities in education hubs such as Nanjing and Shanghai also began to recruit female students.

In order to connect with higher education, women's primary and secondary education has also begun to implement coeducation. Female students are beginning to

align with male students in terms of curriculum design, funding sources, and admission qualifications during the primary and secondary school stages.

At the beginning of the establishment of the People's Republic of China, women's education entered a new stage. In 1949, the All China Democratic Women's Federation officially took over the Hebei Provincial Beiping Women's Vocational School, founded by the older generation of women's revolutionaries such as Song Qingling, He Xiangning, Cai Chang, Deng Yingchao, and Kang Keqing. Later, with the approval of the 8th Standing Committee of the All China Women's Federation, it was renamed as the New China Women's Vocational School. In 1995, it was renamed as China Women's College, and in 2002, it was officially transformed into a regular higher education institution (undergraduate) [7].

As the earliest public full-time undergraduate women's ordinary higher education institution approved and filed by the All China Women's Federation and the Ministry of Education, China Women's College consists of 6 colleges and 4 departments, offering 21 undergraduate majors [12].

At the same time, China Women's College, Shandong Women's College, and Hunan Women's College jointly initiated the establishment of the China Women's Higher Education Alliance in 2014, strengthening exchanges and interactions among domestic women's colleges, jointly researching and exploring the laws of women's higher education, integrating and sharing advantageous educational resources, carrying out inter school complementary cooperation, and jointly promoting the reform, development, and growth of women's higher education [12].

Nowadays, there are relatively few women's schools at all stages in China, and they have not become mainstream in the new era of education. Among many schools, the teaching level of women's schools is basically in the middle, and some schools do not have obvious characteristic education, which makes it difficult to attract students to apply (the number of female students applying to some women's universities has decreased). This is among the reasons why outsiders question the necessity of women's schools [17].

Current status of contemporary female education development.

Currently, it has become history that women do not receive education, and gender is no longer the main consideration when choosing schools. Education has also brought all-round changes to women. Firstly, education has broken down the phenomenon of illiteracy among women. In the past in China, women and women were not a valued group and could only survive with the protection of their fathers, brothers, or spouses. This leaves many women without even rudimentary reading and writing abilities, and their lives are filled with ignorance and confusion. The popularization of education has enabled more and more women to acquire basic cultural literacy, broaden their horizons, and have the opportunity to learn new things and pursue their dreams, which has a significant influence on their worldview and outlook on life. Secondly, education provides women with broader employment and development opportunities. Years of patriarchal society have prevented many women from obtaining equal employment and development opportunities. However, with the popularization of education, more women gain access to education, providing them with more independent choices and opportunities to discover their potential and abilities. Women who have received a certain level of education can more easily enter the hall of higher education, receive higher levels of education, and have broader development opportunities. This allows them to break loose from traditional fixed roles, break loose from past constraints, and more fully utilize their personal strengths and talents. Thirdly, women often bear more responsibilities due to their distinct identities (such as mother, wife, and daughter),

and their lives are easily lacking in fun and passion. However, through education, women can get more new knowledge and skills, improve their cognitive level, and promote their personality development. Education makes women's lives more fulfilling and interesting, and gives them the opportunity to better understand and manage their own lives. By continuously receiving education, women can better step out of their tiny circles and move towards a broader world. Fourthly, education has reduced the issues of violence and discrimination faced by women. In traditional social beliefs, women are a vulnerable group who often face various forms of oppression and discrimination in their lives and careers, which has become their biggest concern and pressure [3]. Education is an effective way to improve the status of women, and educated women are more assertive, strong, and independent, making it easier to gain respect and recognition. The related issues of discrimination and violence will also be correspondingly decreased.

The current development of women's education is a long-term result of China's gender equality education policy. However, behind the prosperity of women's education, there are also some risks that can be overlooked. We need to dialectically view the rapid changes in the number of women in post secondary education, which touch on some deep-seated collective issues and gender culture. From the perspective of the education process, current ordinary high schools and universities in China mainly pursue the academic development of students, lack awareness of facing social practice, and have poor ability to solve practical problems. The teaching implementation process lacks real reform and innovation, and still focuses on results evaluation, standardized evaluation, and other methods, with a clear tendency of "emphasizing knowledge over ability". From the results of education, due to the disconnect between knowledge and practice, college graduates believe that their principal challenges in job hunting are insufficient professional skills required for the job position and weak personal comprehensive qualities. In order to solve this problem, more and more students continue to pursue academic development, resulting in an excess of academic qualifications and a devaluation of diplomas [1]. Women are most likely to encounter a "glass ceiling" when seeking employment. In the face of cruel and gender biased market screening mechanisms, they must make themselves better in order to compete on an equal footing with men. Essentially, gender inequality in employment opportunities drives women to choose education to avoid the risk of unemployment. The proportion of women in secondary vocational education has decreased instead of increasing, and continues to decline, accounting for only 41.8 % of current students. In the long-term education process, some students in China have uneven development in morality, intelligence, physical fitness, aesthetics, and labor, emphasizing intellectual education unilaterally, resulting in inconsistent views of students on the brain and body, and a tendency to underestimate physical activity [9]. Regardless of the fact that women have already covered all disciplines in higher education, the proportion of women in various majors has significantly increased. However, overall, there is still a distinct gender preference in the selection of subject categories and majors.

Conclusions. Women's education in China originated in the late 19th century and had a significant impact on breaking loose from the shackles of outmoded ideas and breaking down unequal gender perspectives. Currently, women's education in China continues to develop steadily, and the gender gap has been basically eliminated in the field of elementary education. The gender ratio in compulsory education and high school education is basically the same as the sex ratio at birth, and gender education has basically achieved statistical parity. However, there are also risks behind

the prosperity of female education that cannot be overlooked. Women's education faces challenges and opportunities. Women's education, the discipline construction of women's studies, and women's studies will improve further and play an irreplaceable role in promoting human progress and social development. The advance of women's education is still a long-term and arduous task. The task requires unremitting efforts from all countries.

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